

EXAMINING IN-SERVICE ENGLISH LANGUAGE TEACHERS'
PROFESSIONAL NEEDS: TOWARDS AN ONLINE
TEACHER TRAINING PROGRAM

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BANU ÇİÇEK BAŞARAN

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Approval of the Graduate School of Social Sciences

Prof. Dr. Yaşar Kondakçı
Director

I certify that this thesis satisfies all the requirements as a thesis for the degree of Doctor of Philosophy.

Prof. Dr. Çiğdem Sağın Şimşek
Head of Department

This is to certify that we have read this thesis and that in our opinion it is fully adequate, in scope and quality, as a thesis for the degree of Doctor of Philosophy.

Assoc. Prof. Dr. Perihan Savaş
Supervisor

Examining Committee Members

Prof. Dr. Çiler Hatipoğlu	(METU, ELT)	
Assoc. Prof. Dr. Perihan Savaş	(METU, ELT)	
Prof. Dr. Özgür Erdur Baker	(METU, EDS)	
Assist. Prof. Dr. Tijen Akşit	(İhsan Doğramacı Bilkent Uni., ES)	
Assist. Prof. Dr. Necmi Akşit	(İhsan Doğramacı Bilkent Uni., TEFL)	

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Name, Last name: Banu Çiçek BAŞARAN

Signature :

ABSTRACT

EXAMINING IN-SERVICE ENGLISH LANGUAGE TEACHERS' PROFESSIONAL NEEDS: TOWARDS AN ONLINE TEACHER TRAINING PROGRAM

Başaran, Banu Çiçek

Ph.D., Department of English Language Teaching

Supervisor: Assoc. Prof. Dr. Perihan Savaş

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This study aimed to investigate the professional development needs of in-service English language teachers working at schools of the Ministry of National Education. The participants of the study were EFL teachers working in 26 different cities of Turkey at elementary, middle and high school levels. The main research foci of the study are: (1) analyzing the professional development needs of English language teachers, (2) designing an online in-service teacher training program based on the needs analysis and, (3) identifying if there are any significant differences between different groups of participants and their needs. The study followed a mixed method research design. By making used of quantitative and qualitative data collection tools, the study employed explanatory sequential design. The data collection tools were an online questionnaire and a semi-structured interview. The questionnaire was administered to 322 participants and was utilized to determine

the needs of EFL teachers. Subsequently, semi-structured interviews were conducted with 20 voluntary participants to triangulate and explain the questionnaire results. The data analysis procedures involved descriptive and inferential statistics for quantitative data, and coding and categorizing procedures for qualitative data. The results of the study revealed insights about EFL teachers' In-service training needs, beliefs and preferences. The findings obtained from the questionnaire and the interview were utilized to suggest an outline for online in-service training program for EFL teachers in Turkey. The results of the study can be used to design and plan online professional development activities for EFL teachers.

Keywords: in-service English language teachers, needs analysis, online training program, professional development

ÖZ

HİZMETİÇİ İNGİLİZCE ÖĞRETMENLERİNİN MESLEKİ İHTİYAÇLARININ İNCELENMESİ: ÇEVİRİMİÇİ EĞİTİM PROGRAMI ÖNERİSİ

Başaran, Banu Çiçek

Doktora, İngiliz Dili Öğretimi Bölümü

Danışman: Doç. Dr. Perihan Savaş

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Bu çalışma Milli Eğitim Bakanlığı okullarında görev yapan İngilizce öğretmenlerinin mesleki gelişim ihtiyaçlarını araştırmayı amaçlamaktadır. Araştırmanın katılımcıları, Türkiye'nin 26 farklı ilinde ilkokul, ortaokul ve lise seviyelerinde çalışan İngilizce öğretmenleridir. Çalışmanın temel araştırma odakları şunlardır: (1) İngilizce öğretmenlerinin mesleki gelişim ihtiyaçlarını analiz etmek, (2) ihtiyaç analizine dayalı bir çevrimiçi hizmetiçi öğretmen eğitim programı tasarlamak ve (3) farklı katılımcı grupları ve ihtiyaçları arasında anlamlı bir farklılık olup olmadığını belirlemek. Çalışma, karma araştırma yöntemini izlemiştir. Çalışmada nicel ve nitel veri toplama araçlarından yararlanarak açıklayıcı sıralı tasarım kullanılmıştır. Veri toplama araçları çevrimiçi bir anket ve yarı yapılandırılmış bir görüşmeden oluşmaktadır. Anket 322 katılımcıya uygulanmış ve İngilizce öğretmenlerinin ihtiyaçlarını belirlemek için kullanılmıştır. Daha sonra, anket sonuçlarını desteklemek ve açıklamak için 20

gönüllü katılımcı ile yarı yapılandırılmış görüşmeler yapılmıştır. Veri analizi prosedürleri, nicel veriler için tanımlayıcı ve çıkarımsal istatistikler, ve nitel veriler için kodlama ve sınıflandırma prosedürlerini içermektedir. Çalışmanın sonuçları, İngilizce öğretmenlerinin hizmetiçi eğitim ihtiyaçları, tutumları ve tercihleri hakkında bilgiler vermektedir. Anket ve mülakattan elde edilen bulgular, Türkiye'deki İngilizce öğretmenleri için çevrimiçi hizmetiçi eğitim programına yönelik bir model tasarlamak amacıyla kullanılmıştır. Çalışmanın sonuçları, İngilizce öğretmenleri için çevrimiçi mesleki gelişim faaliyetleri tasarlamak ve planlamak için kullanılabilir.

Anahtar Kelimeler: hizmetiçi İngilizce öğretmenleri, ihtiyaç analizi, çevrimiçi eğitim programı, mesleki gelişim

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CHAPTER 1

INTRODUCTION

This chapter delivers the background to this study. At first, a brief literature review of relevant studies is presented. Then, statement of the problem, purpose of the study, significance of the study, and the theoretical framework followed are stated. The chapter concludes with definition of key terms.

1.1 Background to the Study

In Turkey, the Council of Higher Education (YÖK) coordinates the language teacher education programs (YÖK, 1998). These programs are offered at the university level in faculties of education and students are admitted to these programs based on the national university entrance exam results. Furthermore, university graduates from other faculties can also become English language teachers upon completing pedagogic formation (Aydoğan & Çilsal, 2007; Çepik & Çepik, 2015). The programs offered at faculties of education offer five years of pre-service teacher education (one year in intensive English preparatory school and four years in the program). Since the main aim of these programs is to educate qualified language teachers for schools of the Ministry of National Education (MONE) (Seymen, 2012), it is important to understand what the Ministry expects from the graduates of these programs.

The Ministry issued a list of competencies for in-service teachers (Milli Eğitim Bakanlığı, 2006; 2008). These competencies are grouped under two main headings: general competencies and subject specific competencies. General teacher

competencies include (1) personal and vocational values, (2) knowing the student, (3) process of teaching and learning, (4) following and evaluating learning and improvement, (5) relations of the school, (6) family and society, knowledge of the program and content. These are the main competency areas identified by the Ministry for all in-service teachers. Each area includes several sub-competencies and levels. Moreover, MONE (2008) listed five competencies for primary school English language teachers: (1) planning and arranging English teaching processes, (2) improving language skills, (3) following and evaluating language development, (4) cooperating with school, family and society, (5) professional development in English subject.

In December 2017, the Ministry issued an updated the document about general teacher competencies due to “emerging needs” in the field (Milli Eğitim Genel Müdürlüğü, 2017a). The updated general teacher competencies were issued as a general frame of reference for stakeholders. Updated competencies are listed under three main headings (1) professional knowledge, (2) professional skills and (3) attitudes and values. Under the first competency, professional knowledge, there are three sub-competencies: (a) subject matter knowledge, (b) subject teaching knowledge, and (c) legislation knowledge. The second competency area, professional skills, include (a) planning educational processes, (b) creating educational environment, (c) managing teaching and learning processes, and (d) assessment and evaluation as sub-competencies. The third competency, attitudes and values, include (a) national, moral, and universal values, (b) attitude towards students, (c) communication and cooperation, and (d) personal and professional development.

Moreover, MONE (2008) lists five competencies for primary school English language teachers: (1) planning and arranging English teaching processes, (2) improving language skills, (3) following and evaluating language development, (4) cooperating with school, family and society, (5) professional development in English subject. The Ministry has not issued an updated subject specific competencies document.

Turkey is currently in 79th place among 100 countries in the English Proficiency Index (EF EPI, 2019). Furthermore, according to the same source, Turkey is 32nd out of 33 European countries in the index. The research revealed that professional development activities have an impact on teachers' in-class practices and student achievement (Kalinowski, Egert, Gronostaj, & Vock, 2020). Considering the place of Turkey in EPI, and the effect of professional development of teachers and students, it can be argued that in order to understand the English language learning problems in Turkey, in-service teachers' needs should also be investigated.

MONE lists the in-service training programs that were held between 2001-2020 (Milli Eğitim Bakanlığı, 2020a). Currently, the Ministry offers several online in-service teacher training courses through EBA (Eğitim Bilişim Ağı – Educational Informatics Network). Upon viewing, it can be seen that the Ministry offered and plans to offer in-service training courses in several different areas (such as courses for training English language teachers, technologically enhanced English language trainer, anger management, classroom management, developing research skills and so on). Günel and Tanrıverdi (2014) summarize the in-service teacher training programs and policies in Turkey and provide an international comparison regarding the issue. They state that temporary educational policies in Turkey and lack of a permanent vision for teacher education resulted in failed attempts of in-service teacher training programs. They also suggest that rather than designing in-service teacher training programs by heart, Turkey should carry out needs analysis, and research studies in order to improve these programs.

Needs analysis is an important part of program and curriculum development. In order for a program to fulfill the needs of the participants, needs analysis should be carried out (Akdemir, 2015). Needs analysis studies enable program goals to be defined based on existent needs and help educational tasks to be planned accordingly (Arsal, 1998). Atwood and Ellis (1977) define “need” as educational skills, attitudes, and perceptions that are required in order to achieve the desired goal. Monette (1977) states that needs can be identified through an objective

evaluation of the lack of knowledge, skills, and attitudes. Arsal (1998) defines needs as the gap between the individual's existing behaviors and terminal behaviors. According to Arsal (1998) and Lekatompeyy (2010), needs analysis can be carried out by utilizing several different means: questionnaires, interviews, observations, task-analysis and literature review.

1.2 Statement of the Problem

Needs analysis is one of the most crucial steps of program design since the program should be relevant to the participants' needs (Dikilitaş & Tanış, 2018; Luneta, 2012). Similarly, Coşkun-Demirpolat (2015) states that lack of proper in-service training for English language teachers is among one of the major problems of English language teaching in Turkey and thus in-service training programs should be designed and evaluated based on the needs of the teachers. Furthermore, Altan (2016) argues that

despite the long history and well-established organizational framework, in-service training activities provided by the General Directorate for Teacher Training and Development of MoNE in Turkey seem not to be well-competent to meet the needs of hundreds of thousands of teachers (p.9).

Along the same lines, Özer (2004) suggests that starting from the 1960s, in-service teacher training was of concern for the professional development plans and government agendas. The rules and regulations for professional development of teachers have been issued and several applications have been conducted. Despite the attention paid to in-service training activities, Özer (2004) states that the problems remain unsolved. In other words, "to make the in-service training system of teachers more functional, to increase the quantity and quality of the activities, and to obtain the benefits expected from the activities in Turkey, some measures need to be taken" (p. 97). The author stipulates that the needs analysis of teachers was not conducted via "scientific research instruments" (p. 97) and thus they fail to meet the expectations. By pointing out the number of teachers in Turkey and the

need for in-service training programs, Özer (2004) indicates that distance education program should be employed, where face-to-face practices fail to meet the demand.

Additionally, Gümüşlüoğlu (2016) reported that the teachers preferred to work at institutions that will help them to improve their professional knowledge and skills, that can enhance and maintain professional development. It is mentioned that the novice teachers miss some of the necessary practical knowledge due to lack of teaching experience and thus they are in need of professional support. Furthermore, the updates in the profession and the parents' and students' expectations from the teachers also affect the teaching activities. This holds true for both novice and experienced teachers. For this reason, in order to keep up with the advancements and the needs of the students, the teachers are expected to improve themselves. Gümüşlüoğlu (2016), also underlines the fact that no matter how qualified the pre-service education of the teachers, they need to improve themselves via on-going professional development, so as to fulfill individual and institutional goals, to increase their teaching performance. In-service training is understood as an ongoing process rather than one-time courses. The institutions are considered to be successful to the extent of the in-service training opportunities they offer to the employees. For this reason, they should be regarded as significant in the professional development (Gümüşlüoğlu, 2016).

Along the same lines, by reviewing 10 studies about the effects of professional development on teaching practice, Kalinowski, Egert, Gronostaj, and Vock (2020) established that the teachers' practices were affected by the in-service training activities. The paper concluded that the professional development activities provided for language teachers promoted student language development as well as teacher' in-class practices. It can be argued that in order to improve the language proficiency level in Turkey, the EFL teachers should be supported with professional development activities.

1.3 Purpose of the Study

Considering the lack of in-service training for EFL teachers that is designed based on the needs of the participants (Arslan, 2018; Gökmenoğlu, 2012; Kahraman-Özkurt, 2019; Kimav, 2019; Korkmazgil, 2015; Şahin, 2012; Ünal, 2010; Yılmaz, 2018), and the necessity of implementing online training (Özer, 2004), this research study aims to investigate the in-service teachers' professional development needs in order to suggest an online training model. The research questions are as follows:

Based on the opinions of in-service EFL teachers:

1. What are the professional development needs of English language teachers working for the Ministry of National Education at elementary, middle and high school level? What are their needs about
 - a) professional and personal development?
 - b) improving their own target language skills?
 - c) the use of ICT in their classrooms?
2. What are their beliefs about in-service training programs offered by Ministry of National Education?
3. Are there any significant differences between in-service English language teachers with regards to their professional development needs and
 - a. their regions of residence?
 - b. the grade level they are currently teaching?
 - c. level of experience?
 - d. level of education/training they received?
 - e. genders?
 - f. ages?
4. Is there a relationship between different variables of in-service training needs of the participants?
 - a. Is there a relationship between the variables within the same scale?
 - b. Is there a relationship between the variables across different scales?

5. Based on the perceptions of in-service English language teachers what kind of an online in-service training program can be implemented?

- a. What should be the aims of the program?
- b. What should be the content of the program?
- c. What kind of training tasks/activities should be included in the program?
- d. What materials should be included in the program?
- e. How long should the in-service training program last?
- f. What kind of evaluation tools should be used in the program?
- g. What should be the incentive to be given to the participants of the program?
- h. What are the properties of an ideal online in-service training program?

1.4 Significance of the Study

The literature highlights the importance of professional development activities for language teachers and indicates that “opportunities for language teachers to participate in inquiry-based learning within their school contexts are still thin on the ground” (Burns, 2017, p.201). The author argues that regardless of the results of the research studies promoting inquiry-based, bottom-up approach to in-service training programs, the needs-based professional development activities are scarce. This study intends to analyze the need of EFL teachers with the aim of designing an online model for professional development.

Rüya (2005) provides an overview of distance education practices in Turkey. The first implementation was through letters sent under YAYKUR, as an initiation of the Ministry in 1974. In 1981, Anadolu University established Faculty of Open University to provide distance education. Later on, in 1992, Open Highschool was established under the Ministry of National Education, the General Directorate of Educational Technology. It was followed by Open Elementary School and Vocational and Technical Open Education School in 1997. Rüya (2005) refers to the document

issued by the Ministry to understand the underlying reasons for implementing distance education. The study indicates that due to individual differences and needs of the learners, the available educational practices failed to fulfill the needs. To overcome this problem, alternative educational practices was put into practice. Rüya (2005) reveals that this alternative education was also meant to include the learners who were outside the current educational system by offering equal opportunities for all individuals.

The importance of online education become more evident when the recent pandemic is taken into account. Starting from the end of 2019, COVID-19 outbreak had an impact throughout the world. Many of the countries implemented safety measures by closing the schools or switching to online education. UNESCO (2020) states that the governments, the teachers, and the students were not ready for this unexpected move to online education practices. The infrastructure required to conduct nationwide online education was lacking or insufficient in some of the countries. Furthermore, the majority of the teachers were not trained for giving online education. The report also indicates that the students, too, were negatively affected by this abrupt change and some experienced temporary termination of educational activities. The report concludes that based on the experiences that this outbreak brought; the government should take necessary actions to overcome the obstacles to online education. Related with this issue, the literature indicates that teacher training and education is important. If the teachers experience the available technology themselves, they are more open and motivated to practice ICT tools in their classrooms (Akayoğlu, Satar, Dikilitaş, Cirit & Korkmazgil, 2020; Başaran, 2014; Rubadeau, 2018; Simonson, 2019; Wang, Chen, Levy, 2010). For this reason, it is important to offer chances for in-service teachers to experience online training through professional development activities.

According to the Teacher Strategy Document issued by the Ministry of National Education (2017b), promoting professional development activities for in-service teachers is considered to significant. The document states that continuous

professional development should be aimed to achieve higher levels of professionalism. To this end, two steps were identified: (1) implementing a performance evaluation system to determine the professional development needs of teachers, and (2) increasing the quality of personal and professional development activities starting from the beginning of the career. Furthermore, the same source also states that understanding the needs of the teachers is of significance for planning professional development activities.

In another document issued by Ministry of National Education, Turkey's Education Vision is enclosed (Milli Eğitim Bakanlığı, n.d). This source provides an overview of the goals specified for 2023, including the philosophy, policy, evaluation procedures, finances, special education, and foreign language teaching. Accordingly, there three main goals set for improving foreign language education quality and practices:

- 1) Foreign language education will be customized nationwide according to school levels and types
- 2) With the use of new sources, students will be allowed to experience the English-speaking world
- 3) Teacher proficiencies and qualifications will be improved in foreign language education (p, 68, 69, 70).

The third goal is of significance to the present study since it is concerned with teacher training. Under this main goal, for teacher training, the document states that "Online and face-to-face training will be offered to foreign language teachers within the framework of a lifelong learning philosophy, and teachers will be allowed to work with native speaker teachers" (p. 70). This goal indicates that the Ministry also aims to provide online training for language teachers. For this reason, the present study is important to understand the needs of in-service EFL teachers in Turkey. Furthermore, by focusing on online training, the present study aims to suggest an in-service training model based-on the obtained data.

In the same vein, Koç (2016) suggests that needs analysis is significant for program development and it should be the basis for in-service training programs. Based on

the suggestions in the literature, it can be seen that there is a lack of needs analysis on English language teachers in Turkey. Hence, this study aims to investigate the professional needs of in-service English language teachers working for the Ministry at elementary, middle and high school levels. Moreover, based on the need analysis, this study will try to suggest an in-service training model for English language teachers in Turkey.

Along the same lines, European Framework for the Digital Competence of Educators (DigCompEdu) issued by European Joint Research Centre (2017) underlines the fact that an educator, or a teacher in this case, should possess digital competence as part of their professional competence. As part of this competence, professional engagement is identified as the first component. Professional engagement states that the teachers should be able to use technology (1) to communicate with their colleagues, learners, parents and third parties outside their institution; (2) to collaborate with their colleagues to share and exchange teaching and learning experiences; (3) to reflect and assess their own digital pedagogical practice to further improve the educational procedures; and (4) to “use digital sources and resources for continuous professional development” (p. 19). In other words, teacher should be part of online in-service training programs and communities to engage in continuous professional development. In this regard, the General Directorate of Teacher Training and Development also stated that due to the number of teachers serving in Turkey, traditional face-to-face in-service training approach fails to fulfill the needs and thus the Ministry started conducting online in-service training activities as well (Milli Eğitim Bakanlığı, 2018a).

As mentioned earlier in this chapter, MoNE underlines the importance of needs-based in-service training in the Regulation of Ministry of National Education In-service Training (Milli Eğitim Bakanlığı, 1994). According to this document, one of the principles of in-service training is arranging programs that are suitable for the training needs of teachers. All in all, when the current situation regarding the needs of EFL teachers and the importance of online learning is considered, the importance

of conducting needs analysis to suggest a professional development program model becomes more evident.

1.5 Theoretical Framework

The literature indicates that needs analysis is of significance for improving professional practices (Gupta, Sleezer & Russ-Eft, 2007). It is considered to be the initial step of program design. Needs assessment is defined as a “process for examining and framing people related problems and performance improvement opportunities. It might be initiated in response to a problem or opportunity, or it might be used in ongoing learning or performance improvement efforts” (p.1). In other words, the underlying implication is understanding the needs of the participants and enabling them to become a part of the program design process. Additionally, Stufflebeam, McCormick, Brinkerhoff, Nelson (1985) define needs analysis as a process “that helps one to identify and examine both values and information” (p. xiii). It enables decision making concerning program development. The needs analysis can present objective and statistical description of the current situation. According to Stufflebeam, et al. (1987), needs analysis is employed for educational programming and learner improvement.

While conducting a needs analysis study, the focus can be on one individual, group of people, job units, or whole institution, depending on the aims of investigation. The aim may be determining the problems of the participants or improving their professional performance. According to Gupta, et al. (2007), by providing an “insider” evidence about the problems and the context, the needs analysis helps researchers “to diagnose the needs accurately and to provide practical solutions to address the needs” (p.1). A needs analysis can also provide information about the positive aspects by revealing the strong points of the participants. Gupta, et al. (2007) suggests that “by sharing their knowledge, insights, and resources, those who are closest to the situation contribute to creating solutions that are practical,

credible, and appropriate for the situation” (p. 20). Rather than relying on assumptions about the training needs of in-service teachers, identifying and understanding their demands and wants from professional development activities would be more beneficial.

The process of conducting needs analysis involves “data collection, collaboration, and negotiation” (Gupta, et al, p. 15). The aim is to provide better solutions for training and performance improvement. For data collection process, interviews and questionnaires can be implemented (Barbazette, 2006; Gupta, et al., 2007; Stufflebeam, et al., 1987). While the interviews provide qualitatively rich data, the questionnaires can be used to reach more generalizable results.

There are various approaches to needs analysis. Gupta, et al. (2007) identifies four approaches: (1) knowledge and skills assessment, (2) job and task analysis, (3) competency-based needs assessment, and (4) strategic needs assessment. As the name suggests, in knowledge and skills assessment, the aim is to determine the needs related with knowledge and skills of the participants. It is used to employ new technology, identify the training needs, and develop a training program. Advantages of using the approach is that it established a concrete link between the trainees’ needs and the training. Furthermore, this approach is considered to be easy to follow. The disadvantage of this approach is the limited focus. Since this study aims to investigate and understand the training needs of in-service EFL teachers, it employs knowledge and skills assessment approach.

The second approach, job and task analysis, aims to gather information about the “scope, responsibilities, and tasks of particular job functions” (Gupta, et al., 2007, p.24). The aim is to identify responsibilities and tasks required to fulfill a job. It is employed to develop new job descriptions or revise the existing ones and identify task listings for new or revised functions. The advantages of this approach include defining skill requirements for novice and expert level positions and determining additional qualifications to move across or upward in a job function. This approach

requires time and cost and thus it is not practical. Furthermore, this approach believes that the work is stable and there is only one way to fulfill the requirements of the work.

The third approach, competency-based needs assessment, aims to determine the competences needed for certain job positions. It is followed to measure proficiency levels of individuals. This approach is regarded advantageous because it helps to determine present and future projections of job performance. On the other hand, again, it is time-consuming and costly, and requires high participation of many individuals from the same institution. Finally, the fourth approach, strategic needs assessment, aims to investigate “learning and performance gaps within the context of an organization’s business strategy” (Gupta, et al., p.24). This approach is employed when the aim is to “link performance improvement needs to business strategy of the organization or community” (p.26). In other words, the goal is to establish relationship between existing professional needs and the institutional strategy. This approach is beneficial for developing long-term solutions to present problems; however, it requires that there is business strategy and again, it is time-consuming and costly.

While investigating the needs of the teachers, it also important to define the “need”. Stufflebeam, et al. 1985 determined four approaches to define “need”. In discrepancy view, a need is an inconsistency between desired performance and actual or expected performance. In democratic view, a need is a change wanted by a group of people of reference. In analytic view, a need is the direction in which improvement can be predicted to occur, given information about current status” (p. 7). Finally, in diagnostic view, a need is defined as the construct of which may present harm in case of insufficiency or dearth. Since there are different opinions on how to define the need, Stufflebeam, et al. (1987) suggested that “any needs assessment information must be judged and interpreted within the context of purposes, values, knowledge, cause-effect relationships, and so on in order to reach a decision about what constitutes a need” (p. 12). Furthermore, Royse, Staton-

Tindall, Badger, Webster (2009) state that ““need” is a relative term.” (p. 5) In this study, by following analytic view, the need is viewed as something that can be met through training and professional development activities for the improvement of educational practices.

Royse, et al. (2009) underline the importance of needs analysis design since it influences the structure, the approach, data collection tools and procedures, data analysis practices. The factors that affect the decision process can be seen in Figure 1.1 below. There are four main factors: resources, time, purpose, and ethical considerations.

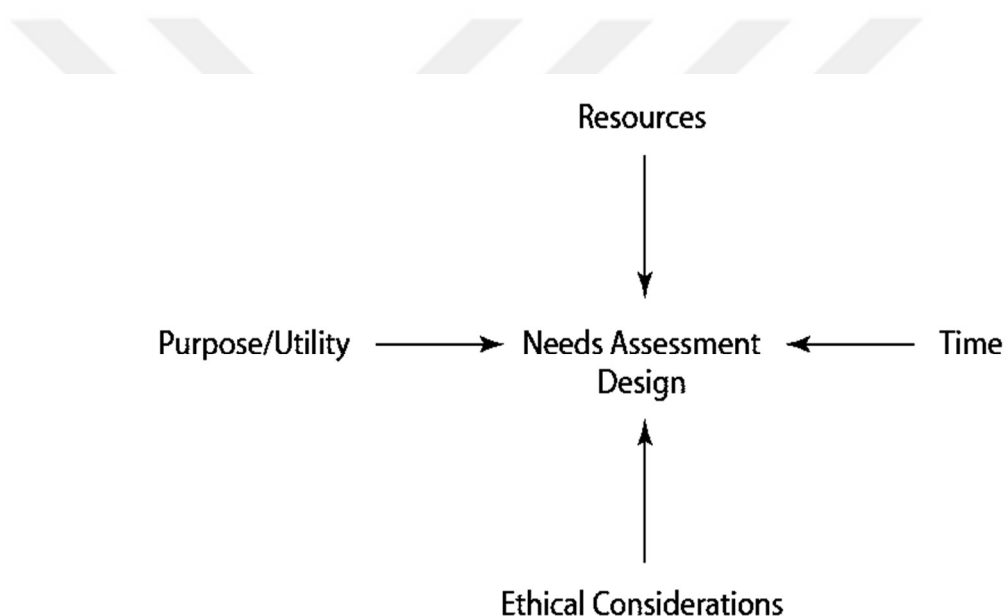


Figure 1.1 Factors affecting the needs assessment design (Royse, et al., 2009, p. 30)

Since the initial focus of this study is needs analysis, needs analysis framework suggested by Witkin and Altschuld (1995) is utilized. This framework suggests a three - step needs analysis. The first step (pre-assessment) includes defining the purpose, characterizing the population and determining data collection procedures and tools. At this stage the researcher focuses on identification of the problem and data gathering procedure. At the next step -assessment- the researcher identifies sampling strategy, pilot tests the data collection tools, gathers data and analyzes

them. The last stage (post-assessment) includes addressing the highlighted needs and providing solutions, developing an action plan for implementing the solutions and sharing the results (Witkin and Altschuld, 1995). A summary of the framework can be found in Figure 1.2 below.

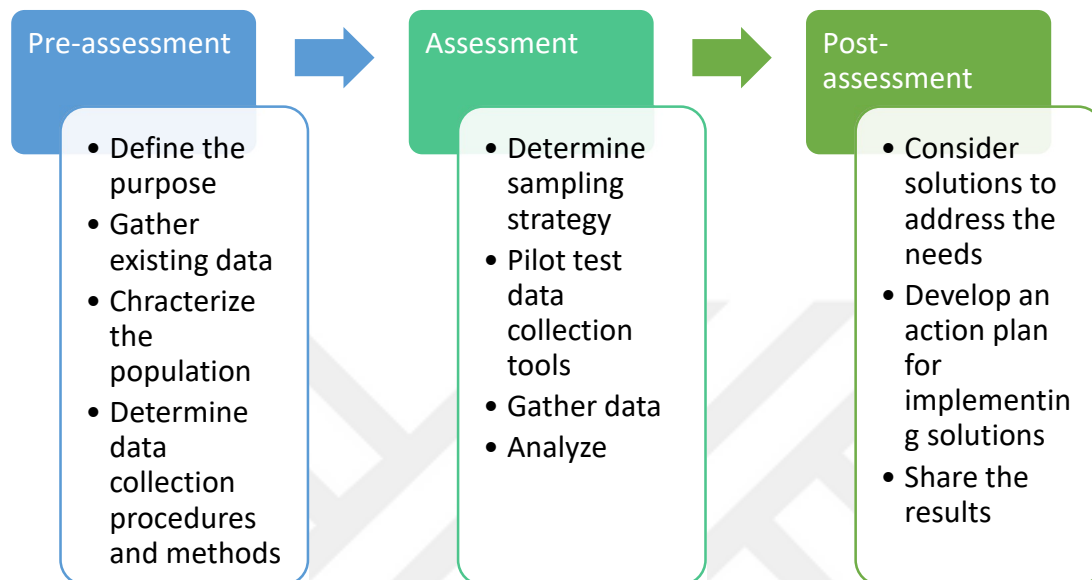


Figure 1.2 Summary of the needs analysis framework by Witkin and Altschuld (1995) (Adapted from Swatek, 2014).

For the second part of this study, to determine the content of the online in-service teacher-training program, the curriculum development framework by Taba-Tyler Model is used. This model is also referred to as means-ends model or rationales/objectives model. There are eleven steps of this framework. White (1988) indicates that the first step is statement of general goals. In this step, general goals of the program are determined. The next step is diagnosis of needs, the researcher/planner identifies the needs of the intended audience. Step three is about determining the objectives. Based on the needs analysis, the researcher formulates objectives to create the backbone of the curriculum and to view learning behavior as observable outcomes. In step four, the researcher selects the content of

the curriculum based on the aims. In the following step, the researcher decides on the organization of the content in order to achieve the specified objectives. This organization may refer to the link between the topics to be dealt with or the order they need to be presented.

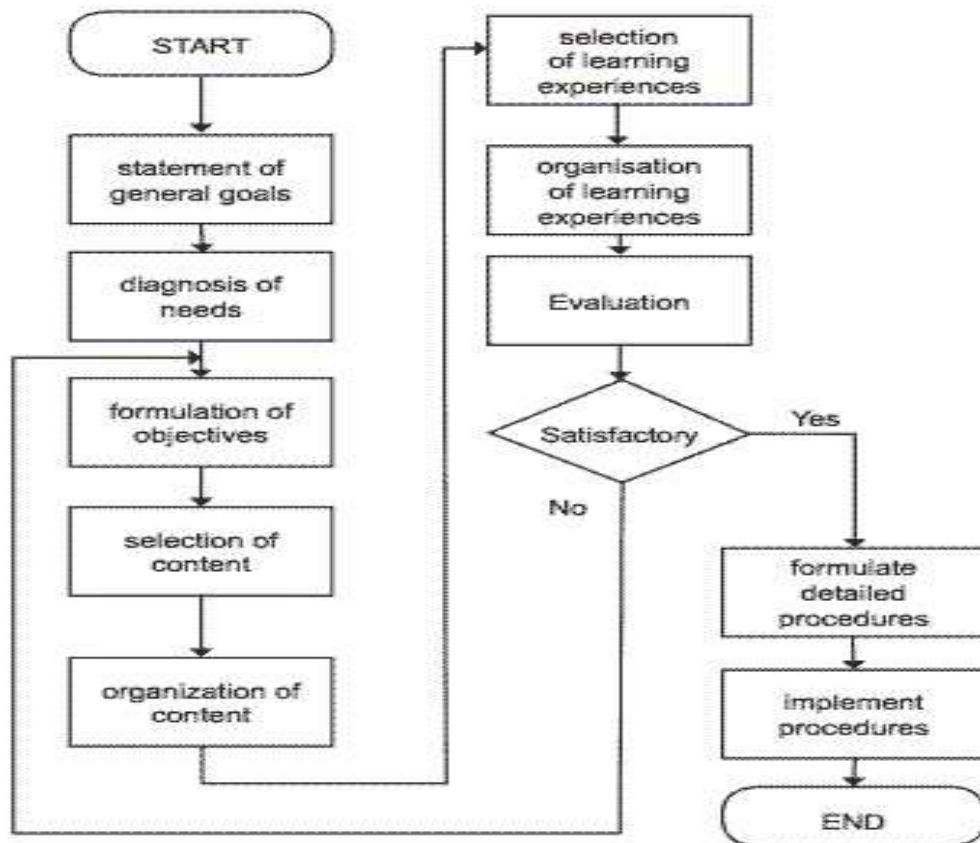


Figure 1.3 Summary of the stages of Taba-Tyler curriculum development framework (taken from Diaz, (n.d))

In step six, the researcher/planner focuses on the selection of learning experiences. It is followed by deciding on the organization of learning experiences. Step eight includes the evaluation of the implementation of the curriculum. Before implementing the curriculum, the researcher/planner decides on the means of evaluation to be used to see whether the aims were achieved. After the implementation, the researcher carries out the evaluation. Based on the results of the evaluation, the researcher decides on the next step: if the results of the

evaluation are satisfactory the researcher proceeds with the following step, if the results are not satisfactory then, the researcher returns to step three -formation of objectives- and follows each step again in order to reach satisfactory results. If the results of evaluation are satisfactory, the researcher then formulates the detailed procedures of the program and then implements the program. A summary of Taba-Tyler curriculum development framework can be found in Figure 1.3 above.

In order for an in-service training program to be successful, the needs of the institution and the individuals should be determined through the required evaluation studies. Needs analysis is about determining the deficits in institutional or individual level. And for this reason, it comprises an important part of in-service training process (Gümüslüoğlu, 2016). It is important for in-service training to be based-on the needs of teachers, and thus the beliefs and ideas of teachers should be determined before planning the training procedures (Gümüslüoğlu, 2016). At the end of the study, the author indicates that MoNE should carry out annual needs analysis studies to determine the needs of teachers and develop/plan the in-service training sessions accordingly. The study underlined that thanks to the technological advancements, the needs analysis can be conducted via online sources, “with minimum expense” (p.90). It can be argued that considering the number of in-service teachers , which is 1,077,307 as of 2019 (MEB, 2019), it can be further suggested that not just the needs analysis part but also the in-service training should be online as well. Gümüslüoğlu (2016) also suggested that online in-service training could be offered once the teachers were equipped with necessary technological skills, and the required infrastructure was established. She also pointed out that the training should be interactive for teachers to enjoy and communicate.

1.6 Definition of Key Terms

Elementary school: In Turkey, elementary school consists of 4 years of compulsory education. In elementary school the learners attend 1st, 2nd, 3rd and 4th grades. The students are aged between 5.5 and 10 years.

Middle school: Elementary school is followed by middle school which is also compulsory. It consists of 5th, 6th, 7th, and 8th grades and the students attending are aged between 10-14 years.

High school: It is the last step of the 12-year compulsory education in Turkey. The students are admitted to high school through a national exam. The exam determines the type of high school (Science, Social Sciences, Anatolian, Fine Arts, Sports, Vocational and Technical, and Anatolian Imam-Hatip) that the students will attend. It consists of 9th, 10th, 11th, and 12th grades. The students are aged between 14-18.

Teacher education: Although in the literature, “teacher training” and “teacher education” are sometimes used interchangeably, in this study they are employed to refer to different notions. Teacher education is utilized to refer to pre-service teacher education, where the future teachers are trained to obtain an undergraduate degree.

Teacher training: It refers to the professional development activities that the in-service teachers go through. It may be novice teachers, who are attending such activities at the onset of their professional life; as well as experienced teachers who want to revisit and update their knowledge base.

CHAPTER 2

LITERATURE REVIEW

This chapter presents an overview of relevant studies and significant research. In the first section, an outline of EFL teacher education in the world has been provided. In this section, the knowledge base of language teachers was presented from a historical point of view. First, Shulman's (1987) view of teacher knowledge base is given. There are three types of knowledge: pedagogical knowledge, content knowledge, and pedagogical content knowledge. Then, a more recent approach is provided: technological pedagogical content knowledge, which is also referred to as TPACK (Mishra & Koehler, 2006). Following with the approaches to teacher education in the world, "things-based" and "being-based" practices were explored (Burns, 2017). While the first one focuses on theoretical aspects, the latter suggests more practical approach. Next, the models of teacher education are summarized. Wallace (1991) identified three models of teacher education: craft model, applied-science model, and reflective model. They represent a continuum for teacher involvement in professional development activities. By touching upon the native and nonnative English teachers, this section indicates type of courses included in college level teacher education programs. Finally, a brief comparison of teacher education practices in EU and in Turkey is also provided.

In the next section, an overview of EFL teacher education in Turkey has been given. By following a chronological order, the teacher education practices, developments and changes have been presented. This section includes details about primary, secondary and high school teacher education in Turkey. The Village Teachers Institutions, Teacher Training Schools, High Teacher Schools are outlined in this

section. In addition, the laws and regulations concerning teacher education are also presented. Finally, the establishment of Education Faculties and the current English Language Teaching undergraduate program have been explored.

Owing to the fact that the main focus of the present study is in-service teacher training, this chapter continues with in-service teacher training in the world. Palmer (1993) identified three approaches to in-service teacher training: transmission approach, problem-solving approach, and exploratory approach. Although Shulman's (1987) and Palmer's (1993) models are similar to each other, the procedures involved are different. Next, Peacock's (1993) approaches to professional development activities were presented. There are six types of in-service training approaches according to this study. In addition, Cochran-Smith and Lytle (2001) provided three approaches to professional development programs: knowledge-for-practice, knowledge-in-practice, and knowledge of practice. Similar to the previous approaches, the underlying idea is involving teachers and teaching experience. The studies who focused on modes of training were also summarized in this section. While traditional modes of delivery rely on top-down approaches, the recent ones promote bottom-up practices. Moreover, Richards and Farrell's (2005) typology of in-service training activities is presented. This typology provides list of activities that can be implemented with diverse types of professional development programs.

In the following section, an overview of in-service training practices in Turkey have been presented by referring to the offered training programs and related rules and regulations. The State issued a list of rules and regulations governing the in-service training activities of teachers. They provide information about the duration, aims, participants, trainers, modes of delivery, incentives, and rewards. Currently, the professional development activities are conducted by the General Directorate of Teacher Training and Development. Under this directorate, there are 10 in-service training institutions, located in distinct parts of the country. The functions of these institutions and the responsibilities were also summarized in this section.

Furthermore, the Ministry offers seven types of professional development activities to the teachers. These are explored and listed in this section as well. Additionally, an overview of field and sub-fields of in-service training activities is given to provide a summary of the professional development programs in Turkey.

In the next section, in-service EFL teacher training in world is outlined. The literature indicates that when the professional development activities for EFL teachers in EU are examined, it is seen that the majority of them are offered by the ministries. The literature also reveals that teacher mobility is encouraged among EU countries for professional development.

Then, the summary of in-service EFL teacher training in Turkey is given. Chronological examples are presented based on the analysis of the available official documents. The overview includes the professional development activities offered between 2001-2019. The most common type of training is identified to be seminars while the most frequent topic was ELT methodology. The mode of training programs was face-to-face, with the exception of two online courses. The overview also showed that, the number of EFL professional development activities decreased over time.

Since another aim of the study is to design an outline for an online in-service training for EFL teachers, in the following sections, advantages and disadvantages of online training have been discussed in accordance with relevant studies from the literature. The common advantages of online training include time and cost efficiency, flexibility, large number of participants and collaboration among EFL teachers. For the disadvantages, the literature indicated that some teachers may be reluctant to participate in online training activities due to missing human component. However, the presented challenges can be overcome by providing interactive engagement and peer collaboration.

Finally, in the last section, the relevant studies have been reviewed. The research on EFL teachers' in-service training needs underlined the importance of needs-based

program development. The common needs of EFL teachers were related with classroom management, ELT methodology, ICT implementation, target language skills, and material design and adaptation.

2.1 EFL Teacher Education in the World

Teacher education and teacher training are considered to be an important part of effective educational practices. Although, as stated by Larsen-Freeman (2017), teaching does not necessarily translate into learning, the role of teachers in education cannot be disregarded. For this reason, studying teacher education and in-service teacher training gains a significant value. Burns and Richards (2009) marks the beginning of second language teacher education in the 1960s. Initially, the teachers were trained with short-term programs about language teaching methods (Audiolingualism and Situational Language Teaching). Later on, the training was conducted in the form of master's programs and the courses were about "language analysis, learning theory, methodology, and sometimes a teaching practicum" (p.2). Currently, the language teacher education has different forms in the world. For example, the candidate teachers may attend colleges to earn BA degrees in the field and then they can pursue graduate degrees. In comparison, rather than pursuing a BA degree in language education, the candidate teachers may attend certificate programs (CELTA) and become language teachers upon meeting the requirements (Burns and Richards, 2009). Barduhn and Johnson (2005) indicate that although around the world, a bachelor's degree is considered to be sufficient to qualify as a language teacher, in some places, passing particular English proficiency exams may be considered as satisfactory. The same authors also state that in some contexts being a native speaker of the target language, with or without any qualifications or experience, is enough to work as language teachers.

Historically speaking, the knowledge base of language teachers was also debated over the years. Burns and Richards (2009) points out that there were two main

components: “knowledge about” and “knowledge how” (p.3). The first one refers to the content knowledge (CK), namely the theoretical part of language teaching. These were related with the target language: “language analysis, discourse analysis, phonology” (p. 3). On the other hand, “knowledge how” refers to the methodological component of language teacher education. It focuses on “how to teach” part of teacher training programs. Methodology courses and educational science courses were regarded under pedagogical knowledge (PK) (Shulman, 1987). These were related with presenting and expressing the subject matter in a clear and understandable manner. (Shulman, 1987). Since these two components (knowledge about and knowledge how) could not be considered as unrelated, Shulman (1987) proposed pedagogical content knowledge (PCK) as another knowledge base for teacher training and education programs. This one refers to the teacher’s ability to combine CK and PK to improve and enhance teaching practices. In other words, PCK is related with merging the subject matter knowledge with general pedagogical knowledge in order to facilitate student learning. Teacher needs to know the learners, their knowledge about the topic, the educational context, and the curriculum (Shulman, 1987). Later on, another knowledge base was introduced by Mishra and Koehler (2006) by considering the technological advancements in the field. According to this framework, besides the previously suggested knowledge bases, teachers need technological knowledge (TK). As the name suggests, TK refers to the teacher’s knowledge of, and ability to use, technological tools, materials, and equipment. Accordingly, another knowledge base is technological pedagogical knowledge (TPK), and it refers to the teacher’s interpretation of the way technology and teaching can influence each other. Finally, as can be inferred, the combination of all these is referred to as technological pedagogical content knowledge (TPACK). TPACK incorporates technology into PCK while proposing that the technology is an integral part teaching and learning process, and it can be a facilitator for conveying the subject matter.

When it comes to the approaches to language teacher education in the world, Burns (2017) argues that there are two: “things-based” and “being-based”. The first one, also known as “content-based” approach is comprised of “compulsory courses, involving large-scale presentations or lectures, formulaic displays of ‘preferred’ methods, teaching demonstrations by experts and, increasingly, generalized language proficiency testing” (p.188). As can be interpreted, this approach is frequently followed in teacher education. In “things-based” approach, the teacher candidates are required to complete a certain set of coursework before they are qualified to work as teachers. Burns (2017) argue that this approach is “depersonalized and decontextualized” (p. 188) since the teacher candidates receive same courses even if their needs may be different. Similarly, this approach is criticized for missing the link between theory and practice, since there is no or very limited chances for teaching practice in this approach (Burns, 2017). In comparison, “being-based” approaches to teacher education value practice and teaching experience. They “are connected with ways of learning about teaching that result from participation in the social contexts and practices of the school” (Burns, 2017, p.194). In other words, in this latter approach, the teacher candidates are considered to be the part of the process and they are encouraged to become autonomous learners through teaching practice. Burns (2017) suggests that problem solving, peer observation, peer monitoring, team teaching, teacher study groups, and personal learning plans merged with online learning are some of the activities that are used in this approach. Since the theory and practice are intermingled, this approach is believed to be more useful in terms of “long-term school-relevant professional learning” (Burns, 2017, p.194). Although “being-based” approach is more contextualized than “things-based” approach, Burns (2017) states that it “is still the exception rather than the norm” (p. 201). Along the same lines, Freeman (1996) also notes that traditional theory-driven approaches to teacher education lack solid foundation that is provided by practice-based approaches, by underlining the fact that language teacher education is an understudied field. Freeman (1996) argues that in order to establish a profound teacher education

program, the needs, background, and preferences of teachers and teacher candidates should be taken into consideration.

Similarly, for the models of teacher education Wallace (1991) proposes three: the craft model, the applied science model, and the reflective model. In the craft model, there is a traditional expert-apprentice relationship between the trainer and the trainee. The teacher trainer is considered to be the sole role model and the provider of knowledge, and the trainee should follow and imitate the trainer. Through knowledge transfer and practice, “the craft is passed on from generation to generation” (Wallace, 1991, p. 6). In the applied science model, the trainer provides the scientific or the theoretical knowledge to the trainee and the trainee reaches a conclusion about the practice based on the knowledge presented. Wallace (1991) argues that in this model, too, there is one-way transmission of knowledge from an expert to a trainee. It is also noted that this model remains to be the most common model of teacher education (Barduhn & Johnson, 2005). Finally, in the reflective model, received knowledge and previous experience are combined together to reach conclusions about the teaching practice through reflection. The professional competence comes from integrating knowledge, experience, practice, and reflection (Wallace, 1991). Barduhn and Johnson (2005) suggest that this model is the present fashion in teacher education.

The literature views language teacher education as twofold: native teacher preparation and nonnative teacher preparation. In the first one, the teacher candidates are the native speakers of the target language while the latter refers to the context where the teacher candidates are not the native speakers of the target language. For example, a native Turkish person can choose to become a Turkish language teacher or English language teacher. Kamhi-Stein (2005) argues that nonnative English-speaking teacher education process brings another knowledge base into play: target language proficiency. By reviewing relevant studies in the literature, Kamhi-Stein (2005) underlines the importance of English proficiency of nonnative teachers. Target language proficiency is considered to be a significant

part of professionalism and it is disclosed as a motivating and confidence-generating factor for teachers. On the other hand, target language proficiency is taken as only one component of professionalism and thus high levels of English proficiency does not mean effective language teaching (Kamhi-Stein, 2005). Hence, the author believes that language teacher education programs should concentrate both on improving English language proficiency and on professional aspects.

Depending on the model or approach of teacher education, the language proficiency courses can be integrated with methodology courses, or they can be practiced separately (Kamhi-Stein, 2005). For example, the language component can be integrated throughout the curriculum to improve English proficiency and teaching methodology. Another example is offering individual English study program to candidate teachers so that they can work on their “self-perceived” target language needs (p.95). The author gives a third example in which the prospective teachers take an introductory course in the first term to get accustomed to the target culture and improve their writing and communication skills in the target language. Finally, in the fourth approach, the program offers a grammar course to improve target language and PK through incorporating contextualized grammar teaching from “real language classrooms” (p. 96). In comparison, the native speaker teacher education programs have less concern for target language proficiency and how the language skills of teacher candidates can be improved. Ellis (2008) indicates that in contexts where English is learnt as a foreign language, both the teachers and the students have limited exposure to the language and thus require further assistance.

Alternatively, language teachers can also be trained through distance education. Hall and Knox (2005) argue that language teacher education by distance started in the 1990s. The authors stated that in 2006-2007 there were 120 distance education programs for language teachers across the world and they offered certificates rather than degrees (Hall & Knox, 2009). Since technology offers more economical solutions for knowledge transfer, it is suggested that more and more campus-based

teacher education programs integrate computer-mediated-communication (CMC) (Hall & Knox, 2005). By taking advantage of the tools and new ways of communication through internet and technology, distance education programs offer a new approach to traditional language teacher education (Hall & Knox, 2005).

For the processes involved in teacher education, according to Kavak, Aydın, and Akbaba-Altun (2007), in European Union there are four steps: initial teacher education (pre-service teacher education), induction, in-service training, and further education (expertise level). The same source underlines the common points of initial teacher education across EU: interdisciplinary courses, and application. Furthermore, there are four different teacher education models in EU: concurrent models, modularized models, consecutive models, and integrated models. (Kavak, et al., 2007). The subjects in teacher education field are presented simultaneously in concurrent models, whereas in modular models the teacher candidates are welcome to take the aforementioned courses in the order they please, based on their needs and intentness. In consecutive models, academic knowledge precedes professional knowledge, while in integrated ones the education is based on themes of professional relevance. (Kavak, et al., 2007). While there are four different models of teacher education in EU, there is two in Turkey: concurrent model and consecutive model (Ünver, 2016). Which will be explored in detail in the following section.

2.2 EFL Teacher Education in Turkey

Teacher education in Turkey has a long history, considering the Darulmuallimin established in Istanbul in 1848. This school is considered to be one of the milestones of Turkish education (Kavak, et al., 2007). It is stated that historically, it underlines the realization that there could be no education without teachers, and that the modern education could only be achieved by means of teachers who would be trained with contemporary methods according to the requirements of the

profession, not through madrasa training (Kavak, et al., 2007). According to the summary of pre-service teacher education in Turkey written by Kavak, et al. (2007), there were three main categories of teacher education: (1) for primary schools, (2) for secondary schools and (3) for high schools.

Teacher education for primary schools were conducted in Primary Teacher Schools, Village Institutes, and Two-year Education Institutes, between 1923, 1981 in Turkey. Primary Teacher Schools were the initial institutions for education teachers for primary schools until 1974. After the National Education Basic Law No. 1739 dated June 14, 1973, teacher education for primary schools was changed. The law stated that “Regardless of the educational level of teaching, it is essential that all pre-service teachers receive higher education.” Accordingly, beginning with 1973-1974 academic year, gradually all teacher education institutions were required to follow the high school curriculum. In this period, the Teacher Training High Schools emerged to fulfill the aim of preparing teachers for higher education. In 1974-1975 academic year, some of the primary teacher schools, lost their teacher training function and became three-year teacher training high schools, while others were closed (Kavak, et al., 2007). In 1989, these schools were called "Anatolian Teacher Training High Schools" (Gelişli, 2000). Until 2014, these schools followed specific curriculum for teacher education purposes, and upon the Official letter of the General Directorate of Secondary Education, these schools were turned into science high schools and social sciences high schools (Memurlar.net, 2014).

Another type of establishment for educating teachers to be employed at primary schools was two-year education institutions. These schools were active between 1974-1982, in Turkey. These schools were gathered under higher education institutions in 1982, with the name “college of education” (Kavak, et al., 2007). The same source also mentioned that there were also Village Institutes, established with the purpose of educating teachers for village schools.

Historically, the first institution to be established for this aim was Village Teachers Schools. They were opened in 1927 in Kayseri and Denizli, as two-year vocational schools for training teacher for primary school level. These schools had different courses designed for educating students in the villages and due to some problems, they were closed in (Kavak, et al., 2007). These institutions were followed by one-year teacher courses to train teachers for the villages. The candidates were selected amongst villagers who had fulfilled their obligatory military duties, who were literate and occupied with agricultural work. Upon attending the one-year course and passing the exam at the end, they were qualified to become teachers. The first of these courses was offered in Eskişehir in 1936. Later on, the number of these courses were increased and subsequently, majority of these courses were turned into Village Institutions (Kavak, et al., 2007).). In 1940, these institutions were officially established. The Village Institutions were five-year long, and their aim was to educate teachers for primary school level, and also train medical officers and midwives. These institutions trained nearly 15.000 teachers and 2000 medical workers between 1940-1953 (Kavak, et al., 2007). They are considered to be unique for Turkey since they were established out of the socio-economic needs of the country. These institutions were closed in 1954, and they were merged with Primary Teacher Schools. After this point, educating teachers for villages and cities was no longer separate (Kavak, et al., 2007).

When it comes to teacher training for secondary schools, the main resource was Three-year Education Institutions. The first of these schools was established in 1926 in Konya for training Turkish teachers to work at secondary schools. A year later the school was transferred to Ankara and named “Gazi Secondary Teacher Training and Education Institution”. In the following years besides Turkish, pedagogy, math, physical and natural sciences, history-geography, arts, physical education, music, French, English, German departments were also added to the institution. In the initial years the program was three and a half academic years. In 1937-1938, the duration was two years for German and English departments. Starting from 1967-

1968, the duration was determined as three years for all departments. Until 1979, these institutions were the main establishments for teacher education for secondary schools. After this point, they were re-organized as “High Teacher Schools” and the curriculum was arranged so that the graduates could also become high school teachers, and the duration was increased to four years. In 1982, these schools were merged with the existing universities in the cities and they were named as “college of education” (Kavak, et al., 2007).

Lastly, for training high school teachers, High Teacher Schools and universities were the main institutions. The beginning of High Teacher Schools was considered to be the establishment of “Darülmualimin-i Aliye”, in 1891, in Istanbul. It was stated that this school was the only source for high school teacher education until 1955 in Turkey. Due to increasing need for teachers to work at this level, in 1959, in Ankara and in 1964 in İzmir two other schools were established with this purpose. It is reported that due to growing need for high school teachers and the schools’ failure to close the gap, these schools were closed in 1978. The universities were also training teachers to work in high schools. Beginning from the mid-1970s, the universities offered pedagogical formation certificates for their graduates to fulfill this purpose. Additionally, a few of the universities offered undergraduate level programs for students to become teachers. However, there was no standard amongst these programs for admission or for course requirements. Until 1982, both universities and Ministry of National Education was responsible for teacher education in Turkey (Kavak, et al., 2007).

The Ministry had three types of schools for teacher education: High Teacher Schools, Education Institutions, and Foreign Language Colleges. The High Teacher Schools were four-year institutions aim of which was to train teachers for mainly high schools. Education Institutions were two-year schools for training for primary schools. Foreign Language Colleges were three-year schools for training foreign language teachers. On the other hand, universities offered teacher certification along with the undergraduate program to the students. In other words, the willing

students had the chance to pursue their undergraduate studies and also participate in the certificate program simultaneously. In 1982, with the Decree Law on Higher Education Institutions Organization, issue 41, all higher education institutions were gathered under universities. With this regulation, Foreign Language Colleges were closed, and related departments were opened under faculties of education. The Foreign Language Education departments had three majors: German Language Education, English Language Education, and French Language Education. The duration of these programs were four-years. In 1994, with a new regulation from Higher Education Council, these majors were turned into separate departments under Faculty of Education (Kavak, et al., 2007).

In 1997, Faculties of Education received an update about the teacher training model of teacher training institutions, teaching periods, departments, program names and links, cooperation with MoNE, education-employment compatibility, Science-Literature Faculty / Education Faculty relations and so on. With this regulation, the teacher candidates had to spend more time in MoNE schools for practicum before they could graduate. The practicum is considered to be of great significance in teacher education since it allows teacher candidates to practice the learnt activities and theories in real classroom environments. The regulation enabled teacher candidates to start practicum courses in the freshman year. With the new regulation, the pedagogical knowledge courses were to be offered by the departments of Educational Sciences, while the content knowledge were to be conducted by the related faculties. Furthermore, in order to meet the increasing need for English teachers in primary and secondary schools, additional formation courses were designed based on the same regulation (Kavak, et al., 2007).

Other than faculties of education, distance education was also utilized in Turkey in order to train EFL teachers (Özer, 2004). In 2000, due to increasing need for EFL teachers, the MoNE wanted Anadolu University to educate EFL teachers. Anadolu University is considered to be an expert in distance education (Özer, 2004), with its background dating back to 1982. To train EFL teachers, a distance education model

was designed, and a curriculum was developed. According to this program, the teacher candidates were required to complete the first two years face-to-face and the last two years in distance education (Çakır, 2005). The EFL teacher candidates registered at this program too were required to complete one-year practicum at their last year (Şakar, 2006). In 2012, with a regulation issued by the Higher Education Council, this program, along with other programs for pedagogic formation, was closed (Açıköğretim, 2012). With this regulation, all teachers were required to be graduates of faculties of education.

In 2007, based on the opinions of experts from the field and a need for updating the undergraduate programs, another regulation was issued. Considering the characteristics of the undergraduate programs in faculties of education, the course requirements were changed: content and content education courses were to be 50-60%, pedagogical knowledge lessons were to be 25-30% and general culture lessons were to be 15-20% of the program. Additionally, 25% of the courses were made flexible for faculties to determine on their own and elective courses were increased. On the other hand, the credits and number of practicum courses were decreased. (Kavak, et al., 2007). In this program, the EFL teacher candidates were required to complete 172 hours of course work (142 theoretical, 30 applied) and 152 credits (Yaman, 2018).

Following these regulations, in 2017 a recent update was issued by the Higher Education Council. The changes affected 25 different departments in the faculties of education. The undergraduate programs of these 25 departments were updated, credits per course were arranged and standardization was brought to these departments on national basis. The new program started to be implemented in 2018-2019 academic year. These changes were made based on General Teacher Competencies and Teacher Strategy Document developed by the Ministry of National Education (2017-2023) (Memurlar.net, 2017). According to the new undergraduate program for training EFL teachers, the students are required to complete 155 hours of course work (141 theoretical and 14 applied), and 148 local

credits (240 ECTSs). There are three main course categories in the new program: pedagogical knowledge (34%), general culture (18%), and content knowledge (48%). In the previous program, there were two practicum courses: school experience offered at the 7th semester, and practice teaching offered at the 8th semester. In the new program, again there are two courses in the last year, but both of them are named practice teaching (Yaman, 2018). Currently there are 136 ELT departments in Turkey (ÖSYM, 2019).

According to the summary of the history of General Directorate of Teacher Training and Development (Milli Eğitim Bakanlığı, 2018b), teacher training in Turkey was first conducted through Primary Teacher Schools and Education Institutions, which were responsible for training teacher for primary and secondary schools, and High Teacher Schools. The procedures and processes of these establishments had conducted by several directorates and for the first time, in 1960, with the Law 7439, General Directorate of Teacher Schools was established. The same source also states that in 1982, after the issue of the Law no. 2547, General Directorate of Teacher Schools was dismissed upon gathering the teacher education institutions under universities. With the same law, the procedures concerning Teacher Training High Schools were conducted by General Directorate of Higher Education. In 1983, this responsibility was given to General Directorate of Secondary Education. Through a meeting held in 1989 by Teacher Education and Counseling Board, in order to establish a profound foundation for teacher education on secondary education level, Anatolian Teacher Training High Schools were considered as solution. In the meeting, in order to carry out the procedures and regulations of these schools and to increase the cooperation between the Ministry of National Education and the teacher education institutions at higher education level, establishment of a new directorate was suggested. With the article 13/A issued with Decree Law number 385 as an addition to Decree Law number 179, in 1989, General Directorate of Teacher Education was established. This directorate was renamed in 1992, with the Law 3797 as General Directorate of Teacher Education

and Training. In 2011, with the Decree Law 652, the directorate was reorganized as General Directorate of Teacher Training and Development (Milli Eğitim Bakanlığı, 2018b).

Overall, currently, the pre-service EFL teacher education is provided by Faculties of Education at college level. They are required to complete 4 years of course work and practicum of two semesters to be able to graduate (Özer, 2004; YÖK, 2018). The general aim of the English Language Teacher Education departments of Faculties of Education is to provide teacher candidates with up-to-date skills and knowledge base so that they can be effective professionals in the field (Gümüşlüoğlu, 2016). Besides the graduates of faculties of education, candidates who completed pedagogical certification training were also appointed to work as EFL teachers (Yıldırım & Vural, 2014). Due to this difference between the teachers' educational background, their teaching skills and knowledge have been somewhat controversial (Yıldırım & Vural, 2014). As mentioned in the previous paragraphs, in 2012, the Higher Education Council closed pedagogical formation programs; however, in 2013, they were re-opened (Demokrat Haber, 2013, April 18). Currently, the Minister of National Education, Prof. Dr. Ziya Selçuk declared that the formation programs will be closed as part of 2023 vision of the MoNE (Hürriyet, 2020, February 2). It appears the state of pedagogical formation programs is controversial as well.

2.3 In-service Teacher Training in the World

In the previous sections, an overview of the approaches to teacher education have been outlined. Correspondingly, the literature suggests approaches to in-service training as well. The adopted approach determines the components of the professional development activities. The roles of trainers and trainees, the type of materials and activities to be included in the program, the content and the evaluation processes are linked with the approach implemented.

Palmer (1993) identified three approaches to in-service training programs: (1) transmission approach, (2) problem-solving approach, and (3) exploratory approach. In the first one, the trainers are perceived as the transmitters of knowledge and the trainees are the receivers. As can be inferred, it underlines a passive approach to professional development. In the second type, the trainers and trainees work collaboratively to design and improve the professional development program. Based on their own problems and experiences of teaching, the trainees take part in deciding the content of the program. The trainer decides on the aims of the program based on the input provided by the participants. Compared to the previous one, problem-solving approach allocates more room for trainees in the process. In the last one, exploratory approach, the trainees are more active. They exploit their own teaching context to identify the problems and with the help of trainers they provide solutions to their problems. The trainer, “whose input is no more and no less valid than that of the other participants” is only there to facilitate this process (p.168). The exploratory approach is signified as the most active approach since the teachers actively participate in the professional development process.

Alternatively, Peacock (1993) identified six approaches for in-service training:

- a) full-time degree or diploma courses in universities or other institutes of higher education, either in the home country or overseas.
- b) 'cascade' models where cohorts of teachers are given short training courses and required to pass on their new knowledge and skills to further cohorts of teachers, through formal courses.
- c) 'training of trainers' models, in which teachers selected for their good practice are given longer-term training as 'Teacher Advisers' or 'Mentor Teachers' and subsequently employed in this capacity to train teachers in a given region, either from a Teachers' Centre as base, or by visiting schools.
- d) 'expert' models in which expatriate specialist trainers work on a long-term basis in a fixed location such as single Teachers' Centre or Training College.
- e) 'diffusion' strategies in which expatriate specialist trainers travel widely to carry out short in-service sessions in response to locally or nationally determined needs.
- f) distance learning models, using local radio broadcasts, newsletters, video and other publications (p. 22).

When these approaches are examined it can be seen that they also refer to the modes and places of instruction. Considering that the article was published in the early 1990s, online learning practices, or ICT integrated approaches can also be considered under “distance learning models”.

Other studies underlined the link between theory and practice and suggested different approaches. Cochran-Smith and Lytle (2001) identified three approaches for professional development programs: (1) knowledge-for-practice, (2) knowledge-in-practice, and (3) knowledge of practice. The first one “assumes that university-based researchers generate what is commonly referred to as formal knowledge and theory *for* teachers to use in order to improve practice” (p.47). It can be compared with Palmer’s (1993) transmission approach. There is a top-down fashion to teacher education in both. The second approach, knowledge-in-practice, “refers to the practical knowledge as it is embedded *in* practice and *in* teachers’ reflection on practice” (Cochran-Smith & Lytle, 2001, p.48). This approach assumes that the teachers benefit from training activities when they are presented with chances to view the knowledge and experience of expert teachers to improve their own teaching practices. In other words, the teachers benefit from teaching practice of expert teachers to improve themselves. In comparison, knowledge of practice combines two types of knowledge bridging the gap between them. Accordingly, the knowledge is not twofold, inquiry allows teachers to explore and exploit both practical and theoretical aspects.

When it comes to the delivery practices of professional development activities, the literature provides a few examples. In the traditional delivery practices, the teachers are required to participate in one-time in-service training activities which they listen about theories, ideas, practical examples and teaching experience. This type of in-service training programs assume that the participants will learn the content and transfer this knowledge into their own teaching contexts. This delivery practice may be associated with Crafts model (Wallace, 1991) or transmission approach (Palmer,1993). The literature criticizes the mode of delivery due to short-

term and passive nature (Borg, 2015; Choi & Andon, 2013; Kubanyiova, 2012; Mujis, Kyriakides, van der Werf, Creemers, Timperley & Earl, 2014; Yan & He, 2015). Furthermore, since the underlying approach is top-down, the teachers become less autonomous (Borg, 2015). Rather than deciding about their own needs, preferences and experiences of professional development, the teachers become “consumers” (Borg, 2015, p. 5). In comparison, the literature underlines the importance bottom-up approaches to professional development and suggests that effective in-service training activities should involve needs-analysis, teacher involvement, collaboration, attention to teaching experience (Borg, 2015, Kiely & Davis, 2010). Yan and He (2015) argued that in order to improve professional development programs, the underlying approach should be “practice-based transformational paradigm” rather than “input-based transmissive training” (p. 769). The authors also proposed that one-sit training programs did not have long-term professional development effects. To overcome this barrier, the teachers should receive support following the professional development activity. In this way, continuous professional development will also be achieved.

Table 2.1 Activities for teacher development (from Richards & Farrell, 2005, p.14)

Individual	One-to-one	Group-based	Institutional
• Self-monitoring • Journal writing • Critical incidents • Teaching portfolios • Action research	• Peer coaching • Peer observation • Critical friendships • Action research • Critical incidents • Teach teaching	• Case studies • Action research • Journal writing • Teacher support groups	• Workshops • Action research • Teacher support groups

By overviewing of the types of in-service training activities, Richards and Farrell (2005) provide a summary of professional development types: individual, one-to-one, group-based, and institutional. Table 2.1 shows the type of in-service training and the embedded activities. According to this source, the teachers may choose to

engage in professional development activities on their own as well as on institutional level. While action research method is considered appropriate for all four modes of professional development activities, teacher may also benefit from self-monitoring, peer-observation, case-studies, and workshops depending on the type of in-service training activity.

By underlining the quality of teacher training practices in European Union, ETUCE (2009) stated that professional development “must be an integral part of professional life for all teachers, not a ‘bolt-on extra’” (p.9). The teacher should be given enough time and resources for professional development and the teachers’ efforts in professional development activities must be acknowledged by means of presenting them with credits. They also suggested that both the teachers and the authorities should fulfill their responsibility related with professional development. Teachers should be willing and open to participate in in-service training activities and the authorities should accept and realize professional development as the right of a teacher. The report revealed that half of the participating organizations were not content with the conditions of professional development in the EU. Similarly, more than half of the participating organizations were not satisfied with the content, quality, and quantity of professional development activities. The report concluded that to enhance the in-service training programs in EU, ICT integration should be implemented.

2.4 In-service Teacher Training in Turkey

Although the candidates receive teacher education at their undergraduate level studies, their professional development is not limited to college level training. From the moment they become teachers, they start to observe, engage, and continue their training through gaining experience in the profession (Gümüşlüoğlu, 2016).

In order to select and appoint the future EFL teachers, examinations have been conducted starting from 1985 in Turkey. In 2002, to determine the future teachers, KPSS (Public Personnel Selection Exam) has been started to be implemented. (Gümüşlüoğlu, 2016). This examination is test-based and the aim is to assess the candidates' pedagogical knowledge, general culture, and theoretical knowledge (Gümüşlüoğlu, 2016). The same study reports that since the exam is theory-driven, and it did not focus on content knowledge, it was subjected to criticisms. In order to test the content knowledge of the teacher candidates, since 2013, another test (teaching content knowledge) has been administered. However, this test, too, fails to assess the professional competencies, technology use and teaching practice of teachers (Gümüşlüoğlu, 2016). It is for this reason that in-service training was considered to be a necessity for the individuals in the vocation, so that they can maintain and fulfill the professional development requirements (Gümüşlüoğlu, 2016).

Similarly, Özer (2004) also points out that in-service teacher training is equally significant as pre-service teacher education. Teachers are required to participate in in-service training programs within the country or abroad. This was regulated by the Civil Servants' Law No. 657 (Devlet Memurları Kanunu, 1965, a.214) and the National Education Principal Law No.1739 (Milli Eğitim Temel Kanunu, 1973, a.48). These laws stated that the In-service Training Department of the Ministry of National Education was accountable for the in-service training procedures of teachers. Additionally, the Higher Education Institutions' Organisation Law No. 2809 (Yükseköğretim Kurumları Teşkilatı Hakkında 41 Sayılı Kanun Hükmünde Kararnamenin Değiştirilerek Kabulüne Dair Kanun) (1983, a.5) allowed the universities to implement in-service teacher training. According to Özer (2004) some additional arrangements about in-service teacher training were made through additional was such as:

“Regulation of Civil Servants' Foreign Languages Centre (MEB, 1974), Regulation on Raising Teachers through In-service Training (MEB, 1976), Regulation on Organisation and Administration of the In-service Training Department (MEB,

1977), Regulation of Teacher Training Centres of the Ministry of National Education (MEB, 1980), In-service Training Regulation of the Ministry of National Education (MEB, 1994), Regulation on Training of Civil Servant Candidates of the Ministry of National Education (MEB, 1995).” (p. 91).

Özer (2004) provides a summary of in-service teacher training in Turkey by listing the events in a chronological order. According to this study, the in-service teacher training started in 1960s through In-Service Training Department. The Bureau of Teacher Training on the Job (1960), which was later named as the In-service Training Department (1975), was established to offer in-service teacher training. Özer (2004) states that this Department was responsible from designing and conducting professional development programs for in-service teachers working at various levels and with different subjects. It is stated that the National Education Principal Law issued in 1973, (Milli Eğitim Temel Kanunu), required all teachers to hold a bachelor’s degree with the aim of improving the teacher quality and eventually educational activities (Özer, 2004). According to this study, 130.000 in-service teachers, who had acquired professional qualifications via secondary education, were required to complete higher education, based on this Law. Özer (2004) states that in order to meet this need, distance education was regarded to be the solution. A two-year higher education program was offered by Anadolu University, Open Education Faculty, as a result of the cooperation with MoNE. After four years, 117,618 teachers completed this program (Özer, 2004). The same source also indicates that, additionally, undergraduate completion programs were offered for those teachers with the same goal. This one-year program was completed by 24,097 in-service teachers, in 1990-1991 academic year, through distance education. In 1998-1999, the completion program was offered as a two-year distance education program and in the following three years 17,310 teachers received BA degrees (Özer, 2004). It is suggested in this source that “all these distance education programs were, in fact, in-service training programs” (p. 94). Thanks to these programs, the in-service teachers were offered a chance to obtain higher education degrees which in return was translated as professional development. According to Özer (2004), owing to the increasing number of in-

service teachers and hence increasing demand for in-service training, the In-Service Training Department could not fulfill the professional development needs. To overcome this problem, another regulation was put into practice: “National Education Directorates in provinces were given authorisation to prepare and administer in-service training programs locally” (Özer, 2004, p. 94). Upon this regulation, the number of teachers participating in in-service training programs increased. According to the same source, while the number of training programs was 373, and the participating teachers was 40.881 in 1990, the number of training programs was 6571 and the number of attending teachers was 312,009 in the year 2000 (Özer, 2004). Localization of teacher training is considered to be an improvement by the author since it enabled fulfilling the “real needs of teachers” (Özer, 2004, p.94). In 2000, the in-service training offered to teachers were mainly in the form of short-term courses and seminars rather than one- or two-year intensive programs (Özer, 2004). “The subjects included foreign language teaching methods, computer and Internet applications, total quality management in education, communication and quality development, curriculum development and evaluation, foreign languages, and workshop and laboratory organization” (Özer, 2004, p. 95).

Currently, the in-service training of teachers is planned and carried out by General Directorate of Teacher Training and Development. According to the Article 312 of the Presidential Decree No. 10, Article 301 about the Duties of the Ministry of National Education on the Presidential Decree No.1, Law 30474, dated 10.07.2018, the duties of the General Directorate of Teacher Training and Development are as follows:

ARTICLE 15 - (1) The duties of the General Directorate of Teacher Training and Development are as follows:

- a) To establish policies for the determination and development of teachers' qualifications and competencies, for this purpose to cooperate with relevant units, institutions and organizations.
- b) To provide or provide pre-vocational and in-vocational training, to open or open courses for their development, to organize specialist programs, seminars,

symposiums, conferences and similar events for the teachers of the Ministry and the education personnel of private educational institutions upon their requests.

c) To conduct research and investigation studies on issues related to education to be given to teachers.

d) To cooperate with public institutions and organizations, universities and non-governmental organizations in matters falling within the scope of their duties; to organize collaboration, research, training programs, advisory boards, and commissions with these institutions.

e) To perform similar duties assigned by the Minister.

(2) Procedures and principles regarding pre-vocational, intra-vocational and other trainings to be given to teachers are determined by regulation. (Milli Eğitim Bakanlığı Öğretmen Yetiştirme ve Geliştirme Genel Müdürlüğü, 2018c).

In order to improve the productivity of teachers working in province schools and to better prepare them for the profession in the future training centers were established upon the issue of the In-Service Training Centers Regulation, issued in 1995. According to the General Directorate of Teacher Training and Development (Milli Eğitim Bakanlığı, 2018d), there are 10 of these institutions and they are located at different parts of the country:

1. Aksaray In-Service Training Institute and Evening Art School
2. Ankara In-Service Training Institute and Evening Art School
3. Erzurum In-Service Training Institute and Evening Art School
4. İstanbul Ataşehir Zübeyde Hanım In-Service Training Institute and Evening Art School
5. İstanbul Pendik In-Service Training Institute and Evening Art School
6. İzmir Yeni Foça In-Service Training Institute
7. Mersin In-Service Training Institute and Evening Art School
8. Rize Çayeli In-Service Training Institute and Evening Art School
9. Van Hizmetiçi In-Service Training Institute
10. Yalova Esenköy In-Service Training Institute and Evening Art School

The offered in-service teacher training activities are conducted at the aforementioned facilities. In total, the bed capacity of these institutions are 1925. The teachers can attend the training and benefit from the accommodation facilities at these institutions. The Ministry also states that in time of need, facilities of the

schools and other organizations are also offered to the teachers for in-service training (Milli Eğitim Bakanlığı, 2018d).

The MoNE underlines the fact that professional development is of great significance (Milli Eğitim Bakanlığı, 2018a). The aim is to improve the quality of teachers and teaching through providing continuous support on professional development. The Presidency of Professional Development Support Group was established within the General Directorate of Teacher Training and Development and was authorized to conduct the services for the training of in-service teachers (Milli Eğitim Bakanlığı, 2018a). According to the web-page of the General Directorate of Teacher Training and Development, in-service training activities are planned and carried out in accordance with the professional and personal development needs analysis, action plans, collaboration protocols with national or international institutions and organizations, the needs of professional organizations, the Ministry and Institution policies (Milli Eğitim Bakanlığı, 2018a). The same source lists seven types of professional development:

1. Candidacy Training of Teachers Appointed for the First Time,
2. Preparation Trainings for Higher Tasks,
3. Training of Expert Trainers,
4. Personal and Professional Development Trainings,
5. Adaptation Training for Teachers Who Have Made the Field Change,
6. Conference, panel, forum, symposium etc. for informational purposes
7. The trainings organized for teachers in cooperation with higher education institutions.

Ministry of National Education (2018a) states that these trainings were initiated in 1960 with two courses and 85 participants, while the number of face-to-face professional development courses offered on national basis was 400 in 2017, and the number of participants was 26.850. Additionally, there were 33 distance education training programs on national basis in 2017 and the number of participants was 65.042. Furthermore, there were 27.319 face-to-face trainings

conducted locally with 955.585 participants. Overall, in 2017, there were 27.752 professional development activities in 2017 and the number of participants was 1,047,477 (Milli Eğitim Bakanlığı, 2018a).

In candidacy training of teachers appointed for the first time, the aim is to engage the participants in various activities to increase their personal and professional knowledge and skills, and to enable them to participate in in-service trainings. For this purpose, preparing for the lesson, monitoring in-class activities, lesson practice, in-school observation and applications, recognition of city identity, recognition of institutional functioning, volunteering and entrepreneurship studies, meeting with professional experience and professional development practices were required. Other aims of this training are for prospective teachers to acquire the knowledge and skills that they can best represent the teaching profession throughout their professional life; to learn their basic rights, duties, competences, and responsibilities (Milli Eğitim Bakanlığı, 2018a).

The MoNE also provides professional studies for in-service teachers. In order to increase the knowledge and experience of teachers in the fields of general culture, special education and pedagogical formation, to help them gain new skills, to find solutions to problems encountered in education and training, to prepare and implement plans and programs according to the needs of the student and the environment, «Professional Studies» program is sent to the Governorates every June and September for implementation (Milli Eğitim Bakanlığı, 2018a).

Furthermore, considering that the number of active in-service teachers in Turkey is 1077307 (Milli Eğitim Bakanlığı, 2019), the Ministry suggested that it is not possible to meet the professional development needs of teachers from different fields through face-to-face in-service training activities. For this reason, distance training activities are also conducted (Milli Eğitim Bakanlığı, 2018a). Through an online system (MEBBİS) the teachers can access the available in-service training courses and programs for application. After the evaluation process, the announcements

regarding the acceptance or decline of participation are also issued in this system. Upon completing the trainings, in-service teachers are awarded with e-certificates, which are also uploaded to the system (Milli Eğitim Bakanlığı, 2018a).

Table 2.2 Table of standard programs by field and sub-fields (Milli Eğitim Bakanlığı, 2020b)

Training Categories	Field	Sub-Field
1. Personal Development Trainings	1. Technology Using Skills	Application Software
		Design and Animation
		Hardware and Network
		Office Software
		Operating Systems and Basic IT
		Programming
		Web design and Programming
2. Teacher Training	2. Life Skills	
	3. Adult Training	
	1. General Field Trainings	Assessment and Evaluation
		Classroom Management
		Developmental Psychology
		Guidance
		Instructional Technologies and Material Development
		Introduction to Educational Science
		Introduction to Teaching Profession and Teaching Practice
		New Approaches in Education
		Program Development and Teaching
		Special teaching methods
2. Teacher Training	2. Specific Field Trainings	Aircraft Engines
		Beauty and Hair Care Services
		Biology
		Biomedical Technologies
		Business Administration

Table 2.2 (cont'd)

2. Teacher Training	2. Specific Field Trainings	Ceramic and Glass Technology
		Chemistry
		Chemistry Technology
		Child Development
		Classroom teaching
		Clothing Production
		Computer Aided Vocational Technical Education
		Construction Technology
		Communication
		Culture
		Design and Animation
		Dramatic Arts
		Economy
		Electric Electronic Technologies
		Environment
		Food
		Geography
		Graphics and Photography
		Handicrafts
		Hardware and Network
		Health
		History
		Home Economy
		Human rights
		Language
		Law
		Machine Technology
		Marine
		Maths
		Mechatronics
		Metal Technology
		Mind games
		Motor Vehicle Technology
		Music and Performing Arts

Table 2.2 (cont'd)

2. Teacher Training	2. Specific Field Training	Occupational Safety and Health
		Physical education
		Physics
		Plastic Technology
		Plumbing Technology and Air Conditioning
		Pre-school
		Print shop
		Programming
		Psychological advice and guidance
		Psychological Measurement Tools
		Rail Systems Technology
		Religion
		Sociology
		Special education
		Telecommunication
		Textile Technology
		Tourism
		Trade
		Traditional Arts
		Visual arts
		Web design and Programming
		Wood Technology
3. Special Trainings	1. Field Change	
	2. Trainer Training	
	3. Promotion Trainings	
	4. Orientation Trainings	
4. Management and Institutional Trainings	1. General Field Trainings	Administration an Organization
		Candidacy Trainings
		DYNED
		DYS (Course management system)
		e-Managing
		Leadership

Table 2.2 (cont'd)

4. Management and Institutional Trainings	1. General Field Trainings	Managerial Work (general)
		MEBBİS (MoNE system)
		Research and Development
		Personnel Training
		Project
	2. Specific Field Trainings	Administrative Affairs (Private)
		Assessment and Evaluation
		Education Curriculum
		Education Finance
		Education Law
		Education Supervision
		Legislation Practices
		Management and Organization
		Non-formal education
		School and Environment Relationship

The General Directorate of Teacher Training and Development issued a list of standard in-service training programs that can be used as references. The aim was to ensure the standard in the trainings to be held by the ministry and the provincial units in the same field and the documents to be given as a result of the training (Milli Eğitim Bakanlığı, 2020b). The Ministry also issued a table about these training programs. As can be seen from Table 2.2, the MoNE offers several different in-service training activities for the teachers, on different subjects. There are four main categories of professional development trainings according to this table: personal development, teacher training, special training, management and institutional trainings. When the table is examined it can be seen that there is no specific field in-service training for EFL teachers.

In order to further ensure standardization of in-service training activities in Turkey, The Ministry issued a regulation. This regulation provides a list of principles that needs to be followed during in-service training procedures. According to the

Regulation of Ministry of National Education In-service Training issued in 1994, the goals of in-service training are as follows:

Article 5

- a) To ensure the adaptation of the personnel coming from pre-service training to the institution,
- b) To provide staff with a common view in comprehending and interpreting the aims and principles of Turkish National Education and to unite in practice,
- c) To complete the deficiencies of pre-service training in terms of professional competence,
- d) To gain the knowledge, skills and behaviors required by innovations and developments in the field of education,
- e) To improve the professional competence and understanding of the personnel,
- f) To ensure that the willing and talented personnel pass to the upper levels of their professions,
- g) To conduct completion training that will provide transitions for those with different education,
- h) To provide unity in interpreting the Turkish National Education policy,
- i) To provide unity in application of basic principles and techniques of education,
- j) To support the development of the education system. (Milli Eğitim Bakanlığı, 1994).

By looking at these goals, it can be seen that professional development of in-service teachers is considered to be important. Improving the vocational skills and competences of teachers as well as guiding them to adopt their profession are the main goals of in-service training in Turkey. Additionally, in order to achieve these goals, the principles of in-service training were issued with this regulation. These are the following:

Article 6

- a) Continuous education,
- b) Arrangement of programs suitable for the training needs of the staff,
- c) Each supervisor is responsible for sending and training the personnel working in their institution,
- d) Emphasis and focus on the job training of the staff,
- e) Ensuring equal opportunities for all personnel based on priorities in benefiting from in-service training,
- f) The places where the training activities will be conducted should be suitable for the training conditions, and should be arranged and equipped according to the requirements of the training,
- g) Continuous evaluation and development of in-service training programs,
- h) Cooperation with public institutions and organizations and private organizations,
- i) Monitoring the success of the personnel participating in the in-service training (Milli Eğitim Bakanlığı, 1994).

The principles state that the in-service training should be offered for every teacher under equal circumstances and it should be continuous professional development. The principles also state that the trainings should be designed in accordance with the needs of the teachers. The Article 11 of the same regulation issued in 1994 states that the personnel is assigned by the In-Service Training Department, which is now known as the General Directorate of Teacher Training and Development. In other words, this Directorate determines the teacher trainers, trainees and other personnel involved in the in-service training courses. If the training is on local-scale then the Government's Office conducts this responsibility. Teacher trainers are the essential part of the training; hence the Regulation states the responsibilities of the trainer as follows:

Article 14

- a) They give their courses in a timely manner and in accordance with their objectives, as specified in the program.
- b) They sign and write the subject of each course and they follow the ones who do not attend the lesson by writing their names and surnames on a daily work schedule.
- c) They prepare the exam questions and answer keys in a commission to be formed under the chairmanship of the education manager and evaluate the exam results.
- d) They write the scores of the participants in the exams on the evaluation slip, sign and deliver it to the training manager.
- e) Submit the lecture notes to the Department in the in-service training activities carried out by the Ministry and to the Governor's office in the local in-service training activities, one week before the activity starts. They are responsible for delivering the lecture notes by the end of the activity if there is an excuse for the delivery of the lecture notes at the specified time (Milli Eğitim Bakanlığı, 1994).

As can be understood, the teacher trainer is responsible for being prepared for the in-service course, evaluate the participants, keep their record, and report the results back to the authorities after the training. Similarly, there are some responsibilities of the trainees, as structured by the aforementioned Regulation. The Article 18 states that if the trainees fail to participate in the exam, or they are dismissed from the training for any reason, then they are not rewarded with certificate of achievement. The trainees are required to fulfill the attendance rule as well. The Article 19 indicates that if the participants fails to attend the courses more than one day at a week, they are dismissed from the course. When it comes to

using the annual leave, the Article 20 of the Regulation states that during in-service trainings they are not allowed to use annual leave. Furthermore, the Article 21 reveals that the participants are obliged to fulfill the requirements of the training courses (Such as assignments, tests, and exams) in order to be successful. They must follow the educational discipline rules during the training. If they fail to do so, they are dismissed from the training course and the Disciplinary provisions of Law No. 657 are applied (Milli Eğitim Bakanlığı, 1994).

When it comes to regulations regarding the planning, conducting and evaluation of in-service training activities, the Article 23 states that

The annual in-service training plan is prepared by the Department by taking into consideration the in-service training needs of the personnel at all levels, the opinions and proposals of the relevant units, Ministry Inspectors and manager reports and the results of the research, and it is applied after the approval of the authorities.

The number of people who will participate in all kinds of in-service training activities, the number of training centers, the date and duration of the activity, the training program to be implemented in the activities, the training managers to be assigned in these activities, assistant managers and training officers are determined by the In-Service Training Department. (Milli Eğitim, 1994).

As mentioned earlier, the General Directorate of Teacher Training and Development is responsible from planning, designing, and conducting in-service teacher training activities. The duration, the time and location, teacher trainers, the number participants, the activities and the personnel assigned to the training program are all decided by the Directorate. During the planning stage, the research reports, demands, needs, and opinions of the personnel are considered. Article 23 indicates the same responsibilities for the Governor's Office, if the training is local. According to the Article 30 of the same regulation the components of in-service training are: the purpose, subject of the activity, teaching and learning activities, teaching principles, teaching methods and techniques, and assessment methods that will be the basis for evaluation. The duration of face-to-face training is stated in Article 32:

Weekly working hours of in-service training activities can be no less than (25) lesson hours, and more than (40) lesson hours; daily working hours cannot be less than (4) lessons and more than (10) lesson hours. Daily lesson hours are (50) minutes and block lesson hours are (90) minutes. In local in-service training activities, the weekly working hours cannot be less than (10) class hours (Milli Eğitim Bakanlığı, 1994).

The regulation indicates the duration of face-to-face training; however, there is no information about the duration of online trainings. For the evaluation and assessment part of the in-service training programs, Article 34 declares that regulations:

Article 34

- a) Exams can be written, oral, practical or both written, oral and practical depending on the objectives of the curriculum.
 - b) Exam-related measures are taken jointly by the training manager, assistant, training center manager and training officers.
 - c) Exam results are evaluated by the trainers.
 - d) Those who give empty answer papers in exams are given 0 (zero) points.
 - e) While the calculating the averages of the participants in the activity, the arithmetic average of the grades taken from the written, oral, practical, or both written, oral and applied exams taken during the activity is taken into consideration.
 - f) In the event that the instructors perform the exams separately during the activity, each instructor writes the exam papers, the answer key and the exam scores and delivers them to the training manager. The training manager takes the arithmetic average of the points at the end of the activity and writes the result to the evaluation form.
 - h) If the exams are held at the end of the activity, the trainers write the exam papers, the answer key and the exam scores on the schedule and deliver them to the training manager. The education manager writes the scores on the evaluation form. This form is signed by the training manager and training officers.
- Those who do not attend any of the exams without an excuse at the end of the training are considered unsuccessful. In addition, disciplinary provisions of the Civil Servants Law No. 657 are applied (Milli Eğitim Bakanlığı, 1994).

According to this Regulation, the assessment can be in the form of application-based practices or exam-based procedures, or both can be used. The scored obtained from each one of the exams are taken into consideration for calculating the final grade. The Article 35 states that scores between 100-85 are very good, 84-65 are good, 64-45 are average and 44-0 fails the course requirement. Furthermore,

as indicated by Article 36, if the participants are successful, they are rewarded with certificate of achievement, if not they are given certificate of participation.

2.5 In-service EFL Teacher Training in World

It is suggested by the literature that “the professional development of teachers has been thought of as something that is done by others *for* or *to* teachers” (Johnson, 2005, p. 25, italics original). In a traditional sense, courses, workshops, and seminars comprise the majority of professional development activities of language teachers (Johnson, 2005). On the other hand, new approaches to professional development are also present. It is argued that the teachers should be perceived as active participants of the professional development process, rather than passive agents. The teachers should be encouraged to refer to their own teaching contexts and practices, and they should practice reflection by means of combining the training activities and their own teaching.

Grenfell, Kelly, and Jones (2003) reviewed the in-service training practices of language teachers across EU. The surveyed countries included Austria, Belgium, Bulgaria, Croatia, Cyprus, Czech Republic, Denmark, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Italy, Latvia, Lithuania, Luxembourg, Malta, Norway, Portugal, Romania, Slovak Republic, Slovenia, Spain, Sweden, Switzerland, and UK. While the initial teacher education processes were considered to be more systematic and intact, the in-service training activities were regarded as opposite. The authors noticed that the institutions offering professional development programs to language teachers are usually the same for primary and secondary schools. In EU, the Ministries of Education direct professional development activities and the task of conducting these activities are given to:

universities, training colleges, and other higher education institutions, cultural institutes, projects co-ordinated by the EU Commission (notably under the

SOCRATES and LINGUA programmes), teachers associations, distance learning institutions, pedagogical institutes (especially in the Central and Eastern European countries), crossborder associations (such as NORDPLUS in Nordic countries, Aktion Österreich-Slovakian for Austria and Slovakia and CEEPUS for Central and Eastern European countries), or private foundations (for example, the Soros Foundation and Fullbright Exchanges) (Grenfell, et al., 2003, p. 89).

Furthermore, few of the countries (Poland, Norway, French Community of Belgium, Bulgaria, Germany, Lithuania, Switzerland and UK) have institutions dedicated for in-service training of teachers.

Although there is no consensus on the awarded qualifications upon completing the in-service training programs across EU, some examples include financial benefits or promotion. Grenfell, et al. (2003) wrote that nearly half of the countries under investigation professional development is a requirement for all teachers. By comparing the average number of hours spent per year on professional development activities, the authors concluded that participation rate was higher for optional in-service training programs. In other words, the mandatory professional development courses attracted lower participation from the teachers. Additionally, when the outcomes of in-service training were investigated, the authors reached three categories:

- To refresh the existing expertise of teachers, and introduce them to new ideas and approaches, such as ICT;
- To remedy perceived deficiencies, or enable further career development;
- To act as a means of implementing new policies decided on at a ministerial level (Grenfell, et al., 2003, p. 91).

When the content and the activities of the programs were studied, Grenfell, et al. (2003) revealed that there was variety. The common content for all the countries investigated within the scope of the study was as follows: “pedagogy of second language teaching and target language skills are available both for regular language teachers and for retrained teachers (e.g. in Eastern European countries)” (p.92). In addition, EU countries promote ICT training for language teachers, except Croatia, the German community of Belgium, Italy and Malta. These courses were aimed to improve the ICT skills of teachers as well as the ability to incorporate technology

into their own classrooms. Grenfell et al. (2003) indicated that the EU countries had procedures to allow language teachers to participate in abroad professional development activities, especially where the target language was spoken as the native one. “A principal aim is normally the enhancement of target language skills, and this is often accompanied by training in pedagogy” (p.93). Similarly, it was noted that the teacher exchange policies were also implemented across EU countries. Through these exchange programs, it was hoped that the countries would establish cultural links among one another.

According to the same source, structure of in-service training in EU differed and it was adaptable. There was no standard for the length of courses offered; however, short-term courses appeared to be more frequent. Owing to lack of substitute teachers, the language teachers had to return to their schools after attending an in-service program. In relation to this, the teachers in Easter Europe preferred attending online courses. The online courses were cost effective and enabled flexibility for their working schedule (Grenfell, et al., 2003).

2.6 In-service EFL Teacher Training in Turkey

The Ministry of National Education plans and holds annual professional development activities for in-service teachers. The Ministry issued the in-service training plans for 2001-2020 (Milli Eğitim Bakanlığı, 2020a). When these plans are examined, it is seen that there were several in-service training activities offered to EFL teachers in Turkey. Table 2.3 shows a summary of the in-service training activities offered to EFL teachers, based on years, subject and participants.

Table 2.3 List of in-service training offered for EFL teachers in Turkey

Year	Subject	Participants
2001	Seminar on ELT Methodology	EFL teachers working in Bitlis, Bingöl, Bolu, Gümüşhane, Hakkari, Kayseri, Kocaeli, Muş, Siirt, and Şırnak city centers; English teacher trainers; EFL teachers working at Anatolian Teacher Training High Schools (15 years of experience); EFL teachers working at county schools in Eastern and Southeastern Anatolia
	EFL Teacher Trainer Course	EFL teachers scored A and B level on the language test (KPDS)
	EFL Teacher Training Project Preparatory Course	EFL teachers
	Seminar on European Language Portfolio	EFL teachers
2002	Seminar on ELT Methodology	EFL teachers working in Bursa, Çorum, Eskişehir, Sakarya, Samsun, and Trabzon city centers as group leaders (zümre başkanı); EFL teachers working in Ağrı, Adıyaman, Amasya, Iğdır, Kırşehir, and Tokat city centers; teachers giving English lesson in Adıyaman city center; EFL teachers working at Science High schools
	EFL Teacher Trainer Seminar (development)	EFL teacher trainers
	EFL Teacher Trainer Course (training)	EFL teachers scored A and B level on the language test (KPDS) and experience level 5-15 years
2003	Seminar on ELT Methodology	EFL teachers working in Aydın, Kahramanmaraş, Kırıkkale, Kütahya, Mersin, and Sivas city centers as group leaders (zümre başkanı); EFL teachers working in Bilecik, Burdur, Elazığ, Kilis, Niğde, Osmaniye, and Yozgat city centers
	Seminar on Foreign Language Activities	EFL teachers
	EFL Teacher Trainer Seminar (development)	EFL teacher trainers
	Seminar on Preparing English Teaching Documents	EFL teacher trainers
	Seminar on Preparing English Coursebooks	EFL teachers

Table 2.3 (cont'd)

Year	Subject	Participants
2004	Seminar on ELT Methodology	EFL teachers working in Ankara, Antalya, Ardahan, Artvin, Balıkesir, Çanakkale, Denizli, Düzce, Gaziantep, İzmir, Karabük, Karaman, Manisa, Mardin, Osmaniye, Uşak, and Yalova city centers
2005	Seminar on ELT Methodology	EFL teachers working in Adana, Afyon, Batman, Bartın, Bolu, Çankırı, Diyarbakır, Kars, Kastamonu, Konya, Ordu, Şanlıurfa, Rize and Zonguldak city centers; EFL teachers working in Rize and Yalova county schools (3-15 years of working experience)
	Seminar on Evaluating English Coursebooks	Teachers responsible for preparing English course books in İstanbul and İzmir
	Seminar on Introducing Prep-class English Coursebooks	2 English coordinator teachers from each province
	English course	Newly appointed EFL teachers working in Science and Social Sciences High Schools (the ones who did not take this course)
	EFL Teacher Trainer Seminar (Level 2)	EFL teachers participated in Level 1 of the course in 2004
2006	Seminar on ELT Methodology	EFL teachers working in Aksaray, Bayburt, Erzincan, Giresun, Gümüşhane, Hatay, Kayseri, Kırklareli, Malatya, Muğla, Nevşehir, Sinop, and Tekirdağ city centers; EFL teachers working in Rize county schools (2-5 years of working experience)
	Seminar on Preparing and Evaluating Coursebooks	EFL teachers responsible for preparing English coursebooks
	Project Preparing Techniques Course	EFL teachers working at Technical Education for Girls High Schools who were suggested to work on a project by the school administration
	Seminar on Introducing Prep-class English Coursebooks	EFL teachers working at Anatolian, Anatolian Fine Arts, Science and Social Sciences high schools (2 teachers from metropolises and 1 teacher from other cities)
	EFL Teacher Trainer Seminar	English teacher trainers

Table 2.3 (cont'd)

Year	Subject	Participants
2006	Seminar on Evaluating the Foreign Language Lesson Curriculum	EFL teachers (2 teachers from metropolises and 1 teacher from other cities)
	Course on Techniques and Methods in English Language Teaching	EFL teacher trainers
	DYNED English Language Teaching Seminar	EFL teachers working in primary schools (Ankara, and İzmir)
2007	Seminar on ELT Methodology	EFL teachers working at primary and secondary schools in Bursa, Edirne, Erzurum, Eskişehir, Isparta, and Kocaeli city centers; EFL teachers working at secondary schools in Amasya and Trabzon; EFL teachers working at primary schools (4 th and 5 th year) in Erzurum county (2-5 years of experience)
	Project Preparing Techniques Course	EFL teachers working at Technical Education for Girls High Schools who were suggested to work on a project by the school administration
	Teaching Methods and Techniques Course	EFL teachers working at Anatolian, Anatolian Fine Arts, Science and Social Sciences High schools
	Seminar on Introducing DYNED English Language Teaching System	EFL teachers (Aksaray)
	Practical English Speaking Methods and Techniques Teacher Trainer Training Course	EFL teacher trainers
	Seminar on DYNED English Software	EFL teachers working at primary schools in Gaziantep
2008	Seminar on ELT Methodology	EFL teachers working at primary schools in Istanbul (Anatolian Side); EFL teachers working at secondary schools in Burdur, Çorum, Kırşehir, Samsun, and Tokat city centers; EFL teachers working at secondary schools in counties (2-5 years of experience)

Table 2.3 (cont'd)

Year	Subject	Participants
2008	Seminar on Curriculum Introduction	EFL teachers working at piloting schools within the scope of Secondary Education Project
	Seminar on Introducing DYNED English Language Teaching System (Primary Schools) [Cancelled]	EFL teachers who are representatives of DYNED provincial district (Erzurum, Mersin, Rize); EFL teachers working at primary schools; EFL teachers working at primary schools with MA and PhD degrees in English or primary school teaching
	Seminar on English Curriculum Introduction [Cancelled]	EFL teachers working at primary schools, EFL teachers working at primary schools with MA and PhD degrees in English or primary school teaching
	Seminar on Primary Level English Curriculum Introduction and Teaching Methods	EFL teacher trainers
	DYNED English Language Teaching Seminar	EFL teachers working at primary schools
	EFL Teacher Trainer Course	EFL teachers working at Anatolian Hotel Management and Tourism Vocational High Schools
	English course	EFL teachers working in Ankara city center
	Online Seminar on ELT Methodology	EFL teachers working at primary schools in Istanbul (European Side), and Ankara city center
	Seminar on English Language Teaching Techniques and Assessment and Evaluation	EFL teachers working in Ankara In-service Training Institute
	Seminar on Preparing Professional English Teacher's Guidebook	EFL teachers
2009	Seminar on ELT Methodology	EFL teachers working at secondary schools in Balıkesir, Bilecik, Çanakkale, Kahramanmaraş, Karaman, and Mersin city centers; EFL teachers (2-5 years of experience); EFL teachers working at Commerce and Tourism Education Schools
	Seminar on DYNED English Use and Applications	EFL teachers working at primary schools

Table 2.3 (cont'd)

Year	Subject	Participants
2009	Seminar on ELT Methodology	EFL teachers working at secondary schools in Balıkesir, Bilecik, Çanakkale, Kahramanmaraş, Karaman, and Mersin city centers; EFL teachers (2-5 years of experience); EFL teachers working at Commerce and Tourism Education Schools
	Seminar on DYNED English Use and Applications	EFL teachers working at primary schools
	Seminar on Curriculum Introduction	EFL teachers working at Technical Education for Girls High Schools, Technical Education for Boys High Schools, and at schools under General Directorate of Commerce and Tourism Education, and General Directorate of Health Affairs and Teacher Education.
	Seminar on Introducing English Coursebooks	EFL teachers working at Anatolian High Schools
	Assessment and Evaluation Seminar	EFL teachers working in 300 General and Vocational Education High Schools that will be subject to final application; EFL teachers; EFL teachers working at General High Schools
	Seminar on Classroom English	EFL teachers working at secondary schools in counties (2-5 years of experience)
	Seminar on English Curriculum Introduction	EFL teachers working at secondary schools
	Online EFL Teacher Trainer Course	EFL teachers working at primary schools in Aksaray, Bolu, Çankırı, Eskişehir, Karaman, Kırşehir, Kırıkkale, Konya, Nevşehir, and Niğde.
	Seminar on Language and Cultural Differences Education	EFL teachers working in Ankara city center
2010	Web-based Content Development Course (Level 1)	EFL teachers working at primary schools who can use IT tools well
	Web-based Content Development Course (Level 2)	EFL teachers working at primary schools (the ones who participated in Level 1 of the course)
	EFL teachers working at primary schools where the exam was administered	Seminar on Evaluating Student Achievement Determination Exam 2008 (ÖBBS-2008) Report
	English Curriculum, Teaching Methods and Techniques Course (Level 1)	EFL teachers working at primary and secondary schools

Table 2.3 (cont'd)

Year	Subject	Participants
2010	English Curriculum, Teaching Methods and Techniques Course (Level 2)	EFL teachers who participated in and successfully completed the Level 1 of the course
	Seminar on DYNED English Language Teaching System	EFL teachers working at primary schools
	Seminar on Curriculum Introduction	EFL teachers, who are group leaders working at Anatolian and Social Sciences Schools with preparatory schools under the General Directorate of Secondary Education
2011	Seminar on Sharing Student Achievement Determination Exam 2008 (ÖBBS-2008) Report	EFL teachers
	Seminar on DYNED English Language Teaching System	EFL teachers selected ex officio by province coordinators, Province coordinators (selected ex officio)
	Seminar on Evaluating EFL Teacher Training	EFL teachers participated in EFL teacher trainer course in 2010 and selected ex officio
	Seminar on Sharing Student Achievement Determination Exam 2009 (ÖBBS-2009) Report	EFL teachers working at schools that were part of the project
	Seminar on Material Design	EFL teachers working at secondary schools
	Seminar on Assessment and Evaluation Techniques	EFL teachers working at secondary schools
	Seminar on New Approaches to ELT	One EFL teacher selected by each of the Anatolian Teacher Training High School Leader Teachers Board
	Seminar on Project Preparing Techniques	EFL teachers working at Science and Art Centers who are selected ex officio to prepare projects about gifted students
	Vocational English Teaching Methodology Course	EFL teachers working at Commerce and Tourism Education Schools

Table 2.3 (cont'd)

Year	Subject	Participants
2012	Seminar on DYNED English Teaching System	EFL teachers
2013	Seminar on Common European Framework of Reference for Languages [Cancelled]	EFL teachers who are licensed to administer TELC European language certificate examinations; EFL teachers working at institutions under General Directorate of Life Long Learning
	Seminar on Project Preparing Techniques [Cancelled]	EFL teachers working at institutions under General Directorate of Life Long Learning
2014	Seminar on ELT Methodology and Techniques	EFL teachers selected ex officio amongst the ones working at schools under the General Directorate of Vocational and Technical Education
2015	None	None
2016	Seminar on Updated English Curriculum [Cancelled]	EFL teachers working at schools under General Directorate of Primary Education
	FATİH Project – Technology Enhanced EFL Teacher Trainer Course	EFL teachers who participated in FATİH project Technology Use Course
	FATİH Project – Lesson Procedure Design Course	EFL teachers working at schools under the General Directorate of Secondary Education and General Directorate of Primary Education, especially the ones who participated in Technology Use in Education, Teaching Methods and Techniques in-service training courses
	Seminar on ELT Methodology and Techniques	EFL teachers working at Anatolian Theology (İmam-Hatip) and Theology secondary schools, the ones who did not participate in in-service training courses offered by the General Directorate of Religion Education within the last three years (2013 and later)
	Updating English Language Teaching Course	EFL teachers selected ex officio

Table 2.3 (cont'd)

Year	Subject	Participants
2017	FATİH Project – Technology Enhanced EFL Teacher Trainer Course	EFL teachers participated in FATİH Project Interactive Classroom Management Training
	Seminar on DYNED English Language Teaching System	EFL teachers working at middle schools under the General Directorate of Primary Education
2018	FATİH Project – Field Specific Lesson Procedure Design Course for Teacher Trainers	EFL teachers participated in FATİH Project Interactive Classroom Management Training who work at primary schools, and secondary schools
	New Approaches to Foreign Language Teaching – Teacher Trainer Education [Cancelled]	EFL teachers selected ex officio by the General Directorate of Teacher Training and Development amongst the ones working at MoNE schools
2019	Science and Production Oriented Learning Teacher Trainer Education Course	EFL teachers selected ex officio amongst the ones working at MoNE schools in Hatay, Sivas, Uşak, Van, and Zonguldak provinces.

The table above also shows if the planned in-service training was cancelled. The offered in-service training seminars and courses were about ELT methodology and techniques, EFL teacher trainers, coursebook evaluation, material design, assessment and testing techniques, English curriculum, preparing projects, DynEd (an interactive online platform for language learning), web-based content development, new approaches in ELT, and technology enhanced trainer education. According to this source (Milli Eğitim Bakanlığı, 2020a) there were two online in-service training courses offered for EFL teachers in Turkey. According to Özer (2004), in 2000, the most frequently offered in-service teacher training courses were about “computer and Internet applications, foreign language teaching methods, and total quality management in education” (p. 95).

Additionally, the participants of these training activities were EFL teachers from across the country. There were seminars addressed to the teachers working in small towns as well as metropolis cities. While some seminars required more specific criterion for participants selection (i.e. EFL teachers working at primary schools with MA and PhD degrees in English or primary school teaching), some professional development activities stated “EFL teachers”. Furthermore, there was also a diversity of participant selection for the school levels. While a few of the training programs focused on high school EFL teachers, the others required primary or secondary school teachers. The same can be observed for the type of school where the EFL teachers worked. For example in 2005, there was an English course addressed to EFL teachers working in Science and Social Sciences High Schools, while in 2007, there was a course on project preparing techniques for EFL teachers working at Technical Education for Girls High Schools. It can also be observed that after 2011 there was a decrease in the number and the type of in-service training activities addressed to EFL teachers.

In 2016, the Ministry started a project called “To 2023 with our teachers” (Milli Eğitim Bakanlığı, 2018e). The project is about material design for several subject fields. The aim is to help in-service teachers acquire the necessary skills for

developing and using the teaching materials in their own fields. As stated by the same source, the participants of this project were the 21 fields with the highest number of teachers: Physics, Chemistry, Biology, Science and Technology, Primary Mathematics, Mathematics, Turkish, Turkish Language and Literature, Religious Culture and Moral Knowledge, Imam-Hatip High School Vocational Courses, Classroom, Social Studies, History, Geography, Visual Arts, Physical Education, Informatics Technologies, Philosophy, Music, Preschool Teaching, Technology and Design. In other words, the EFL teachers are not part of this national project. Within the scope of this project, needs-analysis, content design, trainers' training, piloting and the main study were completed. Currently, the results of this study and the reporting of the procedures are being prepared.

Although not listed in the aforementioned documents (Milli Eğitim Bakanlığı, 2020a), the Ministry announced that due to the current COVID-19 threat, the in-service training activities will be carried online through EBA (Education and Informatics Network) for all teachers (Milli Eğitim Bakanlığı, 2020c). The majority of the subjects of these training activities are informatics based. Some of the in-service training programs offered online are: Introduction to Computer Networks Training, Introduction to Cyber Security Training, Internet of Things Education, Basic Information Technology Education, Fundamentals of Digital Entrepreneurship, Museum Education, and School Based Disaster Education (Milli Eğitim Bakanlığı, 2020d). According to this source, 125.000 teachers have participated in these training programs.

2.7 Advantages and Disadvantages of Online Training

In a world where everybody and everything is becoming online, the educational constructs also turn to distance education or ICT-based practices. Considering the major COVID-19 outbreak that affected the entire world, many of the governments took precautions by closing the schools or switching to online education. The report

issued by UNESCO (2020) states that this sudden shift to online education practices caught the governments, the teachers, and the students unprepared. This result indicates a change in the teacher roles. In their dissertation, Martí (2006) indicated that

the teacher's role is multiplied and shifts from being a single transmitter of knowledge to become facilitator and guide of the learning process, integrator of new ICT media, researcher and designer of suitable learning scenarios, collaborator (with other teachers and students), orchestrator, learner and evaluator (p.18).

In other words, the teachers are viewed as facilitators who integrates and utilizes available technological tools to enhance teaching and learning activities. As mentioned earlier, it is important for teachers to practice ICT through professional development activities (Akayoğlu, et al., 2020; Başaran, 2014; Kleinsasser, 2013; Larose, Grenon, Morin, & Hasni, 2009; Rubadeau, 2018; Simonson, 2019; Wang, et al., 2010). Having experience related with technological tools aids and motivates teachers to implement technology into their own teaching context. For this reason, offering online in-service training activities is advantageous.

Arslan (2018) argues that the teachers have tight schedules and a lot of responsibilities to fulfill. For this reason, online training activities help them to achieve their professional development goals by providing flexibility. Rather than taking a time off from their personal and professional life to attend a program by physically being there, the teachers can participate in these activities within the convenience of their homes, offices, or any other place of choice. Online training also provides teachers with flexibility in terms of time. They have a chance to attend the live classes offered online (synchronously) or they can view the videos and course materials in their own time (asynchronously) (Arslan, 2018; Başaran, 2014). Additionally, it allows participants to adjust the training to their own learning pace. The teachers can interact with the content, repeat, play or replay the information provided through online training activities. Along the same lines, Dede, Ketelhut, Whitehouse, Breit, and McCloskey (2008) underline the importance of online

training for teachers. Online training “can fit with teachers’ busy schedules, that draws on powerful resources often not available locally, and that can create an evolutionary path toward providing real-time, ongoing, work-embedded support” (p. 9). The paper goes on to say that asynchronous interaction can facilitate reflection on the “silent” teachers in face-to-face training can “find their voice” online (p. 9).

Furthermore, considering that the number of EFL teachers in Turkey is 73,088, (Kasap & Usul, 2018), offering online professional development activities would be the more cost-effective choice. The MoNE may offer teachers in-service training through online tools. Along the same lines, Gabršček, Roaders, and Klič (2013) investigated the in-service training programs in Croatia and suggested that increasing the number of available online learning programs should be prioritized. They argued that through e-learning, the trainers could reach teachers from across the country while also lowering the cost of professional development activities. Furthermore, they argued that all teachers should be given the chance to participate in professional development activities, which can be achieved through online training. Additionally, by conducting a meta-analysis study on online professional development and teacher competency, Kabilan (2004) uncovered that online training increases motivation, improves teaching skills, knowledge and ideas, leads to self-directed learning, develops interactive competence and increases awareness towards ICT use.

Additionally, in their review study, Macià and García (2016) indicated that participating in online professional development networks provides benefits for the teachers. Through the exchanging materials and resources and experience sharing, they collaborate with their colleagues online. They can provide peer-support for each other and expand their professional network. Participating in online networks helps teachers to reflect and think about their own teaching practices and implement the ideas and activities that they encounter. Similarly, in another review study, Lantz-Andersson, Lundin, and Selwyn (2018) stated that engaging in online

communities of professional development helps teachers to identify and reflect on their needs as professionals and receive collegial support.

In comparison, Jung (2001) argued that distance learning provides limited opportunities for interaction between the trainer and the trainees, and between colleagues. Distance or online professional development activities were thought as isolating. On the other hand, 70% of the participants of the study preferred distance education due to flexibility. The author suggested that the distance professional development programs should be designed with interactive materials and activities to overcome this problem. Another disadvantage stated by the same study was related with drop-out possibilities. Due to autonomy-requiring nature of distance education, the teachers needed to be supported and motivated to complete the training programs. Along the same lines, Gillett-Swan (2017) also indicated that online learning can be isolating for the learners. The study argued that the learners may be reluctant to participate in online learning activities because of this reason. Furthermore, the learners may be inexperienced in using ICT tools and thus they may reject online practices. Fulfilling the requirements of the course may become even more challenging for learners if they are struggling with the online training environment, for example learning management systems. Nevertheless, these problems can be solved by introducing the online learning environment to the participants via a tutorial, and by providing support and feedback on their challenges. What is more, the instructors can employ peer and group work activities that can be completed through synchronous and asynchronous modes of communication to facilitate interaction between the participants (Gillett-Swan, 2017).

By studying the challenges of online in-service training programs, Hall and Knox (2009) reported that the EFL teachers considered online communication as “dangerous” due to lack of visual support. The participants believed that writing e-mail or writing comments/messages to communicate online during a professional development activity may cause misunderstandings. Along the same lines, the

participants indicated feeling isolated during online trainings. They stated that they missed the human element in the educational activities. Nevertheless, these problems can be solved with providing audio-visual support. The trainees can be presented with live or offline video courses, they can exchange voice messages rather than writing, the trainers can ask trainees to work collaboratively with their colleagues. There are various tools that can be used to encourage interactivity and collaboration.

2.8 Studies in the Field

In their dissertation, Bettinelli (1998) investigated the in-service training needs of Italian EFL teachers. The study argued that native and non-native teachers of English had different training needs and thus studying EFL teachers' needs would provide more insight about the issue. The author applied a questionnaire to 68 in-service Italian teachers of English for the study. The results indicated that the Italian EFL teachers valued practice over theory. In other words, they wanted to have practice-based activities in the training program rather than theory-driven ones. Furthermore, they suggested that they needed to improve their target language skills. Also, the results revealed that the participants wanted to be actively involved through sharing their experiences with their colleagues and cooperative learning.

In another study, Budak and Demirel (2003), in-service training needs of 213 in-service teachers were investigated. The participants of the study were from randomly selected four different cities (Iğdır, Aydın, İçel, and Sinop). The main aim of the study was to determine if there were any significant differences between the participants in term of in-service training needs with regards to their previous training experiences. They examined two different groups: (1) the ones who participated in an in-service training activity (58%), (2) the ones who did not (42%). The data collection took place through a questionnaire consisting of 35 Likert-scale

items. The results revealed that there were no significant differences between these two groups in term of their in-service training needs.

Ünal (2010) examined 22 English instructors' needs about in-service training and then implemented a program to assess the effectiveness of it. The participants were working at School of Foreign Languages at Afyon Kocatepe University. The result of the needs analysis study revealed that the participants' needs differed significantly when their teaching experience, educational background, year of graduation, previous in-service training experience were considered.

In their doctoral dissertation, Gökmenoğlu (2012) studied the training needs of in-service teachers in Turkey. Through a survey, the author collected data from 1730 in-service teachers from different fields of study, including English teachers. The results of the study showed that the participants needed occasional training about guidance and special education, preparation for inter/national exams, self-development, professional teaching knowledge, and technology use. Furthermore, in relation to the previous in-service training programs they attended, they stated moderate levels of satisfaction.

Along the same lines, Şahin (2012) conducted a qualitative study with 10 EFL teachers working at primary schools in Turkey about the effectiveness of in-service training programs offered by MoNE. The results revealed that the teachers preferred application-based approaches, English as the medium of instruction, and sharing practical ideas as part of professional development activities. Additionally, shorter training sessions were considered to be more effective rather than long ones. Similarly, Uysal (2012) investigated the effectiveness of a one-week in-service training program. The study was conducted with Turkish EFL teachers working at primary schools. The study concluded that the program in question was not pertinent to teachers' needs, did not refer to their specific teaching contexts, and did not help them for solving teaching problems they encountered.

By conducting a nationwide study with EFL teachers, students and parents, British Council and TEPAV (2013) investigated the needs of in-service teachers. The study utilized classroom observation, survey, and interviews for data collection. The observed classes were from different parts of Turkey: Ankara, Antalya, Balıkesir, Diyarbakır, Erzurum, Gaziantep, İstanbul, İzmir, Kayseri, Malatya, Samsun, Trabzon. The in-service teachers participated in this study were working at primary, secondary, high and vocational schools. The study revealed that more than 80% of English teachers were qualified and possessed language skills to conduct effective English lessons. On the other hand, rather than teaching the target language as a means for communication, the observations showed that the teachers followed Grammar Translation methodology. Accordingly, the study made suggestions for in-service training of EFL teachers and concluded that the training programs should offer current and up-to-date ELT methodology for teachers, and how to adapt and supplement coursebooks and teaching materials.

By means of investigating the perceived needs of 41 EFL teachers working at 14 different cities in Turkey, Korkmazgil (2015) found that the highest level of needs were about English speaking skills, ELT methodology, ICT integration, and material selection and development. By underlining the importance of considering the needs of EFL teachers for professional development activities, Korkmazgil (2015) concluded that the professional development activities should be conducted with practice-based, hands-on activities rather than theory-driven ones.

Mede and Işık (2016) studies the needs of EFL teachers in Turkey. The participants of the study were 60 teachers working at private primary level schools. The results of the study showed that the teachers needed in-service training on classroom environment, adaptation of teaching methods, instructional practices, ICT use, and language skills. The data obtained through interviews revealed that the participants considered themselves to be competent in terms of material design and stated that material design was not a priority for them.

In Estonia, Raud and Orekhova (2017) conducted a study for investigating the in-service needs of EFL teachers in the country. The data were collected through a questionnaire from 218 in-service teachers. The study showed that the participants were very interested to receive training about didactics of ELT, English proficiency, and practical training. Thematic analysis of the teachers' responses also revealed that the participants were willing to receive training on using ICT tools in teaching English.

In their master's thesis, Gümüşlüoğlu (2016) carried out a study to investigate the perceptions of EFL teachers about in-service training. There were 97 participants in this study, and they were working at preparatory schools of universities. The results of the study revealed that the participants had more positive opinions about in-service training if they were aged 36-40 than those aged 22-30. In comparison, teacher with 21-25 years of experience had more positive attitude towards in-service training than their counterparts who had 26 years and above experience. The same study also found that the top three areas that the participants wanted to receive training about were 21st century skills (creative/ critical thinking, problem solving, communication, etc.), technology, and material design. These areas were the same for teacher of all backgrounds, regardless of their professional experience, age, gender, educational background. Additionally, the study indicated that the teachers wanted to improve their speaking skills in the target language, more than any other language skill.

In another dissertation written by Taner (2017), the participants were asked to complete the European Profiling Grid (EPG). The study was conducted with 4172 in-service EFL teachers in Turkey. The aim of the study was to compare the perceived competences of EFL teachers in accordance with their educational background and professional experience. The results of the study revealed that while the perceived language proficiency levels of teachers with BA degrees in English studies were significantly higher than the ELT graduates and graduates of other fields, there was no significant difference between English-studies and ELT graduates in terms of

other fields. On the other hand, graduates of other departments reported lower levels of perceived competence in other areas. In the study, the participants stated lower levels of competence for target language speaking and communication skills, which can be interpreted as professional development need.

In another doctoral dissertation, Arslan (2018) investigated the professional development needs of in-service EFL teachers in non-formal settings. The author implemented a two-week online in-service training program designed based on the needs of EFL teachers working at a private institution. The author collected data before and after the implementation of the program. The results of the study revealed that improving English speaking skill, teaching vocabulary and classroom management was the common need of the participants. Moreover, the teachers in the study indicated that an ideal in-service training should be designed based on the needs of the participants and that the content should focus on ICT, improving speaking of teachers, classroom management and teaching skills.

Another study by Yilmaz (2018), investigated the motivation levels of 130 EFL teachers who participated in training program before, via a questionnaire. The study concluded that the teachers preferred short-term professional development activities and practice-based applications. Hence, the author made suggestions for in-service training programs concerning the duration and the type of activities to included.

Kimav (2019) in their dissertation designed and examined a blended learning in-service training program with 12 English lecturers working at an intensive English language program at college level. The aim of the in-service training program was to develop the technopedagogical skills of the lecturers. The program was designed based on a needs analysis and then implemented for 10 weeks with the 12 participants. The results of the study revealed that due to the components about collaboration, interaction, and hands-on activities, the participants regarded the training as effective and useful.

İleri (2019) studied the EFL teachers' needs with regards to assessing speaking skill and proposed an in-service training program. The participants of the study were 519 EFL teachers working at primary, secondary and high schools in Turkey. The study concluded that Testing and evaluation course offered in undergraduate level was not effective in terms of providing knowledge about assessing speaking skill. Moreover, the majority of the participants in this study (81,5%) indicated that they wanted to receive training on how to assess speaking skill. Additionally, the study revealed that the majority of the EFL teachers did not utilize ICT tools due to lack of technological infrastructure and lack of training on this matter.

Kahraman-Özkurt (2019), in their doctoral dissertation, investigated the training needs of in-service EFL teachers through a questionnaire. The data were obtained from 741 EFL teachers working at primary, secondary and high schools in Turkey. The results of this study revealed that the beliefs of the participants about the content of in-service training differed significantly when the level of education and the level of school was taken into consideration. The same study also found that the teachers' needs about target language proficiency varied significantly based on their experience level, school level, and region of residence.

What can be derived from these studies is that it is important to conduct a needs-analysis study before designing and implementing a professional development program. The studies above highlighted the significance of teacher experience and needs. The teachers were not satisfied with the content of the programs since they were designed by following top-down approach. Furthermore, the previous studies showed that the teachers' needs were common over the years: classroom management, ELT methodology, ICT utilization, improving target language skills, and material design and adaptation. Additionally, the teachers preferred practice-based activities for their professional development process.

CHAPTER 3

METHODOLOGY

This chapter opens with an introduction about the methodological framework of the study. To understand the needs of ELT teachers in Turkey, mixed methods research design was followed in this research. Mixed methods research combines the strengths of quantitative and qualitative research paradigms so as to gain a better understanding of the research issue. After defining mixed methods and explanatory design, the chapter talks about the advantages and disadvantages of utilizing this research paradigm.

Afterwards, sampling method (snowball) is mentioned in detail and the participant selection process has been explained. This study utilized a nonprobability sampling method, snowball sampling. In this method, the researcher contacts a participant based on the pre-determined criteria for selection and then each participant is asked to refer the study to eligible others. This section also talks about the second step of sampling procedure: identifying participants for semi-structured interviews.

It is followed by the participants of the study. General characteristics and demographics of the participants are presented in detail. There are three sets of participant clusters in this study. The first one consists of English teachers in Turkey, who participated in the piloting stage of the study. The second cluster makes up the main participant group of the research. These teachers took part in the first step of data collection, the questionnaire. The last cluster is the subset of the main participants: the ones who volunteered for the second part of the study.

The next issue mentioned in this chapter is the data collection tools. This research utilized two data collection tools: a questionnaire and a semi-structured interview guide. Through the questionnaire, the researcher aimed to reach as many participants as possible in order to answer the research questions (RQs) of the study. To further elaborate on the issues raised, semi-structured interviews were carried out with selected participants. The questionnaire was designed based on the literature review and subjected to piloting study before administration. The semi-structured interview guide was designed based on the results obtained from the initial stage of the study.

This chapter also raises some points related with data analysis procedures and reliability and validity issues. Validity is defined as your findings representing what you claim to measure. Reliability, on the other hand, is the data collection tools' consistency. In order to increase validity, a pilot study was conducted before the original research. The first data collection tool, the questionnaire, was revised and edited based on the results of this pilot study and then it was administered to the participants. For reliability, the items in the questionnaire has been subjected to Cronbach's alpha test. For the second data collection tool, semi-structured interview guide, three separate researchers analyzed and coded the data to overcome reliability issues. In this part, triangulation of data collection and analysis procedures are also mentioned.

For data analysis procedures, descriptive and inferential statistics have been used in quantitative part of the study. Descriptive statistics enables researcher to identify the common trends in the data at hand, while inferential statistics helps the researcher to make some deductions about the general population. For the qualitative part of the study, open and axial coding procedures have been followed.

Lastly, the ethical concerns and approvals taken to conduct this study have been stated in this chapter. Before starting this study, the researcher applied to the

university ethical committee and the Ministry of National Education. The participants' consents were taken before data collection procedure.

3.1 Research Design

The aim of this study is to identify the in-service training needs of English language teachers working at primary, secondary and high schools in Turkey and then suggest an outline for an online in-service training program. For this reason, mixed methods research design was followed. Creswell (2012) defines mixed methods design as “a procedure for collecting, analyzing, and “mixing” both quantitative and qualitative methods in a single study or a series of studies to understand a research problem” (p. 535). It is further argued by the same source that in order to carry out a mixed-methods study, the researcher needs to understand both qualitative and quantitative paradigms and thus, it makes mixed-design an “advanced methods procedures” (p. 535). Creswell (2012) underlines the fact that collecting two separate types of data (namely qualitative and quantitative) does not make a study a mixed-methods research. “It consists of merging, integrating, linking, or embedding the two “strands.” In short, the data are “mixed” in a mixed methods study” (p.535).

The mixed methods research design was selected for this study because it allows researcher to utilize quantitative and qualitative designs while collecting and analyzing data (Mills & Gay, 2016). It is argued that mixed designs have the advantage over using the two research paradigms alone; since it combines the benefits of quantitative and qualitative designs (Mills & Gay, 2016). It is also suggested that following this type of methodology enables researcher to have a better understanding of the research matter. (Creswell, 2012). By utilizing quantitative methodology, the researcher can understand the studied phenomenon through statistical analysis and then infer the “trends” for large number of people;

while by means of carrying out qualitative study, the researcher can gain a deeper understanding of the issue from several different perspectives (Creswell, 2012). Mixed methods research design has been referred to as a powerful combination (Creswell, 2012) since it bears the advantages of two research paradigms. Another advantage of mixed method is having a “flexibility” of choosing among several types of data collection tools (Lodico, Spaulding & Voegtler, 2006).

Having its advantages, this design also has some setbacks. The researcher needs to be competent in both quantitative and qualitative research paradigms. Lodico et al. (2006) further argues that this methodology entails more time and means to conduct when compared with utilizing one of the research methods alone. The researcher is required to carry out statistical procedures for the quantitative part and spend some time in the field in order to collect and analyze qualitative data. However, they also argue that it is due to these characteristics that the mixed methods design qualifies as a complex procedure.

Furthermore, Cohen, Manion and Morrison (2018) argue that mixed methods research does not only refer to how the data is collected but also to philosophical foundations of research. By bringing quantitative and qualitative paradigms together, mixed methods design aims to reach “a greater understanding of the topic or problem in question than either a quantitative or qualitative approach on its own would provide” (p.32). The same source underlines the fact that the research questions are not “exclusively quantitative or qualitative” (p. 32) and thus, mixed methods design approaches the research issue from different perspectives. It is for this reason that the present study follows this research paradigm to understand and analyze the needs of English teachers from different perspectives. Moreover, Cohen et al. (2018) also underline that utilizing only one type of research paradigm would be limited in the sense that it would only offer incomplete understanding of the research issue. By bringing together the “particularity with generality, ‘patterned regularity’ with ‘contextual complexity’, insider and outsider perspectives (emic and etic research), focusing on the whole and its constituent

parts” (p. 33) mixed methods design provides more in-depth grasp of the research phenomenon. This study first investigates the issue within a more crowded participant group around Turkey through a questionnaire, and then embeds a more specific point of view through interviews. In the same vein, by integrating both study designs, the mixed methods research increases the credibility of the results (Cohen, et al. 2018). Another point that makes mixed methods design is overcoming the limitations and predispositions of separate approaches. The literature suggests that mixed methods research can improve the correctness of data and reliability with the help of triangulation, and decrease bias in the research studies (Denscombe, 2014).

Depending on the data collection procedures, mixed methods design can be divided into several types (Creswell, 2012; Lodico, et al., 2006; Mills & Gay, 2016). Creswell (2012) identifies six different types of mixed method design: (1) the convergent parallel design, (2) the explanatory sequential design, (3) the exploratory sequential design, (4) the embedded design, (5) the transformative design, and (6) the multiphase design. This research study follows explanatory sequential design in order to answer the research questions.

3.1.1 The Explanatory Sequential Design

Sequential explanatory mixed method design combines quantitative and qualitative methods (Creswell, Plano Clark, Gutmann & Hanson, 2003). In this design, the researcher first collects data through quantitative tools and then uses qualitative instruments in order to “assist in explaining and interpreting the findings of a primarily quantitative study” (p. 178.). Furthermore, combining quantitative and qualitative methods helps researcher to collect richer data and thus have a deeper understanding of the issue (Creswell & Plano Clark, 2011).

In this design, quantitative data precedes qualitative data collection process. This design usually puts emphasis on quantitative data and the qualitative part is utilized to exemplify or elaborate the quantitative results (Lodico, et al., 2006). First of all, the researcher decides on data collection tool(s) for the quantitative part and then collects data. After completing data analysis, based on the obtained results, the researcher identifies the type of data collection tool for the qualitative part of the study. Then, the researcher conducts qualitative analysis and uses the results to further interpret or inform the results of quantitative part (Mills & Gay, 2016). In other words, the researcher collects and analyzes data in two sequential phases rather than simultaneously (Creswell, 2012). It is referred to as one of the most “popular” designs in educational research (p. 542). By following explanatory sequential mixed methods design, this study aims to outline a general understanding of the issue under investigation and then provide further insights concerning the in-service training needs and the preferences of the participants. An overview of the data collection procedures for explanatory sequential design can be seen from Figure 3.1 below.

Explanatory Sequential Design

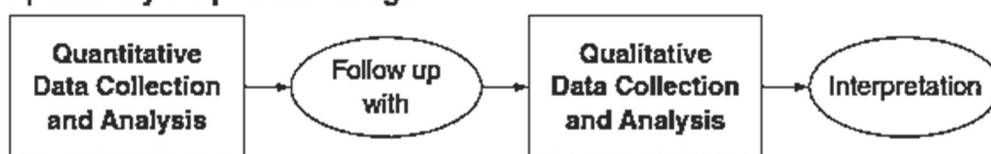


Figure 3.1 Explanatory Sequential Design (taken from Creswell, 2012, p.541)

In this method, the data collection and analysis are carried out as separate phases by means of executing research elements one by one (Plano Clark & Creswell, 2015). It is suggested that this design has an advantage of having “clearly identified quantitative and qualitative parts” (Creswell, 2012, p. 543) since the researcher can conduct each procedure separately. Furthermore, explanatory mixed methods design “also captures the best of both quantitative and qualitative data—to obtain quantitative results from a population in the first phase, and then refine or elaborate these findings through an in-depth qualitative exploration in the second phase” (p. 543). On the other hand, Creswell (2012) states that the difficulty of

conducting this type of research is identifying the type of qualitative data collection tool and selecting the participants to investigate the issue for the second phase of the study. The issue of participant selection and data collection tools will be explored in the following sections.

3.2 Participant Selection and Sampling

The population refers to a group of people “who have the same characteristic” (Creswell, 2012, p.142). For this study, the population is all the English teachers who are working at primary, secondary, and high schools under the Ministry of Education. For research purposes, this population needs to be narrowed down, namely a sample of individuals needs to be identified and selected (Creswell, 2012). A sample is defined as a “subgroup of the target population that the researcher plans to study for generalizing about the target population” (p.142). The literature mainly identifies two types of sampling: probability and non-probability sampling (Creswell, 2012).

Probability sampling refers to the procedure of selecting participants who are representative of the target population. On the other hand, in nonprobability sampling, “the researcher selects individuals because they are available, convenient, and represent some characteristic the investigator seeks to study” (p.145). This study utilizes nonprobability sampling because for participant selection there is a set of criteria to be followed.

There are two types of nonprobability sampling: convenience sampling and snowball sampling. In convenience sampling, the participants are invited to the study because they are available. In snowball sampling, the researcher asks the participants to invite others who have certain characteristics (Creswell, 2012). Cohen, et al. (2018) lists snowball sampling under purposive sampling, a sub-category of nonprobability sampling. In snowball sampling, the researcher identifies

certain set of criteria and then invites small number of participants to the study. These participants are then asked to refer other individuals with similar characteristics to the study. By creating a chain, the number of participants invited to the study increases (Cohen, et al., 2018).

Cohen, et al. (2018) state that snowball sampling is a practical and beneficial method where “access” or “contact” is difficult (p. 220). Since this study aims to reach as many English teachers from different cities as possible, this sampling method was followed. By utilizing the participants’ social and personal contacts, snowball sampling provides a fruitful process of participant selection (Cohen, et al., 2018). It is further argued that this type of sampling decreases “asymmetrical relations between researcher and participants as the contacts might be built on friendships, peer group membership and personal contacts and because participants can act as gatekeepers to other participants and informants” (p.221).

On the other hand, this may also become a hindrance in the data collection process, as the participants may be unwilling or reluctant to invite others into the study. Furthermore, it is pointed out that the process of sampling may be dependent on the initial contacts (Cohen, et al., 2018) since they act as the referents. The collected data may end up coming from similar environment and may hinder the chances of inviting other participants from diverse backgrounds. So as to address this problem, this study utilized a set of criteria to be followed for participant selection.

The participant selection criteria for snowball sampling can be listed as: place of residence, level of school, and level of experience. In order to understand the professional development needs and preferences of English language teachers in Turkey, this study collected data from different parts of the country. The participants of the study are in-service English language teachers who are working for the Ministry of National Education (MONE) at primary, secondary and high school levels in İstanbul, Tekirdağ, Balıkesir, İzmir, Aydın, Manisa, Bursa, Kocaeli,

Ankara, Konya, Antalya, Adana, Hatay, Kırıkkale, Kayseri, Zonguldak, Kastamonu, Samsun, Trabzon, Erzurum, Ağrı, Malatya, Van, Gaziantep, Şanlıurfa, and Mardin regions. These regions were selected based on Nomenclature of Territorial Units for Statistics (NUTS).

This classification was developed during early 1970s to divide the economic territory of EU countries for analyzing and conducting regional statistical procedures by Eurostat (the statistical office of the EU). There are 3 levels according to this classification (Eurostat, n.d.):

- a) NUTS 1: major socio-economic regions
- b) NUTS 2: basic regions for the application of regional policies
- c) NUTS 3: small regions for specific diagnoses

Each level has predetermined certain characteristics (such as minimum and maximum population, and administrative divisions) for statistical analysis and planning.

For Turkey, these were also defined since Turkey is a candidate country for EU membership. This classification was defined in 2002 as part of an agreement between Turkish authorities and Eurostat for EU protocol. According to this grouping, there are twelve NUTS-1 regions, twenty-six NUTS-2 regions and eighty-one NUTS-3 level provinces. A detailed overview of the grouping can be found on Table 3.1 below. Each level is further given a code for identification. For example, West Marmara is a NUTS-1 level region and the identification code is TR2; Tekirdağ Subregion is classified as NUTS-2 region and the identification code is TR21; and the province Tekirdağ belongs to NUTS-3 level and the code is TR211. These identification codes were given to each EU country (and Island, Lichtenstein, Norway, Switzerland, Montenegro, North Macedonia, Albania, Serbia, Turkey) for referencing.

Table 3.1 Overview of regions in Turkey based on NUTS grouping

NUTS-1 Regions	NUTS-2 Subregions	NUTS-3 Provinces
Istanbul Region (TR1)	Istanbul Subregion (TR10)	Istanbul (TR100)
West Marmara Region (TR2)	Tekirdağ Subregion (TR21)	Tekirdağ (TR211), Edirne (TR212), Kırklareli (TR213)
	Balıkesir Subregion (TR22)	Balıkesir (TR221), Çanakkale (TR222)
Aegean Region (TR3)	Izmir Subregion (TR31)	Izmir (TR310)
	Aydın Subregion (TR32)	Aydın (TR321), Denizli (TR322), Muğla (TR323)
	Manisa Subregion (TR33)	Manisa (TR331), Afyonkarahisar (TR332), Kütahya (TR333), Uşak (TR334)
East Marmara Region (TR4)	Bursa Subregion (TR41)	Bursa (TR411), Eskişehir (TR412), Bilecik (TR413)
	Kocaeli Subregion (TR42)	Kocaeli (TR421), Sakarya (TR422), Düzce (TR423), Bolu (TR424), Yalova (TR425)
West Anatolia Region (TR5)	Ankara Subregion (TR51)	Ankara (TR510)
	Konya Subregion (TR52)	Konya (TR521), Karaman (TR522)
Mediterranean Region (TR6)	Antalya Subregion (TR61)	Antalya (TR611), Isparta (TR612), Burdur (TR613),
	Adana Subregion (TR62)	Adana (TR621), Mersin (TR622)
	Hatay Subregion (TR63)	Hatay (TR631), Kahramanmaraş (TR632), Osmaniye (TR633)
Central Anatolia Region (TR7)	Kırıkkale Subregion (TR71)	Kırıkkale (TR711), Aksaray (TR712), Niğde (TR713), Nevşehir (TR714), Kırşehir (TR715)
	Kayseri Subregion (TR72)	Kayseri (TR721), Sivas (TR722), Yozgat (TR723)
West Black Sea Region (TR8)	Zonguldak Subregion (TR81)	Zonguldak (TR811), Karabük (TR812), Bartın (TR813)
	Kastamonu Subregion (TR82)	Kastamonu (TR821), Çankırı (TR822), Sinop (TR823)
	Samsun Subregion (TR83)	Samsun (TR831), Tokat (TR832), Çorum (TR833), Amasya (TR834)

Table 3.1 (cont'd)

East Black Sea Region (TR9)	Trabzon Subregion (TR90)	Trabzon (TR901), Ordu (TR902), Giresun (TR903), Rize (TR904), Artvin (TR905), Gümüşhane (TR906)
Northeast Anatolia Region (TRA)	Erzurum Subregion (TRA1)	Erzurum (TRA11), Erzincan (TRA12), Bayburt (TRA13)
	Ağrı Subregion (TRA2)	Ağrı (TRA21), Kars (TRA22), Iğdır (TRA23), Ardahan (TRA24)
Central East Anatolia Region (TRB)	Malatya Subregion (TRB1)	Malatya (TRB11), Elazığ (TRB12), Bingöl (TRB13), Tunceli (TRB14)
	Van Subregion (TRB2)	Van (TRB21), Muş (TRB22), Bitlis (TRB23), Hakkâri (TRB24)
Southeast Anatolia Region (TRC)	Gaziantep Subregion (TRC1)	Gaziantep (TRC11), Adıyaman (TRC12), Kilis (TRC13)
	Şanlıurfa Subregion (TRC2)	Şanlıurfa (TRC21), Diyarbakır (TRC22)
	Mardin Subregion (TRC3)	Mardin (TRC31), Batman (TRC32), Şırnak (TRC33), Siirt (TRC34)

The present study focused on the subregions (Level 2) defined in NUTS. These subregions are considered to be representatives of the provinces they include. For this reason, the aforementioned twenty-six sub-regions were selected as data collection sites for this study. The NUTS-2 Regional map of Turkey can be found below (Figure 3.2). The map also indicates NUTS-1 level regions by the same color with different shades.

The in-service EFL teachers working at these cities, having different levels of teaching experience and working in different levels (primary, secondary, and high school) were asked to participate in the study by filling out an online questionnaire. The snowballing process started with an in-service EFL teacher working at a public school in one of the afore mentioned regions. This participant was one of the friends of the researcher, and after completing the questionnaire s/he was asked to refer to the link of the questionnaire to other participants who met the criteria. This was the first step of the data collection process.



Figure 3.2 NUTS-2 map of Turkey

In the following steps, same procedure was employed: the participants were asked to refer the link of the questionnaire to their colleagues who fulfilled the above-mentioned criteria. In this process, the researcher kept a score of the participants' place of residence, school level, and experience level, and then asked them to send the link of the questionnaire to other EFL teachers in the selected regions. This process took place between July-October 2019. In the first part of the study, the number of EFL in-service teachers was 340. Since snowballing methodology was followed, some participants did not meet the criteria ($n=18$). Some of them were not working for MoNE, while some were retired. Furthermore, a few participants failed to complete the whole questionnaire and thus were eliminated from the main study as participants. After removing these participants from the data, 322 EFL teachers left.

To summarize, the researcher first determined the sample of the study and then the criteria for selection. Afterwards, sampling method for reaching the participants to collect data was decided, based on the literature review. Following that, the participants were contacted through phone, social media platforms and e-mails and were invited to the study.

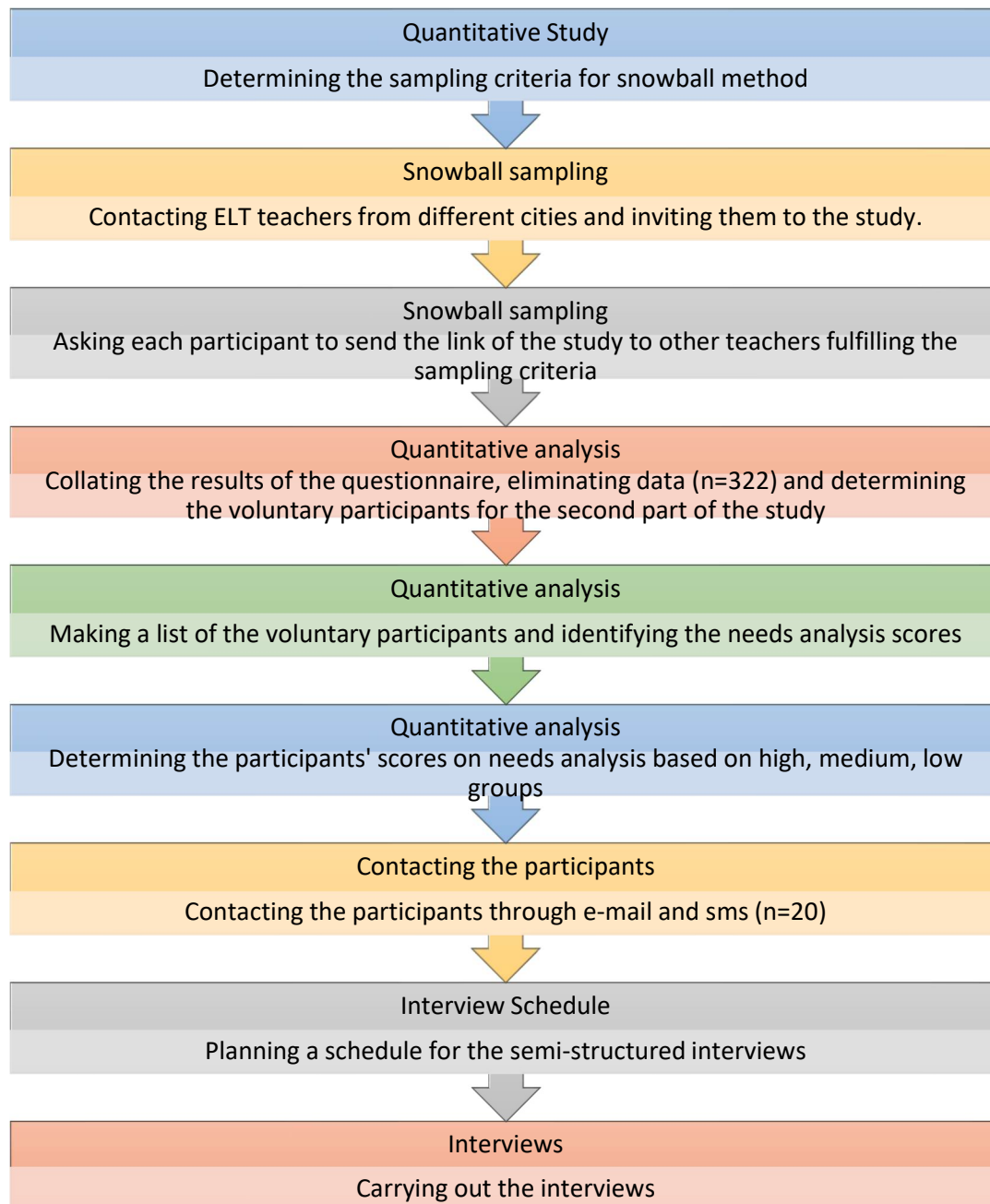


Figure 3.3 Sampling procedures for quantitative and qualitative parts of the study

After completing the questionnaire, each participant was then asked to send the link of the online questionnaire to their fellow colleagues in the same city or in different cities based on NUTS-2 classification. After gathering the data through the questionnaire, the researcher analyzed the participants to determine the voluntary ones for the second part of the study. There were 60 participants who were willing to be interviewed within the scope of the study. Seeing this, the researcher

identified the needs of these 60 EFL teachers to select the interviewees for the study. Based on the initial criterion of NUTS-2 regions and the results of the needs analysis (high, medium, low mean scores) the participants who satisfied these criteria were invited to the interviews. Twenty of them agreed to take part in the second part of the study. Based on the responses gathered from these participants, an interview schedule was arranged (Appendix A). The researcher then conducted the interviews via phone by following the semi-structured interview guide. Upon completing the second part of the study, the audio recordings of the interviews were transcribed for analysis. An overview of the sampling procedures can be seen from Figure 3.3 above.

Since this study aims to investigate the in-service training needs of EFL teachers, purposive sampling method was followed for the second step (qualitative part) of the study. Upon completing the first step of data collection, in order to identify the voluntary participants for the interview, the researcher used the data obtained from the questionnaire. Out of 322 participants, 67 of them stated that they wanted to participate in the interviewing process. The voluntary participants' data were coded into a list according to the regions they were living. The researcher then carried out an analysis to see the mean scores of the needs analysis survey for these 67 participants. The language needs, ICT needs, in-service needs were calculated separately and then the overall mean for needs analysis was found for each of the participants. Highest needs analysis mean was found to be 4.00 while the lowest needs analysis point was calculated to be 2.08. Based on these results, the interpretation was the following: the higher the mean point of the participant, the more in-service training they needed. Afterwards, the researcher determined cut-off points to identify low, medium and high scores. The mean scores of each group were calculated as follows: the high group 3,37-4,00 (n=2), the medium group 3,37-2,73 (n=40), and the low group 2,73-2,08 (n=18). Based on the mean scores and the places of residence, the researcher contacted the participants through e-mail and phone (call or SMS). For this section of the study, 20 participants agreed to be

interviewed. A list of participants for interview can be seen from Appendix B. Below is summary of the participants who took part in this study (Figure 3.4).

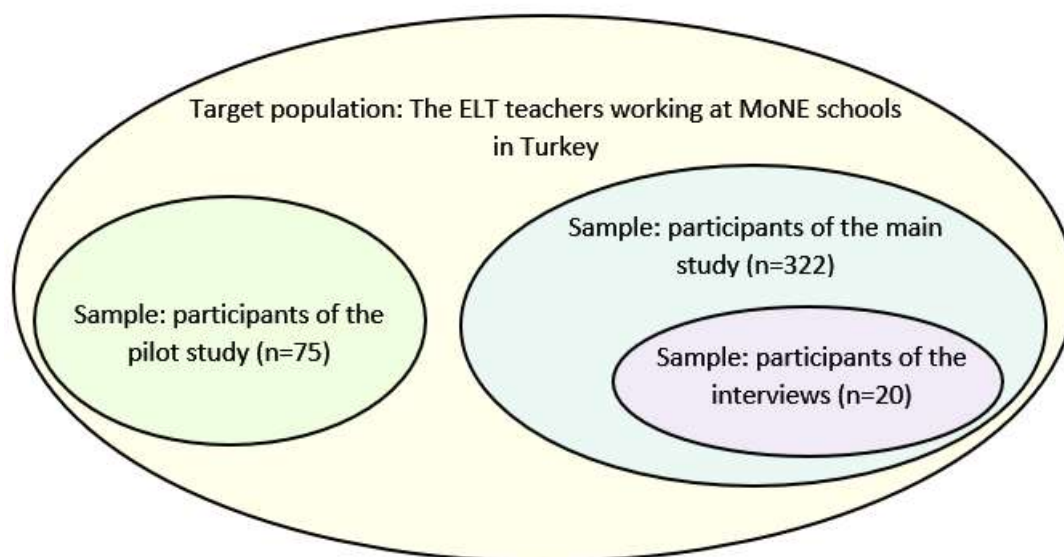


Figure 3.4 Population and sample of the study

3.2.1. Participants

After data reduction (eliminating the ones that do not fulfill the criteria or filling all the items in the questionnaire), there were 322 participants for the first (quantitative) part of the study. The participants were from different regions of Turkey and they were working at various levels (primary (n=47), secondary (n=166), high school (n=109)). A summary of the participants and their places of residence can be seen from Table 3.2 below. There were 261 female teachers and 61 male teachers among the participants.

Table 3.2 Summary of the participant frequencies for each of the regions

NUTS-1 Regions	NUTS-2 Subregions	Number of Participants	Percentages	Region Percentages
Istanbul Region (TR1)	Istanbul Subregion (TR10)	27	8.4	8.4
West Marmara Region (TR2)	Tekirdağ Subregion (TR21)	19	5.9	10.6
	Balıkesir Subregion (TR22)	15	4.7	
Aegean Region (TR3)	Izmir Subregion (TR31)	7	2.2	6.6
	Aydın Subregion (TR32)	7	2.2	
	Manisa Subregion (TR33)	7	2.2	
East Marmara Region (TR4)	Bursa Subregion (TR41)	47	14.6	18.3
	Kocaeli Subregion (TR42)	12	3.7	
West Anatolia Region (TR5)	Ankara Subregion (TR51)	21	6.5	10.8
	Konya Subregion (TR52)	14	4.3	
Mediterranean Region (TR6)	Antalya Subregion (TR61)	20	6.2	15.3
	Adana Subregion (TR62)	5	1.6	
	Hatay Subregion (TR63)	24	7.5	
Central Anatolia Region (TR7)	Kırıkkale Subregion (TR71)	1	0.3	1.2
	Kayseri Subregion (TR72)	3	0.9	
West Black Sea Region (TR8)	Zonguldak Subregion (TR81)	5	1.6	5.3
	Kastamonu Subregion (TR82)	2	0.6	
	Samsun Subregion (TR83)	10	3.1	
East Black Sea Region (TR9)	Trabzon Subregion (TR90)	10	3.1	3.1
Northeast Anatolia Region (TRA)	Erzurum Subregion (TRA1)	16	5.0	5.9
	Ağrı Subregion (TRA2)	3	0.9	
Central East Anatolia Region (TRB)	Malatya Subregion (TRB1)	1	0.3	3.1
	Van Subregion (TRB2)	9	2.8	
Southeast Anatolia Region (TRC)	Gaziantep Subregion (TRC1)	4	1.2	11.5
	Şanlıurfa Subregion (TRC2)	8	2.5	
	Mardin Subregion (TRC3)	25	7.8	
	TOTAL	322	100.0	100.0

Thirty-seven of them stated that they hold or study for MA degrees while 285 of them told that they were BA graduates. More than half of the participants with MA degrees declared that they studied ELT (n=10) and Educational Administration (n=12). Other specified MA degrees were on English Language and Literature (n=3), Curriculum and Instruction (n=6). The majority of the participants were graduates of ELT departments (n=241) while the others had BA degrees from other departments. The details of the BA graduation can be seen from Table 3.3 below.

Table 3.3 Summary of the participants' BA degrees

	#	Percent	Cumulative Percent
ELT	241	74.8	74.8
English Language and Literature	49	15.2	90.1
English Linguistics	10	3.1	93.2
Linguistics	4	1.2	94.4
Translation and Interpreting	2	.6	95.0
American Culture and Literature	6	1.9	96.9
Other	10	3.1	100.0
Total	322	100.0	

As can be seen, 74.8% of the participants had BA degrees in ELT. Furthermore, the participants who hold BA degrees outside Education Faculty stated that they had formation certificates (n=81).

The participants were aged between twenty-two and above fifty while their teaching experience ranged between 1-30 years. The ages and year of teaching experience of the participants can be seen from Table 3.4 below. The majority of the participants were aged between 31-35 (n=100), and many of them had 5-10 years of teaching experience (n=105). More than half of the EFL teachers also stated that had participated in an in-service training before (n=241) and 50% of them indicated that they attended more than 5 in-service training programs.

Table 3.4 Age and experience levels of the participants

Age	#	Percent	Teaching experience	#	Percent
22-25	19	5.9	0-5 years	75	23.3
26-30	88	27.3	5-10 years	105	32.6
31-35	100	31.1	10-15 years	70	21.7
36-40	60	18.6	15-20 years	48	14.9
41-45	35	10.9	20-25 years	21	6.5
46-50	9	2.8	25-30 years	3	0.9
51+	11	3.4			
Total	322	100.0	Total	322	100.0

When it comes to the participants' previous teaching experience, 88.5% of them declared that they had worked at secondary schools before. Similarly, 66.4% of them had worked at high schools, 66% worked at primary schools. There were few teachers who worked at kindergarten (n=7), and public training centers (n=6). Furthermore, some participants stated that they had experiences with adult groups (n=25). A summary of the previous teaching experience and the in-service training involvement can be seen from Table 3.5 below.

Majority of the participants indicated that they had participated in at least one in-service training (n=241). These participants were asked to declare the type(s) of in-service training they received before. Out of 241 participants, 207 of them stated that they received in-service training abroad. Similarly, 82.5% of the teachers indicated participating in hands-on (application based) in-service training before. This is followed by workshops (n=135), observation (n=132) and online in-service training (n=121). Only 32% of the teachers, participated in in-service training before, stated that they received training in mentoring type.

Table 3.5 Summary of the results of previous teaching and in-service training experience

Education Levels	#	Percent	Training Types	#	Percent
Kindergarten	7	2.1	Workshop	135	56
Primary School	212	65.8	Observation	132	54.7
Secondary School	285	88.5	Mentoring	77	31.9
High School	214	66.4	Online	121	50.2
Adults	25	7.7	Hands-on	199	82.5
Public training center	6	1.8	Abroad in-service training	207	85.8

3.2.1.1 Participants of the Interviews

As mentioned earlier in this chapter, upon analyzing the data gathered through questionnaire, the voluntary participants were invited to take place in the second part of the study. Out of 65 voluntary participants, 20 of them agreed to be interviewed. The overview of the details for voluntary participants can be seen from Table 3.6 below. The table shows the NUTS Level 1 regions of the participants. As can be seen, the participants were from eleven different regions. There were no voluntary participants from Central Anatolia (Kırıkkale and Kayseri) region. Each of the participants were given pseudonyms for ethical concerns. The next column indicates the duration of interview for each EFL teacher. In total, the interviews lasted for 7 hours and 52 minutes. Out of 20 participants 3 of them hold an MA degree. The ages of the participants range between 22-51 and above, while their teaching experience varies from 0-5 years to 15-20 years. All of the participants stated that they had participated in an in-service training before. The participants' teaching level also varies: primary school, secondary school and high school.

Table 3.6 Summary of the interview participants' background information (Total: 7 hours 52 minutes)

NUTS-1 Regions	NUTS-2 Sub-regions	Pseudonym	Recording Duration	Age	Education	Years of experience	Teaching level	Previous in-service experience
Istanbul Region (TR1)	Istanbul Subregion	Tansu	27'48"	26-	BA	5-10	Secondary	Yes
West Marmara Region (TR2)	Tekirdağ Subregion (TR21)	Aliye	21'10"	31-	BA	5-10	Secondary	Yes
		Ufuk	15'07"	26-	BA	5-10	Secondary	Yes
	Balıkesir Subregion (TR22)	Esranur	32'02"	36-	BA	15-20	Secondary	Yes
		Reyhan	34'22"	51+	MA	15-20	Secondary	Yes
Aegean Region (TR3)	Izmir Subregion (TR31)	Bilge	09'42"	31-	BA	10-15	High school	Yes
	Aydın Subregion (TR32)	Rabia	27'56"	22-	BA	0-5	Secondary	Yes
East Marmara Region (TR4)	Bursa Subregion (TR41)	Taha	32'55"	31-	BA	5-10	Secondary	Yes
	Kocaeli Subregion (TR42)	Pelin	48'05"	31-	MA	5-10	High school	Yes
West Anatolia Region (TR5)	Ankara Subregion (TR51)	Neriman	15'21'	36-	MA	10-15	High school	Yes
	Konya Subregion (TR52)	Ceren	15'39"	31-	BA	5-10	Secondary	Yes
Mediterranean Region (TR6)	Antalya Subregion (TR61)	Selin	19'56"	26-	BA	5-10	Primary	Yes
	Hatay Subregion (TR63)	Buse	14'41"	36-	BA	15-20	Primary	Yes
		Yaren	23'39"	31-	BA	5-10	Secondary	Yes
West Black Sea Region (TR8)	Samsun Subregion (TR83)	Lokman	48'08"	36-	BA	15-20	Primary	Yes
East Black Sea Region (TR9)	Trabzon	Faruk	30'17"	31-	BA	10-15	High school	Yes
Northeast Anatolia	Erzurum	Melis	17'23"	26-	BA	0-5	Secondary	Yes
Central East Anatolia Region	Van Subregion (TRB2)	Bade	13'49"	26-	BA	0-5	Secondary	Yes
Southeast Anatolia Region (TRC)	Şanlıurfa	Emel	11'28"	22-	BA	0-5	Secondary	Yes
	Mardin Subregion (TRC3)	Gamze	12'32"	31-	BA	10-15	High school	Yes

3.3 Data Collection Instruments

This study followed a mixed-methods design (explanatory sequential), as stated earlier in this chapter. As suggested by the literature, mixed methods research allows researcher to utilize several types of data collection tools (Creswell, 2012). For the quantitative part, a questionnaire was administered. As for the qualitative part, semi-structured interviews were conducted.

3.3.1 Questionnaire

By utilizing a questionnaire, the researcher aimed to obtain data from a larger participant sample and in order to have a profound understanding about the issue, semi-structured interviews were used. Milne (1999) lists the advantages of questionnaire as follows: standardized data collection, time saving, larger sample. It is argued that when compared to interviews, questionnaires provide more standardized data collection as all the participants are asked the same question in the same way. This data collection tool is also time efficient both for collecting and for analyzing data. Due to having closed questions, the data analysis takes less long when compared with interviews. Furthermore, through questionnaires it is easier to collect data within limited time since the participants answer to well-structured questions. In other words, the questions are processed easily by the participants (Oppenheim, 2000). The same source also indicated that through questionnaires the researcher can make comparisons between different groups easily. Similarly, for reaching larger groups of participants, questionnaires are considered to be more practical (Milne, 1999). Moreover, this data collection tool is cost effective, especially if it is administered online. Blom and Korpacher (2018) argued that questionnaire also helps researcher to collect anonymous data, which is important for research ethics.

On the other hand, utilizing questionnaires has a few drawbacks. Milne (1999) argues that since the items are pre-determined and fixed, the participants may find it difficult to understand them. It suggested that a piloting of the questionnaire should be conducted before the actual data collection process to overcome this problem. Furthermore, the respondents may provide quick or insincere answers if the questionnaire is too long. Again, this can be solved by piloting the questionnaire and avoiding asking too many questions (Milne, 1999). Before conducting the quantitative part of the study, the piloting of the questionnaire was carried out with 75 in-service teachers working in public schools all around Turkey. The details of the piloting process can be seen under 3.4 Piloting title.

Another setback of questionnaires is the limited number options for each item. It is argued that since everything is structured there is little or no room for individual answers. (Oppenheim, 2000). For example, in the questionnaire utilized for the present study, there are list of incentives to be given upon completing the in-service training. There are only three options for participants to select and indicate their preferences. However, the participants may have other ideas about incentives that are not listed in the options. Similarly, the provided options may not be suitable for the participants. This feature of questionnaires is considered as one of the shortcomings. It can be overcome by adding "other" option for each item where the participant can state their own ideas. Despite its weaknesses, the questionnaires are utilized in educational research (Creswell, 2012). Since the stated disadvantages can be surmounted with taking necessary steps, it can be argued that its advantages outweigh the drawbacks. For this reason, this study designed and utilized a questionnaire for the first part of the research.

As part of the first data collection tool, Likert-scale items were designed for needs analysis and in-service training preference items. Oppenheim (2000) stated that Likert-scale items cannot claim equal-intervals for the options (1- strongly disagree, 2- disagree, etc.); however, "by using the internal-consistency method of item selection it approaches uni-dimensionality in many cases" (p. 200). Furthermore,

the same source also argues that although the Likert-scales were criticized for not having interval or neutral points, this scale can “effectively separate people within the same group” (p.200). This study utilized four-point Likert scale items. In other words, there was no neutral point in the scale. For example, in a five-point Likert scale, there are five intervals for participants to choose. Depending on the content of the questions, these intervals may be listed as: 1 strongly disagree, 2 disagree, 3, neutral, 4 agree, and 5 strongly agree. For the “neutral” point, Oppenheim (2000) argued:

With regard to the neutral point on the scale, we must agree that this is not necessarily the midpoint between the two extreme scale scores. Moreover, scores in the middle region could be due to lukewarm response, lack of knowledge or lack of attitude in the respondent (leading to many 'uncertain' responses) - or to the presence of both strongly positive and strongly negative responses which would more or less balance each other. With such different possibilities, the neutral point would be difficult to locate and even more difficult to interpret. (p. 200)

Since it is difficult to analyze and interpret the “neutral” point the Likert-scale, as cited above, the present study designed four-point rather than five-point Likert scales. Oppenheim (2000) also underlined the fact that Likert-scales work well for “reliable, rough ordering of people with regard to particular attitude” (p. 200). Another advantage of this type of scale is delivering more specific knowledge about the participants’ level of agreement or disagreement. Rather than simply selecting agree or disagree options (like yes/no questions), they can indicate the degree of agreement for each of the items. Another one is that it enables researcher to make connections about related items (Oppenheim, 2000). Likert scales “enable us to make use of the links that an attitude may have with neighbouring areas and to uncover the strands and interconnections of its various components” (p. 200). Hence, to understand the needs and preferences of EFL teachers in Turkey, Likert-scale items were included in the data collection tool.

While designing the first data collection tool, the questionnaire, the researcher followed several steps before final application. As can be viewed in Figure 3.5 below, the first step was review of literature. After identifying relevant studies, the items in the questionnaire were designed (Al-Qahtani, 2015; Camuzcu & Duruhan, 2011; Gabršček, Roaders, & Klič, 2013; Kusumoto, 2008). Based on the review of literature, since the aims and the contexts of the afore mentioned studies were different, the researcher adapted the format, open-ended questions, and the items for the present study. During the proposal meeting of the study, the experts suggested some revisions on the tool and thus the second draft was designed accordingly. Following this, the Ethical Committee approval for the study was taken from the university. Afterwards, the piloting took place with seventy-five EFL in-service teachers. Three participants of the piloting study were interviewed about the tool itself. Moreover, two experts also stated their opinions about the tool. The details are enclosed under 3.4 Piloting section. After completing the suggested revisions, the researcher applied to Ministry of National Education for permissions. Finally, through snowball sampling, the data collection took place online.

For the main study, an online needs analysis questionnaire was administered to in-service English language teachers in Turkey (n=322). In order to increase the participation and not to cause any distress for the participants, the questionnaire was designed and administered in Turkish. Furthermore, the tool was utilized in online environment to ensure and increase participation. Since the sample of the study includes in-service English teachers living and working in different cities, online questionnaire enabled practical solutions for time and cost efficiency. The first part of the survey had questions about the background information of the participants: educational background, years of experience, the grade level they have worked/are working with, age, gender, previous in-service training experiences (number or training, content, types). The first part also had questions inquiring about the participants' preferences for in-service training: type, reasons, and trainers.

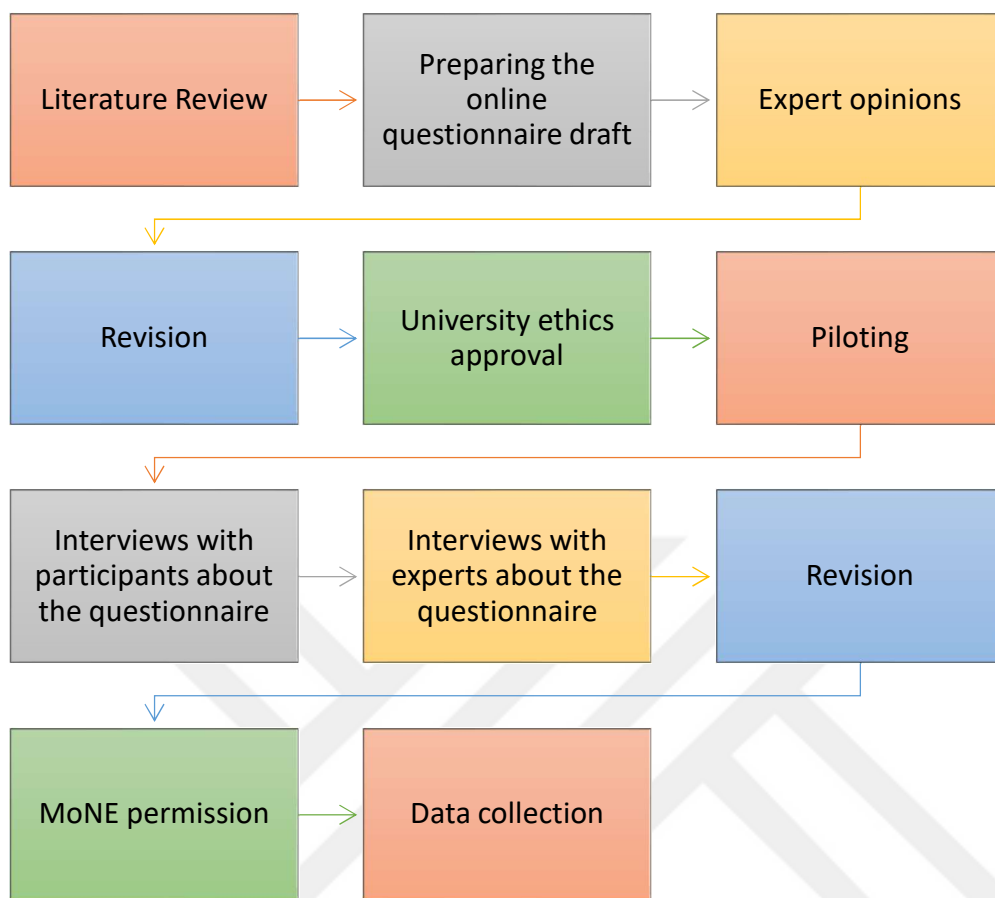


Figure 3.5 Overview of steps of data collection tool preparation

The second part of the questionnaire had items about the participants needs as teachers. As mentioned in the Introduction chapter, MONE (2006) identified six generic teacher competencies (personal and vocational values, knowing the student, process of teaching and learning, following and evaluating learning and improvement, relations of school, family and society, knowledge of program and content). Additionally, MONE (2008) listed five competencies for primary school English language teachers (planning and arranging English teaching processes, improving language skills, following, and evaluating language development, cooperating with school, family and society, professional development in English).

Table 3.7 Summary of the questionnaire items

Parts of the questionnaire	Items
Part 1 - Background information	Educational background, ICT background, teaching experience, age, gender, previous and/or current grade level they are teaching, in-service training experience, English language proficiency, current city of residence
Part 2 – Needs Analysis	Items constructed based on MEB general and subject specific teacher competencies and relevant literature (participants will be asked to rate the degree of their training needs for each of the given item). Open-ended questions for participants to indicate their training needs other than the items provided in the last part of the questionnaire.
Part 3 – Beliefs about in-service training programs	Four-point Likert scale items to identify the satisfaction of the participants and their beliefs about the advantages of participating in in-service training programs.
Part 4 – Preferences for online in-service training	Duration, content, aims, materials, activities, assessment of the training program, and incentives gained upon completing the program; open ended questions: ideal online training, professional development, other teachers' professional development, other comments

Furthermore, Division for Educational Research and Development (EARGED) issued a study suggesting a need for technological development for teachers (EARGED, n.d). Similarly, general teacher competencies also include sub-competencies about use of technology in classrooms. For this reason, the questionnaire also included some items about ICT needs of English teachers. As mentioned above, in December 2017, the Ministry updated the general teacher competencies, which affected the items in the questionnaire. The details for previous and current versions of the data collection tools can be found under 3.4 Piloting. The items in the second part of the questionnaire were designed in Likert-scale format where the participants could choose the degree of improvement they need for each item. This part of the questionnaire also had open-ended questions for participants to state their vocational needs other than the items provided in the scale. A detailed overview of the questionnaire items can be found in Table 3.7 above.

The third part of the data collection tool was about investigating the EFL teachers' beliefs about the current in-service training programs. There were 15 questions in this part, one of which was excluded from further analysis upon reviewing the results of factor analysis. The details are presented below under 3.6.1.2 Validity section. There were two factors under investigation: the satisfaction of the participants and their beliefs about the benefits of in-service training programs.

The last part of the questionnaire included items (Likert-scale and open-ended) about in-service training process of the teachers. Creswell (2012) considers open-ended items on questionnaires as qualitative data. They are used to discover further details about the items, and they are considered helpful in revealing "any comments people might have that are beyond the responses to the closed-ended questions" (p.220). In this part of the questionnaire, the participants were asked about their preferences for an online in-service training program regarding the duration, content, materials, activities, aims, assessment of the program, and the incentives to be given upon completing the program. These incentives could be

certificates, promotions, or salary increase. The data obtained from this part of the questionnaire is used to suggest an outline for an online in-service training program for English language teachers in Turkey. The questionnaire can be examined in Appendix C (Turkish) and Appendix D (English).

The first part of the survey had 15 questions about the background information of the participants: educational background, years of teaching experience and years of working experience, the grade level they have worked/are working with, age, gender, and previous in-service training experiences. The second part included 28 items about the participants' professional development needs as teachers. There were three sections in this part: in-service teachers' (1) English language needs, (2) information and communication technology usage needs and (3) in-service training needs. The third part had 15 questions about the beliefs of EFL teachers concerning in-service training programs. In the last part of the questionnaire, the focus was collecting data with regards to participants' opinions on online in-service training program to be designed. Participants were asked 35 questions about their preferences for an online in-service training program regarding the length, content, materials, aims and assessment of the program, and the incentives to be given upon completing the program.

3.3.2. Semi-structured interviews

Additionally, semi-structured interviews were carried out with voluntary participants so as to further investigate the issue and to better understand the professional needs of the teachers. The interviews were the second data collection tool used in this explanatory mixed methods design. Saldaña & Omasta (2018) define semi-structured interviews as "one of the most commonly used method" of qualitative data collection (p. 141). This type of interviews offers both structure and flexibility. The researcher determines a set of questions to be asked during the interview process, but also allows some room for adjustments. Saldaña & Omasta

(2018) argue that making adjustments during interview process requires researcher to listen and interact with the interviewee intently. It is suggested that the interviewer prepare a detailed list of questions to be asked in data collection process, starting from easy items and then following with more complicated ones. During the course of interviews, the participant may state something that “sparks a new line of inquiry in the researcher’s mind” (p. 141). For this reason, semi-structured interviews offer the advantage of making adjustments in the question set. Since the researcher’s aim in this study was to gain a better understanding of the teachers’ needs and preferences for in-service training, semi-structured interviews were utilized since they enable researcher to ask and alter the questions in the guide. In this way, the researcher aimed to uncover some of the ideas and beliefs of participants that may complement the quantitative data.

The participants for the interview were selected based on the questionnaire results of the participants through criterion based and convenience sampling. The interview guide had 10 questions inquiring about the participants’ ideal in-service training program and its properties. The interview guide was prepared in accordance with the items in the questionnaire with the aim of better understanding the needs and preferences of in-service EFL teachers. The interview guide can be seen in Appendix E (Turkish) and Appendix F (English). The interviews were carried out in Turkish so as not to cause any anxiety and distress for the participants. The interviews were conducted over phone due to diverse cities of residence of the participants. Creswell (2012) argued that if the participants are “geographically dispersed and unable to come to a central location for an interview” (p.219) then the research can conduct the interviews through phone. During the course of interviewing process, the phone calls were audio-recorded (7 hours 52 minutes). Afterwards, they were transcribed for analysis.

All in all, the present study utilized a questionnaire and a semi-structured interview guide to collect data and answer the research questions. A summary of the data

collection tools, and the corresponding research questions can be seen from Table 3.8 below.

Table 3.8 Summary of the data collection tools and research questions

Research Question	Data Collection Tools
1. What are the professional needs of English language teachers working for Ministry of National Education at elementary, middle and high school level?	Questionnaire, interview with in-service EFL teachers
2. What are their beliefs about in-service training programs offered by Ministry of National Education?	Questionnaire and interview with in-service EFL teachers
3. Are there any significant differences between different groups of participants with regards to their needs?	Questionnaire & interview with in-service EFL teachers
4. Is there a relationship between different variables of in-service training needs of the participants?	Questionnaire
5. Based on the needs of in-service English language teachers, what kind of an online in-service training program can be implemented?	Questionnaire, interview with in-service EFL teachers

3.4 Piloting

Oppenheim (2000) underlines the importance of conducting piloting studies before the data collection process by stating that the shortcomings of data collection tools can be overcome. It is argued that the questionnaires do not arise as complete pieces of work. In other words, they require adaptations, adjustments, and alterations through piloting procedures. The format, layout, wording, length, and

types of questions can be problematic for the participants (Oppenheim, 2000). For this reason, in order not to lose data in the main study, it is advised that the researcher should carry a pilot study beforehand. Oppenheim (2000) argued that is important to conduct the pilot study with the participants who resembles the aimed sample as much as possible. For example, if the main study aims to include participants as doctors, then it would be strange to carry out the pilot study with astronauts. All in all, conducting pilot study yields fruitful results for the research process, since it uncovers the problems of data collection tool and helps take precautions before the main research study (Oppenheim, 2000).

To overcome the problems of data collection procedures and to increase the content validity of the questionnaire, a piloting study was conducted before the main data collection process. The previous version of the questionnaire can be seen in Appendix G (Turkish) and Appendix H (English). The reliability of each scale in the piloting study was calculated by Cronbach's Alpha for internal consistency.

English language needs scale consisted of eight questions (on pronunciation, speaking, listening, reading, writing, grammar, vocabulary, and culture) and it was designed as a four-point Likert scale. This scale was used in order for participants to evaluate their own English language development needs. The scale has the reliability rate of .83.

Another scale was related with in-service teachers' ICT needs. There were five questions in ICT Competency scale and the Cronbach's Alpha was .73. Again, it was a four-point Likert Scale. The piloting procedure also included another four-point Likert Scale for In-service Training with a reliability rate of .93. The scale had 25 items and was utilized in order to determine the participants' beliefs and attitudes towards the usefulness of currently available in-service training programs offered by the Ministry of National Education.

Lastly, there was a five-point Likert Scale consisting 25 items. The Cronbach's Alpha for this scale was .95. In-service Training Needs scale was administered to determine the importance of topics to be offered as part of an online in-service training program. A summary of the scales and Cronbach's Alpha values can be seen from Table 3.9 below, since .70 and above is considered to be the indicator of a reliable scale (Büyüköztürk, 2012), it can be said that the aforementioned scales are reliable.

Table 3.9 Reliability of Scales in the Data Collection Tool (Piloting Study)

	English Language Needs	ICT Needs	In-Service Training Evaluation	In-Service Training Needs
Cronbach's Alpha	.83	.73	.93	.95

The piloting process took place in two different phases: in face-to-face and online environments. First, the data collection tool was administered to 53 in-service teachers working in public high schools. So as to reach larger populations, the same tool was also administered online. The participants were asked to complete the questionnaire via e-mail and snowballing technique. 22 additional in-service teachers responded to the online application of the survey piloting request. Total number of participants for two piloting settings is seventy-five. The piloting process lasted from December 2017 to March 2018.

After the face-to-face phase of the piloting study, the researcher and three voluntary teachers convened to discuss the data collection tool itself. The participants reported that the questionnaire was too long and thus difficult to complete. Initial version of the questionnaire consisted of 151 questions that were asked under eleven titles. The updated questionnaire included 78 items under five titles. In the previous version, the items in the questionnaire were grouped under the main titles of the general teacher competencies issued by MONE in 2006.

Because in December, 2017, the Ministry has updated the general teacher competencies, the titles in the questionnaire were also updated and reduced based on the feedback provided by the teachers.

Furthermore, after the analysis it was observed that some of the items were problematic for the participants and thus these items were restructured. For example, the items related with listing the activities (Appendix G and H, section 3, question 5) in order of importance was problematic for the participants. It is observed that rather than ordering each item, the participants scored the importance of the items. For this reason, the questions in this format were updated and re-structured as Likert-scale items (Appendix C and D, section 3, question 4). Again, based on the interviews conducted with voluntary three teachers, additional items were included in the study.

Again, as part of the piloting process, the researcher asked the opinions of two experts about the questionnaire. Both of the experts had completed their PhD degrees in ELT, and they were working as full-time professors at two different universities. The experts stated that the questionnaire may be too long for some participants and thus needs shortening. They also indicated that the items and the instructions were clear and did not need revising.

3.4.1 Participants in Piloting Study

The participants of the piloting study were 75 in-service English language teachers working at public schools. Fifty-one of them were female and 24 of them were male in-service English language teachers. The participants are from 43 different cities. A summary of the participants with respect to their place of residence can be seen from Table 3.10 below. İstanbul, Eskişehir, Ankara, Çanakkale, Erzurum, Antalya, İzmir and Konya were the cities with higher frequencies.

Table 3.10 Participants' places of residence

City	#	City	#	City	#
Adana	1	Diyarbakır	1	Kocaeli	2
Afyon	1	Edirne	1	Konya	3
Ağrı	2	Elazığ	1	Kütahya	1
Aksaray	1	Erzurum	4	Malatya	1
Amasya	1	Eskişehir	5	Mardin	1
Ankara	4	Gaziantep	1	Muğla	2
Antalya	3	Giresun	1	Muş	1
Artvin	1	Hakkâri	1	Samsun	1
Aydın	1	İstanbul	7	Siirt	1
Balıkesir	1	İzmir	3	Sivas	1
Batman	1	Karaman	1	Tokat	1
Bayburt	1	Kars	1	Trabzon	1
Bursa	2	Kayseri	1	Van	2
Çanakkale	4	Kırşehir	1	Yalova	1
Çankırı	1			No answer	2

Participants in pilot study were also of various ages ranging between 22-53. When it comes to the teaching experience of the participants, it differs between 0-35 years and above. The majority of the participants had 0-20 years of teaching experience (78,7%). A summary of the age of the participants and their teaching experience can be found in Table 3.11 below.

Table 3.11 Ages and years of teaching experience of the participants

Age	Frequency	Percent	Cumulative Percent	Experience (years)	Frequency	Percent	Cumulative Percent
22-30	19	25.3	25.3	0-5	16	21.3	21.3
31-35	16	21.3	46.7	5-10	12	16.0	16.0
36-40	24	32.0	78.7	10-15	13	17.3	17.3
41-45	8	10.7	89.3	15-20	20	26.7	26.7
46-50	5	6.7	96.0	20-25	6	8.0	8.0
51+	3	4.0	100.0	25-30	5	6.7	6.7
Total	75	100.0		30-35	3	4.0	4.0
				Total	75	100.0	100.0

Out of 75 participants, 70 of them held a bachelor's degree while five of them held a master's degree. There was not any in-service English language teacher with a PhD. degree in this sample. The majority of the participants were graduates of English Language Teaching Departments (n=54). The others stated that they held their bachelor's degrees in English Language and Literature (n=15), English Linguistics (n=3), American Culture and Literature (n=2), and History (n=1). The participants who were not graduates of ELT departments stated that they have pedagogical formation certificates (n=21). The questionnaire also asked if the participants had taken place in an in-service training before and 90% of the participants said they had done so. Currently, 88% of the participants are working at high schools, while nine of the participants are teaching English at secondary schools. Previously, as English teachers, four of the participants worked at kindergartens, 36 of them worked at primary schools, and 54 of them has teaching experience in secondary school. On average, the participants are teaching 26.57 hours of English on a weekly basis. Furthermore, 75% of the participants have been abroad before with various reasons such as business, training, and vacation.

3.5 Data Collection Procedures

The present study was conducted by following a mixed methods research design (Creswell, 2012). The data collection procedures tracked explanatory sequential design. An overview of the data collection steps can be seen from Figure 3.6 below. After designing and completing the pilot study, the researcher revised and edited the questionnaire before administration. As described in detail under Participant Selection heading, through snowball method the participants were invited to complete the online questionnaire. As mentioned earlier, the online component helped researcher to collect data from participants living in diverse cities of Turkey.

Following the data analysis of quantitative part, a semi-structured interviews guide was designed to compare and complement the results of quantitative and qualitative parts. Upon determining the participants for interviews, the teachers were invited to the second part of the study. To create an interview schedule, the participants were asked for their times of preference. The interview schedule can be seen in Appendix A. The interviews were carried out according to the available times of the participants, by phone. After finishing qualitative data collection process, the audio recordings were transcribed for analysis. By using open and axial coding practices, the interview data were coded and analyzed. So as to, answer the research questions of the study, the quantitative and qualitative data were collated and synthesized.



Figure 3.6 Overview of data collection procedure

3.6 Data Analysis Procedures

To explore and answer the research questions of this study, explanatory sequential research design was utilized (Creswell, 2012). As argued above, this entailed collecting and analyzing quantitative and qualitative data. Under this title, before explaining the details of data analysis procedures for each type of data, reliability and validity issues will be addressed. Moreover, the precautions and solutions for the expected problems related with validity and reliability will be explained.

3.6.1 Quantitative Data Collection Tool: Reliability and Validity

Having both quantitative and qualitative components, this study followed several ways of evaluating research standards. For the quantitative part, validity and reliability measures were utilized (Creswell, 2012). As for qualitative part, credibility and trustworthiness were of concern (Saldaña & Omasta, 2018). In this section, questionnaire was evaluated in terms of reliability and validity.

3.6.1.1 Reliability

Reliability means that the results from a tool are dependable and balanced (Creswell, 2012). In other words, the results obtained from the same data collection tool should closely resemble each other if the data collection occurs several times and at separate times. It also refers to consistency. “When an individual answers certain questions one way, the individual should consistently answer closely related questions in the same way” (Creswell, 2012, p.159). The literature defines several types of reliability: (1) test-retest, (2) alternate forms, (3) alternate forms and test-retest, (4) interrater, and (5) internal consistency (Creswell, 2012).

The first one entails administering the same data collection tool to the same participants at different times. Considering the participant selection and sampling procedure for this study, test-retest reliability was not utilized. The other type of reliability is alternate forms, which involves utilizing similar data collection tools. The tools should be of same content, difficulty, or types in order to carry out this procedure. Again, considering the aims and the data collection tools of this study, alternate forms reliability was not evaluated. The third type combines the previous two types and requires administering same type of test twice at separate times. For the same reasons mentioned before, this reliability type was also not considered in this study. Additionally, interrater reliability is taken into consideration when the study involves “making observations of behavior” (Creswell, 2012, p.161). Different observers engage in the study and then compare their observation scores for reliability. This type of reliability is also known as intercoder reliability and it refers to the degree of agreement between different coders on the same set of coding structure (Lavrakas, 2008). Since intercoder reliability is related with qualitative data, the details are enclosed in the following section.

Furthermore, internal consistency was also of concern for this study. This reliability procedure checks if a participant’s scores are consistent throughout the items included in the data collection tool. The indication is that if they are consistent, the “scores from an instrument are reliable and accurate” (p. 161). To assess internal consistency, Cronbach’s coefficient alpha was utilized (Creswell, 2012). It is argued that if the items are designed as “continuous variables (e.g., strongly agree to strongly disagree)” (p.162), then Cronbach’s alpha can be utilized to test internal consistency. Furthermore, Subedi (2016) stated that to test the reliability of Likert-scales, Cronbach’s alpha is to be used. Given that the items used in the questionnaire of the present study are in Likert-scale format, internal consistency evaluation procedures were followed for this study.

In order to evaluate reliability of the questionnaire, the items were grouped and then coefficient alpha scores for each scale were calculated. Creswell (2012)

considers .72 to be a satisfactory score (Creswell, 2012). A summary of the scores for each of the scale can be seen in Table 4.12 below. The highest scoring scale items were related with in-service training needs (.92) while the lowest ones were about ICT needs of the participants (.73). All in all, the items in the scale can be considered as reliable and the results obtained can be regarded as accurate.

Table 3.12 Questionnaire sub-scales and reliability scores

Scale	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
Language needs	.897	.898	8
ICT needs	.737	.738	5
In-service evaluation	.869	.868	15
In-service needs	.928	.939	40

3.6.1.2 Validity

Another measurement to be considered while designing and administering questionnaires is validity. It is the “the degree to which all of the evidence points to the intended interpretation of test scores for the proposed purpose” (Creswell, 2012, p.159). In other words, validity “indicates the instrument’s accuracy” (Lodico, et al., 2006, p.88). Similar to reliability, there are different types of validity (Cohen et al., 2018; Lodico et al., 2006; Mills & Gay, 2016). These are content validity, criterion-related validity, and construct validity (Lodico et al., 2006). Content validity is “is the degree to which a test measures an intended content area” (Mills & Gay, 2016, p. 186). It needs both item validity and sampling validity. Lodico et al. (2006) stated that “both sampling validity and item validity involve having experts examine items that make up the instrument” (p.93). To ensure content validity, piloting

study with the target population was carried out. Furthermore, interviews with experts and participants were conducted for each or the items on the questionnaire.

In this research, a piloting study was conducted for increasing validity (Creswell, 2012). As described under 3.4 Piloting title, during this process, the participants' answers were analyzed to see if they had any difficulties with understanding the items or completing the questionnaire. Furthermore, interviews with the participants were carried out to ensure that the items were in fact measuring what they intended to measure. Additionally, two separate university experts with PhD degrees in ELT were also interviewed about the questionnaire. They stated that the items in the questionnaire were satisfactory and did not need further corrections or editing.

Another type of validity is criterion-related validity. "It reflects the degree to which two scores on two different measures are correlated" (Lodico et al., 2006, p.94). It has two forms: concurrent and predictive validity. Concurrent validity requires two separate tests to be taken in the same, while predictive validity requires same test to be taken more than once. For this study, criterion-related validity was not considered since the data collection took place only once.

Construct validity, which is considered to be of great importance (Mills & Gay, 2016), is about if the tool is actually measuring the intended constructs. They are defined as the "nonobservable traits, such as intelligence, anxiety, and honesty, "invented" to explain behavior. Constructs underlie the variables that researchers measure" (Mills & Gay, 2016, p.189).

To ensure construct validity of the data collection tool, factorial analysis method was followed. Factorial analysis enables researcher to identify if there are underlying factors based on correlation matrix (Crocker & Algina, 1986). To investigate the scored obtained from the data collection of the present study, exploratory factor analysis (EFA) was performed (Cohen et al., 2018). EFA helps

researcher to determine and understand “underlying patterns, clustering and groups” (p.818). Before carrying out exploratory factor analysis, in order to test the appropriateness of the sample, Kaiser-Meyer-Olkin (KMO) and Bartlett test values should be examined. To administer factor analysis on the data, KMO value should be at least 0.50. The values between 0.50-0.60 indicate bad; 0.60-0.70 indicate medium; 0.70-0.80 indicate good; and 0.80 and above indicate high appropriateness for data to be examined with factor analysis. The significance of the Bartlett statistics presents that the relationship between the variables are at sufficient level ($p < .05$) (Field, 2018).

Additionally, EFA is used to determine the degree of dimensionality of the answers provided by the participants. In evaluating the underlying variables of the participants’ answers, several methods can be followed. In this study, the percentage of variance and the ratio of eigenvalues to each other was considered. The general form of the percentage variance rule is to claim that the data is unidimensional when the percentage of the total variance explained by the first major factor exceeds a certain value. Reckase (1979) suggested that at least 20% of the total variance should be explained by the first major factor. The value established by the factor analysis is used to determine a questionnaire item to be identified under which factor. Moreover, the value shows the relation of the item with the factor. Generally, items with 0.32 factor values and above are considered adequate to be included for the analysis. The value of 0.71 and above is excellent, 0.63 is very good, 0.55 is good, 0.45 is mediocre and 0.32 is considered as poor (Tabachnick & Fidell, 2013).

Accordingly, before carrying out EFA, KMO and Bartlett Tests were administered to see if the data is appropriate for EFA analysis. This analysis were carried out for four different sub-scales of the data collection tool. The details for each scale can be seen from Appendix I. As can be seen from Table 3.13, the KMO value was found to be good for ICT needs scale ($KMO = .720$), and high for in-service evaluation ($KMO =$

.874), language needs (KMO= .890) and in-service needs (KMO= .960). The results of Bartlett test also revealed that the data is appropriate to conduct EFA. The Bartlett test scores were significant for language needs ($\chi^2=1401.911$; $p<.001$), ICT needs ($\chi^2=526.626$; $p<.001$), in-service evaluation ($\chi^2=2873.231$; $p<.001$), and in-service training needs ($\chi^2=6378.974$; $p<.001$) scales.

Table 3.13 KMO and Bartlett test scores for each sub-scale

Sub-scales	KMO Scores	Bartlett Scores	
Language needs	.890	$\chi^2=1401,911$	$p=.000$
ICT needs	.720	$\chi^2=526,626$	$p=.000$
In-service evaluation	.874	$\chi^2=2873,231$	$p=.000$
In-service training needs	.960	$\chi^2=6378,974$	$p=.000$

In EFA, 0.32 was taken as the factor number for the items in each sub-scale. After analysis, 2 items, one from ICT scale and one from in-service evaluation scale, were removed and excluded from further analysis due to low factor numbers. After removing these items, second factor analysis was carried out for the aforementioned scales. KMO and Bartlett scores were found to be as follows: ICT needs (KMO =.709, $\chi^2=486.727$; $p < .001$), in-service evaluation (KMO=.874, $\chi^2=2816.410$; $p < .001$), as can be seen from Appendix I. The factor analysis and the variance ratios for each sub-scale can be found in Appendix J. Since the accounted percentage of variance is above 30% for all the scales, the tool was considered to be sufficient (Büyüköztürk, 2012), in terms of construct validity.

Furthermore, Creswell (2012) stated that reliability and validity are intertwined. According to this source, “these two terms sometimes overlap and at other times are mutually exclusive” (p.159). It is further suggested that if the results obtained from a tool are reliable, then it is safe to say that they are valid. For this reason, in this study, both issues were considered, and related measures were utilized.

3.6.2. Qualitative Data Collection Tool: Credibility and Trustworthiness

Lincoln and Guba argued that standards for evaluating quantitative data collection tools could not be utilized with qualitative ones (as cited in Saldaña & Omasta, 2018). For this reason, they suggested credibility and trustworthiness instead of reliability and validity. Credibility is a researcher's plausibility (Saldaña, 2011). In order to achieve credibility, the researcher needs to provide a detailed description of the methodology followed, data collection tools utilized, participants of the study, and data analysis procedures. For this reason, in this Chapter, the details of research procedures are enclosed in detail. Trustworthiness can be explained as "providing credibility to the writing" (Saldaña, 2011, p. 136). The amount of data gathered qualitatively, or the time spent in the field can be considered as indicators for trustworthiness. It is related with informing the readers about the procedures of research. Again, for this research, as explained in detail in this chapter, the trustworthiness issues are addressed by explaining the nature of analysis and work conducted within the scope of the study. The participants took part in interviews were described in detail (without ignoring ethical concerns), the interview procedures were described, the analysis and the amount of data gathered were stated. In other words, the research procedures were written in transparency for credibility and trustworthiness (Saldaña 2011).

As mentioned earlier, intercoder reliability is used to determine the level of agreement between two or more different coders (Lavrakas, 2008). The coders analyze the same set of qualitative data, which are open-ended questions and interview in this case, and then the codes are compared for each of the coder for "consistency of interpretation" (Saldaña & Omasta, 2018, p.32). Intercoder reliability is considered to be significant for the quality of a research study (Johnson & Christensen, 2017). It is argued that intercoder reliability increases the objectivity of studies and decrease biases that may stem from "inconsistencies among coders" (Johnson & Christensen, 2017, p. 1170).

For intercoder reliability, the codes for open-ended questions in the questionnaire and the codes for the interviews were analyzed by additional two ELT graduates with PhD degrees. Involving two or more independent coders to ensure reliability is also supported by the literature (Barbour, 2001; Campbell, Quincy, Osserman & Pedersen, 2013; Creswell, 2009). The coders were asked to code 10% of the data for each of the open-ended questions in the questionnaire, and they were invited to code 10% of the interview data (Lombard, Snyder-Dutch & Campanella-Bracken, 2004). In order to draw conclusions about intercoder reliability, percentages were calculated separately for both data collection tools (Allen, 2017).

Table 3.14 Overview of intercoder agreement percentages

Coders	Agreement (%)	
	Questionnaire (Open-ended items)	Interview
1	89.1%	87.5%
2	85.1%	95.5%

The results revealed that for the open-ended questions, there were 89.1% and 85.1% agreement between the researcher and Coder 1 and 2 respectively. Similarly, for the interview data, there were 87.5% and 95.5% agreement between the researcher and coder 1 and 2 respectively. An overview of the results can be seen in Table 3.14 above. The literature suggests that 80% agreement is satisfactory for research studies (Creswell & Poth, 2018; McAlister, Lee, Ehlert, Kajfez, Faber & Kennedy, 2017), while it is also recommended that the aim should be 85% to 90% agreement (Miles, Huberman & Saldaña, 2014). For this reason, it can be concluded that the intercoder reliability for this study is quite acceptable.

3.6.3 Statistical procedures

In this section, statistical procedures carried out for quantitative part of the study are presented. For data analysis of this study, descriptive and inferential statistics were utilized. In order to determine the type of inferential statistics test to be used, tests for normality were conducted. The rationale for utilizing certain analysis procedures were argued with reference to related literature.

3.6.1.3 Determining the Type of Statistical Tests

Salkind (2011) identifies two types of statistical procedures: descriptive and inferential. Descriptive statistics are utilized for indicating the tendencies in the gathered data (Creswell, 2012; Mills & Gay, 2016). These are calculating frequencies, means, modes, medians, standard deviation and so on. For this study, frequency analysis was used to answer the first and second research questions. The results of the questionnaire data can be viewed under the Results chapter. Descriptive statistics do not make claims for the generalizability of the results (Salkind, 2011).

On the other hand, inferential statistics enables researchers to make inferences about larger population (Creswell, 2012). They are used to compare the results for different variables and reach conclusions about the relationship between them. In other words, they help researcher to make generalizations about the population based on the data gathered from limited number of participants (Mills & Gay, 2016). The inferential tests are divided into two: parametric and non-parametric (Salkind, 2011). Parametric tests are used when the data show normal distribution (Mills & Gay, 2016). In other words, the underlying assumption of parametric tests is that the data is homogenous. Furthermore, another assumption is that “the selection of participants is independent. In other words, the selection of one subject

in no way affects selection of any other subject” (Mills & Gay, 2016, p. 532). Parametric tests are utilized for interval data. On the other hand, non-parametric tests do not assume normal distribution or homogeneity in data. These tests are used with nominal or ordinal data (Mills & Gay, 2016).

In this study, the questionnaire had Likert-scale items. They are considered to be ordinal data (Creswell, 2012) since they do not represent equal intervals. It is argued that these scales have embedded orders. In other words, these scales ask participants to rank (order) the importance or extent of items (Creswell, 2012). However, since they do represent intervals (strongly disagree to strongly agree), they are also considered by educational researchers as interval data (Creswell, 2012), or quasi-interval to be more specific.

Categorization of Likert scales are important because it determines the type of tests to be used. The literature argued that it would not be inappropriate to use parametric tests with Likert scale items, even when the data is not normally distributed (Norman, 2010). It is suggested that “parametric statistics can be used with Likert data, with small sample sizes, with unequal variances, and with non-normal distributions, with no fear of “coming to the wrong conclusion””. (Norman, 2010, p.631). The same conclusion is also supported by Sullivan and Artino (2013). Following these studies, parametric test was conducted for the items in the present study in order to answer the last research question.

Another reason for employing parametric analysis is due to the fact that they are suggested to be “more powerful” (Mills & Gay, 2016, p. 532). Mills and Gay (2016) argue that one-way ANOVA was utilized to make comparisons with one variable and two or more levels. Similarly, for Likert-scale data, Boone and Boone (2012) stated that ANOVA and t-test can be used to make inferences. To summarize, this study utilized one-way ANOVA to reach generalizations about larger population.

Furthermore, to determine if there were any relations between different variables of each scale, correlational statistics were used (Field, 2018). After completing factor

analysis for each-subscale, to determine further relations among the variables, Pearson correlation was used. The literature suggests that Pearson's r can be used to determine the associations between the variables (Boone & Boone, 2012) for Likert-scales. Additionally, Murray (2013) argued that "parametric and non-parametric tests such as Pearson and Spearman rho conducted on Likert scale data do not affect the conclusions drawn from the results" (p.262).

Similarly, as mentioned before, since parametric tests can be used to analyze Likert-scale data (Norman, 2010), Pearson correlation was followed in this study. The correlation coefficient (r) can take values between +1 to -1. The values that are lower than 0 indicates negative correlation while the values higher than 0 show positive correlation (Field, 2018; Salkind, 2011). The r values between .10 and .30 are considered small; the values between .30 to .50 are considered medium, and the values between .50 and above are considered large (Field, 2018). For correlations, again p value is the indicator of significance ($p < .05$).

All in all, for the main study, frequency analysis is used to explore the background of the participants. In other words, the demographic information of the English language teachers participated in this study was analyzed by means of frequency analysis. Additionally, in order to answer the first research question (What are the professional needs of English language teachers working for the Ministry of National Education at elementary, middle and high school level?) Likert-scale items were also analyzed by using frequency analysis. With the aim of seeing the general in-service training tendencies of EFL teachers, the mean scores and percentages are calculated.

Subsequently, to answer the second research question (What are their beliefs about in-service training programs offered by Ministry of National Education?) the items in the in-service evaluation sub-scale were analyzed and the mean scores were calculated. The factor analysis revealed that there were two factors under this scale: satisfaction and benefits. To determine if there were any significant

differences between these two factors paired samples t-test was conducted (Creswell, 2012).

Afterwards, to answer the third research question (Are there any significant differences between different groups of participants with regards to their needs?), one-way between-groups analysis of variance (one-way ANOVA) was done in order to see if there are any significant differences between the participants with regards to their needs and (a) their regions of residence, (b) the grade level they are currently teaching, (c) level of experience in the vocation, (d) level of education/training they received, (e) genders, and (f) ages. Additionally, for the significant differences in results, post hoc test (Tukey HSD) was used. This test was chosen because it can provide detailed information about the variables that result in significant differences (Field, 2018).

Moreover, for the fourth research question (Is there a relationship between different variables of in-service training needs of the participants?), correlational analysis was administered to determine the related variables for professional development needs of the participants. Pearson correlation was chosen for this study to identify if the variables were related or not (Creswell, 2012; Field, 2018).

Similarly, to answer the last research question (Based on the needs of in-service English language teachers, what kind of an online in-service training program can be implemented?), means and percentages of the questionnaire items in the last part of the survey is calculated. The results obtained from this analysis was used to determine the participants' preferences and opinions about an online in-service training program. The open-ended questions in this part of the questionnaire will be coded and reported in English. For this reason, in order to ensure reliability, the coding process will be carried out with two different experts and then will be analyzed. For inter-coder reliability, Kappa test will be used.

3.6.4 Coding Procedures

For the qualitative part of the study, interview data were audio recorded and then transcribed for analysis. In total, 3 hours, 4 minutes, and 24 seconds of data collected through interviews with 20 voluntary English language teachers in this study. For analysis, open and axial coding patterns were utilized (Cohen, et al., 2018). Open coding is the primary stage of analysis and it is “a new label that the researcher attaches to a piece of text to describe and categorize that piece of text” (Cohen, et al., 2018, p.671). Based on this coding, categories arise. Following this procedure, axial coding procedure is implemented. Axial coding is determining the categories and themes based on initial coding process. The researcher groups similar codes together to reach more broad categories and then themes (Cohen, et al., 2018).

The coding process requires researcher to visit and revisit the data several times so as to reach categories and themes for holistic understanding and analysis. The qualitative data analysis procedure is summarized in Figure 3.7 below (Creswell, 2012). As can be seen from the figure, data collection, transcription, coding, summarizing and reporting are linked with each other and it is an iterative process.

An example coding scheme can be found in Appendix K. For this study, the researcher first identified initial codes from the data and then revisited them to arrive categories and themes. The same process was followed both for the data obtained from open-ended questions in the questionnaire and for the data coming from the semi-structured interviews conducted with English teachers. While identifying the themes, the researcher also took notes related with the quotations that can illustrate the themes and codes in a more elaborative way. Furthermore, the themes were compared with the results from questionnaire to establish a link between quantitative and qualitative data and to triangulate the results.

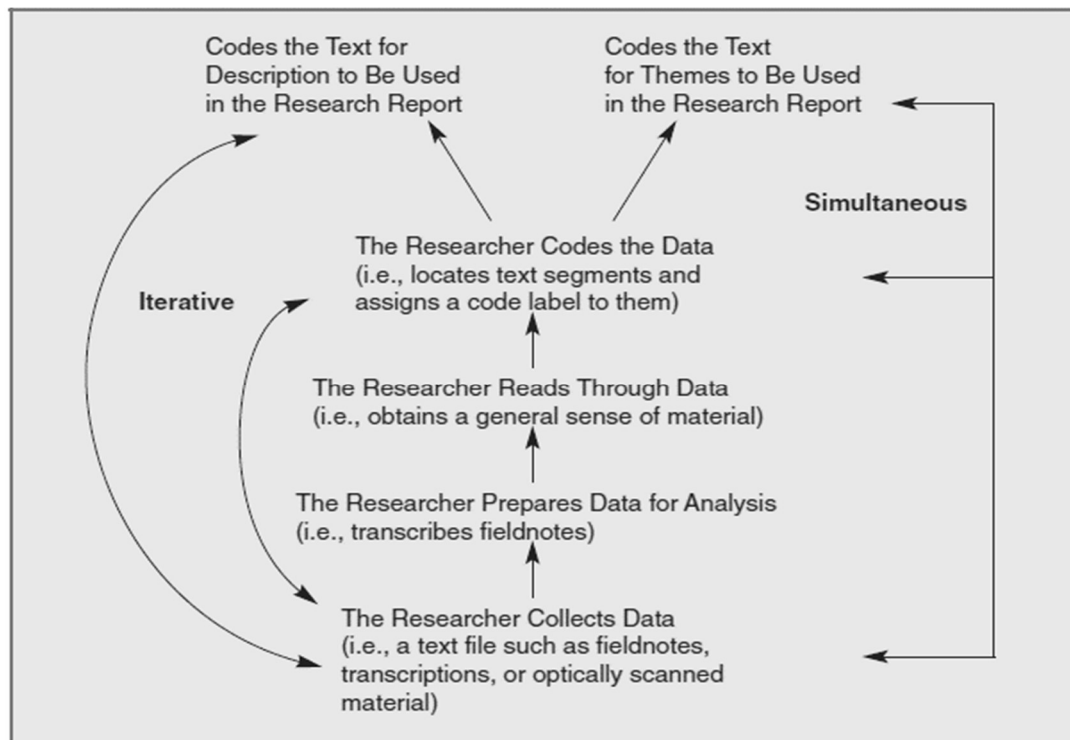


Figure 3.7 Qualitative process of data analysis (Taken from: Creswell, 2012, p, 237)

Furthermore, the quotations provided in the manuscript of the study were written in English; however, the original statement of the participants were presented in Appendix L. The appendix shows the quotations in Turkish first, and then corresponding English translation. The table also presents the type of data collection tool for that specific statement of the participants. The quotations are shown in order of appearance in the text.

3.7 Triangulation

Data triangulation allows researcher to collate and revisit the analysis of the study by utilizing different data collection tools. In the explanatory sequential design, qualitative data collection follows quantitative data collection and the analysis is used to enhance the results of the quantitative part (Creswell, 2012). Triangulation “involves the practice of viewing things from more than one perspective. This can

mean the use of different methods, different sources of data or even different researchers within the study” (Denscombe, 2014, p. 346). It allows researcher to approach the research issue from a different point of view and helps her/him to identify links between different types of data (Denscombe, 2014). Data triangulation helps validation of the study. By collecting data with different tools, the researcher can compare the data and results from separate tools (quantitative and qualitative) (Denscombe, 2014).

The literature defines five types of triangulation: methodological (between-methods and within methods), data, investigator, and theory (Denscombe, 2014). In methodological triangulation, the researcher can employ separate designs (quantitative and qualitative) to collect data and collate the findings (between-methods) or s/he can follow similar research designs to explore the correctness of results (within-methods). The third type of triangulation includes utilizing various sources for data collection. The researcher can collect data from different participants (informant triangulation), or s/he can gather information at separate times (time triangulation). Furthermore, the context of data collection can be altered for triangulation (space triangulation); meaning the data can be collected in “more than one cultural, social, or geographical context” (Denscombe, 2014, p.347). The research study can also benefit from using different researchers (investigators) as a precaution “against bias arising from the influence of any specific researcher” (p.347). Lastly, theory triangulation enables researcher to investigate and analyze data with the help of different theories as opposed to one.

In this study, to triangulate the results and interpret the quantitative data in a more detailed way, the results of the interviews were used. Based on the definitions of triangulation above, it can be said that the present study followed between-methods triangulation. The interviews were audio-recorded and transcribed for analysis. A coding scheme was developed based on the collected data. Furthermore, in order to address reliability issues, two researchers carried out the coding process.

It can be argued that for qualitative data analysis this study utilized investigator triangulation (Denscombe, 2014). After completing the initial coding process, the researcher aimed to reach patterns emerging from the data and then the themes were identified in order to answer the first and the second research questions.

3.8 Ethical Concerns

Studies with human subjects bear some ethical concerns. Research ethics are referred to as principles that help researcher to carries out and write studies with no harm to the participants of the study. The literature suggests that even though the researcher conducts the study with best interest at heart, knowingly or unknowingly the participants may be negatively influenced by the study (Oliver, 2003). To avoid ethical problems, the researcher needs to apply to ethical committees by preparing all the data collection tools required in the research study. This study utilized an informed consent form for participants to read and agree to take part in the study. In the informed consent form, the aim of the research is explained to the participants, and they are informed that the participation is on voluntary basis (Oliver, 2003). Furthermore, the respondents are also told that they are free to leave the study anytime they want and that they are under no obligation to complete the study. Similarly, the participants are also informed about the reporting process of the study. In other words, they are ensured that their names or any personal information will not appear anywhere in the script or in reporting process and that the data obtained will solemnly be used for research purposes (Burgess, 2005). It is important to conduct research studies within ethical framework since it is important to build a relationship with the participants based on trust. "If we act honestly and honourably, people may rely on us to recognize their needs and sensitivities and consequently may be more willing to contribute openly and fully to the work we undertake" (Israel & Hay, 2006, p.3). For this

reason, the participants should be informed about the aims of the study and confidentiality of their personal information.

By following the ethical conduct principles, an informed consent form has been prepared for data collection procedure. The teachers are informed about the purpose of the study and that the participation is entirely on voluntary basis and completely anonymous. Through this form, they were also ensured that they are not obliged to complete the study and that they could leave if or when they felt uncomfortable. During the design process of data collection tools, the items that may cause any kind of discomfort for the participants were not included. Furthermore, since the second part of the study was qualitative, the participants were informed that the interviews were audio recorded, and their consent were taken before data collection. Additionally, for this research study, first, the approval of the Human Subject Ethics Committee in Middle East Technical University (Appendix M) was taken. Then, since the participants of the study were in-service English teachers, the research conduct approval (Appendix N) was received from Directorate General Of Innovation and Educational Technologies, and from Directorate General of Teacher Training and Development, under The Ministry of National Education of the Republic of Turkey.

Moreover, during the data analysis procedures for both quantitative and qualitative parts of the study, any personal information (names, contact information, personal details) were excluded from the main data. While reporting the results, the names of the participants were replaced with pseudonyms, and any information that may risk the anonymity of the participant was not reported.

CHAPTER 4

RESULTS

In the previous chapter, the research methodology of the study was presented. In this chapter, the results of the study are presented in accordance with the research questions (RQ). For RQs 1, 2, 3, and 5 the results were presented first quantitatively and then qualitatively. For RQ 4, the findings were only quantitative. As mentioned earlier in Methodology chapter, the qualitative analysis was carried out to interpret the results of the quantitative analysis.

The main research questions in this study can be listed as follows:

1. What are the professional needs of English language teachers working for Ministry of National Education at elementary, middle and high school level?
2. What are their beliefs about in-service training programs offered by Ministry of National Education?
3. Are there any significant differences between different groups of participants with regards to their needs?
4. Is there a relationship between different variables of in-service training needs of the participants?
5. Based on the needs of in-service English language teachers, what kind of an online in-service training program can be implemented?

For the first question, the data obtained via the questionnaire and the interviews were analyzed. As mentioned in the previous chapter, both quantitative and qualitative analysis were carried out to identify the in-service training needs of English language teachers. For this reason, first the results obtained through the descriptive statistics were presented. It was followed by the findings of the

interviews. List of codes for open-ended items and the interviews can be found in Appendix O and P respectively. Overall, it is seen that the EFL teacher would like to improve themselves through in-service training for target language speaking and listening skills; classroom management and methodology areas; and up-to-date uses of ICT in language teaching. The majority of the participants stated their preferences for practical in-service training programs rather than theoretical ones.

To answer the next research question, the participants were asked to indicate their beliefs about current in-service training programs. Descriptive and inferential statistics were administered to answer this question. The results showed that the EFL teachers value in-service training; however, the available programs need to be redesigned and improved to address the needs of the participants.

The third research question was about identifying the differences between the various groups of participants with regards to their professional development needs. To do this, one-way ANOVA and post hoc tests (Tukey HSD) were used. The analyses revealed that, other than three variables, the professional needs of the teachers were not significantly different from each other although during the interviews they stated the otherwise.

For the next question, the aim was to determine if there were any related variables that could indicate the professional development needs of the participants. First, within-scale analysis was carried out for each sub-scale, then across scale findings were presented. Lastly, item by item correlations were reported. The results showed that speaking-listening and reading-writing language skills were highly correlated. Furthermore, competency for using ICT skills for professional and personal skills had also high correlation. Cross-scale correlation analysis results showed that the ICT and language needs were in negative correlation while the highest correlation value was for benefits of in-service training and satisfaction from programs.

The last question was about investigating and determining the EFL teachers' preferences for an online in-service training program. Eight components of the program were under focus: (1) aims, (2) content, (3) activities, (4) materials, (5) duration, (6) evaluation and assessment tools, (7) incentives, and (8) properties. For each of these components, the participants revealed their inclinations and needs. Overall, the participants favored practical, convenient, and solution-based applications for the online program.

4.1 RQ1: Professional Needs of EFL Teachers in Turkey

The first research question of the study was "What are the professional needs of English language teachers working for Ministry of National Education at elementary, middle and high school level?" With this question, the study tried to identify the in-service EFL teachers' preferences and professional development needs with regards to their target language development, ICT use in their classrooms, and also their personal development needs. The results of the questionnaire and the interviews indicated that most of the participants wanted to improve their pronunciation, listening and speaking in English. For ICT use in the classroom, the results showed that the EFL teachers felt confident, but they wanted to receive training for new ICT tools. When it comes to their professional development needs, the analysis of the open-ended items in the questionnaire revealed that the majority of the participants indicated that they wanted to receive training in methodology, listening and speaking. The details for the first research question are presented below.

4.1.1 In-service training preferences

The participants (n=322) were asked to indicate their preferences for in-service training in the questionnaire. As can be seen from the frequencies in Figure 4.1 below, for the preferred type of in-service, the majority of them stated that they would like to receive in-service training abroad (n=197).

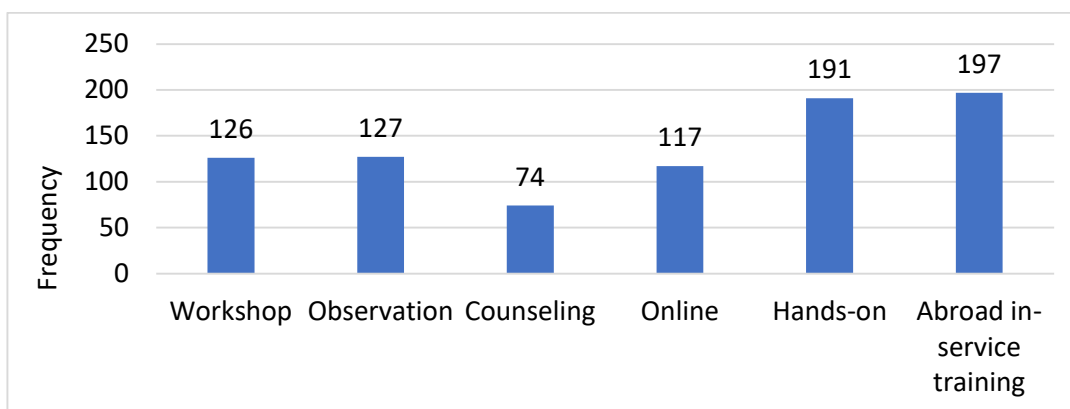


Figure 4.1 Summary of the results of in-service training preferences: types

Similarly, more than half of the teachers indicated that they also prefer hands-on, practice-based, experiences for in-service training (n=191). Workshop (n=126) and observation (n=127) were regarded as equally preferable. Online in-service training was favored by 36,3% of the participants while mentoring was chosen only 23% of the participants.

Furthermore, the participants were also asked about their previous in-service training experiences. While majority of them (n=241) stated that they had received in-service training before, fewer participants indicated that they had not (n=81). The ones with previous in-service training experience were also asked to choose the type(s) of training they had participated before. After eliminating the participants with no in-service training experience, the results of participated and preferred types of training were compared. A summary of the frequencies can be viewed from Figure 4.2 below. Interestingly, the results indicate that the participated and the preferred types of in-service training show parallelism. In other words, the participants were in fact able to attend their preferred type(s) of in-service training.

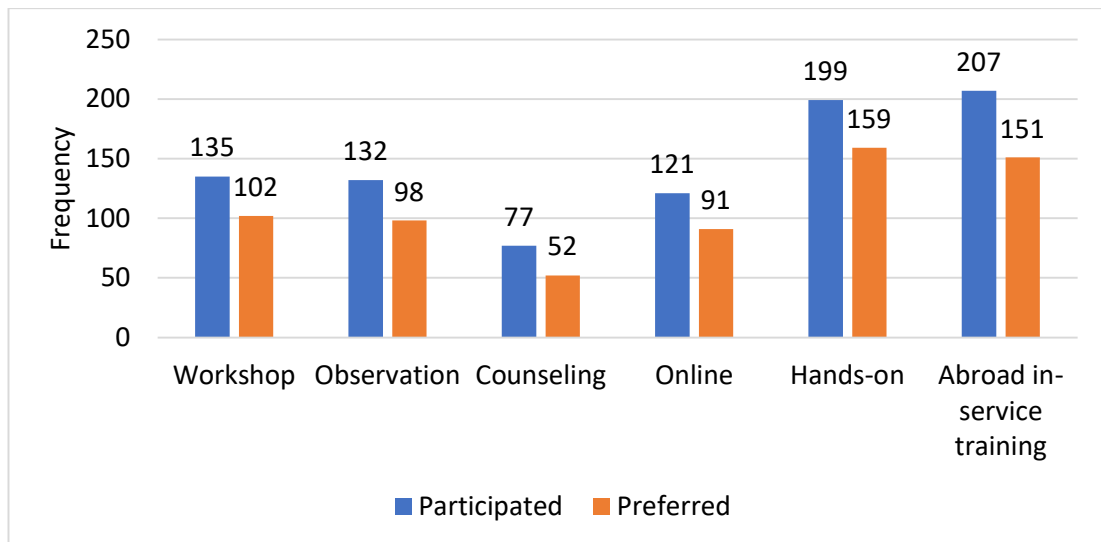


Figure 4.2 Summary of the results of comparison: participated vs preferred types of in-service

When asked for their preferences for in-service trainers, majority of the teachers stated that they would like to receive training from academicians ($n=277$). The second most preferred option was experts from the Ministry of Education ($n=179$), followed by fellow colleagues ($n=126$). Furthermore, nine of the participants declared that they wish to see native speakers as trainers and two of them indicated that they could also receive training from experts in the field (outside MoNE).

The teachers also indicated their reasons for attending in-service training programs. They stated that they participate in training sessions because of personal development opportunity ($n=282$), professional significance ($n=275$), and information sharing opportunity among other fellow teachers ($n=216$). Furthermore, 67% of the participants said that they attend trainings because of the content offered. On the other hand, fewer participants stated that they participate in trainings due to institution appointment (23.6%), institutional significance (21.7%), and duration of training (8.3%). Figure 4.3 summarizes the frequencies of the participants' reasons for attending to the training sessions. Only one participant

provided an answer for the “other” option in the questionnaire. They stated that s/he enjoys learning about new things related to the ELT field.

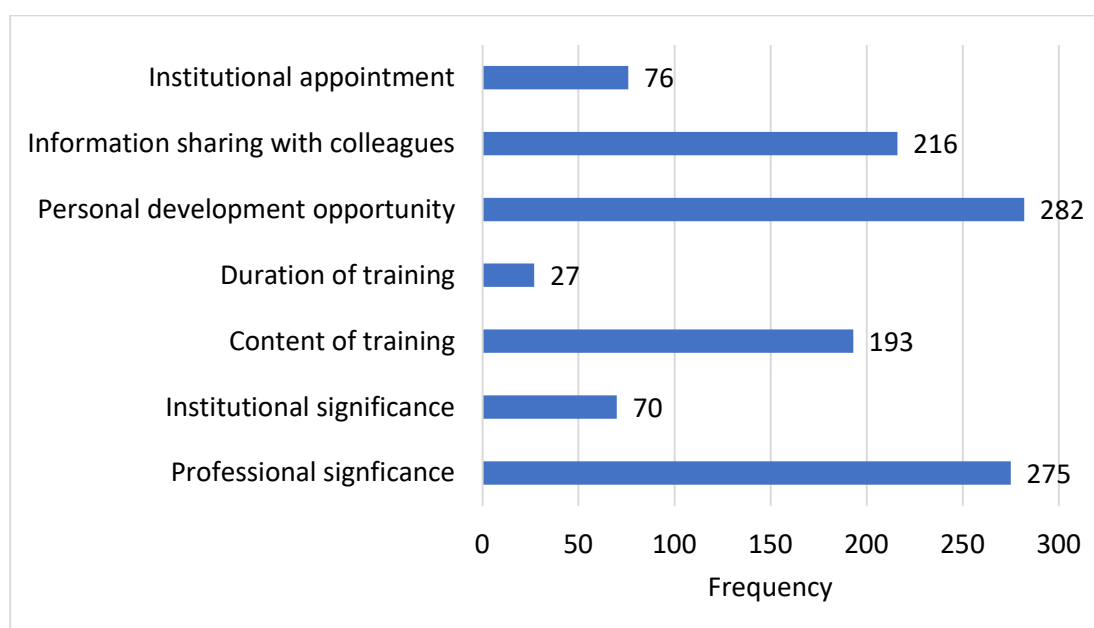


Figure 4.3 Summary of the results of reasons for participating in in-service training

To sum up, based on these results, it can be seen that the participants preferred abroad and hand-on (practical) in-service training sessions above other types offered. Moreover, the academicians were the most preferred teacher trainer for the EFL teachers in Turkey. Additionally, most of the participants indicated that they attend in-service trainings because of professional significance and personal development opportunities.

4.1.2 Personal and Professional Development Needs

The in-service EFL teachers were asked to state the top 3 areas they wanted to improve themselves in through an open-ended item in the questionnaire. A summary of the codes identified for this item can be seen from Table 4.1 below. In

total, 443 items were identified and coded for this question. Majority of the participants provided key words as answers. The top three areas the participants wanted to improve themselves through in-service training were: (1) speaking (n=132), (2) methodology (n=52), and listening (n=52), and (3) classroom management (n=48). The language skills (speaking and listening) are also presented under 4.1.3 Language Needs section.

Table 4.1 Summary of the codes for self-professional development needs

Name	Frequency	% percentage
speaking	132	29.80
listening	52	11.74
methodology	52	11.74
classroom management	48	10.84
material design	47	10.61
ICT	41	9.26
pronunciation	34	7.67
project writing	19	4.29
abroad training	10	2.26
drama	8	1.81
Total	443	100.00
Missing	0	0.00
Total	443	100.00

For methodology and classroom management, the participants stated that they would like to update their knowledge through in-service training, and they wish to acquire practical solutions rather than theoretical ones. For classroom management, few of the participants mentioned that they wanted to “cope with” problematic students (P78, P126, P258), while others simply wrote “classroom management” as an answer. For methodology, the EFL teachers indicated several different keywords such as CLIL (P33, P301), teaching 21st century skills (P28, P157), current and/or new trends in ELT (P46, P169, P210, P248, P313).

To further identify the professional and personal development needs of EFL teachers, the questionnaire also had an item inquiring about the top three areas that the participants thought their colleagues need to improve themselves. As can be seen from Table 4.2, again, speaking was the number one (n=114) out of 405 coded items. It is followed by material (n=84) and methodology (n=63).

Table 4.2 Summary of the codes for colleague professional development needs

Name	Frequency	% percentage
speaking	114	28.15
material	84	20.74
methodology	63	15.56
listening	39	9.63
ICT	32	7.90
pronunciation	24	5.93
course hours	22	5.43
classroom management	16	3.95
writing	11	2.72
Total	405	100.00
Missing	0	0.00
Total	405	100.00

By looking at these results, it can be argued that speaking and methodology are the common areas the participants identified for their colleagues and self-improvement.

4.1.3 Language Needs

Another sub-question of the first research question was related with the in-service EFL teachers' English language needs. The participants were asked to identify their own English language needs with regards to eight skills, by filling a four-point Likert scale. The higher the mean scores were the more the participants needed to improve their language skills. The summary of the results for this part of the questionnaire can be seen from Figure 4.4 below. According to the results of the

analysis, the EFL teachers feel confident in grammar (M=1.48), reading (M=1.61) and writing (M=1.87) skills while they agreed that they need to improve themselves for vocabulary (M=2.0), pronunciation (M=2.01), listening (M=2.23), target culture (M=2.27), and speaking (M=2.4).

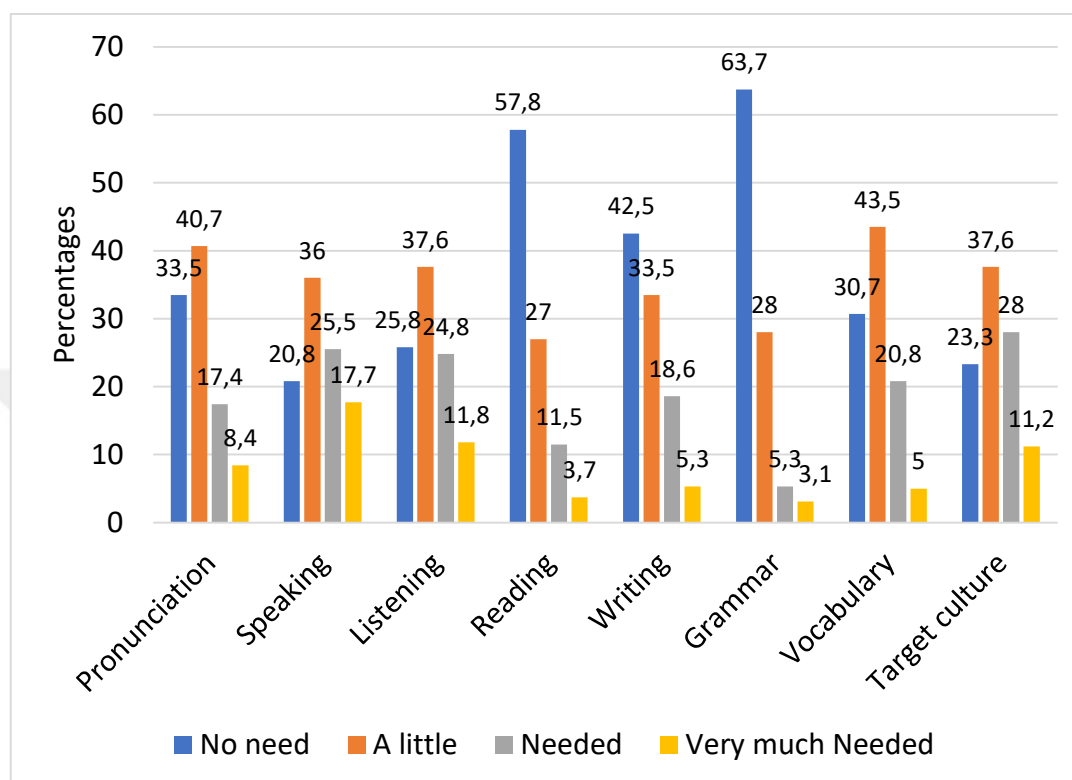


Figure 4.4 Summary of the results of needs analysis for target language

Furthermore, similar results were also recorded upon analyzing the open-ended items and the questionnaire. The majority of the participants indicated in the questionnaire that they needed to improve their speaking skills. When asked what the top three areas that the teachers wanted to improve themselves in were, 132 of the participants wrote speaking as the language skill. It is followed by listening (n= 52). For example, by referring to the level of English courses taught in the classrooms, one of the participants of the questionnaire said:

Because we cannot go beyond “am, is, are”, I am about to forget how to speak in English. For this reason, I would like to improve speaking skill.
(P9)

Similar beliefs were also identified during the interviews. The EFL teachers reported that they need to improve or practice their English-speaking skills because they do not have enough chances of practice. They stated that due to being confined to using limited target language in the classrooms, they have difficulties with improving or updating the speaking skill. The participants also mentioned that being in an EFL context, they do not feel the necessity to use the target language in or out of classroom and thus this makes it harder for them to work on their speaking skills. As can be read from the quotation below, one of the EFL teachers, Ufuk mentioned that he had no idea about the way his colleagues speak English since they do not engage in conversations in the target language.

I definitely feel the need (for speaking). In Turkey, receiving education about foreign language and transferring this knowledge to others- we should be considering ourselves as excellent- the reading skill is very advanced due to the result of the education system, writing skills is just below that, listening is below writing and speaking is the last one, I believe so, I see myself like this. For example, when I read something, I understand everything; when I write I can write; when I listen, I hesitate but when I speak I feel doubt. In fact, for example the in-service training -I am saying this because I thought of it now- the training can even be about improving our own English speaking skills. (Ufuk, Tekirdağ Subregion, Secondary school)

Another participant, Taha, mentioned that the teachers lack speaking practice and thus, they need to have opportunities where they can use the target language in a communicative context. Taha also mentioned that he realized the “decline” in his language skills due to lack of practice.

I mean this is our bleeding wound. We must start from ourselves, of course, but the time is the most troublesome thing for us. Because I think I could express myself much more fluently and better three or four years ago. Because the things I did were much more up-to-date. But last

year, for example, our Syrian student had a parent, who was an English teacher in Syria, I was in contact with him, he was always calling me because he was having trouble since he had no Turkish. But I realized his speech, for example, that he expresses himself much better than many of our English teachers here – and yet he is not currently working. Unfortunately, we lack at implementation greatly. (Taha, Bursa Subregion, Secondary school)

As mentioned by Taha above, the EFL teachers think that they need to work on their speaking skills; however, they also believe that they have rather limited opportunities for using the target language communicatively. When asked what kind of routines or activities they followed for improving or keeping their foreign language skills up-to-date, the participants reported that they try to expose themselves to English. For example, they mentioned that they try to listen to songs, watch TV series and news, read books or articles in English. Some teachers mentioned that they follow English-only policy in their classrooms so that they can use the target language. For example, Pelin stated that she does not try to improve her language skills as an English teacher, yet they develop thanks to her being a PhD student at ELT department. However, this participant still feels the need to improve their speaking skill.

When I look at myself as an English teacher, do I try to improve my language skills? No. Then how come do those skills develop? Because I am in academical circles. I get up at 3 am every morning and I read something, write something in English, I search for a word or a chunk in English until 7 am. But I do not do these to improve my English skills... This is a part of my life... But when I enter the class, I can speak in English, and the students are impressed. When we look at this, I do make grammar mistakes while I'm speaking... So, then I cannot say that I am very good at speaking. I make mistakes in pronunciation as well. So what do I do? This actually helps me to improve- I am speaking oriented in my classes. While I am trying to make the students talk in English, my speaking skills also improve. Because I force myself to speak in the target language as well. (Pelin, Kocaeli subregion, High school)

What Pelin said indicates that the teachers have limited opportunities to use the target language communicatively; however, they can choose to increase the amount of language use through conducting the classes in English. Pelin stated that although she does not try to improve her target language skills, these routines have become a part of her life and in return they help her to become a better teacher. Another participant, Faruk, believed that watching news channels in English and reading academic books help him to improve and maintain his proficiency. Again, he underlined the fact that exposure to language and practice is important for maintaining language skills.

The things I do concerning English are the following: I watch TRT World channel as much as possible. Even when I am not watching it is on the background, I think maybe it may improve my listening skills. I read academic books, not novels. I usually read books on how to teach and learn a language... Additionally, I read books that I study, and I try to prepare materials on my own. And of course, even if you are the teacher, if you do not use the language and if there is no one around you who uses the target language, after some time your proficiency starts to become rusty and unfortunately day by day you lose that listening skills... Similarly, you start losing the speaking skill. Yes, you do not forget it completely, you can speak but it is not easy, nor is it for listening. It becomes even harder to understand an English native person. (Faruk, Trabzon Subregion, High school)

Based on his experiences as a language teacher Faruk teacher summarized the language needs (speaking and listening) and his efforts for improving his language proficiency. This participant believed that it is important to get exposed to the language and to use it communicatively. Faruk teacher also emphasized that reading academic books or sources helps them to improve their target language skill. The participants were also asked what can be done to help them improve their language skills, during the interviews. They suggested that the in-service training activities should be carried out in the target language for increasing practice opportunities, and better yet with native speakers. They also suggested that there

should be an online platform through which they can communicate with their colleagues (national or international).

What can be done: the thing is the English teachers do really need a platform for communication. I wish there was such a platform, such an infrastructure, through voice recordings, videos, I believe that speaking videos can be arranged at determined intervals because we have problems especially with speaking. (Bade, Van Subregion, Secondary school)

Would not it be nice to have some activities for the speaking skill in in-service training? Or a kind of a platform for teachers to find each other, maybe online applications, for us to meet online and speak in English, not with native speakers but other teachers. Because it is very difficult, we cannot speak English in the classrooms, it is only for certain levels. Because I am teaching 8th grades, we are preparing for LGS (a national exam for high schools), the focus is different, it is test-based. (Aliye, Tekirdağ Subregion, Secondary school)

Both Aliye and Bade teachers indicated a need for an online platform where they can practice their language skills in a communicative way. As also stated by other participants, the EFL teachers have limited opportunities of practice in the classes and thus they want to use the target language with their colleagues to improve their language skills, especially speaking.

The participants indicated their language needs by filling out a four-point Likert-scale questionnaire and then they commented on their language skills by providing answers to the open-ended items in the questionnaire. They were then interviewed and asked to state their beliefs about their language needs as English teachers. All in all, upon examining the results obtained from questionnaire and the interviews, it is seen that the participants reported their limitations as English teachers and they are willing to work on their target language skills. Not being able to use the target language for communication, and having limited chances for practicing speaking

skills, the teachers indicated a need for an online platform/application where they can meet and talk with their fellow colleagues to improve their English skills.

4.1.4 ICT Needs

The questionnaire also had a part for identifying the information and communication technology (ICT) needs of EFL in-service teachers. Similar to the section about the language items, the EFL teachers were to complete a four-point Likert scale for this part as well. It is seen that the participants feel confident in ICT use for their personal (81.7%, $M=3.12$) and in-class activities (80.4%, $M=3.09$). The participants also stated that they could easily follow online in-service training programs ($M=2.94$). When it comes to their beliefs about the use of ICT tools by their colleagues, interestingly, only half of the participants stated that they think their fellow EFL teachers are competent in using ICT in their classes ($M=2.46$). A summary of the results of this section can be seen from Figure 4.5 below.

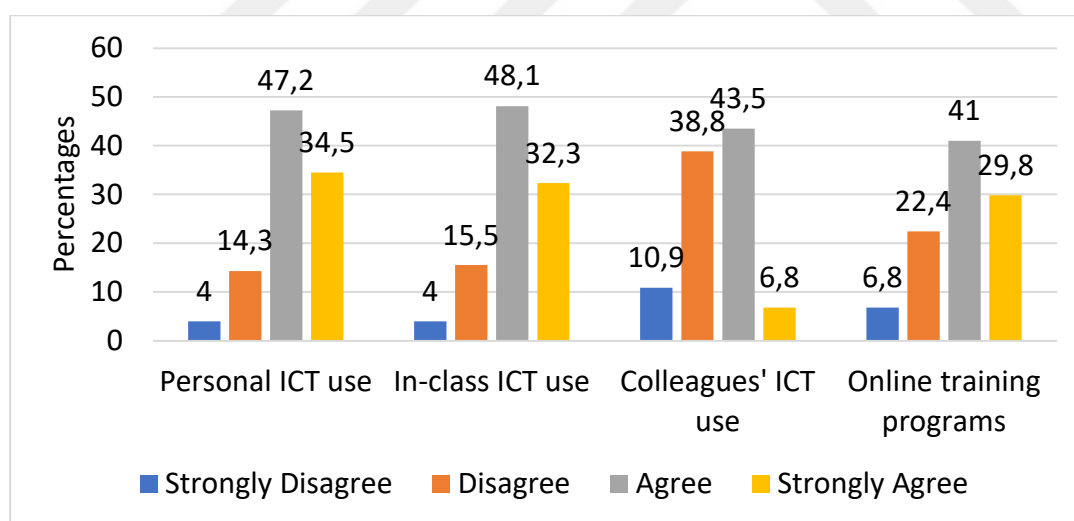


Figure 4.5 Summary of the results of ICT needs

Along the same lines, the participants' answers for the open-ended items revealed that they felt confident in ICT use in their classrooms. Amongst the codes identified for professional development needs of the participants, only 9.26% of the codes

were related with ICT use (Table 4.1). Furthermore, the interviews also revealed that the participants were eager to utilize ICT tools whenever and wherever available, yet they stated some problems with technology. For instance, Buse teacher pointed out some infrastructural problems in her school about technology.

Unfortunately, we are very weak in this regard... For instance, the school I am working although it is a central school, we still do not have smart boards, there is no internet connection in the classrooms. Due to the structure of our school, we face limitations. It would be better to use the Internet and the digital tools of course, yet we even do not know how to use these in the lessons. There are incredible applications, there are lots of applications, we see them while we are surfing on the net. Dyned, for instance, is very good, we tried to use that however it would be better to see it in the classroom. We also have time limitation in our lessons. If we focus on Dyned or other applications, then this time we are lagging behind what we have to do in that week. (Buse, Hatay Subregion, Primary school)

Buse teacher pointed out that although she wanted to use the technological tools in her classes, her school lacked the required infrastructure, and even if there were an infrastructure, she did not know how to use these tools for language teaching. For this reason, she stated that it would be better for her to improve her ICT knowledge. On the other hand, there were some participants who were very confident about their ICT skills as language teachers. They indicated that they were using the available tools, and they were trying to implement new applications in their classes.

No, I am good at that subject. I am interested in technology... For the points that I am not sufficient, I refer to ICT teachers, related online sources, every way that I can fulfill my needs. I use the smart board actively. Other than that, for the past few years, there are interactive applications that I can use as materials. I use these while doing tests in the classroom. I try to use EBA. I do not think that I have any problems related with ICT. (Taha, Bursa Subregion, Secondary school)

The most enjoyable part for me is that bit. I like working with smart boards especially. There are available applications in these boards. We use these applications, and Okulistik and EBA all the time. And also, I like using classroom management applications, especially with younger students. For example, motivating, giving scores, showing sparks on the screen when the students succeed, I like using these applications. (Ufuk, Tekirdağ Subregion, Secondary school)

These teachers, Taha and Ufuk underlined that they feel competent when it comes to using technology in their classrooms and they provided examples from their own contexts. They both mentioned that they like using smart boards and the embedded applications during their lessons for motivating and encouraging the students. They also mentioned the EBA platform, a web-site provided by Ministry of National Education for teachers and students to reviews and use the related materials and sources for their courses. Related with this issue, another teacher, Pelini pointed out that EBA was not very useful for her context. She mentioned that she uses the smart boards frequently and regularly in her classes; however, she does not know how to use and integrate tablet PCs and EBA into her courses. Since she did not know how to use this EBA system, she said that it was problematic for her to login to the platform and assign homework to the students.

But I do not know how to make the students use the Tablet PC, for instance. There is an online school app by MoNE, EBA... They tell us to login to EBA. Just login, you do not need to do anything. Just login. There was a pressure on us last year about this issue. I strongly opposed this, why should I login to something I don't use? Why should I login if I am not going to use it? I do login when I use it. For example, we can assign homework to the students via EBA, I've seen this. Yes, we can write comments, we can assign homework materials. But I do not know how to organize this really. (Pelin, Kocaeli Subregion, High school)

When asked what their needs were related with ICT as EFL teachers, and what can be done to improve these skills, the participants provided some insights. For

example, another participant, Faruk teacher, stated a need for improving EFL teachers' ICT skills, with regards to application development. He said that although he can use the available application online, he wanted to develop his own application, or online tool for his own students and his own teaching context. For this reason, he proposed that EFL teacher candidates at undergraduate level should receive training on how to develop online applications.

One of the things I wish to improve myself in terms of ICT skills is this, for example... Doing exercises on the book and online creates a big difference. The students always like doing the exercises on the smart board, visually... I would love to be able to make a software, that is, to do this myself. I would like to do this very much. I believe this should be offered as a course- or as part of materials design and development course for BA students who are studying to become teachers, preparing technological/online materials... This can be a project for college education, a course to be included. Now, because the times have changed, the children are exposed to more English than us, for example, through movies or music, and thus this may be included. (Faruk, Trabzon Subregion, High school)

Faruk teacher suggested that it would be a good idea to train future teachers for creating and designing online materials for language teaching, since the future generation language learners demand such tasks. Since the available applications and online sources are not always appropriate for the teaching context, this participant proposed that the EFL teachers should be trained for the task. Along the same lines, Melis teacher indicated that some in-service teachers have insufficient ICT skills.

Yes, it is indeed very important. I mean, the teachers should be competent in Office applications, yet many colleagues are not sufficient. For example... while preparing tests, I use different Office programs, and for example Adobe Illustrator Design program. For these, I attended the trainings offered by Ministry of National Education. I tried to learn how to use these programs in this way. Later on, of course I developed myself through self-studying and practice. These are very helpful; it

would be very effective if this type of in-service training was to be offered. Because, I am saying this honestly, there are teachers who cannot even use MS Word. I mean even Word is a very rich program, it can create very nice things. But again, the teachers are insufficient. There can be complementary trainings about this subject. (Melis, Erzurum subregion, Secondary school)

Melis teacher underlined the need for in-service training for teachers about ICT skills. She mentioned that the trainings offered by MoNE were very helpful and fruitful in terms of improving her ICT skills, and with self-studying she was able to develop her technological skills. It is stated that further training for teachers is required since they have problems with using ICT.

Upon analyzing questionnaire and interview data, it is seen that there were some similarities. All in all, the teachers stated that they are confident about their ICT skills for personal and professional use and they are actively using technology in their classes, if the required infrastructure is present in their schools.

4.1.5. Summary of the Results for RQ 1

To summarize the answer for the first research question, it can be said that the EFL teachers consider their speaking and listening skills requires improvement. The results gathered from questionnaire and the interviews revealed that these two language skills were considered as the common areas for improvement in the target language. The teachers agreed that they need to work on their English speaking and listening skills. Similarly, they also believed that methodology and classroom management skills were the other areas that needs to be developed. The analysis of the open-ended items and the interviews showed that through in-service training programs, the participants would like to receive practical solutions for their classroom management problems. The EFL teachers also underlined that it would

be fruitful for them to receive training on ELT methodology, especially about current and/or trending approaches and techniques. Finally, although the participants felt confident in using ICT tools for teaching, they wished to receive more information about new technological tools and applications. Likewise, they wanted in-service training to offer them practical in-class applications rather than theoretical knowledge when it comes to ICT use in ELT.

4.2 RQ 2: Beliefs about In-service Training Programs

As part of this study, the participants were asked to indicate their beliefs about existing in-service training programs offered by MoNE. The related research question was “What are their beliefs about in-service training programs offered by Ministry of National Education?” Again, for this, they completed another four-point Likert scale. There were 15 items in this part of the questionnaire; however, as mentioned earlier in the Methodology chapter, after the factor analysis, one of the items was excluded from further analysis procedures. The factor analysis also revealed that there were two factors under this scale: 8 of them were related with the satisfaction of participants with the available in-service training programs, while 6 of them were related with the benefits they attributed to these programs.

To answer the RQ, descriptive statistics, frequency analysis, were utilized. The results of the frequency analysis revealed that the participants believe the importance of in-service training for their professional development (83.5%, $M=3.17$), for following the developments in the field (70.2%, $M=2.85$), for their target language development (64%, $M=2.75$), and for increasing the collaboration between colleagues (78%, $M=2.99$).

Table 4.3 Summary of the findings for in-service training section

Items	Strongly Disagree	Disagree	Agree	Strongly Agree	Mean
1. I can attend all the in-service training programs I need.	32.3	40.7	21.1	5.9	2.01
2. In-service training programs fulfill my professional development needs.	19.9	40.4	34.5	5.3	2.25
3. In-service training programs fulfill my personal development needs.	19.6	41.3	33.9	5.3	2.25
4. Available in-service training programs are held at times that are suitable for me.	29.8	48.8	19.3	2.2	1.94
5. MONE offers high quality in-service training programs.	22.4	44.1	29.5	4	2.15
6. MONE offers in-service training programs that are sufficient for all the teachers in Turkey.	34.2	45	16.8	4	1.91
7. The content of the in-service training programs fulfills my needs.	23.6	50	22.4	4	2.07
8. The in-service training programs are held frequent enough.	24.2	49.7	20.8	5.3	2.07
9. The in-service training programs increase my motivation.	11.5	19.6	45.3	23.6	2.81
10. The in-service training programs are beneficial for ELT.	14.6	19.6	41	24.8	2.76
11. The in-service training programs are beneficial for increasing the collaboration among colleagues.	6.5	15.5	50.3	27.6	2.99
12. The in-service training programs are beneficial for my own development in target language.	12.7	23.3	40.7	23.3	2.75
13. The in-service training programs are beneficial for following the developments in the field.	9	20.8	46.6	23.6	2.85
14. The in-service training programs are important for professional development.	4.7	11.8	45.3	38.2	3.17

Furthermore, the participants believe that in-service training increases their motivation (69%, $M=2.81$), and they are helpful for teaching English (65.8%, $M=2.76$). On the other hand, majority of the participants think that the in-service training programs do not fulfill their professional (60.3%, $M=2.25$) and personal (61%, $M=2.25$) development needs. The participants think that the quality of the offered in-service training should be increased (66.5% $M=2.15$).

Moreover, the participants also stated that they are not able to attend the trainings they need (73%, $M=2.01$), and the content of these programs are not suitable for them (73.6%, $M=2.07$). The teachers also believe that the frequency of the training programs is not enough (74%, $M=2.07$). More than half of the participants also believe that the training times are not suitable for them (78.6%, $M=1.94$), and the offered programs are not enough for all teachers in Turkey (79.2%, $M=1.91$). A summary of the results for this section can be seen from Table 4.3 above. Overall, when the results for satisfaction factor (items 1-8) were analyzed, it can be seen that the participants were moderately content with the available in-service training programs ($M=2.08$). Furthermore, the results for the benefits factor (items 9-14) showed that the participants believed the benefits of in-service training programs ($M=2.88$).

To compare these two means, paired samples t-test was administered (Field, 2018). As can be seen from Table 4.4 below, the results of the test revealed that there was a significant difference between satisfactory aspect of in-service training programs ($M=2.08$, $SD=.59$) and the beneficial aspect of in-service training programs ($M=2.88$, $SD=.75$); $t(321)=-17.62$, $p=.000$. In other words, the participants beliefs about the benefits of in-service training programs were considerably different from their beliefs about how pleased they were with these programs. Although the EFL teachers had highly positive beliefs about the advantages of in-service training, they were not content with the offered ones.

Table. 4.4 Results for in-service training programs: satisfaction vs benefits

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
In-service satisfaction vs in-service benefits	-.80732	.82209	.04581	-.89746	-.71719	-17.622	321	.000

4.2.1 Interview Results for RQ 2

Similar results were also observed during the analysis of the interviews. The EFL teachers believed the benefits of in-service trainings and provided some advantages and disadvantages of trainings. Most of the participants believed that these trainings were beneficial in terms of meeting with colleagues from different institutions and schools, and in terms of professional development. The teacher stated that it was fruitful for them to exchange ideas, experiences and practices with their fellow colleagues through these training sessions. They believe the importance of trading actual in-class experiences with other EFL teachers.

When the in-service training is carried out, on voluntary basis, it is incredibly beneficial. It becomes an opportunity for networking, to meet with others who experience same type of problems. I experienced this for even the ones I attended on mandatory basis. I believe this is a huge advantage. (Ufuk, Tekirdağ Subregion, Secondary school)

The in-service training has of course some advantages if it is planned correctly. In-service training keeps the teachers up-to-date and enables professional exchanges among different teachers from different cities. Like “that is what I do”, “that is what you do”. It is good to see this on national basis, as an advantage. It keeps you up-to-date. Other than

that, there are trainers from the Ministry, and it is a pleasure to have met people from the Ministry, you can see the kitchen of the profession. That is why, maybe, it is nice. (Selin, Antalya Subregion, Primary school)

Interaction is important, you share with your friends. I do this in my classes, I don't do this, it would be better to do this, things like these help teachers to learn from each other. Similar to the student- the college students- who exchange information amongst themselves, teachers too give examples from their own classes like I do this in this way, I present this subject in that way. It is very frequent that we enlighten each other amongst the teachers. (Lokman, Samsun Subregion, Primary school)

Ufuk, Selin and Lokman teachers indicated that the exchange and interaction between fellow colleagues are important part of in-service training. They can learn from other, share the best practices from their classrooms, get acquaintance or become friends with teachers from different schools, and cities. Since the information exchange is based on the actual practices of EFL teachers, they believe that this is an advantage. As pointed out by Selin teacher, the training helps them to keep up with the current developments in the field, keeping them "up-to-date". This brings the second advantage of in-service training: professional development. The participants also stated that the advantage of attending in these trainings is professional development opportunities.

To start with the advantages, you do not say that I did not learn anything. Even if it is little, you have a chance to question yourself and reflect on the things you do. I think it definitely gives an opportunity for development. Maybe some provide bigger opportunities and maybe some provide smaller. But based on the training I received...I can revisit the things I do. In this regard, I feel good. I do not think like why we received this training, to be honest. (Neriman, Ankara Subregion, High school)

Neriman teacher points out that the in-service trainings are beneficial for her professional development since they offer a chance to reflect upon the in-class practices. She appreciates these trainings and believes that there is something that

she can take away from each of them. Similarly, another teacher, Buse, believes the significance of in-service training.

I mean, as long as it serves the purpose, there are advantages for sure. Firstly, we, teachers, do need training due to a lot of changes in education. Like you said, for example, we need to use ICT in or classrooms. For this reason, we have to be trained. I do not think that there are any disadvantages. (Buse, Hatay Subregion, Primary school)

This participant considers in-service trainings beneficial and, also thinks that there no shortcomings. The teachers were also asked to indicate the disadvantages of in-service trainings. The frequently mentioned problems were: mandatory attendance, logistics, and impracticality. For example, the participants pointed out that they usually had to participate in these trainings because required to do so.

I mean I will be honest with you, I attended to in-service trainings ex officio. As a requirement and none of them were related with English language teaching. We received training on things like disaster management, guidance and psychological counseling. (Ufuk, Tekirdağ Subregion, Secondary school)

The ones in my city are requirements not based on voluntariness. They are all the same, repetitions of each other, the current in-service trainings are not fruitful, in fact. (Ceren, Konya Subregion, Secondary school)

The teachers stated that attending in-service training as a requirement or as ex officio is a disadvantage for them. Similarly, other participants indicated that the logistic arrangements of the training session can be problematic for them. The participants mentioned that the duration, the place, and the planning of training creates some problems for them. Some participants underlined that the trainings they want to attend are out of town and they face several problems such as leaving their kids behind, arranging travel tickets, or arranging time to attend these trainings.

For disadvantages, like I said, it is difficult to be able to participate in an in-service training in Turkey, it is hard to be accepted. Once you get accepted, what is the preparedness level of the participants, are there any differences? And of course, they are very crowded, which is also a disadvantage. And the follow-up is missing, we return with the certificates in our hands but there is no follow-up. Did you receive the training, did you apply it, or there is a study about this topic would you like to join- no things like that. I think there should be a follow-up after the training. (Selin, Antalya Subregion, Primary school)

Similar to the results obtained from the questionnaire, Selin teacher also pointed out that it was difficult to participate in the trainings because of the limited quota. She also stated the crowdedness of trainings as an advantage and commented that there should be further studies with the trainees after they complete the training. For the third most common problem, the teachers suggested that the content of the training sessions are theoretical rather than practice-based.

Well they gathered us for FATİH Project training... what did they teach me about technology? The trainer there showed us some applications "Look there is an application called Kahoot, you can use it like this like that..." Yeah OK, there is, but how am I supposed to use this in the classroom? I do not know how, show it to me. "Well we cannot teach this in such a short time anyway, but you should know that there is Kahoot, the easiest one, you can use it." "There is this application, there is that application..." We did some practice there but I did not learn how to use Kahoot, I learned the name. In fact, I did not integrate technology. (Pelin, Kocaeli Subregion, High school)

As can be understood from Pelin teacher's statements, the in-service trainings offered limited chances of practice and thus, it was not beneficial for the teachers. Similarly, other EFL teachers also underlined the fact that it should be practical for them. They wish to see how the content of the training can be implemented in their classrooms, which is also stated for the content and activities to be included in the online in-service training program stated further in this chapter.

Moreover, the participants were asked about their opinions regarding the in-service trainings offered by MoNE, and how these can be improved, based on their own experiences. The same themes were also identified for this question. They implied that the trainings were not based on their needs as teachers and that they were theoretical rather than practical. They asked for qualified trainers that will help for professional development. Furthermore, they believed that the trainings should be offered based on their needs. The content should be related with their professional field, rather than something else.

We want more in-service training sessions related with teachers' fields. Well there are trainings based on strategical planning, or for managerial staff like Directorate of District National Education. I think that it would be better to have trainings that are about the fields of teachers, that will be beneficial and improving for the teachers. This is my wish. (Tansu, Istanbul Subregion, Secondary school)

Rather than theoretical information, I believe we would feel better if the training was offered by someone who is successful in this field, who proved themselves and who is still working as a teacher. I believe it would be more beneficial in this way. The trainers should be experts in the field, yes, and these should be offered to all the teachers, I mean the teachers working in the east should be able to reach these trainings as well. (Bade, Van Subregion, Secondary school)

The participants believe that there is a necessity for a needs-based, field-specific in-service training that is offered by expert trainers, which will be available for all the EFL teachers in the country. One of the participants of the interviews stated that international aspects can be adapted and implemented within the scope of in-service training activities.

To improve in-service trainings... a database can be created based on international practices. What can we do in our country... different techniques can be presented from other countries as examples for teachers to consider... I mean we sometimes underestimate our

country, as I said. Different techniques from different countries can be presented not to say that you are going to use them, but just to share the best practices. We cannot say that this the education system in Finland and try to implement it here in Turkey, blindly. I mean it would be brinkmanship, utopic, if anything else. (Lokman, Samsun Subregion, Primary school)

Lokman teacher emphasized the importance of having an international perspective for teaching practices; however, he criticized direct application of these to Turkish context, without any adaptation. He viewed the situation optimistically and believed that the teaching practices in Turkey should not be abandoned for the sake of innovation.

4.2.2 Summary of the Results for RQ 2

Upon analyzing the results obtained from the questionnaire and the interviews, it is seen that the participants indicated similar beliefs and suggestions for in-service trainings. They wanted to attend the training activities related with their own field, teaching English, rather than anything else. The participants also underlined that the trainings were unsatisfactory in terms of fulfilling personal and professional development needs and thus they stated that to improve the current training programs, a needs-based approach should be followed. Along the same lines, both in the questionnaires and during the interviews, the EFL teachers stated that the content of the training programs was not related with their field of profession and thus, it was a shortcoming for them. All in all, the EFL teachers believed in-service training to be beneficial for their personal and professional development.

To sum up, the EFL teachers believed the importance and advantages of in-service trainings offered by MoNE; however, they also thought that the available programs should be improved in terms of content, accessibility, and convenience (time wise) so that they can get better use out of the in-service training programs. The results of descriptive and inferential statistical procedures and the findings obtained from

the interviews point out that, the teachers would like to improve their professional and personal skills through participating in in-service training programs. On the other hand, they also underlined that the current programs were not fulfilling in terms of addressing their needs.

4.3 RQ 3: Differences between EFL Teachers

The third research question of the study was the following: “Are there any significant differences between different groups of participants with regards to their needs?” To answer this question, the participants’ cities of residence, age, gender, grade level they are teaching, years of professional experience, and education level were compared by using one-way ANOVA. In order to determine if there were any correlations between the sub-scales of the questionnaire (needs analysis, ICT needs, language needs) correlation statistics was used.

4.3.1 Regions of Residence

As mentioned earlier in the Methodology chapter, the participants were 322 in-service EFL teachers from 12 regions of Turkey according to NUTS classification. As part of this study, one of the sub-aims was to determine if there were any significant differences between the participants’ in-service needs and their places of residence. As can be seen from Table 4.5 below, the results of one-way ANOVA test showed that there were no significant differences between participants’ professional development needs with regards to language needs ($F(11,310) = .893$, $p = .547$), ICT needs ($F(11,310) = 1.357$, $p = .192$), and in-service needs ($F(11,310) = .675$, $p = .763$).

Table 4.5 Summary of the ANOVA results for regions of residence (NUTS Level 1)

		Sum of Squares	df	Mean Square	F	Sig.
Language needs	Between Groups	4.618	11	.420	.893	.547
	Within Groups	145.705	310	.470		
	Total	150.324	321			
ICT needs	Between Groups	5.935	11	.540	1.357	.192
	Within Groups	123.234	310	.398		
	Total	129.168	321			
In-service needs	Between Groups	2.357	11	.214	.675	.763
	Within Groups	98.457	310	.318		
	Total	100.814	321			

To further explore the issue, the same procedure was also followed for NUTS Level 2 sub-regions. There are 26 different NUTS Level 2 sub-regions. The results of the one-way ANOVA test revealed that there were no significant differences between these groups with regards to their language needs ($F(23.298) = 1.173, p = .268$), and in-service needs ($F(23.298) = .808, p = .721$). The overview of the results can be seen from Table 4.6 below. On the other hand, the analysis procedure showed that their ICT needs ($F(23.298) = 1.588, p = .045$) altered significantly based on the participants' residence regions (NUTS Level 2).

Table 4.6 Summary of the ANOVA results for sub-regions of residence (NUTS L2)

		Sum of Squares	df	Mean Square	F	Sig.
Language needs	Between Groups	12.476	23	.542	1.173	.268
	Within Groups	137.847	298	.463		
	Total	150.324	321			
ICT needs	Between Groups	14.105	23	.613	1.588	.045
	Within Groups	115.063	298	.386		
	Total	129.168	321			
In-service needs	Between Groups	5.920	23	.257	.808	.721
	Within Groups	94.894	298	.318		
	Total	100.814	321			

Although the one-way ANOVA test reveals the significance between variables, it does not specify the variables. For this reason, another test, a post hoc test, was required to determine the condition for which the difference is significant. Tukey HSD post hoc test was selected for this purpose since it compares each of the grade levels with the other ones (Field, 2018). As can be viewed from Table 4.7 below, this test showed that the mean score for the EFL teachers working at Balıkesir region ($M = 3.26$, $SD = .66$) was significantly different than teachers working at Kocaeli region ($M = 2.35$, $SD = .57$) at $p = .034$ level for ICT needs. In other words, the EFL teachers from Balıkesir region showed higher confidence levels for ICT skills when compared with the ones from Kocaeli region.

Overall, the test results revealed that the participants' in-service training needs did not alter significantly (with the exception of Kocaeli and Balıkesir for ICT needs), for language, ICT and in-service training needs with regards to their regions of residence on both NUTS 1 and NUTS 2 level.

Table 4.7 Summary of the Tukey HSD test results for sub-regions of residence (NUTS Level 2)

(A) Region of residence	(B) Region of residence	Mean Difference (A-B)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Balıkesir Subregion	Istanbul Subregion	.48889	.20010	.717	-.2459	1.2237
	Tekirdağ Subregion	.26667	.21462	1.000	-.5214	1.0548
	Izmir Subregion	-.05476	.28443	1.000	-1.0992	.9897
	Aydın Subregion	.01667	.28443	1.000	-1.0278	1.0611
	Manisa Subregion	.40952	.28443	.999	-.6349	1.4540
	Bursa Subregion	.38901	.18427	.907	-.2876	1.0657
	Kocaeli Subregion	.91250*	.24066	.034	.0288	1.7962
	Ankara Subregion	.31429	.21007	.998	-.4571	1.0856
	Konya Subregion	.67738	.23091	.345	-.1705	1.5253

Table 4.7 (cont'd)

(A) Region of residence	(B) Region of residence	Mean Difference (A-B)	Std. Error	Sig.	95% Confidence Interval	
	Antalya Subregion	.46667	.21224	.868	-.3127	1.2460
	Adana Subregion	.66667	.32088	.919	-.5116	1.8449
	Hatay Subregion	.14167	.20452	1.000	-.6093	.8927
	Kayseri Subregion	.07917	.34967	1.000	-1.2048	1.3632
	Zonguldak Subregion	.36667	.32088	1.000	-.8116	1.5449
	Kastamonu Subregion	-.10833	.46776	1.000	-1.8260	1.6093
	Samsun Subregion	.44167	.25368	.988	-.4898	1.3732
	Trabzon Subregion	.29167	.25368	1.000	-.6398	1.2232
	Erzurum Subregion	.42292	.22332	.968	-.3971	1.2430
	Ağrı Subregion	.43333	.39300	1.000	-1.0098	1.8764
	Van Subregion	.11667	.25368	1.000	-.8148	1.0482
	Gaziantep Subregion	.32917	.34967	1.000	-.9548	1.6132
	Şanlıurfa Subregion	.70417	.27204	.607	-.2948	1.7031
	Mardin Subregion	.38667	.20294	.966	-.3585	1.1319

4.3.2. Grade Level of Teaching

The participants of the study were in-service teachers working at primary, secondary and high schools as English teachers. In order to determine if there their in-service needs altered significantly based on the grade levels of teaching, again, one-way ANOVA test was utilized. As can be seen from Table 4.8 below, the results showed that there were no significant differences between teachers working for different grade levels for ICT needs ($F(2.319) = 1.403, p = .247$), and in-service needs ($F(2.319) = .781, p = .459$). However, their needs for target language was found to be significantly different ($F(2.319) = 5.319, p = .005$).

Table 4.8 Summary of the ANOVA results for grade level of teaching

		Sum of Squares	df	Mean Square	F	Sig.
Language needs	Between Groups	4.851	2	2.426	5.319	.005
	Within Groups	145.473	319	.456		
	Total	150.324	321			
ICT needs	Between Groups	1.126	2	.563	1.403	.247
	Within Groups	128.042	319	.401		
	Total	129.168	321			
In-service needs	Between Groups	.491	2	.246	.781	.459
	Within Groups	100.323	319	.314		
	Total	100.814	321			

Again, due to this result, Tukey HSD post hoc test was utilized to identify the significant variables. The results of this test revealed that the mean score for the EFL teachers working at primary schools ($M = 2.27$, $SD = .77$) was significantly different than secondary schools ($M = 1.90$, $SD = .63$) at $p = .004$ level. Furthermore, the mean score for the primary school EFL teachers ($M = 2.27$, $SD = .77$) was also significantly different from the mean score for high school EFL teachers ($M = 1.97$, $SD = .69$) at $p = .031$ level.

However, the mean scores of secondary school teachers ($M = 1.90$, $SD = .63$) and high school teachers were not significantly different ($M = 1.97$, $SD = .69$) for language needs condition ($p > .05$). In other words, the target language needs of EFL in-service teachers working for MoNE significantly contrasted between primary and secondary school teachers, and between primary and high school teachers. However, the language needs of high school teachers and secondary school teachers did not alter greatly. A summary of the results of Tukey test can be viewed from Table 4.9 below.

Table 4.9 Summary of the Tukey HSD test results for grade level of teaching

(A) Current level of teaching	(B) Current level of teaching	Mean Difference (A-B)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Primary	Secondary	.36314*	.11158	.004	.1004	.6259
	High	.29995*	.11784	.031	.0225	.5774
Secondary	Primary	-.36314*	.11158	.004	-.6259	-.1004
	High	-.06320	.08325	.728	-.2592	.1328
High	Primary	-.29995*	.11784	.031	-.5774	-.0225
	Secondary	.06320	.08325	.728	-.1328	.2592

*. The mean difference is significant at the 0.05 level.

4.3.3. Years of Professional Experience

Another condition for identifying the in-service needs differences between EFL teachers was the level of professional experience. The participants of this study had various levels of experience as English teachers. Their experience level differed 0-30 years, as previously mentioned. Once again, one-way ANOVA was administered to explore the differences between groups for their in-service training needs. The results can be seen from Table 4.10 below.

Again for the level of teaching experience there were no significant differences between EFL teachers for ICT needs ($F(4.317) = .365, p = .834$), and in-service needs ($F(3.318) = 2.280, p = .079$). However, their needs for target language was found to be significantly different at $p < .05$ level ($F(3.318) = 4.115, p = .007$). In other words, similar to the results of grade level of teaching, the EFL teachers' language needs also differed based on their level of experience.

Table 4.10 Summary of the ANOVA results for years of professional experience

		Sum of Squares	df	Mean Square	F	Sig.
Language needs	Between Groups	5.618	3	1.873	4.115	.007
	Within Groups	144.706	318	.455		
	Total	150.324	321			
ICT needs	Between Groups	.591	4	.148	.365	.834
	Within Groups	128.577	317	.406		
	Total	129.168	321			
In-service needs	Between Groups	2.123	3	.708	2.280	.079
	Within Groups	98.691	318	.310		
	Total	100.814	321			

Owing to this result, again, Tukey HSD post hoc test was utilized to define the condition for significant difference. The results exposed that the mean score for the EFL teachers working for 5-10 years ($M = 2.13$, $SD = .70$) was significantly different from 15-20 years ($M = 1.79$, $SD = .61$) at $p = .004$ level. However, there was no significance between other groups of teachers with regards to their language needs and teaching experience ($p > .05$).

Table 4.11 Summary of the Tukey HSD results for years of professional experience

(A) Teaching experience	(B) Teaching experience	Mean Difference (A-B)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
0-5 years	5-10 years	-.22524	.10199	.123	-.4886	.0382
	10-15 years	-.11155	.11211	.752	-.4011	.1780
	15-20 years	.12000	.11130	.703	-.1674	.4074
5-10 years	0-5 years	.22524	.10199	.123	-.0382	.4886
	10-15 years	.11369	.10409	.695	-.1551	.3825
	15-20 years	.34524*	.10322	.005	.0787	.6118
10-15 years	0-5 years	.11155	.11211	.752	-.1780	.4011
	5-10 years	-.11369	.10409	.695	-.3825	.1551
	15-20 years	.23155	.11323	.174	-.0609	.5240
15-20 years	0-5 years	-.12000	.11130	.703	-.4074	.1674
	5-10 years	-.34524*	.10322	.005	-.6118	-.0787
	10-15 years	-.23155	.11323	.174	-.5240	.0609

*. The mean difference is significant at the 0.05 level.

In other words, the target language needs of EFL in-service teachers working for MoNE showed significant changes between 5-10 years and 15-20 years of teaching experience. A summary of the results of Tukey test can be viewed in Table 4.11 above.

4.3.4. Educational Background

The in-service EFL teachers participated in this study had various levels of educational background. While there was no teacher with a PhD degree, there were 37 participants with MA and 285 with BA degrees. The participants held BA and MA degrees from different departments. So as to investigate the differences between participants level of education (BA vs MA) and also between different departments of graduation, one-way ANOVA test was used.

The results revealed that when it comes to the level of education and their in-service training needs, the EFL teachers showed similar tendencies for language needs ($F(1,320) = 1.994, p = .159$), ICT needs ($F(1,320) = .861, p = .354$), and in-service needs ($F(1,320) = 1.595, p = .208$). In other words, there no significant differences between participants' in-service training needs with regards to their education level (BA vs MA). An overview of the results can be seen from Table 4.12 below.

Table 4.12 Summary of the ANOVA results for level of education

		Sum of Squares	df	Mean Square	F	Sig.
Language needs	Between Groups	.931	1	.931	1.994	.159
	Within Groups	149.393	320	.467		
	Total	150.324	321			

Table 4.12 (cont'd)

		Sum of Squares	df	Mean Square	F	Sig.
ICT needs	Between Groups	.347	1	.347	.861	.354
	Within Groups	128.822	320	.403		
	Total	129.168	321			
In-service needs	Between Groups	.500	1	.500	1.595	.208
	Within Groups	100.314	320	.313		
	Total	100.814	321			

Similar results were also obtained for the analysis by comparing the different departments of graduation. As can be seen in Table 4.13 below, there were significant differences between the participants' BA graduation departments and language needs ($F(6.315) = 1.259, p = .276$), ICT needs ($F(6.315) = .997, p = .427$), and in-service needs ($F(6.315) = .798, p = .572$). In other words, the department of graduation for BA degree (i.e. ELT, English Language and Literature, English Linguistics, Linguistics, Translation and Interpreting, American Culture and Literature) had no significant effect on the EFL teachers' in-service training needs.

Table 4.13 Summary of the ANOVA results for departments of BA graduation

		Sum of Squares	df	Mean Square	F	Sig.
Language needs	Between Groups	3.521	6	.587	1.259	.276
	Within Groups	146.802	315	.466		
	Total	150.324	321			
ICT needs	Between Groups	2.408	6	.401	.997	.427
	Within Groups	126.760	315	.402		
	Total	129.168	321			
In-service needs	Between Groups	1.510	6	.252	.798	.572
	Within Groups	99.304	315	.315		
	Total	100.814	321			

Moreover, same procedure was also followed to identify the differences for different departments of graduation for MA degree, if any. The one-way ANOVA test displayed that again, there were no significant differences between participants holding MA degrees from different departments and their language needs ($F(4.36) = .974, p = .434$), ICT needs ($F(4.36) = .090, p = .985$), and in-service needs ($F(4.36) = 1.485, p = .227$), as can also be seen in Table 4.14 below. To put the matter another way, the department of MA degree had no noteworthy influence on the EFL teachers' in-service training needs.

Table 4.14 Summary of the ANOVA results for departments of MA graduation

		Sum of Squares	df	Mean Square	F	Sig.
Language needs	Between Groups	2.040	4	.510	.974	.434
	Within Groups	18.854	36	.524		
	Total	20.894	40			
ICT needs	Between Groups	.154	4	.038	.090	.985
	Within Groups	15.407	36	.428		
	Total	15.561	40			
In-service needs	Between Groups	2.749	4	.687	1.485	.227
	Within Groups	16.655	36	.463		
	Total	19.404	40			

For the relationship between educational background and the teachers' in-service training needs, it can be concluded that there was no significant difference. Since the participants did not mention anything related with this specific connection, based on the statistical analysis, it can be deduced that the EFL teachers showed similar tendencies regardless of their educational background.

4.3.5. Genders

To determine if there were any significant differences between female and male EFL teachers with regards to their in-service training needs, same statistical procedures were followed. There were 261 female and 61 male participants in this study. As also can be viewed from Table 4.15, the results of one-way ANOVA test presented that between genders and language needs ($F(1,320) = .900, p = .344$), ICT needs ($F(1,320) = 1.274, p = .260$), and in-service needs ($F(1,320) = 3.556, p = .060$) there were no significant differences ($p > .05$). To put differently, again, gender was not an important factor that determines the in-service training needs of EFL teachers.

Table 4.15 Summary of the ANOVA results for genders

		Sum of Squares	df	Mean Square	F	Sig.
Language needs	Between Groups	.422	1	.422	.900	.344
	Within Groups	149.902	320	.468		
	Total	150.324	321			
ICT needs	Between Groups	.512	1	.512	1.274	.260
	Within Groups	128.656	320	.402		
	Total	129.168	321			
In-service needs	Between Groups	1.108	1	1.108	3.556	.060
	Within Groups	99.706	320	.312		
	Total	100.814	321			

4.3.6 Ages

Lastly, so as to see if the age is an influential factor for in-service training needs of the participants, ANOVA test was utilized. Similar to the previous findings for gender, there was no significant difference between the ages of the participants and their language needs ($F(6,315) = 1.678, p = .176$), ICT needs ($F(6,315) = 1.200, p = .306$), and in-service needs ($F(6,315) = 1.307, p = .254$). The summary of the

results can be seen from Table 4.16 below. Based on these results, the levels of professional experience were of more significance than ages of the EFL teachers for in-service training needs.

Table 4.16 Summary of the ANOVA results for ages

		Sum of Squares	df	Mean Square	F	Sig.
Language needs	Between Groups	4.657	6	.776	1.678	.126
	Within Groups	145.667	315	.462		
	Total	150.324	321			
ICT needs	Between Groups	2.887	6	.481	1.200	.306
	Within Groups	126.282	315	.401		
	Total	129.168	321			
In-service needs	Between Groups	2.448	6	.408	1.307	.254
	Within Groups	98.366	315	.312		
	Total	100.814	321			

4.3.7. Interview Results for RQ 3

Although the statistical analysis revealed no significant differences for EFL teachers with regards to their needs for language, ICT, and in-service training (for the most part) the participants reported the otherwise. During the interviews, when asked about their beliefs on in-service training needs of EFL teachers working at different regions of the country, they stated that “of course” the needs would be different. Out of 20 participants, only 4 of them stated that the same in-service training program can be implemented for all the EFL teachers in Turkey.

Absolutely, not on regional basis but on institutional basis, it differs greatly. Based on my own experience, I started working at a different school, for the past week. I mean the distance between the schools is 750 meters, but the world inside them are completely different.... In that regard, I wish the institutions had identification criteria and based on that in-service training could be offered to the teachers, it would be better. (Ufuk, Tekirdağ Subregion, Secondary school)

I mean, the challenges a teacher working in Van will face are different, I know this because I worked there... The school was a regional boarding school. The students think English as a lesson that effects their grades. The students lacked awareness. They do not hear English from their parents or from their environment. They think that the only place they can use English is with the tourists who will visit their village, and that is only once in a blue moon they experience serious problems in terms of motivation and awareness. For instance, when it is the case for Van, when we look at another city, where the students have chances of using the target language-I know students who can interact with foreign students. That can totally affect the way the student views the language lesson... That is why I believe that the conditions of schools and their environment are important factors for success. (Taha, Bursa Subregion, Secondary school)

Like these two teachers, others also defended the idea that there are regional, and school-based differences when it comes to in-service training needs. Therefore, they suggested that the same training content would not satisfy the needs of all EFL teachers. On the contrary, some of the participants indicated that the needs of EFL teachers would be same and therefore the same training program can be implemented.

I believe that the in-service training should be a requirement for teachers by the Ministry, for them to develop themselves, but it should be checked with the teachers. I mean, there is this and that topics which ones do you prefer to have? For example, a referendum, a questionnaire can be conducted, in a serious manner and then, the topic that emerge most frequently can be compulsory for all teachers. I do not think that there will be differences among teachers, the results will be similar in general... At the end of the day, all of us are trying to serve our country our nation. (Esranur, Balıkesir Subregion, Secondary school)

Can a standard training be implemented for everyone? I think it can. It should. It should be standardized, I mean changing the standard, dividing it into levels would not be nice. How are we going to determine the levels? Maybe based on experience. But, I have my own students

working as English teachers and I criticize them. They are five-year-teachers, but do you use this-no. Do you use computer? Look there are presentations use these in your classes! They grunt, the five-year-teachers. But, I am teacher for twenty years and I am more innovative. I mean, the age may have nothing to do with this... We cannot determine this based on experience or age, we cannot establish direct proportion, I think. (Lokman, Samsun Subregion, Primary school)

Let me think. This is my third place of duty. I have worked in (city name) for two years. I have worked in (city name) for three years and now I am in (city name). Basically, they are not so different, they are the same because the family structures become standardized slowly although the living conditions may appear different. I mean the technological advancements, the internet the TV, the families become standardized and the children, too. The parents are generally the same, for this reason, I do not think that there will be very much of a difference with this regard. (Tansu, Istanbul Subregion, Secondary school)

These teachers believed that the needs of EFL teachers would not differ greatly based on regions of residence or level of experience. By reflecting on their own experiences in different teaching contexts, the participants provided some examples and explained that a standard in-service training can be or should be implemented for all EFL teachers in Turkey.

4.3.8. Summary of the Results for RQ 3

Based on the analysis of statistical processes and the coding procedures it can be said that although there were no significant differences between participants' in-service training needs with regards to regions and cities of residence, grade levels of teaching, professional experience levels, educational backgrounds, genders and ages; during the interviews, the participants reported that they believed there would be differences. While a few of them stated that there would be no difference since the EFL teacher is EFL teacher everywhere, and they are all responsible from

the same curriculum, the majority underlined that they believed the otherwise. They stated that regions, grade levels and the type of schools they are working would make difference in terms of professional development needs.

Based on the quantitative analysis, significant differences were found only for (1) regions (NUTS Level 2) of residence between Kocaeli and Balıkesir ($p=.034$) for ICT needs; (2) grade level of teaching between primary and secondary ($p=.004$), and primary and high school teachers ($p=.031$) for language needs; and (3) years of experience between 5-10 years and 15-20 years ($p=.005$) for language needs. The EFL teachers' in-service training needs did not differ significantly based on other factors (educational background, gender, and age).

4.4 RQ 4: Variable Relationships

The fourth research question was "Is there a relationship between different variables of in-service training needs of the participants? To determine if there were meaningful relationship between the variables, Pearson correlation was used (Creswell, 2012). The analysis was carried out to investigate the correlations between the variables within the same sub-scale, then between the factors, and then for all the individual items. The results are presented in accordance with the order of the scales they appear in the data collection tool, questionnaire.

4.4.1 Relationship between Within-Scale Variables

As mentioned earlier, there were 4 scales (5 factors) in the data collection tool: (1) language needs, (2) ICT needs, (3) in-service evaluation (satisfaction and benefits), and (4) in-service needs. To determine the connections between the variables, they were compared against others in the same scale/factor.

4.4.1.1 Language Needs Items

The analysis revealed that all the items in this scale were significantly related ($p < .001$). As can be viewed in Table 4.17, the highest correlations were between listening and speaking $r(320) = .74$, $p < .001$; and writing and reading $r(320) = .73$, $p < .001$.

Table 4.17 Summary of the results of correlation test for language needs items

Language Needs		pronunciation	speaking	listening	reading	writing	grammar	vocabulary	target culture
pronunciation	Pearson Cor.	1							
	Sig. (2-tailed)								
	N	322							
speaking	Pearson Cor.	.636**	1						
	Sig. (2-tailed)	.000							
	N	322	322						
listening	Pearson Cor.	.556**	.747**	1					
	Sig. (2-tailed)	.000	.000						
	N	322	322	322					
reading	Pearson Cor.	.576**	.591**	.634**	1				
	Sig. (2-tailed)	.000	.000	.000					
	N	322	322	322	322				
writing	Pearson Cor.	.547**	.555**	.556**	.730**	1			
	Sig. (2-tailed)	.000	.000	.000	.000				
	N	322	322	322	322	322			
grammar	Pearson Cor.	.432**	.375**	.412**	.613**	.576**	1		
	Sig. (2-tailed)	.000	.000	.000	.000	.000			
	N	322	322	322	322	322	322		
vocabulary	Pearson Cor.	.372**	.417**	.454**	.464**	.524**	.559**	1	
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000		
	N	322	322	322	322	322	322	322	
target culture	Pearson Cor.	.475**	.571**	.553**	.503**	.473**	.365**	.386**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	
	N	322	322	322	322	322	322	322	322

** . Correlation is significant at the 0.01 level (2-tailed).

In other words, the EFL teachers who stated that they needed to work on their listening skills also stated that the same for the speaking skills. The same logic also

holds true for writing and reading skills. Other items were also positively correlated and were greater or equal to $r(320) = .36$, $p < .001$. For example pronunciation is significantly correlated ($p < .001$) with speaking ($r(320) = .63$), reading ($r(320) = .57$), listening ($r(320) = .55$), and writing ($r(320) = .54$). Similarly, speaking was positively correlated with reading ($r(320) = .59$), target culture ($r(302) = .57$), and writing ($r(320) = .55$), in addition to listening. By looking at these results, it can be said that although the speaking skill distinguished as the mostly preferred language skill that the EFL teachers would like to improve themselves in, the results of the test revealed that the sub-skills of target language were in fact related with each other.

4.4.1.2 ICT Needs Items

The same analysis was carried out for ICT needs scale, as well. There were five items in this scale, originally; however, after factor analysis one of the items were removed and excluded from further analysis procedures. Upon looking at Table 4.18 below, it can be seen that the correlations were statistically significant ($p < .001$) for these items as well. All of the items were positively correlated and were greater or equal to $r(320) = .23$, $p < .001$. The highest correlation was between ICT personal use and ICT professional use items, $r(320) = .78$, $p < .001$. It is tracked by following online in-service training programs and ICT professional use, $r(320) = .53$, $p < .001$, and ICT personal use, $r(320) = .48$, $p < .001$. Based on these results, it can be suggested that the EFL teachers who felt competent using ICT for personal aims also felt the same for using technology for professional, in-class, goals. Similarly, the participants feeling confident in following online in-service training programs also believed that they are good at using technology for personal and professional purposes.

Table 4.18 Summary of the results of correlation test for ICT needs items

ICT Needs Items		1) I feel competent in using ICT for personal goals.	2) I feel competent in using ICT in my classes.	3) I think that my colleagues are competent in using ICT in their lessons.	4) I can easily follow online in-service training programs.
1	Pearson Cor.	1			
	Sig. (2-tailed)				
	N	322			
2	Pearson Cor.	.783**	1		
	Sig. (2-tailed)	.000			
	N	322	322		
3	Pearson Cor.	.356**	.443**	1	
	Sig. (2-tailed)	.000	.000		
	N	322	322	322	
4	Pearson Cor.	.488**	.539**	.235**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	322	322	322	322

** . Correlation is significant at the 0.01 level (2-tailed).

4.4.1.3 In-service Training Evaluation Items

As mentioned earlier, there are two factors under this scale, 8 items for determining how satisfied the EFL teachers are with the available in-service training programs, and 6 items for investigating their beliefs about the benefits of in-service training. The items within each factor were subjected to correlation test to identify the relationships amongst them.

For the satisfaction factor, the results are presented in Table 4.19 below. Again, all the items were significantly correlated ($p < .001$). The highest correlation was found to be between the items about in-service training fulfilling the participants' professional (item 1) and personal development (item 2) needs ($r(320) = .84$, $p < .001$). Other highly correlational items were the content (item 6) and the quality (item 4) ($r(320) = .76$, $p < .001$), and the sufficiency (item 5) ($r(320) = .66$, $p < .001$) of in-service training programs. Similarly, the content of in-service training programs (item 6) was also found to be highly correlated with personal (item 2) ($r(320) = .57$, $p < .001$) and professional (item 1) ($r(302) = .52$, $p < .001$) needs of the participants.

Table 4.19 Summary of the results of correlation test for in-service training: satisfaction factor

In-service training: satisfaction Items	1) In-service training programs fulfill my professional development needs.	2) In-service training programs fulfill my personal development needs.	3) Available in-service training programs are held at times that are suitable for me.	4) MONE offers high quality in-service training programs.	5) MONE offers in-service training programs that are sufficient for all the teachers in Turkey.	6) The content of the in-service training programs fulfills my needs.	7) The in-service training programs are held frequent enough.	8) I can attend all the in-service training programs I need.
1 Pearson Cor.	1							
Sig. (2-tailed)								
N	322							
2 Pearson Cor.	.840**	1						
Sig. (2-tailed)	.000							
N	322	322						
3 Pearson Cor.	.444**	.451**	1					
Sig. (2-tailed)	.000	.000						
N	322	322	322					
4 Pearson Cor.	.570**	.597**	.435**	1				
Sig. (2-tailed)	.000	.000	.000					
N	322	322	322	322				
5 Pearson Cor.	.383**	.390**	.449**	.568**	1			
Sig. (2-tailed)	.000	.000	.000	.000				
N	322	322	322	322	322			
6 Pearson Cor.	.511**	.577**	.488**	.760**	.661**	1		
Sig. (2-tailed)	.000	.000	.000	.000	.000			
N	322	322	322	322	322	322		
7 Pearson Cor.	.250**	.298**	.432**	.367**	.500**	.417**	1	
Sig. (2-tailed)	.000	.000	.000	.000	.000	.000		
N	322	322	322	322	322	322	322	
8 Pearson Cor.	.449**	.430**	.463**	.304**	.475**	.364**	.410**	1
Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	
N	322	322	322	322	322	322	322	322

** . Correlation is significant at the 0.01 level (2-tailed).

Furthermore, the quality (item 4) and the sufficiency (item 5) of the in-service training programs were also significantly correlated ($r(320) = .56, p < .001$). The

participants' satisfaction about the quality of the in service training was also linked with their satisfaction with the fulfillment of their personal (item 2) ($r(320) = .59, p < .001$), and professional (item 1) ($r(320) = .57, p < .001$) development needs. Other items were also positively correlated and were greater or equal to $r(320) = .25, p < .001$. Based on these results, it can be put forth that the participants' in-service training content were linked for the quality, sufficiency, content, and fulfillment of professional and personal development needs.

When it comes to the items about the participants' beliefs regarding the benefits of in-service training, again the correlations were statistically significant ($p < .001$). The correlation statistics were these items were higher or equal to $r(320) = .45, p < .001$.

Table 4.20 shows that the highest correlation belonged to the items about following developments in the profession (item 5) and target language (item 4) ($r(320) = .78, p < .001$) and also for collaboration among other teachers (item 3) ($r(320) = .73, p < .001$). Furthermore, the participants who believed that the in-service training was beneficial for ELT (item 2) also thought that is was beneficial for developing target language skills (4) ($r(320) = .71, p < .001$), for following developments in the field (item 5) ($r(320) = .68, p < .001$), and for increasing collaboration among colleagues (item 3) ($r(320) = .67, p < .001$).

Similarly, the participants who considered in-service training programs beneficial for increasing motivation (item 1) also believed the same for collaboration between other teachers (item 3) ($r(320) = .68, p < .001$), for following the developments in the field (item 5) ($r(320) = .65, p < .001$), for ELT (item 2) ($r(320) = .63, p < .001$), for their own English development (item 4) ($r(320) = .58, p < .001$), and for professional development (item 6) ($r(320) = .51, p < .001$).

Table 4.20 Summary of the results of correlation test for in-service training: benefits factor

In-service training: benefits Items		1) The in-service training programs increase my motivation.	2) The in-service training programs are beneficial for ELT.	3) The in-service training programs are beneficial for increasing the collaboration among colleagues.	4) The in-service training programs are beneficial for my own development in target language.	5) The in-service training programs are beneficial for following the developments in the field.	6) The in-service training programs are important for professional development.
1	Pearson Cor.	1					
	Sig. (2-tailed)						
	N	322					
2	Pearson Cor.	.632**	1				
	Sig. (2-tailed)	.000					
	N	322	322				
3	Pearson Cor.	.680**	.679**	1			
	Sig. (2-tailed)	.000	.000				
	N	322	322	322			
4	Pearson Cor.	.582**	.718**	.721**	1		
	Sig. (2-tailed)	.000	.000	.000			
	N	322	322	322	322		
5	Pearson Cor.	.652**	.686**	.733**	.783**	1	
	Sig. (2-tailed)	.000	.000	.000	.000		
	N	322	322	322	322	322	
6	Pearson Cor.	.511**	.452**	.624**	.526**	.582**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	
	N	322	322	322	322	322	322

** . Correlation is significant at the 0.01 level (2-tailed).

4.4.1.4 In-service Training Needs Items

In this scale, there were 20 items about the content of in-service training program. The participants were asked to mark the importance of the topics to be included in the online program. The results revealed that all the items were significantly correlated ($p < .001$), and all of them were higher or equal to $r(320) = .46$. Since all 20 items revealed high correlation, here only the ones above or equal to $r(320) = .70$ were reported.

The highest relation was between educational psychology and classroom management ($r(320) = .83, p < .001$), material development for ELT and material selection for ELT ($r(320) = .83, p < .001$), methods for increasing student motivation and methods for developing students' language skills ($r(320) = .81, p < .001$), and developments and hot topics in the field and useful web-sites for teaching materials ($r(320) = .81, p < .001$). Furthermore, material selection for ELT was correlated with ELT methodology ($r(320) = .78, p < .001$), developments and hot topics in the field ($r(320) = .72, p < .001$), useful web-sites for teaching materials ($r(320) = .72, p < .001$), and developing evaluation tools ($r(302) = .70, p < .001$); while material development for ELT was also found to be linked with ELT methodology ($r(320) = .78, p < .001$) and developing evaluation tools ($r(302) = .70, p < .001$).

Additionally, working with special needs students was highly correlated with developing evaluation tools ($r(320) = .72, p < .001$). Educational psychology was also correlated with working with special needs students ($r(320) = .72, p < .001$). There was also a significant relationship between educational psychology and educational policies ($r(320) = .73, p < .001$). Interestingly, activities to enhance cooperation among colleagues was correlated with methods for increasing student motivation ($r(320) = .70, p < .001$).

Moreover, the participants who thought that ICT use in ELT was an important topic to be included as part of the online in-service training program also considered both material development and material selection for ELT ($r(320) = .77, p < .001$).

significant. Similarly, the same holds true for items about ELT methodology ($r(320) = .75, p < .001$), methods for increasing student motivation ($r(320) = .74, p < .001$), methods for developing students' language skills ($r(320) = .73, p < .001$), pedagogy ($r(320) = .72, p < .001$), and developments and hot topics in the field ($r(320) = .72, p < .001$).

For methods for developing students' language skills, items related with material development for ELT ($r(320) = .75, p < .001$), various ELT methodology ($r(320) = .73, p < .001$), material selection for ELT ($r(320) = .72, p < .001$) were correlated. Lastly, methods for increasing student motivation was found to be significantly correlated with material development for ELT ($r(320) = .74, p < .001$), material selection for ELT ($r(320) = .74, p < .001$), classroom management techniques ($r(320) = .73, p < .001$), and educational psychology ($r(320) = .70, p < .001$).

4.4.2. Relationship between Across-Scale Variables

Upon analyzing the relationships between the items on the same factors/scales, further analysis was carried out to determine if there was a significant correlation between different factors. As can be seen in Table 4.21 below, when the overall relations were examined, they were slightly correlated ($p \leq .001$). While there was a small positive correlation between benefits factor and satisfaction factor ($r(320) = .27, p < .001$), in-service training needs ($r(320) = .26, p < .001$), and ICT needs ($r(320) = .18, p \leq .001$), language needs and ICT needs were negatively correlated ($r(320) = -.24, p < .001$). This negative correlation indicates that the needs of in-service EFL teacher regarding ICT use and target language skills were in opposite directions. Furthermore, ICT needs was also in small positive correlation with satisfaction factor ($r(320) = .16, p < .005$), and in-service training needs ($r(320) = .22, p < .001$).

Table 4.21 Summary of the results of correlation test for different factors

Factors		Language needs	ICT needs	In-service training needs	In-service training: satisfaction	In-service training: benefits
Language needs	Pearson Cor.	1				
	Sig. (2-tailed)					
	N	322				
ICT needs	Pearson Cor.	-.241**	1			
	Sig. (2-tailed)	.000				
	N	322	322			
In-service training needs	Pearson Cor.	-.010	.221**	1		
	Sig. (2-tailed)	.852	.000			
	N	322	322	322		
In-service training: satisfaction	Pearson Cor.	-.066	.161**	-.018	1	
	Sig. (2-tailed)	.236	.004	.750		
	N	322	322	322	322	
In-service training: benefits	Pearson Cor.	-.002	.189**	.264**	.277**	1
	Sig. (2-tailed)	.969	.001	.000	.000	
	N	322	322	322	322	322

** . Correlation is significant at the 0.01 level (2-tailed).

4.4.3. Relationship between Individual Items

Seeing that there were correlational links between the scales, further analysis was carried out for individual items of each scale. Similar results were also found for these items. There were positive or negative small correlations between several variables. The correlation values were equal to or lower than $r(320) = .41$, $p < .005$. The highest correlation for this section was between in-service training programs' increasing the motivation of teachers and fulfilling their personal development

needs ($r(320) = .41, p < .001$). It can be said that if the in-service training fulfills the teachers' personal development needs, then it increases their motivation, or if the program motivates the participants then it also satisfies their personal development needs. The same also holds true for professional development needs ($r(320) = .34, p < .001$).

Additionally, personal development needs and fulfillment of the program were positively correlated with in-service training programs' advantages for following the developments in the field ($r(320) = .37, p < .001$), for developing target language skills ($r(320) = .36, p < .001$), for ELT ($r(320) = .34, p < .001$), for increasing collaboration among colleagues ($r(320) = .33, p < .001$). Similarly, the programs' benefits for following the developments in the field were in positive correlation with fulfilling professional development needs ($r(320) = .33, p < .001$). Likewise, target language skill development were in correlation with fulfilling professional development needs ($r(320) = .33, p < .001$).

Participants who considered in-service training programs as of significance for their professional development also believed that the methods for developing students' language skills ($r(320) = .30, p < .001$), and methods for increasing student motivation ($r(320) = .31, p < .001$) were important to be included in the in-service training program.

4.4.4 Summary of the Results for RQ 4

To summarize, for language needs scale, all the language skills were significantly correlated while some were more than others (speaking-listening and reading-writing). The same results were also evident in ICT needs scale, since all the items were in fact showed correlations. For this scale, competency for using ICT skills for professional and personal skills were the highest related items. Moreover, the results for in-service training evaluation scale, having two factors in it (satisfaction

and benefits), presented that the items in these factors were also significantly correlated. For satisfaction factor, fulfilling the personal and professional development needs of the EFL teachers revealed the highest r score while for benefits factor, it was the relation between following developments in the field and target language development of the teachers. Along the same lines, for the in-service training needs scale the analysis revealed that the highest positive correlations were between educational psychology and classroom management, and also between material development and selection for ELT.

Cross-scale correlation analysis results showed that the ICT and language needs were in negative correlation while the highest correlation value was for benefits of in-service training and satisfaction from programs. Lastly, of all the items in the quantitative data collection tool, the highest correlation was between in-service training programs' increasing the motivation of teachers and fulfilling their personal development needs.

4.5. RQ 5: Online In-service Training Program

Since one of the main aims of the present study is to identify and design an outline for an online in-service training program, the participants were asked for their preferences and beliefs about the issue. The last research question was "Based on the needs of in-service English language teachers, what kind of an online in-service training program can be implemented?" Upon analyzing the needs of the participants, for the second part of the study, their opinions for the components of in-service training were collated. The study explored eight components to suggest an outline for the online in-service training program: (1) aims, (2) contents, (3) activities, (4) materials, (5) duration, (6) assessment and evaluation, (7) incentives, and (8) properties of the program. Results related with each of the components are presented separately below. To answer this research question, the related items in the questionnaire and the interviews were analyzed. An overview of the

components of the training program investigated within the scope of this study can be seen from Figure 4.6 below.

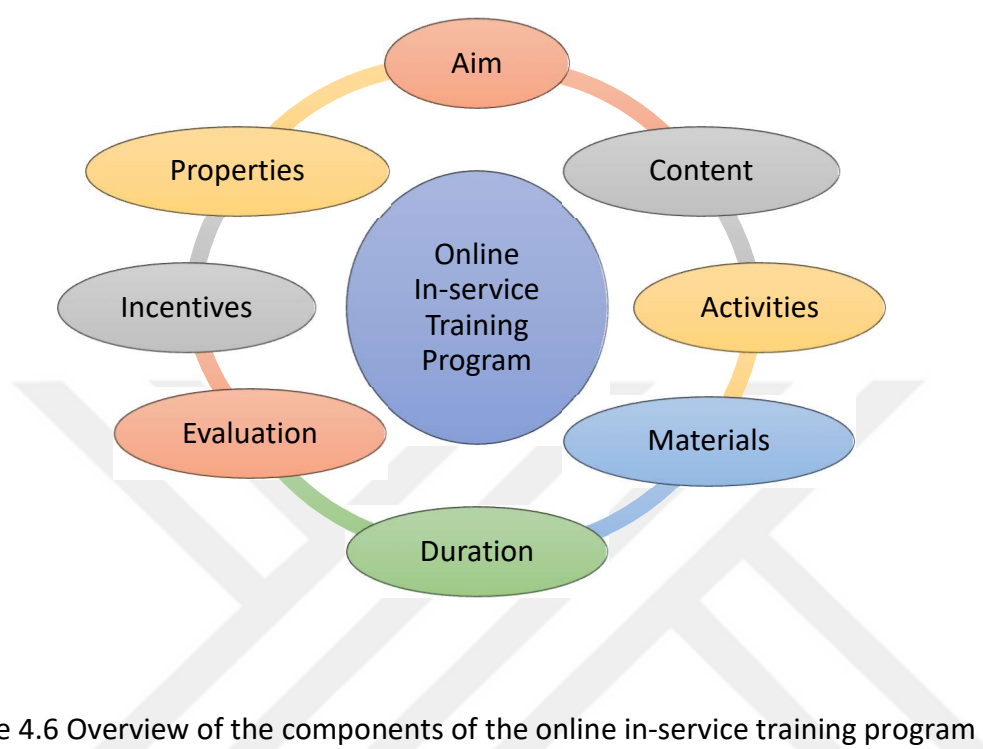


Figure 4.6 Overview of the components of the online in-service training program

4.5.1 Online In-service Training Program: Aims

Since this study follows bottom-up approach, in order to determine the objectives of the online in-service training program, the EFL teachers were asked to provide their opinions about the issue. To determine the aims, the data from open-ended items and the interviews were analyzed. A summary of the overview of the codes for open-ended items in the questionnaire can be seen from Table 4.22 below. Overall, 295 items were coded for objective identification in this section. The most frequent codes were professional development ($n=123$), L2 development ($n=65$), and application ($n=28$).

Table 4.22 Summary of the codes for aims of the online in-service training program

Name	Frequency	% percentage
professional development	123	41.69
L2 development	65	22.03
application	28	9.49
student improvement	22	7.46
personal development	20	6.78
educational value	14	4.75
needs-based	6	2.03
student needs	6	2.03
21 st Century Skills	4	1.36
teacher support	3	1.02
creativity	3	1.02
teacher evaluation	1	0.34
Total	295	100.00
Missing	0	0.00
Total	295	100.00

The majority of the teachers stated that the aim of the in-service training should be professional development. The participants provided key words such as updating their knowledge and skill about methodology, classroom management and including 21st century skills in their teaching. While some participants only wrote “professional development” (n=90), some others provided a few details:

First of all, the seminars should be able to increase the self-confidence of the teachers and provide new information. The teachers should be active in these seminars (P73).

To familiarize the teachers with ever changing methods and techniques (P90).

To equip the teachers so that they can increase student success (P127).

For L2 development, the teacher focused on their own L2 skills, which is in line with the results of language needs items presented above. Again, out of 65 coded items, 24 of them were about speaking skill of the ELT teachers. They provided some key

words such as acquiring 4 skills, being able to actively use the target language, authentic environments for using the target language, and being able to use English for communication. Similar to what they stated for their professional development needs, the teachers agreed that one of the aims of the in-service training programs should be supporting and developing the target language skills of EFL teachers.

Furthermore, the teachers thought that the in-service training should aim to provide some practice opportunities for the participants. They stated that the in-service training remains theoretical and lacks the “applicable” component. One teacher argued that the way second language is taught in classroom also needs to change and become more application based rather than remain as a theoretical one.

The ultimate objective of the in-service training should be immediately abandoning the classical grammar-based language teaching in our country and creating a learning environment where the qualified and equipped teachers can act freely in the classroom so that a language training system where the students can speak, listen and communicate with each other. We should understand that we cannot be successful at language acquisition by means of only focusing on the scores on papers and quantitative activities and evaluations (P13).

One teacher pointed out that the in-service training should aim to improve teacher and student success by incorporating theory and in-class applications while another underlined that it should provide context specific examples.

The application of the teaching techniques, in which the needs of the students are governed, and the objectives are determined in accordance with these needs, (Guided Discovery, Task Based Learning) in a classroom environment that can be carried to real life (P189).

Besides providing abundant theoretical information about the subject of the training, it should be able to offer concrete opportunities for presenting or improving application examples for our country (P256).

During the interviews, the participants identified similar aims for the in-service training. Professional development for improving the methodological skills of the teachers was the most commonly stated idea.

It is about developing the teachers, improving teaching methods and techniques of teachers but it should not be theory-driven it should be practice-based. (Ceren, Konya Subregion, Secondary school)

To be able to provide students with more permanent knowledge. To be able to analyze better and develop new methods and techniques accordingly. These are the things that come to my mind right now. (Tansu, Istanbul Subregion, Secondary school)

The aims of the in-service training- first of all, the needs of teachers can be determined by getting the teachers opinions, and then the aims can be decided. After all, it is teachers who do the teaching and a database of teachers can be created, and their opinions can be gathered through a questionnaire. After getting the general opinions of teachers, the ideas that might prove to be useful- even if they are extraordinary- can be integrated to training. (Lokman, Samsun Subregion, Primary school)

As stated by the teachers, the aim of the in-service training should be decided based on the needs of teachers and as also mentioned, they prefer having practice-based professional development courses that are about teaching techniques and methodology.

Considering the data gathered through the questionnaire and the interviews, overall, the teachers value practice and thus the in-service training programs should aim to provide opportunities for exercise where the theory and practice are intertwined. The teachers would like to receive training about new teaching techniques; however, they do not want to do it on theoretical basis.

4.5.2 Online In-service Training Program: Contents

Through the questionnaire, the participants were also asked to determine the importance of a list of content topics. Again, frequency analysis was carried out to

obtain the results for this section. Linked with the previous section about available in-service training programs, the teachers gave high scores for the importance of the topic to be included in the training program. Below is a summary of results for this section (Table 4.23).

Table 4.23 Summary of results for content of in-service training program

ITEMS	Not important at all	Not important	Important	Very Important	Mean
1. methods for increasing student motivation	1.6	3.4	27.3	67.7	3.61
2. methods for developing students' language skills	1.2	5	27.6	66.1	3.59
3. useful websites for teaching materials	1.2	4	31.4	63.4	3.57
4. material selection for ELT	1.6	3.7	32.3	62.4	3.56
5. preparing English activities based on students' levels	1.9	3.4	32.3	62.4	3.55
6. material development for ELT	1.2	3.7	33.9	61.2	3.55
7. ICT use in ELT	1.2	2.8	36.3	59.6	3.54
8. developments and hot topics in the field	1.6	3.7	35.1	59.6	3.53
9. various ELT methodology	0.9	5	37.3	56.8	3.50
10. activities to enhance cooperation among colleagues	1.2	5.9	40.4	52.5	3.44
11. developing evaluation tools	1.6	9.9	34.8	53.7	3.41
12. pedagogy	1.6	7.5	40.1	50.9	3.40
13. educational psychology	2.5	7.1	39.1	51.2	3.39
14. classroom management techniques	2.5	8.4	37.3	51.9	3.39
15. research	3.4	7.1	39.1	50.3	3.36
16. EU projects	2.5	11.2	37	49.4	3.33
17. EU in-service training and scholarship	2.8	10.6	38.2	48.4	3.32
18. working with special needs students	1.9	9.6	43.2	45.3	3.32
19. educational policies	4	12.7	42.5	40.7	3.20
20. SLA theories	3.4	14.9	40.7	41	3.19

The highest mean score in this section is 3.61 while the lowest is found to be 3.19. The list in the table has been rearranged according to the order of importance indicated by the participants. For example, that methods for increasing student motivation (M=3.61) ranked as the most important topic to be included in in-service training program. It is followed by methods for developing students' language skills (M=3.59), useful websites for teaching materials (M=3.57), and material selection for ELT (M=3.56). Other topics that were deemed as highly important were preparing English activities based on students' levels (M=3.55), material development for ELT (M=3.55), ICT use in ELT (M=3.54), developments in the field (M=3.53), and various ELT methodology (M=3.50).

It can be seen that these results are in line with the previous ones in that the teacher would like to develop their ICT use in classrooms, their ELT methodology and classroom management knowledge and skills. According to these results, it can be argued that the participants want to receive in-service training about these topics and thus the content of the training program can be arranged accordingly.

After giving scores for the importance of the aforementioned items, the teachers were also asked to provide any other additional content for in-service training that they regarded as significant. An overview of the codes emerged after the analysis can be seen from Table 4.24 below. Again, ELT methodology related codes were the most frequent ones in this data set (n=126), followed by ICT use (n=25), and professional aspects (n=18).

By providing open ended answers for the content of the online in-service training program, the teachers agreed that there is a need for field-specific content. In other words, the frequency of methodology related items indicate that the in-service training programs should address the needs of ELT teachers. The offered programs should be field-specific.

Table 4.24 Summary of the codes for content of the online in-service training program

Name	Frequency	% percentage
Method	126	45.65
ICT	25	9.06
professional aspects	18	6.52
international aspects	14	5.07
students' needs	14	5.07
projects	13	4.71
target language culture	12	4.35
Effective communication	10	3.62
teaching for multi-skill classes	9	3.26
regional differences	7	2.54
personal development	5	1.81
educational psychology	4	1.45
21st century skills	3	1.09
assessment and evaluation	3	1.09
counseling	3	1.09
extracurricular activities	3	1.09
interdisciplinarity	3	1.09
bullying	2	0.72
up-to-date	2	0.72
Missing	0	0.00
Total	276	100.00

For methodology code, language skills and classroom management sub-codes were more frequent than others. For example, the teachers stated that the content of the in-service training should be about teaching language skills to learners, especially speaking (n=28). Other teachers underlined the importance of classroom management and said that the content should provide classroom management techniques and solutions.

It should be field-specific, solutions for real problems that can be/ are experience in classrooms/schools (P16).

Speaking in English and developing way to use the language in a more effective way (P51).

Instructional methods and techniques that will encourage language learning that is not memorized, which will create fun and excitement, should be included (P78).

Suggestions and exercises for developing students' speaking skills (P127).

The common point of these quotations about methodology is the practicality of in-service training programs. Once again, the participants underline the fact that the theory and practice should be handled together to reach some solutions about EFL teaching and learning problems.

The participants also provided ICT related answers for the content of the in-service training program. They mentioned that the content should include current and trending technological applications for them to review and renew their knowledge about ICT use in the classroom. They wrote it would be beneficial for them to see new web 2.0 tools, mobile and smartboard applications, interactive games for teaching English.

Lastly, under professional aspects (n=18), the teacher stated that the content of in-service training should bear some elements for increasing the motivation of teachers for work, and developing their own target language skills which was also mentioned earlier in the previous section.

Equivalent results were also obtained from the interview analysis. The interviewees stated that the content of the in-service training should be related with current teaching methods and techniques, improving target language skills of EFL teachers, classroom management, and technology. The participants indicated that the content of training should be about practical in-class applications of new techniques.

Well, if we are talking about an ideal online in-service training program, I want something that is related with my own field. It should be about English language teaching. We can examine this from several aspects. First, I should be able to update my knowledge of methodology. In fact, all the teachers say that they know about methodology, yet, a reminder is required. But, this reminder is not about knowledge-based content, it should be about how to use that knowledge, the implication of knowledge. Or something that I can reflect to my own practice. (Pelin, Kocaeli Subregion, High school)

I look at it this way: I want to say that it should be something that would refresh our Professional knowledge, without getting too deep into theory and become boring for the teacher. There should be some content related with what has been taught in undergraduate level, to remind the teachers, superficially, about English language teaching. Other than that, I am sure there are new approaches. I graduated 20 years ago and I am sure there are new things. I am trying to follow them as much as I can, but I believe that these should be presented to the teachers as a whole. I think that the old methods and new ones should be presented together. (Lokman, Samsun Subregion, Primary school)

The participants suggested that the training should be related with their professional field and that it present current and new teaching methods and techniques. Additionally, they also underlined the fact that the content can be designed in a way so that the EFL teachers can improve their own target language skills.

I am working at a secondary school and nowadays I am preparing to take IELTS exam. I realized that my language skills are rusty, there can be something about language practice. (Tansu, Istanbul Subregion, Secondary School)

There are some applications some materials that we expect from the Ministry related with listening and grammar that can be used with smart boards. I mean it should be both for my professional benefit and also for the students' language learning. I believe listening and grammar can be practiced online. Especially these two, I believe it would be more useful. (Faruk, Trabzon Subregion, High school)

As mentioned before, due to limited chance of practice, both for teachers and for the students, the participants believe that an online in-service training that is about improving the target language skills would be beneficial for them. Similarly, the teachers also mentioned that the content of training could also be about classroom management.

Well, we are swarmed with behavioral problems. I mean, we have a lot of problems to deal with before teaching English. The math teacher would say something, the Turkish teacher would say another thing- I mean we need to deal with a lot of behavioral problems. Our problem is about this. (Aliye, Tekirdağ Subregion, Secondary school)

These in-service training seminars should help teachers to improve themselves professionally, sustain their knowledge, revise their classroom management skills. Maybe it should help them do self-evaluation... I believe these would be very beneficial. (Esratur, Balıkesir Subregion, Secondary school)

Aliye teacher pointed out that classroom management issues are the common problem for teachers of different fields and believed that the content should include some solutions to these shortcomings. Esratur teacher stated the training should be engaging for teachers, encouraging them to revisit their in-class management practices and reflect on them. Lastly, the most frequently referred topic for the content was technology and technology use.

Now, as you know, the teaching is not text-based anymore, the visuals and the technology have become prominent for example smart boards, PowerPoint, I want to get assistance on these issues. I mean I find these online and download them, but I cannot work on them. I do not know; I do not understand exactly. I download them, click, and I present them on smart board etc., but I wish I could prepare them. I require assistance with this regard. (Ceren, Konya Subregion, Secondary school)

Well how am I going to integrate methodology and technology? There should be an instruction about this... The thing I expect from in-service training is directly practice-linked, to-the-point applications. OK the curriculum says that you should create an e-portfolio. All right, the student should open a blog. The teacher does not know what a blog is him/herself. OK the student may know what it is; yes, the students are more knowledgeable than us about blogging. But, the teacher does not know how to create, manage, and publish a blog, including me... I do not know how to create and manage a blog. I do not know how to follow the students over a blog. There should be a training about this, look here is how you can manage and create a blog, then I can use it in my own classroom. (Pelin, Kocaeli Subregion, High school)

By providing concrete examples from their own teaching contexts, Esranur and Pelin teachers suggested that the in-service training should have a component about ICT and ICT methodology for EFL teachers, so that they can effectively integrate technology into their classrooms by making adaptations and alterations. They pointed out that knowing a technological tool and knowing how to implement this tool are two different things and they should be both present in professional development activities.

When the data of the questionnaire and the interviews are examined, it can be seen that the EFL teachers would like to have methodological, technological, target language-related, and classroom management topics as content. They also indicated that the training should be based on practice rather than having only a theoretical base. The participants would rather attend in-service training sessions which are related with their own professional field, and which are designed according to their needs as EFL teachers.

4.5.3 Online In-service Training Program: Activities

Similarly, the EFL teachers were asked to determine the type of activities to be included in the training program. Again, similar to content of the program, the

participants provided high scores for this section. The EFL teachers agreed upon the following three activities: case studies (M=3.59), interactive activities (M=3.59), practice-based activities (M=3.59).

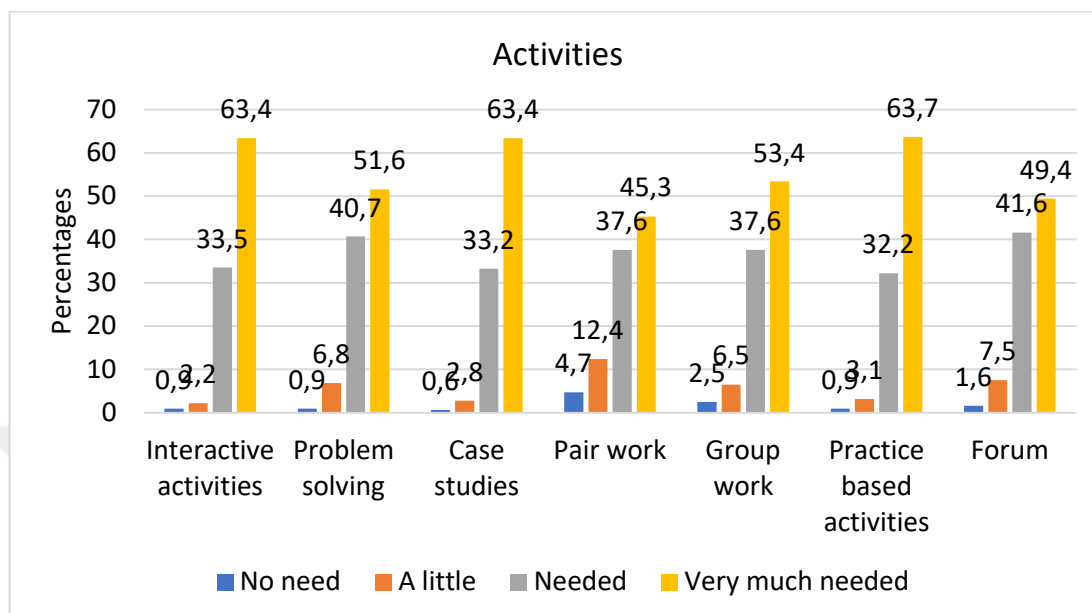


Figure 4.7 Summary of the results for activities to be used in in-service training program

Other types of activities followed were problem solving (M=3.43), group work (M=3.42), pair work (M=3.24), and forum (M=3.39). It can be stated that the majority of the participants were in favor of interactive, hands-on, practice-based activities and thus these should be included in an online in-service training program. The percentages of the results for preferred activity types can be seen in Figure 4.7 below.

Additionally, the participants were invited to provide their own activities for in-service program through questionnaire and the interviews. The analysis of the open-ended item in the questionnaire revealed similar results. The summary of the codes for activity type can be seen from Table 4.25 below. Overall, there were 171 coded items for the activity types. The participants provided a range of different types for the activities to be included in the online in-service training program. The

most frequently stated types were ICT-based activities (n=21), games (n=19), and speaking activities (n=18).

Table 4.25 Summary of the codes for activities of the online in-service training program

Name	Frequency	% percentage
ICT	21	12.28
games	19	11.11
speaking activities	18	10.53
hands-on	16	9.36
drama	14	8.19
Q&A	13	7.60
group activities	8	4.68
individual activities	8	4.68
native speaker	7	4.09
demo lesson	6	3.51
role play	6	3.51
sharing	6	3.51
jigsaw	4	2.34
brain storming	4	2.34
field trips	4	2.34
interactive	4	2.34
presenting	4	2.34
assessment tool	3	1.75
questionnaire	2	1.17
research	2	1.17
academic writing	1	0.58
autonomous	1	0.58
Total	171	100.00
Missing	0	0.00
Total	171	100.00

For ICT-based activities, the teachers indicated that there should be video watching in the training in order to observe the best practices. They stated that through

videos, they can see the actual in-class practices of teaching the target language and it helps them to internalize the teaching method/technique in the video.

As I said before, applied concrete examples of best (classroom) exercises is very effective because the received training will be transferred into classroom environment and the examples providing how-to aspect in a clear way always stimulate and increase success (P17).

Furthermore, for speaking activities, the teachers indicated the same reasons and asked for example speaking activities to be included in in-service training programs. The teachers prefer to see and experience the teaching activities themselves before they can go into their classrooms and use them in their own language teaching contexts.

Similar results were also observed after the analysis of the interviews. The practice-based activities were the most recurring idea, along with group work activities. The EFL teachers suggested that they would prefer having activities that they can also turn into practice.

Well, OK the teachers are involved in in-service training, but I do not think it is very effective unless it is based on experience. So, that is why, I think of an in-service training that also involves students as much as possible. (Emel, Şanlıurfa Subregion, Secondary school)

Well, actually, the teachers can be asked to practice something that they see in training. For example, you read the related articles for this topic, yes, you've seen it, now for next week you do a little practice in your lesson. Something like a 5-minute-sample lesson. Similar to the ones the pre-service teachers do in their classes. The teachers can practice the topic and then reflect on the experience. It can be something like yes, I did this, and I've faced this difficulty, I've completed these stages, a report in which the teacher talks about her/himself. (Pelin, Kocaeli Subregion, High school)

Well, the content of the training is also important but generally, we should be active participants-like in the saying that we learn by doing. I

want to say that I've participated in trainings abroad, and I never forget them because we were actively involved, like a student. We, ourselves, did the tasks that we would ask our students to complete, and I never forget them. But the ones I've participated in Turkey, I was only listening while sitting on a chair, and I do not remember those ones. We should first experience it ourselves, through hands-on activities, so that we can teach it to the students. (Selin, Antalya Subregion, Primary school)

The teachers stated that they would like to complete the tasks, which they will conduct with their students in their classes, during the in-service training. In other words, they suggested that before bringing the activity to their classrooms, they want to experience it themselves. The activities should also be practice based, so that they can reflect on their learning and teaching process. This is also linked with the previous aspects of the online training: content and aims. For those aspects, the participants suggested practice-based rather than theory-driven applications, as well. Another most frequently stated activity for the training was group work.

I believe that I can learn much more things from group activities. But I also know that when I become a group member, there is a risk of not being able to express myself as much as I want to, because as you know, we as a society, are a little shy. We may not be able to state the things that we can, when we are in a group or maybe we may not share the experience that we are not comfortable with to other EFL teachers. Instead, we can directly express them to the trainer. (Ufuk, Tekirdağ Subregion, Secondary school)

Definitely group work activities, because we can learn a lot from each other, but the number of group members should be limited, small groups. Not individually with groups, but small groups... Otherwise, the training fails to fulfill the aims. (Ceren, Konya Subregion, Secondary school)

The teachers believe that group work is important, and it can provide them with learning opportunities, and increase peer-learning. On the other hand, they believe

that the number of group members should be small so that the group can complete the tasks. Another thing mentioned for group work is the shy nature of the learners, who are in-service teachers in this case. Ufuk teacher mentioned that the trainees may be unwilling to share some of the experiences with fellow colleagues and thus individual activities should also be included in the training.

When the results of the questionnaire and the interviews are collated, it is seen that the EFL teachers prefer practice-based, hands-on activities in in-service training sessions. The participants also indicated that the online training should have interactive activities to keep them engaged during the courses. Part of these interactive activities, the teachers stated that ICT related tasks that are about the experiences of other colleagues can be presented during the training. To summarize, the online training should include activities that the teachers will have a chance to experience themselves through practice.

4.5.4 Online In-service Training Program: Materials

In order to identify the materials to be used in the online training program, the participants were asked to rate the necessity of including books, videos, interviews with experts, research, and news reports from the field. A summary of the analysis can be seen from Figure 4.8 below. While books ($M=2.60$) were considered to somewhat less needed in in-service training programs, videos ($M=3.57$) and news reports from the field ($M=3.51$) were believed to be highly necessary. These materials were followed by interviews of experts ($M=3.29$) and research studies ($M=3.29$). The videos were considered as important both for in-service training activities and for materials.

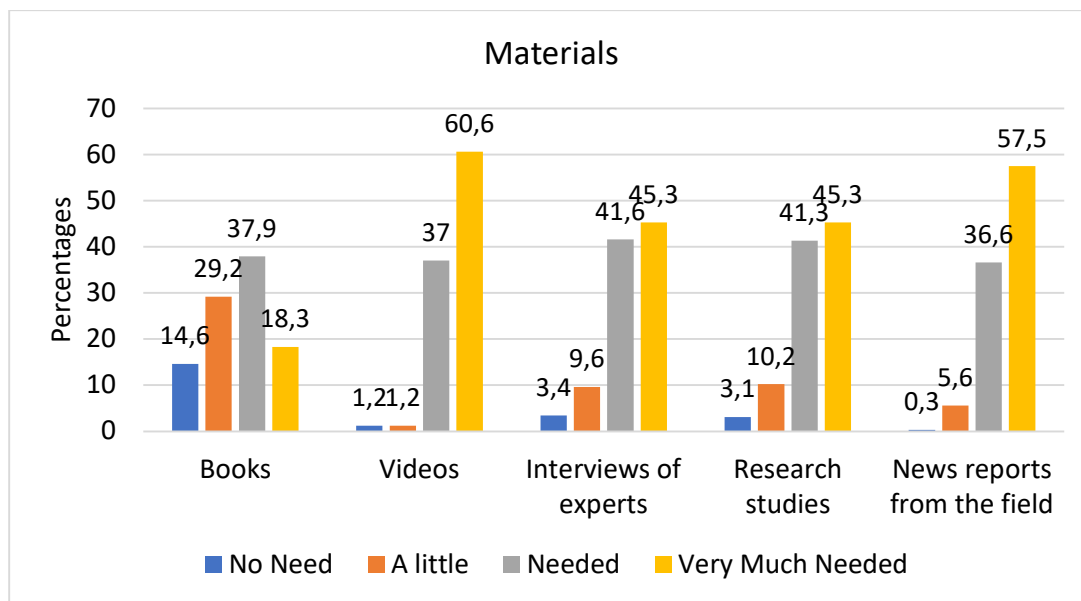


Figure 4.8 Summary of the results for materials to be used in in-service training program

Similarly, following a bottom-up approach, the participants were asked to provide their own ideas for materials to be included in the online in-service training program. Upon analyzing the open-ended statements of the participants, it is seen that they wanted to have ICT related materials in their in-service training sessions (n=118). Furthermore, they said that it would better for them to see some examples about the topic of the training (n= 23), and applied materials (n=15). An overview of the summary of the codes for materials of the online in-service training program can be seen from the Table 4.26 below. There number of the coded segments were 207 for this item.

Correspondingly, the EFL teachers valued ICT related materials (n=118) and activities (n=21) the most for their own in-service training programs. For the materials item, the frequently mentioned code were audio-visuals (n=44). The participants stated that they wish to see videos, voice recordings, demo videos, podcasts, and short movies during the training sessions.

Table 4.26 Summary of the codes for materials of the online in-service training program

Name	Frequency	% percentage
ICT related materials	118	57.00
examples	23	11.11
applied materials	15	7.25
native speaker	12	5.80
authentic materials	10	4.83
games	8	3.86
experts	6	2.90
Q&A	6	2.90
questionnaires	5	2.42
journals	2	0.97
tests	2	0.97
Total	207	100.00
Missing	0	0.00
Total	207	100.00

Some teachers provided keywords such as videos, audio files, and podcasts while some others stated the materials to be included in detail:

Videos about the application of approaches in MoNE schools (P3).

Example videos from national or international schools and classes, where the satisfactory programs are applied, can be shared (P35).

Problems of teachers and managers from the field and alternative solutions for these problems, example case videos, example demo lesson videos in accordance with changing education model can inspire teachers to discover different methods and lead them the way (P98).

As can be seen, the teacher would prefer to see the actual in-class practices of the approaches and/or methods for teaching the target language. They mentioned that the training sessions should be able to offer them practical suggestions and examples so that they can adapt these into their own classrooms. Under ICT code, besides videos, the teachers also wrote that it would be better to include practical and useful websites and web 2.0 tools for their classes. Additionally, they suggested that online program should provide fellow colleagues and/or the teacher trainer(s).

The second most frequent code for materials was examples (n=23). Under this code, the participants suggested that example cases and practices can be shared within the scope of the training program. Like the previous items, the teachers prefer to see the practical component rather than only exploring the theoretical aspects. The third most frequent code was applied materials (n=15) under which the EFL teachers indicated that the materials should be applicable in the classroom environment.

Applied activities, especially the ones that were designed by the experts of the field should be included. These should be presented to the teachers through application (P127).

When it comes to the results of the interviews, the participants again delivered similar ideas for materials of the in-service training. Teacher stated that they would rather have technological materials.

For example, there needs to be a presenter for gamification or web-design. The articles of the trainer, the s/he deems important, may be used in the training. After reading the article, the discussions or similar things can be done. If it is an online training, then tutorial videos can be included. If necessary, as an extra material, a book or an e-book can be uploaded. Slides can be used. I believe things like this can be implemented. (Tansu, Istanbul Subregion, Secondary school)

Well, to be honest, everything that can be downloaded, shared with e-mails or cloud systems can be used as materials, rather than using physical books. I find these more useful, for example we can work on these. Somehow, I find e-material use to be more correct. But it should be things that will not cause any problem with downloading or the format. (Yaren, Hatay Subregion, Secondary school)

Similar to the results from the questionnaire, the EFL teachers also stated that the best practices in the field can be shared as materials during the training.

For instance, if they could present us some materials like journals, which include the experiences of our colleagues, during the training, I believe it will be very beneficial. (Ufuk, Tekirdağ Subregion, Secondary school)

I mean yes, the contents of the teachers, who have been deemed as successful, will be more guiding. (Bade, Van Subregion, Secondary school)

All in all, for materials, the EFL teachers preferred ICT related materials, especially example videos of in-class practices and applicable materials. The teacher agreed that the in-service training should focus on practical aspects rather than theoretical ones since they prefer to transfer and apply the knowledge they receive in in-service training to their classrooms.

4.5.5 Online In-service Training Program: Duration

The duration of the online in-service training was another component to be explored within the scope of this study. The participants were provided an open-ended item so that they could indicate their ideal framework for time. During the interviews, the participants were again asked to elaborate their preference for the duration of in-service training sessions. In questionnaire data, 282 segments were coded for duration. A summary of the code frequencies can be seen from Table 4.27 below. The most frequently preferred duration for training was one week (n=142), followed by one month (n=50), and 2 weeks (n=37).

Most of the EFL teachers agreed upon a one-week long online in-service training. Since they were asked to provide the hours and weeks for the duration, they stated that the training could last for a week and 2 hours a week (n=16), 3 hours a week (n=13), 4 hours a week (n=33), and 10 hours a week (n=10). The rest of the participants provided only “one week” as the key word or wrote varying answers for the hours part (i.e. 5 hours, 42, 56, 30 etc.). The second most frequent answer provided for the duration of the program was one month (n=50). These participants

believed that the training should be for four weeks. Some suggested that the sessions could be arranged every weekend for four weeks, while some stated that it should be during weekdays.

Table 4.27 Summary of the codes for duration of the online in-service training program

Name	Frequency	% percentage
1 week	142	50.35
1 month	50	17.73
2 weeks	37	13.12
2 months	15	5.32
throughout the year	11	3.90
3 weeks	8	2.84
3 months	5	1.77
flexibility	4	1.42
4 months	3	1.06
1 day	2	0.71
5 months	2	0.71
10 months	1	0.35
2 days	1	0.35
6 months	1	0.35
Total	282	100.00
Missing	0	0.00
Total	282	100.00

Similarly, some argued that the training should be for one month 3-4 days a week, while others indicated that it should be 4 hours a week for one month. Lastly, the third frequent option provided by the EFL teachers was two weeks (n=37). Again, there was less consensus about the hour part for the two-week training session ranging between 60 hours to 4 hours for two weeks.

The data gathered through the interviews revealed that the teachers are in favor of one-week trainings and that the timing of the training should be planned outside of

school. In other words, the participants stated that the training should not interfere with school hours.

The duration of training, well, it should not interfere with working hours, hindering the work of teachers but it should also not take a lot of the teacher's personal time. It can be on week days, after work, for one hour. It should be designed so that the teacher would not have to sacrifice her/his personal time. (Bilge, Izmir Subregion, High school))

I cannot predict the duration, for I do not know the content. But it should be outside the work hours. It should be after the school hours. I can tell that it should not interfere with school. (Ceren, Konya Subregion, Secondary school)

It should definitely be online because everybody has different working hours. And it should not be more than forty minutes. Because I am like my students, I cannot focus that much after forty minutes, I lose interest. It can be an online training consisting of forty-minute sessions. (Rabia, Aydın Subregion, Secondary school)

The teachers stated that they would prefer to participate in the training if the working hours and the time of the training did not overlap. Rabia teacher said that the training should be online since it offers flexibility for the participants.

To review the results, the participants preferred somewhat shorter periods for in-service training rather than extended periods of time. The most of the EFL teachers stated that they want training to last for one week. Additionally, they asserted that the training hours and school hours should not overlap.

4.5.6 Online In-service Training Program: Evaluation

Another component of the online in-service training program was the evaluation tools. The participants thought that observations (M=3.43), and projects (M=3.21) should be the main tools for evaluation, while portfolios (M=2.88), tests (M=2.74)

and assignments (M=2.73) were preferred less frequently. Figure 4.9 below summarizes the results for evaluation tools.

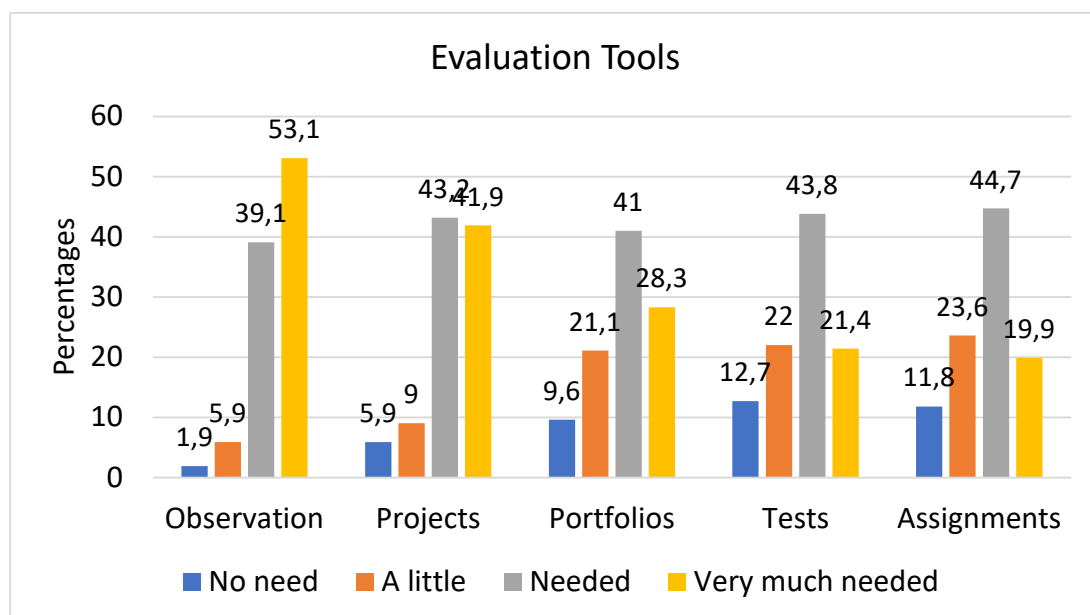


Figure 4.9 Summary of the results for evaluation tools to be used in in-service training program

Once again, the EFL teachers stated open-ended answers for the evaluation tools of their preference. The analysis demonstrated that the participants wanted to have exams (n=35), presentations (n=19), hands-on activities (n=11), self-evaluation (n=11), and speaking (n=11) as evaluation tools within the in-service training program. An overview of the coded segments for evaluation tools can be seen from Table 4.28 below. There 142 coded segments for this component of the training program.

For the most frequently written code, exams, the participants mentioned having oral/verbal exams (n=11), tests (n=7), and open-ended questions (n=4). Similarly, for presentation, they provided key words as answers rather than giving details. They regard giving presentations as an evaluation tool for the online in-service training program. Furthermore, hands-on activities, self-evaluation and speaking

were equally important for the participants as assessment tools. These codes were also emerged as keywords given by the participants.

Table 4.28 Summary of the codes for evaluation tools of the online in-service training program

Name	Frequency	% percentage
exams	35	24.65
presentation	19	13.38
hands-on	11	7.75
self evaluation	11	7.75
speaking	11	7.75
peer evaluation	10	7.04
performance	9	6.34
material design	7	4.93
computer	6	4.23
observation	6	4.23
project	6	4.23
questionnaire	5	3.52
face-to-face	2	1.41
group work	2	1.41
no evaluation	1	0.70
role play	1	0.70
Total	142	100.00
Missing	0	0.00
Total	142	100.00

Although the exam was the most frequent code for the questionnaire data, during the interviews, the participants mentioned that the training should have formative assessment. The participants mentioned that the evaluation can be carried out throughout the training after each module. They also said that the teachers do not want to be evaluated in terms of tests but rather something that they can produce.

Well, I think that makes people nervous. The teachers do not want to take an exam. It can be like this, based on the training you have received, prepare something, create a product. But sitting for an exam is

theory-based and it is ridiculous. I am against theory-driven training anyway. (Ceren, Konya Subregion, Secondary school)

Well, look, a long exam makes everyone uncomfortable. It makes teachers and students uncomfortable. After each session, let's say that there was a twenty-minute session, after that there can be evaluation. Or it can be presentable for 10 minutes. This motivates the person... Short and after each session. The teacher should complete the first one, if not s/he had a ten-minute exam, because the teacher must have really time to spare 30 minutes for that. But if it is for ten minutes, the teacher feels motivated and can spare some time... It should be ten minutes, first level, if they succeed, the second level exam. Another ten-minute exam. If not, the teacher can be given two or three chances to pass the first exam. But I think that the duration should be short, very short. (Faruk, Trabzon Subregion, High school)

Pre-test can be conducted, to examine the teachers. During the process of training, there is no need for a lot of assessment tools but for feedback, small positive feedback can be provided. At the end, a post-test can be implemented to see how far the teachers have come or how much of the previous needs have been fulfilled... I find it more logical for assessment to determine how much I have learned rather than grading me. (Selin, Antalya Subregion, Primary school)

The teachers thought that the evaluation should not take very much of their time, and it should be about giving feedback to the participants rather than grading them. The evaluation tools to be included in the online in-service training program should provide constructive feedback to the EFL teachers about their professional development upon participating in this training course. They also asserted that the evaluation could be carried out with practice-based tools.

The participants can practice the content. At the end of the training, the participants can practice the topic, as if the other participants were the students. Because we all know classroom management problems, how the students can react. The teachers who act as if they were the

students can reflect possible problems: what kind of problems may arise during the activity. (Buse, Hatay Subregion, Primary school)

It should be direct practice, I believe. Generally, in the trainings we have participated... it is in the form of tests. They give us one question, which is knowledge-based. We have participated in a training that was directly linked with FATİH Project, and in that training the questions were test questions and they were information questions. And they asked the same question to everyone. I mean this is pointless. I going to be honest with you, what happened is this: one person answered all the questions, the victim, s/he studied and got 70. After that everybody knew what the questions were and the person who completed the test- even if the choices were somewhat different- the person told the answers. I mean have taken this training, yes you have; have you passed the exam, yes you have. You are seen as proficient and I think it is ridiculous. For this type of training, yes you have taken this course, now go and do field work. Go to your classroom, practice and report it... I want something that is based on practice entirely. (Pelin, Kocaeli Subregion, High school)

Based on their own in-service training experiences, the participants said they preferred formative, practice-driven evaluation tools, rather than summative, long-lasting exams. They feel more motivated towards applying the content of the training course in their classrooms for assessment, when compared with one-sit final exams. Otherwise, as pointed out by the participants, one or two teachers take the test, answer all the questions and share the test items with their colleagues. This interferes with the evaluation process.

Overall, for the evaluation and assessment tools, through the questionnaire, the EFL in-service teachers in Turkey thought that observations, projects, exams, and presentations can be used in an online in-service training program. During the interviews, the participants revealed that the evaluation should be formative, practice-based, and short-term. They also indicated it may be better to create products based on the training they received, rather than taking tests for evaluation. Similar to the ideas shared for the previous components of the training program, the teachers expect to have practical aspect for the evaluation tools as well.

4.5.7 Online In-service Training Program: Incentives

For the reward part, the participants were asked what type of incentives they prefer for completing an online in-service program. As can be viewed from Figure 4.10, the results revealed that most of the participants preferred certificate of participation (M=3.38). The other options were salary rise (M=2.86) and bonus payment (M=2.70). Additionally, they were requested to provide their own options for incentives.

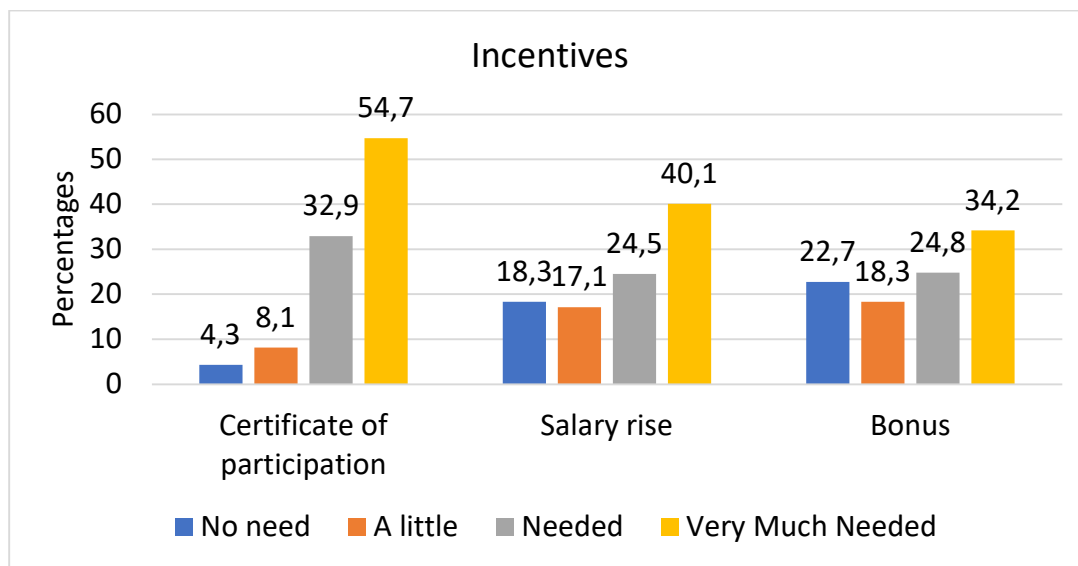


Figure 4.10 Summary of the results for incentives to be given after in-service training program

Upon analyzing the answers provided by the participants, it was seen that they would rather have appointment and/or promotion related rewards (n=106). Similar to the results obtained from the Likert scale, the participants themselves also provided certificate (n=61) as a preferable option for incentive. It is followed by travelling (n=41).

When appointment and promotion related segments were analyzed, it was seen that the participants preferred receiving level score (TR: kademe) (n=46), service score (TR: hizmet puanı) (n=34), and degree score (TR: derece) (n=26). As can be

seen from Table 4.29 below, they stated that upon completing an in-service training program, the participants could be awarded with level scores and/or degree scores, which are used for promotions and rises in the salary. They also mentioned that rewarding the participants with service scores would also be beneficial for them since these scores are used for transfers and appointments. For example, if a teacher wants to change her/his school, or the city s/he is working, then they need service scores for transfers. For this reason, the teachers also preferred having service scores as incentives upon completing an online in-service training program.

Table 4.29 Summary of the codes for incentives of the online in-service training program

Name	Frequency	% percentage
appointment and promotion	106	44.17
certificate	61	25.42
travel	41	17.08
material	16	6.67
no incentive	10	4.17
money	6	2.50
Total	240	100.00
Missing	0	0.00
Total	240	100.00

Furthermore, the teachers indicated that certificate of attendance, achievement and acknowledgement would be more than enough for the participants. It should be noted that the MoNE provides certificates for the teachers who complete in-service training programs. However, since these certificates do not qualify teachers to be trainers, some participants stated that rather than receiving certificates of acknowledgement, they should be rewarded with a document that enables them to be the trainers. On the other hand, majority of the teachers regarded participation certificates to be sufficient as rewards.

Since the aim is to increase the quality of education, sending a document to school managers stating that this teacher has been

efficient in this training and s/he has worked to increase the quality will be enough (P68).

The third most frequently mentioned reward in the questionnaire was travelling abroad (n=41). Through abroad in-service training programs or cultural visits, the teachers would want to receive abroad travels as incentives.

For the interview, the participants also mentioned that it would be good idea to receive service scores and certificates and incentives to be awarded upon completing the training program. They also mentioned travels as rewards, which will enable them to observe the teaching practices of another country.

Well, yes, for this profession you should really put your heart in it, if you are not, you are doing it because you have to. I mean, small trips would be fantastic. The incentives can be something that can help people to meet. Like I said, small, may one or two-day trips can be arranged. (Reyhan, Balıkesir Subregion, Secondary school)

Well, like I said, it can be related with abroad travel. An exchange program to observe the teaching there can be given as incentive, I think. (Emel, Şanlıurfa Subregion, Secondary school)

For the certificates, they wish to have one that will be of significance for their profession, rather than a document that only states that they have attended a training. They would like to be appreciated and acknowledged for their efforts and works as EFL teachers.

I believe if a teacher is attending such training courses, s/he is truly a devoted teacher. The Ministry of National Education can present certificate of appreciation. It can say that due your hard work, or your efforts for professional development... For example, after attending three of such training courses, certificate of appreciation can be awarded to the teacher for her/his hard work and efforts for

professional development... Accordingly, after three or five training, a document can be presented. I am talking about something that will go to the teacher's permanent record, not just any certificate. (Neriman, Ankara Subregion, High school)

Other than certificates, the teachers also mentioned getting service scores as incentives. Since these scores are used for appointment and translocation, it is important for the teachers.

Honestly, there are a lot of teachers who would like to have certificates. There are some courses that they can also provide in the future based on the certificates. But I am not sure if this motivates me. I guess not. I remember saying service score. We have service scores and in the long run, I believe getting service scores would be more advantageous. (Yaren, Hatay Subregion, Secondary school)

While some teachers preferred certificates as incentives, others chose service scores. When asked about their thoughts concerning service scores as awards after the training, some teachers stated that they were not aware of this issue before and that they agree with this idea.

But service score is like this, you need to have certain document of accomplishment, which is provided by the Ministry, they are very important. That is what the teachers might like. Because teachers sometimes need even one point, they are supernumerary, and they are sent to other schools. This can be an incentive, this is something remarkable, but certificate of participation is meaningless, really. At least we believe so. I mean, I've never seen any of the participation certificates that I have received so far, later in life. (Faruk, Trabzon Subregion, High school)

That makes a lot of sense. I haven't look at it that way before. I have raised awareness. Of course, service score can be nice, too. It can also detect. Some people tend to get medical reports or create other excuses to run away from the seminars. Due to service score, it may be appealing to people. I think it can be a very reasonable award. (Melis, Erzurum Subregion, Secondary school)

For receiving this score, they suggested having a certain quota for the number of in-service training sessions to be completed. For example, after completing five different trainings, the teachers can be awarded with service score.

All in all, the teachers wanted to be acknowledged for their efforts in in-service training, and they wanted to receive service, level, and degree scores. Additionally, the EFL teachers thought that they should be able to become teacher trainers upon completing the in-service program, and they prefer to receive documents that will qualify them rather than certificates of attendance. Lastly, rewarding the teachers with travels abroad was also considered an option for the incentives.

4.5.8 Online In-service Training Program: Properties

Lastly, the EFL teachers participated in the study were asked to describe the properties of the ideal online in-service training program. The participants were supposed to provide the top 3 most important qualities of the mentioned program. An overview of the codes emerged for this item can be viewed from Table 4.20 below. Similar to the results for the other components of the training program, applicability (n=73) was the most frequently mentioned property. Interactivity (n=49) and time (n=48) were the other most important specifications for the online training program.

Table 4.30 Summary of the codes for properties of the online in-service training program

Name	Frequency	% percentage
applicability	73	24.75
interactivity	49	16.61
time	48	16.27
trainer	29	9.83
to-the-point	23	7.80

Table 4.30 (cont'd)

accessibility	16	5.42
content	14	4.75
realistic	11	3.73
professional development	9	3.05
personal development	6	2.03
sharing	6	2.03
sustainability	4	1.36
widespread	4	1.36
educational quality contribution	3	1.02
Total	295	100.00
Missing	0	0.00
Total	295	100.00

As mentioned earlier in this chapter, the EFL teachers value practice over theory. They believe that the training sessions should provide practical solutions, activities, and materials for them. The same result is also valid for this item. The participants believed that the online training should offer them practical aspects for their teaching. They believe they should be able to apply their knowledge in their own teaching contexts. For example, one of the participants stated that due to lacking application component of a training program, they could not get the best use out of it.

It should be application-based. It should provide examples. It should not be utopic. I went to a seminar about preparing EU projects. I could not understand anything because everything was on paper. I mean they showed us how to write projects but since they did not give us any example project, I cannot write it. I only learned the stages. It is not enough of course (P238).

Similarly, another participant mentioned that the trainings should be practical rather than theoretical.

It should not be theory driven, it should be really practice-based. It should not be I did it and it's done, the content should be really fulfilling. We should not start talking about the dreams/ideals and then end up chitchatting. We should be able to provide rational feasible solutions to

real situations. It should not be theoretical analysis bombardment. I should be able to acquire the knowledge of what is applicable in front of the classroom through satisfactory realistic solution-based training rather than error and trial (P275).

As can be inferred from the quotations above, the teacher would like to see practice-based in-service training sessions, rather than “theoretical bombardments”. Furthermore, they indicated that the online training should be interactive rather than one-way lecture. The participants expressed that they should be able to interact and communicate with other trainees and the trainer during the course of the program.

A training where we can interact with each other (P43).

I should be able to exchange information with my colleagues through synchronous chat (P151).

It should be a training where everybody can interact with each other (P248).

By looking at these statements, it can be seen that the EFL teacher would like to communicate with other participants during the in-service training. Additionally, they thought that the timing of the training sessions should be appropriate for them. Some teacher mentioned that the duration should not be “too long” while other focused on the availability of the training. They indicated that, they should be able to follow the training whenever they were available.

The time should be flexible and convenient for me (P2).

In order for participant to re-take the course and attend the training on that day, the participants should be able to adjust the time (P236).

The results of the interviews also revealed comparable properties for the ideal online in-service training program. When asked how they would design the program, they stated that it would be based on the needs of EFL in-service teachers,

the participation would be on voluntary basis, and it would be interesting and flexible.

It should be practical. The activities should be designed so that the teachers will not get overwhelmed, and they will enjoy it. So that they care willing to spare some time for the training. It should worth their time. Because time is really problematic for us. It should be planned well. The follow up should be well. The person in-charge of the program should follow this well I mean there should not be any flaws in the process. It should not be like the training starts tomorrow and then it does not. (Neriman, Ankara Subregion, High school)

For needs-based quality of the training, the teachers suggested some examples from their own contexts and proposed training courses to be designed in accordance with the trainees' immediate needs.

Well of course needs-based, region-based, student-based program design would be inevitable. Otherwise, following the general system applied throughout Turkey, proposed by the Ministry directly, or following the curriculum directly is very difficult. (Gamze, Mardin Subregion, High school)

I would pay attention to the conditions and the circumstances, the content of training, the participant profile, working with which age group at what level. I would pay attention to these. (Bilge, İzmir Subregion, High school)

Honestly, I would review the current training courses and their criteria. I would follow the needs, like you are doing right now, and for example let's say that the program is in application, I would try to assess their satisfaction with a questionnaire to understand how pleased they are with the program. (Tansu, Istanbul Subregion, Secondary school)

The teachers not only focused on the needs-driven property of the training program but also suggested that the participation to the program should be on voluntary basis.

Well, of course the participation to these programs should be absolutely and definitely voluntary. Because we see all the time, you must attend,

the signatures are collected, there is no profitability. People are more successful at things when they participate voluntarily. The people around are voluntary, and it makes it enjoyable. (Reyhan, Balıkesir Subregion, Secondary school)

Well, I think that it's on teachers actually. I mean, considering the in-service training sessions I've given before... There is such a perception why are we here? I think that the participation requests of teachers should be updated. The teachers, when presented with a document like here you go there is a course, you got the course, the first thing they do is pouting and grimacing. They even take medical reports, and they do not attend. (Lokman, Samsun Subregion, Primary school)

For the flexibility issue, the teachers proposed that the training course should be flexible in terms of timing. They want to adapt their schedule rather than following a strict timetable.

I would choose something that is based on modules, I guess. I mean more flexible, not something that starts like 7 pm and ends at 9 pm strictly... It may be more flexible; British Council conducts such trainings. I enjoy them more. Module by module, for example you have one month to complete these, you can make plans for the month. The other part plan two hours, lickety-split you participate. This is not online in-service training; I don't think so. That is what has been done in e-Twinning, and that is why I do not like e-Twinning training very much. (Selin, Antalya Subregion, Primary school)

The interviewees listed that the online in-service training courses should be conducted with participants who are willing to attend, and it should provide some flexibility in terms of timetable. They also indicated that it would be better to consider the teachers' needs for the training.

Furthermore, when asked about the things they consider for participating in training courses, the EFL teachers revealed that the content and the trainer of the course are important factors. The content of the course should be fruitful in terms of supporting professional development of the teachers.

I consider the topics, in general. Are they going to cause any changes or interest for my field of work? Are they beneficial for me? To be honest, I cannot find courses with these qualities. Sometimes there are compulsory courses like how to use EBA or about FATİH project. I've already taken these courses. But when I look at it, there are not many courses on language teaching or gamification, or such things, unfortunately. For this reason, I cannot take many training courses. (Tansu, Istanbul Subregion, Secondary school)

I believe the content is more important. I mean, if it is going to be beneficial for my development then I want to attend, willingly. But if it is something that is of no use to me, then I do not want to attend, that's what I can say. (Emel, Şanlıurfa Subregion, Secondary school)

While some teachers gave importance to the content of training, others suggested that the trainer of the program is of significance for them, when participating in a training program.

Who gives the training? I look at the trainer's resume, even with prejudice. I want to make sure that the trainer is qualified. I want to be sure that her/his communication skills are good and I try the ways in which I can find out about this person. (Neriman, Ankara Subregion, High school)

At first, I look at who gives the training, I search for who the trainer is. I question the trainer's proficiency initially. (Yaren, Hatay Subregion, Secondary school)

To summarize, the ideal online-in-service training should be practice-based, interactive, and have flexible timetable for the EFL teachers. The content of training should be arranged in accordance with the teachers' professional development needs. Furthermore, the trainer and the content of training are considered as criterion to be evaluated before participating in the course.

4.5.9 Summary of the Results for Research Question 5

The last research question of the study aimed to investigate and identify the type of online in-service training program in terms of the following components: (1) aims, (2) content, (3) activities, (4) materials, (5) duration, (6) evaluation and assessment tools, (7) incentives, and (8) properties.

For the aims of the program, the participants stated that it should be to-the-point, relevant to their needs, aiming to provide professional development and improve target language of the EFL teachers while the content of the online program was focused around methodology and ICT use in the classroom. The participants preferred various types of activities to be included as part of the in-service training program such as case studies, pair and group work, and forum; however, the overall results underlined the need for interactive and practice-based activities. The same variety was also observed for the material selection of the participants. Videos, ICT-related materials, and news reports were considered as the most popular materials by the participants. For the duration of the online program, the EFL teachers reached a consensus on one week to one month; however, “how many hours a week” remains to be an issue that still needs to be solved. The findings from the interviews indicated that the EFL teachers would prefer to attend trainings that are “short” and “effective”. For the evaluation and assessment tools of the program, observation and formative assessment were the most preferred types for the participants. However, they also prefer exams and presentations, as they indicated in their answers. The most scored incentive was certificates; while they also stated that level, service, and degree scores were also appreciated as rewards for completing an online in-service training program. During the interviews, they also suggested that travels as rewards. Lastly, when asked about the top three qualities of an ideal program, the participants suggested that it should be applicable, interactive and convenient time wise. Again, during the interviews, they indicated that the training is better when it is needs-based, flexible, and voluntary. The

teachers consider the trainer and the content before they participate in an in-service course.

4.6 Chapter Summary

This study investigated the EFL in-service teachers' professional development needs in Turkey. Their beliefs about in-service training and the differences between separate groups of participants were also examined within the scope of this study. Furthermore, to suggest an outline for an online in-service training program, the characteristics of the course were studied for eight different components.

Upon analyzing the results of the questionnaire and the interviews, it was seen that the participants preferred hands-on and practice-based training courses offered by academicians, MoNE experts and fellow colleagues. Their reasons for attending such courses were professional and personal development opportunities, and collaboration between the teachers. The results also showed that the participants wanted to develop their skills in terms speaking, listening and methodology; while they believed that their colleagues needed training on speaking, materials, and methodology. Additionally, the EFL teachers indicated their needs for target language skills, which were speaking, listening and pronunciation. They felt more proficient in reading, writing and grammar. Likewise, they believe they are proficient in using technology in their classes and for personal purposes. The teachers wanted to receive more training on how use ICT tools for teaching English.

Another aspect of the research was the participants' beliefs about and evaluation of the available in-service training programs. Although the available programs were considered unsatisfactory for fulfilling their professional development needs, they were considered as valuable. The teachers mentioned that the training courses need to be conducted on voluntary basis and that the content should be arranged

in accordance with English language teaching field, based on their needs as teachers.

For the next research question, the aim was to identify patterns of professional development needs for different groups of teachers. Based on the results of statistical processes and the coding procedures it was seen that there were no significant differences between participants' in-service training needs with regards to regions and cities of residence, grade levels of teaching, professional experience levels, educational backgrounds, genders and ages. On the other hand, the interviews revealed that the participants believed that they were different. Considering the quantitative analysis, significant differences were found only for (1) regions (NUTS Level 2) of residence between Kocaeli and Balıkesir ($p=.034$) for ICT needs; (2) grade level of teaching between primary and secondary ($p=.004$), and primary and high school teachers ($p=.031$) for language needs; and (3) years of experience between 5-10 years and 15-20 years ($p=.005$) for language needs. For other variables, their needs did not differ greatly.

Additional analysis were carried out to determine if there were correlations between the factors of the questionnaire. All in all, the results revealed that language needs items and ICT needs items were correlated within themselves. Factor analysis suggested that there were two factors in in-service training scale and that the items in each factor were also related. In the same vein, for the in-service training needs scale the highest positive correlations were between educational psychology and classroom management, and also between material development and selection for ELT. Moreover, cross-scale correlation analysis was done to determine the relationship between the factors. The results demonstrated that the ICT and language needs were in negative correlation, whereas the highest correlation was between benefits of in-service training and satisfaction from the available programs.

The final research question of the study aimed to understand the components of an ideal online in-service training program, based on the participants' needs and preferences. For this part, (1) aims, (2) contents, (3) activities, (4) materials, (5) duration, (6) assessment and evaluation, (7) incentives, and (8) properties of the program were examined. An overall picture of data analysis indicated that the participants preferred to have field-related content and practice-based activities, with interactive materials, which will be delivered through a one-week training program. Again, the teachers would rather have formative assessment and observations as evaluation tools, and they wished to be acknowledged with service scores and/or certificates. They also believed that the aim of in-service training should be professional development for EFL teachers. The recurring ideas for the in-service training were needs-based and practice-driven applications where the participation would be on voluntary basis. The EFL teachers would like to attend the training courses that are related with their own field, ELT. Furthermore, they wish to see the topic of training in practice and they want to experience the content through applied activities.

The next chapter presents the findings of the present study in relation with relevant publications from the literature and proposes some suggestions for EFL in-service training by presenting an online model.

CHAPTER 5

DISCUSSION

In this chapter, the results of the study are discussed in relation to relevant literature. The chapter is organized in accordance with the research questions of the study. As mentioned in the preceding chapter, there were five research questions in the current study. After providing each of the research questions, a summary of the findings is offered. It is followed by relevant studies for comparing and contrasting the findings. As can be seen in this chapter, there are some recurring themes obtained from the data. These are scrutinized and presented in relation to other studies in the field. After discussing the findings, suggestions for an online EFL in-service teacher training program are made, and a training model has been proposed.

5.1 Professional Needs of EFL Teachers in Turkey

The first research question of the study was “What are the professional needs of English language teachers working for Ministry of National Education at elementary, middle, and high school level?” There were three components to be examined under this question: (1) professional and personal development, (2) improving their own target language skills, and (3) the use of ICT in their classrooms. In order to answer this question data gathered through the questionnaire and the interviews were analyzed.

The results showed that the top three areas the EFL teachers wanted to improve themselves were (1) speaking, (2) methodology and listening, and (3) classroom management. Furthermore, when asked about the top three areas that their colleagues needed to improve themselves, the participants indicated that speaking, material, and methodology were the ones. As can be inferred, the in-service teachers revealed speaking and methodology both for themselves and for their colleagues for areas of improvement. Similarly, other studies in the literature indicated that the in-service teachers needed to improve their methodological skills and material design and selection skills, through in-service training (Arslan, 2018; Gökmenoğlu, 2012; Pasternak, Hallman, Caughlan, Renzi, Rush, & Meineke, 2016). Additionally, the report issued by British Council and TEPAV (2013) suggested that the in-service training programs should focus on offering content about current trends and methods in ELT. For the in-service EFL teachers' language needs, Kahraman-Özkurt (2019) stated similar results. The majority of the teachers stated speaking skill as the language need. Along the same lines, by examining the effects of an in-service training program in China, Yan and He (2015) found that the Chinese EFL teachers wanted to improve their speaking skills and ELT methodology.

On the contrary, in the master's thesis written by Gümüşlüoğlu (2016), the English teachers' perceptions about in-service training were investigated. The participants were working at preparatory schools of the universities (n=97). The results of the study revealed that top three areas that they want to improve themselves in were 21st century skills (critical/ creative thinking, problem solving, communication, etc.), technology, and material development. The difference between these studies may stem from the nature of data collection tool. In the present study, the EFL teachers were asked to write the top three areas for improvement, while in Gümüşlüoğlu (2016) they were asked to select from a pre-determined list. Nonetheless, there were some similarities in the findings of these two studies. In both, the EFL teachers indicated that they wanted to improve themselves in ELT methodology and target language speaking. Additionally, Mede and Işık (2016) found that material design was not an area that the EFL teachers wanted to improve themselves through in-

service training, which is in contradiction with the present study. The participant of Mede and Işık (2016) were private school teachers while in the present study the majority of them were working at public schools.

When it comes to improving their target language skills, the data obtained from the Likert scale items showed that the participants feel confident in grammar, reading, and writing skills. On the other hand, they indicated room for improvement for vocabulary, pronunciation, listening, target culture, and especially for speaking skill. Furthermore, during the interviews, the teachers stated similar beliefs about the speaking skill. Since they are teaching in an EFL context, where the target language is a foreign language, they believe that limited use of English within school context hinders their language development. Although they try to maintain and/or improve their target language skills, especially speaking, by watching TV series, movies, news, or documentaries in English; since the number of places where they can use the language for communication is limited, they feel less confident with their speaking skill. This finding is in line with the previous one. The participants stated speaking skill both as their professional development and as target language skill need. Bettinelli (1998) in their dissertation investigated the in-service training needs of Italian EFL teachers and stated that non-native English teachers feel unconfident about their English skills. In the present study, the fact that the majority of the participants wanted to work on and improve their speaking skills supports this idea. Similarly, in Taner (2017), the results revealed that the participants were least confident in their speaking and communication skills. Correspondingly, in the present study the in-service EFL teachers indicated that speaking, listening and pronunciation are the language skills that they needed to improve. By arguing the changes of Turkish educational system over the past decades, Korkmazgil (2015) points out that being non-native professionals, the Turkish EFL teachers may need additional support in the target language. Furthermore, via reporting the same result about the EFL teachers' needs regarding English speaking skill, the same study indicates that this need may stem from following traditional methodology.

Korkmazgil (2015) argued that Turkish EFL teachers followed grammar-based methodology rather than communicative ones, and thus they had limited chances of using the target language communicatively. In a way, the EFL teachers may find themselves in a vicious circle where they lack speaking skills in the target language and follow grammar-based traditional approaches to ELT.

The last sub-question was about discovering the ICT needs of the EFL teachers. For this end, another Likert scale was utilized. The results revealed that they participants felt confident about their ICT skills both for personal and for professional use. Moreover, they believe that they can easily follow online training programs. On the other hand, they believed that their colleagues were not that competent when it comes to using technology. Additionally, during the interviews the teachers said that they were confident in their ICT skills and they tried to utilize ICT tools when possible. The teachers also underlined that since technology is an ever-growing field, they want to improve themselves and learn more about the ways they can integrate ICT tools in their classes effectively. Technological training needs of EFL teachers have also been identified by another study. In their dissertation, İleri (2019) stated that the majority of the EFL teachers did not know how to utilize ICT tools in their classrooms. Similarly, one of the findings of the present study was the teachers' need for improving their technological skills. The participants stated that they wanted to attend in-service trainings to improve their ICT use in the classroom. Furthermore, during the interviews, the teachers indicated that they need a training on how to utilize the technological tools to their subject matter in the classrooms rather than merely learning about new applications. Comparably, in Bettinelli's (1998) study, the participants reported a need for learning about ICT use in EFL classes. Correspondingly, Gökmenoğlu (2012) also indicated ICT use in education as a need for professional development. Moreover, Arslan (2018) and, Özdener and İmamoğlu (2005) suggested that the teachers need not only ICT skills but also implementing ICT knowledge into their own teaching, and in-service training programs should help teachers to achieve this. In comparison, Reinders (2005) underlines the importance of conducting a needs analysis to

provide ICT education for language teachers. In other words, the teacher education and training programs should avoid integrating “technology for technology’s sake” (p.235). The needs and wants of the teachers should be investigated and the training program should be designed and planned accordingly. Additionally, Ilgaz and Usluel (2011), Martí (2006), and Raud and Orekhova (2017) believe that in-service training should be offered to address the ICT skills of teachers.

5.2 Beliefs about In-service Training Programs

The second research question of this study was “What are their beliefs about in-service training programs offered by Ministry of National Education?” To answer this question, questionnaire and interview data were explored. In the quantitative part there were 15 Likert scale items about this research question. The results suggested that the participants believed the importance of in-service training for their professional development, for following the developments in the field, for their target language development, and for increasing the collaboration between colleagues. Likewise, the participants think that in-service training increases their motivation and they are helpful for teaching English. Gökmenoğlu (2012) also reported comparable findings. The study investigated the participants’ previous in-service training experiences and concluded that the trainings were beneficial in terms of increasing motivation and interest, and professional development. Güneş (2006) reported similar findings from their study about the perceived benefits of professional development activities. Along the same lines, Arslan (2015) reported that the teachers found it important to meet and collaborate with their colleagues during in-service training activities.

On the other hand, majority of the participants feel that the in-service training programs do not fulfill their professional and personal development needs. What is more is that the teachers believe the content of the available programs are not

suitable for their needs. In the thesis studies written by Güneş (2006), and Saka (2005), the teachers stated similar concerns and beliefs about the content of in-service training programs offered by MoNE. In comparison, the results of Gökmenoğlu (2012) revealed that the in-service teachers believed that the previous training programs were up-to date and met their needs. Since the participants of the present study were exclusively EFL teachers, and in the other study, there were teachers from different fields, the difference in the findings may be explained.

Considering that after 2011, the number of in-service training offered to EFL teachers in Turkey has decreased (Milli Eğitim Bakanlığı, 2020a), this result can be rationalized. Since there are fewer in-service training directed to EFL teachers, they believe that they are insufficient in terms of addressing their personal and professional development needs. Similarly, the participants think that the quality and the number of the offered in-service training should be increased. Along the same lines, the teachers indicated a need for more frequent in-service training activities, and that they should be offered at times that are suitable for them. As the General Directorate of Teacher Training and Development pointed out (Milli Eğitim Bakanlığı, 2018a), this problem can be overcome by offering online training for EFL teachers. One of the benefits of online training is that it enables participants to attend synchronously or asynchronously (Başaran, 2014). Through online training, the teachers can participate in professional development activities in their own time and at their own pace.

Another finding for this research question was the relationship between the participants' beliefs about the benefits of attending to in-service training activities and how pleased they are with the available ones. It is found that although the EFL teachers had highly positive beliefs about the advantages of participating in such activities, they were not satisfied with them.

The results obtained from interview analysis showed similar findings. The participants believe in the use of in-service training for their professional

development. They also think that attending such activities increases collaboration with and support among other EFL teachers. Hamilton (2020) conducted a study to reveal that in-service training activities can be designed to promote collaboration, which in turn contributes to professional development of teachers. Additionally, the participants of the present study also underlined that in-service training activities are beneficial for updating their knowledge and learning new in-class applications. The common point stated by many of the participants was that the approach to in-service training should be practice-based rather than theory-driven. They wish to see practical applications, hands-on activities, real-life examples during these training sessions rather than theoretical knowledge (Korkmazgil, 2015).

5.3 Differences between EFL Teachers

The next research question of the present study was “Are there any significant differences between different groups of participants with regards to their needs?” There were six groups within the participants that formed the foundation for comparison: (1) regions of residence, (2) the grade level they are currently teaching, (3) level of experience in the vocation, (4) level of education/training they received, (5) genders, and (6) ages. To answer this question, data gathered from the questionnaire were analyzed through ANOVA and Tukey HSD test (when needed).

There were 322 in-service EFL teachers from 12 different regions of Turkey according to NUTS classification. The results of the test showed that, the EFL teachers had similar needs for target language, ICT and in-service content. To further explore the issue, NUTS Level 2 regions were also subjected to test. The results of this test; too, showed no significant difference for language needs and in-service training needs. In comparison, Kahraman-Özkurt (2019) indicated that region of residence was an important factor determining target language needs of EFL teachers. In their study, the results showed that EFL teachers working in Eastern

Anatolia had significantly higher needs for target language proficiency than the ones in Aegean and Meditarrenean regions. In the present study, when the ICT needs are considered, they were different for the EFL teachers based on the sub-regions of residence. For this reason, Tukey HSD test was administered to identify the sub-regions that caused this result. All in all, when Kocaeli and Balıkesir sub-regions were compared, the participants' needs for ICT differed significantly.

When it comes to comparing the participants' needs in terms of the grade level they are teaching, ICT needs and the in-service training needs showed no significant difference. Comparable results were also reported by Gökmenoğlu (2012). Although the literature suggests that the in-service training needs of EFL teachers working at different levels are different (Akyel, 2003; Güven, 2005; Koç, 2015; Özdemir, 1998), this study concludes otherwise. On the other hand, the EFL teachers' target language needs were significantly different. Again, the results of Tukey HSD test showed that the language needs of EFL teachers working at primary and secondary schools were significantly different. Also, the same finding was observed between primary and high school EFL teachers. However, the target language needs of secondary and high school EFL teachers did not differ considerably. The literature reported comparable results for this finding. Primary school EFL teachers' English language needs were significantly different from secondary and high school teachers (Kahraman-Özkurt, 2019).

For years of professional experience, equivalent findings are observed. Regardless of the participants' experience levels, their needs about ICT and in-service training were similar. Contrariwise, their language needs showed significant difference. When the results of Tukey HSD test were acquired it is seen that the teachers with 5-10 years of experience had different language needs than teachers with 15-20 years of experience. No such finding was noted for other experience levels. Similarly, for improving the language skills through in-service training, Bettinelli (1998) found that although the teachers from all age groups reported this need, older teachers or more experienced teachers inclined more towards this option.

That is to say, the newly appointed teachers were more confident about their English skills when compared with more experienced teachers. In the present study, there was a significant difference between the language needs of teacher with 5-10 years of experience and 15-20 years of experience. It can be argued that Bettinelli's (1998) study also demonstrated similar results. Moreover, as also mentioned by the participants of the present study, Bettinelli (1998) argued that the teachers with no opportunities to practice the target language with native speakers felt their English became eroded and inefficient. It can be argued that the teachers with 5-10 years of experience had more chances of practice in the target language than their counterparts with 15-20 years of experience. In comparison, Gökmenoğlu (2012) found significant effect of experience on ICT needs of in-service teachers. According to this study, teachers with 16 years and more experience indicated higher need for ICT use in teaching than less experienced groups. The results of the present study showed no significant difference in terms of experience for ICT use in teaching.

Additionally, Ünal (2010) in her thesis found that there were significant differences between the participants in terms of their in-service training needs. The study found that experienced teachers perceived themselves more competent in methodology and teaching techniques, classroom management, lesson planning, teaching language skills, use of teaching resources, and teacher development. On the other hand, novice teachers were significantly less confident in the mentioned skills. The author interpreted these results to say that novice teachers needed in-service training in these areas whereas experienced teachers were more competent. The present study, however, did not find significant differences about the EFL teachers' in-service training needs based on their experience level. The ICT needs and in-service training needs were not different across groups, while the language needs differed for 5-10 years and 15-20 years of experience.

Another finding of the present was that, the EFL teachers displayed similar language, ICT and in-service training needs regardless of their educational

background: the level of education they received (BA or MA), the department they studied in undergraduate, and the department they studied in graduate levels. This finding is in incongruity with Taner (2017) who found that the BA graduation department influenced the EFL teachers' perceived competence. The results of the study revealed that the perceived language proficiency levels of teachers with BA degrees in English studies were significantly higher than ELT graduates and graduates of other fields. In the present study, the participants indicated their target language needs and the findings showed no significant difference in terms of educational background. However, Gökmenoğlu (2012) also concluded that educational background (the faculty of graduation) did not influence the in-service training needs of teachers. For the level of education, the teachers received, the same study concluded similar findings. The needs of in-service teachers were analogous regardless of holding undergraduate or graduate degrees.

Another variable in the study was the genders of the participants. Similar to educational background, no significant differences were observed for target language, ICT, and in-service training needs between female and male EFL teachers. Correspondingly, the ages of the participants revealed no significant effect on their needs. On the other hand, in Gökmenoğlu (2012)'s study, gender was a determining factor for the reported needs of the participants. The study found significant differences between female and male teachers with regards to ICT needs, female teachers reporting higher needs. Nevertheless, the study concluded that the difference accounted for a little more than 0 percent of the variance and thus the effect of gender on teachers' needs was not "practically significant" (p. 60).

Overall, other than the aforementioned three variables, the statistical analysis revealed no significant difference for the participants' professional development needs. Yet, during the interviews the EFL teachers argued that the needs of teachers would be different. While some of the teachers suggested that the region of residence would be an important factor, others claimed that each school has different dynamics and thus affects the professional development needs. There

were also a few participants who believed that owing to following the same curriculum and the same coursebooks on national basis, the needs would not differ greatly and that a standard online in-service training can be offered to all EFL teachers in Turkey regardless of the aforesaid factors.

5.4 Variable Relationships

The fourth research question was “Is there a relationship between different variables of in-service training needs of the participants?” The aim was to determine if there were meaningful relationship between the variables. To this end, Pearson correlation was utilized for the scales in the questionnaire. There were 4 scales (5 factors) in the data collection tool: (1) language needs, (2) ICT needs, (3) in-service evaluation (satisfaction and benefits), and (4) in-service needs.

The results for language needs scale showed that the items in were highly correlated. In other words, although speaking was the most frequently stated target language skill that the participants wanted to improve, this finding indicate that they were also in need of improving other language skills.

For the ICT needs scale, similar results are observed. The items in this scale also showed highly significant correlations. In other words, the EFL teachers who felt confident in using ICT for personal means also felt the same for using technology for professional aims. Likewise, the participants feeling competent in participating in online in-service training programs also thought that they were good at using technology for personal and professional purposes.

For the third scale, there were two factors: satisfaction and benefits. For this first factor, the items were related with how pleased the teachers were with the available in-service training activities. The results of correlation test suggested that the items in this scale were highly related. Considering that the EFL teachers stated

their discontent with the current training activities, it can be argued that they would like to see some improvement in all aspects of the training, rather than few of them. For the second factor, the items were about the participants' beliefs regarding the benefits of professional development activities. Again, the results indicated high correlation among items. Based on this finding, it can be suggested that the EFL teachers had highly positive beliefs about the advantages of in-service training.

For the last scale, the aim was to determine the participants' in-service training needs. There were 20 items in this scale about the content of the training. The results presented that the highest relation was between the following subjects, as can be viewed from Figure 5.1 below. This figure lists the most frequently preferred list of subjects to be included in the online in-service training program and shows that the participants who stated a need for a certain subject also stated the same for the other ones listed above. For example, "methods for increasing student motivation" was the most frequently preferred subject. EFL teachers who believed that this topic should be included in the training believed that (1) activities to enhance cooperation among colleagues, (2) classroom management techniques, (3) educational psychology, (4) ICT use in ELT, (5) material development for ELT, (6) material selection for ELT, and (7) methods for developing students' language skills should be included in the training as well. As can be seen from the figure above, the most frequently stated items also showed high correlation between one another: methods for increasing student motivation, material selection for ELT, material development for ELT, and ICT use in ELT. It can be suggested that an in-service training could be designed to address these four topics since they emerged as the most preferred and highly correlated items. In other words, the training could be about increasing student motivation through technology enhanced material selection and design for ELT.

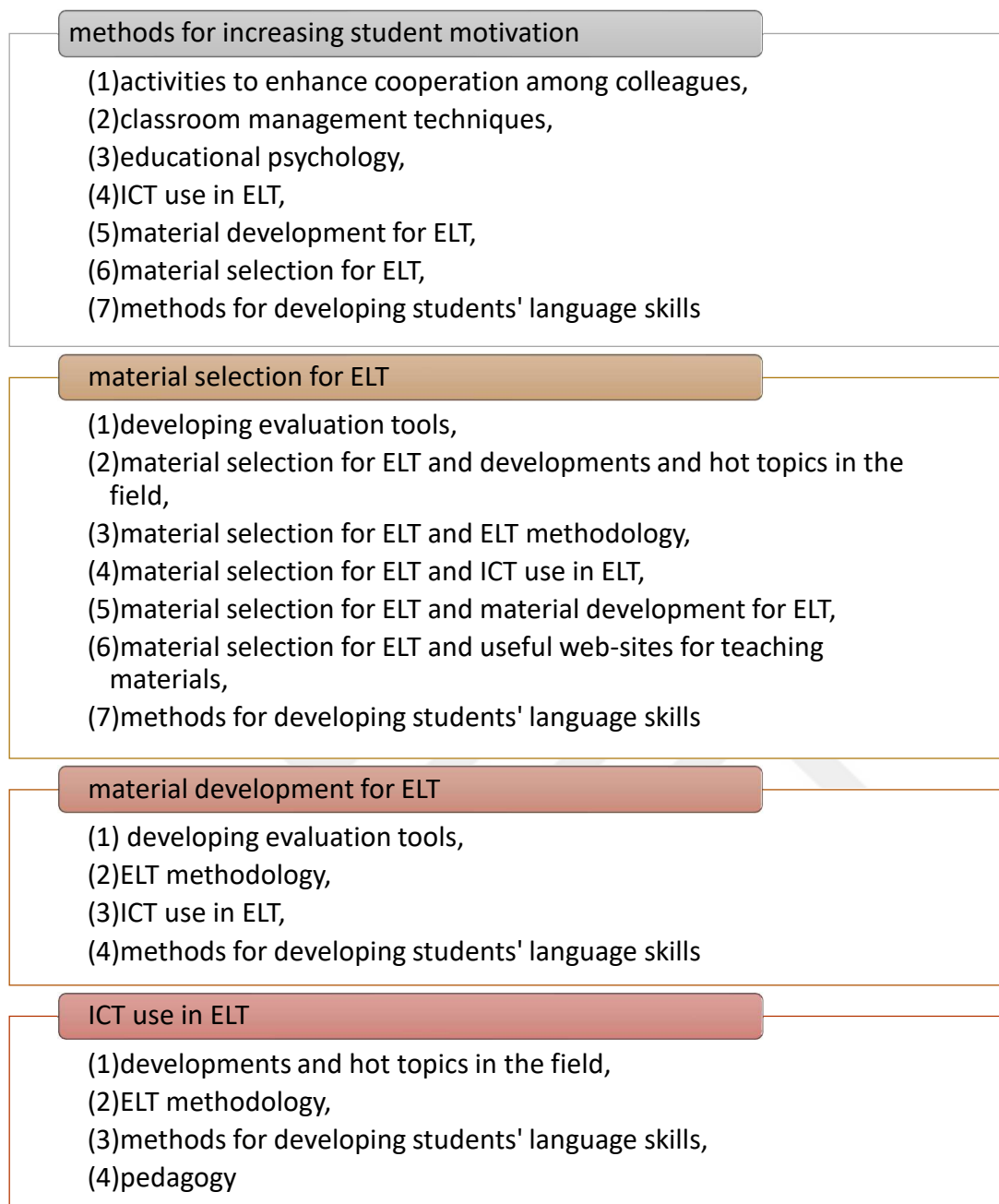


Figure 5.1 Relationship between different contents for in-service training

Upon examining these results, it can be argued that these were the areas that were most frequently stated by the participants of the present study. In other words, increasing student motivation, material selection and design for ELT and ICT use in ELT were considered as important by the majority. Similar results were also

reported by the literature (Bettinelli, 1998; British Council & TEPAV, 2013; Gökmenoğlu, 2012).

5.5 Online In-service Training Program

The last research question of this study was “Based on the needs of in-service English language teachers, what kind of an online in-service training program can be implemented?” There were eight sub-questions to be investigated within the scope of this research question:

1. What should be the aims of the program?
2. What should be the content of the program?
3. What kind of training tasks/activities should be included in the program?
4. What materials should be included in the program?
5. How long should the in-service training program last?
6. What kind of evaluation tools should be used in the program?
7. What should be the incentive to be given to the participants of the program?
8. What are the properties of an ideal online in-service training program?

In order to answer this research question, data obtained from the questionnaire and the interviews were collated. The discussion of findings for each sub-question are presented under separate headings. The overview of the sub-questions answered under this section can be seen from Figure 5.2 below.

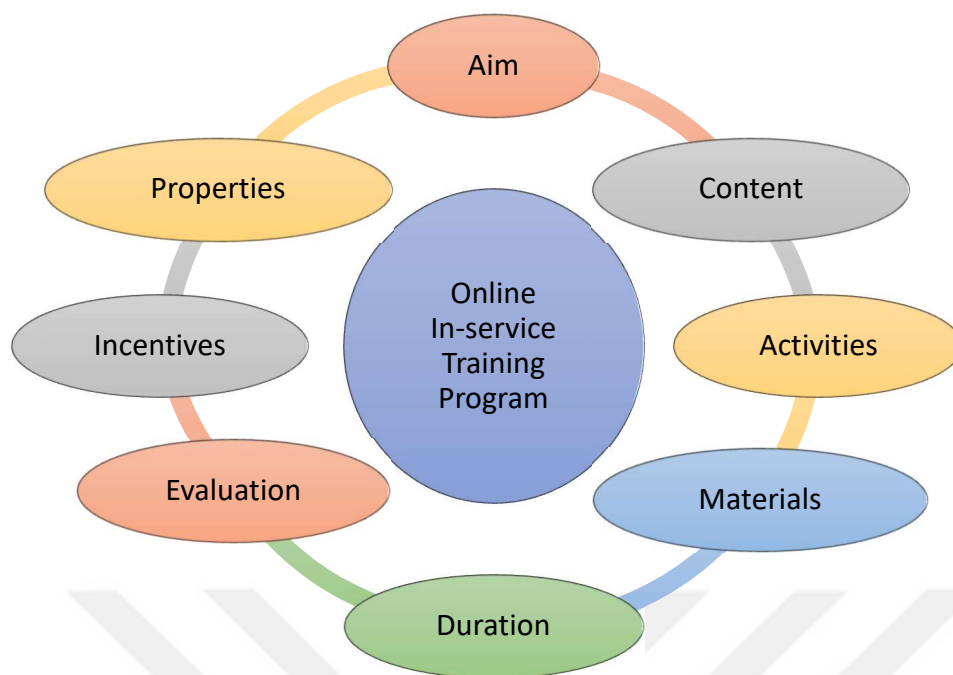


Figure 5.2 Overview of the sub-questions for online in-service training

5.5.1 Aims

For the aims of the in-service training, the majority of the participants wrote professional development followed by L2 development and application. The participants believed that the trainings should be designed with the aim of providing professional development opportunities for them. Furthermore, they believed that improving target language competency should be another aim of these training activities. As mentioned earlier in this chapter, due to limited chances of practice and being in an EFL environment, the English teachers in Turkey agreed that teachers' speaking skill is the language area that needs attention. The participants also stated that the aim should be applying theory into practice, rather than studying the notions and concepts alone. Both in the questionnaire and during the interviews they suggested that the aim of in-service training should be learning by practice. Teachers want to be active participants in the training process, rather

than perceived as audience. In educational institutions, in-service training should be designed with the aim of updating the existing knowledge and skills of teachers, and also help them acquire new skills. In-service training helps teacher to feel valuable and supported, thus leading them to improve their teaching performances and increase their motivation (Gümüşlüoğlu, 2016). Similarly, the findings of the present study concluded that the major objective of in-service training should be professional development.

5.5.2 Content

For the content of the program the majority of EFL teachers preferred methods for increasing student motivation, material selection for ELT, material development for ELT, and ICT use in ELT and methods for developing students' language skills in the questionnaire. When asked for their own opinions about the issue, most of the participants wrote methodology as the content for in-service training. Likewise, the interview data revealed that the teachers preferred to have ELT related subjects as the content, rather than any other topics. They stated that through the practical applications in in-service training they wanted to improve and update their methodological knowledge. Equivalent results were also reported by Özer (2004). Updating and improving their knowledge and skills about methodology was reported by most teachers in the mentioned study as well. Similarly, British Council and TEPAV (2013) concluded that the EFL teachers in Turkey were following grammar-based methodology rather than communicative ones and indicated that the content of future in-service training activities should be up-to date ELT methodology. Furthermore, Kandemir (2020) underlined that the in-service teachers should receive training about the emerging and new technologies for ICT integration in their classrooms.

5.5.3 Activities

When it comes to the activities to be included in the program, the participants preferred interactive, practice based, hands-on activities, both in the questionnaire and during the interviews. These activities can be enhanced through ICT, as mentioned by the participants. For example, when learning about a new web 2.0 tool, they want to see the in-class application of the tool rather than only learning about it. They want to experience the use of this tool during in-service training and then they want to practice it in their own teaching contexts. In other words, they prefer learning by doing. Furthermore, being adult learners, they stated that colleague cooperation is important for them. They believe that there are things that they can learn from each other and thus they prefer pair or group work activities as in-service training tasks. For the activities to be included in the training program, Gümüşlüoğlu (2016) proposed that rather than following book and pen based traditional techniques, the teachers should be able to exchange ideas and experiences with their colleagues through training sessions, and they should practice the training content in their own classrooms. Along the same lines, the results of this study indicated similar findings. The participants preferred practice-based, hands-on activities for their professional development. They also suggested that it would be better for them to share their in-class experiences with their colleagues and build their learning upon these experiences. Şahin (2012) analyzed the impact of in-service training activities offered by the Ministry and found that the participants preferred application-based, pair/groupwork activities to be effective. Comparable results were reported by Yılmaz (2018) as well. Additionally, Darling-Hammond (2017) by comparing teacher training practices in Canada, US, Finland, Australia, and Singapore, concludes that the professional development activities should be practice-based.

Related with this finding, Rogers (2007) suggests a learning cycle for adult learners. In-line with what the participants of this study suggested, adults learn better by

following each component of the cycle below in Figure 5.3. The participants stated that they would like to see practical applications and then implement these into their own classrooms. In the activity phase the learners, or in-service teachers in this case, carry out activities about the subject matter. These activities may be hands-on activities, case studies, and group/pair work. In the reflection phase they engage in reflections about their experiences in the previous stage. After completing the activities, the learners think about the activity and make inferences about the process. It is suggested that seeing the other teachers' experiences about the topic at hand or receiving feedback may be helpful for them. In the theory phase, they visit the theoretical base of the topic, but without going into too much detail. In the last phase, pragmatism, the adult learners, apply what they learnt from the training to their own classrooms.

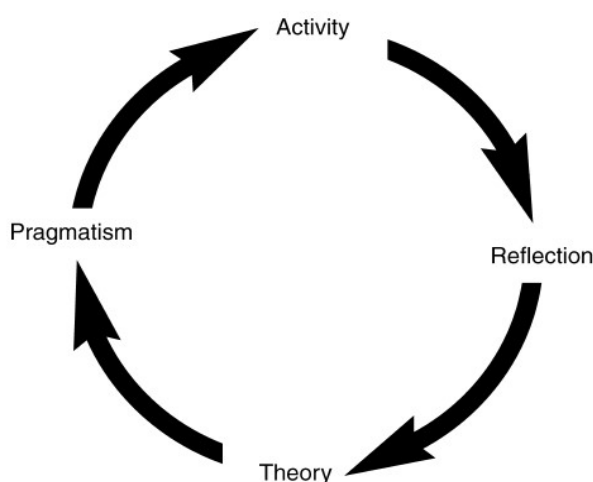


Figure 5.3 Learning cycle (Rogers, 2007, p. 26)

Additionally, the participants of the present study indicated several times that the in-service training should be practice-based. They prefer to transfer their knowledge into their own teaching contexts. They wish to see hands-on activities through which they can learn the content of the training and then they can use the same activity in their own classes with their students. Correspondingly, Bettinelli (1998) found that the Italian in-service EFL teachers preferred practice-based teaching techniques for training process. They wanted to learn about techniques that they

could utilize in their own classrooms. Along the same lines, Uluuysal, Demiral, Kurt and Şahin (2015) indicated that the adult learners preferred needs-based training where they are active participants, taking initiative, making their own decisions. Furthermore, the literature also suggests that the in-service training programs should be practice-based rather than theory-driven (Gümüşlüoğlu, 2016; Smith, Hofer, Gillespie, Solomon & Rowe, 2003; Tryggvason, 2009; Uluuysal, et al., 2015; Önalın & Gürsoy, 2020; Yurkofsky, Blum-Smith, Brennan, 2019).

One of the recurring themes for the activity type preferred by the participants was interactive ones. As also underlined throughout the interviews by the teachers, this type of activities is more engaging and helpful for the hem. Interactive and hands-on activities enable teachers to actively participate in the learning process, as also stated by Bettinelli (1998). It was argued that interactive activities were also beneficial in terms of promoting collegial support, sharing, and help. "The choice of this type of activity complements the desire, expressed by many trainees, to spend part of the training time reflecting on their teaching practice with other colleagues" (p. 284).

Similar to what Rogers (2007) suggests, Bettinelli (1998) indicates that active participation and reflection are important for adult learners. Additionally, Kimav (2019) found in his dissertation that the participants wanted to have interactive and collaborative activities in online in-service training. Besides, after participating in a blended in-service training program, the ELT instructors stated that having such components was beneficial for them for their professional development. Along the same lines, Kimav (2019) also found that the ELT instructors wanted to have interactive and collaborative activities where they could share their experiences and ideas with their colleagues and support them. The results also suggested that the participants preferred activities that they can utilize in their own classrooms. Their inclination was to address their needs in the classroom, rather than having theory-driven activities (Kimav, 2019; Korkmazgil, 2015). The participants of the present

study, too, indicated having interactive components in the online training. The training models where the teachers are perceived as the audience and receivers of knowledge are criticized for not being as effective (Burns, 2017). It is further argued that if these types of models are sustained then the teachers will continue to be alleged “as low-status operatives, often failing to meet effectiveness targets, rather than as autonomous, responsible professionals, trusted to shape and achieve the ongoing learning required by the tasks they are charged to carry out” (Kiely & Davis, 2010: 280).

One of the results of the present study revealed that the in-service EFL teachers wanted to engage in collaborative and interactive activities during the course of in-service training. They believed that an ideal online training program should enable them to work cooperatively with their colleagues and interact with the trainer. The literature suggests that use of interactive activities and tools in online learning environments are beneficial (Ateşkan, 2008; Bryceson, 2007; Forde & McMahon, 2019; Kimav, 2019; McLoughlin, 2013; Northcote, Kilgour, Reynaud, Gosselin, McLoughlin, 2019).

5.5.4 Materials

For the materials of the program, in the questionnaire, the majority of EFL teachers preferred videos, interviews with experts from the field, research studies, and news reports from the field. Books were the least preferred type of material for the participants. In relation to having interactive activities, the participants want to see videos, news reports and interviews that they can interact with as materials. Furthermore, they provided ICT related materials as their most frequent preference. Example in-class videos about the application of the subject at hand, short clips of experts from the field, web 2.0 tools were the most commonly selected materials. During the interviews the participants indicated similar opinions about the issue. They believe that the materials should be application-based as well.

The participants of this study stated that they preferred to have videos and other audio-visuals as materials to be included in the training program. The literature suggested similar results. In Bettinelli (1998) the participants favored audio-visuals more than any other component of the in-service training program. In addition, Borko, Jacobs, Eiteljorg, and Pittman (2008) showed that utilizing videos as materials in professional development activities can be fruitful for the teachers. Additionally, employing interactive videos in online learning can promote learner achievement (Bonafini, Chae, Park & Jabllokow, 2017).

Along the same lines, interactive visual learning tools motivate the learners and influence learners' actual performance (Ha & Im, 2020). Furthermore, by investigating the award-winning online courses in US, Kumar, Martin, Budhrani and Ritzhaupt (2019) identified that, the learning materials should be designed based-on the participants' needs. The study concluded that the materials used in online learning should be relevant and linked with practice. Similarly, in the present study, the EFL teachers commented that including videos about example teaching practices, rather than lectures, would be more motivating and beneficial for them. As suggested by the literature, the materials should be authentic, relating to real world (Kumar, et al., 2019).

5.5.5 Duration

The duration was another component of the training to be explored. During the interviews and in the questionnaire the most frequently stated time interval was 1-4 weeks. Although there was no consensus on the hour per week issue (ranging from 2 hours to 10 hours), the participants agreed that the training should not interfere with their personal and professional life. The teachers asserted that the in-service training can be arranged outside of school hours and for short periods of time. The Regulation of Ministry of National Education In-service Training (Milli

Eğitim Bakanlığı, 1994) states that the duration of an in-service training program should be no less than 25 lesson hours per week, and the daily working hours can be no less than 4 lesson hours, and daily lesson hours are 50 minutes and 90 minutes if they are block lessons. In other words, if the training were to be designed on the weekdays, there would be 5 lesson hours each day and it would add up to nearly 4 hours every day. On the other hand, the majority of the participants stated that the training should be at most 1 hour for a day and the training should be every other day, rather than every day of the week. As can be seen, the participants prefer shorter and needs-based in-service training activities for their professional development.

5.5.6 Assessment and Evaluation

Evaluation and assessment tools to be used in the training were also investigated within the scope of this study. The majority of the participants stated in the questionnaire that they preferred observation, projects, and portfolios as assessment tools. Tests and assignments were the least favored type of evaluation for the EFL teachers. On the other hand, when asked to write their own evaluation tools, the most frequent item was “exams”. During the interviews, they stated that taking exams make the participants nervous and uneven hence they stated that the exams should not be very long, it should be in the form of end-of-unit tests rather than one-sit final examination format. They also stated a preference for application-based evaluation, meaning, at the end of the training, the participants could produce a material, or could practice the topic in their classes and then report back. Furthermore, they pointed out a disadvantage for the final exams: answer sharing. In order to overcome this shortcoming, the teacher believe that formative assessment should be used rather than summative.

5.5.7 Incentives

Although the majority of the participants indicated that they did not want any reward for participating in professional development activities, incentives to be given upon completing an in-service activity was another aspect of the study. The Regulation of Ministry of National Education In-service Training (Milli Eğitim Bakanlığı, 1994) states that if the trainee completes the training successfully (scores 45 and above), they are given certificate of achievement, if not (scores 44 and below) they are given certificate of participation. The analysis of quantitative and qualitative data revealed that while teachers prefer certificates as rewards, they also want to receive something more permanent. The participants stated that the incentive should be more motivating for them, it should be in their permanent records and it should also be beneficial for them. The suggested incentives were level score (TR: kademe), service score (TR: hizmet puanı), and degree score (TR: derece). While level and degree scores affect the salary of the teachers, service score is related with appointments. During the interviews the majority of the participants agreed upon service score as incentives rather than certificates since it affects where they will be appointed. The in-service teachers successfully completing an in-service activity can be rewarded with this score. The participants stated that the score could be given upon completing every three or five training activities. In this way they are encouraged and motivated to participate in professional development.

Along the same lines, Pehlivan (1997) suggests that in Turkey, the participants of in-service training programs expect appreciation, promotion, appointment, salary raise, bonus payments, besides developing their knowledge and skills during the training. It is further argued that when these expectations are not met, the participants lose their motivation and interest for their profession. Accordingly, this translates into negative changes in their attitudes towards future in-service training and has an influence on their participation. Additionally, Yazıcı and Gündüz (2011)

underline the importance of providing rewards to the participants of in-service training activities by stating salary raise, positive evaluation, service score points as incentives that need to be presented. Also, Kımav (2019) illustrated that the participants found certificates to be a motivation source for participating in an in-service training. Although the certificates were chosen as incentives by the participants of the present study, the main finding was receiving something permanent for their professional record rather than a document. In addition, a study conducted by Özer (2004) revealed that the training of teachers was deficient in elements that could be motivating for teachers to attend such activities. For this reason, it proposed that the training programs should offer some rewards to the participants. Özer (2004)'s suggestion was to develop a credits system that would be used for appointments. This can be interpreted as service points and thus is in line with the findings of the present study. Moreover, Saka (2005) also identified the in-service teachers' opinions about the incentives and found that the teachers preferred level and service scores as rewards.

5.5.8 Properties

Finally, the properties of the online in-service training were explored through questionnaire and interviews. Similar to the answers they provided for the previous questions, their top three was (1) applicability and interactivity, (2) time of the training, and (3) needs-based content. The participants believed that after completing the training, they should acquire something applicable for their teaching practice. It can be new materials, a new activity, a new ICT tool or other products that they can make use of in their own classes while teaching English.

The participants also stated that the training should be interactive. They want to be part of the training process through engaging with other teachers and the trainer. They prefer learning by doing rather than reading or listening about a subject. Similarly, Burns (2017) emphasizes that a good teacher training program should be interactive. Teachers should be passive receivers of the training on the contrary,

they should be actively engaging with the content, the trainer, and other trainees of the program. Burns (2017) also underlines the importance of linking theory with practice. By contrasting “thing-based” and “being-based” teacher education, the author argues that the latter is criticized for depending heavily on theory. Alternatively, “being-based” training programs are contextualized, and the teachers are dynamically involved in the professional development process. The trainees are able to make connections between the content of the training and their own teaching contexts. Additionally, they can implement this knowledge into their own classrooms. Burns (2017) suggests that participating in online learning is an example of this type of training.

Moreover, the EFL teachers stated that the time of the training is very important for them. It should not interfere with their professional and personal life. They want to attend the training activities in their own time and on their own pace. For this reason, online trainings can be considered to be convenient for the participants. If they are carried out both synchronously and asynchronously, they can participate whenever they are available. Illeris (2010) points out the advantages of online learning for adults by stating that it provides flexibility to the learners by making the notion of time obsolete. In other words, the participants can practice and study in their own time, without being confined to a pre-determined schedule. This nature of online professional development programs is also considered to be a motivating factor for the in-service teachers (McElearney, Murphy, Radcliffe, 2019). Along the same lines, the results of another study showed that the EFL teachers preferred attending in-service training activities with flexible participation options (Arslan, 2018).

Another thing the EFL teachers mentioned repeatedly was that the training should be needs-based. Rather than following a top-down approach, the needs and wants of the participants should be considered. The majority of the teacher claimed that they wanted to attend professional development activities related with their own

field of teaching. The literature argues that adult learners are motivated by relevance. Rogers (2007) states that “while of course it is true that there are people who are drawn to learning for learning’s sake, most adult learners are strongly motivated by wishing to acquire skills and knowledge they can use in practical ways”. (p. 32) This is also in-line with the preferences of in-service EFL teachers. Rather than receiving a training about pre-determined topics, they wish to see a needs-based approach for in-service training programs. They suggested that the training should be relevant to their needs.

Moreover, Illeris (2010) argues that adults learn what they are motivated to learn and what is relevant for them, “adults are not very inclined to learn something they are not interested in, or in which they cannot see the meaning or importance” (p.49). It is further argued that if the content of learning is not related with their needs, the adults tend to forget the training and it is very difficult for them to apply the subject matter into their own teaching context. As far as the present study is concerned, what the EFL teachers indicated was the opposite: They want to learn about subjects that are relevant to their immediate teaching contexts and about topics that they can implement in their own classrooms.

Additionally, Burns (2007) proposes the teacher trainings should be needs-based. As mentioned above, “things-based” approach is considered to be limited since the teachers’ needs are disregarded and hence the impact of the training remains only partial. On the other hand, “being-based” training programs are designed in accordance with the participants’ needs and wants. The content and the activities of the training are relevant to the teachers’ needs and thus they are more effective in terms of facilitating professional development.

Along the same lines, the literature supports the same idea for in-service training activities for teachers by arguing that the programs should be designed based on the immediate needs of teachers (Gökmenoğlu, 2012; Gümüşlüoğlu, 2016; Powell & Bodur, 2018; Smith, et al., 2003, Uluuysal, et al., 2015). By underlining the factors

that influence the effectiveness of in-service training, Özer (2004) states that “only when teachers feel the need for professional development or inservice training, and when they are willing to attend in-service training activities, may the in-service training be effective” (p. 96). In other words, the professional development activities should be based on the needs of the teachers and the participation should be on voluntary basis, which brings along the next finding of the present study.

The results of the present study indicated that obligatory participation in the in-service training was a disadvantage and the participants preferred voluntary attendance to these programs. On the other hand, Gümüşlüoğlu (2016) suggested that until they experience the benefits of in-service training, all EFL teachers in Turkey should be required, a compulsory participation for in-service training activities. The results of the current study on the contrary showed that the participants were already aware of the benefits and advantages of these activities for their professional development and yet they preferred voluntary application. Similarly, Gökmenoğlu (2012) and Kırmav (2019) revealed that the participation in in-service training activities should be on voluntary basis rather than mandatory. This finding is important since it is considered to be an important factor for determining the effectiveness of the training (Özer, 2004).

5.6 Suggested Online In-service EFL Teacher Training Course

Based on the findings of the study and considering the point raised by the relevant literature, an online in-service training model for EFL teachers in Turkey have been suggested. A summary of this model can be seen from Figure 5.4 below. Mainly there are three core mechanisms in this model: (1) components of the program, (2) properties of the program, and (3) gains that the program offers. Each of these are presented under separate headings in relation to the findings of the study and related studies.

Since the aim of this study was to suggest an online program, the data gathered with this goal in mind. The participants offered their beliefs, opinions and needs in relation to professional development activity that would take place through distance education. Özer (2004) stated that 27.5% of the obstacles for participating in a professional development activity resulted from housing and eating problems. In other words, the teachers were reluctant to attend such activities if they were not happy with the housing and dining offered in the training program. Furthermore, the same study indicated that 26.4% of the obstacles were related with the expenses the teachers spent.

On the other hand, if the training were to be given online, these problems would be solved. The teachers could attend the in-service training activities in their homes, and they would adjust the schedule accordingly. In addition, by comparing the traditional courses and online learning, Wasserman and Migdal (2019) found significant differences in favor of online learning. In other words, the participants preferred online learning over traditional, classroom-based courses. For these reasons, the suggested model has online learning environment as the infrastructure.

As mentioned earlier, Rogers (2007) proposed an adult learning model consisting of four steps: activity, reflection, theory, and pragmatism. Considering that the adults learn more effectively when they are dynamically engaged in activities and reflection that will form the basis for theoretical knowledge which in return will enable them to practice in their own teaching contexts, the proposed model includes Rogers (2007) as the methodological component of the program.

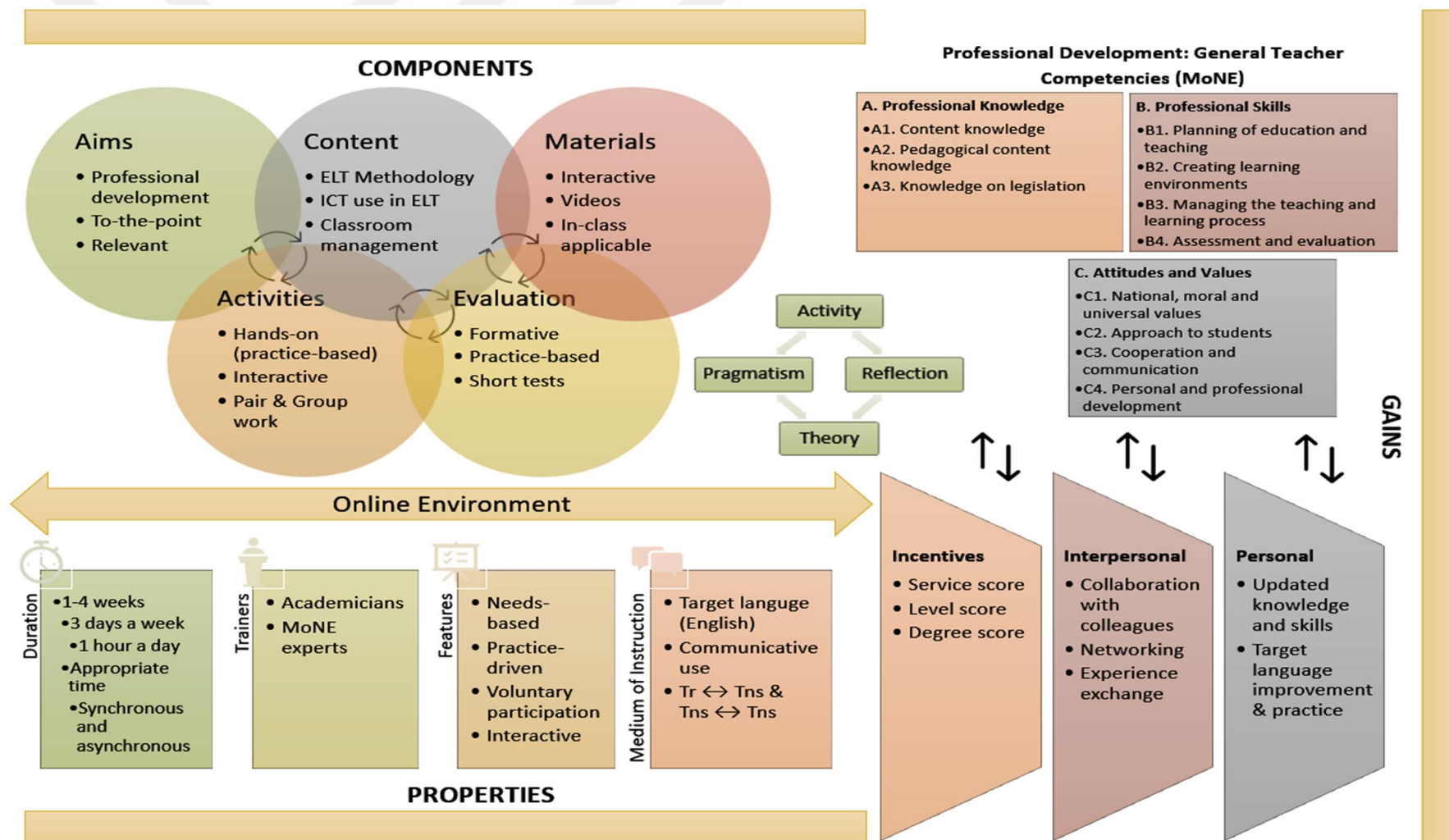


Figure 5.4 Online In-service Training Model for EFL Teachers

5.6.1.2 Content

Similar to the previous component, the content of the program should also be needs-based. Considering the results of the present study, it can be seen that the participants' needs inclined towards ELT methodology, ICT use in ELT, and classroom management. Owing to this result, the future programs could focus on these three subjects as the content. These areas were also reported by Yilmaz (2018) as the subject area to be included in professional development activities. The participants of the present study claimed that they wanted to attend in-service training activities related to their own field of study. For this reason, the model proposes designing training programs about ELT methodology and current trends, technology integration in language teaching and classroom management. Considering that each of these three subjects is to be presented within limited time frame, it would be better to plan a separate course or training activity for each of these subjects rather than combining them into one.

5.6.1.3 Materials

The type of training materials was another component of the program. Since this study follows a bottom-up approach, the material selection was made based on the participants' needs as well. The in-service EFL teachers favored interactive materials for the online training program. They want to be active participants in the process and thus they prefer interactivity in training. The content can be presented through interactive videos where they could reflect on their own teaching experience. They suggested that the materials should be applicable to their own classrooms. Accordingly, the model included videos about the subject matter and also example in-class applications. The participants can make comments and suggestions by interacting with the videos.

5.6.1.4 Activities

While participating in the in-service training program, the EFL teachers stated that they wanted to have practice-based, interactive activities. In other words, the participants preferred hands-on activities, which they can utilize in their individual classrooms, for their own professional development process. To give an example, several of the participants during the interviews revealed that they wanted to see the activities that they can utilize in their own classrooms. In other words, the activities in the training program should be the same as the ones that EFL teachers could employ in their own classrooms. For instance, if they are learning about current EFL trends and how to use them in their own classes, they want to experience the activities during the training session and then utilize the same ones for teaching English. To put it differently, they want first-hand experience on the activities that can be used to teach the target language.

They also mentioned that since developing interpersonal relations with other EFL teachers is important for them, the activities in the training program should be pair or group work activities. They view in-service training as a way of building rapport with other teachers and hence want to enhance this procedure through the activities as well. Consequently, the model included such activities as part of the program. These activities should be designed in a way that will encourage networking and experience sharing amongst the participants and they should be practice-based rather than theory-driven (Önalan & Gürsoy, 2020). The research on best practices of online teacher training indicates that in-service training programs should allow room for peer and group collaboration.

Additionally, the best practices also include reflection processes (McElearney, et al. 2019; Signer, 2008). Additionally, Kwakman (2003) examined the factors that influence teacher participation to in-service training programs and revealed that

having meaningful activities was the one factor that emerged as significant. For this reason, having relevant and meaningful activities related with the needs of teachers is important. Moreover, by examining the factors that increase the effect professional development activities, Liu and Phelps (2019) revealed that application-based in-service training programs had longer lasting effects when compared to theory-driven ones. The authors suggested that theoretical and practical components should be employed side by side.

5.6.1.5 Evaluation

The last component of the program was evaluation. When asked for their preferences about assessment, the participants stated formative, practice-based evaluation practices. Furthermore, they expressed that short tests would be more appropriate for them rather than long one-sit examinations. The results indicated that the in-service EFL teachers would be more motivated to participate in training activities if the evaluation tools encouraged in-class application. Due to this reason, in this model formative assessment tools with shorter tests have been incorporated.

For example, at the end of each session a short test can be implemented to check the understanding of the participants. Then the participants can be asked to integrate the topic of study into their own teaching context. By following the learning cycle suggested by Rogers (2007), after the teachers practice the content in their own classes, they can be asked to submit reflection reports about their experience. In this way, the teachers are encouraged to practice the newly covered topic in their schools and then think about their experiences.

Additionally, during in-service training, the participants can be asked to observe their own classrooms for reflective practice. For instance, if the training is about classroom management, the participants can be asked to videotape one of their

classes and then observe themselves in terms of coping with problems in the lesson. After taking notes, they can write reflections and share their experiences. Reflections are considered to be powerful in adult learning (Stevens, Gerber, Hendra, 2020). Similar process can also be employed for peer observation: they can observe one of their colleague's lesson. Moreover, considering available online tools, the participants can be invited to observe synchronous or asynchronous EFL classes around the world.

Along the same lines, to integrate practice into training, the in-service EFL teachers can be requested to work with in-class mini-activities. For example, suppose that they are receiving a training on web 2.0 tools and language teaching. During the training, relevant web 2.0 tools can be introduced to the participants, and then they can conduct a part of their lesson by employing these tools. After the lesson, they can comment about the strong and weak point of the tool and how it can be improved for better use.

5.6.2 Properties of the Program

The properties of the program can be grouped under four main headings: duration, trainers, features, and medium of instruction. The duration of the program is important for the participants since it affects the way they feel motivated towards professional development activities. Similarly, the teachers also mentioned that the trainer should be knowledgeable and qualified to conduct the training. When asked for the features of an ideal program, they provided four recurring themes as answers. Finally, for the medium of instruction, the participants believed that the training should take place in the target language.

5.6.2.1 Duration

Although the literature suggested that short-term professional development activities are problematic (Penuel, Fishman, Yamaguchi, & Gallagher, 2007; Uysal, 2012), and that the in-service teachers preferred long-term programs (Philipsen, Tondeur, Roblin, Vanslambrouck & ZU, 2019); the present study revealed that the participants preferred short-term professional development activities over the ones that are long-term. The most commonly stated duration for the ideal training was 1-4 weeks which was also stated by Kimav (2019). The participants also believed that the training should be every other day and it should be during the weekdays. The majority of the participants indicated 1 hour as the ideal length for a session. For this reason, the model proposes that the online in-service training should be planned for 1-4 weeks, 3 days in a week and 1 hour a session.

Additionally, the participants mentioned the training should be appropriate for their own schedules. In other words, they suggested that the training should not clash with their class hours and their personal life. Considering that the suggested model is for online training activities, the program can be designed in a way that will enable participants to attend the lectures both synchronously and asynchronously. For example, the live courses can be conducted at 20:00 for the ones who wish to attend synchronously. The recording of the course can be provided, along with the activities and materials used in the course, for the ones who prefer viewing the lecture at a different time. In this way, the participants can be motivated to join professional development activities.

5.6.2.2 Trainers

The results of this study revealed that the participants preferred academicians and experts from the field as teacher trainers. During the interviews, they mentioned that the trainer should be capable and knowledgeable about the subject matter. There were also few participants who underlined the fact that the trainer should be

able to connect theory and practice, should be able to convey the knowledge to the teachers by considering the teaching and learning environment. In addition, in Gökmenoğlu (2012), the in-service teachers preferred academicians as teacher trainers, rather than MoNE experts, inspectors or school directors. Furthermore, the participants of the present study reported their preferences towards cooperating with native speakers as teacher trainers so as to enhance professional development practices.

Along the same lines, Bettinelli (1998) argued that the in-service training needs of native and non-native English teachers were different that there were things that they could learn from each other. “Working together, they can help each other identify the difficulties that their students are likely to encounter and find the most effective ways of dealing with them” (p. 20). When the in-service training preferences of the participants in the present study are taken into consideration, it can also be seen that they prefer attending abroad courses. Combining these results indicates that the in-service EFL teachers believe native speakers to be helpful in terms of professional development.

Based on the statistically-oriented projection of the significance of the findings, it is suggested that the online in-service EFL teacher training program should invite academicians and experts from the field as trainers along with the native speaker counterparts. Considering the in-service teachers target language needs, establishing a cooperation with native speakers from the field could be fruitful for improving the language skills and professional development.

5.6.2.3 Features

Within the scope of the study, the participants were asked to identify the features of an ideal online in-service training program. The results revealed that the program should be needs-based, practice-driven, interactive and the participation should be

on voluntary basis rather than *ex officio*. As mentioned in the previous section, the participants give foremost importance to needs-based content and practice-driven activities, evaluation and materials. For this reason, the suggested model proposes that before planning an in-service training activity for the EFL teachers, a comprehensible needs analysis should be conducted (Daloğlu, 2004; Dikilitaş & Tanış, 2018; Eren & Kurt, 2019).

In addition, Özer (2004) identified the obstacle for participating in a training activity and found that the 42.3% of them stem from not doing a needs-analysis first. The teachers stated that they want to be active during the training and they do not prefer listening passively. Hence, while designing a training program, the components should enable participants for interaction and active participation. Furthermore, the teachers believe that attending such activities should be voluntary. *Ex officio* requirements may cause some problems for the teachers, especially if there is a clash between their professional life, personal life, and the training program.

Correspondingly, the EFL teachers stated that voluntary participation is more motivating for them. Owing to this result, the model included this aspect. Moreover, the interactivity is another important feature of the program. The teachers want to interact with the content, the material, the trainer, and other teachers. As mentioned previously, through such activities the teachers can exchange ideas, practices, and information. In this way, they feel more motivated to participate in professional development activities. The literature underlines the importance of those activities, especially for distance education since they can contribute to the effectiveness of the program (Beldarrain, 2006).

5.6.2.4 Medium of Instruction

The last property of the program suggested is medium of instruction. Considering the needs of EFL teachers about target language, and their motivation for developing their language skills, the model proposes that the professional development activities of EFL teachers should be conducted in English. Given that the designed program will be interactive, the participants will be able to use the target language in a communicative way. The teachers made comments about their own language skills and mentioned that due to limited production and interaction opportunities, their English language skills begin to deteriorate. Through professional development, the teachers can be encouraged to work on these skills by means of utilizing them in a meaningful and communicative context. They want to communicate with the trainer, and with other EFL teachers. Although some participants expressed some worries about target language use, it would be better for them to have a practice chance. Consequently, this model suggests having English as the medium of instruction. Şahin (2012) also indicated that the professional development activities of EFL teachers should be conducted in the target language.

5.6.3 Gains

In the present study, the participants' major reasons for attending in-service training courses was to promote professional and personal development. The literature also reports similar results. The in-service EFL teachers were attending training courses so as to improve professionally and personally (Bettinelli, 1998). For this reason, the participants should be able to take away points from the in-service training about their personal and professional gains. In the proposed model, both personal and professional gains have been incorporated. Furthermore, the same results have been indicated by the participants of the study. The in-service EFL

teachers believed that an ideal training program should enable them to develop professionally and personally.

Under professional gains, the competencies issued by the Ministry of National Education (2017) have been listed as components. According to this document there are three main competences. Under personal gains, the model gathers three sub-categories: personal gains, interpersonal gains, and incentives. As can be deduced from Figure 5.4 above, although these components appear to be separate, they are in fact interrelated. For example, by improving the target language skills, the in-service teachers also improve their professional competencies. Similarly, by acquiring incentives upon completing a training program, the teachers contribute to their professional development as well. Equally, via increasing collaboration with their colleagues, the EFL teachers contribute their teaching practice and thus improve their professional competence. For this reason, the gains component of the model is intermingled.

5.6.3.1 Professional Development

The first sub-component of the gains section is professional development. The majority of the participants believed the use of in-service training programs for professional improvement, and they stated that the reason the teachers take place in such training activities is because they are professionally significant. For these reasons, the in-service training activities should help participants to achieve higher levels of professional development. In the suggested model, the general teacher competencies issued by MoNE (Milli Eğitim Bakanlığı, 2017) have been included. As mentioned earlier in the Introduction chapter, there are three core competency domains: (1) professional knowledge, (2) professional skills, and (3) attitudes and values.

The professional knowledge refers to the theoretical basis of the profession. Content knowledge, pedagogical content knowledge, and knowledge on legislation are gathered under this competency domain. Content knowledge competency refers to the teacher's knowledge on theoretical, methodological, and factual knowledge in the subject field. This competence also indicates that the teacher has an enhanced and critical understanding of the knowledge base. Pedagogical content knowledge refers to the teacher's knowledge about curriculum and pedagogy of the subject matter. Finally, knowledge on legislation indicates that the teacher performs in accordance with legislation, professional duties, rights and responsibilities (Milli Eğitim Bakanlığı, 2017).

Second competency domain is professional skills. Planning and managing educational processes, creating learning environments, assessment and evaluation are the skills listed under this category. It is stated under planning of education and teaching competency that the teacher plans education and teaching processes effectively. Another competency is related with teacher's skill about creating and preparing proper teaching materials and establishing a safe and healthy learning environment in which all students can engage in learning activities effectively. Managing the teaching and learning process effectively is another competency listed for the teachers. The last competency of this domain is assessment and evaluation. It is stated that the teacher uses assessment and evaluation methods, techniques and tools that suits the aim.

Lastly, according to the document (Milli Eğitim Bakanlığı, 2017), attitudes and values are included as another domain of general teacher competencies. Teachers' national, moral and universal values, approaches to the students, cooperation and communication, and personal and professional development are the areas that are incorporated. The document states that the teacher observes national, moral and universal values during teaching. The teacher also shows an attitude that encourages student development. Furthermore, the teacher creates an efficient

communication and cooperation with students, colleagues, families, and other educational stakeholders. Finally, via conducting self-evaluation, the teacher participates in personal and professional development activities.

As can be inferred from the statements above, gains related with professional development are also related with personal development. Although in the proposed model these two are presented separately, they are in fact intertwined. The competencies are included in this model to guide the in-service training activities in a way that will be more rewarding for the participants.

5.6.3.2 Personal Development

Under personal development, the participants' indications were listed. According to the in-service EFL teachers, the two most frequently mentioned gains of in-service training activities were updating the knowledge and skills and target language improvement and practice. Similar to the previous gains, the participants believed that attending in-service training activities helps them to improve and update their professional knowledge and skills. They also stated that due to this reason they are more motivated to participate in such activities. Furthermore, the EFL teachers believed that upon completing an in-service training activity, they should be able to improve and practice their English language skills. Considering their needs about target language and the ideas they put forth, the suggested model included target language improvement as a gain. Following this line of thought, it can be suggested that the in-service training programs should consider target language improvement and practice. In order to achieve this, the medium of training could be English, the trainers could be native speakers, and the teachers could be encouraged to collaborate with their colleagues to practice target language skills.

5.6.3.1 Interpersonal Development

The participants of the present study frequently mentioned that attending in-service training activities helps them to build collaborative relationships with their fellow colleagues, create professional networks and establish experience exchange. The results of the study showed that the EFL teachers valued interpersonal gains and thus the suggested model includes these in the training process. In other words, in-service training programs should be designed in a way that will enhance interpersonal gains as well. Through the training activities the participants should be encouraged to work together, collaborate with each other, and learn from one another. They placed considerable importance to experience exchange by stating that examining the teaching experiences of their colleagues can be very educating for them. They also said that knowing that another teacher is experiencing similar teaching situations makes them feel less isolated and more competent. As suggested by Johnston (2005), collaboration among colleagues is becoming increasingly widespread for teacher training and development.

5.6.3.3 Incentives

The last piece of the gains mechanism of the suggested model is incentives. These refer to the tokens that could be awarded upon completing an in-service training activity successfully. The results revealed that the majority of the participants preferred service score, level score and degree score as incentives, rather than certificates of attendance or achievement. As suggested by the literature, these incentives can be motivating for the in-service teachers and can inspire them to attain further professional development (Kırmav, 2019; Özer, 2004; Pehlivan, 1997; Yazıcı & Gündüz, 2011). Upon successful completion of in-service training activities, the EFL teachers should be awarded with mentioned scores to better motivate and encourage them.

Although obtaining professional and personal gains out of the training is satisfactory, as also pointed out by the participants of the present study, the EFL teachers prefer to have a record of the gains in their permanent record. In other words, the program should provide teachers with incentives which in return can be used for relocation, promotion or salary raise. Again, the incentives can be interpreted along with the other gains mentioned throughout this section.

5.6.4 Sample Program Outline

Overall, by considering the points raised above, a more concrete example of the suggested model can be given. The aim of the sample online training model is to provide relevant and to-the-point professional development for EFL teachers. The duration of the program is 3 weeks and 3 days a week. The participants can view the live course that is about one hour long, or they can attend the course asynchronously. The medium of instruction is English. The content of the program is ELT methodology. This is the part 1 of the program. The participants who complete the first part would gain a chance to participate in the second part of the program. The materials of the program include Interactive videos about example practices. The participants can take notes, make comments, add remarks to the videos. The activities of the program are application-based. The participants are expected to view the materials and take a short test at the end of each session. Then, each participant is required to conduct their teaching in accordance with the theories presented on that week. Afterwards, they are expected to write a reflection paper based on the practice and then respond to their peers' reports. At the end of the program, the teachers are required take a final exam. A detailed overview of the example program can be seen in Table 5.1 below.

Table 5.1 An overview of the example online in-service training program

Title: ELT Methodology 1 in-service training program (online)
Participants: volunteering EFL teachers working at primary, secondary, and high schools in Turkey
Aim: This program aims to provide in-service teachers with professional development opportunities to EFL teachers in Turkey by providing an overview of the relevant approaches and methods in ELT.
Content: This program includes approaches and methods to English language teaching. This program is designed as two parts. In each part, the approaches and methods are presented in a chronological order. In this part, each session presents different theory to language teaching and learning. The medium of instruction is English in this program and the activities are conducted in the target language.
Materials: In each session, you will view a short video about the theory, its advantages and disadvantages. Afterwards, you will see an example in-class teaching practice related with the same theory. You can add notes, comments to the videos while watching. Please feel free to make suggestions to the teacher in the example practice video while watching. What would you do if you were to teach with that methodology or approach? You can make your comments hidden or you can make them visible so that other participants can see them.
Evaluation: The participants are expected to complete the tasks determined for each of the session. After each session, the teachers will complete a test about the studied content. At the end of each week, the participants are required to select a theory of ELT and then apply it to their own classroom setting. After application, the participants will submit reflection reports to the system and respond to other reflections written by their colleagues. At the end of the course, the participants will take a final exam about the topics covered. To successfully complete this training, the participants should score 60 and above. The successful participants will be able to attend the part 2 of the course, which will be conducted later on. The scoring chart is provided below.
Tests: 9 tests, 3 points each (27 points) Reflection reports: 3 reflection reports, 10 points each (30 points) Peer response: 3 peer response papers, 6 points each (18 points) Final exam: 1 final exam, 25 points (TOTAL 100 points)

Table 5.1 (cont'd)

Incentives: The participants who fulfill the requirements of this program successfully will be awarded with service point and will earn a right to participate in part 2 of the program.
Trainer: An academician from the ELT field
Program Outline: Week 1 (Three sessions) Session 1: Grammar Translation (an overview, characteristics, advantages and disadvantages) → test 1 Session 2: Audiolingual Method (an overview, characteristics, advantages and disadvantages) → test 2 Session 3: Total Physical Response (TPR) (an overview, characteristics, advantages and disadvantages) → test 3 Please choose at least one of the theories from Week 1 and apply it to your own teaching context. Reflection 1: Think about your own teaching experience with the selected theory. Then discuss the advantages and disadvantages by referring to your own lesson. You can mention the points you liked and the point that did not work in your own classroom. Please write 250-300 words in your reflection. Peer Response 1: Select one of the reflection papers submitted by your colleagues and respond to their paper. You can exchange ideas, activities, and practices about the in-class application. Please write 100-150 words to complete this task. Please note that while only one of the responses will be scored, you can respond to more than one reflection paper for collegial support and collaboration. Week 2 (Three sessions) Session 1: The Silent Way (an overview, characteristics, advantages and disadvantages) → test 4

Table 5.1 (cont'd)

Session 2: Community Language Learning (an overview, characteristics, advantages and disadvantages) → test 5 Session 3: Suggestopedia (an overview, characteristics, advantages and disadvantages) → test 6 Please choose at least one of the theories form Week 2 and apply it to your own teaching context. Reflection 2: Think about your own teaching experience with the selected theory. Then discuss the advantages and disadvantages by referring to your own lesson. You can mention the points you liked and the point that did not work in your own classroom. Please write 250-300 words in your reflection. Peer Response 2: Select one of the reflection papers submitted by your colleagues and respond to their paper. You can exchange ideas, activities, and practices about the in-class application. Please write 100-150 words to complete this task. Please note that while only one of the responses will be scored, you can respond to more than one reflection paper for collegial support and collaboration.
Week 3 (Three sessions) Session 1: Multiple Intelligences (an overview, characteristics, advantages and disadvantages) → test 7 Session 2: Competency-Based Language Teaching (an overview, characteristics, advantages and disadvantages) → test 8 Session 3: General overview (Summary, comparison, and practical applications) → test 9 Please choose at least one of the theories form Week 3 and apply it to your own teaching context.

Table 5.1 (cont'd)

Reflection 3: Think about your own teaching experience with the selected theory. Then discuss the advantages and disadvantages by referring to your own lesson. You can mention the points you liked and the point that did not work in your own classroom. Please write 250-300 words in your reflection.

Peer Response 3: Select one of the reflection papers submitted by your colleagues and respond to their paper. You can exchange ideas, activities, and practices about the in-class application. Please write 100-150 words to complete this task. Please note that while only one of the responses will be scored, you can respond to more than one reflection paper for collegial support and collaboration.

Final Exam: The exam is about the theories covered throughout the program.

5.6.5 Chapter Summary

In this chapter, the results of the study were summarized and discussed in relation to relevant literature. The discussion was presented in line with each of the research questions. Furthermore, by considering the points raised in the literature and the results of the present study, an online in-service training model has been proposed. The mechanisms of the model have been identified and described in detail in the previous section. To provide a more concrete overview of the model, a sample outline has been suggested based on the findings of the study.

In the next chapter, an overview of the study is given and concluding remarks about implications, limitations, and further studies are presented.

CHAPTER 6

CONCLUSION

This chapter presents an overall summary of the entire study, followed with implications for teacher education and training, program developers, and teacher trainers. After stating the limitations of the study, the chapter closes with suggestions for future research.

6.1 Summary of the Study

Technological advancements, increasing need for English language proficiency, and the problems experienced in EFL professional development activities underpinned the need for an online in-service training. Turkey's current place of English proficiency in the world (EF EPI, 2020) and the needs of EFL teachers to improve teaching practices (British Council & TEPAV, 2013) showed that a needs-based, practice-driven approach to teacher training should be followed.

One of the main aims of the present study was to investigate and determine the professional development needs of EFL teachers in Turkey. To achieve this, Witkin and Altschuld's (1995) framework for needs analysis was followed. The results of the analysis were employed to establish a knowledge base for the second aim of the study: to develop and suggest an outline for online in-service EFL teacher training program. With these aims, the study adopted a mixed methods research design. Explanatory sequential design (Creswell, et al. 2003) aims to provide detailed understanding of the data obtained quantitatively. In the present study, by

considering the NUTS regions of Turkey, first, a questionnaire was administered via snowball sampling. The participants were 322 EFL teachers working at primary, secondary, and high schools in İstanbul, Tekirdağ, Balıkesir, İzmir, Aydın, Manisa, Bursa, Kocaeli, Ankara, Konya, Antalya, Adana, Hatay, Kırıkkale, Kayseri, Zonguldak, Kastamonu, Samsun, Trabzon, Erzurum, Ağrı, Malatya, Van, Gaziantep, Şanlıurfa, and Mardin. After analysis, the voluntary participants were identified for the next part of the study. In this part, 20 teachers, selected from each of the mentioned cities, were interviewed over the phone.

The results of the study revealed that the perceived needs of EFL teachers were classroom management, ELT methodology, improving target language skills (especially speaking), ICT integration to teaching, and material design and adaptation. The participants believed that the aim of the training should be providing relevant, to-the-point professional development for EFL teachers. For their preferences and opinions regarding in-service training programs, the study found that the participants preferred interactive and in-class applicable materials to be beneficial for them. They believed that videos about example practices and applications can also be integrated as materials.

When it comes to the types of activities to be included in professional development, EFL teachers inclined towards hands-on and interactive ones. They stated that rather than listening/watching the content of the training, they want to be involved in the process by means of interactive applications. Furthermore, they believed that pair & group work activities are beneficial for them since they can learn from each other, exchange experience and engage in reflective practice. Additionally, the participants offered ideas about the evaluation process and stated that formative, practice-based assessment procedures should be employed. Based on these findings, this study suggests an online in-service training model for EFL teachers. The model can be implemented as an outline for planning and designing professional development activities.

6.2 Implications of the Study

This dissertation contributes to the literature on professional development of EFL teachers. Based on the findings of the study, and relevant literature, implications for pre-service teacher education, and in-service teacher training have been listed.

6.2.1 Implications for Pre-service EFL Teacher Education

Considering that the participants revealed similar professional development needs regardless of their place of residence, the school level, years of experience, and educational background, it can be suggested that undergraduate studies may focus on these problems as well.

- Since in the present study, the in-service EFL teachers stated their needs about classroom management, and considering that this is also an issue for pre-service EFL teachers in Turkey (Altan, Sağlamlı & Boylan, 2015; Coşkun, 2013; Çubukçu, 2010; Köksal & Genç, 2019; Mahmoudi & Özkan, 2016; Mutlu, 2014; Selçuk & Genç-Yöntem, 2019; Seymen, 2012; Tüfekci-Can & Baştürk, 2018), it can be suggested that undergraduate programs could be revised to this end. Additional courses can be offered about classroom management or demo applications can be incorporated into the existing courses so as to better prepare future EFL teachers.
- Another challenge the participants faced was related with ELT methodology. Since other studies also report this finding (Çelik, 2008; Çubukçu, 2010; Gürbüz, 2006; Merç, 2010; Seymen, 2012), pre-service teacher education programs can increase the number of must or elective courses about ELT methodology. Comparing the 2007 and 2017 programs it is seen that the

number of methodology courses has decreased, while the research indicates otherwise.

- Furthermore, although there is a course on material design and adaptation in undergraduate level, the results of the study revealed that teachers from all backgrounds wanted to receive training on this subject. For this reason, it can be suggested that pre-service teacher education programs should offer elective courses or integrate material design and adaptation components into the existing courses.
- Additionally, the growing need for improving technological competence and ICT integration for language teaching have some implications for pre-service teacher education. In the current undergraduate program, there is an introductory level course for ICT; however, more courses should be included in the program to offer chances of practice. Furthermore, courses on integrating technology, rather than merely improving technological skills, should be offered. It would be better to offer courses specifically about EFL and technology integration, so that the teacher candidates would benefit from emerging ICT sources better in the future. The faculty may also choose to employ ICT related assignments or tasks in methodology courses to present a meaningful context for practice.
- The results of the present study indicated the need for practice-based applications in teacher education. Again, when the previous and the current pre-service EFL teacher education programs are compared, it is seen that the number of practice-based courses have been decreased. The teacher candidates are denied practice until the last academic year. Building onto the previous literature and considering the results of the present study, it can be argued that the undergraduate courses should establish a link between theory and practice. To achieve this, the pre-service teacher education programs should increase the number of practice hours per

course. Moreover, the teaching practicum may start from early on to provide better opportunities for practice.

- Along the same lines, considering the results concerning the preferred evaluation process, the undergraduate teacher education programs could also follow formative assessment rather than summative. The pre-service teachers may be asked to participate in observatory practices as opposed to theory-driven tests. They can observe the language classes, take notes and reflect on the experience. Additionally, the undergraduate programs could employ more in-class practice, demonstration or hands-on experience for pre-service teachers.
- Another implication for undergraduate studies is related with improving the language proficiency of teacher candidates. The current study found significant differences between primary and secondary, and primary and high school teachers concerning their target language needs. In other words, primary level teachers reported higher levels of need for target language skills. Nevertheless, all the participants referred to this need by focusing on speaking skill. For this reason, pre-service teacher education programs may include more activities about increasing the speaking proficiency of prospective teachers.
- Considering that the present study aimed to propose an online training model, the same line of thought can also be employed for pre-service teacher education. As mentioned earlier, educational institutions are increasingly becoming online (Bao, 2020; Telli & Altun, 2020; UNESCO, 2020). For this reason, undergraduate EFL teacher education can be conducted through distance education, by following the principles mentioned in the present study. Both theoretical and the practical can be

offered through online programs to better prepare the future EFL teachers for teaching classes in distance education.

6.2.2 Implications for In-service EFL Teacher Training

Based on the findings of the present study, and the relevant literature, a list of implications can also be provided for professional development of EFL teachers.

- The literature suggests that professional development activities “should go beyond providing teachers with new knowledge and should aim to impact on their affective states and offer practice-oriented education with particular attention to the teaching context” (Uztosun, 2018, p.3). Along the same lines, the results of the present study revealed that theory-driven approaches to teacher training fails to meet the expectations of in-service teachers. For this reason, practical component should be an integral part of any in-service training activity.
- An overwhelming number of studies suggest that the EFL teachers were not pleased with the content of the available training activities. The reason for is that they are not based on the needs of EFL teachers. Future professional development programs should consider conducting needs-analysis studies to determine the needs and preferences of EFL teachers, before implementation. The content of such activities should be ELT related.
- The present study also found that the teachers were reluctant to participate in professional development activities since they were assigned ex officio. Future in-service training activities should encourage voluntary participation.
- Considering the number of in-service EFL teachers in Turkey, the need for offering equal chances of professional development for all the teachers, online programs can be employed. By following the suggestions and

implication mentioned above, the in-service training activities can be conducted online.

- To offer flexibility and practicality for the teachers, online programs can be designed multi-synchronously. By gathering the benefits of synchronous and asynchronous modes, this type online programs can provide motivation and support for teachers.
- Additionally, online training can help teachers to be more motivated towards distance education. The literature suggested that the teachers are more willing and enthusiastic to employ technology if they themselves experience it (Akayoğlu, et al., 2020; Başaran, 2014; Rubadeau, 2018; Simonson, 2019; Wang, et al., 2010). For this reason, engaging in-service EFL teachers with such training activities would motivate them to be more involved with online educational practices.
- Owing to the target language needs of in-service EFL teachers, the professional development programs can be conducted in English. This would present them chances to use and improve their language skills in a meaningful context. Practicing target language skills, especially in a communicative way, can be fruitful for EFL teachers.
- The professional development programs should be designed in a way that will enhance cooperation between the participants. This cooperation can be between trainer and the trainees or among trainees. Pair and groupwork activities were preferred by EFL teachers in this study. They believed that one of the major benefits of attending such training activities is exchanging professional experience. This type of applications can enhance collegial support and partnership between EFL teachers.

- The results also revealed that the in-service teachers preferred practice-based evaluation tools. For this reason, in-service training activities could be designed to encourage hands-on experience. Rather than one-sit long examinations at the end of the training, the teachers can take shorter tests at the end of each module. In addition, the in-service teachers could be asked to practice the content of the training in their own classes and share their experiences and reflections. Moreover, the results showed that the participants found observation activities to be useful. The EFL teachers may be asked to make observations. They can video-tape themselves and then observe their own classes, they can observe other English classes in their own school/city, or they can observe the videos of teachers from different schools, cities, even countries.
- The participants indicated that the training should be acknowledged through official rewards. The teachers who complete the in-service training activities successfully can be rewarded with service, level, or degree scores. These scores are important for teachers since they affect relocating, promotion, and salary.

6.3 Limitations of the Study

This study utilized snowball sampling in the data collection process. Although utilizing this method allowed researcher to reach EFL teachers in diverse settings, it should be acknowledged that not all EFL teachers in the target population had equal chances to participate in the study. Nonetheless, utilizing this method enabled researcher to collect data from participants who met certain set of criteria.

Another limitation of the study was the time of data collection. The questionnaire and the interviews were conducted before the COVID-19 outbreak. It can be inferred that under the light of current events regarding the worldwide epidemic, and the shifting to online teaching practices, the results of the study may be

different. The EFL teachers may indicate different opinions about online training and their needs about ICT integration. Still, this study provides some information about the needs of EFL teachers and their preferences concerning online training programs.

During the data analysis procedures, for conducting inferential statistics, the study had to merge participants for calculation. However, considering the fact that the graduates of different departments could not be merged, the merging of participants for statistical analysis were not utilized for conducting ANOVA test to see if there were any significant differences between the participants needs and the type of BA and MA degrees. The number of participants for each group were not distributed evenly and there were very few participants for some groups. This may have influenced the test results and thus should be noted as a limitation of the study.

It can also be suggested that the present study only considered EFL teachers as participants. Other stakeholders, such as policy makers, program designers, school administrators, teacher trainers, Education faculty members, pre-service teachers, and language learners, were exempted from this study. Taking the opinions of other parties could also be relevant for in-service training programs. Still, the results of the present study could be employed to develop online professional development programs for EFL teachers in Turkey.

Additionally, this study did not involve practicing the online program suggested. The aim of the study was to determine the needs of the participants and then provide an online model for EFL professional development practices. The participants' opinions about the program and the model were not assessed. Nevertheless, it is hoped that the present study contributed to the literature by identifying in-service EFL teachers' needs from diverse backgrounds.

6.4 Suggestions for Further Research

Future research studies can focus on the implementation and the effects of the suggested program model. By utilizing experimental design, the effect of the program on EFL teachers' needs can be investigated. Furthermore, the researcher may also collect data from the classrooms. The present study was based on the perceived needs of in-service teachers. Further studies may examine the relationship between perceived needs and in-class needs of teachers by investigating teaching practices inside classrooms.

Additionally, the collaboration traditions of in-service teachers through online professional development activities can also be studied. The results of the study revealed that networking and collaboration opportunities with fellow colleagues were motivating factors for teachers. They believed that through in-service training, they established partnerships with teachers from different schools, cities and setting. For this reason, exploring the collaborative practices in professional development may provide valuable implications.

Given that the majority of EFL teachers indicated needs for improving their English-speaking skills, the effects of English medium professional development on teachers' target language may also be investigated. Working in an EFL environment, the in-service teachers in Turkey have limited chances of using the language in communicative contexts (Ellis, 2008). For this reason, experimenting with English medium training practices to improve the speaking skills of teachers may yield fruitful results.

In addition, the relationship between online professional development and teacher competency can be of concern for some research studies. As mentioned in the previous chapters, the Ministry provided competencies for teachers (2017). To establish the link between the competencies and the professional development program, the effect of online in-service training on EFL teachers' professional competencies can be explored.

To conclude, the present study focused on determining the in-service EFL teachers' professional development needs by following a bottom-up approach. Moreover, the results of the study were gathered to present an outline for online in-service training for EFL teachers. The literature suggests that “(s)uccessful language teaching is fundamentally social, interactional, and interpersonal nature, and thus, emotional and social intelligence are core competencies. Teaching requires a commitment to being innovative, open to new ideas, and transformative in the classroom” (Larsen-Freeman, 2017, p. vii). Through extending this idea, it can be proposed that effective teacher training is also a social, interactive, and interpersonal, as well as intrapersonal, process. For this reason, the professional development programs and activities should incorporate interactive, application-based, experience-driven approaches.

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APPENDIX A: INTERVIEW SCHEDULE

	Date	Time	Pseudonym	Region
1.	12.12.19	17:00	Selin	Antalya
2.	13.12.19	15:30	Neriman	Ankara
3.	13.12.19	17:00	Bilge	İzmir
4.	16.12.19	13.30	Taha	Bursa
5.	17.12.19	20:30	Lokman	Samsun
6.	18.12.19	10:15	Pelin	Kocaeli
7.	18.12.19	17:00	Faruk	Trabzon
8.	26.12.19	16:15	Ceren	Konya
9.	26.12.19	19:00	Rabia	Aydın
10.	27.12.19	11:00	Tansu	İstanbul
11.	27.12.19	12:30	Gamze	Mardin
12.	27.12.19	16:30	Buse	Hatay
13.	27.12.19	18:00	Ufuk	Tekirdağ
14.	27.12.19	18:30	Bade	Van
15.	28.12.19	14:00	Yaren	Hatay
16.	28.12.19	16:30	Emel	Şanlıurfa
17.	29.12.19	16:15	Aliye	Tekirdağ
18.	29.12.19	19:30	Esranur	Balıkesir
19.	30.12.19	14:00	Reyhan	Balıkesir
20.	30.12.19	21:30	Melis	Erzurum

APPENDIX B: LIST OF PARTICIPANTS SELECTED FOR INTERVIEW

NUTS-1 Regions	NUTS-2 Sub-regions	Pseudonyms	Language Needs	ICT Needs	In-service content	Needs Average
Istanbul Region (TR1)	Istanbul Subregion (TR10)	Tansu	1.5	2.8	2.45	2.25
West Marmara Region (TR2)	Tekirdağ Subregion (TR21)	Aliye	1.25	3.2	4	2.82
		Ufuk	1.5	3.4	4	2.97
	Balıkesir Subregion (TR22)	Esranur	2.5	3.4	4	3.30
		Reyhan	1.5	3.6	3.2	2.77
Aegean Region (TR3)	Izmir Subregion (TR31)	Bilge	2	3.6	4	3.20
	Aydın Subregion (TR32)	Rabia	1.25	3.8	4	3.02
East Marmara Region (TR4)	Bursa Subregion (TR41)	Taha	1.5	2.8	2.45	2.25
	Kocaeli Subregion (TR42)	Pelin	1.13	3.2	2.85	2.39
West Anatolia Region (TR5)	Ankara Subregion (TR51)	Neriman	2	2.4	3.85	2.75
	Konya Subregion (TR52)	Ceren	1.75	3.2	3.95	2.97
Mediterranean Region (TR6)	Antalya Subregion (TR61)	Selin	2.88	2.6	2.85	2.78
	Hatay Subregion (TR63)	Buse	2.75	3.2	3.7	3.22
		Yaren	1.63	3.6	2.4	2.54
West Black Sea Region (TR8)	Samsun Subregion (TR83)	Lokman	2.38	3.6	3.95	3.31
East Black Sea Region (TR9)	Trabzon Subregion (TR90)	Faruk	2.38	2.6	3.35	2.78
Northeast Anatolia	Erzurum Subregion (TRA1)	Melis	1.63	3.40	4.00	3.01
Central East Anatolia	Van Subregion (TRB2)	Bade	1.63	3.2	3.65	2.83
Southeast Anatolia Region (TRC)	Şanlıurfa Subregion (TRC2)	Emel	2.38	3.2	3.85	3.14
	Mardin Subregion (TRC3)	Gamze	3.63	2.6	3	3.08

**APPENDIX C: DATA COLLECTION TOOL 1: (UPDATED) QUESTIONNAIRE (TURKISH) /
VERİ TOPLAMA ARACI 2: (GÜNCELLENMİŞ) ANKET (TÜRKÇE)**

Araştırmaya Gönüllü Katılım Formu

Bu çalışma Orta Doğu Teknik Üniversitesi Sosyal Bilimler Enstitüsü İngiliz Dili Öğretimi doktora programı öğrencisi Banu Çiçek Başaran tarafından, Doç. Dr. Perihan Savaş danışmanlığındaki doktora tezi kapsamında yürütülmektedir. Çalışmanın amacı Türkiye'deki İngilizce öğretmenlerinin hizmet içi mesleki gelişim ihtiyaçlarını incelemektir.

Çalışmaya katılım tamamen gönüllülük esasına dayanmaktadır. Ankette, sizden kimlik veya kurumunuzu belirleyici hiçbir bilgi istenmemektedir. Ortalama olarak 20 dakika sürecek olan bu ankette sizden beklenen, bir dizi soruyu derecelendirme ölçeği üzerinde yanıtlamanız ve dokuz açık uçlu soruyu cevaplandırmanızdır. Cevaplarınız tamamıyla gizli tutulacak; sadece araştırmacılar tarafından toplu hâlde değerlendirilecek ve bulgular bilimsel yayınlarda kullanılacaktır. Sağladığınız veriler gönüllü katılım formlarında toplanan kimlik bilgileri ile eşleştirilmeyecektir.

Anket, genel olarak kişisel rahatsızlık verecek sorular içermemektedir. Ancak, katılım sırasında sorulardan ya da herhangi başka bir nedenden kendinizi rahatsız hissederseniz cevaplama işini yarıda bırakabilirsiniz.

Bu çalışmaya katıldığınız için şimdiden teşekkür ederiz. Çalışma hakkında daha fazla bilgi edinmek için perihans@metu.edu.tr ya da bcbasaran@ogu.edu.tr e-posta adreslerinden iletişim kurabilirsiniz.

Yukarıdaki bilgileri okudum. Konu ile ilgili tüm sorularımı sorma fırsatım oldu ve sorduğum sorulara tatmin edici cevaplar aldım. Bu çalışmaya tamamen gönüllü olarak katılıyorum.

Katılımcının adı-soyadı

Tarih

İmza

Kısım 1: Genel Bilgiler

Lütfen aşağıdaki soruları yanıtlayınız.

1. Cinsiyetiniz: ☐ Kadın ☐ Erkek
2. Yaşınız: ☐ 22-30 ☐ 31-35 ☐ 36-40 ☐ 41-45 ☐ 46-50 ☐ 51+
3. Yaşadığınız şehir: _____
4. Eğitim durumunuz: ☐ Lisans ☐ Yüksek lisans ☐ Doktora
5. Lisans öğretimi aldığınız bölüm: _____
6. Yüksek lisans eğitimi aldığınız bölüm (eğer varsa): _____
7. Doktora eğitimi aldığınız bölüm (eğer varsa): _____
8. Eğitim Fakültesi mezunu değilseniz pedagojik formasyon sertifikanız var mı?
☐ Evet ☐ Hayır
9. Öğretmen olarak çalışma deneyiminiz (yıl): _____
10. Şu anda öğretmenlik yaptığınız öğretim kademesi:
☐ İlkokul ☐ Ortaokul ☐ Lise
11. Şimdiye kadar İngilizce öğretimi yaptığınız öğretim kademeleri:
☐ İlkokul ☐ Ortaokul ☐ Lise
12. Daha önce hizmet içi eğitime katıldınız mı? ☐ Evet ☐ Hayır
13. Eğer katıldıysanız,
a) Aldığınız hizmet içi eğitimlerin sayısı:
☐ 1-5 ☐ 6-10 ☐ 11-15 ☐ 16 ve yukarısı
b) Aşağıdaki hizmet içi eğitimlerden hangisine/hangilerine katıldınız? (Birden fazla cevap verebilirsiniz.)
☐ çalıştay ☐ gözlem ☐ yurtdışı hizmet içi eğitim
☐ danışma ☐ çevrimiçi (online) ☐ atölye (uygulamaya yönelik)
☐ diğer (lütfen belirtiniz): _____
c) Tercih ettiğiniz hizmet içi eğitimlerin çeşidi/çeşitleri nelerdir? (Birden fazla seçebilirsiniz.)
☐ çalıştay ☐ gözlem ☐ yurtdışı hizmet içi eğitim
☐ danışma ☐ çevrimiçi (online) ☐ atölye (uygulamaya yönelik)
☐ diğer (lütfen belirtiniz): _____
14. Hizmet içi eğitimleri kimlerden almayı tercih edersiniz? (Birden fazla seçebilirsiniz.)
☐ Meslektaşlarımdan ☐ Akademisyenlerden ☐ MEB uzmanlarından
☐ Diğer (lütfen belirtiniz): _____
15. Hizmet içi eğitimlere katılma sebepleriniz nelerdir? (Birden fazla seçebilirsiniz.)
☐ Mesleğiniz için önemli olması ☐ Eğitim süresi ☐ Eğitimin içeriği
☐ Çalıştığınız kurum için önemli olması ☐ Kişisel gelişim olanağı sağlaması
☐ Alandaki diğer meslektaşlarla bilgi paylaşımı olanağı sağlaması
☐ Kurumunuzca görevlendirilmiş olmanız
☐ Diğer (lütfen belirtiniz): _____

Kısım 2: İhtiyaç Analizi

I. HEDEF DİL

Lütfen, İngilizce öğretmeni olarak aşağıdaki dil becerilerinden her biri için kendinizi ne derece geliştirme ihtiyacı hissettiğinizi belirtin. (1- ihtiyacım yok, 2- biraz ihtiyacım var, 3-ihtiyacım var, 4- çok ihtiyacım var).

Dil Becerileri	1	2	3	4
1. Telaffuz	1	2	3	4
2. Konuşma	1	2	3	4
3. Dinleme	1	2	3	4
4. Okuma	1	2	3	4
5. Yazma	1	2	3	4
6. Gramer	1	2	3	4
7. Kelime	1	2	3	4
8. Kültür	1	2	3	4

II. BİLGİ VE İLETİŞİM TEKNOLOJİLERİ KULLANIMI

Lütfen aşağıda bilgi ve iletişim teknolojileri ile ilgili yer alan ifadeleri okuyup, her bir ifadeye ne derece katılıp/katılmadığınızı belirtin (1- kesinlikle katılmıyorum, 2- katılmıyorum, 3- katılıyorum, 4-kesinlikle katılıyorum).

İfadeler	1	2	3	4
1. Bilgi ve iletişim teknolojilerini kişisel amaçlarım için kullanmada kendimi yeterli hissediyorum.	1	2	3	4
2. Bilgi ve iletişim teknolojilerini derslerimde kullanmada kendimi yeterli hissediyorum.	1	2	3	4
3. Meslektaşlarımın derslerinde bilgi ve iletişim teknolojilerini kullanmada yeterli olduklarını düşünüyorum.	1	2	3	4
4. Çevrimiçi hizmet içi eğitim programlarını rahatlıkla takip edebilirim.	1	2	3	4
5. Bilgi ve iletişim teknolojilerini derslerimde daha etkili kullanmak için bilgi almak isterim.	1	2	3	4

III. HİZMET İÇİ EĞİTİM

Lütfen, Milli Eğitim Bakanlığı tarafından düzenlenen hizmet içi eğitimlerle ilgili aşağıda verilen ifadelere ne derece katılıp katılmadığınızı belirtiniz (1- kesinlikle katılmıyorum, 2-katılmıyorum, 3- katılıyorum, 4-kesinlikle katılıyorum).

İfadeler	1	2	3	4
1. İhtiyacım olan tüm hizmet içi eğitimlere katılabiliyorum.	1	2	3	4
2. Hizmet içi eğitimler mesleki gelişim ihtiyaçlarımı karşılamaktadır.	1	2	3	4
3. Hizmet içi eğitimler kişisel gelişim ihtiyaçlarımı karşılamaktadır.	1	2	3	4
4. Hâlihazırda sunulan hizmet içi eğitimler benim için uygun zamanlarda düzenlenmektedir.	1	2	3	4
5. MEB kaliteli hizmet içi eğitimler sunmaktadır.	1	2	3	4
6. MEB ülke genelindeki öğretmenlere yetecek sayıda hizmet içi eğitim sunmaktadır.	1	2	3	4
7. Hizmet içi eğitimler içerik bakımından ihtiyaçlarımı karşılamaktadır.	1	2	3	4
8. Hizmet içi eğitimlerin güncellenmeye ihtiyacı vardır.	1	2	3	4
9. Hizmet içi eğitimlerin düzenlenme sıklığı yeterlidir.	1	2	3	4
10. Hizmet içi eğitimler mesleki motivasyonumu arttırmaktadır.	1	2	3	4
11. Hizmet içi eğitimler İngilizce öğretime yardımcı olması açısından faydalıdır.	1	2	3	4
12. Hizmet içi eğitimler meslektaşlarla olan işbirliğini artırma açısından faydalıdır.	1	2	3	4
13. Hizmet içi eğitimler kendi yabancı dil gelişimim açısından faydalıdır.	1	2	3	4
14. Hizmet içi eğitimler alandaki gelişmeleri takip edebilmemi sağlamaktadır.	1	2	3	4
15. Hizmet içi eğitimler mesleki gelişim için önemlidir.	1	2	3	4

Kısım 3. Çevrimiçi Eğitim Programı

Lütfen aşağıdaki konuların çevrimiçi hizmet içi eğitimin içeriği bakımından önem derecesini belirtiniz. (1- hiç önemli değil, 2- önemli değil, 3- önemli, 4- çok önemli)

Konular	1	2	3	4
1. Öğrencilerin gelişim seviyelerine uygun İngilizce aktiviteler hazırlama	1	2	4	5
2. Öğretim materyalleri için kullanışlı web-siteleri	1	2	4	5
3. Alandaki gelişmeler ve güncel konular	1	2	4	5
4. Ölçme ve değerlendirme araçları geliştirme	1	2	4	5
5. İkinci dil edinimi kuramları	1	2	4	5
6. Çeşitli dil öğretim yöntem ve teknikleri	1	2	4	5
7. İngilizce öğretim sürecine uygun materyal seçme	1	2	4	5
8. İngilizce öğretim sürecine uygun materyal geliştirme	1	2	4	5
9. Genel öğretim yöntem ve teknikleri	1	2	4	5
10. Dil öğretiminde bilgi ve iletişim teknolojileri kullanımı	1	2	4	5
11. Özel gereksinimleri olan öğrencilerle çalışma	1	2	4	5
12. Sınıf yönetimi teknikleri	1	2	4	5
13. Eğitim psikolojisi	1	2	4	5
14. Eğitim politikaları	1	2	4	5
15. Avrupa Birliği hizmet içi eğitimleri ve bursları	1	2	4	5
16. Öğrencilerin dil becerilerini (okuma, yazma, dinleme, konuşma) geliştirme	1	2	4	5
17. Öğrencilerin motivasyonlarının arttırılmasına yönelik yöntemler	1	2	4	5
18. Meslektaşlarla işbirliğini arttırmaya yönelik etkinlikler	1	2	4	5
19. Avrupa Birliği Projeleri	1	2	4	5
20. Alandaki bilimsel araştırmalar	1	2	4	5

1. Yukarıdakilere ek olarak, verilecek olan çevrimiçi eğitimde başka hangi konular yer almalıdır?

2. Verilecek olan hizmet içi eğitimin hedefleri ne olmalıdır?

3. Verilecek olan hizmet içi eğitimin süresi ne kadar olmalıdır? Lütfen hafta ve saat olarak yazınız (örn.: haftada kaç saat, kaç hafta boyunca?).

4. Verilecek olan çevrimiçi eğitimde ne tür **materyaller** kullanılmalıdır? Lütfen gereklilik bakımından değerlendiriniz (1- Gerek yok, 2- Az gerekli, 3- Gerekli, 4- Çok gerekli).

Materyaller	1- Gerek yok	2- Az gerekli	3- Gerekli	4- Çok gerekli
Kitap				
Videolar				
Alandaki uzman röportajları				
Bilimsel araştırmalar				
Alan ile ilgili güncel haberler				

5. Bunlara ek olarak, verilecek olan çevrimiçi eğitimde kullanılmasını önereceğiniz diğer materyaller nelerdir?

6. Verilecek olan çevrimiçi eğitimde ne tür **aktiviteler** kullanılmalıdır? Lütfen gereklilik bakımından değerlendiriniz (1- Gerek yok, 2- Az gerekli, 3- Gerekli, 4- Çok gerekli).

Aktiviteler	1- Gerek yok	2- Az gerekli	3- Gerekli	4- Çok gerekli
İnteraktif aktiviteler				
Problem çözme				
Örnek durum çalışmaları				
Grup çalışması				
İkili çalışma				
Uygulamaya yönelik alıştırmalar				
Çeşitli konularda tartışmak için forum				

7. Bunlara ek olarak, verilecek olan çevrimiçi eğitimde kullanılmasını önereceğiniz diğer aktiviteler nelerdir?

8. Verilecek eğitimde **ölçme ve değerlendirme için hangi araçlar** kullanılmalıdır? Lütfen gereklilik bakımından değerlendiriniz (1- Gerek yok, 2- Az gerekli, 3- Gerekli, 4- Çok gerekli).

Ölçme ve Değerlendirme Araçları	1- Gerek yok	2- Az gerekli	3- Gerekli	4- Çok gerekli
Portfolyo oluşturma				
Gözlem (uygulamaya yönelik)				
Ödevler				
Testler				
Projeler				

9. Bunlara ek olarak, verilecek olan çevrimiçi eğitimde kullanılmasını önereceğiniz diğer ölçme ve değerlendirme araçları nelerdir?

10. Çevrimiçi eğitimden sonra katılımcılara **ne tür ödüller verilmesini** tercih edersiniz? Lütfen gereklilik bakımından değerlendiriniz (1- Gerek yok, 2- Az gerekli, 3- Gerekli, 4- Çok gerekli).

Katılım sonrası ödüller	1- Gerek yok	2- Az gerekli	3- Gerekli	4- Çok gerekli
Katılım sertifikası				
İkramiye				
Maaş artışı				
Hizmet puanı				
Kıdem/derece artışı				

11. Bunlara ek olarak, verilecek olan çevrimiçi eğitimde kullanılmasını önereceğiniz diğer ödüller nelerdir?

12. Size göre ideal çevrimiçi eğitim nasıl olmalıdır? Lütfen, düşündüğünüz ideal çevrimiçi hizmet içi eğitimin en önemli üç özelliğini belirtiniz.

13. Kendinizi mesleki açıdan en fazla geliştirmek istediğiniz alanlar nelerdir? Lütfen en az üç tane yazınız.

14. Sizce Türkiye genelinde İngilizce öğretimi konusunda öğretmenlerin en fazla ihtiyaç duyduğu konular nelerdir? Lütfen en az üç tane yazınız.

15. Çevrimiçi eğitim programına, programın amaçları, içeriği, süresi, programda kullanılacak araçlar ve aktiviteler, ölçme ve değerlendirme araçları ve program sonunda verilecek ödüllere ilişkin eklemek istedikleriniz varsa burada belirtiniz.

Mülakat için gönüllü katılım formu: Çalışmanın ikinci basamağı olarak yürütülecek olan mülakata (sözlü görüşme) katılmak isterseniz aşağıdaki iletişim bilgilerini doldurunuz. Bu bilgiler ankete verdiğiniz cevaplarla eşleştirilmeyecektir.

Adınız-Soyadınız:

Telefon numaranız:

Kullanmakta olduğunuz e-posta adresiniz:

APPENDIX D: DATA COLLECTION TOOL 1: (UPDATED) QUESTIONNAIRE (ENGLISH)

Informed Consent Form

This study was prepared by Banu Çiçek Başaran, a student of the Middle East Technical University Institute of Social Sciences, English Language Teaching doctoral program, It is carried out within the scope of PhD dissertation under the guidance of Assoc. Prof. Dr. Perihan Savaş. The aim of this study was to evaluate in-service professional development needs of teachers of English in Turkey.

Participation in the study is completely voluntary. In the questionnaire, you are not asked for any information that identifies your identity or institution. In this survey, which will take an average of 20 minutes, you are expected to answer a series of questions on the rating scale and answer nine open-ended questions. Your answers will be kept completely confidential; it will only be evaluated collectively by the researchers and the findings will be used in scientific publications. The data you provide will not be matched with the credentials collected in voluntary participation forms.

In general, the survey does not contain questions that will cause personal discomfort. However, if you feel uncomfortable with questions or you wish to stop answering for any other reason during participation, you can quit the study.

Thank you in advance for participating in this work. For more information about the study, you can contact perihans@metu.edu.tr or bcbasaran@ogu.edu.tr e-mail addresses.

I have read the above information. I had the opportunity to ask all my questions about the subject and I got satisfactory answers to the questions I asked. I voluntarily participate in this work.

Name and surname

Date

Signature

Section 1: Demographics

Please answer the questions below.

1. Gender: ☐ Woman ☐ Men
2. Age: ☐ 22-30 ☐ 31-35 ☐ 36-40 ☐ 41-45 ☐ 46-50 ☐ 51+
3. City of residence: _____
4. Level of education: ☐ Undergraduate ☐ Master's ☐ PhD.
5. Undergraduate major: _____
6. Master's major (if applicable): _____
7. PhD. major (if applicable): _____
8. If you are not a graduate of Faculty of Education, do you have a formation certificate? ☐ Yes ☐ No
9. Teaching experience (years): _____
10. Current teaching level: ☐ Elementary ☐ Middle school ☐ High school
11. Previous teaching levels:
☐ Elementary ☐ Middle school ☐ High school
12. Have you ever participated in an in-service training before? ☐ Yes ☐ No
13. If you have,
 - c) number of participated training activities:
☐ 1-5 ☐ 6-10 ☐ 11-15 ☐ 16 and above
 - d) Which of the training activities you have participated? (You may choose more than one.)
☐ workshop ☐ observation ☐ abroad training
☐ mentoring ☐ online ☐ hands-on
☐ other (please specify): _____
 - e) Which is/are you're your preferred training type? (You may choose more than one.)
☐ workshop ☐ observation ☐ abroad training
☐ mentoring ☐ online ☐ hands-on
☐ other (please specify): _____
14. Who is your preferred trainer? (You may choose more than one.)
☐ Colleagues ☐ Scholars ☐ MoNE experts
☐ Other (please specify): _____
15. What is/are your reasons for attending in-service training activities? (You may choose more than one.)
☐ Professional significance ☐ Duration ☐ Content
☐ Institutional significance ☐ Personal development
☐ Opportunity to exchange information with other colleagues
☐ Ex officio appointment
☐ Other (please specify): _____

Section 2: Needs Analysis

I. TARGET LANGUAGE

Please indicate how much you need to improve yourself as an English teacher for each of the following language skills. (1- no need, 2- a little, 3-needed, 4- very much needed).

Language Skills	1	2	3	4
1. Pronunciation	1	2	3	4
2. Speaking	1	2	3	4
3. Listening	1	2	3	4
4. Reading	1	2	3	4
5. Writing	1	2	3	4
6. Grammar	1	2	3	4
7. Vocabulary	1	2	3	4
8. Target culture	1	2	3	4

II. USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES

Please read the statements regarding information and communication technologies below and indicate to what extent you agree / disagree with each statement (1- strongly disagree, 2- disagree, 3- agree, 4-strongly agree).

Statements	1	2	3	4
1. I feel confident to use information and communication technologies for my personal purposes.	1	2	3	4
2. I feel confident to use information and communication technologies in my classes.	1	2	3	4
3. I think that my colleagues are competent in using information and communication technologies in their lessons.	1	2	3	4
4. I can easily follow the online in-service training programs.	1	2	3	4
5. I would like to receive information to use information and communication technologies more effectively in my classes.	1	2	3	4

III. IN-SERVICE TRAINING

Please indicate to what extent you agree with the statements given below regarding the in-service trainings organized by the Ministry of Education (1- strongly disagree, 2- disagree, 3- agree, 4-strongly agree).

Statements	1	2	3	4
1. I can attend all the in-service training programs I need.	1	2	3	4
2. In-service training programs fulfill my professional development needs.	1	2	3	4
3. In-service training programs fulfill my personal development needs.	1	2	3	4
4. Available in-service training programs are held at times that are suitable for me.	1	2	3	4
5. MONE offers high quality in-service training programs.	1	2	3	4
6. MONE offers in-service training programs that are sufficient for all the teachers in Turkey.	1	2	3	4
7. The content of the in-service training programs fulfills my needs.	1	2	3	4
8. The in-service training programs are held frequent enough.	1	2	3	4
9. The in-service training programs increase my motivation.	1	2	3	4
10. The in-service training programs are beneficial for ELT.	1	2	3	4
11. The in-service training programs are beneficial for increasing the collaboration among colleagues.	1	2	3	4
12. The in-service training programs are beneficial for my own development in target language.	1	2	3	4
13. The in-service training programs are beneficial for following the developments in the field.	1	2	3	4
14. The in-service training programs are important for professional development.	1	2	3	4
15. I can attend all the in-service training programs I need.	1	2	3	4

Part 3. Online Training Program

Please indicate the importance of the following topics in terms of the content of online in-service training. (1- not important, 2- not important, 3- important, 4- very important)

Subjects	1	2	3	4
1. Preparing English activities suitable for students' level of development	1	2	4	5
2. Useful websites for teaching materials	1	2	4	5
3. Developments and current issues in the field	1	2	4	5
4. Developing measurement and evaluation tools	1	2	4	5
5. Second language acquisition theories	1	2	4	5
6. Various language teaching methods and techniques	1	2	4	5
7. Selecting appropriate material for English teaching process	1	2	4	5
8. Developing materials suitable for the English teaching process	1	2	4	5
9. General teaching methods and techniques	1	2	4	5
10. Use of information and communication technologies in language teaching	1	2	4	5
11. Working with students with special needs	1	2	4	5
12. Classroom management techniques	1	2	4	5
13. Educational psychology	1	2	4	5
14. Education policies	1	2	4	5
15. European Union in-service trainings and scholarships	1	2	4	5
16. Improving students' language skills (reading, writing, listening, speaking)	1	2	4	5
17. Methods for increasing students' motivation	1	2	4	5
18. Activities to increase cooperation with colleagues	1	2	4	5
19. European Union Projects	1	2	4	5
20. Scientific research in the field	1	2	4	5

1. In addition to these what other issues should be included in the online training to be delivered?

2. What should be the objectives of the in-service training to be provided?

3. How long should the in-service training be given? Please write in weeks and hours (eg: how many hours a week, how many weeks?).

-
-
4. What kind of materials should be used in the online training to be given? Please evaluate in terms of necessity (1- No need, 2- A little, 3- Needed, 4- Very much needed).

Materials	1- No need	2- A little	3- Needed	4- Very much needed
Books				
Videos				
Interviews of experts				
Research studies				
News reports from the field				

5. In addition to these, what other materials would you recommend to be used in online education?
-
-

6. What kind of activities should be used in the online training to be given?? Please evaluate in terms of necessity (1- No need, 2- A little, 3- Needed, 4- Very much needed).

Activities	1- No need	2- A little	3- Needed	4- Very much needed
Interactive activities				
Problem solving				
Case studies				
Group work				
Pair work				
Practice-based activities				
Forum				

7. In addition to these, what other activities would you recommend to use in online education?
-
-

8. 8. What tools should be used for measurement and evaluation in the training to be given? Please evaluate in terms of necessity (1- No need, 2- A little, 3- Needed, 4- Very much needed).

Measurement and Evaluation Tools	1- No need	2- A little	3- Needed	4- Very much needed
Portfolio				
Observation				
Assignments				
Tests				
Projects				

9. In addition to these, what other assessment and evaluation tools would you recommend to use in online education?

10. What kind of incentives do you prefer to be given to the participants after the online training? Please evaluate in terms of necessity (1- No need, 2- A little, 3- Needed, 4- Very much needed).

Incentives	1- No need	2- A little	3- Needed	4- Very much needed
Certificate of participation				
Salary rise				
Bonus				

11. In addition to these, what other rewards would you recommend to be used in online education?

12. What should be the ideal online training for you? Please indicate the three most important features of the ideal online in-service training you prefer.

13. What are the areas you want to develop yourself most professionally? Please write at least three.

14. What do you think Turkey issues that teachers are most needed in the teaching of English in general? Please write at least three.

15. If you want to add to the online training program regarding the objectives, content, duration, tools and activities to be used in the program, measurement and evaluation tools, and the awards to be awarded at the end of the program, please indicate here.

Voluntary participation form for the interview: If you want to participate in the interview that will be carried out as the second step of the study, fill out the contact information below. This information will not be matched with your answers to the questionnaire.

Your name and your surname:

Your phone number:

Your e-mail address you are using:

**APPENDIX E: DATA COLLECTION TOOL 2: SEMI-STRUCTURED INTERVIEW GUIDE
(TURKISH) / VERİ TOPLAMA ARACI 2: YARI YAPILANDIRILMIŞ GÖRÜŞME KILAVUZU
(TÜRKÇE)**

- 1- Sizin ihtiyaçlarınıza yönelik düzenlenecek olan ideal bir çevrim içi eğitim programında sizce nelere yer verilmelidir?
 - a- İçerik nasıl olmalıdır?
 - b- Eğitimin hedefleri nasıl olmalıdır?
 - c- Süresi nasıl ayarlanmalıdır?
 - d- Eğitimde ne tür materyaller kullanılmalıdır?
 - e- Eğitimde ne tür aktivitelere yer verilmelidir?
 - f- Ölçme ve değerlendirme süreci nasıl olmalıdır ve ne tür araçlar kullanılmalıdır?
 - g- Eğitime katılan öğretmenlere ne tür ödüller verilmelidir?
- 2- Sizce farklı bölgelerde görev yapan öğretmenlerin hizmet içi eğitim ihtiyaçları farklı olur mu? Herkese standart bir program mı uygulanmalı yoksa ihtiyaçlara yönelik olarak mı düzenlenmeli?
- 3- Daha önce katıldığınız ankette dil becerilerine yönelik şöyle bir soru yer almaktaydı *“İngilizce öğretmeni olarak dil becerilerinden her biri için kendinizi ne derece geliştirme ihtiyacı hissettiğinizi belirtin”*. Soruda belirtilen dil becerilerinden (telaffuz, konuşma, dinleme, okuma, yazma, gramer, kelime ve kültür) kendiniz geliştirmek istediğiniz var mı? Eğer varsa bu konuda nasıl bir yol izlemeyi tercih edersiniz?
- 4- Ankette yer alan diğer bir soru da bilgi ve iletişim teknolojileri üzerineydi. Bu alanda kendinizi ne derece yeterli görüyorsunuz?
- 5- Eğer çevrimiçi eğitimi siz tasarlayacak olsaydınız nelere dikkat ederdiniz?
- 6- Hizmet içi eğitimlere katılırken nelere dikkat ediyorsunuz?
- 7- Hizmet içi eğitimlerin, avantajları/dezavantajları nelerdir?
- 8- Daha önce bir hizmet içi eğitime katıldınız mı?
 - a- Eğer katıldıysanız, eğitimin içeriği, uygulanışı, süresi hakkında ne düşünüyorsunuz? Eğitim kendinizi bu alanda geliştirmeniz için size yardımcı oldu mu?
 - b- Eğer katılmadıysanız, bu alanda kendinizi nasıl geliştirdiniz/ geliştiriyorsunuz?
- 9- Daha önce katıldığınız, MEB tarafından verilen hizmet içi eğitimler hakkındaki düşünceleriniz nelerdir?
 - a- Eğitimlerin içeriği nasıl geliştirilebilir? İçerik hakkında neler düşünüyorsunuz?
 - b- Eğitimlerin uygulanışı hakkında neler düşünüyorsunuz? Eğitimler nasıl daha etkili şekilde uygulanabilir?
- 10 – Konu ile ilgili eklemek istedikleriniz var mı?

**APPENDIX F: DATA COLLECTION TOOL 2: SEMI-STRUCTURED INTERVIEW GUIDE
(ENGLISH)**

1- What do you think should be included in an ideal online training program that will be organized for your needs?

a- How should the content be?

b- What should be the goals of education?

c- How should the duration be adjusted?

d- What kind of materials should be used in education?

e- What kind of activities should be included in education?

f- What should be the evaluation process and what kind of tools should be used?

g- What kind of rewards should be given to the teachers after the training?

2- Do you think the in-service training needs of teachers working in different regions will be different? Should a standard program be applied to everyone or should it be tailored to the needs?

3- In the questionnaire you participated before, there was a question about language skills: "As an English teacher, state how much you need to improve yourself for each of your language skills". Do you want to develop yourself from the language skills (pronunciation, speaking, listening, reading, writing, grammar, vocabulary, and culture) specified in the question? If so, how would you prefer to go about this?

4- Another question in the survey was on information and communication technologies. To what extent do you consider yourself sufficient in this area?

5- What would you consider if you were to design online education?

6- What do you pay attention to while attending in-service trainings?

7- What are the advantages / disadvantages of in-service trainings?

8- Have you attended an in-service training before?

a- If you have, what do you think about the content, application, and duration of the training? Did the training help you improve yourself in this area?

b- If you have not, how do you develop / improve yourself in this field?

9- What are your thoughts on in-service trainings that you have participated before and given by MoNE?

a- How can the content of the training programs be improved? What do you think about the content?

b- What do you think about the implementation of the training activities? How can trainings be implemented more effectively?

10 - Do you have any questions about the subject?

**APPENDIX G: DATA COLLECTION TOOL 1: (INITIAL) QUESTIONNAIRE (TURKISH) /
VERİ TOPLAMA ARACI 1: ANKETİN İLK HALİ (TÜRKÇE)**

Araştırmaya Gönüllü Katılım Formu

Bu çalışma Orta Doğu Teknik Üniversitesi Sosyal Bilimler Enstitüsü İngiliz Dili Öğretimi doktora programı öğrencisi Banu Çiçek Başaran tarafından, Doç. Dr. Perihan Savaş danışmanlığındaki doktora tezi kapsamında yürütülmektedir. Çalışmanın amacı Türkiye'deki İngilizce öğretmenlerinin hizmet içi mesleki gelişim ihtiyaçlarını incelemektir.

Çalışmaya katılım tamamen gönüllülük esasına dayanmaktadır. Ankette, sizden kimlik veya kurumunuzu belirleyici hiçbir bilgi istenmemektedir. Ortalama olarak 40 dakika sürecek olan bu ankette sizden beklenen, bir dizi soruyu derecelendirme ölçeği üzerinde yanıtlamanız ve dokuz açık uçlu soruyu cevaplandırmanızdır. Cevaplarınız tamamıyla gizli tutulacak; sadece araştırmacılar tarafından toplu hâlde değerlendirilecek ve bulgular bilimsel yayınlarda kullanılacaktır. Sağladığınız veriler gönüllü katılım formlarında toplanan kimlik bilgileri ile eşleştirilmeyecektir.

Anket, genel olarak kişisel rahatsızlık verecek sorular içermemektedir. Ancak, katılım sırasında sorulardan ya da herhangi başka bir nedenden kendinizi rahatsız hissederseniz cevaplama işini yarıda bırakabilirsiniz.

Bu çalışmaya katıldığınız için şimdiden teşekkür ederiz. Çalışma hakkında daha fazla bilgi edinmek için perihans@metu.edu.tr ya da bcbasaran@ogu.edu.tr e-posta adreslerinden iletişim kurabilirsiniz.

Yukarıdaki bilgileri okudum. Konu ile ilgili tüm sorularımı sorma fırsatım oldu ve sorduğum sorulara tatmin edici cevaplar aldım. Bu çalışmaya tamamen gönüllü olarak katılıyorum.

Katılımcının adı-soyadı

Tarih

İmza

...../...../.....

Kısım 1. Genel Bilgiler

Lütfen aşağıdaki soruları yanıtlayınız.

1. Cinsiyetiniz: ☐ Kadın ☐ Erkek
2. Yaşınız: _____
3. Yaşadığınız şehir: _____
4. Eğitim: ☐ Lisans ☐ Yüksek lisans ☐ Doktora
5. Lisans öğretimi gördüğünüz bölüm: _____
6. Lisans öğretimi gördüğünüz üniversite: _____
7. Yüksek lisans öğretimi gördüğünüz bölüm: _____
8. Yüksek lisans öğretimi gördüğünüz üniversite: _____
9. Doktora öğretimi gördüğünüz bölüm: _____
10. Doktora öğretimi gördüğünüz üniversite: _____
11. Pedagojik sertifikanız var mı? ☐ Evet ☐ Hayır
12. Pedagojik sertifikanız varsa, sertifikayı aldığınız kurum/ üniversite: _____
13. Öğretmenlik dışı çalışma deneyiminiz (yıl): _____
14. Öğretmen olarak çalışma deneyiminiz (yıl): _____
15. Şuanda öğretmenlik yaptığınız öğretim seviyesi: ☐ İlkokul ☐ Ortaokul ☐ Lise
16. Bu seviyedeki öğretim deneyiminiz (yıl) _____
17. Şimdiye kadar İngilizce öğretimi yaptığınız seviyeler:
☐ İlkokul - deneyim (yıl) _____
☐ Ortaokul - deneyim (yıl) _____
☐ Lise - deneyim (yıl) _____
18. Bir eğitim-öğretim yılında İngilizce derslerine haftada kaç saat giriyorsunuz? ____
19. İngilizce seviyeniz (birden fazla cevap verebilirsiniz):
☐ KPDS _____ ☐ ÜDS _____ ☐ YDS _____
☐ TOEFL _____ ☐ TOEFL (ibt) _____ ☐ IELTS _____
☐ Diğer: _____
20. Daha önce hizmet içi eğitime katıldınız mı? ☐ Evet ☐ Hayır
21. Eğer katıldıysanız,
f) Aldığınız hizmet içi eğitimlerin sayısı: _____
g) Aldığınız hizmet içi eğitimlerin süresi (saat) _____
h) Aldığınız hizmet içi eğitimlerin çeşidi ve sayıları (birden fazla cevap verebilirsiniz):
☐ çalıştay _____ ☐ gözlem _____ ☐ yurtdışı hizmet içi eğitim _____
☐ danışma _____ ☐ ziyaretler _____ ☐ çevrimiçi (online) _____
☐ toplantı _____ ☐ atölye (uygulamaya yönelik) _____
☐ diğer: _____

d) Aldığınız eğitimlerin konuları:

e) Tercih ettiğiniz hizmet içi eğitimlerin çeşidi/çeşitleri nelerdir (birden fazla cevap verebilirsiniz)?

- ☐ çalıştay _____ ☐ gözlem _____ ☐ yurtdışı hizmet içi eğitim _____
☐ danışma _____ ☐ ziyaretler _____ ☐ çevrimiçi (online) _____
☐ toplantı _____ ☐ atölye (uygulamaya yönelik) _____
☐ diğer: _____

22. Hizmet içi eğitimlere katılma sebepleriniz nelerdir? (Birden fazla seçebilirsiniz.)

- ☐ Mesleğiniz için önemli olması ☐ Eğitim süreci
☐ Çalıştığınız kurum için önemli olması ☐ Kişisel gelişim olanağı sağlaması
☐ Alandaki diğer meslektaşlarla bilgi paylaşımı olanağı sağlaması
☐ Diğer: _____

23. Daha önce yurtdışında bulundunuz mu? ☐ Evet ☐ Hayır

a. Eğer yurtdışı deneyiminiz varsa, aşağıdaki tabloyu lütfen doldurun:

Yer (ABD, Japonya vs.)	Süre (bir hafta, bir ay, vs.)	Neden (tatil, eğitim, vs.)

Kısım 2. İhtiyaç Analizi

Lütfen aşağıdaki ifadeleri okuyup, her bir ifade için ne derece hizmet içi eğitime ihtiyaç duyduğunuzu belirtin (1- ihtiyacım yok, 2- az ihtiyacım var, 3- ihtiyacım var, 4- çok ihtiyacım var).

I. İNGİLİZCE ÖĞRETİM SÜREÇLERİNİ PLANLAMA VE DÜZENLEME

İfadeler	1	2	3	4
1. İngilizce öğretime uygun planlama yapabilme				
2. İngilizce öğretime uygun öğrenme ortamları düzenleyebilme				
3. İngilizce öğretim sürecine uygun materyaller ve kaynaklar kullanabilme				
4. İngilizce öğretim sürecine uygun yöntem ve teknikleri kullanabilme				
5. İngilizce öğretiminde teknolojik kaynakları kullanabilme				
6. Ders dışı etkinliklere yönelik plan yapabilme				
7. Dersin kazanımlarına yönelik farklı etkinlikleri oluşturabilme				
8. Farklı zekâ türlerine sahip öğrencilere yönelik bireysel öğrenme planları oluşturabilme				
9. Öğrenme güçlüğü olan ya da üstün yetenekli öğrencilere yönelik bireysel öğrenme planları				

oluşturabilme				
10. Bireysel farklılıklara göre ders materyali hazırlayabilme				
11. Öğrencilerin ilgi ve ihtiyaçlarına göre dersin içeriğini genişletebilme				
12. Özel eğitime ihtiyacı olan öğrencileri dikkate alan yöntem ve teknikler seçebilme				
13. Ders içi etkinliklerin uygulanmasında zamanı etkin kullanabilme				
14. Etkinlik türüne göre sınıfı düzenleyebilme				
15. Dersin amaçlarına uygun sınıf ortamını düzenleyebilme				
16. Dersin amacına uygun yöntem ve teknikler seçme				
17. Yardımcı ders kitaplarını seçebilme				
18. Ders içeriğine uygun planlama yapabilme				
19. Öğrencilerin gelişim özelliklerine uygun etkinlikler geliştirebilme				
20. Öğretmen kılavuz kitaplarının süreç içerisinde etkili kullanabilme				
21. Bilişim teknolojilerini öğretim sürecinde etkili şekilde kullanabilme				
22. Öğrencilerde eleştirel düşünme, problem çözme vb. becerilerin kazanılmasına yönelik etkinlikler uygulayabilme				
23. Öğrenci merkezli yaklaşım ve kuramların sınıflarda uygulayabilme				
24. Öğrencilerin kişisel gelişimine yönelik rehberlik faaliyetleri düzenleyebilme				
25. Öğrencilerin güdülenmesine (motivasyonlarının artırılmasına) yönelik etkinlikler gerçekleştirebilme				
26. Öğrencilere özgün projeler hazırlamalarında yardımcı olabilme				
27. Öğrencilerin yaratıcı düşünme becerilerini geliştirici etkinlikler düzenleyebilme				
28. Öğrencilerin soru sorma becerilerini geliştiren etkinlikler uygulayabilme				
29. Öğrencilerin gelişim özelliklerine uygun etkinlikler geliştirebilme				
30. Öğrencilerin araştırma yöntem ve tekniklerine uygun ödevler hazırlamalarını sağlayabilme				
31. Öğrencinin derse katılımını arttıracak araç ve gerekler seçebilme				
32. Öğrencilerde olumlu motivasyon oluşturacak bir sınıf ortamı düzenleyebilme				
33. Öğrencilerin derse katılımını sağlayacak taktikler				

kullanabilme				
34. Öğrencileri grup etkinliklerinde yer almaya teşvik eden öğretim yöntemleri kullanabilme				
35. Öğrencilerin problem çözme becerilerini geliştirebilme				

Lütfen aşağıdaki ifadeleri okuyup, her bir ifade için ne derece hizmet içi eğitime ihtiyaç duyduğunuzu belirtin (1- ihtiyacım yok, 2- az ihtiyacım var, 3-ihtiyacım var, 4- çok ihtiyacım var).

II. DİL BECERİLERİNİ GELİŞTİRME

İfadeler	1	2	3	4
1. Öğrencilerin etkili dil öğrenme stratejileri geliştirmelerine yardım edebilme				
2. Öğrencilerin İngilizceyi doğru bir şekilde kullanmalarını sağlayabilme				
3. Öğrencilerin İngilizceyi anlaşılır bir şekilde kullanmalarını sağlayabilme				
4. Öğrencilerin dinleme/izleme becerilerini geliştirebilme				
5. Öğrencilerin konuşma becerilerini geliştirebilme				
6. Öğrencilerin okuma becerilerini geliştirebilme				
7. Öğrencilerin yazma becerilerini geliştirebilme				
8. İngilizce öğretiminde özel ihtiyaçları olan ve özel eğitime gereksinim duyan öğrencileri dikkate alan uygulamalar yapabilme				

III. DİL GELİŞİMİNİ İZLEME VE DEĞERLENDİRME

İfadeler	1	2	3	4
1. İngilizce öğretimine ilişkin ölçme değerlendirme uygulamalarının amaçlarını belirleyebilme				
2. İngilizce öğretiminde çeşitli ölçme ve değerlendirme araç ve yöntemlerini kullanabilme				
3. Öğrencilerin dil gelişimlerini belirlemeye yönelik ölçme sonuçlarını yorumlayıp geri bildirim sağlayabilme				
4. Öğrencilerin dil gelişimlerini belirlemeye yönelik ölçme değerlendirme sonuçlarını uygulamaya yansıtabilme				
5. Performans ve proje çalışmalarının uygulayabilme ve değerlendirebilme				

6. Öğrencilerin kendilerini ve arkadaşlarını değerlendirmesinde öğrencilere yardımcı olabilme (öz-akran değerlendirme)				
7. Ölçme değerlendirme yöntem ve tekniklerinden elde edilen verileri değerlendirebilme				
8. Süregiden planlama ve raporlama sürecinde kullanılmak üzere öğrenci kazanımlarını belgeleyebilme				
9. Program izleme, kaydetme ve bildirme süreçlerinde yer alabilme				
10. Ölçme ve değerlendirmede adil uygulamalara yer verebilme				
11. Ölçme ve değerlendirme stratejilerinin etkinliğini inceleyebilme				

Lütfen aşağıdaki ifadeleri okuyup, her bir ifade için ne derece hizmet içi eğitime ihtiyaç duyduğunuzu belirtin (1- ihtiyacım yok, 2- az ihtiyacım var, 3-ihtiyacım var, 4- çok ihtiyacım var).

IV. OKUL, AİLE VE TOPLUMLA İŞ BİRLİĞİ YAPMA

İfadeler	1	2	3	4
1. Öğrencilerin dil becerilerinin geliştirilmesinde ailelerle iş birliği yapabilme				
2. Öğrencilerin yabancı kullanımının önemini kavramalarında ilgili kurum, kuruluş ve kişiler ile iş birliği yapabilme				
3. Öğrencilerin ulusal bayram ve törenlerin anlam ve öneminin farkına varmalarını ve aktif katılımlarını sağlayabilme				
4. Ulusal bayram ve törenlerin yönetim ve organizasyonunu yapabilme				
5. Okulun kültür ve öğrenme merkezi haline getirilmesinde toplumla iş birliği yapabilme				
6. Toplumsal liderlik yapabilme				
7. Velilerin değerlendirme sürecine katılımlarını sağlayabilme				
8. Yerel çevre ile etkili iletişim kurabilme				
9. Öğrenme sürecini geliştirmek için eğitim camiası üyeleriyle ortaklıklar kurabilme				
10. Meslektaşlarla bilgi/ uygulama paylaşımında bulunabilme				

V. ÖĞRETMEN DİL BECERİLERİ

Beceriler	1	2	3	4
1. Telaffuz				
2. Konuşma				
3. Dinleme				

4. Okuma				
5. Yazma				
6. İletişim				

VI. SINIF YÖNETİMİ

İfadeler	1	2	3	4
1. Sınıf içerisinde etkili iletişim ortamlarının oluşturabilme				
2. Sınıf içi disiplin sorunlarının çözümüne yönelik uygulamalar yapabilme				
3. Sınıf içi öğrenme ortamlarını düzenleyebilme				
4. Sınıf yönetim stratejileri hakkında bilgi sahibi olabilme				
5. Sınıf yönetim stratejilerini uygulayabilme				
6. Sınıfta istenmeyen davranışları kontrol edebilme				

VII. BİLGİ VE İLETİŞİM TEKNOLOJİLERİ KULLANIMI

Lütfen aşağıdaki ifadeleri okuyup, her bir ifade için bilgisayar ve öğretim teknolojilerinin (BİT) kullanıma sıklığını belirtin (1- hiç, 2-bazen, 3- sık sık, 4- genellikle).

İfadeler	1	2	3	4
1. Bilgi ve iletişim teknolojilerini (BİT) kişisel amaçlarınız için ne sıklıkta kullanıyorsunuz?				
2. Bilgi ve iletişim teknolojilerini öğretimde ne sıklıkta kullanıyorsunuz?				
3. Meslektaşlarınızın bilgi ve iletişim teknolojilerini öğretimde ne sıklıkta kullandığını düşünüyorsunuz?				

Lütfen aşağıdaki ifadeleri okuyup, her bir ifade için ne derece hizmet içi eğitime ihtiyaç duyduğunuzu belirtin (1- ihtiyacım yok, 2- az ihtiyacım var, 3-ihtiyacım var, 4- çok ihtiyacım var).

İfadeler	1	2	3	4
1. BİT'i dersin amaçlarını karşılayacak şekilde kullanabilme				
2. BİT kullanımı sırasında karşılaşılan temel teknik sorunlarla baş edebilme				
3. BİT'i öğrenme güçlüğü olan ya da üstün yetenekli öğrencilerin ihtiyaçlarına yönelik kullanabilme				
4. BİT'i öğrencilerin dili etkili öğrenmelerine yardımcı olacak bir araç olarak kullanabilme				
5. BİT'i öğrencilerin yaratıcı düşünce becerilerini geliştirecek şekilde kullanabilme				
6. Öğrencilere hazırladıkları projelere uygun yazılım seçmelerini öğretebilme				
7. BİT ile geliştirilmiş aktiviteleri tasarlayabilme				
8. Dersin amaçlarına uygun yazılım seçebilme				

9. BİT kullanarak öğrencilerle iletişime geçebilme				
10. BİT'i öğretim faaliyetlerinde kullanma konusunda öğrencileri yönlendirebilme				

VIII. HİZMET İÇİ EĞİTİM

Lütfen, aşağıdaki ifadelere ne derece katıldığınızı belirtiniz. (1- hiç katılmıyorum, 2- katılmıyorum, 3- katılıyorum, 4-kesinlikle katılıyorum)

İfadeler	1	2	3	4
1. İhtiyacım olan tüm hizmet içi eğitimlere katılabiliyorum.				
2. MEB'in sunduğu hizmet içi eğitimler mesleki gelişim ihtiyaçlarımı karşılamaktadır.				
3. MEB'in sunduğu hizmet içi eğitimler kişisel gelişim ihtiyaçlarımı karşılamaktadır.				
4. Hâlihazırda sunulan hizmet içi eğitimler kişisel katılımım için uygun zamanlarda düzenlenmektedir.				
5. MEB kaliteli hizmet içi eğitimler sunmaktadır.				
6. MEB hizmet içi eğitimlerde beklenen desteği sağlamaktadır.				
7. MEB ülke genelindeki öğretmenlere yetecek sayıda hizmet içi eğitim sunmaktadır.				

Kısım 3. Çevrimiçi Eğitim Programı

1. Çevrimiçi hizmet içi eğitim kapsamında aşağıdaki konulardan hangisi/hangileri yer almalıdır? (Birden fazla işaretleyebilirsiniz.)

1. Ders planı hazırlama	
2. Öğrencilerin gelişim seviyelerine uygun İngilizce aktiviteler hazırlama	
3. Öğretim materyalleri için kullanışlı web-siteleri	
4. BİT'nin öğretimde etkili kullanımı	
5. Ölçme ve değerlendirme yöntemleri/araçları	
6. Bir yıllık müfredat hazırlama	
7. İkinci dil edinimi teorileri	
8. Çeşitli dil eğitim yöntem ve teknikleri	
9. Materyal seçme	
10. Materyal geliştirme	
11. Dil öğretim yöntem ve teknikleri	
12. Genel öğretim yöntem ve teknikleri	
13. Okul yönetimi	
14. Dil öğretiminde bilgi ve iletişim teknolojileri kullanımı	
15. Özel gereksinimleri olan öğrencilerle çalışma	

16. Sınıf yönetimi teknikleri	
17. Okul, aile ve toplum işbirliği	
18. Eğitim psikolojisi	
19. Eğitim politikaları	
20. Avrupa Birliği hizmet içi eğitimleri ve bursları	

2. Yukarıdakilere ek olarak, verilecek olan çevrimiçi eğitimde başka hangi konular yer almalıdır?

3. Bahsi geçen hizmet içi eğitimin hedefleri ne olmalıdır?

4. Verilecek olan hizmet içi eğitimin süresi ne kadar olmalıdır? Lütfen hafta ve saat olarak yazınız (örn.: haftada 2 saat, 3 hafta boyunca).

5. Verilecek olan çevrimiçi eğitimde ne tür materyaller/aktiviteler kullanılmalıdır? Lütfen önem sırasına göre 1'den 10'a kadar sıralayınız. (1 en önemli – 10 en önemsiz)

☐ Kitap	☐ CD'ler	☐ Videolar
☐ İnteraktif aktiviteler	☐ Problem çözme	☐ Örnek durum çalışmaları
☐ İkili çalışma	☐ Grup çalışması	☐ Bilimsel araştırmalar
☐ Uygulamaya yönelik araştırmalar		
☐ Diğer (lütfen belirtiniz): _____		

6. Bu eğitimde ölçme ve değerlendirme için hangi araçlar/ yöntemler kullanılmalıdır?

☐ Portfolyo oluşturma	☐ Testler	☐ Ödevler
☐ Projeler	☐ Gözlem (uygulamaya yönelik)	☐ Öz değerlendirme
☐ Akran değerlendirme	☐ Grup Değerlendirmesi	
☐ Diğer: _____		

7. Çevrimiçi eğitimden sonra katılımcılara ne tür ödüller verilmesini tercih edersiniz? (Birden fazla seçebilirsiniz.)

☐ Katılım sertifikası	☐ İkramiye	☐ Maaş artışı
☐ Diğer (lütfen belirtiniz): _____		

8. Size göre ideal çevrimiçi eğitim nasıl olmalıdır? Lütfen, ideal çevrimiçi hizmet içi eğitimin en önemli üç özelliğini belirtiniz.

9. Diğer meslektaşlarınıza katkı sağlayabileceğinizi düşündüğünüz İngilizce öğretimindeki güçlü yanlarınız nelerdir? Lütfen en az 3 tane yazınız. (Örneğin: öğrencilerle iyi iletişim kurabilirim, deneyimlerimi meslektaşlarımla paylaşırım, sınıf yönetimi konusunda yaratıcıyım, vs.)

10. Kendinizi mesleki açıdan en fazla geliřtirmek istediđiniz alanlar nelerdir? Lütfen en az 3 tane yazınız.

11. Sizce Türkiye genelinde İngilizce öğretimi konusunda öğretmenlerin en fazla ihtiyaç duyduđu konular nelerdir? Lütfen en az üç tane yazınız.

12. Bir önceki kısımda belirttiđiniz konularla ilgili verilecek olan bir hizmet içi eğitime katılmak ister misiniz? ☐ Evet ☐ Hayır ☐ Emin deđilim

13. Çevrimiçi eğitim programıyla ilgili, programın amaçları, içeriđi, süresi, programda kullanılacak araçlar ve aktiviteler, ölçme ve deđerlendirme araçları ve program sonunda verilecek ödüllere ilişkin başka eklemek istedikleriniz var mı?

APPENDIX H: DATA COLLECTION TOOL 1: (INITIAL) QUESTIONNAIRE (ENGLISH)

Informed Consent Form

This study was prepared by Banu Çiçek Başaran, a student of the Middle East Technical University Institute of Social Sciences, English Language Teaching doctoral program, It is carried out within the scope of PhD dissertation under the guidance of Assoc. Prof. Dr. Perihan Savaş. The aim of this study was to evaluate in-service professional development needs of teachers of English in Turkey.

Participation in the study is completely voluntary. In the questionnaire, you are not asked for any information that identifies your identity or institution. In this survey, which will take an average of 40 minutes, you are expected to answer a series of questions on the rating scale and answer nine open-ended questions. Your answers will be kept completely confidential; it will only be evaluated collectively by the researchers and the findings will be used in scientific publications. The data you provide will not be matched with the credentials collected in voluntary participation forms.

In general, the survey does not contain questions that will cause personal discomfort. However, if you feel uncomfortable with questions or you wish to stop answering for any other reason during participation, you can quit the study.

Thank you in advance for participating in this work. For more information about the study, you can contact perihans@metu.edu.tr or bcbasaran@ogu.edu.tr e-mail addresses.

I have read the above information. I had the opportunity to ask all my questions about the subject and I got satisfactory answers to the questions I asked. I voluntarily participate in this work.

Name and surname

Date

Signature

Section 1: Demographics

Lütfen aşağıdaki soruları yanıtlayınız.

1. Gender: ☐ Woman ☐ Men
2. Age: _____
3. City of residence: _____
4. Level of education: ☐ Undergraduate ☐ Master's ☐ PhD.
5. Undergraduate major: _____
6. Undergraduate university: _____
7. Master's major: _____
8. Master's university: _____
9. PhD. major: _____
10. PhD. university: _____
11. Do you have pedagogical formation certificate? ☐ Evet ☐ Hayır
12. If yes, the institution/university that issued the certificate: _____
13. Work experience other than teaching (year): _____
14. Work experience as a teacher (year): _____
15. Current teaching level: ☐ Elementary ☐ Middle school ☐ High school
16. Experience at this level (year) _____
17. Previous teaching levels:
 - ☐ Elementary - experience (year) _____
 - ☐ Middle school - experience (year) _____
 - ☐ High school - experience (year) _____
18. How many course hours do you teach at a semester? ____
19. English proficiency level (you may answer more than once):
 - ☐ KPDS _____ ☐ ÜDS _____ ☐ YDS _____
 - ☐ TOEFL _____ ☐ TOEFL (ibt) _____ ☐ IELTS _____
 - ☐ Other: _____
20. Have you ever participated in an in-service training before? ☐ Yes ☐ No
21. If you have,
 - a) number of participated training activities: _____
 - b) duration of participated training activities (hours) _____
 - c) Which of the training activities you have participated? (You may choose more than one.)
 - ☐ workshop ☐ observation ☐ abroad training
 - ☐ mentoring ☐ online ☐ hands-on
 - ☐ other (please specify): _____
 - d) Topics of the participated training activities: _____
 - e) Which is/are you're your preferred training type? (You may choose more than one.)

- ☐ workshop ☐ observation ☐ abroad training
☐ mentoring ☐ online ☐ hands-on
☐ other (please specify): _____

22. What is/are your reasons for attending in-service training activities? (You may choose more than one.)

- ☐ Professional significance ☐ Duration ☐ Content
☐ Institutional significance ☐ Personal development
☐ Opportunity to exchange information with other colleagues
☐ Other (please specify): _____

23. Have you ever been abroad? ☐ Yes ☐ No

a. If yes, please fill-in the table below:

Country (USA, Japan, etc.)	Duration (a week, a month, etc.)	Reason (vacation, training, etc.)

Section 2: Needs Analysis

Please indicate how much in-service training you need to improve yourself for each of the following skills. (1- no need, 2- a little, 3-needed, 4- very much needed).

I. PLANNING AND ORGANIZING ENGLISH TEACHING PROCESSES

Statements	1	2	3	4
1. To be able to plan according to English teaching				
2. To be able to organize learning environments suitable for teaching English.				
3. To be able to use materials and resources suitable for the English teaching process				
4. To be able to use methods and techniques appropriate for the English teaching process				
5. To be able to use technological resources in English teaching				
6. To be able to plan for extra-curricular activities				
7. To be able to create different activities for the outcomes of the course				
8. To be able to create individual learning plans for students with different intelligence types				
9. To be able to create individual learning plans for students with learning disabilities or gifted students				
10. To be able to prepare course materials according to individual differences				
11. To be able to expand the content of the course				

according to students' interests and needs				
12. To be able to choose the methods and techniques that take into consideration students who need special education.				
13. To be able to use time effectively in the implementation of in-class activities				
14. Being able to organize the class according to the type of activity				
15. To be able to organize the classroom environment suitable for the objectives of the course				
16. Choosing methods and techniques suitable for the purpose of the course				
17. To choose auxiliary textbooks				
18. To be able to plan according to the course content				
19. To be able to develop activities suitable for students' developmental characteristics				
20. To be able to use teacher guide books effectively in the process				
21. Being able to use information technologies effectively in the teaching process				
22. Critical thinking, problem solving, etc. in students. to be able to apply activities for acquiring skills				
23. To be able to apply student-centered approaches and theories in classrooms				
24. To be able to organize guidance activities for the personal development of students				
25. To be able to carry out activities aimed at motivating students (increasing their motivation)				
26. Assisting students in preparing original projects				
27. To organize activities to develop students' creative thinking skills				
28. To be able to apply activities that improve students' questioning skills				
29. To be able to develop activities suitable for students' developmental characteristics				
30. To enable students to prepare assignments suitable for research methods and techniques				
31. Choosing tools and requirements to increase student's participation in class				
32. To be able to organize a classroom environment that will create positive motivation for students				
33. To be able to use tactics to enable students to participate in class				

34. To be able to use teaching methods that encourage students to take part in group activities				
35. To develop students' problem solving skills				

II. IMPROVING LANGUAGE SKILLS

Statements	1	2	3	4
1. To help students develop effective language learning strategies				
2. To enable students to use English correctly				
3. To enable students to use English in an understandable way				
4. To develop students' listening / watching skills				
5. To develop students' speaking skills				
6. To develop students' reading skills				
7. To develop students' writing skills				
8. To be able to make applications considering the students who have special needs and who need special education in English language teaching				

III. MONITORING AND EVALUATING LANGUAGE DEVELOPMENT

Statements	1	2	3	4
1. To be able to determine the objectives of assessment and evaluation practices related to English teaching				
2. To be able to use various measurement and evaluation tools and methods in English language teaching				
3. To be able to interpret the measurement results to determine students' language development and provide feedback.				
4. To be able to reflect the assessment results of the students to determine their language development.				
5. To be able to apply and evaluate performance and project studies				
6. To assist students in self-assessment of students and friends (self-peer assessment)				
7. To be able to evaluate the data obtained from measurement and evaluation methods and techniques				
8. To be able to document student achievements to be used in the ongoing planning and reporting process				
9. Being able to take part in program monitoring, recording and reporting processes				

10. To be able to include fair practices in measurement and evaluation				
11. To be able to examine the effectiveness of measurement and evaluation strategies				

IV. COOPERATION WITH SCHOOL, FAMILY AND SOCIETY

Statements	1	2	3	4
1. To be able to cooperate with families in developing students' language skills.				
2. To be able to cooperate with relevant institutions, organizations and individuals in understanding the importance of foreign use of students				
3. To enable students to realize the meaning and importance of national holidays and ceremonies and to participate actively.				
4. To be able to manage and organize national holidays and ceremonies				
5. To cooperate with the society in making the school a cultural and learning center				
6. To be able to make social leadership				
7. To enable parents to participate in the evaluation process				
8. Ability to communicate effectively with the local environment				
9. To establish partnerships with members of the education community to improve the learning process				
10. To share information / practice with colleagues				

V. TEACHER LANGUAGE SKILLS

Skills	1	2	3	4
1. Pronunciation				
2. Speaking				
3. Listening				
4. Reading				
5. Writing				
6. Communication				

VI. CLASSROOM MANAGEMENT

İfadeler	1	2	3	4
1. Creating effective communication environments in the classroom				
2. To be able to make applications for the solution of disciplinary problems in the classroom.				

3. To be able to organize classroom learning environments				
4. To have information about classroom management strategies				
5. To be able to apply classroom management strategies				
6. To control unwanted behavior in the classroom				

VII. USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES

Please read the following statements and indicate the frequency of use of computer and instructional technologies (ICT) for each statement (1- none, 2-sometimes, 3- often, 4- usually).

Statements	1	2	3	4
1. How often do you use information and communication technologies (ICT) for your personal purposes?				
2. How often do you use information and communication technologies in education?				
3. How often do you think your colleagues use information and communication technologies in teaching?				
4. To be able to use ICT to meet the objectives of the course.				
5. To be able to cope with basic technical problems encountered during ICT usage				
6. To be able to use ICT for the needs of students with learning disabilities or gifted students				
7. Using ICT as a tool to help students learn the language effectively				
8. To be able to use ICT to develop creative thinking skills of students				
9. To teach students to choose software suitable for the projects they prepared				
10. To be able to design activities developed with ICT				
11. To be able to choose the software suitable for the objectives of the course.				
12. Ability to communicate with students using ICT				
13. To be able to direct students about using ICT in teaching activities				

VIII. IN-SERVICE TRAINING

Please indicate how much you agree with the statements below. (1- disagree at all, 2-disagree, 3- agree, 4-strongly agree)

Statements	1	2	3	4
1. I can attend all the in-service training programs I need.				
2. In-service training programs fulfill my professional development needs.				
3. In-service training programs fulfill my personal development needs.				

4. Available in-service training programs are held at times that are suitable for me.				
5. MoNE offers high quality in-service training programs.				
6. MoNE provides the expected support in in-service training.				
7. MoNE offers in-service training programs that are sufficient for all the teachers in Turkey.				

Section 3. Online Training Program

1. Which of the following topics should be covered in the online in-service training? (You can mark more than one.)

1. Lesson plan preparation	
2. Preparing English activities suitable for students' level of development	
3. Useful websites for teaching materials	
4. Effective use of ICT in education	
5. Measurement and evaluation methods / tools	
6. One-year curriculum preparation	
7. Second language acquisition theories	
8. Various language teaching methods and techniques	
9. Selecting material	
10. Material development	
11. Language teaching methods and techniques	
12. General teaching methods and techniques	
13. School management	
14. Use of information and communication technologies in language teaching	
15. Working with students with special needs	
16. Classroom management techniques	
17. School, family and community cooperation	
18. Educational psychology	
19. Education policies	
20. European Union in-service training and scholarships	

2. In addition to these what other issues should be included in the online training to be delivered?

3. What should be the objectives of the in-service training to be provided?

4. How long should the in-service training be given? Please write in weeks and hours (eg: how many hours a week, how many weeks?).

5. What kind of materials/activities should be used in the online training to be given? Please list the items in order of importance (1 most important – 10 least important)

☐ Book	☐ CDs	☐ Videos
☐ Interactive activities	☐ Problem solving	☐ Case studies
☐ Pair work	☐ Group work	☐ Research studies
☐ Hands-on activities		
☐ Other (please specify): _____		

6. What tools / methods should be used for measurement and evaluation in this training?

☐ Portfolios	☐ Tests	☐ Assignments
☐ Projects	☐ Observation	☐ Self-evaluation
☐ Pair-evaluation	☐ Group evaluation	
☐ Other (please specify): _____		

7. What kind of incentives do you prefer to be given to the participants after the online training? (You may choose more than one.)

☐ Certificate of participation	☐ Bonus	☐ Salary rise
☐ Other (please specify): _____		

8. What should be the ideal online training for you? Please indicate the three most important features of the ideal online in-service training you prefer.

9. What are your strengths in teaching English that you think you can contribute to your other colleagues? Please write at least 3. (For example: I can communicate well with students, I share my experiences with my colleagues, I am creative in classroom management, etc.)

10. What are the areas you want to develop yourself most professionally? Please write at least three.

11. What do you think Turkey issues that teachers are most needed in the teaching of English in general? Please write at least three.

12. Would you like to participate in an in-service training on the topics you mentioned in the previous section? ☐ Yes ☐ No ☐ Not sure

13. Do you want to add additional comments regarding the online training program, the objectives, content, duration, tools and activities to be used in the program, measurement and evaluation tools, and the awards to be awarded at the end of the program?



APPENDIX I: DETAILS OF KMO AND BARTLETT TEST SCORES

A. Language Needs Scale

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.890
Bartlett's Test of Sphericity	Approx. Chi-Square	1401.911
	df	28
	Sig.	.000

B. ICT Needs

KMO and Bartlett's Test (initial)		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.720
Bartlett's Test of Sphericity	Approx. Chi-Square	526.626
	df	10
	Sig.	.000

KMO and Bartlett's Test (after item deletion)		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.709
Bartlett's Test of Sphericity	Approx. Chi-Square	486.727
	df	6
	Sig.	.000

C. Evaluation of In-service Training

KMO and Bartlett's Test (initial)		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.874
Bartlett's Test of Sphericity	Approx. Chi-Square	2873.231
	df	105
	Sig.	.000

KMO and Bartlett's Test (after item deletion)		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.874
Bartlett's Test of Sphericity	Approx. Chi-Square	2816.410
	df	91
	Sig.	.000

D. In-service Needs

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.960
Bartlett's Test of Sphericity	Approx. Chi-Square	6378.974
	df	190
	Sig.	.000

APPENDIX J: FACTOR ANALYSIS RESULTS FOR SUB-SCALES

A. Language Needs Scale

Factor	Total	Initial Eigenvalues		Extraction Sums of Squared Loadings		
		% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	4.690	58.630	58.630	4.241	53.012	53.012
2	.918	11.474	70.104			
3	.591	7.385	77.489			
4	.498	6.227	83.717			
5	.451	5.639	89.356			
6	.376	4.696	94.052			
7	.256	3.196	97.249			
8	.220	2.751	100.000			

Extraction Method: Principal Axis Factoring.

B. ICT Needs

Factor	Total	Initial Eigenvalues		Extraction Sums of Squared Loadings		
		% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	2.468	61.701	61.701	2.116	52.895	52.895
2	.783	19.570	81.271			
3	.541	13.537	94.807			
4	.208	5.193	100.000			

Extraction Method: Principal Axis Factoring.

C. Evaluation of In-service Training

Total Variance Explained				Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings ^a
Initial Eigenvalues							
Factor	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	
1	5.564	39.746	39.746	5.174	36.955	36.955	4.332
2	3.175	22.681	62.427	2.739	19.567	56.522	4.133
3	.937	6.689	69.116				
4	.855	6.107	75.223				
5	.573	4.091	79.314				
6	.545	3.895	83.209				
7	.526	3.756	86.965				
8	.407	2.904	89.869				
9	.318	2.270	92.139				
10	.297	2.123	94.263				
11	.251	1.795	96.058				
12	.224	1.601	97.659				
13	.185	1.320	98.980				
14	.143	1.020	100.000				

Extraction Method: Principal Axis Factoring.

a. When factors are correlated, sums of squared loadings cannot be added to obtain a total variance.

D. In-service Needs

Total Variance Explained						
Factor	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	13.001	65.003	65.003	12.684	63.422	63.422
2	1.142	5.711	70.715	.825	4.124	67.546
3	.859	4.296	75.010			
4	.597	2.986	77.996			
5	.508	2.538	80.534			
6	.486	2.428	82.962			
7	.468	2.338	85.301			
8	.389	1.943	87.244			
9	.347	1.736	88.980			
10	.313	1.566	90.546			
11	.285	1.423	91.970			
12	.257	1.283	93.253			
13	.226	1.129	94.381			
14	.211	1.055	95.436			
15	.194	.968	96.405			
16	.173	.866	97.271			
17	.161	.803	98.074			
18	.138	.689	98.763			
19	.135	.674	99.437			
20	.113	.563	100.000			

Extraction Method: Principal Axis Factoring.

Utterance	Theme	Code	Sub-Code
“Bence uygulamalı aktivitelere öncelik verilmeli mesela İngilizceyle ilgili örnek verirsek İngilizceye maruz kalabilecekleri hayatın içerisinde İngilizceyi nasıl kullanabilecekleri hissedecekleri motive olacakları bunlar çeşitli geziler olabilir. Başka yabancı okullarla etkileşim kurmak olabilir... çocuklarımız Finlandiya’daki gibi komşu ülkeye geçip İngilizcesini kullanamıyor ya da Avrupa’yı gezerken iletişim için İngilizceyi kullanma şansına sahip değil... .Bir çok açıdan yarım kalıyor sadece kâğıt üzerinde, bilgi olarak iyi olan öğrenciler olabilir ama uygulamaya geldiği zaman ben üniversitede bile çok görüyordum yani konuşma derslerinde sınavlarında sıkıntı yaşayan öğretmenler o zaman dahi oluyordu. Hani çocukların İngilizceyi kullanabileceği aktiviteler okul içerisinde ya da okul dışarısında yapılabilirse bence daha bir farkındalık daha bir uygulamalı eğitim anlamında daha sağlıklı olabilir.” Taha	Ideal in-service training	activities	practice-based interactive practice-based
ENG: “I think that practical activities should be prioritized. For example, if we give an example about English, there can be field trips that will motivate the learners, that will increase exposure to English, where they will use and feel the language in real-life context. It may be to interact with other foreign schools... the children do not have a chance to use English as they do in Finland by travelling to the neighboring country and using English for communication or they don’t have a chance to use English while travelling the Europe... In many respects, it remains incomplete, and on paper, there may be students who are good at knowledge, but when it comes to practice, I saw a lot even in the university, there were teachers who had problems in their speaking lessons. I think that if the activities in which children can use English can be done in school or outside the school, I think that it may be healthier in terms of awareness and a more practical education.” Taha	Ideal in-service training	activities	practice-based interactive practice-based

	Original (TR)	Translation (ENG)	Data Collection Tool
1.	Am is are dan öteye gidemediğimizden konuşmayı unutmak üzereyim. O yüzden konuşmayı ilerletmek isterim. (P9)	Because we cannot go beyond “am, is, are”, I am about to forget how to speak in English. For this reason, I would like to develop speaking skill.	Questionnaire
2.	Kesinlikle ihtiyacını hissediyorum. Türkiye’de öğretmenlerle yabancı dil eğitimi alıp bunu daha sonra başkalarına aktarmak-kendimizi mükemmel görmemiz lazım- okuma becerimiz çok yüksek bizim eğitimimizin getirdiği bir sonuçla yazma becerilerimiz onun bir altındadır dinleme onun altında konuşma da en sondadır bence ben kendimi öyle görüyorum. Hani okuduğum zaman her şeyi anlarım, yazarken yazarım dinlediğimde acaba derim konuşurken ama bir tereddüt yaşarım mesela. Aslında mesela ben hizmetiçi eğitimin şu tarafı- aklıma geldiği için söylüyorum- bizim kendi konuşma becerilerimizi geliştirebilecek bir şey bile olabilir. (Ufuk)	I definitely feel the need (for speaking). In Turkey, receiving education about foreign language and transferring this knowledge to others- we should be considering ourselves as excellent- the reading skill is very advanced due to the result of the education system, writing skills is just below that, listening is below writing and speaking is the last one, I believe so, I see myself like this. For example, when I read something, I understand everything; when I write I can write; when I listen I hesitate but when I speak I feel doubt. In fact, for example the in-service training -I am saying this because I thought of it now- the training can even be about improving our own English speaking skills.	Interview

	Original (TR)	Translation (ENG)	Data Collection Tool
3.	Yani şu an ben bu konu bizim kanayan yaramız. Önce kendimizden başlamalıyız ama tabii ki de zaman bizim için en sıkıntılı şey. Çünkü ben bundan üç dört sene önce kendimi çok daha akıcı çok daha iyi ifade edebildiğimi düşünüyorum. Çünkü çok daha sıcaktı yaptığım şeyler. Ama geçen sene mesela Suriyeli öğrencimizin bir velisi vardı o da Suriye’de İngilizce öğretmeniymiş onunla iletişim halindeydim sürekli kendisinden dolayı ben hani bütün şeylerde beni çağırıyorlardı çünkü sıkıntı yaşıyorlardı Türkçesi yoktu. Ama konuşmasını ben mesela şunu fark ettim bizim buradaki birçok İngilizce öğretmenimize nazaran- ki kendisi şuanda çalışmıyor- kendini çok daha iyi ifade ettiğini fark ettim. Maalesef biz uygulama konusunda çok eksik kalıyoruz. (Taha)	I mean this is our this is our bleeding wound. We must start from ourselves, of course, but the time is the most troublesome thing for us. Because I think I could express myself much more fluently and better three or four years ago. Because the things I did were much more up-to-date. But last year, for example, our Syrian student had a parent, who was an English teacher in Syria, I was in contact with him, he was always calling me because he was having trouble since he had no Turkish. But I realized his speech, for example, that he expresses himself much better than many of our English teachers here – and yet he is not currently working. Unfortunately, we lack at implementation greatly.	Interview
4.	Bir öğretmen olarak bakarsam kendime yani ben bir öğretmen olarak İngilizcem geliştirmeye çalışıyor muyum? Hayır. Peki benim İngilizcem neyle gelişiyor? Ben akademinin içinde olduğum için. Ben her gün saat 3’te kalkıyorum. Sabaha karşı 3’te güne başlıyorum, sabah yediye kadar İngilizce bir şey okuyorum, İngilizce bir şey yazıyorum, İngilizce bir kelimeyi araştırıyor oluyorum bir kalıba bakıyor oluyorum ama ben bunu	When I look at myself as an English teacher, do I try to improve my language skills? No. Then how come do those skills develop? Because I am in academical circles. I get up at 3 am every morning and I read something, write something in English, I search for a word or a chunk in English until 7 am. But I do not do these to improve my English skills... This is a part of my life... But when I enter the class, I can speak in English, and the	Interview

	Original (TR)	Translation (ENG)	Data Collection Tool
	İngilizce öğrenmek için yapmıyorum... Aslında o benim hayatımda bir parça... Ama kendim sınıfa girdiğimde konuşabiliyorum ve öğrenciler bundan etkileniyorlar... Burada baktığımızda ama ben konuşurken gramer hatası yapıyorum... Ben speaking konusunda çok iyiyim diyemem o zaman kendime. Pronunciation konusunda da hatalarım var. Ha ama ne yapıyorum? Dersimde yani mümkün olduğu kadar –bu aslında beni de geliştiriyor- ben speakinge odaklıyım. Ben konuşuyorum. Çocuğu konuşturmaya çalışıyorum bu sayede benim de speaking konusunda bir gelişmem sağlanıyor. Çünkü kendimi de zorluyorum konuşmak için. (Pelin)	students are impressed. When we look at this, I do make grammar mistakes while I'm speaking... So, then I cannot say that I am very good at speaking. I make mistakes in pronunciation as well. So what do I do? This actually helps me to improve- I am speaking oriented in my classes. While I am trying to make the students talk in English, my speaking skills also improve. Because I force myself to speak in the target language as well.	
5.	İngilizceyle ilgili yaptığım şeyler şunlar mümkün olduğu kadar TRT World kanalını izlemekteyim izlemesem de kanal açık durur belki orada kulak gelişimini sağlayabilir diye düşünüyorum. Bu akademik kitaplar okurum romanlar değil. Dil nasıl öğretilir dil nasıl öğrenilir bunun üzerine kitaplar okurum genellikle... ayrıca reading kitaplarından çalıştığım okuma kitaplarım var bir de kendi çapımda materyal hazırlama girişimi içerisindeyim... Ve tabii belli bir süre sonra da öğretmen de olsanız bu dili kullanmıyorsanız hele ki etrafınız da kullanmıyorsa dil körelir ve maalesef gittikçe gittikçe	The things I do concerning English are the following: I watch TRT World channel as much as possible. Even when I am not watching it is on the background, I think maybe it may improve my listening skills. I read academic books, not novels. I usually read books on how to teach and learn a language... Additionally, I read books that I study, and I try to prepare materials on my own. And of course, even if you are the teacher, if you do not use the language and if there is no one around you who uses the target language, after some time your proficiency starts to become rusty and unfortunately	Interview

	Original (TR)	Translation (ENG)	Data Collection Tool
	gittikçe o dinleme yeteneğini kaybediyorsunuz... Konuşma yeteneğini de keza kaybetmeye başlıyorsunuz. Evet unutmuyorsunuz konuşuyorsunuz ama kolay olmuyor dinleme de kolay olmuyor. Hele ki anadili İngilizce olan birisini anlamak çok zor oluyor. (Faruk)	day by day you lose that listening skills... Similarly, you start losing the speaking skill. Yes, you do not forget it completely, you can speak but it is not easy, nor is it for listening. It becomes even harder to understand an English native person.	
6.	Ne yapılabilir kısmında bence İngilizce öğretmenlerinin hakikatten iletişim kurma konusunda bir platforma ihtiyacı var keşke böyle bir altyapı sağlansa yani ses kayıtlarıyla olsun görüntülerle ilgili olsun bence düzenli aralıklarla konuşma videoları düzenlenebilir özellikle çünkü konuşma kısmında sıkıntı yaşıyoruz. (Bade)	What can be done: the thing is the English teachers do really need a platform for communication. I wish there was such a platform, such an infrastructure, through voice recordings, videos, I believe that speaking videos can be arranged at determined intervals because we have problems especially with speaking.	Interview
7.	...hani böyle hizmetiçi eğitimlerde böyle hani sadece mesela speaking üzerine bir şeyler olsa çok güzel olmaz mı? Ya da öğretmenlerin birbirlerini bulup belki çevrimiçi bilmiyorum böyle çevrimiçi uygulamalar, eğitimler, sadece İngilizce birbirimizle İngilizce hani native speaker değil birbirimizle böyle biraz daha İngilizce konuşabileceğimiz platformlar, çünkü yani çok zor, belli bir çok İngilizce konuşamıyoruz sınıflarda yani. Daha böyle belli bir seviyeden sonra geçiyor yani. Çünkü LGS'ye hazırlık yapıyoruz, mesela sekizinci sınıfa da giriyorum ben. Hani dikkatimiz farklı yönde oluyor, test	Would not it be nice to have some activities for the speaking skill in in-service training? Or a kind of a platform for teachers to find each other, maybe online applications, for us to meet online and speak in English, not with native speakers but other teachers. Because it is very difficult, we cannot speak English in the classrooms, it is only for certain levels. Because I am teaching 8th grades, we are preparing for LGS (a national exam for high schools), the focus is different, it is test-based.	Interview

	Original (TR)	Translation (ENG)	Data Collection Tool
	üzerine bir şey oluyor çok. (Aliye)		
8.	Bu konuda maalesef çok zayıfız... Mesela benim çalıştığım okul merkezi bir okul olmasına rağmen hala akıllı tahtalarımız yok, İnternet sınıflarda yok, okulumuzun yapısından dolayı biz çok sınırlı kalıyoruz tabii ki interneti de işte dijitalliği de kullanabilsek sınıflarda çok daha güzel olurdu ama bunu nasıl kullanabileceğimizi de bilmiyoruz açıkçası yani inanılmaz uygulamalar var, çok fazla uygulamalar var, internette dolaşırken görüyoruz. Dyned uygulaması çok güzel mesela hani onu yapmaya çalıştık ama sınıfta mesela uygulamasını keşke gösterebilseydik. Zaman sıkıntımız da var haftada iki saat sadece hani Dyned üzerine ya da bir uygulama üzerine gitsek bu sefer o haftada işlememiz gereken şeylerden geri kalıyoruz. (Buse)	Unfortunately, we are very weak in this regard... For instance, the school I am working although it is a central school, we still do not have smart boards, there is no internet connection in the classrooms. Due to the structure of our school, we face limitations. It would be better to use the Internet and the digital tools of course, yet we even do not know how to use these in the lessons. There are incredible applications, there are lots of applications, we see them while we are surfing on the net. Dyned, for instance, is very good, we tried to use that however it would be better to see it in the classroom. We also have time limitation in our lessons. If we focus on Dyned or other applications, then this time we are lagging behind what we have to do in that week.	Interview
9.	Yok o konuda iyiyimdir kendim zaten eskiden beri teknolojiyle ilgiliyim... Eksik kaldığım noktada bilgisayar öğretmeni formatör ilgili kısım internet her şekilde eksikliği gidermek için çeşitli kaynaklara yöneliyorum. Akıllı tahtayı kullanıyorum aktif olarak. Onun dışında	No, I am good at that subject. I am interested in technology... For the points that I am not sufficient, I refer to ICT teachers, related online sources, every way that I can fulfill my needs. I use the smart board actively. Other than that, for the past few years, there	Interview

	Original (TR)	Translation (ENG)	Data Collection Tool
	materyal olarak kullanabileceğim şu an etkileşimli uygulamalar var son birkaç yıldır. Testleri çözerken onları kullanıyorum çeşitli aktiviteler EBA'yı kullanmayı çalışıyorum. O şekilde bir sıkıntı yaşadığımı düşünmüyorum. (Taha)	are interactive applications that I can use as materials. I use these while doing tests in the classroom. I try to use EBA. I do not think that I have any problems related with ICT.	
10.	Ben en çok keyif aldığım kısım orası zaten özellikle akıllı tahtalarla haşır neşir olmayı çok seviyorum. Orada da mevcut belli uygulamalar var. O uygulamaları Okulistik'tir EBA'dır buralardan faydalanıyoruz sürekli. Bir de ayrıca sınıf yönetimi uygulamaları kullanmayı seviyorum ben özellikle küçük yaş gruplarıyla işte motive edici puanlayıcı başardığı zaman ekranda kıvılcımların patladığı şeyler kullanmayı seviyorum. (Ufuk)	The most enjoyable part for me is that bit. I like working with smart boards especially. There are available applications in these boards. We use these applications, and Okulistik and EBA all the time. And also, I like using classroom management applications, especially with younger students. For example, motivating, giving scores, showing sparks on the screen when the students succeeds, I like using these applications.	Interview
11.	Ama öğrencime tableti nasıl kullanıracağımı bilmiyorum ben mesela. Tableti dersime nasıl entegre edeceğimi bilmiyorum. Öğrenciyi bu şey vardı ya bizim Milli Eğitim'de e-okul, EBA ... Bize diyorlar ki girin EBA'ya. Ama girin yani bir şey yapmana gerek yok. Gir sadece. İl bazında bize böyle bir baskı uygulandı geçen yıl. Ben buna şiddetle karşı çıktım ya ben kullanmadığım bir şeye niye gireyim ki? Ben kullanmayacaksam neden gireyim? Ben onu kullanacağım zaman giriyorum zaten. Mesela	But I do not know how to make the students use the Tablet PC, for instance. There is an online school app by MoNE, EBA... They tell us to login to EBA. Just login, you do not need to do anything. Just login. There was a pressure on us last year about this issue. I strongly opposed this, why should I login to something I don't use? Why should I login if I am not going to use it? I do login when I use it. For example, we can assign homework to the students via EBA, I've seen this. Yes,	Interview

	Original (TR)	Translation (ENG)	Data Collection Tool
	EBA'dan çocuklara biz ödev gönderebiliyoruz bunu gördüm ben. Evet, yorum yazabiliyoruz, ödev materyali gönderebiliyoruz. Ama ben bu işi nasıl yapacağımı nasıl organize edeceğimi bilemiyorum gerçekten. (Pelin)	we can write comments, we can assign homework materials. But I do not know how to organize this really.	
12.	Bilişim teknolojileri alanında kendimi en çok geliştirmek istediğim şey mesela... Kitaptan çözmekle tahtadan çözmek arasında öğrencisinin bakış açısında inanılmaz değişiklikler oluyor. Öğrencinin her zaman akıllı tahtadan görsel olarak yapmak çok hoşuna gidiyor... Velhasıl bir yazılım yapabilmeyi yani kendim bu işi yapabilmeyi çok isterdim... Bunu yapabilmeyi çok isterdim ve bence üniversitede aslında bu ders bir şekilde bu sürecin ismi materyal hazırlama süreci içerisinde üniversitede öğretmenlere- öğretmenlik okuyan öğrencilerde var ölçme hazırlama değerlendirme diye bir ders var o dersin içerisinde materyal hazırlama elektronik teknolojik materyal hazırlama gibi altyapısal şeyler öğretilbilse... Bu olabilir bu proje olabilir üniversiteye eklenecek bir ders olabilir. Artık çünkü devir değişti gerçekten çocuklar çok daha bizden daha fazla İngilizceye maruz kalıyorlar dizilerden filmlerden ya da müziklerden bu olabilir mesela. (Faruk)	One of the things I wish to improve myself in terms of ICT skills is this, for example... Doing exercises on the book and online creates a big difference. The students always like doing the exercises on the smart board, visually... I would love to be able to make a software, that is, to do this myself. I would like to do this very much. I believe this should be offered as a course- or as part of materials design and development course for BA students who are studying to become teachers, preparing technological/online materials... This can be a project for college education, a course to be included. Now, because the times have changed, the children are exposed to more English than us, for example, through movies or music, and thus this may be included.	Interview

	Original (TR)	Translation (ENG)	Data Collection Tool
13.	Evet bu çok önemli gerçekten yani mesela en basitinden öğretmen Ofis programlarında bile yeterli olması lazım ama pek çok öğretmen arkadaş bu konularda yeterli değil. Ben ekstra mesela... soru hazırlarken de farklı Ofis programlarından Adobe'nin işte Illustrator Design gibi programlarından yararlanarak soruları hazırlıyorum. Bunlar için de Milli Eğitim'in düzenlediği eğitimlere katıldım yani bu şekilde öğrenmeye çalıştım. Sonrasında tabi ki kendimiz araştırarak öğrenmemizi devam ettirdik. Bunların çok fazla faydası oluyor, bu gibi eğitimler verilirse öğretmenlere çok etkili olur. Çünkü yani gerçekten samimiyetle söylüyorum word'ü bile kullanamayan öğretmenler var. Yani Word bile kendi içinde o kadar geniş bir program ki çok güzel şeyler üretilebiliyor. Ama işte bunda da eksik kalıyor öğretmenler. Bu konuda tamamlayıcı eğitimler verilebilir. (Melis)	Yes, it is indeed very important. I mean, the teachers should be competent in Office applications, yet many colleagues are not sufficient. For example... while preparing tests, I use different Office programs, and for example Adobe Illustrator Design program. For these, I attended the trainings offered by Ministry of National Education. I tried to learn how to use these programs in this way. Later on, of course I developed myself through self-studying and practice. These are very helpful; it would be very effective if this type of in-service training was to be offered. Because, I am saying this honestly, there are teachers who cannot even use MS Word. I mean even Word is a very rich program, it can create very nice things. But again, the teachers are insufficient. There can be complementary trainings about this subject.	Interview
14.	Hizmetiçi eğitim doğru yapıldığı zaman ve istekli yapıldığı zaman müthiş faydalı bir şey olduğunu düşünüyorum. Bir kere hani network açısından ağ açısından da benzer sıkıntıları yaşayan insanlarla bir araya gelip onları tanımak işbirliğinde bulunmak için bir fırsata dönüşüyor	When the in-service training is carried out, on voluntary basis, it is incredibly beneficial. It becomes an opportunity for networking, to meet with others who experience same type of problems. I experienced this for even the ones I attended on mandatory basis. I	Interview

	Original (TR)	Translation (ENG)	Data Collection Tool
	hizmetiçi eğitimler. Zorunlu gittiklerimde bile bazen bunu yaşadım. Bunun büyük avantaj olduğunu düşünüyorum. (Ufuk)	believe this is a huge advantage.	
15.	Hizmetiçi avantajı tabi ki eğer doğru planlanmışsa hizmetiçi eğitim öğretmenleri güncel tutmak için ve hani farklı şehirlerden öğretmenleri bir araya getirip farklı mesleki değiş tokuş sağlamak için hani ben böyle yapıyorum sen şöyle yapıyorsun bunu Türkiye boyutunda görmek amacından çok güzel avantaj olarak, güncel tutuyor seni. Onun dışında hani Bakanlık'tan da eğitimler geliyor, bakanlıktan birileri ile tanışmış olmakta keyif veriyor insana hani işin asıl mutfağını görüyorsunuz belki de bu da güzel. (Selin)	The in-service training has of course some advantages if it is planned correctly. In-service training keeps the teachers up-to-date and enables professional exchanges among different teachers from different cities. Like "that is what I do", "that is what you do". It is good to see this on national basis, as an advantage. It keeps you up-to-date. Other than that, there are trainers from the Ministry and it is a pleasure to have met people from the Ministry, you can see the kitchen of the profession. That is why, maybe, it is nice.	Interview
16.	Etkileşim önemli arkadaşlarınızla paylaşabiliyorsunuz. Ben derste şunu yapıyorum, derste böyle yapmıyorum, derste şöyle yapsam daha iyi olur şeklinde birbirlerinden de öğrendikleri çok şey oluyor. Öğrencilerin de aynı şekilde, öğrenciler de- üniversite öğrencileri bazında baktığımızda- birbirlerine bilgi verme konusunda paylaşımcı iseler, öğretmenler de aynı şekilde şu konuyu böyle işliyorum bu konuyu böyle işliyorum şeklinde çok örnekler veriyorlar. Birbirimize de ışık tuttuğumuz çok oluyor öğretmenler arasında da. (Lokman)	Interaction is important, you share with your friends. I do this in my classes, I don't do this, it would be better to do this, things like these help teachers to learn from each other. Similar to the student- the college students- who exchange information amongst themselves, teachers too give examples from their own classes like I do this in this way, I present this subject in that way. It is very frequent that we enlighten each other amongst the teachers.	Interview

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17.	Avantajdan başlayalım hiçbir şey öğrenmedim diye çıkmıyorsun bir kere. Az da olsa bir şekilde bir kendini sorgulayıp yaptığın şeylere bir bakma şansın oluyor. Mutlaka bir gelişme fırsatı veriyor bence. Bazıları çok gelişim fırsatı veriyor bazıları daha az belki. Ama ben aldığım eğitimlerden hep ben mutlaka bir şeyler öğreniyorum. Kendime dönebiliyorum yaptığım şeyleri gözden geçiriyorum. O anlamda ben iyi hissediyorum. Yani niye bunu aldık demiyorum açıkçası. (Neriman)	To start with the advantages, you do not say that I did not learn anything. Even if it is little, you have a chance to question yourself and reflect on the things you do. I think it definitely gives an opportunity for development. Maybe some provide bigger opportunities and maybe some provide smaller. But based on the training I received...I can revisit the things I do. In this regard, I feel good. I do not think like why we received this training, to be honest.	Interview
18.	Yani gerçekten hizmet ettikten sonra amacına, mutlaka avantajı var. Bir defa biz öğretmenlerin de eğitime ihtiyacı var çünkü çok şey değişiyor, eğitim alanında da çok şey değişiyor. Dediğiniz gibi mesela bilgisayar teknolojilerini kullanmamız gerekiyor kesinlikle. O yüzden kesinlikle eğitilmemiz lazım. Herhangi bir dezavantajı olduğunu düşünmüyorum. (Buse)	I mean, as long as it serves the purpose, there are advantages for sure. Firstly, we, teachers, do need training because a lot of changes in education. Like you said, for example, we need to use ICT in or classrooms. For this reason, we have to be trained. I do not think that there are any disadvantages.	Interview
19.	Yani burada da yine samimi bir yorum yapacağım daha önce hizmetiçi eğitim olarak resen katıldım. Mecburi olarak ve onların hiç birisi İngilizce öğretmenliği ile ilgili değildi. İşte afet yönetiminden tutun da işte rehberlik ve psikolojik danışmanlık üstüne eğitimler aldık. (Ufuk)	I mean I will be honest with you, I attended to in-service trainings ex officio. As a requirement and none of them were related with English language teaching. We received training on things like disaster management, guidance and psychological counseling.	Interview

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20.	Kendi ilimde olanlar da zaten şey oluyor yani gönüllülük esas değil de almamız gereken kurslar oluyor. Onlar da hep aynı birbirini tekrar eden şeyler çok aslında verimli değil şu an hizmet içi eğitimler. (Ceren)	The ones in my city are requirements not based on voluntariness. They are all the same, repetitions of each other, the current in-service trainings are not fruitful, in fact.	Interview
21.	Ama dezavantaj olarak dediğim gibi birazcık sanki bir hani hizmetiçi eğitime Türkiye’de girebilmek bir zor zaten, eğitime kabul edilmek çok zor. Kabul edildiğin noktada da eğitim konusunun dediğim gibi senin ön hazırbulunuşluğun ya da katılımcı gurubun hazırbulunuşluğu ne ölçüde, burada farklılıklar var mı? Ve bir de çok kalabalık oluyor tabi ki. Buda bir dezavantaj. Bir de şey takip konusunda dediğim gibi hizmetiçi eğitimi alıp dönüyor sertifika elimizde ama o konu ile ilgili hiçbir çalışma yok. Yaptınız mı, bununla ilgili bir çalışma var mı ya da böyle bir çalışma var katılır mısınız gibi bir durum da söz konusu değil, bence takibi de yapılmalı. (Selin)	For disadvantages, like I said, it is difficult to be able to participate in an in-service training in Turkey, it is hard to be accepted. Once you get accepted, what is the preparedness level of the participants, are there any differences? And of course, they are very crowded, which is also a disadvantage. And the follow-up is missing, we return with the certificates in our hands but there is no follow-up. Did you receive the training, did you apply it, or there is a study about this topic would you like to join- no things like that. I think there should be a follow-up after the training.	Interview
22.	Yine benim bu FATİH projesi ile alakalı bir eğitime aldılar bizi... Teknoloji açısından bana ne öğretildi? Orada işte trainingi veren hoca kendisi gösterdi bakın arkadaşlar Kahoot diye bir uygulama var şöyle oluyor böyle oluyor. Ya tamam var evet ama ben bunu nasıl kullanacağım? Ben bilmiyorum bunu bana göster. Biz zaten bir derste	Well they gathered us for FATİH Project training... what did they teach me about technology? The trainer there showed us some applications “Look there is an application called Kahoot, you can use it like this like that...” Yeah OK, there is, but how am I supposed to use this in the classroom? I do not know how, show it to	Interview

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	bu kadar kısa sürede bunu öğretemeyiz. İşte siz yine de isterseniz en kolayı Kahoot, Kahoot'u kullanabilirsiniz. Şöyle de bir uygulama var böyle de bir uygulama var... Bize bir uygulama yaptırdı orada ama ben Kahoot'u kullanmayı öğrenmedim sadece adını duydum orada kaldı benim için Kahoot yani. Aslında teknolojiyi entegre etmiş olmadım. (Pelin)	me. "Well we cannot teach this in such a short time anyway, but you should know that there is Kahoot, the easiest one, you can use it." "There is this application, there is that application..." We did some practice there but I did not learn how to use Kahoot, I learned the name. In fact, I did not integrate technology.	
23.	Öğretmenlerin branşlarına yönelik daha fazla hizmetiçi eğitim istiyoruz. Hani genel anlamda bazı şeyler stratejik planlama bu tarz şeyler var hani biraz daha idareye yönelik Bakanlık'ın İlçe Milli Eğitim'e yönelik eğitimler var. Biraz daha branş öğretmenlerinin de faydalanıp kendilerini geliştirebilecekleri alanlarda olursa daha güzel olur diye düşünüyorum. Temennim o yönde. (Tansu)	We want more in-service training sessions related with teachers' fields. Well there are trainings based on strategical planning, or for managerial staff like Directorate of District National Education. I think that it would be better to have trainings that are about the fields of teachers, that will be beneficial and improving for the teachers. This is my wish.	Interview
24.	Bence teorik bilgilerden daha çok hani hakikaten bu alanda bir şeyler başarmış kendini kanıtlamış ve hala da sahada olan kişiler tarafından verilirse bence biz gerçek anlamda daha çok hissederiz o zaman daha faydalı olur diye düşünüyorum. Veren kişilerin o alanın uzmanı olması gerekiyor evet ve hakikaten bunların bütün öğretmenlere sağlanması gerekiyor, bu tarz şeylerin hani	Rather than theoretical information, I believe we would feel better if the training was offered by someone who is successful in this field, who proved themselves and who is still working as a teacher. I believe it would be more beneficial in this way. The trainers should be experts in the field, yes, and these should be offered to all the teachers, I mean the teachers working in the east	Interview

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	doğudaki öğretmenler de o uzmanlara ulaşabilsin. (Bade)	should be able to reach these trainings as well.	
25.	Hizmetiçi eğitimlerin geliştirilmesi için... dış dünyadan da örnekler alınarak bilgi havuzu oluşturularak, biz ülkemizde neler yapabiliriz... farklı ülkelerin kullandığı yöntemler örnekler olarak sunulabilir öğretmenlerin fikir edinmesi açısından... Yani dediğim gibi ülkemizi küçümsediğimiz zamanlar oluyor bazen. Farklı ülkelerin yöntemleri sunulabilir sadece onu uygulayacağını diye değil de iyi yönleri alınıp sunulabilir. Öyle körü körüne bak Finlandiya'da eğitim sistemi böyleymiş diye alıp onu Türkiye'de oturtamayız zaten yani bundan başka da cengâverlik olur hayal dünyası ütopya olur yani. (Lokman)	To improve in-service trainings... a database can be created based on international practices. What can we do in our country... different techniques can be presented from other countries as examples for teachers to consider... I mean we sometimes underestimate our country, as I said. Different techniques from different countries can be presented not to say that you are going to use them, but just to share the best practices. We cannot say that this the education system in Finland and try to implement it here in Turkey, blindly. I mean it would be brinkmanship, utopic, if anything else.	Interview
26.	Kesinlikle bölgesel olarak değil de kurumsal olarak farklılıklar çok fazla. Kendi tecrübemle söyleyeyim aynı ilçede son bir haftadır başka bir okulda çalışmaya başladım yani okullar arasındaki mesafe 750 metre falan ama kurumlar içerisindeki dünya bambaşka... O anlamda kurumların keşke belli dereceleri olsa belirleyici kriterler olsa keşke ona göre eğitim olsa öğretmenler daha iyi olur tabii. (Ufuk)	Absolutely, not on regional basis but on institutional basis, it differs greatly. Based on my own experience, I started working at a different school, for the past week. I mean the distance between the schools is 750 meters, but the world inside them are completely different.... In that regard, I wish the institutions had identification criteria and based on that in-service training could be offered to the teachers, it would be better.	Interview

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27.	Yani Van’da görev yapan öğretmenlerin karışılacağı zorluklar farklı oluyor ben orada görev yaptığım için bunu söylüyorum. Çalıştığım okul yatılı bölge ortaokuluydu. Yılı geçmek için öğrendiği bir ders zannediyor. Farkındalığı yok çocuğun. Ailesinden İngilizceyle ilgili hiçbir şey duymuyor çevresinden duymuyor. Kullanabileceği tek yerin köyüne gelen turistler olduğunu onun da kırk yılda bir yıl olduğunu düşündüğü için bilinç konusunda çok büyük sıkıntılar yaşıyor motivasyon anlamında büyük sıkıntılar yaşıyor. Bu da tamamen çocuğun derse farklı yaklaşmasını etkileyebiliyor... O yüzden okulların şartlarının çevrelerinin çok önemli olduğunu düşünüyorum başarıda. (Taha)	I mean, the challenges a teacher working in Van will face are different, I know this because I worked there... The school was a regional boarding school. The students think English as a lesson that effects their grades. The students lacked awareness. They do not hear English from their parents or from their environment. They think that the only place they can use English is with the tourists who will visit their village, and that is only once in a blue moon they experience serious problems in terms of motivation and awareness. For instance, when it is the case for Van, when we look at another city, where the students have chances of using the target language-I know students who can interact with foreign students. That can totally affect the way the student views the language lesson... That is why I believe that the conditions of schools and their environment are important factors for success.	Interview
28.	Öğretmenler kendi istekleriyle, kendilerini geliştirmek adına Milli Eğitim’in gerçekten ama gerçekten zorunlu tutması gerektiğine inanıyorum ama bunu da yine öğretmenlere sorarak yapması lazım. Yani şöyle şöyle şeyler var hangilerinin olmasını düşünüyorsunuz.	I believe that the in-service training should be a requirement for teachers by the Ministry, for them to develop themselves, but it should be checked with the teachers. I mean, there is this and that topics which ones do you prefer to have? For example, a	Interview

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	Atıyorum referandum yapar, anket yapar ciddi anlamda, ondan sonra hangisi en çok çıkarsa onları zorunlu koyar. Yani bu bir kişinin düşündüğü birçok kişinin de düşündüğü de farklı çıkacağını zannetmiyorum, genelde benzer şeyler çıkacağını düşünüyorum... Ne olursa olsun hepimiz aynı şekilde ülkemize, milletimize hizmet etmeye çalışıyoruz sonuçta. (Esranur)	referendum, a questionnaire can be conducted, in a serious manner and then the topic that emerge most frequently can be compulsory for all teachers. I do not think that there will be differences among teachers, the results will be similar in general... At the end of the day, all of us are trying to serve our country our nation.	
29.	Herkese standart bir program uygulanabilir mi? Bence uygulanır. Uygulanmalı bence. Uygulanmalı yani bunu standardı bozmak da levellara ayırmak da hoş olmaz ki. Yani neye göre ayıracağız anca mesleki yıla göre ayırabiliriz ama ben kendi öğrencilerim var İngilizce öğretmeni olmuş öğrencilerim var eleştirdiğim oluyor. Sen benden yaşlısın dediğim oluyor. Sonuçta çocuk beş yıllık İngilizce öğretmeni ama şunu kullanıyor musun yok. Bilgisayar kullanıyor musun sunumlar var bak bunu derste kullan. Tamam hocam of puf havasındalar beş yıllık öğretmenler. Ama ben yirmi yıllık öğretmenim ben daha çok yenilik peşindeyim. Yani bunun yaşla da ilgisi yok belki de. Bunu yaş olarak da belirleyemeyiz ya da meslek yılıyla ilgili de doğru bir orantı kuramayız gibi geliyor. (Lokman)	Can a standard training be implemented for everyone? I think it can. It should. It should be standardized, I mean changing the standard, dividing it into levels would not be nice. How are we going to determine the levels? Maybe based on experience. But, I have my own students working as English teachers and I criticize them. They are five-year-teachers, but do you use this-no. Do you use computer? Look there are presentations use these in your classes! They grunt, the five-year-teachers. But, I am teacher for twenty years and I am more innovative. I mean, the age may have nothing to do with this... We cannot determine this based on experience or age, we cannot establish direct proportion, I think.	Interview

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30.	Bir düşünüyüm. Benim burası üçüncü görev yerim ben iki sene (şehir ismi)'de çalıştım. Üç sene (şehir ismi)'de çalıştım şu an (şehir ismi)'deyim. Temele baktığımızda aslında hepsi aynı çok da farklı değil. Çünkü aile yapıları yavaş yavaş biraz daha standartlaşıyor ne kadar yaşam şartları farklı gibi gelse de hani bu teknolojin hayatımıza girmesi internettir televizyondur bu yüzden birazcık daha aileler standartlaşıyor ve hani çocuklar da biraz daha standartlaşıyor. Doğunun bir köyü ile İstanbul'un bir mahallesindeki karşılaştırmak komik olabilir ama genel olarak gözlemlediğim çocuklar genellikle aynı. Veliler genellikle aynı. Bu yüzden bu noktada çok bir fark olacağını düşünmüyorum. (Tansu)	Let me think. This is my third place of duty. I have worked in (city name) for two years. I have worked in (city name) for three years and now I am in (city name). Basically, they are not so different, they are the same because the family structures become standardized slowly although the living conditions may appear different. I mean the technological advancements, the internet the TV, the families become standardized and the children, too. The parents are generally the same, for this reason, I do not think that there will be very much of a difference with this regard.	Interview
31.	Öncelikle öğretmenin özgüvenini arttıran ve öğretmene yeni bilgiler kazandıran öğretmeninde aktif olduğu seminarler gerekmektedir. (P73)	First of all, the seminars should be able to increase the self-confidence of the teachers and provide new information. The teachers should be active in these seminars.	Questionnaire
32.	Öğretmenleri her gün değişen yöntem ve tekniklere aşina hale getirmek (P90)	To familiarize the teachers with ever changing methods and techniques	Questionnaire
33.	Öğrenci başarısını arttıracak şekilde öğretmeni donanımlı hale getirmek. (P127)	To equip the teachers so that they can increase student success	Questionnaire

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34.	Ülkemizdeki dil eğitiminin önündeki klasik gramer odaklı yönetici zihniyetinin bir an önce ivedilikle kaldırılıp yetenekli ve donanımlı öğretmenlerin sınıf içerisinde daha özgür olduğu bir öğretme ortamı yaratılarak çocuklarla konuşmaya, dinlemeye ve karşılıklı iletişime dayalı bir dil eğitimi sisteminin yerleşmesi benimsenmesi gereken gerçek bir hedef olmalı. Yalnızca kağıt üzerindeki başarılarla ve niceliği önceleyen etkinlikler ve başarı değerlendirmeleri ile dil edinimi konusunda başarılı olamayacağımızı artık anlamış olmamız gerekiyor. (P13)	The ultimate objective of the in-service training should be immediately abandoning the classical grammar-based language teaching in our country and creating a learning environment where the qualified and equipped teachers can act freely in the classroom so that a language training system where the students can speak, listen and communicate with each other. We should understand that we cannot be successful at language acquisition by means of only focusing on the scores on papers and quantitative activities and evaluations.	Questionnaire
35.	Öğrencilerin gereksinimlerinin belirlenerek kazanımların bu ihtiyaçlar doğrultusunda belirlendiği öğretim tekniklerinin, (Guided Discovery, Task Based Learning) sınıf ortamında gerçek hayata da taşınabilecek biçimde uygulanması. (P189)	The application of the teaching techniques, in which the needs of the students are governed, and the objectives are determined in accordance with these needs, (Guided Discovery, Task Based Learning) in a classroom environment that can be carried to real life	Questionnaire
36.	Eğitimin ana konusu hakkında yeterince teorik bilgi vermenin yanında ülkemizde uygulanabilirliği konusunda somut uygulama örnekleri sunma ve geliştirmeye fırsat vermelidir. (P256)	Besides providing abundant theoretical information about the subject of the training, it should be able to offer concrete opportunities for presenting or improving application examples for our country.	Questionnaire

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37.	Öğretmeni geliştirmeye yönelik sonuçta öğretim yöntem ve teknikler açısından geliştirmeye yönelik ama kesinlikle teorik değil uygulamalı eğitim olması gerekiyor. (Ceren)	It is about developing the teachers, improving teaching methods and techniques of teachers but it should not be theory-driven it should be practice-based.	Interview
38.	Öğrencilere bilgileri daha kalıtsal olarak kazandırabilme. Daha iyi analiz edebilme ve bunlara yönelik daha yeni yöntem ve teknikler geliştirme olabilir. Yani şu an için aklıma gelenler bunlar açıkçası. (Tansu)	To be able to provide students with more permanent knowledge. To be able to analyze better and develop new methods and techniques accordingly. These are the things that come to my mind right now.	Interview
39.	Hizmet içi eğitimin hedefleri öncelikle öğretmenlerden ihtiyaçları konusunda fikirler alarak yönlendirilebilir bu şekilde. Sonuçta bu işi öğretmenler yapıyor ve öğretmenlerden toplu olarak bir bilgi havuzu oluşturup ihtiyaçlar şeklinde bir anket uygulanabilir belki. Genel fikirler aktarıldıktan sonra işe yarayacak sıra dışı da olsa gelecekte yardımcı olabilecek öğretmenlere eğitim sırasında fikirler de gözden kaçırılmadan hazırlanabilir. (Lokman)	The aims of the in-service training- first of all, the needs of teachers can be determined by getting the teachers opinions, and then the aims can be decided. After all, it is teachers who do the teaching and a database of teachers can be created and their opinions can be gathered through a questionnaire. After getting the general opinions of teachers, the ideas that might prove to be useful- even if they are extraordinary- can be integrated to training.	Interview
40.	Branşlara özel olmalı, sınıfta/okulda yaşanan/ yaşanması muhtemel gerçek problemlere yönelik çözüm yolları (P16)	It should be field-specific, solutions for real problems that can be/ are experience in classrooms/schools	Questionnaire

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41.	İngilizce konuşma ve daha etkili şekilde kullanma yöntemlerini geliştirme (P51)	Speaking in English and developing way to use the language in a more effective way	Questionnaire
42.	Ezberden uzak dil öğretimini teşvik edecek, eğlenceli, heyecan uyandıracak öğretim yöntem ve tekniklerine yer verilmeli. (P78)	Instructional methods and techniques that will encourage language learning that is not memorized, which will create fun and excitement, should be included	Questionnaire
43.	Öğrencilerin konuşma becerilerini arttırmak için öneriler, çalışmalar (P127)	Suggestions and exercises for developing students' speaking skills	Questionnaire
44.	Şimdi ideal bir çevrimiçi programdan bahsediyorsak eğer ben ilk olarak kendi branşımla ilgili bir şey isterim. Yani ilk olarak yani İngilizce öğretmenliği üzerine İngilizce öğretimi üzerine bir şey olması gerekiyor. Bunu birkaç ayakta inceleyebiliriz. Öncelikle bir metodoloji bilgimi update etmem lazım. Aslında bütün öğretmenler bildiğini söylese de aslında küçük bir hatırlatma gerekiyor. Ama bu hatırlatmadan kastımız knowledge based değil de o knowledge'nin nasıl kullanılabileceğine dair implicationların verildiği. Ya da benim kendi practice'ime reflect edebileceğim bir şey olabilir. (Pelin)	Well, if we are talking about an ideal online in-service training program, I want something that is related with my own field. It should be about English language teaching. We can examine this from several aspects. First, I should be able to update my knowledge of methodology. In fact, all the teachers say that they know about methodology, yet, a reminder is required. But this reminder is not about knowledge-based content, it should be about how to use that knowledge, the implication of knowledge. Or something that I can reflect to my own practice.	Interview

	Original (TR)	Translation (ENG)	Data Collection Tool
45.	Şimdi şey olarak bakıyorum bir tazeleme/refreshment diyesim geliyor mesleki bilgilerimizi tazeleyen, çok da derine giderek öğretmeni sıkmayan. Üniversitede öğrendiklerini yüzeysel olarak da hatırlatacak olan bilgilere de yer verilmesi gerektiğini düşünüyorum özellikle İngilizce öğretmenliği ile ilgili olarak. Bunun yanı sıra hizmetiçi eğitimde yeni yaklaşımlar muhakkak vardır. Ben mezun olalı 20 yıl oldu illaki yeni bir şeyler çıkmıştır ben elimden geldiğince takip etmeye çalışıyorum ama bunların da toplu olarak bütün öğretmenlere sunulması gerektiği fikrindeyim. Açıkçası şöyle düşünüyorum eski yöntemlerle üzerine yeni çıkmış yeniliklerin de eklenmesi gerektiğini düşünüyorum. (Lokman)	I look at it this way: it should be something that would refresh our Professional knowledge, without getting too deep into theory and become boring for the teacher. There should be some content related with what has been taught in undergraduate level, to remind the teachers, superficially, about English language teaching. Other than that, I am sure there are new approaches. I graduated 20 years ago and I am sure there are new things. I am trying to follow them as much as I can, but I believe that these should be presented to the teachers as a whole. I think that the old methods and new ones should be presented together.	Interview
46.	Şimdi ben ortaokulda çalışıyorum ve şu sıralara IELTS'e hazırlanmaya çalışıyorum köreldiğimin farkına vardım hem bireysel olarak eski bilgilerimi kaybetmemeye yönelik bir şey olabilir. (Tansu)	I am working at a secondary school and nowadays I am preparing to take IELTS exam. I realized that my language skills are rusty, there can be something about language practice.	Interview
47.	Listening yanında uygulama olarak beklediğimiz materyaller var hem Bakanlığımızdan özellikle dilbilgisi çalışması üzerinden akıllı tahtayla bağlantılı olarak. Bu ikisi geliyor yani mesleki olarak hem bana faydası olacak hem de öğrenciye aktarabileceğim-yani ben akademik	There are some applications some materials that we expect from the Ministry related with listening and grammar that can be used with smart boards. I mean it should be both for my professional benefit and also for the students' language learning. I believe listening and	Interview

	Original (TR)	Translation (ENG)	Data Collection Tool
	bir içerik bekliyorum açıkçası Bakanlık'tan ya da bize sorulnlardan akademik bir şey bekliyorum kullanabileceğim hem kendi adıma hem öğrencilerim adına. Listening ve gramer çalışmalarının etkileşimli olarak yapılabileceğini düşünüyorum ben çevrimiçi olarak... Bu ikisini düşünüyorum özellikle bunların daha faydalı olacağına inanıyorum. (Faruk)	grammar can be practiced online. Especially these two, I believe it would be more useful.	
48.	Ya biz çok davranış sorunlarında boğuluyoruz yaa. Yani biz bunda boğuluyoruz böyle İngilizceye gelene kadar yani hani, çok hoca böyle matematikçi de başka bir şey söyler, Türkçeci de başka bir şey söyler. Hani böyle o kadar çok davranış sorunlarında boğuluyoruz ki. Sıkıntımız o yönde oluyor yani. (Aliye)	Well, we are swarmed with behavioral problems. I mean, we have a lot of problems to deal with before teaching English. The math teacher would say something, the Turkish teacher would say another thing- I mean we need to deal with a lot of behavioral problems. Our problem is about this.	Interview
49.	Bu hizmetiçi seminerlerinin de öğretmeni her anlamda geliştirici, etkileyici hani kendi bilgisinin devamlılığı, sınıf içindeki sınıf kontrolünün şeyin tekrardan gözden geçirmesine, kendi kendine belki öz eleştiri yapmasını sağlayıcı... çok yararlı olduğunu düşünüyorum. (Esratur)	These in-service training seminars should help teachers to improve themselves professionally, sustain their knowledge, revise their classroom management skills. Maybe it should help them do self-evaluation... I believe these would be very beneficial.	Interview
50.	Şimdi artık bizim biliyorsun öğretimde metin değil de görseller artık çok ön plana çıktı ya teknolojisi mesela akıllı tahtanın kullanımı, PowerPoint sunumlarını işte slayttan yeni versiyonlarının hazırlanması konusunda	Now, as you know, the teaching is not text-based anymore, the visuals and the technology have become prominent for example smart boards, PowerPoint, I want to get assistance on these issues. I mean I find	Interview

	Original (TR)	Translation (ENG)	Data Collection Tool
	destek istiyorum. Yani bunları şimdi internetten bulup hazır indiriyoruz ama bunun üzerinde bir çalışma yapamıyorum şu an. Bilemiyorum tam anlayamıyorum. İnternetten tık indiriyorum akıllı tahtada sunuyorum gösteriyorum vesaire ama kendim de hazırlamak isterdim yani. O konuda yani teknolojik destek. (Ceren)	these online and download them, but I cannot work on them. I do not know; I do not understand exactly. I download them, click, and I present them on smart board etc., but I wish I could prepare them. I require assistance with this regard.	
51.	Peki ben bu metodolojiyi teknolojiye nasıl entegre edeceğim? Bu açıdan bir yönlendirme olması gerekiyor... Benim hizmetiçi eğitimden beklediğim şey direkt practice ile alakalı to-the-point bir şey isterim. Yani sen dersinde evet müfredatın diyor ki e-portfolio oluşturmalsın. Peki çocuk blog açmalı. Öğretmen kendisi bilmiyor ki bloğun ne olduğunu. Evet çocuk bilebilir. Evet blog ne diye öğrenciler bizden daha hakimler ama öğretmen blog nedir nasıl açılır nasıl yönetilir bilmiyor. Buna ben de dahilim öğretmen olarak bir öğretmen olarak... E ben bilmiyorum bloğu nasıl açacağımı. Bilmiyorum nasıl yöneteceğimi bilmiyorum. Çocuğu ordan nasıl takip edeceğimi ve bunların her birini nasıl takip edeceğimi ben bilmiyorum. Önce bana bununla ilgili bir tutorial verilirse bir eğitim verilirse bak bu şekilde oluşturulacak şekilde ben onu practice olarak	Well how am I going to integrate methodology and technology? There should be an instruction about this... The thing I expect from in-service training is directly practice-linked, to-the-point applications. OK the curriculum says that you should create an e-portfolio. All right, the student should open a blog. The teacher does not know what a blog is him/herself. OK the student may know what it is; yes, the students are more knowledgeable than us about blogging. But, the teacher does not know how to create, manage, and publish a blog, including me... I do not how to create and manage a blog. I do not know how to follow the students over a blog. There should be a training about this, look here is how you can manage and create a blog, then I can use it in my own classroom.	Interview

	Original (TR)	Translation (ENG)	Data Collection Tool
	direkt sınıfıma aktarabilirim. (Pelin)		
52.	Az önce de dediğim gibi uygulanmış somut iyi örnek videoları çok etkili oluyor. Çünkü alınan eğitim sınıflara aktarılacak ve nasıl olacağı konusunda net bir veri olması her zaman başarıyı artırdığı gibi örnek olup özendirmesi açısından iyi oluyor. (P17)	As I said before, applied concrete examples of best (classroom) exercises is very effective because the received training will be transferred into classroom environment and the examples providing how-to aspect in a clear way always stimulate and increase success.	Questionnaire
53.	Ya ben şimdi hizmetiçi eğitiminde tamam öğretmenlere veriliyor bir şekilde ilerliyor ama tecrübeye dayanmadığı sürece pek de etkili olduğunu düşünmüyorum. Yani o yüzden olabildiğince öğrenciyi de içine alan tamam öğretmene veriliyor ama öğrencinin de içinde bulunduğu bir eğitim programı olduğunu düşünüyorum. (Emel)	Well, OK the teachers are involved in in-service training, but I do not think it is very effective unless it is based on experience. So, that is why, I think of an in-service training that also involves students as much as possible.	Interview
54.	Aslında öğretmenlerin bir sonraki hafta olan derslerinde bir şeyi practice etmeleri istenebilir... işte sen bu hafta bununla ilgili bir şeyleri okudun evet bu tamam gördün şimdi önümüzdeki hafta için sen bununla ilgili dersinde küçük bir practice yap. 5 dakikalık sample bir lesson gibi. Bu pre-service teacherlara yaptırılıyor ya kendi practice ediyorlar bir şeyleri. Onun gibi bir practice etmesi ve bunun üzerinden reflect ettiği bir şey olabilir. Kendi practiceini reflect ettiği report ettiği. Evet ben şunu yaptım bu zorlukla karşılaştım bu tür aşamalardan	Well, actually, the teachers can be asked to practice something that they see in training. For example, you read the related articles for this topic, yes, you've seen it, now for next week you do a little practice in your lesson. Something like a 5-minute-sample lesson. Similar to the ones the pre-service teachers do in their classes. The teachers can practice the topic and then reflect on the experience. It can be something like yes, I did this, and I've faced this difficulty, I've completed these stages, a report in which the teacher talks about	Interview

	Original (TR)	Translation (ENG)	Data Collection Tool
	geçtim diye kendisini anlattığı bir şey olabilir. (Pelin)	her/himself.	
55.	Tabi şimdi burada eğitimin içeriği önemli ama genel olarak hani bir insan biz hep diyoruz ya yaparak yaşayarak öyle daha kolay öğrenir, yani aktif olarak katılırsak. Ben şurada şunu diyeceğim ben yurtdışında da hizmetiçi eğitime gittim, yurtdışındakileri asla unutmadım çünkü hepsinde biz aktif olarak yaptık, öğrenci gibi, hani biz öğrencilerimize yapmamızı istediğimiz şeyleri biz yaptık öncelikle, bundan da hiçbir zaman unutmadım ama Türkiye’de hizmetiçi eğitimlerde sadece sıraya oturup dinlediğim için bir çoğunu hatırlamıyorum... Aktif olarak öğretmenin önce kendinin onu yaparak anlaması lazım ki öğrenciye nasıl aktaracağını daha iyi anlamalı. (Selin)	Well, the content of the training is also important but generally we should be active participants-like in the saying that we learn by doing. I want to say that I’ve participated in trainings abroad and I never forget them because we were actively involved, like a student. We, ourselves, did the tasks that we would ask our students to complete, and I never forget them. But the ones I’ve participated in Turkey, I was only listening while sitting on a chair, and I do not remember those ones. We should first experience it ourselves, through hands-on activities, so that we can teach it to the students.	Interview
56.	Mutlaka grup etkinliklerinden daha fazla şey öğrenebileceğimi düşünüyorum. Ama kişisel olarak grubun içine girdiğim zaman kendimi yeteri derece ifade edememe riskinin de olduğunu biliyorum açıkçası biraz çekiniyoruz toplum olarak biliyorsunuz. Normalde baş başa söyleyebileceğimiz bir şey grup varken söylemeyebiliriz ya da belki rahatsız olduğumuz bir tecrübemizi diğer İngilizce öğretmenlerinin yanında	I believe that I can learn much more things from group activities. But I also know that when I become a group member, there is a risk of not being able to express myself as much as I want to, because as you know, we as a society, are a little shy. We may not be able to state the things that we can, when we are in a group or maybe we may not share the experience that we are not comfortable with to other EFL teachers. Instead we	Interview

	Original (TR)	Translation (ENG)	Data Collection Tool
	söylemek yerine direk konuştuğumuz kişiye ifade edebiliriz belki de. (Ufuk)	can directly express them to the trainer.	
57.	Kesinlikle grup aktiviteleri ama- çünkü birbirimizden öğreneceğimiz çok şey de olabilir sonuçta- ama grupların sayıları çok az olmalı. Bireysel değil de grupla ama sayıca az olan gruplar... Çünkü o zaman amacından çıkıyor kurslar. (Ceren)	Definitely group work activities, because we can learn a lot from each other, but the number of group members should be limited, small groups. Not individually with groups, but small groups... Otherwise the training fails to fulfill the aims.	Interview
58.	Yöntemlerin Milli Eğitim'e bağlı okullarda uygulanmasına yönelik videolar (P3)	Videos about the application of approaches in MoNE schools	Questionnaire
59.	Yurtiçi ya da yurt dışında memnun kalınan programların uygulandığı okul ve derslerden örnek videolar paylaşılabilir. (P35)	Example videos from national or international schools and classes, where the satisfactory programs are applied, can be shared.	Questionnaire
60.	Sahadan gelen öğretmen ve yöneticilerin sorunları ve bu sorunlar için alternatif çözüm önerileri, örnek durum videoları, değişen eğitim modeline uygun örnek ders anlatım videoları öğretmenlere yol gösterici, farklı yöntemleri keşfetme noktasında bir ilham olabilir. (P98)	Problems of teachers and managers from the field and alternative solutions for these problems, example case videos, example demo lesson videos in accordance with changing education model can inspire teachers to discover different methods and lead them the way.	Questionnaire
61.	Uygulamalı etkinlikler ve özellikle bu alanın uzmanları tarafından dizayn edilen sınıf içi etkinlikleri olmalı. Bunlar öğretmenlere uygulamalı olarak gösterilmeli. (P127)	Applied activities, especially the ones that were designed by the experts of the field should be included. These should be presented to the teachers through	Questionnaire

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		application.	
62.	Hani mesela oyunla öğretimi tasarlayan ya da bir web tasarımı için anlatıcının olması gerekiyor. Onun kullanacağı ya da yararlandığı gerekli gördüğü makaleler olabilir hani okuyup bunla ilgili bir tartışma şeklinde discussion şeklinde yapılabilecek bir şeyler olabilir. Eğer online bir şey yapılacaksa hazırlanacaksa bunun nasıl hazırlandığına dair videolar olabilir. Ekstra materyal-gerekli görülürse kitap veya e-book şeklinde bir şeyler aldırılabilir yüklenebilir. Slaytlar olabilir. Bu şekilde bir şeyler olabilir diye düşünüyorum. (Tansu)	For example, there needs to be a presenter for gamification or web-design. The articles of the trainer, the s/he deems important, may be used in the training. After reading the article, the discussions or similar things can be done. If it is an online training, then tutorial videos can be included. If necessary, as an extra material, a book or an e-book can be uploaded. Slides can be used. I believe things like this can be implemented.	Interview
63.	Yani açıkçası ben artık şey böyle somut kitaptan ziyade indirilebilir ve paylaşılabilir, e-mail olabilir veya tabi bulut yöntemiyle gönderilebilecek her şey olabilir. Ben bu konuları daha yararlı buluyorum üzerinde ne bileyim çalışmalar yapılabilir. Biz istediğimiz zaman indirip çıktısını alabiliriz. Bu şekilde e-materyali daha doğru buluyorum. Ama hani indirme konusunda sıkıntı yaşamayacağımız ne bileyim formatı ile ilgili sıkıntı olmayacak şeyler. (Yaren)	Well, to be honest, everything that can be downloaded, shared with e-mails or cloud systems can be used as materials, rather than using physical books. I find these more useful, for example we can work on these. Somehow, I find e-material use to be more correct. But it should be things that will not cause any problem with downloading or the format.	Interview

	Original (TR)	Translation (ENG)	Data Collection Tool
64.	Şöyle meslektaşlarımdan tecrübelerini içeren bilgilerin olduğu bir dergi veya benzeri şeyleri bize sunarlarsa eğitim esnasında bu çok faydalı olacaktır diye tahmin ediyorum. (Ufuk)	For instance, if they could present us some materials like journals which include the experiences of our colleagues, during the training, I believe it will be very beneficial.	Interview
65.	Yani evet başarılı öğretmenlerin daha önce başarılı olmuş öğretmenlerin içerikleri evet daha yol gösterici olacaktır. (Bade)	I mean yes, the contents of the teachers, who have been deemed as successful, will be more guiding.	Interview
66.	Eğitimin süresi yani mesai saatlerine gelip öğretmenin çalışmasını engelleyecek bir şekilde değil ama öğretmenin de hani özel yaşantısını çok fazla almayacak şekilde mesela hafta içi iş çıkışı birer saat. Ekstradan kendine ait olan zamandan ayırma yapmadan, ayırmak zorunda kalmadan olmalı diye düşünüyorum. (Bilge)	The duration of training, well, it should not interfere with working hours, hindering the work of teachers but it should also not take a lot of the teacher's personal time. It can be on week days, after work, for one hour. It should be designed so that the teacher would not have to sacrifice her/his personal time.	Interview
67.	Onun şimdi kapsamını bilemediğim için onu kestiremiyorum süresini. Şey olması gerekiyor ama mesai saatlerinin dışında olması gerekiyor. Yani öğretim bittikten sonra olması gerekiyor. Okulla çakışmaması gerekiyor yani onu söyleyebilirim sadece. (Ceren)	I cannot predict the duration for I do not know the content. But it should be outside the work hours. It should be after the school hours. I can tell that it should not interfere with school.	Interview
68.	Kesinlikle online olmalı. Çünkü yani herkesin iş saati çok farklı oluyor online olmalı ve kırk dakikadan bence yine fazla olmamalı. Çünkü ben kendi öğrencilerim gibiyim.	It should definitely be online because everybody has different working hours. And it should not be more than forty minutes. Because I am like my students, I cannot	Interview

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	Çok odaklanamıyorum kırk dakikadan sonra benim için ilgisi kalmıyor olayın. En fazla kırk dakikalık sessionlarla bir online eğitim olabilir. (Rabia)	focus that much after forty minutes, I lose interest. It can be an online training consisting of forty-minute sessions.	
69.	Ne bileyim şimdi o geriyo gibime geliyor insanları. İstemiyorlar yani bir sınava tabi tutulmak istemiyorlar yani. Böyle yapılabilir denir ki kurs programı sonrasında aldığınız kurs sonucu olarak bir şey hazırlayınız, bir ürün ortaya çıkarınız gibi bir şey istenebilir. Ama insanların oturup sınava tabi tutulması zaten teorik oluyor o da saçma. Zaten ben teorik kursa karşıyım. (Ceren)	Well, I think that makes people nervous. The teachers do not want to take an exam. It can be like this, based on the training you have received, prepare something, create a product. But sitting for an exam is theory-based and it is ridiculous. I am against theory-driven training anyway.	Interview
70.	Yani bakın uzun süreli bir soluklu bir sınav herkesi gerer. Öğrenciyi de gerer öğretmeni de gerer. Seans seans her seansı bitirdikten sonra yirmi dakikalık bir seans oldu diyelim onun akabinde olabilir veyahut da aynı şekilde karşı tarafa sunabileceğiniz bugün on dakikalık bir sınavın var diyebilirsiniz bu kişiyi daha çok motive eder... Kısa kısa kademe kademe. Birinciyi bitirsin bitiremezse-on dakikalık bir sınav oldun. Çünkü öğretmen ona yarım saatini ayırması için gerçekten vaktinin olması lazım. Ama on dakikalık bir sınava öğretmen motive olur vakit de ayırır ... Bence on dakika yapın bu birinci seviyesi olsun geçerse ikinci seviyeden ona devam ettirin. On	Well, look, a long exam makes everyone uncomfortable. It makes teachers and students uncomfortable. After each session, let's say that there was a twenty-minute session, after that there can be evaluation. Or it can be presentable for 10 minutes. This motivates the person... Short and after each session. The teacher should complete the first one, if not s/he had a ten-minute exam, because the teacher must have really time to spare 30 minutes for that. But if it is for ten minutes, the teacher feels motivated and can spare some time... It should be ten minutes, first level, if they succeed, the second level exam. Another ten-minute exam. If not,	Interview

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	dakikalık bir sınav daha. Geçemezse ona iki hak belki üçüncü hakkı tanıyın. Ama bence aralıklar kısa olmalı çok kısa olmalı. (Faruk)	the teacher can be given two or three chances to pass the first exam. But I think that the duration should be short, very short.	
71.	Ön test yapılabilir, önce ön öğrenmeler yoklanabilir, süreç içerisinde çok fazla dönüt olarak ölçme aracı olmayabilir ama dönüt olarak küçük dönütler verilebilir pozitif olacak tarzda. Sonunda da bir son test ile öğrenmelerin ne kadar ilerlediği ya da ön öğrenmedeki eksikliklerin ne kadar giderildiğine dair bir son test yapılabilir... ben ne kadar öğrendiğimi yoklasa bana not vermekten ziyade daha mantıklı geliyor bana. (Selin)	Pre-test can be conducted, to examine the teachers. During the process of training, there is no need for a lot of assessment tools but for feedback, small positive feedback can be provided. At the end, a post-test can be implemented to see how far the teachers have come or how much of the previous needs have been fulfilled... I find it more logical for assessment to determine how much I have learned rather than grading me.	Interview
72.	Katılımcılara uygulattırılabilir. Eğitim sonu, hizmetiçi eğitim ortamındaki katılımcılara diğerleri öğrenci rolündeymiş gibi uygulattırılabilir. Çünkü hepimiz sınıf yönetimi konusunda sınıfta yaşanan zorlukları biliyoruz, öğrencilerin ne tür tepkiler vereceğini biliyoruz. Öğrenci pozisyonunda rol yapan kişiler olası problemleri de yansıtabilir. Sınıf içinde aktivite uygulanırken ne tür problemler çıkabileceği konusunda. (Buse)	The participants can practice the content. At the end of the training, the participants can practice the topic, as if the other participants were the students. Because we all know classroom management problems, how the students can react. The teachers who act as if they were the students can reflect possible problems: what kind of problems may arise during the activity.	Interview

	Original (TR)	Translation (ENG)	Data Collection Tool
73.	Direkt practice olmalı yine bence. Genelde bize verilen traininglerde... test soruları şeklinde soruluyor. Yani bir tane soru veriyorlar knowledge-besed soru zaten. Direk FATİH projesi ile alakalı bir online training almıştık ve onda da sorular direkt test sorusu ve direkt bilgi sorusuydu ve herkese de aynı soru soruluyor. Yani bunun hiçbir anlamı yok. Ben açık ve net söyleyeyim o zamanki trainingde ne oldu bir kişi yaptı soruları o işte kurbandı çalıştı 70 aldı. Bundan sonra biliyor ya herkes ne geleceğini herkese aynı soruları o soruları yapan kişi geçip aa evet sorunun cevabı şuydu- yani şıkları değişse de bir iki tane soru değişse de aynı şeyi sorduğu için- yani evet trainingi aldın mı aldın sınavı geçtin mi geçtin. Sen öğrendin diye kabul ediliyor bence bu çok saçma. Böyle bir training için evet sen bu trainingi aldın git şimdi saha çalışması yap. Sınıfına git şimdi bunu uygula ve raporla... Tamamen practice üzerinden olan bir şey olmasını isterim. (Pelin)	It should be direct practice, I believe. Generally, in the trainings we have participated... it is in the form of tests. They give us one question, which is knowledge-based. We have participated in a training that was directly linked with FATİH Project, and in that training the questions were test questions and they were information questions. And they asked the same question to everyone. I mean this is pointless. I going to be honest with you, what happened is this: one person answered all the questions, the victim, s/he studied and got 70. After that everybody knew what the questions were and the person who completed the test- even if the choices were somewhat different- the person told the answers. I mean have taken this training, yes you have; have you passed the exam, yes you have. You are seen as proficient and I think it is ridiculous. For this type of training, yes you have taken this course, now go and do field work. Go to your classroom, practice and report it... I want something that is based on practice entirely.	Interview

	Original (TR)	Translation (ENG)	Data Collection Tool
74.	Amacımız eğitimde kaliteyi artırmak olduğu için okullara müdürlere gönderilecek öğretmeniniz bu çalışmada verimli olmuştur, eğitimde kaliteyi artırmak için çalışmıştır yazılı bir belge yeterlidir. (68)	Since the aim is to increase the quality of education, sending a document to school managers stating that this teacher has been efficient in this training and s/he has worked to increase the quality will be enough.	Questionnaire
75.	Yani evet bir taraftan da bakınca bu iş gerçekten gönül işi hani çok sevmeden gönlünü vermeden yapılabilecek bir şey değil diye düşünüyorum mecburiyetten olmadıkça. Ne bileyim böyle küçük geziler falan filan çok süper olur. Bir de hem insanların bir araya gelmesini sağlayacak ödüller olabilir. Dediğim gibi ufaklık belki günlük belki iki günlük geziler olabilir. (Reyhan)	Well, yes, for this profession you should really put your heart in it, if you are not, you are doing it because you have to. I mean, small trips would be fantastic. The incentives can be something that can help people to meet. Like I said, small, may one or two-day trips can be arranged.	Interview
76.	Yani öğretmenlere yine dediğim gibi yurtdışı ile ilgili bir şey olabilir. En azından oradaki programı görmek adı altında bir haftalık bir değişim programı gibi bir ödül olabilir bence. (Emel)	Well, like I said, it can be related with abroad travel. An exchange program to observe the teaching there can be given as incentive, I think.	Interview
77.	Yani bu tür eğitimlere katılan öğretmenler gerçekten özverili öğretmendir bence. Millî Eğitim Bakanlığı teşekkür belgesi verebilir. Çalışkanlığınızdan/kendinizi geliştirmeye yönelik çabalarınızdan dolayı diyebilir... Yani mesela üç tane böyle programa katılan öğretmene teşekkür belgesi versin çalışkanlığından dolayı ve kendini geliştirme çabasından dolayı... Ona göre üç ya da beş	I believe if a teacher is attending such training courses, s/he is truly a devoted teacher. The Ministry of National Education can present certificate of appreciation. It can say that due your hard work, or your efforts for professional development... For example, after attending three of such training courses, certificate of appreciation can be awarded to the teacher for her/his	Interview

	Original (TR)	Translation (ENG)	Data Collection Tool
	diye sınır koyularak bir belge verilebilir. Yani ama siciline işlenecek bir belge, sadece sertifikadan bahsetmiyorum. (Neriman)	hard work and efforts for professional development... Accordingly, after three or five training, a document can be presented. I am talking about something that will go to the teacher's permanent record, not just any certificate.	
78.	Açıkçası sertifikalara sahip olmak isteyen çok fazla öğretmen var. Hani ilerde kendilerinin de açabilecekleri kurslar olabiliyor ama bu beni bilmem motive eder mi? Etmez herhalde. Şey diye cevap verdim hatırlıyorum puan olarak. Çünkü bizim hizmet puanlarımız var. Hizmet puanına yansımısını daha uzun vadede öğretmenlerin daha avantajlı olabileceğini düşünüyorum bu konuda. (Yaren)	Honestly, there are a lot of teachers who would like to have certificates. There are some courses that they can also provide in the future based on the certificates. But I am not sure if this motivates me. I guess not. I remember saying service score. We have service scores and in the long run, I believe getting service scores would be more advantageous.	Interview
79.	Hizmet puanı ama şöyle oluyor onda belli bir başarı belgesi almanız bir puan elde etmeniz gerekiyor onu da Milli Eğitim veriyor ki bunlar çok önemli. İşte bu öğretmenlerin hoşuna gidebilir. Çünkü bir puana bile ihtiyacı oluyor bazen okulda norm fazlası oluyor başka okula gönderiyorlar. Bu olabilir bu kayda değer bir şey ama katılım belgesinin gerçekten hiçbir anlamı yok yani. Öyle düşünüyoruz en azından biz yani şu ana kadar aldığım hiçbir katılım belgesinin daha sonra hayatta	But service score is like this, you need to have certain document of accomplishment, which is provided by the Ministry, they are very important. That is what the teachers might like. Because teachers sometimes need even one point, they are supernumerary, and they are sent to other schools. This can be an incentive, this is something remarkable, but certificate of participation is meaningless, really. At least we believe so. I mean, I've never seen any of the participation certificates that I	Interview

	Original (TR)	Translation (ENG)	Data Collection Tool
	karşıma çıktığını görmedim. (Faruk)	have received so far, later in life.	
80.	Çok mantıklı. Hiç o bakımdan bakmamıştım. Farkındalık oluştu. Yani tabi hizmet puanı da güzel olabilir. Hem de tespit eder. Zaten seminerler de mesela insanlar da o çok rapor alıp veya işte bahaneler üretilip kaçma peşinde olduğu için. Hizmet puanı bulunduğu için çok çekici gelebilir insanlara yani. Bence çok mantıklı bir hediye olabilir. (Melis)	That makes a lot of sense. I haven't look at it that way before. I have raised awareness. Of course, service score can be nice, too. It can also detect. Some people tend to get medical reports or create other excuses to run away from the seminars. Due to service score, it may be appealing to people. I think it can be a very reasonable award.	Interview
81.	Uygulamalı olsun. Örnekler sunulsun. Ütopik olmasın. AB ile ilgili proje hazırlama seminerine gitmişim. Hiçbir şey anlayamadım. Çünkü her şey kâğıt üzerinde gösterildi. Yani nasıl proje yazılır bunlar anlatıldı ama örnek bir proje gösterilmediği için yazamıyorum. Sadece aşamaları öğrendim. Bu da yeterli değil tabi ki. (P238)	It should be application-based. It should provide examples. It should not be utopic. I went to a seminar about preparing EU projects. I could not understand anything because everything was on paper. I mean they showed us how to write projects but since they did not give us any example project, I cannot write it. I only learned the stages. It is not enough of course	Questionnaire
82.	Teoride kalmayıp gerçekten de uygulanabilir olmalı. Ben yaptım oldu değil gerçekten de içi dolu olmalı. Hayallerden yola çıkıp havadan sudan konuşulup geçilmemeli. Gerçek durumlara akılcı uygulanabilir çözümler getirebilmeli. Teorik analiz bombardımanı olmamalı. Sınıfın karşısına geçince ne yaparsam işe	It should not be theory driven, it should be really practice-based. It should not be I did it and it's done, the content should be really fulfilling. We should not start talking about the dreams/ideals and then end up chitchatting. We should be able to provide rational feasible solutions to real situations. It should not be	Questionnaire

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	yarayacağı bilgisini senelerce deneme yanılma ile değil içi dolu gerçek çözümlü eğitim alarak edinmeliyim. (P275)	theoretical analysis bombardment. I should be able to acquire the knowledge of what is applicable in front of the classroom through satisfactory realistic solution-based training rather than error and trial	
83.	Karşılıklı etkileşim halinde olunabilecek bir eğitim (P43)	A training where we can interact with each other	Questionnaire
84.	Eş zamanlı sohbet ortamıyla meslektaşlarımla bilgi alışverişinde bulunabilmeliyim. (P151)	I should be able to exchange information with my colleagues through synchronous chat	Questionnaire
85.	Herkesin birbiri ile etkileşim kurabildiği bir eğitim olmalı (P248)	It should be a training where everybody can interact with each other	Questionnaire
86.	Bana uygun saatlerde ve esnek (P2)	The time should be flexible and convenient for me	Questionnaire
87.	Katılımcının istediği saatte o günün dersine katılabilmesi ve gerektiğinde tekrar alabilmesi aynı dersi (P236)	In order for participant to re-take the course and attend the training on that day, the participants should be able to adjust the time.	Questionnaire
88.	Pratik olması. Öğretmeni bunaltmadan onları keyif alacağı etkinlikler düzenlenmeli ki onların vakit ayırma isteği olsun. Kendini gerçekten geliştirebildiğini hissetsin. Zamanı ayırdığına değsin. Çünkü gerçekten zaman sıkıntımız çok oluyor. Önceden mutlaka çok planlı bir şekilde ilerlemeli. İş takibi iyi olmalı. Yani bunu	It should be practical. The activities should be designed so that the teachers will not get overwhelmed and they will enjoy it. So that they care willing to spare some time for the training. It should worth their time. Because time is really problematic for us. It should be planned well. The follow up should be well. The person	Interview

	Original (TR)	Translation (ENG)	Data Collection Tool
	ayarlayacak kişiler o işi iyi takip etmeli yani yarın başlayacak deyip sonra süreçte aksaklıklar olmamalı o anlamda. (Neriman)	in-charge of the program should follow this well I mean there should not be any flaws in the process. It should not be like the training starts tomorrow and then it does not.	
89.	Tabii ki yani ihtiyaçlara yönelik, bölgeye yönelik, öğrencilere yönelik bir program hazırlamamız kaçınılmaz olurdu aksi takdirde hani direkt müfredat veya direkt Türkiye genelinde uygulanan Bakanlık'ın getirmiş olduğu sistemi uygulamak birebir çok zor. (Gamze)	Well of course needs-based, region-based, student-based program design would be inevitable. Otherwise, following the general system applied throughout Turkey, proposed by the Ministry directly, or following the curriculum directly is very difficult.	Interview
90.	Tabii ki koşul ve şartlara dikkat ederdim, eğitimin içeriğine dikkat ederdim, eğitimin hitap edeceği kesime dikkat ederdim, hani hangi yaş aralıklarında çalışan hangi kademelerde çalışan öğretmenler ona dikkat ederdim. (Bilge)	I would pay attention to the conditions and the circumstances, the content of training, the participant profile, working with which age group at what level. I would pay attention to these.	Interview
91.	Açıkçası şu an var olan eğitimlere bir göz gezdirdim onların kriterlerine bir bakardım. İhtiyaç şu an aslında sizin yaptığınız şekilde giderdim ve hani işte diyelim ki uygulamaya girdi ne kadar memnunlar ne kadar değiller memnuniyet anketleriyle hani bunu kavramaya çalışırdım. (Tansu)	Honestly, I would review the current training courses and their criteria. I would follow the needs, like you are doing right now, and for example let's say that the program is in application, I would try to assess their satisfaction with a questionnaire to understand how pleased they are with the program.	Interview

	Original (TR)	Translation (ENG)	Data Collection Tool
92.	Yani tabi bir de bu hizmetiçine katılımlar kesinlikle ve kesinlikle gönüllü olmalı. Çünkü çok görüyoruz yok gitmek zorundasınız falan gibi böyle imzalar toplanıyor falan hiçbir rantabilitesi yok onların. Kendi, insan kendi isteği ile katıldığı şeylerde çok daha başarılı oluyor. Etrafında daha gönüllü insanlar olduğu için çok daha zevkli geçiyor. (Reyhan)	Well, of course the participation to these programs should be absolutely and definitely voluntary. Because we see all the time, you must attend, the signatures are collected, there is no profitability. People are more successful at things when they participate voluntarily. The people around are voluntary, and it makes it enjoyable.	Interview
93.	Yok ben şey olarak düşünüyorum iş aslında öğretmenlerde bitiyor. Yani ben daha önceden verdiğim seminerleri göz önüne alıyorum ben ... Şöyle bir algı oluşuyor niye geldik ki biz buraya şeklinde. Öğretmenlerin katılım istekleriyle ilgili güncelleştirmeler yapılması gerektiğini düşünüyorum ben. Öğretmenlerimiz işte bak kurs var sana kurs çıktı diye yazı geldiğinde ilk işleri yüzlerini ekşitmek dudak bükme oluyor. Rapor alıyor gelmiyor bile yani. (Lokman)	Well, I think that it's on teachers actually. I mean, considering the in-service training sessions I've given before... There is such a perception why are we here? I think that the participation requests of teachers should be updated. The teachers, when presented with a document like here you go there is a course, you got the course, the first thing they do is pouting and grimacing. They even take medical reports and they do not attend.	Interview
94.	(TR: Modüllü bir şey seçerdim sanırım, hani biraz daha esnek, şu saatte kesin girip hani saat 7'de başlayan eğitim 9'a kadar bitecek... Belki biraz daha esnek bu özellikle şey yapıyor British Council filan yapıyor esnek çevirim içi eğitimler onlarınki daha keyifli geliyor bana. Modül modül sana şu tarihe kadar yani sen örnek	I would choose something that is based on modules, I guess. I mean more flexible, not something that starts like 7 pm and ends at 9 pm strictly... It may be more flexible; British Council conducts such trainings. I enjoy them more. Module by module, for example you have one month to complete these, you can make plans for	Interview

	Original (TR)	Translation (ENG)	Data Collection Tool
	veriyorum önünde bir ay ver bir ayı kendin planlıyorsun. Karşı tarafın planladıkları 2 saat giriyorsun haldür huldur artık neyse bu değil yani bence çevirim içi eğitim bu değil, eTwinning’de bunu yapıyorlar, ben o yüzden çok sevmiyorum eTwinning’in hizmetiçi eğitimlerini. (Selin)	the month. The other part plan two hours, lickety-split you participate. This is not online in-service training; I don’t think so. That is what has been done in e-Twinning, and that is why I do not like e-Twinning training very much.	
95.	(TR: Genelde konularına bakıyorum benim için kendi öğretmenlik alanımda bana bir ilgi ya da değişim olabilecek mi? Bana bir faydası olacak mı? Açıkçası böyle çok fazla hizmetiçi eğitim bulamıyorum. Bazen zorunlu tutulan eğitimler var EBA’nın kullanımı veya FATİH projesi ile ilgili. Hani onları zaten aldım ama hani baktığım zaman gerçek anlamda İngilizce öğretimi ile ilgili çok fazla ya da ne bileyim bu oyunla öğretim gibi bu tarz şeylerle ilgili çok da hizmetiçi eğitim olmuyor maalesef. O yüzden çok fazla hizmetiçi eğitim alamıyorum öyle söyleyeyim. (Tansu)	I consider the topics, in general. Are they going to cause any changes or interest for my field of work? Are they beneficial for me? To be honest, I cannot find courses with these qualities. Sometimes there are compulsory courses like how to use EBA or about FATİH project. I’ve already taken these courses. But when I look at it, there are not many courses on language teaching or gamification, or such things, unfortunately. For this reason, I cannot take many training courses.	Interview
96.	Ben içeriğin daha önemli olduğunu düşünüyorum. Yani benim gelişimim açısından daha faydalı olarsa ben de katılmak istiyorum seve isteye ama çok da böyle işime yaramayacak kullanamayacağım bir şey olursa ben de katılmak istemiyorum öyle söyleyeyim. (Emel)	I believe the content is more important. I mean, it if is going to be beneficial for my development then I want to attend, willingly. But if it is something that is of no use to me, then I do not want to attend, that’s what I can say.	Interview

	Original (TR)	Translation (ENG)	Data Collection Tool
97.	Eđitimi kim veriyor? Eđitimi veren kiřinin özgeçmişine bakarım önyargı da olsa. Eđitim veren kiřinin alanında kalifiye olduğundan emin olmak isterim. İletişim becerilerinin iyi olduğundan emin olmak isterim ve bunu araştırabileceğim yolları da denerim. (Neriman)	Who gives the training? I look at the trainer's resume, even with prejudice. I want to make sure that the trainer is qualified. I want to be sure that her/his communication skills are good and I try the ways in which I can find out about this person.	Interview
98.	Ben ilk başta eđitimi kimin verdiğine bakarım, araştırırım kim olduğuna. Hani önce o kiřinin yeterliliğini sorguluyorum. (Yaren)	At first, I look at who gives the training, I search for who the trainer is. I question the trainer's proficiency initially.	Interview

APPENDIX M: APPROVAL OF METU HUMAN SUBJECTS ETHICS COMMITTEE

UYGULAMALI ETİK ARASTIRMA MERKEZİ
APPLIED ETHICS RESEARCH CENTER

 ORTA DOĞU TEKNİK ÜNİVERSİTESİ
MIDDLE EAST TECHNICAL UNIVERSITY

D. Sayı: 28620816/08.11.2018
ÇANKAYA ANKARA/TÜRKİYE
T: +90 312 210 22 91
F: +90 312 210 79 59
ueam@metu.edu.tr
www.metu.edu.tr
Konu: Değerlendirme Sonucu

08 KASIM 2018

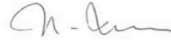
Gönderen: ODTÜ İnsan Araştırmaları Etik Kurulu (İAEK)

İlgi: İnsan Araştırmaları Etik Kurulu Başvurusu

Sayın Doç.Dr. Perihan SAVAŞ

Danışmanlığını yaptığınız doktora öğrencisi Banu Çicek BAŞARAN'ın "Hizmet İçi İngilizce Öğretmenlerinin Mesleki İhtiyaçlarının Araştırılması: Çevrimiçi Hizmet İçi Öğretmen Yetiştirme Programı" başlıklı araştırması İnsan Araştırmaları Etik Kurulu tarafından uygun görülerek gerekli onay 2018-EGT-005 protokol numarası ile 08.11.2018 - 30.04.2019 tarihleri arasında geçerli olmak üzere verilmiştir.

Bilgilerinize saygılarımla sunarım.

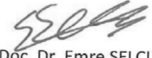

Prof. Dr. Ş. Halil TURAN
Başkan V


Prof. Dr. Ayhan SOL
Üye


Prof. Dr. Ayhan Gürbüz DEMİR
Üye


Prof. Dr. Yaşar KONDAKCI
Üye


Doç. Dr. Zana ÇITAK
Üye


Doç. Dr. Emre SELÇUK
Üye


Doç. Dr. Üyesi Pınar KAYGAN
Üye

APPENDIX N: DATA COLLECTION PERMISSION FROM THE MINISTRY OF NATIONAL EDUCATION


T.C.
MİLLÎ EĞİTİM BAKANLIĞI
Yenilik ve Eğitim Teknolojileri Genel Müdürlüğü

Sayı : 81576613-605.01-E.9803680
Konu : Araştırma Uygulama İzin Talebi

17.05.2019

Sayın Arş. Gör. Banu Çiçek BAŞARAN
(Eskişehir Osmangazi Üniversitesi, Eğitim Fakültesi, Yabancı Diller Eğitimi Bölümü,
İngilizce Öğretmenliği ABD, Meşelik Yerleşkesi Odunpazarı/ESKİŞEHİR)

İlgi: a) 10/05/2019 tarihli dilekçe
b) Öğretmen Yetiştirme ve Geliştirme Genel Müdürlüğünün 15/05/2019 tarihli ve 38772063-605.01-E.9623799
c) Millî Eğitim Bakanlığının 22/08/2017 tarihli ve 35558626-10.06.01-E.12607291 (2017/25) sayılı genelgesi

İlgi (a) dilekçe ile Orta Doğu Teknik Üniversitesi Sosyal Bilimler Enstitüsü İngiliz Dili Eğitimi Doktora Programı öğrencisi Banu Çiçek BAŞARAN'ın "Hizmet İçi İngilizce Öğretmenlerinin Mesleki İhtiyaçlarının Araştırılması; Çevrim İçi Hizmet İçi Öğretmen Yetiştirme Programı" konulu doktora tezi kapsamında hazırladığı veri toplama araçlarının İstanbul, Tekirdağ, Balıkesir, İzmir, Aydın, Manisa, Bursa, Kocaeli, Ankara, Konya, Antalya, Adana, Hatay, Kırıkkale, Kayseri, Zonguldak, Kastamonu, Samsun, Trabzon, Erzurum, Ağrı, Malatya, Van, Gaziantep, Şanlıurfa, ve Mardin illerinde bulunan ilköğretim, ortaokul ve liselerde görev yapmakta olan İngilizce öğretmenlerine "https://goo.gl/NzDha9" adresi üzerinden çevrim içi olarak uygulanmasına yönelik izin talebi Genel Müdürlüğümüz ve Öğretmen Yetiştirme ve Geliştirme Genel Müdürlüğü tarafından incelenmiştir.

Araştırma sonuçlarının Öğretmen Yetiştirme ve Geliştirme Genel Müdürlüğü ile paylaşılması, Genel Müdürlük onayı alınmadan kamuoyuna açıklanmaması, çalışma sonucu çıkacak her türlü basılı materyalin 5'er nüsha olarak gönderilmesi, çalışma sürecince talep halinde her türlü bilginin paylaşılması ve çalışma sonucu yapılacak her türlü konferans, makale, kitap vb. çalışmalarda Öğretmen Yetiştirme ve Geliştirme Genel Müdürlüğü desteğine atıfta bulunulması şartıyla;

Denetimi il/ilçe millî eğitim müdürlükleri ve okul/kurum idaresinde olmak üzere, kurum faaliyetlerini aksatmadan, gönüllülük esasına göre; onaylı bir örneği Bakanlığımızda muhafaza edilen ve uygulama sırasında da mühürlü ve imzalı örnekten elektronik ortama aktarılan veri toplama aracının ilgi (b) yazı ve ilgi (c) Genelge doğrultusunda uygulanmasına izin verilmiştir.

Gereğini bilgilerinize sunar.

Anıl YILMAZ
Bakan a.
Genel Müdür V.

Güvenli Elektronik İmzalı
Aslı ile Aynıdır
2019.5.20.69
Şef

Ek: Veri Toplama Aracı (8 Sayfa)

Emniyet Mahallesi Mılas Sokak No:8 06560 Yenimahalle-ANKARA
Telefon No: (0 312) 296 94 00 Fax: (0 312) 213 61 36
E-Posta: yegitek@meb.gov.tr İnternet Adresi: http://yegitek.meb.gov.tr

İlgi için: Seyda KARABULUT Dr. Atilla DEMİRBAŞ
Öğretmen Koordinatör
(0 312) 296 94 18 (0 312) 296 95 82

Bu evrak güvenli elektronik imza ile imzalanmıştır. https://evraksorgu.meb.gov.tr adresinden 3f92-7c43-3610-ac49-d3cc kodu ile teyit edilebilir.

APPENDIX O: LIST OF CODES FOR THE OPEN-ENDED ITEMS IN THE QUESTIONNAIRE

The themes are presented on the left, and the codes and sub-codes are listed on the right. The frequency of the codes is given in parenthesis. Sub-codes less frequent than 5 are not listed.

Themes	Codes and Sub-codes
In-service_content [0]	❖ professional aspects [18] ❖ personal development [5] ❖ target language culture [12] ❖ international aspects [14] ❖ ICT [25] ❖ Effective communication [10] ❖ projects [13] ❖ students' needs [14] ❖ Method [43] ▪ classroom management [16] ▪ activities [7] ▪ materials [12] ▪ language skills [8] ◆ Speaking [28] ▪ drama in language classes [6] ▪ games in language classes [6] ❖ teaching for multi-skill classes [9]
In-service_aim [0]	❖ educational value [14] ❖ needs-based [6] ❖ student improvement [22] ❖ student needs [6] ❖ personal development [20] ❖ L2 development [41] ▪ Speaking [24] ❖ application [28] ❖ professional development [103] ▪ motivation [7] ▪ update [8] ▪ ICT use [5] ❖ criticism [6]
In-service_duration [7]	❖ throughout the year [11] ❖ 3 weeks [8] ❖ 2 weeks [32] ▪ 2 weeks 6 hours [5]

	❖ 2 months [15] ❖ 1 week [54] ▪ 1 week 5 hours [9] ▪ 1 week 14 hours [5] ▪ 1 week 10 hours [10] ▪ 1 week 4 hours [33] ▪ 1 week 3 hours [13] ▪ 1 week 2 hours [16] ❖ 1 month [50] ❖ 3 months [5]
In-service_material [0]	❖ questionnaires [5] ❖ native speaker [12] ❖ authentic materials [10] ❖ games [8] ❖ Q&A [6] ❖ examples [23] ❖ applied materials [15] ❖ experts [6] ❖ ICT related materials [19] ▪ communication [14] ▪ audio-visuals [25] ▪ videos [19] ▪ presentation [11] ▪ web-pages [17] ▪ computer [5] ▪ apps [8]
In-service_activity [0]	❖ sharing [6] ❖ Q&A [13] ❖ role play [6] ❖ games [19] ❖ speaking activities [18] ❖ native speaker [7] ❖ group activities [8] ❖ Drama [14] ❖ demo lesson [6] ❖ individual activities [8] ❖ ICT [10] ▪ video [11] ❖ hands-on [16]
In-service_evaluation [0]	❖ hands-on [11] ❖ exams [13] ▪ tests [7] ▪ Q&A [4] ▪ oral exams [11]

	❖ project [6] ❖ performance [9] ❖ observation [6] ❖ speaking [6] ▪ dialogue [5] ❖ self evaluation [11] ❖ material design [7] ❖ presentation [19] ❖ computer [6] ❖ questionnaire [5] ❖ peer evaluation [10]
in-service_incentives [0]	❖ money [6] ❖ appointment and promotion [0] ▪ level score [46] ▪ service score [34] ▪ degree score [26] ❖ material [16] ❖ travel [41] ❖ no incentive [10] ❖ certificate [18] ▪ plaque of appreciation [9] ▪ certificate of achievement [16] ▪ certificate of appreciation [18]
in-service_ideal [0]	❖ to-the-point [23] ❖ sharing [6] ❖ content [14] ❖ trainer [29] ❖ interactivity [49] ❖ realistic [11] ❖ applicability [73] ❖ professional development [9] ❖ personal development [6] ❖ accessibility [16] ❖ time [48]
professional development needs [0]	❖ project writing [19] ❖ material design [47] ❖ classroom management [48] ❖ listening [52] ❖ pronunciation [34] ❖ speaking [132] ❖ ICT [41] ❖ drama [8] ❖ methodology [52] ❖ abroad training [10]
colleague	❖ writing [11]

professional development needs [0]	❖ course hours [22] ❖ ICT [32] ❖ pronunciation [24] ❖ classroom management [16] ❖ methodology [63] ❖ listening [39] ❖ speaking [114] ❖ material [84]



APPENDIX P: LIST OF CODES FOR THE INTERVIEW QUESTIONS

The themes are presented on the left column and the codes and sub-codes are listed on the right column. The frequency of the codes is given in parenthesis. Sub-codes less frequent than 5 are not listed.

Ideal_in-service_training [4]	❖ content [12] ▪ classroom management [7] ▪ technology [6] ▪ language [9] ▪ methodology [16] ❖ aim [18] ▪ methodology [5] ❖ duration [9] ▪ one week [5] ▪ after school [9] ❖ materials [8] ▪ technological [10] ▪ best practices [5] ❖ activities [10] ▪ practice-based [7] ▪ group work [6] ❖ evaluation [9] ▪ formative [13] ❖ incentives [7] ▪ travel [6] ▪ certificate [8] ▪ service score [7]
teacher_differences [0]	❖ different [16] ❖ same [5]
language_needs [1]	❖ speaking [9] ❖ ways_of_improving [12] ▪ professional development [5] ▪ using the language [10] ▪ tv series [5]
ICT_needs [10]	❖ in-class practices [7] ❖ ways_of_improving [9]

Properties_of_training [0]	❖ flexible [5] ❖ voluntary basis [6] ❖ interesting [5] ❖ needs-based [11]
things_to_consider [0]	- content [15] - trainer [11]
advantages & disadvantages [0]	❖ disadvantages [11] ▪ logistic shortcomings [7] ▪ mandatory [7] ❖ advantages [2] ▪ professional development [12] ▪ colleague cooperation [7]
Previous_MoNE_evaluation [4]	❖ how_to_improve [18] ▪ needs-based [12]
Other [6]	

APPENDIX Q: CURRICULUM VITAE

PERSONAL INFORMATION

Surname, Name : Başaran, Banu Çiçek
Nationality : Turkish (TC)
Place of birth : Erzurum, Turkey
E-mail : bcbasaran@ogu.edu.tr

EDUCATION BACKGROUND

Degree	Institution	Graduation
Ph. D.	Middle East Technical University, <i>English Language Teaching</i>	2020
M.A.	Middle East Technical University, <i>English Language Teaching</i>	2014
B.A.	Middle East Technical University, Major: <i>Foreign Language Education (ELT)</i>	2011
	Middle East Technical University, Minor: <i>Psychology (PSY)</i>	2011
High School	Nevzat Karabağ Anatolian Teacher Training High School, Erzurum	2007

RESEARCH INTERESTS

English language teacher education, in-service teacher training, online education, language teaching, discourse analysis, corpus linguistics

FOREIGN LANGUAGES

English (C2), German (A2), Japanese (A2)

WORK EXPERIENCE

Duration	Institution	Job Title
Jan 2018 -	Eskişehir Osmangazi University, Faculty of Education, Department of Foreign Language Education	Research Assistant
June 2013 - Jan 2018	Middle East Technical University, Faculty of Education, Department of Foreign Language Education	Research Assistant
Feb 2013 - June 2013	Eskişehir Osmangazi University, Faculty of Education, Department of Foreign Language Education	Research Assistant

PUBLICATIONS & OTHER ACADEMIC WORK

Articles

- Yüksel, İ. & Başaran, B. Ç. (2020). Reflective peer feedback in the practicum: Qualitative and quantitative practices. *Turkish Online Journal of Qualitative Inquiry*, 11(1), 85-109. doi: 10.17569/tojq.627310
- Başaran, B., Ç. (2019). Analysis and Treatment of Oral Errors in Language Classrooms: A case from EAL Context. *Osmangazi Journal of Educational Research*, 6(1), 35-61. Retrieved from <http://ojer.ogu.edu.tr/vol6no1/Number1Spring/OJER-V6-N1-3.pdf>
- Yüksel, İ., & Başaran, B. Ç. (2019). The Change in ELT Pre-service Teachers' Cognition During Teaching Practicum. *Journal of Education and Training Studies*, 7(10), 58–66. doi: 10.11114/jets.v7i10.4425
- Başaran, B. Ç., (2013). Laughter as a face management device in Turkish: Evidence from Turkish Spoken Corpus. *Mersin Üniversitesi Dil ve Edebiyat Dergisi*, 10 (2), 75-100.

MA Thesis

- Başaran, B.Ç. (2014). *Webinars as instructional tools in English language teaching context* (Unpublished Master's Thesis). Middle East Technical University, Ankara.

Conference Papers

- Yüksel, İ., & Başaran, B. Ç. (2019). ELT Pre-service teachers' visions on young language learners. *2nd TESOL Turkey International ELT Conference*, Eskişehir/TURKEY
- Eröz-Tuğa B., Efeoğlu E., Başaran B. Ç. (2018). Türkçede Kadın Söylemi: Kahve Falı Anlatıları. Paper presented at *32. Ulusal Dilbilim Kurultayı (32nd National Linguistics Conference)*, İzmir/TURKEY
- Başaran, B. Ç. & Daloğlu, A. (2017). Attitudes of English Language Students towards Written and Oral Feedback. Paper presented at *The European Conference on Educational Research (ECER)*, August, 2017, Copenhagen, Denmark.
- Başaran, B. Ç. (2017). Evaluating the Link between the Methodology and the Practicum Components of an Undergraduate English Language Teacher Education Program. Paper presented at *The European Conference on Educational Research (ECER)*, August, 2017, Copenhagen, Denmark.
- Başaran, B. Ç. & Savaş, P. (2016). Pre-Service EFL Teachers' Perceptions of Webinars as Presentation Tools for Instructional Purposes. In *Proceedings of Global Learn 2016* (pp. 430-439). Association for the Advancement of Computing in Education (AACE). Retrieved June 30, 2020 from <https://www.learntechlib.org/p/172753>.
- Başaran, B. Ç. & Savaş, P. (2016). Use of Webinars as Teacher Education Tools: A Comparison of Face-To-Face and Online Education. *Proceedings from 9th International ELT Research Conference*, May 2016, Çanakkale, Turkey.
- Başaran, B. Ç., Gümüşok, F., Bekereci, M. (2015). Pre-service EFL Teachers' Beliefs on Learner Autonomy based on Practicum Experiences. *Proceedings from 12th ODTÜ ELT Convention*, May 2015, Ankara, Turkey.
- Başaran, B. Ç., (2013) Attitudes of EFL Teachers and Learners towards Computer Assisted Language Learning in Turkey. *Proceedings from 6th ICT for Language Learning*, November 2013, Florence, Italy.
- Başaran, B. Ç., (2013) University Students' Perceptions of Native and Non-Native Teachers of English. Paper presented at *3rd International Conference on Foreign Language Teaching and Applied Linguistics*, May 2013, Sarajevo, Bosnia Herzegovina.

Ruhi, Ş., Başaran, B. Ç., (2012). Laughter as an Interactional Phenomenon in Turkish: Evidence from Spoken Turkish Corpus. Paper presented at *16th International Conference on Turkish Linguistics*, September, Ankara, Turkey.

Başaran, B. Ç. & Efeoğlu, E. (2010). Türkçe Elektronik Postalarda Duygu Simgesi Kullanımında Cinsiyet Farklılıkları. Poster presented at *24. Ulusal Dilbilim Kurultayı (24th National Linguistics Conference)*, May, 2010, Ankara, Turkey.

Editorial Work

Başaran, B. Ç., Cengiz, B.C., Gümüşok, F., Şafak, D. F. (eds.) (2016). *9th Postgraduate Conference on Linguistics and Language Teaching: Selected Papers*. Ankara, Turkey: Gazi Kitabevi.

Organizational Experience

Organizing committee member for Öğretmenim Seni Dinliyorum Çalıştayı (Voice-up Teachers Workshop), January 14, 2020 – Eskişehir, Turkey.

Organizing committee member for the 6th Middle East Technical University English Language Teaching Undergraduate Students, June 4-5, 2016 - Ankara, Turkey.

Reviewing committee member for the 6th Middle East Technical University English Language Teaching Undergraduate Students, June 4-5, 2016 - Ankara, Turkey.

Organizing committee member for the - 9th International METU Postgraduate Conference on Linguistics and Language Teaching, December 14-15, 2013 - Ankara, Turkey.

Projects

Researcher in “Türkiye’deki Hizmet İçi İngilizce Öğretmenlerinin Mesleki Eğitim İhtiyaçlarının Araştırılması, Yükseköğretim Kurumları tarafından destekli bilimsel araştırma projesi”, (GAP-503-2018-2976, 2018-2019), Middle East Technical University, Ankara.

Awards

TÜBİTAK (The Scientific and Technological Research Council of Turkey) Scholarship
for Ph.D. degree (2014-2020)

TÜBİTAK (The Scientific and Technological Research Council of Turkey) Scholarship
for master's degree (2011-2014)

Certificates

July, 2020	Training on Using Educational Technology in English Language Classroom U.S Department of State & FHI 360 – Online
April, 2020	Apple Teacher Certificate Apple Inc.
October, 2019	Training on Content Based Instruction U.S Department of State & FHI 360 – Online
June, 2019	Training on Teaching Grammar Communicatively U.S Department of State & FHI 360 – Online
May, 2019	Training on Teaching English to Young Learners (K-12) U.S Department of State & FHI 360 – Online
May, 2019	Google Certified Educator – Level 1 Google for Education – Online
March, 2019	Training on Fundamentals of Digital Marketing Google Digital Garage – Online

APPENDIX R: TURKISH SUMMARY / TRKE ZET

1. GİRİŞ

Trkiye'de Yksekğretim Kurulu (YK), dil ğretmeni eğitimi programlarını koordine etmektedir (YK raporları, 1998). Bu programlar eğitim fakltelerinde niversite dzeyinde sunulur ve ğrenciler ulusal niversite giriş sınavı sonuçlarına gre bu programlara kabul edilir. Ayrıca, diğerk fakltelerden mezun olan mezunlar da pedagojik formasyonu tamamladıktan sonra İngilizce ğretmenleri olabilirler (Aydoğank ve ısal, 2007; epik ve epik, 2015). Eğitim fakltelerinde sunulan programlar beş yıllık ğretmen adayı eğitimi (bir yıl yoğun İngilizce hazırlık okulunda ve drt yıl programda) sunmaktadır. Bu programların temel amacı Milli Eğitim Bakanlığı (MEB) okulları için nitelikli dil ğretmenleri yetiştirmek olduğundan (Seymen, 2012), Bakanlığın bu programların mezunlarından ne beklediğini anlamak nemlidir.

Trkiye, İngilizce Yeterlilik Endeksi'nde (EF EPI, 2020) 100 lke arasında 79. sıradadır. Ayrıca, aynı kaynağak gre Trkiye, endekste yer alan 33 Avrupa lkesinden 32. sırada yer almaktadır. Araştırmalar, mesleki gelişim faaliyetlerinin ğretmenlerin sınıf içi uygulamaları ve ğrenci başarısı zerinde bir etkiye sahip olduğuna ortaya koymuştur (Kalinowski, Egert, Gronostaj ve Vock, 2018). Trkiye'nin EPI'deki yeri ve ğretmenlerin ve ğrencilerin mesleki gelişiminin etkisi gz nne alındığında, Trkiye'deki İngilizce ğrenme sorunlarını anlamak için hizmet içi ğretmenlerin ihtiyalarının da araştırılması gerektiğik sylenebilir.

MEB, 2001-2020 arasında dzenlenen hizmet içi eğitim programlarını listeler (Milli Eğitim Bakanlığı, 2020a). Bakanlık halihazırda EBA (Eğitim Bilişim Ağı - Eğitim Bilişim Ağı) zerinden birok evrimii hizmet içi ğretmen eğitimi kursu sunmaktadır. Bakıldığında Bakanlığın eşitli alanlarda hizmet içi eğitim kursları nerdiğik ve sunmayı planladığik grlebilir (İngilizce ğretmenlerinin eğitimi için kurslar,

teknolojik olarak geliştirilmiş İngilizce dil eğitmeni, öfke yönetimi, sınıf yönetimi, araştırma becerileri geliştirme vb.). Günel ve Tanrıverdi (2014) Türkiye'deki hizmet içi öğretmen yetiştirme programlarını ve politikalarını özetler ve konuyla ilgili uluslararası bir karşılaştırma sağlar. Türkiye'deki geçici eğitim politikalarının ve öğretmen eğitimi için kalıcı bir vizyonun bulunmamasının, hizmet içi öğretmen eğitimi programlarının başarısız girişimleriyle sonuçlandığını belirtmektedirler. Ayrıca, hizmet içi öğretmen yetiştirme programları tasarlamak yerine, Türkiye'nin bu programları geliştirmek için ihtiyaç analizi ve araştırma çalışmaları yapması gerektiğini önermektedirler.

İhtiyaç analizi, program ve müfredat geliştirmenin önemli bir parçasıdır. Bir programın katılımcıların ihtiyaçlarını karşılayabilmesi için ihtiyaç analizi yapılmalıdır (Akdemir, 2015). İhtiyaç analizi çalışmaları program hedeflerinin mevcut ihtiyaçlara göre tanımlanmasını sağlar ve eğitim görevlerinin buna göre planlanmasına yardımcı olur (Arsal, 1998). Atwood ve Ellis (1971) "ihtiyacı" istenen hedefe ulaşmak için gereken eğitim becerileri, tutumları ve algıları olarak tanımlamaktadır. Monette (1977) bilgi, beceri ve tutum eksikliğinin objektif bir değerlendirmesiyle ihtiyaçların tanımlanabileceğini belirtmektedir. Arsal (1998) ihtiyaçları, bireyin mevcut davranışları ile terminal davranışları arasındaki boşluk olarak tanımlar. Arsal (1998) ve Lekatompeşy'e (2010) göre, ihtiyaç analizi birkaç farklı yöntem kullanılarak gerçekleştirilebilir: anketler, görüşmeler, gözlemler, görev analizi ve literatür taraması.

1.1 Problem durumu

İhtiyaç analizi, programın katılımcıların ihtiyaçları ile ilgili olması gerektiğinden program tasarımının en önemli adımlarından biridir (Dikilitaş ve Tanış, 2018; Luneta, 2012). Benzer şekilde, Coşkun-Demirpolat (2015), İngilizce öğretmenleri için uygun hizmet içi eğitim eksikliğinin Türkiye'deki İngilizce öğretiminin en önemli sorunlarından biri olduğunu ve bu nedenle hizmet içi eğitim programlarının

ihtiyaçlara göre tasarlanması ve değerlendirilmesi gerektiğini belirtmektedir. Ayrıca, Altan (2016)

köklü bir geçmişe ve köklü örgütsel çerçeveye rağmen, MEB Türkiye Öğretmen Yetiştirme ve Geliştirme Genel Müdürlüğü tarafından verilen hizmet içi eğitim faaliyetleri, yüzbinlerce öğretmenin ihtiyaçlarını karşılama konusunda yetkin görünmemektedir (s. 9).

Aynı doğrultuda Özer (2004) 1960'lardan itibaren hizmet içi öğretmen eğitiminin mesleki gelişim planları ve hükümet gündemleri için endişe kaynağı olduğunu öne sürmektedir. Öğretmenlerin mesleki gelişimi için kurallar ve düzenlemeler yayınlanmış ve çeşitli uygulamalar yapılmıştır. Hizmet içi eğitim faaliyetlerine gösterilen ilgiye rağmen Özer (2004) sorunların çözülmediğini belirtmektedir. Diğer bir deyişle, “öğretmenlerin hizmet içi eğitim sistemini daha işlevsel hale getirmek, faaliyetlerin niceliğini ve kalitesini artırmak ve Türkiye'deki faaliyetlerden beklenen faydaları elde etmek için bazı önlemlerin alınması gerekmektedir” (s. 97). Yazar, öğretmenlerin ihtiyaç analizinin “bilimsel araştırma araçları” (s. 97) aracılığıyla yapılmadığını ve dolayısıyla beklentileri karşılayamadığını öngörmektedir. Türkiye'deki öğretmen sayısı ve hizmet içi eğitim programlarına duyulan ihtiyaca dikkat çekerek, Özer (2004) yüz yüze uygulamaların talebi karşılayamadığı uzaktan eğitim programının kullanılması gerektiğini belirtmektedir.

1.2 Çalışmanın Amacı

Katılımcıların ihtiyaçlarına göre tasarlanmış İngilizce öğretmenleri için hizmet içi eğitim eksikliği (Arslan, 2018; Gökmenoğlu, 2012; Kahraman-Özkurt, 2019; Kımav, 2019; Korkmazgil, 2015; Şahin, 2012; Ünal, 2010; Yılmaz, 2018) ve çevrimiçi eğitim uygulama gereği (Özer, 2004) göz önünde bulundurulduğunda, bu araştırma çalışması öğretmen adaylarının mesleki gelişim ihtiyaçlarını çevrimiçi bir eğitim modeli önermek amacıyla incelemeyi amaçlamaktadır. Araştırma soruları aşağıdaki gibidir:

Hizmet içi İngilizce öğretmenlerinin görüşlerine dayanarak:

1. İlköğretim, ortaokul ve lise düzeyinde Milli Eğitim Bakanlığı için çalışan İngilizce öğretmenlerinin mesleki gelişim ihtiyaçları nelerdir? Öğretmenlerin

d) mesleki ve kişisel gelişime yönelik

e) kendi hedef dil becerilerini geliştirmeye yönelik

f) sınıflarında BİT kullanımına yönelik ihtiyaçları nelerdir?

2. Milli Eğitim Bakanlığı tarafından sunulan hizmet içi eğitim programlarına ilişkin düşünceleri nelerdir?

3. Hizmet içi İngilizce öğretmenleri arasında aşağıdaki değişkenler bakımından mesleki gelişim ihtiyaçları ile ilgili önemli farklılıklar var mıdır

a. ikamet ettikleri bölgeler

b. şu anda öğrettikleri sınıf seviyesi

c. deneyim seviyesi

d. aldıkları eğitim / öğrenim düzeyi

e. cinsiyet

f. yaş?

4. Katılımcıların hizmet içi eğitim ihtiyaçlarının farklı değişkenleri arasında bir ilişki var mı?

a. Aynı ölçekte değişkenler arasında bir ilişki var mı?

b. Farklı ölçeklerdeki değişkenler arasında bir ilişki var mı?

5. Hizmet içi İngilizce öğretmenlerinin algılarına dayanarak ne tür bir çevrimiçi hizmet içi eğitim programı uygulanabilir?

a. Programın amaçları neler olmalı?

b. Programın içeriği ne olmalı?

c. Programa ne tür eğitim görevleri / aktiviteleri dahil edilmelidir?

d. Programa hangi materyaller dahil edilmelidir?

e. Hizmet içi eğitim programı ne kadar sürmelidir?

f. Programda ne tür değerlendirme araçları kullanılmalıdır?

g. Program katılımcılarına verilecek teşvik ne olmalıdır?

h. İdeal bir çevrimiçi hizmet içi eğitim programının özellikleri nelerdir?

1.3 Çalışmanın Önemi

Alanyazın, dil öğretmenleri için mesleki gelişim faaliyetlerinin önemini vurgulamakta ve “dil öğretmenleri için okul bağlamlarında araştırma-inceleme yoluyla öğrenmeye katılma fırsatlarının halen yerinde olmadığını” göstermektedir (Burns, 2017, s.201). Yazar, hizmet içi eğitim programlarında sorgulamaya dayalı, aşağıdan yukarıya yaklaşımı teşvik eden araştırma çalışmalarının sonuçlarına bakılmaksızın, ihtiyaca dayalı mesleki gelişim faaliyetlerinin az olduğunu savunmaktadır. Bu çalışma, mesleki gelişim için çevrimiçi bir model tasarlama amacıyla İngilizce öğretmenlerinin ihtiyacını belirlemeyi amaçlamaktadır.

Rüzgar (2005) Türkiye'deki uzaktan eğitim uygulamalarına genel bir bakış sunmaktadır. İlk uygulama, 1974 yılında Bakanlığın bir girişimi olarak YAYKUR'a gönderilen mektuplar aracılığıyla yapılmıştır. 1981 yılında Anadolu Üniversitesi uzaktan eğitim vermek üzere Açık Üniversite Fakültesi'ni kurmuştur. Daha sonra 1992 yılında Milli Eğitim Bakanlığı Eğitim Teknolojileri Genel Müdürlüğü bünyesinde Açık Lise kurulmuştur. Bunu 1997 yılında Açık İlköğretim Okulu ile Mesleki ve Teknik Açıköğretim Okulu izlemiştir. Rüzgar (2005), uzaktan eğitimin altında yatan nedenleri anlamak için Bakanlık tarafından yayınlanan belgeye atıfta bulunmaktadır. Çalışma, öğrencilerin bireysel farklılıkları ve ihtiyaçları nedeniyle, mevcut eğitim uygulamalarının ihtiyaçları karşılayamadığını göstermektedir. Bu sorunun üstesinden gelmek için alternatif eğitim uygulamaları uygulamaya konulmuştur. Rüya (2005), bu alternatif eğitimin, mevcut eğitim sisteminin dışında kalan öğrencileri de tüm bireylere eşit fırsatlar sunarak kapsamayı amaçladığını ortaya koymaktadır.

Çevrimiçi eğitimin önemi, son salgın göz önüne alındığında daha belirgin hale gelmektedir. 2019'un sonlarında başlayan COVID-19 salgınının dünya çapında bir etkisi olduğu gözlemlenmiştir. Birçok ülke, okulları kapatarak veya çevrimiçi eğitime

geçerek güvenlik önlemleri uygulamıştır. UNESCO (2020) hükümetlerin, öğretmenlerin ve öğrencilerin çevrimiçi eğitim uygulamalarına yönelik bu beklenmedik hamleye hazır olmadığını belirtmektedir. Ülke çapında çevrimiçi eğitim vermek için gereken altyapı, bazı ülkelerde bulunmazken bazılarında da yetersiz olarak değerlendirilmiştir. Ayrıca, öğretmenlerin çoğunluğu çevrimiçi eğitim vermek üzere eğitilmemiştir. Raporda ayrıca öğrencilerin bu ani değişimden ve bazı eğitim faaliyetlerinin geçici olarak sona ermesinden olumsuz etkilendikleri de belirtilmektedir. Rapor, bu salgının getirdiği deneyimlere dayanarak; hükümetlere çevrimiçi eğitimin önündeki engelleri aşmak için gerekli önlemleri almaları konusunda çağrıda bulunmaktadır. Bu konuyla ilgili literatür, öğretmen yetiştirmenin ve eğitiminin önemli olduğunu göstermektedir. Öğretmenler mevcut teknolojiyi kendileri deneyimliyorlarsa, sınıflarında BİT araçlarını uygulamaya daha açık ve motive olmaktadır (Akayoğlu, Satar, Dikilitaş, Cirit ve Korkmazgil, 2020; Başaran, 2014; Rubadeau, 2018; Simonson, 2019; Wang, Chen, Levy, 2010). Bu nedenle, öğretmen adaylarına mesleki gelişim faaliyetleri yoluyla çevrimiçi eğitim alma şansı sunmak önemlidir.

Milli Eğitim Bakanlığı (2017b) tarafından yayınlanan Öğretmen Stratejisi Belgesine göre, hizmet içi öğretmenler için mesleki gelişim faaliyetlerinin desteklenmesinin önemli olduğu düşünülmektedir. Belgede sürekli mesleki gelişimin daha yüksek profesyonellik seviyelerine ulaşılması hedefleniyor. Bu amaçla iki adım belirlenmiştir: (1) öğretmenlerin mesleki gelişim ihtiyaçlarını belirlemek için bir performans değerlendirme sistemi uygulamak ve (2) kariyer başlangıcından itibaren kişisel ve mesleki gelişim faaliyetlerinin kalitesini artırmak. Ayrıca, aynı kaynak öğretmenlerin ihtiyaçlarını anlamının mesleki gelişim etkinliklerinin planlanmasında da önemli olduğunu belirtmektedir.

Milli Eğitim Bakanlığı tarafından yayınlanan bir diğer belgede, Türkiye'nin Eğitim Vizyonu yer almaktadır (Milli Eğitim Bakanlığı, n.d). Bu kaynak, felsefe, politika, değerlendirme prosedürleri, finans, özel eğitim ve yabancı dil öğretimi dahil olmak

üzere 2023 için belirlenen hedeflere genel bir bakış sunmaktadır. Buna göre, yabancı dil eğitimi kalitesini ve uygulamalarını geliştirmek için üç ana hedef vardır:

- 1) Yabancı dil eğitimi, ülke düzeylerine ve türlerine göre ülke çapında özelleştirilecektir.
- 2) Yeni kaynakların kullanımı ile öğrencilerin İngilizce konuşan dünyayı deneyimlemelerine izin verilecektir.
- 3) Yabancı dil eğitiminde öğretmen yeterlilikleri ve yeterlilikleri artırılacaktır (p, 68, 69, 70).

Üçüncü amaç öğretmen eğitimi ile ilgili olduğundan bu çalışma için önemlidir. Bu ana hedef kapsamında, öğretmen eğitimi için, belge “Yaşam boyu öğrenme felsefesi çerçevesinde yabancı dil öğretmenlerine çevrimiçi ve yüz yüze eğitim verilecek ve öğretmenlerin anadili öğretmenleriyle çalışmalarına izin verilecek” şeklinde bir ifade yer almaktadır (s. 70). Bu hedef, Bakanlığın dil öğretmenlerine çevrimiçi eğitim vermeyi amaçladığını göstermektedir. Bu nedenle, bu çalışma Türkiye'deki hizmet içi İngilizce öğretmenlerinin ihtiyaçlarını anlamak için önemlidir. Ayrıca, çevrimiçi eğitime odaklanarak, bu çalışma elde edilen verilere dayalı bir hizmet içi eğitim modeli önermeyi amaçlamaktadır.

Bu bölümde daha önce belirtildiği gibi MEB, Hizmetiçi Eğitim Yönetmeliği'nde ihtiyaç temelli hizmet içi eğitimin öneminin altını çizmektedir (Milli Eğitim Bakanlığı, 1994). Bu belgeye göre hizmetiçi eğitimin ilkelerinden biri öğretmenlerin eğitim ihtiyaçlarına uygun programlar düzenlemektir. Sonuç olarak, İngilizce öğretmenlerinin ihtiyaçları ve çevrimiçi öğrenmenin önemi ile ilgili mevcut durum göz önüne alındığında, bir mesleki gelişim programı modeli önermek için ihtiyaç analizi yapmanın önemi daha belirgin hale gelmektedir.

2. YÖNTEM

Bu çalışmanın amacı, Türkiye'deki ilkokul, ortaokul ve liselerde çalışan İngilizce öğretmenlerinin hizmet içi eğitim ihtiyaçlarını tespit etmek ve daha sonra çevrimiçi hizmet içi eğitim programı için bir taslak önermektir. Bu nedenle karma yöntem

araştırma tasarımı takip edilmiştir. Creswell (2012) karma yöntem tasarımı “tek bir çalışmada veya bir araştırma problemini anlamak için bir dizi çalışmada hem nicel hem de nitel yöntemleri toplamak, analiz etmek ve “karıştırmak” için bir prosedür” olarak tanımlamaktadır (s. 535). Ayrıca, aynı kaynakta, karma yöntem çalışması yapmak için araştırmacının hem nitel hem de nicel paradigmaları anlaması gerektiği ve böylece karma tasarımı “ileri yöntemler prosedürleri” haline getirdiği ileri sürülmektedir (s. 535). Creswell (2012) iki ayrı veri türünün (nitel ve nicel) toplanmasının bir çalışmayı karışık yöntem araştırması yapmadığının altını çizmektedir. “İki” ipliğin “birleştirilmesi, entegre edilmesi, bağlanması veya gömülmesinden oluşur. Kısacası, veriler karma yöntemler çalışmasında “karıştırılmıştır” (s.535).

Bu çalışma için karma yöntem araştırma tasarımı seçilmiştir, çünkü araştırmacıya veri toplarken ve analiz ederken nicel ve nitel tasarımlar kullanma imkanı vermektedir (Mills and Gay, 2016). Karma tasarımların sadece iki araştırma paradigmasını kullanma avantajına sahip olduğu ileri sürülmektedir; çünkü nicel ve nitel tasarımların faydalarını birleştirdiği bilinmektedir (Mills and Gay, 2016). Bu tür bir metodolojiyi takip etmenin araştırmacının araştırma konusunu daha iyi anlamasına olanak sağladığı da önerilmektedir. (Creswell, 2012). Nicel metodolojiyi kullanarak araştırmacı, araştırılan olguyu istatistiksel analiz yoluyla anlayabilir ve daha sonra çok sayıda insan için “eğilimleri” çıkarabilir; araştırmacı, nitel bir çalışma yaparak, konuyu birkaç farklı perspektiften daha iyi anlayabilir (Creswell, 2012). Karma yöntem araştırma tasarımı, iki araştırma paradigmasının avantajlarını taşıdığı için güçlü bir kombinasyon olarak adlandırılmaktadır (Creswell, 2012). Karışık yöntemin bir başka avantajı, çeşitli veri toplama araçları arasında seçim yapma “esnekliğine” sahip olmasıdır (Lodico, Spaulding ve Voegtler, 2006).

Veri toplama prosedürlerine bağlı olarak, karma yöntem tasarımı çeşitli tiplere ayrılabilir (Creswell, 2012; Lodico, Spaulding & Voegtler, 2006; Mills ve Gay, 2016). Creswell (2012) altı farklı karma yöntem tasarımı tanımlar: (1) yakınsak paralel tasarım, (2) açıklayıcı sıralı tasarım, (3) keşif sıralı tasarımı, (4) gömülü tasarım, (5)

dönüştürücü tasarım ve (6) çok fazlı tasarım. Bu araştırma çalışması, araştırma sorularını cevaplamak için açıklayıcı ardışık tasarımı takip etmektedir.

Sıralı açıklayıcı karma yöntem tasarımı nicel ve nitel yöntemleri birleştirir (Creswell, Plano Clark, Gutmann ve Hanson, 2003). Bu tasarımda, araştırmacı önce nicel araçlar aracılığıyla veri toplar ve daha sonra “öncelikle nicel bir çalışmanın bulgularını açıklama ve yorumlamaya yardımcı olmak için” nitel araçlar kullanır (s. 178.). Ayrıca, nicel ve nitel yöntemlerin birleştirilmesi araştırmacının daha zengin veriler toplamasına ve böylece konuyu daha iyi anlamasına yardımcı olur (Creswell ve Plano Clark, 2011).

Bu tasarımda, nicel veriler nitel veri toplama sürecinden önce gelir. Bu tasarım genellikle nicel verilere vurgu yapar ve nicel sonuçları örneklemek veya detaylandırmak için nitel kısım kullanılır (Lodico, Spaulding ve Voegtler, 2006). Her şeyden önce, araştırmacı nicel kısım için veri toplama araçlarına karar verir ve daha sonra veri toplar. Elde edilen sonuçlara dayanarak veri analizi tamamlandıktan sonra araştırmacı, çalışmanın nitel kısmı için veri toplama aracının tipini belirler. Daha sonra, araştırmacı nitel analiz yapar ve sonuçları nicel bölümün sonuçlarını daha fazla yorumlamak veya bilgilendirmek için kullanır (Mills ve Gay, 2016). Başka bir deyişle, araştırmacı aynı anda değil iki ardışık aşamada veri toplar ve analiz eder (Creswell, 2012). Eğitim araştırmalarında en “popüler” tasarımlardan biri olarak adlandırılmaktadır (s. 542). Açıklayıcı ardışık karma yöntem tasarımı takip ederek, bu çalışma araştırılan konunun genel bir anlayışını ortaya koymayı ve daha sonra hizmet içi eğitim ihtiyaçları ve katılımcıların tercihleri hakkında daha fazla bilgi vermeyi amaçlamaktadır.

Nüfus, “aynı özelliklere sahip” bir grup insanı ifade eder (Creswell, 2012, s.142). Bu çalışma için nüfus Milli Eğitim Bakanlığı'na bağlı ilkokul, ortaokul ve liselerde çalışan tüm İngilizce öğretmenleridir. Araştırma amacıyla, bu nüfusun daraltılması, yani bireylerin bir örneklemesinin belirlenmesi ve seçilmesi gerekmektedir (Creswell, 2012). Bir örnek “araştırmacının hedef popülasyon hakkında genelleme yapmak için

çalışmayı planladığı hedef popülasyonun alt grubu” olarak tanımlanmıştır (s.142). Literatürde temel olarak iki tür örnekleme tanımlanmaktadır: olasılık ve olasılık dışı örnekleme (Creswell, 2012). Olasılık örnekleme, hedef nüfusu temsil eden katılımcıları seçme prosedürünü ifade eder. Öte yandan, olasılıksız örneklemede, “araştırmacı bireyleri seçer, çünkü bunlar mevcut, uygun ve araştırmacının araştırmaya çalıştığı bazı özellikleri temsil eder” (s.145). Bu çalışmada olasılık dışı örnekleme kullanılmıştır, çünkü katılımcı seçimi için izlenmesi gereken bir dizi kriter vardır. İki tür olasılıksız örnekleme vardır: kolay örnekleme ve kartopu örnekleme. Uygun örneklemede katılımcılar hazır oldukları için çalışmaya davet edilir. Kartopu örneklemede, araştırmacı katılımcılardan belirli özelliklere sahip başkalarını davet etmelerini ister (Creswell, 2012). Cohen ve diğ. (2018), olasılık dışı örneklemin bir alt kategorisi olan amaçlı örnekleme altında kartopu örnekleme listelemektedir. Kartopu örneklemede, araştırmacı belirli kriterleri belirler ve daha sonra katılımcıları az sayıda çalışmaya davet eder. Daha sonra bu katılımcılardan araştırmaya benzer özelliklere sahip diğer bireyleri yönlendirmeleri istenir. Bir zincir oluşturarak, çalışmaya davet edilen katılımcıların sayısı artar (Cohen, vd., 2018).

Cohen ve diğ. (2018), kartopu örnekleminin “erişim” veya “temasın” zor olduğu pratik ve yararlı bir yöntem olduğunu belirtmektedir (s. 220). Bu çalışma, farklı şehirlerden mümkün olduğunca çok İngilizce öğretmenine ulaşmayı hedeflediğinden, bu örnekleme yöntemi izlenmiştir. Katılımcıların sosyal ve kişisel temaslarını kullanarak, kartopu örnekleme verimli bir katılımcı seçimi süreci sağlar (Cohen, vd., 2018). Ayrıca, bu tür örneklemin “temaslar arkadaşlıklar, akran grubu üyeliği ve kişisel temaslar üzerine kurulabileceğinden ve katılımcılar diğer katılımcılara ve katılımcılara kapı bekçisi olabileceği için araştırmacı ve katılımcılar arasındaki asimetrik ilişkilerin azaldığı” ileri sürülmektedir (s.221). Öte yandan, katılımcılar başkalarını araştırmaya davet etmekte isteksiz veya isteksiz olabileceğinden, bu durum veri toplama sürecinde bir engel olabilir. Ayrıca, örnekleme sürecinin referans olarak hareket ettikleri için ilk temaslara (Cohen, ve diğ., 2018) bağlı olabileceği belirtilmektedir. Toplanan veriler benzer ortamlardan gelebilir ve farklı geçmişlerden diğer katılımcıları davet etme şansını engelleyebilir.

Bu sorunu çözmek için bu çalışmada katılımcı seçimi için izlenecek bir dizi kriter kullanılmıştır.

Tablo 1. Katılımcı sayıları ve ikamet yerleri

NUTS-1 Bölgeleri	NUTS-2 Alt Bölgeleri	Katılımcı sayısı	Yüzde	Bölge yüzdesi
Istanbul (TR1)	Istanbul Altbölge (TR10)	27	8.4	8.4
Batı Marmara (TR2)	Tekirdağ Altbölge (TR21)	19	5.9	10.6
	Balıkesir Altbölge (TR22)	15	4.7	
Ege (TR3)	İzmir Altbölge (TR31)	7	2.2	6.6
	Aydın Altbölge (TR32)	7	2.2	
	Manisa Altbölge (TR33)	7	2.2	
Doğu Marmara (TR4)	Bursa Altbölge (TR41)	47	14.6	18.3
	Kocaeli Altbölge (TR42)	12	3.7	
Batı Anadolu (TR5)	Ankara Altbölge (TR51)	21	6.5	10.8
	Konya Altbölge (TR52)	14	4.3	
Akdeniz (TR6)	Antalya Altbölge (TR61)	20	6.2	15.3
	Adana Altbölge (TR62)	5	1.6	
	Hatay Altbölge (TR63)	24	7.5	
Orta Anadolu (TR7)	Kırıkkale Altbölge (TR71)	1	0.3	1.2
	Kayseri Altbölge (TR72)	3	0.9	
Batı Karadeniz (TR8)	Zonguldak Altbölge (TR81)	5	1.6	5.3
	Kastamonu Altbölge (TR82)	2	0.6	
	Samsun Altbölge (TR83)	10	3.1	
Doğu Karadeniz (TR9)	Trabzon Altbölge (TR90)	10	3.1	3.1
Kuzeydoğu Anadolu (TRA)	Erzurum Altbölge (TRA1)	16	5.0	5.9
	Ağrı Altbölge (TRA2)	3	0.9	
Orta Doğu Anadolu (TRB)	Malatya Altbölge (TRB1)	1	0.3	3.1
	Van Altbölge (TRB2)	9	2.8	
Güneydoğu Anadolu (TRC)	Gaziantep Altbölge (TRC1)	4	1.2	11.5
	Şanlıurfa Altbölge (TRC2)	8	2.5	
	Mardin Altbölge (TRC3)	25	7.8	
	TOPLAM	322	100.0	100.0

Kartopu örnekleme için katılımcı seçim kriterleri şu şekilde sıralanabilir: ikamet yeri, okul seviyesi ve deneyim seviyesi. Türkiye'deki İngilizce öğretmenlerinin mesleki gelişim ihtiyaçlarını ve tercihlerini anlamak için bu çalışma ülkenin farklı yerlerinden veri topladı. Araştırmanın katılımcıları İstanbul, Tekirdağ, Balıkesir, İzmir, Aydın, Manisa, Bursa, Kocaeli, Ankara'da İlköğretim, Ortaöğretim ve Lise kademelerinde Milli Eğitim Bakanlığı'nda (MEB) görev yapan İngilizce öğretmenleri. , Konya, Antalya, Adana, Hatay, Kırıkkale, Kayseri, Zonguldak, Kastamonu, Samsun, Trabzon, Erzurum, Ağrı, Malatya, Van, Gaziantep, Şanlıurfa ve Mardin bölgeleri. Bu bölgeler İstatistikî Bölge Birimleri Sınıflandırması (NUTS) esas alınarak seçilmiştir.

Çalışmanın katılımcıları 322 hizmetiçi İngilizce öğretmenidir. Katılımcıların ikamet ettikleri bölgeler ve katılımcı sayıları yukarıda yer alan Tablo 1'de görülebilir. Tablo incelendiğinde katılımcıların büyük çoğunluğunun Doğu Marmara, Akdeniz ve Güneydoğu Anadolu bölgelerinden geldiği görülmektedir. Katılımcıların kırkyedisi ilkokulda, 166'sı orta okulda ve 109'u lisede görev yapmaktadır. Çalışmada yer alan İngilizce öğretmenlerinden 261'i kadın, altmışbiri erkek katılımcıdır. Öğretmenlerin yaşları 22 ila 51+ arasında değişkenlik göstermektedir. Buna ek olarak, katılımcıların deneyimleri 0 ila 30 yıl olarak bulunmuştur.

Çalışmanın ilk kısmında çevrimiçi bir anket katılımcılara gönderilmiştir. Nicel verilerin toplanması sona erdikten sonra, gönüllüler arasından her bölgeden öğretmenle görüşmek şartıyla sözlü görüşme için katılımcılar seçilmiştir. Katılımcılarla telefon yoluyla iletişime geçilmiş, çalışma hatırlatılmış ve katılımcılardan gelen cevaplara göre sözlü görüşme takvimi oluşturulmuştur (Ek A). Mülakatlar 20 farklı İngilizce öğretmeniyle telefon vasıtasıyla gerçekleştirilmiştir. Görüşmeler ses kayıt cihazı yoluyla kayıt altına alınmış, deşifreleri yapılmış ve nitel veri analizi için hazır hale getirilmiştir. Toplamda 7 saat 52 dakikalık mülakat gerçekleştirilmiştir.

Veri toplama araçları anket ve yarı yapılandırılmış sözlü görüşmeden oluşmaktadır. Anket, alanyazındaki diğer çalışmalar göz önünde bulundurularak hazırlanmış ve uyarlanmıştır (Al-Qahtani, 2015; Camuzcu ve Duruhan, 2011; Gabršček, Roaders ve

Klić, 2013; Kusumoto, 2008). Anketin ilk taslağı jüri üyelerinin görüşleri doğrultusunda yeniden düzenlenmiş ve pilot çalışmada kullanılmak üzere 75 İngilizce öğretmenine uygulanmıştır. Buna ek olarak, pilot çalışma sırasında gönüllü 3 katılımcıyla veri toplama aracına ilişkin görüşmelerde bulunulmuştur. Aynı zamanda, alanda uzman iki farklı öğretim üyesiyle anket hakkında görüşmeler yapılmıştır. Pilot sırasında elde edilen verilere ve uzman görüşlerine dayanarak anketin son hali oluşturulmuştur (Ek C). Yarı yapılandırılmış sözlü görüşmeler için ise, anketten elde edilen bugular da göz önüne alınarak bir soru listesi hazırlanmıştır (Ek E).

Veri analizi sırasında, nicel veriler için tanımlayıcı ve çıkarımsal istatistik analizlerinden yararlanılmıştır. Tanımlayıcı istatistik genel eğilimi belirlemede ve demografik bilgileri analiz etmede kullanılmıştır. Çıkarımsal istatistikten, değişkenler arasındaki ilişkileri bulmada (Pearson R) ve farklı katılımcı gruplarını karşılaştırmada (ANOVA) yararlanılmıştır. Nitel veriler için ise kodlama, categorize etme ve temalara ulaşma yolu izlenmiştir. Verilerin %10'u iki farklı uzman tarafından kodlanmış ve farklı araçlar için en az %85 oranında uyuma gözlemlenmiştir. Elde edilen bulgular aynı zamanda iki araçtan gelen verilerin kıyaslanması ve sağlanması için de kullanılmıştır.

3. BULGULAR VE TARTIŞMA

Çalışmanın ilk araştırma sorusu “İlköğretim, ortaokul ve lise düzeyinde Milli Eğitim Bakanlığı için çalışan İngilizce öğretmenlerinin mesleki ihtiyaçları nelerdir?” olarak belirlenmişti. Bu soru ile çalışma, hizmet içi İngilizce öğretmenlerinin hedef dil gelişimi, sınıflarında BİT kullanımı ve ayrıca kişisel gelişim ihtiyaçları ile ilgili mesleki tercihlerini belirlemeyi hedeflemiştir. Anketin sonuçları ve görüşmeler katılımcıların çoğunun telaffuz, dinleme ve İngilizce konuşma becerilerini geliştirmek istediğini göstermiştir. Sınıfta BİT kullanımı için sonuçlar, İngilizce öğretmenlerinin kendilerine güven duyduklarını, ancak yeni BİT araçları için eğitim almak istediklerini

göstermiştir. Mesleki gelişim ihtiyaçları söz konusu olduğunda, anketteki açık uçlu maddelerin analizi, katılımcıların çoğunun metodoloji, dinleme ve konuşma eğitimi almak istediklerini belirtmiştir.

Katılımcılardan (n = 322) ankette hizmet içi eğitim tercihlerini belirtmeleri istenmiştir. Sonuçlar, tercih edilen hizmet türü için, çoğunluğun yurtdışında hizmet içi eğitim almak istediklerini belirtmiştir (n=197). Benzer şekilde, öğretmenlerin yarısından fazlası hizmet içi eğitim için uygulamalı deneyimleri de tercih ettiklerini belirtmiştir (n=191). Katılımcılar tarafından çalıştay (n=126) ve gözlem (n=127) eşit olarak tercih edilmiştir. Çevrimiçi hizmet içi eğitim, katılımcıların % 36,3'ü tarafından tercih edilirken, mentorluk katılımcıların sadece % 23'ü tarafından seçilmiştir.

Ayrıca, katılımcılara önceki hizmet içi eğitim deneyimleri de sorulmuştur. Çoğunluğu (n=241) daha önce hizmet içi eğitim aldıklarını ifade ederken, daha az sayıda katılımcı almadığını belirtmiştir (n=81). Daha önce hizmet içi eğitim tecrübesi olanlardan da daha önce katıldıkları eğitim türlerini seçmeleri istenmiştir. Hizmet içi eğitim deneyimi olmayan katılımcıların elenmesinden sonra, katılan ve tercih edilen eğitim türlerinin sonuçları karşılaştırılmıştır. İlginçtir ki, sonuçlar, katılan ve tercih edilen hizmet içi eğitim türlerinin paralellik gösterdiğini göstermektedir. Başka bir deyişle, sonuçlara bakıldığında, katılımcıların aslında tercih ettikleri hizmet içi eğitim türlerine katılabildikleri gözlemlenmiştir.

Öğretmenlerden, hizmet içi eğitimler için tercihleri istendiğinde, çoğusu akademisyenlerden eğitim almak istediklerini belirtmiştir (n=277). En çok tercih edilen ikinci seçenek, Milli Eğitim Bakanlığı uzmanları (n=179), ardından da meslektaşları (n=126) olarak bulunmuştur. Ayrıca, katılımcıların dokuzu İngilizceyi anadili olarak konuşanları eğitimci olarak görmek istediklerini açıklamış, ikisi ise alandaki uzmanlardan (MEB dışında) eğitim alabileceklerini belirtmiştir.

Öğretmenler ayrıca hizmet içi eğitim programlarına katılma nedenlerini de belirtmişlerdir. Kişisel gelişim fırsatı (n=282), mesleki önem (n=275) ve diğer öğretmenler arasında bilgi paylaşımı fırsatı (n=216) nedeniyle eğitim oturumlarına katıldıklarını ifade etmişlerdir. Ayrıca, katılımcıların % 67'si sunulan içerik nedeniyle

eđitimlere katıldığını belirtmiştir. Diđer yandan, daha az katılımcı resen görevlendirme (% 23.6), kurumsal önem (% 21.7) ve eğitim süresi (% 8.3) nedeniyle eğitimlere katıldıklarını ifade etmiştir.

Hizmet içi İngilizce öğretmenlerinden kendilerini geliştirmek istedikleri ilk 3 alanı, anketteki açık uçlu bir madde aracılığıyla belirtmeleri istendi. Toplamda, bu soru için 443 madde tanımlanmış ve kodlanmıştır. Katılımcıların çođu cevap olarak anahtar kelimeler sağlamıştır. Katılımcıların hizmet içi eğitim yoluyla kendilerini geliştirmek istedikleri ilk üç alan: (1) konuşma (n = 132), (2) metodoloji (n = 52) ve dinleme (n = 52) ve (3) sınıf yönetimi (n = 48) olarak bulunmuştur. Metodoloji ve sınıf yönetimi için katılımcılar hizmet içi eğitim yoluyla bilgilerini güncellemek istediklerini ve teorik olmaktan ziyade pratik çözümler elde etmek istediklerini ifade etmişlerdir. Sınıf yönetimi için, katılımcıların birkaçı sorunlu öğrencilerle (P78, P126, P258) “baş etmek” istediklerini söylerken, diđerleri sadece “sınıf yönetimi” ni cevap olarak yazmıştır.

İngilizce öğretmenlerinin mesleki ve kişisel gelişim ihtiyaçlarını daha fazla tanımlamak için, ankette katılımcıların meslektaşlarının kendilerini geliştirmek için ihtiyaç duyduklarını düşündükleri ilk üç alan hakkında bir soru da yer almaktaydı. Sonuçlara göre yine 405 kodlanmış öğeden birincisi konuşma becerileri (n=114) olarak ortaya çıkmıştır. Bunu material geliştirme (n = 84) ve metodoloji (n = 63) takip etmektedir. Kısacası, katılımcılar hem kendileri için hem de meslektaşları için konuşma becerisi, ve İngilizce öğretim yöntemlerini ihtiyaç alanı olarak ifade etmişlerdir.

İlk araştırma sorusunun bir diđer alt sorusu, hizmet içi İngilizce öğretmenlerinin İngilizce dil ihtiyaçları ile ilgiliydi. Katılımcılardan, dört puanlık bir Likert ölçeđi doldurarak sekiz beceri ile ilgili kendi İngilizce dil ihtiyaçlarını belirlemeleri istenmiştir. Ortalama puan ne kadar yüksek olursa, katılımcıların dil becerilerini geliştirmek için o kadar fazla ihtiyacı olduđu sonucuna varılmıştır. Analiz sonuçlarına göre, İngilizce öğretmenleri kelime bilgisi (M = 2.0) için kendilerini geliştirmeleri

gerektiğini kabul ederken, gramer (M = 1.48), okuma (M = 1.61) ve yazma (M = 1.87) becerilerine güvenmektedirle. Bununla birlikte, telaffuz (M = 2.01), dinleme (M = 2.23), hedef kültür (M = 2.27) ve konuşma (M = 2.4) ihtiyaç duyulan beceriler olarak ortaya çıkmaktadır. Ayrıca, açık uçlu soruların analiz edilmesi üzerine de benzer sonuçlar kaydedilmiştir. Katılımcıların çoğu ankette konuşma becerilerini geliştirmeye ihtiyaç duyduklarını belirtmiştir. Öğretmenlerin kendilerini geliştirmek istedikleri ilk üç alanın ne olduğu sorulduğunda, katılımcıların 132'si dil becerisi olarak konuşmayı yazmışlardır. Bunu dinleme (n = 52) takip etmektedir. Sözlü görüşmelerde de benzer yönelimler tespit edilmiştir. EFL öğretmenleri yeterli konuşma şansları olmadığı için İngilizce konuşma becerilerini geliştirmeleri veya uygulamaları gerektiğini bildirmiştir. Sınıflarda sınırlı bir hedef dil kullanmak zorunda kaldıklarından, konuşma becerisini geliştirmek veya güncellemekte zorlandıklarını belirtmişlerdir. Katılımcılar ayrıca bir EFL bağlamında olduklarından, hedef dili sınıf içinde ya da sınıf dışında kullanma zorunluluğunu hissetmediklerini ve bu nedenle konuşma becerileri üzerinde çalışmalarını zorlaştırdıklarını belirtmişlerdir.

Ankette ayrıca EFL öğretmenlerinin bilgi ve iletişim teknolojisi (BİT) ihtiyaçlarını belirleme konusunda da bir kısım yer almaktaydı. Dil öğeleriyle ilgili bölüme benzer şekilde, EFL öğretmenleri bu bölüm için de dörtlü Likert ölçeğini doldurmak durumundaydı. Katılımcıların kişisel (% 81.7, M = 3.12) ve sınıf içi faaliyetleri (% 80.4, M = 3.09) için BİT kullanımında kendilerine güven duydukları görülmektedir. Katılımcılar ayrıca çevrimiçi hizmet içi eğitim programlarını da kolayca takip edebileceklerini belirtmişlerdir (M = 2.94). Meslektaşları tarafından BİT araçlarının kullanımı hakkındaki inançlarına gelince, ilginç bir şekilde, katılımcıların sadece yarısı EFL öğretmenlerinin sınıflarında BİT kullanma konusunda yeterli olduğunu düşündüklerini belirtmiştir (M = 2.46). Ayrıca, görüşmeler sırasında katılımcıların her zaman ve her yerde ICT araçlarını kullanmaya istekli olduklarını, ancak teknolojiyle ilgili bazı sorunlar yaşadıklarını ortaya koymuştur. Bu sorunlar yeterli düzeyde bilgi sahibi olmama ve altyapı yetersizlikleri olarak belirtilmiştir.

Bu çalışmanın bir parçası olarak katılımcılardan MEB tarafından sunulan mevcut hizmet içi eğitim programları hakkındaki düşüncelerini belirtmeleri istenmiştir. İlgili araştırma sorusu “Milli Eğitim Bakanlığı tarafından sunulan hizmet içi eğitim programlarına ilişkin inançları nelerdir?” olarak belirlenmiştir. Katılımcılardan bu kısım için de yine dördümlü Likert ölçeğini tamamlamaları istenmiştir. Araştırma sorusuna cevap vermek için tanımlayıcı istatistiklerden frekans analizi kullanılmıştır. Frekans analizi sonuçları katılımcıların mesleki gelişimleri için hizmet içi eğitimin, mesleki gelişim (% 83.5, M = 3.17), alandaki gelişmeleri takip etmek (% 70.2, M = 2.85) hedef dil gelişimi (% 64, M = 2.75) ve meslektaşlar arasındaki işbirliğini arttırmak için (% 78, M = 2.99) için önemli olduğuna inandığını ortaya koymuştur. Ayrıca, katılımcılar hizmet içi eğitimin motivasyonlarını artırdığına (% 69, E = 2,81) ve İngilizce öğretmede yardımcı olduğuna inanmaktadır (% 65,8, E = 2,76). Diğer yandan, katılımcıların çoğu hizmet içi eğitim programlarının mesleki (% 60.3, M = 2.25) ve kişisel (% 61, M = 2.25) gelişim ihtiyaçlarını karşılamadığını düşünmektedir. Katılımcılar, verilen hizmet içi eğitimin kalitesinin artırılması gerektiğini düşünmektedir (% 66,5 M = 2,15). Ayrıca katılımcılar ihtiyaç duydukları eğitimlere katılamadıklarını (% 73, M = 2.01) ve bu programların içeriğinin kendileri için uygun olmadığını (% 73.6, M = 2.07) belirtmişlerdir. Öğretmenler ayrıca eğitim programlarının sıklığının yeterli olmadığına inanmaktadır (% 74, M = 2.07). Katılımcıların yarısından fazlası eğitim sürelerinin kendileri için uygun olmadığına (% 78.6, M = 1.94) ve sunulan programların Türkiye'deki tüm öğretmenler için yeterli olmadığına inanmaktadır (% 79.2, M = 1.91). Mülakatların analizi sırasında da benzer sonuçlar gözlemlenmiştir. İngilizce öğretmenleri hizmet içi eğitimlerin faydalarına inanmış ve eğitimlerin bazı avantaj ve dezavantajlarını belirtmişlerdir. Katılımcıların çoğu bu eğitimlerin farklı kurum ve okullardan meslektaşlarla görüşme ve mesleki gelişim açısından faydalı olduğuna inanmaktadır. Öğretmenler, bu eğitim oturumları aracılığıyla meslektaşları ile fikir, deneyim ve uygulama alışverişinde bulunmanın verimli olduğunu ifade etmişlerdir. Diğer EFL öğretmenleri ile gerçek sınıf içi deneyimler almanın önemli olduğunun altını çizmişlerdir.

Çalışmanın üçüncü araştırma sorusu şuydu: “Farklı katılımcı grupları arasında ihtiyaçları açısından önemli farklılıklar var mıdır?” Bu soruyu cevaplamak için, katılımcıların ikamet ettiği şehirler, yaş, cinsiyet, öğrettikleri sınıf düzeyi, yılların mesleki deneyimi ve eğitim düzeyi tek yönlü ANOVA kullanılarak karşılaştırılmıştır. Anketin alt ölçekleri arasında herhangi bir korelasyon olup olmadığını belirlemek için (ihtiyaç analizi, BİT ihtiyaçları, dil ihtiyaçları) korelasyon istatistikleri kullanılmıştır.

Metodoloji bölümünde daha önce de belirtildiği gibi, katılımcılar NUTS sınıflamasına göre Türkiye'nin 12 bölgesinden 322 hizmet içi EFL öğretmeni idi. Bu çalışmanın bir parçası olarak, alt amaçlardan biri, katılımcıların hizmet içi ihtiyaçları ile ikamet ettikleri yerler arasında önemli farklılıklar olup olmadığını belirlemektir. Tek yönlü ANOVA testinin sonuçları katılımcıların mesleki gelişim ihtiyaçları arasında dil ihtiyaçları ($F(11,310) = .893, p = .547$), BİT ihtiyaçları ($F(11,310) = 1.357, p = .192$) ve hizmet içi ihtiyaçlar ($F(11,310) = .675, p = .763$) açısından anlamlı bir fark olmadığını göstermiştir. Bununla bağlantılı olarak NUTS-2 seviyesindeki bölgelerde ikamet eden öğretmenler karşılaştırıldığında tek yönlü ANOVA testinin sonuçları, bu gruplar arasında dil ihtiyaçları ($F(23,298) = 1.173, p = .268$) ve hizmet içi ihtiyaçlar ($F(23,298) = .808, p = .721$) bakımından anlamlı bir farklılık olmadığını göstermiştir. Öte yandan, analiz prosedürü BİT ihtiyaçlarının ($F(23,298) = 1.588, p = .045$) katılımcıların ikamet bölgelerine (NUTS Seviye 2) göre önemli ölçüde değiştiğini göstermiştir. Bu sebepten, farkın önemli olduğu durumu belirlemek için başka bir test, post-hoc test kullanımı gerekmiştir. Tukey HSD post hoc testi sınıf seviyelerinin her birini diğerleriyle karşılaştırdığı için (Field, 2018) seçilmiştir. Test sonuçları, Balıkesir bölgesinde çalışan İngilizce öğretmenlerinin BİT ihtiyaçları için ortalama puanın ($M = 3.26, SD = .66$) Kocaeli bölgesinde çalışan öğretmenlerden ($M = 2.35, SD = .57$) önemli ölçüde farklı olduğunu göstermiştir ($p = .034$).

Araştırmanın katılımcıları ilkökul, ortaokul ve liselerde İngilizce öğretmeni olarak görev yapan hizmet öğretmenleridir. Hizmet içi ihtiyaçlarının öğretmenlik düzeylerine göre önemli ölçüde değişip değişmediğini belirlemek için yine tek yönlü

ANOVA testi kullanılmıştır. Sonuçlar BiT ihtiyaçları ($F(2,319) = 1.403, p = .247$) ve hizmet içi ihtiyaçlar ($F(2,319) = .781, p = .459$) için çalışılan okul seviyesinin anlamlı bir farklılığa yol açmadığını öne sürmektedir. Bununla birlikte, hedef dil ihtiyaçları önemli ölçüde farklı bulunmuştur ($F(2,319) = 5.319, p = .005$). Aynı şekilde, bu sonuç için de Tukey HSD post test uygulanmış ve farklılığın ilköğretim öğretmenleriyle diğer seviyeler arasında olduğu bulunmuştur. Bu testin sonuçları ilköğretim okullarında çalışan İngilizce öğretmenleri için ortalama puanın ($M = 2.27, SD = .77$) ortaöğretim okullarından ($M = 1.90, SD = .63$) $p = .004$ düzeyinde anlamlı düzeyde farklı olduğunu ortaya koymuştur. Ayrıca, ilköğretim İngilizce öğretmenleri için ortalama puan ($M = 2.27, SD = .77$), lisede görev yapan İngilizce öğretmenleri için ortalama puandan ($M = 1.97, SD = .69$), $p = .031$ düzeyinde önemli ölçüde farklı olarak ortaya çıkmaktadır. Bununla birlikte, ortaöğretim öğretmenlerinin ($M = 1.90, SD = .63$) ve lise öğretmenlerinin ortalama puanları, dil ihtiyacı durumu ($p > .05$) açısından anlamlı derecede farklı değildir ($p = .97$). Başka bir deyişle, MEB için çalışan EFL öğretmen adaylarının hedef dil ihtiyaçları, ilköğretim ve ortaokul öğretmenleri ile ilköğretim ve lise öğretmenleri arasında önemli ölçüde farklılık göstermektedir. Ancak, lise öğretmenleri ve ortaokul öğretmenlerinin dil ihtiyaçları büyük ölçüde benzerdir.

İngilizce öğretmenleri arasındaki hizmet içi ihtiyaç farklılıklarını tanımlamanın bir diğer koşulu da mesleki deneyim düzeyiydi. Bu araştırmanın katılımcıları İngilizce öğretmenleri olarak çeşitli deneyim seviyelerine sahiptiler. Deneyim seviyeleri daha önce de belirtildiği gibi 0-30 yıl arasında değişkenlik göstermektedir. Bir kez daha, hizmet içi eğitim ihtiyaçları için gruplar arasındaki farklılıkları araştırmak için tek yönlü ANOVA uygulanmıştır. Yine öğretmenlik deneyimi düzeyi için BiT ihtiyaçları ($F(4,317) = .365, p = .834$) ve hizmet içi ihtiyaçlar ($F(3,318) = 2.280, p = .079$) için EFL öğretmenleri arasında anlamlı bir fark yoktur. Ancak, hedef dil ihtiyaçları $p < .05$ düzeyinde anlamlı derecede farklı bulunmuştur ($F(3,318) = 4.115, p = .007$). Diğer bir deyişle, sınıf öğretimi seviyesinin sonuçlarına benzer şekilde, EFL öğretmenlerinin dil ihtiyaçları da tecrübe seviyelerine göre farklılık göstermiştir.

Yine bu sonuca bağılı olarak yapılan Tukey HSD post hoc test sonuçlarına göre 5-10 yıl (EF = 2.13, SD = .70) çalışan İngilizce öğretmenleri için ortalama puan, $p = .004$ düzeyinde 15-20 yıldan (M = 1.79, SD = .61) anlamlı olarak farklı bulunmuştur. Ancak, diğer öğretmen grupları arasında dil ihtiyaçları ve öğretmenlik deneyimleri açısından bir önemi yoktu ($p > .05$). Başka bir deyişle, MEB için çalışan EFL öğretmen adaylarının hedef dil ihtiyaçları 5-10 yıl ile 15-20 yıl arasında öğretmenlik deneyimi bulunanlar için önemli değişiklikler göstermiştir.

Bununla birlikte diğer değişkenler için hizmetiçi eğitim ihtiyaçlarına ilişkin anlamlı bir farklılık bulunmamıştır. Diğer bir deyişle, katılımcıların hizmet içi eğitim ihtiyaçları ile eğitim düzeyleri, bitirdikleri bölümler, yaşları, ve cinsiyetleri açısından önemli bir fark gözlemlenmemiştir. Bunun yanı sıra, sözlü görüşmeler sırasında öğretmenlerden farklı yerlerde çalışan İngilizce öğretmenlerinin hizmetiçi eğitim ihtiyaçlarının da farklı olup olmayacağı yönündeki görüşleri alınmıştır. İstatistiksel olarak bir kaç değişken dışında bir farklılık olmadığı gözlemlenmesine karşın, 20 katılımcıdan 16'sı kesinlikle farklılık oluşacağını düşünmektedir. Bu katılımcılara göre okul seviyesi, ikamet edilen şehir veya bölge ihtiyaçlarda bir farklılığa yol açacaktır. Diğer yandan, öğretmenlerden 4'ü böyle bir durumun oluşmayacağını, teknoloji ve ilerleyen ulaşım olanakları sayesinde farklılıkların ortadan kalktığını öne sürmüşlerdir.

Bu çalışmanın temel amaçlarından biri çevrimiçi bir hizmet içi eğitim programı için bir taslak belirlemek ve tasarlamak olduğundan, katılımcılara konuyla ilgili tercih ve inançları sorulmuştur. Son araştırma sorusu "Hizmet içi İngilizce öğretmenlerinin ihtiyaçlarına göre, ne tür bir çevrimiçi hizmet içi eğitim programı uygulanabilir?" olarak belirlenmiştir. Katılımcıların ihtiyaçlarını analiz ettikten sonra, çalışmanın ikinci kısmı için hizmet içi eğitimin bileşenleri hakkındaki görüşleri derlenmiştir. Çalışma, çevrimiçi hizmet içi eğitim programı için bir taslak önermek üzere sekiz bileşeni araştırmıştır: (1) amaçlar, (2) içerik, (3) faaliyetler, (4) materyaller, (5) süre, (6) değerlendirme ve değerlendirme, (7) teşvikler ve (8) programın özellikleri.

Bileşenlerin her biri ile ilgili sonuçlar aşağıda ayrıca sunulmaktadır. Bu araştırma sorusunu cevaplamak için anketteki ilgili konular ve görüşmeler analiz edilmiştir.

Programın amaçları için, katılımcılar, ihtiyaç-odaklı, mesleki gelişime yönelik, hedef dili geliştirme olanağı sağlayan temalar üzerinde durmuşlardır. Çevrimiçi programın içeriği için metodoloj, sınıfta BİT kullanımı sıklıkla bahsedilen konular olmuştur. Katılımcılar, hizmet içi eğitim programının bir parçası olarak vaka çalışmaları, çift ve grup çalışması ve forum gibi çeşitli faaliyetlerin dahil edilmesini tercih etmişlerdir; ancak, genel sonuçlar interaktif ve uygulamaya dayalı faaliyetlere duyulan ihtiyacın altını çizmiştir.

Katılımcıların materyal seçimi için de aynı çeşitlilikten faydalanmak istedikleri gözlemlenmiştir. Videolar, BİT ile ilgili materyaller ve haber raporları katılımcılar tarafından en popüler materyaller olarak kabul edilmektedir. Çevrimiçi program süresince, İngilizce öğretmenleri bir hafta ile bir ay arasında fikir birliğine varmışlar; bununla birlikte, “haftada kaç saat” konusu hâlâ çözülmesi gereken bir konu olmaya devam etmektedir.

Görüşmelerden elde edilen bulgular, İngilizce öğretmenlerinin “kısa” ve “etkili” eğitimlere katılmayı tercih edeceklerini göstermiştir. Programın değerlendirme ve değerlendirme araçları için gözlem ve biçimlendirici değerlendirme katılımcılar için en çok tercih edilen türlerdi. Ancak cevaplarında belirtildiği gibi sınav ve sunumları da tercih etmektedirler. En fazla tercih edilen teşvikler; seviye, hizmet ve derece puanları olarak belirtilmiştir.

Son olarak, ideal bir programın en iyi üç niteliği sorulduğunda, katılımcılar programın uygulanabilir, interaktif ve zaman bakımından uygun olması gerektiğini ön sürmüşlerdir. Yine, görüşmeler sırasında, eğitimlerin ihtiyaç tabanlı, esnek ve gönüllü olduğunda daha etkili olduğunu belirtmişlerdir. Çalışmanın sonuçlarına göre öğretmenler, bir hizmet içi kursa katılmadan önce eğitmeni ve içeriği dikkate almaktadırlar.

4. SONUÇLAR VE ÖNERİLER

Bu çalışmanın temel amaçlarından biri Türkiye'deki İngilizce öğretmenlerinin mesleki gelişim ihtiyaçlarını araştırmak ve belirlemektir. Bunu başarmak için Witkin ve Altschuld'un (1995) ihtiyaç analizi çerçevesi takip edilmiştir. Analizin sonuçları çalışmanın ikinci amacı için bir bilgi tabanı oluşturmada kullanılmıştır. Bu amaçlar doğrultusunda çalışma, karma yöntemler araştırma tasarımı benimsemiştir. Açıklayıcı sıralı tasarım (Creswell ve diğerleri, 2003) nicel olarak elde edilen verilerin ayrıntılı olarak anlaşılmasını sağlamayı amaçlamaktadır. Bu çalışmada, Türkiye'nin NUTS bölgeleri dikkate alınarak, kartopu örnekleme yoluyla bir anket uygulanmıştır. Katılımcılar İstanbul, Tekirdağ, Balıkesir, İzmir, Aydın, Manisa, Bursa, Kocaeli, Ankara, Konya, Antalya, Adana, Hatay, Kırıkkale, Kayseri, Zonguldak, Kastamonu, Samsun, Trabzon, Erzurum, Ağrı, Malatya, Van, Gaziantep, Şanlıurfa ve Mardin bölgelerinde ilköğretim, ortaokul ve liselerde görev yapan 322 İngilizce öğretmenidir. Analizden sonra, çalışmanın bir sonraki bölümü için gönüllü katılımcılar belirlenmiştir. Bu bölümde, belirtilen şehirlerin her birinden seçilen 20 öğretmenle telefonla görüşülmüştür.

Çalışmanın sonuçları, EFL öğretmenlerinin algılanan ihtiyaçlarının sınıf yönetimi, ELT metodolojisi, hedef dil becerilerini geliştirmek (özellikle konuşma), öğretime BİT entegrasyonu, materyal tasarımı ve adaptasyonu olduğunu ortaya koymuştur. Katılımcılar, eğitimin amacının İngilizce öğretmenleri için konuyla ilgili en ileri mesleki gelişimi sağlaması gerektiğine inanmaktadırlar. Hizmet içi eğitim programları ile ilgili tercihleri ve görüşleri için çalışma, katılımcıların interaktif ve sınıf içi uygulanabilir materyallerin kendileri için yararlı olmasını tercih ettikleri bulunmuştur. Ayrıca katılımcılar, örnek uygulamalar ve uygulamalar hakkındaki videoların da materyal olarak entegre edilebileceğine inmektedirler. Mesleki gelişime dahil edilecek faaliyet türleri söz konusu olduğunda, EFL öğretmenleri uygulamalı ve etkileşimli olanlara yönelmiştir. Eğitimin içeriğini dinlemek / izlemek yerine etkileşimli uygulamalar yoluyla sürece dahil olmak istediklerini belirtmişlerdir. Ayrıca, ikili ve grup çalışması faaliyetlerinin onlar için faydalı

olduklarını ifade etmişler ve bu tür uygulamalar vasıtasıyla birbirlerinden öğrenebildiklerini deneyim alışverişinde bulunabildiklerini ve yansıtıcı uygulamaya girebildiklerini söylemişlerdir. Ayrıca, katılımcılar değerlendirme süreci hakkında fikir vermiş ve biçimlendirici, uygulamaya dayalı değerlendirme prosedürlerinin uygulanması gerektiğini belirtmişlerdir. Bu bulgulara dayanarak, bu çalışma EFL öğretmenleri için çevrimiçi bir hizmet içi eğitim modeli önermektedir. Model, mesleki gelişim faaliyetlerinin planlanması ve tasarımı için bir taslak olarak uygulanabilir.

Katılımcıların ikamet ettikleri yere, okul düzeyine, yıllara dayanan deneyime ve eğitim geçmişine bakılmaksızın benzer mesleki gelişim ihtiyaçlarını ortaya çıkardıkları göz önüne alındığında, lisans çalışmalarının da bu sorunlara odaklanabileceği önerilebilir. Bu çalışmada, hizmet içi EFL öğretmenleri sınıf yönetimi ile ilgili ihtiyaçlarını belirtmişlerdir ve bunun Türkiye'deki hizmet öncesi İngilizce öğretmenleri için de bir sorun olduğu düşünülmektedir (Altan, Sağlamel ve Boylan, 2015; Coşkun, 2013; Çubukçu, 2010; Köksal ve Genç, 2019; Mahmoudi ve Özkan, 2016; Mutlu, 2014; Selçuk ve Genç-Yöntem, 2019; Seymen, 2012; Tüfekci-Can ve Baştürk, 2018). Bu bağlamda lisans programlarının revize edilebileceği söylenebilir. Sınıf yönetimi hakkında ek kurslar sunulabilir veya gelecekteki EFL öğretmenlerini daha iyi hazırlamak için mevcut kurslara demo uygulamaları dahil edilebilir. Katılımcıların karşılaştığı bir diğer zorluk ELT metodolojisi ile ilgilidir. Diğer çalışmalar da bu bulguyu rapor ettiğinden (Çelik, 2008; Çubukçu, 2010; Gürbüz, 2006; Merç, 2010; Seymen, 2012) öğretmen adayı eğitim programları ELT metodolojisi ile ilgili zorunlu ya da seçmeli ders sayısını artırabilir. 2007 ve 2017 programlarının karşılaştırılmasında, araştırmaların aksini gösteren yöntembilim derslerinin sayısının azaldığı görülmektedir.

Lisans eğitimi için bir diğer sonuç da, öğretmen adaylarının dil yeterliliğinin artırılması ile ilgilidir. Bu çalışmada ilköğretim ve ortaöğretim ile ilköğretim ve lise öğretmenleri arasında hedef dil ihtiyaçları açısından önemli farklılıklar bulunmuştur. Bununla birlikte, tüm katılımcılar konuşma becerisine odaklanarak bu ihtiyaca işaret

etmişlerdir. Bu nedenle, öğretmen adayı eğitim programları öğretmen adaylarının konuşma yeterliliğini artırma konusunda daha fazla faaliyet içerebilir. Bu çalışmanın bir çevrimiçi eğitim modeli önermeyi amaçladığı düşünüldüğünde, aynı düşünce tarzı öğretmen adayı eğitimi için de kullanılabilir. Daha önce de belirtildiği gibi, eğitim kurumları giderek daha fazla çevrimiçi hale gelmektedir (Bao, 2020; Telli ve Altun, 2020; UNESCO, 2020). Bu nedenle lisans EFL öğretmen eğitimi, bu çalışmada belirtilen ilkelere uyarak uzaktan eğitim yoluyla gerçekleştirilebilir. Hem teorik hem de pratik, gelecekteki EFL öğretmenlerini uzaktan eğitimdeki derslere daha iyi hazırlamak için çevrimiçi programlar aracılığıyla sunulabilir.

Bu çalışmanın bulgularına ve ilgili literatüre dayanarak, EFL öğretmenlerinin mesleki gelişimi için çıkarımların bir listesi de sağlanabilir. Literatür, mesleki gelişim faaliyetlerinin “öğretmenlere yeni bilgi vermenin ötesine geçmesi ve duygusal durumlarını etkilemeyi ve öğretim bağlamına özel önem vererek uygulamaya yönelik eğitim sunmayı amaçlaması gerektiğini” önermektedir (Uztosun, 2017, s.3). Aynı doğrultuda, bu çalışmanın sonuçları öğretmen eğitime teori odaklı yaklaşımların öğretmen adaylarının beklentilerini karşılayamadığını ortaya koymuştur. Bu nedenle, pratik bileşen hizmet içi eğitim faaliyetlerinin ayrılmaz bir parçası olmalıdır. Bununla birlikte çok sayıda çalışma, İngilizce öğretmenlerinin mevcut eğitim faaliyetlerinin içeriğinden memnun olmadıklarını göstermektedir. Bunun nedeni, eğitimlerin öğretmenlerin ihtiyaçlarına dayalı olmamasıdır. Gelecekteki mesleki gelişim faaliyetleri, uygulanmadan önce İngilizce öğretmenlerinin ihtiyaç ve tercihlerini belirlemek için ihtiyaç analizi çalışmaları yapmayı düşünmelidir. Bu tür faaliyetlerin içeriği ELT ile ilgili olmalıdır. Bunun yanı sıra, bu çalışma aynı zamanda öğretmenlerin resen görevlendirildikleri için mesleki gelişim faaliyetlerine katılma konusunda isteksiz olduklarını bulmuştur. Gelecekteki hizmet içi eğitim faaliyetleri gönüllü katılımı teşvik etmelidir.

Türkiye'deki hizmet içi EFL öğretmenlerinin sayısı düşünüldüğünde, tüm öğretmenler için eşit mesleki gelişim şansı sunma ihtiyacı göz önüne alındığında, çevrimiçi programlar kullanılabilir. Yukarıda belirtilen önerileri ve sonuçları takip

ederek, hizmet içi eğitim faaliyetleri çevrimiçi olarak gerçekleştirilebilir. Öğretmenlere esneklik ve pratiklik sunmak için çevrimiçi programlar çoklu senkronize olarak tasarlanabilir. Senkronize ve asenkronize modların faydalarını toplayarak, bu tür çevrimiçi programlar öğretmenler için motivasyon ve destek sağlayabilir. Ayrıca, çevrimiçi eğitim öğretmenlerin uzaktan eğitime daha fazla motive olmalarına yardımcı olabilir. Literatür, öğretmenlerin kendilerini deneyimledikleri takdirde teknolojiyi kullanmaya daha istekli ve hevesli olduklarını ileri sürmüştür (Akayoğlu, et al., 2020; Başaran, 2014; Rubadeau, 2018; Simonson, 2019; Wang, et al., 2010). Bu nedenle, hizmet içi EFL öğretmenlerini bu tür eğitim faaliyetleriyle meşgul etmek, onları çevrimiçi eğitim uygulamalarına daha fazla katılmaya motive edecektir.

Hizmet içi İngilizce öğretmenlerinin hedef dil ihtiyaçları nedeniyle, mesleki gelişim programları İngilizce olarak yürütülebilir. Bu, onlara dil becerilerini anlamlı bir bağlamda kullanma ve geliştirme şansı sunacaktır. Hedef dil becerilerini, özellikle iletişimsel bir şekilde uygulamak, İngilizce öğretmenleri için daha verimli olabilir. Ayrıca, mesleki gelişim programları, katılımcılar arasındaki işbirliğini artıracak şekilde tasarlanmalıdır. Bu işbirliği eğitimci ile kursiyerler arasında veya kursiyerler arasında olabilir. Bu çalışmada EFL öğretmenleri tarafından ikili ve grup çalışması faaliyetleri tercih edilmiştir. Bu tür eğitim faaliyetlerine katılmanın en büyük faydalarından birinin mesleki deneyim alışverişinde olduğuna inanmaktadırlar. Bu tür başvurular İngilizce öğretmenleri arasındaki mesleki desteği ve ortaklığı geliştirebilir.

Sonuçlar, öğretmen adaylarının uygulamaya dayalı değerlendirme araçlarını tercih ettiklerini ortaya koymuştur. Bu nedenle, uygulamalı eğitim faaliyetleri, uygulamalı deneyimi teşvik etmek üzere tasarlanabilir. Öğretmenler, eğitimin sonunda tek oturmalı sınavlardan ziyade, her modülün sonunda daha kısa sınavlara girebilirler. Ayrıca, öğretmen adaylarından eğitimin içeriğini kendi sınıflarında uygulamaları ve deneyimlerini ve yansımalarını paylaşımları istenebilir. Ayrıca, sonuçlar katılımcıların gözlem faaliyetlerini faydalı bulduklarını göstermiştir. EFL

öğretmenlerinden gözlem yapmaları istenebilir. Kendi derslerini video kaydı olarak saklayabilirler ve sonra kendi sınıflarını gözlemleyebilir, kendi okullarında/ şehirlerindeki diğer İngilizce sınıflarını gözlemleyebilir veya farklı okullardan, şehirlerden ve hatta ülkelerden öğretmenlerin videolarını izleyebilirler. Son olarak, katılımcılar, eğitimin resmi ödüllerle onaylanması gerektiğini belirtmişlerdir. Hizmet içi eğitim faaliyetlerini başarıyla tamamlayan öğretmenlere hizmet, seviye veya derece puanları verilebilir. Bu puanlar, yer değiştirme, terfi ve maaşları etkilediği için öğretmenler için önem arz etmektedir.

Gelecekteki araştırma çalışmaları önerilen program modelinin uygulanmasına ve etkilerine odaklanabilir. Deneysel tasarım kullanılarak, programın İngilizce öğretmenlerinin ihtiyaçları üzerindeki etkisi araştırılabilir. Ayrıca, araştırmacı sınıflardan veri de toplayabilir. Bu çalışma öğretmen adaylarının algılanan ihtiyaçlarına dayanmaktadır. İleri çalışmalar, sınıf içi öğretim uygulamalarını araştırarak algılanan ihtiyaçlar ile sınıf içi ihtiyaçlar arasındaki ilişkiyi inceleyebilir.

Ayrıca, hizmet içi öğretmenlerin çevrimiçi mesleki gelişim faaliyetleri yoluyla işbirliği gelenekleri de incelenebilir. Çalışmanın sonuçları meslektaşları ile ağ oluşturma ve işbirliği fırsatlarının öğretmenler için motive edici faktörler olduğunu ortaya koymuştur. Hizmet içi eğitim yoluyla farklı okullardan, şehirlerden ve ortamdan öğretmenlerle ortaklıklar kurduklarına inanıyorlardı. Bu nedenle, mesleki gelişimdeki işbirlikçi uygulamaların araştırılması değerli çıkarımlar sağlayabilir.

İngilizce öğretmenlerinin çoğunun İngilizce konuşma becerilerini geliştirmeye ihtiyaç duydukları düşünüldüğünde, İngilizcenin eğitim dili olarak kullanıldığı mesleki gelişim faaliyetlerinin, öğretmenlerin hedef dil becerileri üzerindeki etkileri de araştırılabilir. EFL ortamında çalışan Türkiye'deki öğretmen adaylarının dili iletişimsel bağlamlarda kullanma şansları sınırlıdır (Ellis, 2008). Bu nedenle, öğretmenlerin konuşma becerilerini geliştirmek için İngilizcenin eğitim dili olarak kullanıldığı eğitim uygulamalarını denemek verimli sonuçlar verebilir.

Ayrıca, çevrimiçi mesleki gelişim ile öğretmen yeterliliği arasındaki ilişki bazı araştırma çalışmaları için odak noktası olabilir. Önceki bölümlerde belirtildiği gibi, Bakanlık öğretmenler için yeterlilikler belgesi sağlamıştır (2017). Yeterlilikler ile mesleki gelişim programı arasındaki bağlantıyı kurmak için çevrimiçi hizmet içi eğitimin İngilizce öğretmenlerinin mesleki yeterlilikleri üzerindeki etkisi araştırılabilir.



APPENDIX S: TEZ İZİN FORMU / THESIS PERMISSION FORM

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YAZARIN / AUTHOR

Soyadı / Surname : Başaran
Adı / Name : Banu Çiçek
Bölümü / Department : İngiliz Dili Öğretimi (ELT)

TEZİN ADI / TITLE OF THE THESIS (İngilizce / English):

Examining In-Service English Language Teachers' Professional Needs: Towards an Online Teacher Training Program

TEZİN TÜRÜ / DEGREE: Yüksek Lisans / Master ☐ Doktora / PhD ☒

1. Tezin tamamı dünya çapında erişime açılacaktır. / Release the entire work immediately for access worldwide. ☒
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3. Tez altı ay süreyle erişime kapalı olacaktır. / Secure the entire work for period of **six months**. * ☐

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A copy of the decision of the Institute Administrative Committee will be delivered to the library together with the printed thesis.

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