T.C.

BURSA ULUDAG UNIVERSITY

INSTITUTE OF EDUCATIONAL SCIENCES

DEPARTMENT OF ENGLISH LANGUAGE EDUCATION

AN EVALUATION OF THE PROFESSIONAL DEVELOPMENT NEEDS OF ENGLISH AS A FOREIGN LANGUAGE TEACHERS WORKING AT DIFFERENT INSTITUTIONS

M.A. THESIS

Savaş GENÇTÜRK

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Advisor

Prof. Dr. Ayşegül Amanda YEŞİLBURSA

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2019

BİLİMSEL ETİĞE UYGUNLUK

Bu çalışmadaki tüm bilgilerin akademik ve etik kurallara uygun bir şekilde elde edildiğini beyan ederim.

Savaş GENÇTÜRK

02/09/2019

YÜKSEK LİSANS İNTİHAL YAZILIM RAPORU

ULUDAĞ ÜNİVERSİTESİ

EĞİTİM BİLİMLER ENSTİTÜSÜ

YABANCI DİLLER EĞİTİMİ ANABİLİM DALI BAŞKANLIĞI'NA

Tez Başlığı / Konusu: Farklı Kurumlarda Çalışan İngilizce Öğretmenlerinin Mesleki Gelişim İhtiyaçlarının Değerlendirilmesi

Yukarıda başlığı gösterilen tez çalışmamın a) Kapak sayfası, b) Giriş, c) Ana bölümler ve d) Sonuç kısımlarından oluşan toplam 83 sayfalık kısmına ilişkin, 29/08/2019 tarihinde şahsım tarafından Turnitin adlı intihal tespit programından aşağıda belirtilen filtrelemeler uygulanarak alınmış olan özgünlük raporuna göre, tezimin benzerlik oranı %14'dir.

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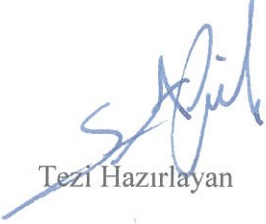
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"An Evaluation of the Professional Development Needs of English as a Foreign Language Teachers Working at Different Institutions" adlı Yüksek Lisans tezi, Bursa Uludağ Üniversitesi Eğitim Bilimleri Enstitüsü tez yazım kurallarına uygun olarak hazırlanmıştır.

Tezi Hazırlayan

Savaş GENÇTÜRK

Danışman

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I dedicate this thesis to my precious family,

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Özet

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Tez   : Farklı Kurumlarda Çalışan İngilizce Öğretmenlerinin Mesleki Gelişim İhtiyaçlarının Değerlendirilmesi

Danışmanı : Prof. Dr. Ayşegül Amanda YEŞİLBURSA

Farklı Kurumlarda Çalışan İngilizce Öğretmenlerinin Mesleki Gelişim İhtiyaçlarının

Değerlendirilmesi

İngilizcenin küreselleşmesi, teknolojideki gelişmeler ve hareket kabiliyetinin artmasıyla, İngilizce öğrenenlerinin sayısı son zamanlarda artmıştır. Artan öğrenme talepleri ülkeleri ve eğitim sistemlerini kaliteli bir dil eğitimine zorlamıştır. McLaughling ve Talbert (2006) 'a göre, okul yöneticileri, öğretmenler, mesleki gelişim (PD) etkinlikleri ve veliler yüksek kaliteli eğitim sağlamada kritik bir rol oynamaktadır. Wermke (2011), öğretmenlerin yüksek kaliteli eğitim için temel unsurlar olduğunu, bu nedenle öğrencilerin ihtiyaçlarını karşılamaya yönelik bilgilerini geliştirmek için yeterince yetkin ve yüksek motivasyonlu olmaları gerektiğini belirtir. Bu bağlamda, dil öğretmenlerinin kendilerini profesyonel olarak geliştirmeleri, eğitimdeki gelişmelere ve değişikliklere uyum sağlamaları büyük önem arz etmektedir.

Mesleki gelişim yaşam boyu süren bir süreç ve dil öğretiminin vazgeçilmez bir parçası olduğundan, süreç boyunca neye odaklanılacağını bilmek hayati önem taşır. Bu çalışmanın amacı, farklı kurumlarda çalışan yabancı dil öğretmenlerinin mesleki gelişim ihtiyaçlarını değerlendirmektir. Bu bağlamda, yabancı dil öğretmenlerinin yaptığı etkinlikler, bu öğretmenlerin ihtiyaçları ve yabancı dil öğretmenlerinin mesleki gelişim etkinlikleri yapmalarını engelleyen faktörler belirlenmiştir. Ayrıca, yabancı dil öğretmenlerinin ihtiyaçlarının çalıştıkları kurumların düzeyine göre herhangi bir farklılık gösterip göstermediğini bulmak da amaçlanmıştır.

Veriler Eksi'nin (2010) çalışmasından uyarlanan bir anket formu ile toplanmıştır. Katılımcı sayısı üniversite, lise, ortaokul ve ilkokul seviyelerinde çalışan 150 EFL öğretmenidir. Anket sonuçlarının alınmasından sonra veriler kurum tipi (vakıf ve devlet) ve kurum seviyesi (üniversite, lise, ortaokul ve ilkokul) açısından karşılaştırılmıştır. Veriler SPSS 23'e girilmiş ve araştırma sorularını yanıtlamak için tanımlayıcı istatistikler ve tek yönlü varyans testleri yapılmıştır

Elde edilen sonuçlara göre meslektaşlarımla deneyimleri paylaşma, kendi öz değerlendirme, meslektaşlardan yardım isteme ve diğer öğretmenleri gözlemleme öğretmenlerin en yaygın PD aktiviteleridir. Dil öğretiminde oyunlar kullanmak, öğrenci özelliklerini belirlemek, dil öğretiminde teknolojiyi kullanmak ve öğrenci motivasyonunu artırmak en çok ihtiyaç duyulan PD alanlarıdır. Ayrıca, yabancı dil öğretmenlerinin mesleki gelişim ihtiyaçları ile ilgili kurumlar arasında belirli farklılıklar vardır. Farklılıklar temel olarak ilköğretim ve üniversite arasında meydana gelmiştir. Öğretmenlerin mesleki gelişim aktiviteleri yapmalarını engelleyen faktörler açısından, ağır iş yükü, maliyet, vasıfsız eğitmenler, kurumsal destek eksikliği ve uygunsuz tarih ve saat en yaygın faktörlerdir.

Anahtar Kelimeler: Mesleki gelişim, mesleki gelişim ihtiyaçları, İngilizce Öğretimi, devlet okulları, özel okullar

Abstract

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Thesis   : An Evaluation of the Professional Development Needs of English as a

               Foreign Language Teachers Working at Different Institutions

Supervisor   : Prof. Dr. Ayşegül Amanda YEŞİLBURSA

An Evaluation of the Professional Development Needs of English as a Foreign Language Teachers Working at Different Institutions

With the globalization of English, advances in technology and increasing mobility, the number of people learning English has increased recently. The increasing learning demands have forced countries and education systems to have high-quality language education. According to McLaughling and Talbert (2006), school administrators, teachers, professional development (PD) activities, and parents play a critical role in providing high quality education. Wermke (2011) states that teachers are core elements for higher quality education, so they need to be competent enough and highly motivated to enhance their knowledge to meet the needs of their learners. In that vein, it is highly required for language teachers to develop themselves professionally as well as adapt to advances and changes in education.

As professional development is a life-long process and an indispensable part of language teaching, it is vital to know what to focus during the process. The purpose of this

study is to assess the professional development needs of EFL teachers working at different institutions. Within this context, the activities that the EFL teachers do, the needs of those teachers, and the factors preventing EFL teachers from doing PD activities were identified. In addition, it was also aimed to find out whether the needs of EFL teachers display any differences based on the level of institutions they work at.

The data was collected through a survey questionnaire adapted from the study of Eksi (2010). The number of participants is 150 EFL teachers working at university, high school, secondary and primary school levels. After obtaining the results of the survey, the data was compared with regard to the type of institutions (foundation and state) and level of institution (university, high school, secondary school and primary school). The data was entered in SPSS 23 and descriptive statistics and One-Way ANOVA tests were run to answer the research questions.

According to the results, sharing experiences with colleagues, reflection on one's own teaching, asking colleagues for help and observing other teachers are the most common PD activities that the teachers do. Using games in ELT, identifying learner characteristics, use of technology in ELT, and increasing student motivation are the most needed PD areas. Furthermore, there are certain differences regarding the PD needs of EFL teachers between the levels of institutions. The differences mainly occur between elementary and university level. In terms of factors preventing teachers from doing PD activities, heavy workload, cost, unqualified trainers, lack of institutional support and inconvenient date and time are the most common factors.

Key Words: Professional development, professional development needs, English Language Teaching, state schools, private schools

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List of Abbreviations

L1: First language

L2: Second language

ELT: English Language Teaching

PD: Professional development

EFL: English as a foreign language

RQ: Research question

Chapter I

Introduction

There are four chapters in the introduction part of this study. The first chapter is mainly about the background of the study. The purpose of the study is provided in the second section. In the third chapter research questions are presented and the fourth section provides the significance of the present study.

1.1. Background of the Study

With the globalization of English, advances in technology and increasing mobility, the number of people learning English has increased recently. The increasing demands of learning have forced countries and education systems to have high-quality language education. According to McLaughlin and Talbert (2006), school administrators, teachers, professional development (PD) activities, and parents play a critical role in providing high-quality education. Wermke (2011) states that teachers are core elements for higher quality education, so they need to be competent enough and highly motivated to enhance their knowledge to meet the needs of their learners. In that vein, language teachers are obliged to develop themselves professionally, as well as adapt to the advances and changes in education.

Broadly speaking, professional development is a kind of development of an individual in his or her professional life, and it is the accumulation learning experiences both formal and informal during his or her career from the very first phase preparation (pre-service and in-service teacher education) to retirement (Craft, 1996; Fullan, 2001). The main idea behind PD can be defined as a process in which language teachers review, learn, and develop themselves as to meet the moral purposes of teaching, as well as gain and develop the field knowledge of their own, skills, plan, and practice with all age groups such as children, young people, and colleagues during each step of their teaching experiences with concepts of learning, collaboration, and improved practice (Day, 1999; Bredeson, 2002). In that vein, PD is an

indispensable part of being a language teacher. To be up to date, and keep pace with the changing generations, world and teaching techniques, PD has a core place for a language teacher.

Many researchers have emphasized the importance of PD programs, claiming that they should become a part of the life-long learning process, and they should be a routine in a language teacher's life. For example, Guskey (2005) clearly states that fundamental element for better education is high-quality PD programs. Also, Diaz-Maggioli (2003) suggests that the English language teachers need to update their knowledge and talents professionally because they should be in harmony with constantly evolving student profiles and needs, knowledge, concepts, and philosophies in the field. If there are high-quality PD programs, they will help teachers to better develop their activities and performance within the classroom, alter their attitudes and behaviours and have broader perspectives to provide their students with a better education.

Participating in PD activities is not enough if they are not effective. Effective PD activities are essential to develop the teaching skills of a language teacher. In general, PD programs are criticized because they do not reflect the real classrooms environments and not focus on the real needs of classroom, and are often given by incompetent trainers (Borko, 2004; Wei et al., 2009). Torff and Byrnes (2011) state that effective PD is a central feature of reforming education. PD programs are seen more effective by teachers when the main focus is on academic subjects with connections to standards of learning, when they are meaningfully integrated into school life, and when they focus on teachers' needs (Garet et al., 2001). Hence, finding out the PD needs of teachers is the very first step to have effective PD activities.

According to Murphy (2005), the main focus of professional development should be on improving pedagogical content knowledge of teachers and teaching skills which will be a link to improved students results. Gusky (2005) also states that influential professional

development will enable teachers to gain instructional procedures and scientifically research based techniques to help students improve academically. Hence, language teachers should know what to focus on in their professional development activities. If they are aware of their needs, then their efforts can influence their teaching. According to Kaufman (1988), needs assessment is the best way to find out the competence and real needs of the teachers. Kaufman's needs assessment tool mainly focuses on the differences between actual and desired results, and he points out these gaps, and chooses the most crucial needs to be addressed. The needs of the language teachers in terms of their own professional development have a core place in their professional development activities.

Bredeson (2002) mentions that school principals and working environment of teachers have significant influence on teacher PD. He also states that one of the important contributors to teachers' PD is principals. The needs of language teachers may change regarding the institutions they work at. For instance, Golde (2002) states that all staff who are committed to life long learning in a learning community are often mitigated by traditional school structures and norms. Furthermore, Little (2006) emphasizes that in achieving professional development goals, the school has an important role as the school builds the individual's experience and collective expertise and the school also fosters the commitment of the staff, maintain professional growth for both novice and veteran teachers, and equip the environment of the school to reach and realize its most central goals, priorities, and problems.

Eksi (2010) says in her study that the teachers do not generally decide the content of PD programs but the institution, administration or the trainers decide the content. She also adds that the reflection of trainers' own interest generally becomes the content of PD programs or the trendy topics among trendy issues in the professionare chosen by the trainers. Nevertheless, teachers' needs play a crucial role here. If the PD programs are organized by taking the teachers' needs into account, the effectiveness will be more and the teachers will

benefit a lot more. In addition, the institution teachers work at are also crucial because the working environment has an influence on the needs of teachers. Facilitating development successfully in the institution will improve the effectiveness of their teachers. Good teachers will be attracted to the school more if they see it as a good place to develop. Different PD programs should be developed according to the needs of teachers based on their institutions.

1.2. Purpose of the study

As professional development is a life-long process and an indispensable part of language teaching, it is vital to know on which specific aspects of classroom practice to focus on during the process. The overall aim of this study is to assess the PD needs of EFL teachers working at institutions at different levels of the Turkish education system. Within this context, the current study has five specific aims. First, it will identify the activities in which EFL teachers in different institutions are currently engaged. Second, it will determine the reported PD needs of these teachers. Third, it will identify the factors that prevent these teachers from doing PD activities. Fourth, it will uncover any differences in the PD needs of the teachers in different institutions. Finally, it aims to gain deeper insight into these teachers' opinions on PD activities and the factors preventing them from participating in PD programs.

1.3. Research Questions

The research questions below were formulated to meet the aim of the current study:

1. What PD activities do EFL teachers working at different levels of institutions engage in?

2. What are the PD needs of EFL teachers working at different levels of institutions?

3. Do the PD needs of EFL teachers display differences based on the demographic information of the participants such as teaching experience, type of level, type of school, departments graduated, education level (BA, MA, etc.), age, and gender?

4. Which levels of institutions are different from each other based on the PD needs of EFL teachers?

5. What factors prevent EFL teachers from engaging in PD activities?

6. What do EFL teachers think regarding PD activities and the factors preventing them from attending PD programs?

1.4. Significance of the study

Sadıç (2015, pp.14) clearly defines that "understanding teachers and their perceptions of professional development activities, as well as the impact of their relative institutions upon their motivation could help to clarify any moot points." From this point of view, it will be more effective to take into account the needs of the institutions at which teacher work while implementing effective PD activities. Particularizing the PD activities to the needs of the teachers in parallel with the needs of the institutions will effectively contribute a great deal to PD programs. In that vein, finding out teachers' PD needs and to see whether the needs differ according to the institutions the teachers work at play a crucial role in developing PD programs. By finding out the institutional PD needs of teachers, it could be possible to make effective recommendations for PD activities according to different institutions and different needs of teachers. Furthermore, it would be possible for certain institutions where there are not any professional development units to create a systematic PD unit.

The significance of this study stems from the fact that it is the first needs assessment of ELT teachers by comparing the level of institutions they work at. The study gives crucial information about what the ELT teachers do in general regarding PD activities, what their needs are, whether these needs differ according to the institutions they work and what hinders them from doing PD activities. In that vein, the findings of this study provide valuable ideas to develop professional development programs. Furthermore, it will be possible to particularize the PD programs to the certain needs of teachers and the institutions.

The contribution of this study to the existing literature will be mainly on the professional development of ELT teachers in Turkey. The results of the present study will be

a guide and shed light for future research studies. Primary schools, secondary schools, high schools and universities can benefit from the results while planning a teacher training program or professional development activities. In the existing literature, the research studies regarding the professional development of teachers are mostly based on the evaluation of the programs, teachers' beliefs and their needs in a particular context. Also, some studies emphasized the needs of teachers working at only one level of institutions such as primary school, secondary school, high school or university.

One of the previous studies focusing on teachers' needs working at a state university was by Eksi (2010). The researcher mainly assessed the professional development needs of English language instructors working at a state university in Istanbul and focused on the needs of the teachers. The main aim of the study was to come up with a professional development unit at a state university by investigating the needs of the teachers, their thoughts of professional development, and the factors that hinder them from joining PD programs.

There are many studies focusing on the needs and perceptions of EFL teachers regarding professional development in the literature. For example, Korkmazgil (2015) sought to find out the practices and professional development needs of English language teachers and what kind of challenges they face in their professional development growth process. The data was collected from 41 English language teachers who work at primary and secondary schools. Kızılkaya (2012) also studied professional development of class and branch teachers in terms of their attitudes towards professional development. The study aimed to find out whether the needs vary according to the branches. The participants were only primary school teachers. Muyan (2013) investigated the language teachers' perceptions towards professional development activities and the participants were from a state university. The data was analyzed to see whether there are differences among teachers regarding their perceptions and to see the factors that hinder their professional development.

This study is different from other studies by bringing together various aspects of professional development and comparing all levels of institutions. In addition to the PD activities the EFL teachers do, their needs were also compared based on the level of institution they work at to see whether they differ. In addition, factors that hinder teachers from doing PD activities were also analyzed and compared according to the level institutions so that we can have a glimpse of hindering factors of the level of institutions.

Another characteristic that make this study different from other studies is that a semi-structured interview was conducted to have more in-depth findings. This qualitative data helped to gain more insight into what the teachers think. The combination of quantitative and qualitative data strengthened the findings of the study.

1.5. Limitations

In this study, the results are based on the EFL teachers' perceived PD needs, which mean that they stated the areas they think they need. It is hoped that the teachers were sincere and truthful. Furthermore, the number of participants was limited to 140 EFL teachers. The number could be more as the participants are from different cities in Turkey. Hence, the results of the present study cannot be generalized to the whole population.

Chapter II

Review of Literature

This chapter includes the literature review of the related field of this study. The meaning of professional development, the importance of professional development, the developments in English Language Teaching and types of professional development activities are included in this chapter.

2.1. Professional Development

There have been many reforms in education all around the world over the previous years regarding professional development of teachers. In these reforms, the importance of teachers are undeniable and they play the most crucial role in education. Villegas-Reimers (2003) says that the teachers are mainly the subject and object of the change and they are not only the variables in these reforms. In addition, Garet (2001, pp.74) points out the significance of teachers' professional development stems from the education initiatives. In that vein, professional development activities of teachers have attracted great in recent years.

Desimone (2002, p.622) has a broad definition of professional development:

"Professional development is considered an essential mechanisim for deepening teachers' content knowledge and developing their teaching practices. As a result, professional development could be a cornerstone of systemic reform efforts designed to increase teachers' capacity to teach high standards."

There are many other definitions of professional development. Day (1999, p.4) explains professional development in detail:

"Professional development consists of all natural learning experiences and those conscious and planned activities which are intended to be of direct or indirect benefit to the individual, group or school and which contribute through these to the quality of education in the classroom. It is the process by which, alone and with others, teachers

review, renew and extend their commitment as change agents to the moral purpose of

teaching; and by which they acquire and develop critically the knowledge, skills and

emotional intelligence essential to good professional thinking, planning and practice

with children, young people and colleagues through each phase of their teaching

lives."

More specifically, professional development refers to the teachers' gaining experience and

investigating his or her formal and informal experiences resulting from their professional

growth (Glatthorn, 1995, pp.41). Hence, professional development can be a sum of all the

professional experiences of a teacher. The information experiences of a teacher can be

consisted of activities such as exchanging information and experiences with colleagues,

joining workshops, professional meetings and reading research articles and ELT magazines.

Furthermore, watching educational documentaries, attending webinars and reading materials

about education can also be regarded as informal experiences (Ganser, 2000). In that vein,

Fullan and Stiegelbauer (1991, p.326) bring a definition to the professional development,

which is "the sum of total formal and informal learning experiences throughout one's career

from pre-service education to retirement."

It is clear from all these definitions that making teachers more qualified and competent

in their profession is the ultimate aim of professional development. Professional development

activities are generally designed to meet this aim. In that vein, professional development can

be considered to be one of the core components of success at schools.

2.2. Importance of Professional Development in English Language Teaching

Professional development of teachers has been very crucial in language teaching.

Language teachers need opportunities to keep pace with the latest developments in the fields.

They also need to keep their language and teaching skills updated regularly. Activities such as

keeping daily journals, in-service training, action research, and reflection compose these

opportunities and each of these opportunities promotes teachers'professional development in many different ways. Exchanging information and experiences with teachers and facing some challenges during teaching can also foster their professional development.

Alan (2003) says that teachers encounter many different difficulties in different phases of their career which may not be foreseen beforehand. Hence, teachers need professional development programs and activities to overcome such difficulties throughout their career. These challenges can be more difficult to overcome for novice teachers than experienced teachers. Hence, novice teachers may need particularized professional development activities in order to adapt their teaching conditions. In that vein, professional development has become very significant as well.

The direct effects of professional development on the success of the students are inevitable and it is reported in most studies that "the more professional knowledge teachers have, the higher levels of student achievement" (Villegas-Reimers, 2003, p.21). This idea is not suprising as all the professional development programs and activities intend to enhance the pedagogical information and knowledge of teachers, which is very important for student learning. Alexander (1998) states that when teachers are provided with enough opportunities with high-quality professional development to deepen their teaching and reach certain standards, their teaching in the classroom also changes.

Harwell (2003) states that it should not be forgotten that all educational reforms should aim at increasing the success of students, and in order to achieve this goal, the role of teachers in increasing the students' performance should be taken into consideration. It is obvious that the main aim of professional development programs is to have better educational programs and standards and provide fruitful outcomes for all students at schools. Improved and developed teaching skills will lead to better outcomes from students.

Another importance of professional development is the change. Today's world, generations and educational settings are changing very fast and the change is inevitable. Yıldırım (2001) states that "teachers need continuous education in order to update themselves, acquire and accumulate information about their field, make use of the new technological devices in the education process, follow contemporary educational approaches and acquire new perspectives in this regard, and use new contemporary teaching methods and techniques" (p.104). Following the changes, keeping their professionalism through professional development strategies and keeping pace with the demands of the changing world are crucial issues for teachers.

2.3. Developments in Professional Development in English Language Teaching

Significant changes and developments in English Language Teaching have been observed in recent years. Language teaching field experienced considerable changes and reforms especially in the twentieth century. Rodgers (2001, p.1) states that "language teaching in the twentieth century was characterized by the frequent change and innovation and by the development of sometimes competing language teaching ideologies."

Latin was the most popular language many years ago before the modern language were taught as a separate subject. Teaching Latin was an example of teaching other languages at that time. Grammar-Translation Method was the mostly used method by teachers during teaching a language in Europe between 1840s and 1940s. It was not until 1940s that linguists became interested in how to teach languages with the aim of teaching languages more effectively (Richards & Rodgers, 2001). After realizing that one method is not adequate to teach language, educators proposed a different method where these inadequacies were compensated. Consequently, there happened to be variety of methods. Karn (2007) says that while teaching subjects such as Maths and Physics haven't gone any changes, language teaching have gone under many changes. Hence, language teachers have always been in

search for ways to teach language better and effectively. Accordingly, this search has led to different PD programs and PD needs.

The new methods have also led language teachers to redefine themselves. For example, after communicative method arose in the field, the role of the teachers was redefined accordingly. Furthermore, teachers changed their everyday classroom activities and teachers were forced to have some other responsibilities too and they required skills such as evaluating, using technology and related tools. To keep pace with these changes, teachers needed to develop professionally.

In addition to redefining of teachers' roles, there were also changes in the role of students with the changing teaching methods in ELT. The ultimate goal for learners has become to produce, speak, communicate and use the language in a useful way rather than repeating the same structures. The importance of dialogues between students has increased while one way talk from teacher to students has become less important (Richard & Rodgers, 2001).

With all these changes, the concept of need for professional development emerged among the language teachers. Witkin and Altshuld (1995, p.4) define need as a discrepancy or gap between 'what is' in regard to the situation of interest and 'what should be'. Kumar (2010) says that this gap must be measurable so that the difference between them could identify the need. In that vein, needs assessment has become the most crucial phase in developing and designing professional development programs. Brown (1995, p.36) defines needs assessment as "the systematic collection and analysis of all subjective and objective information necessary to define and validate defensible curriculum purposes that satisfy the learning requirements of students within the context of particular institutions that influence the learning and teaching situation."

In order to meet language teachers' needs, many professional development activities are held all around the world like seminars, workshops, training, conferences and professional development conventions. In addition to these rich selections of professional development activities, language teachers can develop themselves by becoming familiar with the latest changes in the field, learning new techniques and following the latest publications (Ur, 2005).

Eksi (2010, p.29) says that "most professional development activities in Turkey are based on the assumption that teachers lack certain skills and knowledge to be able to perform their job effectively and teachers who lack these skills and knowledge must attend teacher training programs." Daloglu (2004) states that until recently, improving the pedagogical knowledge and developing the teaching skills of the teachers weren't important for the professional development of teachers in Turkey. Therefore, one-show workshops and professional development activities were imposed as the core element of professional development activities. Hence, the attitudes towards training and professional development have undergone a serious change and it has changed the meaning of 'change' which has become to be seen as growth or learning (Eksi, 2010).

2.4. Types of Professional Development Activities for English Language Teachers

Professional development is an important part of lifelong learning and teachers are lifelong learners. As mentioned before, professional development aims to enhance and deepen teachers' content knowledge so that teachers can achieve success. In that vein, their professional development continues throughout their careers. Diaz-Maggioli (2004, p.43) explains professional development as follows:

"My vision of professional development is grounded in faith in teachers, the institutions they work for, and the power of the broader community of educators around the country and globe. Effective professional development should be understood as a job-embedded commitment that teachers make in order to further the purposes of the profession while

addressing their own particular needs. It should follow the principles that guide the learning practices of experienced adults, in teaching communities that foster cooperation and shared expertise. Teacher success stories are living theories of educational quality and should be shared with wider educational community for the benefit of all involved."

It is clear that professional development is key element in language teaching and nation-wide success at schools. There a number of ways to develop professionally for teachers.

2.4.1. Action Research

Kim (2005, p.2) says that "the new focus of professional development world-wide is now on the implementation of action research as a means for teachers to evaluate their own practice for self improvement." Ferrance (2000, p.1) defines action research as "a process, in which participants examine their own educational practice systematically and carefully, using the techniques of research." Action research allows teachers to find out what is actually going on in their language teaching career. O'Hanlon (1996, p.108) explains why action research should be used as an effective model for professional development with three reasons: "It is inquiry-based, and allows teachers to investigate their own worlds; it is aimed at the improvement of teaching and learning in schools, and it leads to deliberate and planned action to improve conditions for teaching and learning."

Action research actually begins with a question "How can I improve my work?" In order to improve the work, a plan should be followed according to Calhoun (1994). This plan involves selecting a problem to examine that is relevant to your own instructional practice, collecting and interpreting information related to the problem, studying the relevant professional literature, determining what action you need to take and taking that action and documenting the results.

According to Sparks and Simmons (1989, p.10), teachers conducting action research in their classrooms are often more reflective and pay more attention to student learning. Steiner (2004, p.28) reports that action research has multiple effects:

"Teachers reported that they developed more confidence, were more likely to talk with colleagues about teaching and were more analytical about their practice. The study also found that there were positive effects on student learning, although they could not isolate the effects or participation. For example, teachers reported positive changes in student attitudes, involvement, behavior and learning as a result of the specific actions taken as part of their research."

2.4.2 Teacher Support Groups

Teacher study group is another name for teacher support group and it has been a great opportunity for professional development of teachers because it is mainly based on collaboration and cooperation among teachers to increase the efficiency of teaching practices. According to Ospina and Sanchez (2010, p.10), "teacher study groups are commonly sustained by four to ten teachers who share similar interests, and reach individual goals through the interaction and collaboration with other colleagues". Huang (2007, p36) explains teacher support group as "study groups that enable teachers engage in and control their own learning." Teachers actually become aware of themselves and their own learning in addition to contributing their professional development by teacher study groups.

Matlin and Short (1991, p.68) state that:

"For the teachers, the study group is an opportunity to think through their own beliefs, share ideas, challenge current instructional practices, blend theory and practice, identify professional and personal needs as well as develop literacy innovations for their classrooms. For us, as principal and facilitator, it is a strategy for empowering teachers to

be active thinkers about their work and to accept change as a natural part of their daily experiences."

2.4.3 Peer Coaching

Peer-coaching has been one of the PD activities used by EFL teachers. As the need for effective PD activities increase, there has been a huge change in the professional development models (Muyan, 2013). Zwart (2011, p.982) suggests that teachers can improve themselves by "experimentation, observation, reflection, the exchange of professional ideas, and shared problem solving."

In peer coaching, teachers visit each other in their lessons and they provide feedback and advice regarding their teaching reciprocally (Hismanoğlu, 2010, p.992). Collaboration and cooperation of teachers become crucial in peer coaching as they observe each other and share their thoughts. Showers and Joyce (1996, p.14) say that "teachers who had a coaching relationship that is, who shared aspects of teaching, planned together, and pooled their experiences; practiced new skills and strategies more frequently and applied them more appropriately than did their counterparts who worked alone to expand their repertoires."

According to Kohler (2001), three types of studies are there to evaluate the effects of peer-coaching program used by researchers. Firstly, most researchers investigate the improvements and alterations in the pedagogical knowledge of teachers. The researchers report that it is easier to reach the instructional goals with the help of coaching. Secondly, the impacts of peer coaching on students were evaluated by the researchers. It was found that there was a significant increase in students' learning. In the last group of studies, teachers' satisfaction was the main focus of the researchers and it was clear that most of the teachers were so happy to collaborate with other teachers. Hence, it can be stated that peer coaching is effective and important for both professional development of teachers and students' achievement.

2.4.4 Keeping a Teaching Journal

Reflecting a teacher's own is an important part of teacher development. To achieve better student outcomes, it is no doubt that the teachers should become critical of themselves and their teaching practices. Keeping teaching journal is a way to reflect on a teacher's own teaching. Bound (2001, p.7) says that "a teaching journal is a teacher's written response to teaching events, whereby events and ideas are recorded for the purpose of later reflection." Writing a teaching journal helps teachers to evaluate their teaching and learning.

Teachers need a guide when starting to write a journal. Richards and Lockhart (1994, p.16) suggest some qustions that can be used as a guide for teachers. There are three categories about the questions: questions about your teaching, questions about the students and questions about yourself as a teacher.

Under the category of questions about your teaching, there are five questions: "1) What techniques did you use?, 2) Did you have any problems with the lesson?, 3)Were you able to achieve the goals?, 4) What teaching materials did you use? Were they effective?, 5) What did you set out to teach?" The second category includes the questions about the students: "1) Did you interact with all of the students in class today?, 2) How did you respond to different students' needs?, 3) Did student contribute actively to the lesson?, 4) What do you think students really learned from the lesson?, 5) Were the students challenged by the lesson?, 6) What did they like most about the lesson?, 7) What didn't they respond well to?" There are questions about a language teacher's himself in the last category: "1) What satisfaction does language teaching give me?, 2)How am I helping my students?, 3) How can I improve my language teaching?, 4) Are there any contradictions in my teaching?, 5) What are my limitations at present?, 6) What are my strengths as a language teacher?, 7) How am I developing as a language teacher?, 8) Where am I in my professional development?"

Teachers can benefit from these questions in order to keep an effective teaching journal and document their teaching practices.

2.4.5 Workshops

Among the professional development activities, workshops can be the most common activity that are done by language teachers. Cranton (1996, p.32) explains the meaning of workshop as "a room or building in which work, especially mechanical work was carried on. We now tend to use the term to describe a session that emphasizes the exchange of ideas and the demonstration and application of techniques and skills." According to Richards and Farrel (2005, p.23), the definition of workshop is stated as " an intensive, short term learning activity that is designed to provide an opportunity to acquire specific knowledge and skills." Hence, in workshops, it is possible for teachers to learn new things regarding teaching and find solutions to the problems they face during teaching experience. Richards and Farrel (2005, p.25) list several advantages of workshops for language teachers: "Workshops can provide input from experts. Workshops offer teachers practical classroom applications. Workshops can raise teachers' motivation. Workshops develop collegiality. Workshops can support innovations. Workshops are short-term. Workshops are flexible in organization."

Rust (1998, p.79) proposes that workshops may foster a positive change in EFL teachers' teaching practices and they are acceptable forecasters of teachers' teaching practices. Subsequently, workshops can be seen as a collaborative activity where group learning is aimed at first and finally achieved.

2.4.6 Team Teaching

Thomas (1995, p.7) defines team teaching as kind of professional sharing of information where two or more teachers work together to achieve a common goal. According to Richards and Farrell (2005, p.159),

"Team teaching (sometimes called pair teaching) is a process in which two or more teachers share the responsibility for teaching a class. The teachers share responsibility for planning the class or course, for teaching it, and for any follow-up work associated with the class such as evaluation and assessment. It thus involves a cycle of team planning, team teaching, and team follow-up."

In team teaching, collaboration among the teachers regarding the planning of a lesson and corporation are the two main components. The teachers communicate and share their ideas with each other and the success becomes inevitable. Buckley (1999, p.23) says that "the success of team teaching stems from the collaboration in planning, discussion, continuous corporation, intimate unity, flowing communication and truthful sharing of the ideas rather than its complicated structure."

Professional development has been an indispensable part of language teaching. This chapter mainly aimed to provide information regarding the professional development activities and its importance in language teaching. The meaning of professional development must be understood clearly by language teachers so that they can develop themselves better. In addition, the importance of professional development must be recognized by teachers. As the learners change and there are always new developments in language teaching field, professional development becomes only way to keep pace with these changes. On the other hand, it is stated that not only the teachers but also professional development activites develop to meet the needs of teachers and students. Consequently, some types of professional development activities are provided in detail in this chapter.

Chapter III

Methodology

There are seven sections in this chapter that present the details of methodology of the study. In the first part, the design of the study is presented. In the second part, research questions are given and in the third part, research setting and participants are described. In the fourth part, the data collection instruments of the study are provided. Data collection procedures are explained in the fifth part. In the sixth part, data analysis procedures are provided and in the last part, the limitations of the study are mentioned.

3.1. Research Design

The purpose of this study is to investigate the PD needs of EFL teachers working at different institutions, factors that prevent them from doing PD activities and EFL teachers' attitudes towards PD. In order to reach this aim, a mixed method research design was applied, and both quantitative and qualitative data were gathered. Mixed method research design involves the collection of both qualitative and quantitative data and it includes the analysis of both forms of data. Comparing different perspectives drawn from quantitative and qualitative data and explaining quantitative results with a qualitative follow-up data collection and analysis are crucial in mixed method design (Creswell, 2013, p.267). For this reason, a mixed method research design was applied to develop a more complete understanding of the data gathered. There are three main types of mixed method research design that are convergent parallel mixed methods, explanatory sequential mixed methods, and exploratory sequential mixed methods. In the current study, explanatory sequential mixed methods design was utilized. First, quantitative data was collected and analyzed. It was followed up by qualitative data collection and then the results were interpreted. Specifically, the survey approach was used to collect quantitative data. Fraenkel and Wallen (2006) state that "survey research is a collection of information from a sample by asking questions in order to describe some aspects

of the population of which the sample is a part." Hence, a survey is generally designed to find out the attitudes, behaviors, opinions, perceptions or characteristics of a group. In the current study, EFL teachers' PD needs, their PD activities and the factors preventing them from doing PD activities were investigated. Qualitative data were collected through semi-structured interviews with the participants. The purpose of the qualitative data was to support the quantitative data and provide a deeper explanation of the quantitative findings.

3.2. Research Questions

The current study aimed to answer the following research questions:

1. What PD activities do EFL teachers working at different levels of institutions engage in?

2. What are the PD needs of EFL teachers working at different levels of institutions?

3. Do the PD needs of EFL teachers display differences based on the demographic information of the participants such as teaching experience, type of level, type of school, departments graduated, education level (BA, MA, etc.), age, and gender?

4. Which levels of institutions are different from each other based on the PD needs of EFL teachers?

5. What factors prevent EFL teachers from engaging in PD activities?

6. What do EFL teachers think regarding PD activities and the factors preventing them from attending PD programs?

3.3. Research Setting and Participants

The current study was conducted within the context of ELT in the education system of the Republic of Turkey. The current national education system has been in operation since 2012. It foresees a 12-year period of compulsory education that is divided into three tiers of four years each: primary (K1-4); lower secondary (K5-8); and high school (K9-12). This system provides compulsory EFL lessons to all students from Grade 2 to 12 (Kırkgöz, Çelik, & Arıkan, 2016).

Entrance into tertiary education (four years bachelor's degree, six years medical degree, two years associate degree) is via a high-stakes centralized examination (OECD, 2014). A pre-sessional year of intensive EFL courses is given by the foreign language preparatory schools of the universities to students who will continue their undergraduate studies in English Medium Instruction, Turkish Medium Instruction or mixed Turkish-English Medium Instruction programs (West et al., 2013). The university level participants of this study works at the foreign language preparatory schools of universities.

With the formation of the Council of Higher Education (CoHE) in 1981, teacher education for all branches, including ELT, has been provided as four-year undergraduate programs by the faculties of education. The reform of 1997 supported by the World Bank (CoHE, 1998) was centralized the content of all teacher education programs, and added field-specific courses, (e.g. Approaches and Techniques in ELT), pedagogical courses (e.g. Educational Psychology) and three Practicum courses in the second, seventh and eighth semester. A further reform in 2006 (CoHE, 2007) increased the number of hours of ELT methodology courses (e.g. Teaching English to Young Learners, Teaching Language Skills). Practicum courses were limited to the final two semesters. The ELT programme of the most recent reform (CoHE, 2018) had not yet given any graduates at the time of data collection and is thus beyond the scope of the current study. In addition to graduates of the ELT programs, graduates of English Language and Literature, American Culture and Literature, English Linguistics, and Translation and Interpretation programs can become EFL teachers by taking a two-semester teacher education course provided by the faculties of education (Erarslan & Çakıcı, 2011). The participants of the current study graduated from one of the departments mentioned above.

The current participants were 140 EFL teachers (female = 97; male = 43). 14 of the participants were between the age of 21-25, 67 of the participants were between the age of 26-

29, 28 of the participants were between the age of 30-34 and 31 of the participants were above the age of 35 as shown in Table 1.

Table 1

Demographic Details of the Participants

Variables	F	%
Age		
21-25	14	10
26-29	67	47.9
30-34	28	20
35+	31	22.1
Gender		
Male	43	30.7
Female	97	69.3

Table 2 indicates the ranges related gender and teaching experience.

Table 2

Ranges related to age, gender and teaching experience

	N	Range	Mean	Std. Deviation
Age	140	3	2.54	.94
Experience	140	3	2.50	1.09

Regarding the teaching experience, 1 was labelled as 1-3 years of experience. 2 was labelled as 4-6 years of experience. 3 was labelled as 7-9 years of experience and 4 was labelled as more than 10+ years of experience. The mean score for the teaching experience is 2.5 which refers to the teaching experience years between 4 and 9.

A snowball sampling procedure was applied in the study, in which the participants were also asked to send the questionnaire to their own colleagues. Goodman (1961) was the first who attempted to describe snowball sampling. He showed that data obtained through snowball sampling procedure can be utilized to make statistical inferences. Snowball sampling begins with a convenience sample of initial participants and these participants serve as "seeds", through which wave 1 subject is recruited; wave 1 subject in turn recruit wave 2 subjects; and the sample consequently expands wave by wave like a snowball growing in size as it rolls down a hill (Heckathorn, 2015). As it is difficult to reach high numbers of participants, snowball sampling is suitable to compile enough number of participants. The participants were employed at different levels of the education system: primary (n = 20); lower secondary (n = 35); high school (n = 25); university (n = 60). Out of 20 participants in primary school, six were from state and 14 were from private schools. Regarding the secondary school level, 24 participants were from state while 11 participants were from private schools. In terms of high school,15 participants were included from state schools and 10 participants were from private schools. In university level, 32 participants were from state universities while 28 were from private universities. 16 of the participants were chosen randomly to take part in the interview. Eight of the participants were from private schools whereas the other eight participants were from state schools. There were four participants representing each level. The participation was on voluntary basis.

The demographic information about the participants are presentend in Table 3.

Table 3

Demographic Information of the Participants

Variables	F	%
Department		
English Language and Teaching	74	52.9
English Language and Literature	38	27.1
English Linguistics	9	6.4
American Culture and Literature	17	12.1
Translation	2	1.4
Post-Graduate		
Bachelor's	83	59.3
Master's	48	34.3
PhD	9	6.4
Years of Teaching Experience		
1-3	28	20
4-6	52	37.1
7-9	22	15.7
10+	38	27.1

A majority (52.9%) of the participants had graduated from an ELT program.

Graduates from English Language and Literature programs followed at 27.1%. Most of

(59.3%) the participants had a BA degree, 34.3% had an MA degree, and 6.4% had a PhD degree. Regarding the years of experience, 28 of the participants had teaching experience between 1 and 3 years. There were 52 participants who had teaching experience between 4 and 6 years. 22 of the participants had 7 to 9 years of experience while 38 participants had more than 10 years of experience.

3.4. Data Collection Instruments

There were two types of data collection instruments used in the present study. One of them was an instrument for quantitative data while the other one was for the qualitative data.

3.4.1. Quantitative data collection instrument. In order to collect the quantitative data, a questionnaire developed by Eksi (2010) was utilized (Appendix A). As the questionnaire was adopted from the study of Eksi (2010), the author had already met the necessary assumptions. As for the evidence of content validity of the questionnaire, four experts, in the field of needs assessment, measurement and evaluation, program development and professional development for language teachers, were asked to review the instrument and necessary changes were made based on the suggestions of the experts. In addition, exploratory factor analysis was conducted to provide evidence for construct validity (Appendix E). Correlation coefficients among the items showed that these items can be factorable. Furthermore, a reliability analysis was carried out on the current data. Cronbach's alpha showed the questionnaire has a very high acceptable reliability, $\alpha = .902$. According to George and Mallery (2003), the closer the coefficient is to 1.0, the greater is the internal consistency of the items in the scale.

There were four sections in the questionnaire. The first section consisted of items such as gender, years of teaching experience, educational attainment, department graduated, department of postgraduate program, and the institution they currently teach in to understand the demographic information of the instructors taking part in the study.

In the second section, there were 10 different types of professional development activities that the instructors could choose from. A five-point Likert-type rating scale was used to indicate how frequently the instructors do these activities, where 1 indicated "never" and 5 indicated "always". Some PD activities from the questionnaire were "sharing experiences with colleagues", "asking colleagues for help" and "conducting classroom research".

In the third section, 21 different professional development areas were provided and the participants were asked to indicate their degree of need for each area on a five-point Likert-type scale where 1 indicated "no need" and 5 indicated "very high need". Some of the need areas were "lesson planning", "syllabus design", and "using games in ELT".

The fourth part investigated the factors that hinder EFL teachers from joining professional development programs. There was a five-point rating scale ranging from "not important at all" to "very important". There were 10 factors and some of them were "intense pacing", "cost", and "lack of institutional support".

3.4.2. Qualitative data collection instrument. To collect the qualitative data, a semi-structured interview was developed. There were five questions in the interview such as "What kind of PD activities does your institution provide for you?", "What kind of PD activities do you generally do?", "What do you think you need more for your PD?", "Do you think gender plays a role regarding the PD needs of EFL teachers? If yes, why?", "Do you think type of school, private or state, plays a role regarding the PD needs of EFL teachers? If yes, why?", "What kind of challenges do you face when you want to attend PD activities?", "Do you think there are differences between the levels (primary, secondary, high school and university) of institution teachers work at regarding their PD needs? What do you think these differences are? Why do you think so?". The questions were reviewed by an expert in the field.

3.5. Data Collection Procedure

The data collection procedure started once the necessary written permissions from the institution and the Research Center for Applied Ethics of Bursa Uludağ University had been given (Appendix B). In addition, necessary permissions are taken from the Ministery of National Education (Appendix C). The questionnaire was sent online to the participants and the participation was voluntary. Before participants completed the questionnaire, they were informed of the ethical approval and requested to sign a consent form. Furthermore, to make them feel more secure, they were notified that their identities and responses would be kept confidential.

As for the interview part, 16 participants were chosen conveniently. A convenient sampling method was applied for the qualitative part of the study. The names of the participants were kept anonymously. The participation was voluntary. The interviews were conducted via skype and field notes were taken based on the responses of the participants.

3.6. Data Analysis Procedures

After all the data were collected, they were entered into IBM SPSS 23. Descriptive statistics and One-Way ANOVA tests were used to analyze the data. To answer the first and second research questions, descriptive statistics were generated and the mean scores of each item was compared. To answer the third research question, MANOVA test was run to see if there were any significant differences between the PD needs of the participants in terms of the demographic information. To answer the fourth research question One-Way ANOVA test was run to compare the PD needs of EFL teachers working at different institutions. All the necessary assumptions were checked before running the test. Homogeneity of variances assumption was also met to run the test. As for the fifth question, descriptive statistics were utilized and the mean scores of each item was compared.

To answer the sixth research question, seven open-ended questions were prepared to ask the 16 participants. The questions were reviewed by an expert in the field. The researcher met the participants online and asked the questions via Skype. The researcher kept field notes for each of the answer. Table 4 indicates the data type, data source and what type of data analysis were used.

Table 4

Data Analysis Procedure

RQ	Data Type	Data Source	Data Analysis
1	QUAN	Demographics / Eksi (2010)	Descriptives
2	QUAN	Demographics / Eksi (2010)	Descriptives
3	QUAN	Demographics / Eksi (2010)	MANOVA
4	QUAN	Eksi (2010)	ANOVA
5	QUAL	Semi-structered interview	Content Analysis
6	QUAL	Semi-structered interview	Content Analysis

Chapter IV

Results

In this chapter of the study, the results obtained from the statistical analyses are presented. The main purpose of the present study is to assess the professional development needs of EFL teachers working at different institutions. In addition, the factors preventing teachers from doing PD activities are also assessed. To assess, an instrument developed by Eksi (2010) which consists of three parts is used. One of the parts focuses on PD activities that EFL teachers do. The second part assesses the PD needs and the last part focuses on the factors that prevent teachers from doing PD activities is used.

4.1. Preliminary Analysis

After entering all the data into SPSS, the distribution of all variables and the accuracy of the data entry were examined. In order to look at the distribution of the data, we can use the normality test Kolmogorov-Smirnov goodness-of-fit test and Shapiro-Wilk. The significance value should be more than .05 in order to be able to say that there was no significant difference from a normal distribution. When the test of normality table analyzed (Appendix D), it can be said that the data has a normal distribution. Before running a statistical test, a normality test must be run to decide whether to apply a parametric or non-parametric test. If the data is normally distributed, parameteric tests must be applied.

4.2. PD Activities of EFL Teachers Working at Different Levels of Institutions

Descriptive statistics in SPSS mainly measure the central tendency of the data available. This numerical data indicate the center of a distribution. It is possible to find out what the main tendency of the data is.

To answer the first research question, which was 'What PD activities do EFL teachers working at different levels of institutions do?', the data were divided into four groups by split the data section of SPSS. These groups are elementary (N=20), secondary(N=35), high school

(N=25), and university (N=60). According to the descriptive statistics of the data, the results give an impression of what PD activities are done by EFL teachers.

The questionnaire consisted of a five-point Likert-type Scale with the following opitons: never (N), sometimes (S), often (O), usually (U), and always (A). In total, 140 EFL teachers participated in the study, 20 of whom work at elementary level, 35 of whom work at secondary level, 25 of whom work at high school level and 60 of whom work at university level.

Table 5 indicates the mean scores and the standard deviation for each activity. While analyzing the data, never was valued as 1, sometimes as 2, often as 3, usually as 4 and always as 5. According to the mean scores of elementary level, sharing experiences with colleagues is the most common PD activity that EFL teachers do. Reflection on my own teaching is the second most common activity. The third most common activity is asking colleagues for help. The least common activities are joining an online ELT discussion group and joining a special interest group.

Table 5

Common Professional Development Activities

	Elementary		Secondary		High School		University	
Items	M	SD	M	SD	M	SD	M	SD
Reading ELT articles, magazines or book	2.9	1.11	2.8	.96	3.24	1.39	3.18	1.17
Participating in courses,	3.15	1.22	2.85	.87	2.8	1.09	2.9	1.10

workshops or seminars								
Conducting classroom research	3.4	1.14	2.4	.91	2.96	1.09	2.91	1.16
Asking colleagues for help	4.05	.88	3.62	.91	3.56	1.08	3.66	1.06
Sharing experiences with colleagues	4.5	.68	1.22	.80	4.28	.84	4.35	.65
Observing other teachers	3.95	1.23	3.34	1.13	3.68	1.14	3.28	1.3
Reflecting on my own teaching	4.2	1	3.8	1.05	3.76	.87	4.1	.95
Joining a teacher association	2.8	1.19	2.74	1.14	2.56	1.26	2.43	1.28
Joining a special interest group	2.55	1.09	2.54	1.19	2.44	1.19	2.46	1.22
Joining an online ELT discussion group	2.25	1.58	2.2	1.27	2.36	1.46	2.11	1.32

Regarding the secondary level, the most common PD activity is sharing experiences with colleagues. The second most common activity is reflecting on my own teaching and the

third one is asking colleagues for help. The least common activities for secondary level EFL teachers are joining an online ELT discussion group and conducting classroom research.

In high school level, sharing experiences with colleagues is the most common PD activity. Reflecting on my teaching is the second most common activity and the third one is observing other teachers. The least common activities for high school level are joining an online ELT discussion group and joining a special interest group.

In university level, the most common PD activity is sharing experiences with colleagues. The second most common activity is reflecting on my own teaching and the third one is asking colleagues for help. The least common activities done by university level EFL teachers are joining an online ELT discussion group and joining a teacher association.

4.3. PD Needs of EFL Teachers Working at Different Levels of Institutions

PD needs of EFL teachers were analyzed to answer the second research questions which is 'What are PD needs of EFL teachers working at different levels of institutions?'. The teachers were given a questionnaire and they were asked to choose one out of five options: no need (N), low need (L), quite need (Q), need (N), and high need (H). The mean score for each item was found out to see the most wanted PD needs of teachers.

Table 6 indicates the mean scores and the standard deviation for each factor. According to the mean averages of the PD need areas, the most common PD need area for elementary level EFL teachers is using games in ELT. The second most common need areas are identifying learner characteristics and use of technology in ELT. The third most common area is increasing student motivation. Next comes the classroom management. The least needed areas are training other teachers, ESP and preparing students for exams (eg. YDS, TOEFL).

Table 6

Professional Development Needs

	Elementary		Secondary		High School		University	
Items	M	SD	M	SD	M	SD	M	SD
Lesson planning	3.55	1.39	3.17	1.20	3.56	1.29	2.58	1.18
Classroom management	4.05	1.27	3.45	1.44	3.64	1.52	2.83	1.39
Identifying learner characteristics	4.25	.78	3.85	1.18	3.88	1.23	3.08	1.39
Syllabus design	3.85	1.18	3.22	1.03	3.6	1.29	3.11	1.19
Increasing student motivation	4.2	1.1	3.68	1.2	4.12	1.2	3.6	1.22
Test development	3.5	1.19	3.14	1.21	3.64	1.38	3.3	1.18
Assessment and evaluation	3.8	1.05	3.4	1.31	4	1.15	3.48	1.14
Giving constructive feedback	3.85	1.3	3.48	1.14	3.96	1.36	3.23	1.18
Use of technology in ELT	4.25	1.06	3.77	1.39	3.96	1.39	3.43	1.16
Using games in ELT	4.3	1.08	3.74	1.24	3.68	1.24	3.45	1.01
Story telling	3.75	1.40	3.51	1.09	3.56	1.38	3.26	1.13
Using drama in ELT	3.95	1.23	3.82	1.20	3.6	1.19	3.18	1.28
New theories and practices of ELT	3.75	1.16	3.45	1.06	3.6	1.32	3.58	1.15
ESP	3.05	1.23	2.97	1.12	3.36	1.38	3.56	1.12
Teaching integrated skills	4	1.12	3.51	1.29	3.48	1.29	3.23	1.24
Conducting classroom research	3.4	1.42	3.02	1.01	3.32	.98	3.33	1.25
Preparing supplementary materials	4	1.29	3.17	1.29	3.72	1.20	2.98	1.14

Preparing students for exams (YDS, TOEFL, etc.)	3.15	1.66	2.88	1.30	3.38	1.46	3.03	1.30
Time management in classroom	3.9	1.29	3.14	1.37	3.88	1.23	2.81	1.40
Training other teachers	2.8	1.60	3	1.43	3.20	1.52	3.43	1.15

Regarding the secondary level EFL teachers, the most needed area is use of drama in ELT. The second most common need area is use of technology in ELT and the third one is using games in ELT. Next comes the teaching integrated skills. The least wanted need areas for secondary level are preparing students for exams and ESP.

When the high school level is considered, the most needed PD area is increasing student motivation. The second area is assessment and evaluation while the third area is giving constructive feedback and use of technology in ELT. The least wanted need areas are training other teachers, conducting classroom research and preparing students for exams.

In terms of university level, the most common need area is increasing student motivation. The second area is new theories and practices of ELT. The third area is ESP. The least wanted need areas are lesson planning, classroom management and time management in classroom.

4.4. PD Needs of EFL teachers based on Demographic Information

The third research question is "Do the PD needs of EFL teachers display differences based on the demographic information of the participants such as teaching experience, type of level, type of school, departments graduated, education level (BA, MA, etc.), age, and gender?." To answer the question, MANOVA test was administered. With MANOVA, it is possible to say whether there is difference between the dependent variables based on the independent variables. In other words, MANOVA tests whether or not the independent

grouping variable explains a statistically significant amount of variance in the dependent variable. MANOVA test was run for the age, type of school, department, education, experience and level of school variables to see whether these independent variables explain any of the PD needs of EFL teachers. A t-test was run for gender and type of school variables as there are two variables in these groupings.

Table 7 demonstrates the information about gender and type of school. As for the gender, there is a statistically meaningful relationship between assessment and evaluation and gender (MD = -.46, CI= -.88, -.03, p=.03). There is also a meaningful relationship between using games in ELT and gender (MD = -.45, CI= -.86, -.04, p=.03). Between gender and using drama in ELT, a statistically meaningful relationship appears (MD = -.59, CI= -1.04, -1.45, p=.01). Lastly, there is a relationship between conducting classroom research and gender (MD = -.44, CI= -.87, -.02, p=.037). Female EFL teachers need more PD activities on assessment and evaluation, using games in ELT, using drama in ELT and conducting classroom research.

Table 7

PD Needs based on gender and type of school

			95% Confidence Interval	
Gender	Mean Difference	Sig.	Lower Bound	Upper Bound
Assessment and Evaluation	-.46	.033	-.88	-.039
Using Games in ELT	-.45	.031	-.86	-.04
Using Drama in ELT	-.59	.010	-1.04	-1.45
Conducting Classroom Research	-.44	.037	-.87	-.026

Type of School					
Syllabus Design		-.45	.023	-.85	-.06
Increasing Student Motivation		-.53	.009	-.93	-.13
New Theories and Practices of ELT		-.44	.022	-.83	-.06

In terms of type of school, there is a meaningful relationship between syllabus design and type of school (MD = -.45, CI= -.85, -.06, p=.023), meaning that EFL teachers working at private institutions need more practice on syllabus design. There is also a relationship between increasing student motivation and type of school (MD = -.53, CI= -.93, -.13, p=.009). EFL teachers working at private schools need more PD activities on increasing student motivation. In terms of new theories and practices of ELT, there is a meaningful relationship (MD = -.44, CI= -.83, -.06, p=.022), meaning that private school teachers need more PD activities about new theories and practices of ELT.

According to the MANOVA test result, there is not a statistically significant relationship between age, departments graduated, education level, and experience. There is a statistically meaningful relationship between level of schools that the EFL teachers work at and the PD needs. In the next research question, the PD needs of EFL teachers working at different levels of schools are analyzed. Table 8 shows the MANOVA results for the level of school and the PD needs of the teachers.

4.5. Differences between the Needs of EFL Teachers

The fourth research question is 'Which levels of institutions are different from each other based on the PD needs of EFL teachers?'. To answer the question, One-Way Anova test was run.

A one-way ANOVA asks whether the differences between mean scores of three or more groups are significant. However, since there are more than three groups, a statistical outcome on a one-way ANOVA does not really end the question of how the groups differ. As there are more than three mean scores coming from each group, we still are not sure whether all mean scores are different or whether some are different but others are the same. In one way ANOVA, we test the null hypothesis that any numbers of mean scores are equal. As we reject this null hypothesis, we still want to know which mean scores are different from others. Hence, after running one-way ANOVA, we also need to run post-hoc tests which test all the possible pairings of groups for statistical differences. Howell (2002) recommends that the LSD test is the most powerful post-hoc test to find differences if you have only three means. If there are more than three means, both Howell (2002) and Maxwell and Delaney (2004) recommend Bonferroni or Tukey's post-hocs.

Before running the ANOVA test, the homogeneity of variances assumption must be met. According to the test of homogeneity of variances results, the value of Levene statistic is more than .05 for each group except for conducting classroom research.

After the homogeneity of variances assumption is met, the ANOVA test was run to see the variables which have a statistical effect with a p value of <.05. Hence, according to the results, lesson planning, classroom management, identifying learner characteristics, using games in ELT, preparing supplementary materials and time management in classroom variables have a statistical effect. As the other variables did not have a statistical main effect,

we did not need to run post hoc for them. In other words, there are no differences between the groups. We can ignore these results.

In the current data, there are more than three mean scores of each four groups that are elementary, secondary, high school and university. Hence, Bonferroni and Tukey's post hoc results are taken into account.

Table 8 indicates the Tukey's post-hoc results.

Table 8

Elementary and University Level in Lesson Planning

						95% Confidence Interval	
Variable		Level of School	Level of School	Mean Difference	Sig.	Lower Bound	Upper Bound
Lesson planning	Tukey HSD	Elementary	University	.96	.016	.13	1.79

According to the Tukey's post-hoc test results, there is a statistically meaningful difference between elementary and university level in lesson planning (MD = .96, CI= .13, 1.79, p=.016). There is also a statistical difference between high school and university in lesson planning (MD = .97, CI= .20, 1.74, p=.006).

Table 9 is about the classroom management and there is a statistically meaningful difference between elementary and university (MD = 1.21, CI= .26, 2.16, p=.006).

Table 9

Elementary and University Level in Classroom Management

Variable		Level of School	Level of School	Mean Difference	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Classroom Management	Tukey HSD	Elementary	University	1.21	.006	.26	2.16

Table 10 clearly indicates a difference between elementary and university level in terms of identifying learner characteristics (MD = 1.16, CI= .35, 1.97, p=.002). There is also a meaningful difference between high school and university levels (MD = .79, CI= -.04, -1.54, p=.033). The results are given below.

Table 10

Elementary, High School and University Level in Identifying Learner Characteristics

Variable		Level of School	Level of School	Mean Difference	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Identifying Learner Characteristics	Tukey HSD	Elementary	University	1.16	.002	.35	1.97

Identifying Learner Characteristics	Tukey HSD	High School	University	.79	.033	-.04	-1.54

Table 11 is about using games in ELT variable and there is a statistical difference between elementary and university level (MD = .85, CI= .09, 1.60, p=.021).

Table 11

Elementary and University Level in Using Games in ELT

						95% Confidence Interval	
Variable		Level of School	Level of School	Mean Difference	Sig.	Lower Bound	Upper Bound
Using Games in ELT	Tukey HSD	Elementary	University	.85	.021	.09	1.60

In terms of preparing supplementary materials, Table 12 shows that there is a meaningful difference between elementary and university level (MD = 1.01, CI= .20, 1.83, p=.008).

Table 12

Elementary and University Level in Preparing Supplementary Materials

Variable			Level of School	Level of School	Mean Difference	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
Preparing Supplementary Materials	Tukey HSD		Elementary	University	1.01	.008	.20	1.83

Table 13 is about time management variable. There is statistical difference between elementary and university level (MD= 1.08, CI= .17, 1.99, p=.013). According to the results of the test, there are certain differences regarding the PD needs of EFL teachers between the levels of institutions. The differences mainly occur between elementary and university level.

Table 13

Elementary and University Level in Time Management

Variable			Level of School	Level of School	Mean Difference	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
Time Management	Tukey HSD		Elementary	University	1.08	.013	.17	1.99

The reasons of these differences will be unearthed based on the interview results with the teachers, which is the 6th research question.

4.6. Factors preventing EFL Teachers from Doing PD Activities

The fifth research question was 'What factors prevent EFL teachers from doing PD activities?'. To answer the question, descriptive statistics and mean scores were analyzed. The teachers were given a questionnaire with five options to choose: not important (N), low important (L), quite important (Q), important (I), very important (V).

Table 14 indicates the results of the data obtained from the questionnaire. The results show that heavy workload, cost and unqualified trainers are the most common factors that hinder elementary level EFL teachers from doing PD activities. Intense pacing and not being informed about the upcoming events are the least common factors.

Table 14

Factors preventing EFL Teachers from PD Activities

	Elementary		Secondary		High School		University	
Items	M	SD	M	SD	M	SD	M	SD
Heavy workload	3.95	.88	3.77	.94	4.12	.88	4.3	.80
Lack of self-motivation	3.5	1.27	3.11	1.25	3.2	1.47	3.88	1.26
Lack of institutional support	3.6	1.39	3.6	1.24	3.52	1.47		1.26
Intense pacing	3.35	1.13	3.37	.97	3.48	.96	3.78	1.09
Inconvenient location	3.6	1.23	3.51	.95	3.8	1	3.78	1.23

Cost	3.9	1.16	3.6	1.24	3.6	1.38	3.5	1.38
Unqualified trainers	3.7	1.3	3.4	1.16	3.64	1.28	3.26	1.36
Unrealistic content	3.5	1.43	3.45	1.24	3.76	1.2	3.4	1.21
Not being informed about upcoming events	3.45	1.43	3.51	1.35	3.4	1.19	3.4	1.31

In secondary level, heavy workload, lack of institutional support and cost are the most common factors. The least common factors are lack of self-motivation, intense pacing and inconvenient location.

Regarding high school level, heavy workload, inconvenient date and time, and unrealistic content are the most common hindrance factors. The least common ones are lack of self-motivation, intense pacing and not being informed about the upcoming events.

When the university level is considered, heavy workload, lack of institutional support, inconvenient date and time are the factors that hinder the most. The least common factors are lack of self-motivation and unqualified trainers.

4.7. EFL Teachers Thoughts Towards Professional Development

The sixth research question was "What do EFL teachers think regarding PD activities and the factors preventing them from attending PD programs?". To answer the question, seven questions were asked to four random teachers from each level which makes 16 EFL teachers in total. The questions that were asked are:

- What kind of PD activities does your institution provide for you?
- What kind of PD activities do you generally do?

- What do you think you need more for your PD?

- Do you think gender plays a role regarding the PD needs of EFL teachers? If yes, why?

- Do you think type of school, private or state, plays a role regarding the PD needs of EFL teachers? If yes, why?

- What kind of challenges do you face when you want to attend PD activities?

- Do you think there are differences between the levels (primary, secondary, high school and university) of institution teachers work at regarding their PD needs? What do you think these differences are? Why do you think so?

To analyze the answers, coding method was utilized and emerging themes for each question were found. As in vivo coding method was used during the analyzing process, the words for each theme were taken from the participants' own words. The emerging themes for the each question are presented below.

4.7.1. Types of PD Activities Provided by Different Institutions.

Regarding the PD activities that the institutions provide for their teachers, two categories emerged, "sessional seminars" and "in year seminars". The first category consists of the PD activities that are done at the beginning and at the end of the educational year. "In year seminars" involve the activities that the institution provides during the year and the activities that the teachers do themselves with the support of their institutions.

Regarding the "sessional seminars", teachers generally commented about the seminars that the institutions provide at the beginning and at the end of each year. As for the in year seminars, teacher generally mentioned about sharing experiences and conferences. Table 15 includes the example answers from the teachers working at different levels.

Table 15

PD activities that the schools provide for teachers

Level and Type of School	Teachers' Comments
State Primary School	"Nothing much. Some seminars at the beginning and at the end of the year about classroom activities, corporation rules and policies…"
Private Primary School	"…my current institution organizes end-of-year seminars…there is no other PD activities within my institution."
State Secondary School	"Our institution provides us PD programs in September and June."
Private Secondary School	"We have sessional seminars. At the beginning of the years we do this… at the end of the year, we gather together to discuss…"
State High School	"My institution provides me some PD activities. One of them is examining student work. We generally do PD activities at the beginning of the year."
Private High School	"Our institution provides us educational seminars and professional development activities."
State University	"There are PD activities throughout the year provided by the book publishers."

Private University	"My institution provides workshops in house and offers PD programs for the instructors in their first year."

4.7.2. PD Activities Generally Done by Teachers in Different Institutions.

As for the activities that the EFL teachers generally do, there were two categories emerged, "sharing experiences" and "attending conferences." The first category involves exchanging information among the teachers and asking about their ideas. Teachers prefer to share their experiences to develop themselves. The second category is mainly about webinars and conferences. Teachers prefer to attend conferences or webinars to develop professionally. They also attend conferences to present their research articles. Table 16 gives the example answers from the teachers' PD activities.

Table 16

PD activities that the EFL teachers do

Level and Type of School	Teachers' Comments
State Primary School	"I prefer watching webinars besides reading articles published by popular institutions."
Private Primary School	"…sharing experiences with colleagues, observing lessons, following useful websites,and watching movies in English…"
State Secondary School	"I generally share experience with my colleagues and ask their ideas."
Private Secondary School	"…joining online seminars, and following the latest developments in the field…"
State High School	" I attend conferences about ELT."

Private High School	"I join educational seminars. I also read books and academic articles."
State University	"I attend the conferences and present the research studies I conducted."
Private University	"I sometimes watch webinars and follow the event held by continuing professional development unit."

4.7.3. Teachers Perceived Needs for PD.

In this question, teachers were expected to tell what they need more for their PD. Based on the answers provided, there were two categories emerged, "needs about the classroom practices" and "needs for ELT practices". For the first category, teachers stated that they need more classroom management, increasing students' motivation and identifying the learners' characteristics. The second category involves use of technology in the classroom and latest developments in the field. Table 17 shows the examples of the teachers.

Table 17

EFL teachers' PD needs

Level and Type of School	Teachers' Comments
State Primary School	"I would prefer to attend seminars and teacher trainings…"
Private Primary School	"… I need support and guidance regarding classroom management and motivational issues."

State Secondary School	"Preparing classroom materials. Identfying students' characteristics."
Private Secondary School	"I think I need to improve my communication skills with children…"
State High School	"I think we need to learn how to use technology and keep pace with the latest developments in the field."
Private High School	"I need to improve my classroom management, learn new methodologies and learn to use technology."
State University	"...assesment, evaluation and question writing."
Private University	"I feel that I need more support in integrating technology in the classroom…"

4.7.4. Teachers' Beliefs Regarding Gender and PD Needs.

After the MANOVA test results, this question was prepared to ask during the interview with the teachers. Based on the answers, all the teachers but one stated that gender does not play a role regarding the PD needs of EFL teachers. The reasons that the teachers stated can be categorized into one as they all said it is not about the gender but the personality. Table 18 demonstrates the answers of the teachers.

Table 18

Gender's role in PD needs of EFL teachers

Level and Type of School	Teachers' Comments
State Primary School	"No, I don't."
Private Primary School	"No. The need's source depends on the personality rather than gender."
State Secondary School	"I would like to say no but I have to say yes. I observe that female teachers have more problems than male teachers regarding classroom management…"
Private Secondary School	"I think a good teacher is also a good actor/actress. So we must imitate all kinds of feelings in our classes… PD needs are sexless from my vision…"
State High School	"No, I don't think."
Private High School	"I think no. There are both male and female participants…"
State University	"I think, no."
Private University	"I don't believe gender plays a role regarding the PD."

4.7.5. Teachers' Beliefs Regarding Type of Institution and PD Needs.

It was aimed to find out what the teachers think towards the type of school and if the type of school has an effect on the PD needs of the teachers. All the teachers said yes because of many reasons such as the fact that private schools provide more opportunities and there are

never ending wishes so teachers have to develop themselves. Only two teacher said no by

stating that the PD needs may differ based on the student profile. Table 19 shows the example

answers of the teachers.

Table 19

Type of school and the PD needs of teachers

Level and Type of School	Teachers' Comments
State Primary School	"Yes, I think PD needs differ based on the school type because private schools invest more in their teachers."
Private Primary School	"Yes. Private schools contribute a teacher much more than public schools and the needs of teachers change accordingly."
State Secondary School	"Yes, because private school offere more opportunities to the teachers than state schools."
Private Secondary School	"In private schools…there are never ending wishings so the teachers become obliged to ameliorate themselves in their fields tirelessly."
State High School	"Yes, I think private schools give more opportunities to teachers and they have an intense programme."
Private High School	"I think it doesn't depend on the school type but depend on the teachers' profile."

State University	"As the students' profile is different, I think yes."
Private University	"Simply no because every teacher needs development regardless of their school types."

4.7.6. Challenges Faced by Teachers when Attending PD activities.

The challenges that the EFL teachers face when they want to attend PD activities can be categorized into one, institutional challenges. These challenges include heavy workload, lack of time and lack of financial support. However, on the contrary of the teachers working at private institutions, teachers from state schools stated that they do not face any challenges when they want to attend PD activities. Table 20 summarizes the teachers' comments about the challenges they face.

Table 20

Challenges EFL teachers face

Level and Type of School	Teachers' Comments
State Primary School	"Finance and travelling issues are the primary challenges I face."
Private Primary School	"…lack of financial support, shortage of time because of workload…"
State Secondary School	"I don't face any difficulties."
Private Secondary School	"It's only about the time because of the workload…"
State High School	"I haven't faced any challenges so far."

Private High School	"Financial problems, transportation and heavy workload."
State University	"I haven't faced any challenges."
Private University	"The challenge I face is arranging my class hours as I have a busy schedule at school."

4.7.7. Teachers' Beliefs Regarding Level of Institution and PD Needs.

As for the PD needs of the teachers, only two teachers stated that there are not differences between the levels of institution while others stated the opposite. The teachers saying 'no' stated that the needs do not vary according to the levels of the institutions because teachers should develop themselves continuously. The answers of the teachers saying 'yes'can be categorized under one group, 'student profile.' This group includes the variables such as students' age, different groups, and different levels. Table 21 demonstrates the examples from the teachers' answers.

Table 21

PD needs of teachers based on their level of institutions

Level and Type of School	Teachers' Comments
State Primary School	"I don't believe levels constitute any differences when it comes to the need of PD."
Private Primary School	"Definitely yes. There is a huge difference in academical expectations between the levels. Different levels have varying requirements from the teacher. Some of them are

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	classroommanagement, motivation and material development."
State Secondary School	"…PD needs vary according to student age and level groups. What I observe is that the teacher should understand the ability to exhibit attitudes and behaviours according to the developmental characteristics of the age group."
Private Secondary School	"Different types of groups need different type of approaches. We cannot treat to junior as we act to senior."
State High School	"Yes, I think each level has different PD needs. If you join the right PD activity, you can enhance your teaching and classroom environment."
Private High School	"Yes, I think different PD activities should be organized for different levels."
State University	"Yes, I think there are differences. As the students' profiles are different, teachers should develop themselves accordingly."
Private University	"I do not think there are differences between the levels of institution teachers work at regarding their PD needs. All teachers must be capable of dealing with all kind of situations and students."

Chapter V

Discussion and Conclusion

The summary of the findings of the present study are presented in this chapter. After providing the results of the study, implications of major findings are mentioned and some recommendations for future search are presented.

5.1 Discussion of the Study Results

One of the main purposes of this study was to identify what kind of professional development activities are done by the EFL teachers working at different levels of institutions. The results of the study showed that the most common PD activity among all the levels of institutions was "sharing experiences with colleages." The second most common activity among all levels was "reflecting on my teaching." When the qualitative data was analyzed, sharing experiences with other colleageus was the most common activity that the teachers from all levels and types of institutions mentioned. One of the teachers from a state secondary school said that "I generally share experience with my colleagues and ask their ideas." Talking to colleagues and sharing ideas are easy to do and they are less time consuming. They do not need to travel for a conference or spend money. Hence, the qualitative data supports the findings of the quantitative data. In addition this finding is also consistent with the previous studies by Eksi (2010) and Muyan (2013). They also found that sharing experiences with colleagues and reflecting one's own teaching are most common PD activities that the teachers do.

Another main purpose of the study was to find out the PD needs of EFL teachers working at different levels of institutions. As noted by Day (1999, p.2) successful school improvement is in one respect dependent upon successful teacher development. Hence, teachers' professional development might be a key factor to ensure the success of school at every level, students, and the teachers themselves. In that vein, Zhu (2010, p.379) states that it

is significant to explore the reality and needs of teachers' professional development. In elementary level, the most common PD need areas were "using games in ELT and identifying learner characteristics". The reason for these needs might the age groups of learners. As they are young, the teachers need more games to keep them active and make lessons more attractive. In addition, the teachers need to identify the characteristics of the learners so that they can adapt the classroom teaching activities. In secondary level, the most needed areas were "using drama in ELT and use of technology in ELT". In high school level, "increasing student motivation" was the most needed PD area. In terms of the university level, the most needed area was "increasing student motivation." Increasing student motivation might be the most needed area in high school and university level because the learners might lose their enthusiasm towards learning as they grow older. As the learners grow older and change their behaviours, the teachers also need keep pace with the change and find different ways to motivate them. Gömleksiz (2011) states that age and motivation factors are among the most important ones. He found in his study that motivated students are more successful in language learning. McLaughlin (1984) says that "…students do not complete their first language acquisition until at least age 12. From ages 6 to 12, children are in the process of developing in first language the complex skills of reading and writing, besides, continuing acquisition of more complex rules…" This might be the reason why teachers need more PD activities on increasing students motivation in high school and university level.

In the present study, it was also aimed to find out whether the PD needs of EFL teachers display differences based on their demographic information such as teaching experience, type of level, type of school, departments graduated, education level, age and gender. The results showed that PD needs of EFL teachers change based on their type of school and gender. Female teachers need more PD activities on assessment and evaluation, classroom management, using games in ELT, using drama in ELT and conducting classroom

research. Although most of the teachers stated that the gender is not an important factor, one teacher said that "I observe that female teachers have more problems than male teachers regarding classroom management…" As for the type of school, most teachers said that it is an important variable regarding the PD needs. One of the teachers said that "Private schools contribute a teacher much more than public schools and the needs of teachers change accordingly." These results also correlate with Sadıç (2015)'s findings.

Another aim of the present study was to figure out if the PD needs of EFL teachers display differences based on the level of institutions they work at. According to the results, there are differences regarding the PD needs of EFL teachers between elementary and university level. These differences mainly occur in the need areas of time management, preparing supplementary materials, using games in ELT, identifying learner characteristics, classroom management and lesson planning. Based on the interview results, these differences appear because of different expectations from different levels and age groups of learners. One of the teachers stated that "…PD needs vary according to student age and level groups. What I observe is that the teacher should understand the ability to exhibit attitudes and behaviours according to the developmental characteristics of the age group."

This study also aimed to find out the factors preventing EFL teachers from engaging in PD activities. The results of the study clearly show that the most common factors preventing teachers from attending PD activities are heavy workload, cost, and unqualified trainers. The interview results also support the quantitative results. One of the teachers stated that "Lack of financial support and shortage of time because of workload are the main factors for me." Another teacher said that "Financial problems, transportation and heavy workload." These results also correlate with the findings of Sadıç (2015) and Eksi (2010).

The last aim of the present study was to see the EFL teachers thoughts towards professional development and seven interview questions were asked to the partcipants. It was

clear from the answers that all the teacher do some professional development activities, which show that they have a positive attitudes towards PD activities. This result correlates with the results of Muyan (2013). Teachers also stated their general PD need areas, which were mainly using games in ELT, using technology in ELT, identifying learner characteristics, increasing student motivation and classroom management. It was also stated by the participants that gender does not play an important role regarding the PD needs whereas the quantitative results show the opposite. In addition, the participants stated that the school type is very important in the needs of EFL teachers. In this part, the participants also stated some factors preventing them from doing PD activities. These factors were mostly the cost and heavy workload.

5.2 Implications for Future Research

This study aimed to find PD needs of EFL teachers working at different institutions and whether these PD needs change according to different variables. The data was collected through a questionnaire adapted by the researcher. In addition, interviews with the randonmly chosen teachers were conducted. In a further study, the number of participants can be higher to get more valuable results. The responses given in the questionnaire were instructors's self-assessment so it is difficult to understand if they reflect the real needs of the teachers. That's why observations by the trainers during the lessons are highly recommended for further research to find out the needs of teachers.

In this study, the needs assessment were applied only to the teachers. However, another needs assessment can be carried out including the institution and the administrators in the process. Their ideas and thoughts can also be taken regarding the institutional needs and what they think their teachers' PD needs are.

The participants of the study were only EFL teachers. In a further study, other language teachers such as German or French can be involved in the study and see what their

needs are. In addition, the needs of teachers teaching different foreign language can also be compared.

5.3. Conclusion

The main goal of this study was to find out the PD needs of EFL teachers and whether these needs vary based on the levels that the teachers work at. It is clear that there is PD needs of teachers on one side and on the other side is the professional development programs. As the main contribution of the present study to the literature, it has been found out that gender, type of school and level of the school EFL teachers work at play a crucial role in shaping teachers' PD needs. PD activities are not effective due to various reasons such as ignoring needs and expectations of the teachers, insufficient physical settings and resources and outdated content (Kanlı & Yagbasan, 2002; Ucar & Ipek , 2006; Yalın, 2001). Also, the school has a stake in achieving professional development purposes that shape the individual and collective expertise and commitment of the staff, sustain professional development for both novice and experienced teachers, and equip the school to handle its major goals, priorities, and problems. (Little, 2006).Thus, stakeholders both in governmental and school administrative level should design a variety of PD events appropriate for the type and institution level by taking the needs of the teachers into account. Otherwise, those efforts will have no impact in professional growth of the teachers, which in turn will reflect on student and school success.

With the help of the results from this study, different professional development programs can be offered to different institutions based on the needs of EFL teachers. Taking into account the level and the type of the institutions, a professional development program can be designed and proposed to schools. The results of the study showed that teacher from different levels needed different professional development activities. For example, for the elementary level, teachers mostly needed 'using games in ELT and identifying learner characteristics" while high school teachers mostly needed 'increasing student motivation'

based acitivites. Therefore professional development programs should be based on the level of the institutions and the needs of the teachers working at those institutions.

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APPENDIX A

Dear Colleague,

You are kindly asked to complete survey below, which might take 5 to 7 minutes. The survey

aims to figure out the professional development needs of EFL teachers working at different

institutions. It is assured that your responses are anonymous and no identifying responses will

be collected. By completing this survey, you volunteer to take part in my study. Your

responses are very important to get accurate results so give truthful answers please. The data

from this survey will be used in Savaş Gençtürk's master thesis. Should you have any

questions about the survey, you may contact Savaş Gençtürk via gencturksavas@gmail.com .

Thank you very much for your support! It is highly appreciated. Sincerely,

PART 1: Professional Development Activities

1. How often do you do the following activities for your professional development? Please rate each activitiy in terms of frequency from 1 to 5.

		Never	Rarely	Sometim	Often	Always
1.	reading ELT articles, magazines or books	1	2	3	4	5
2.	participating in courses, workshops or seminars	1	2	3	4	5
3.	conducting classroom research	1	2	3	4	5
4.	asking colleagues for help	1	2	3	4	5
5.	sharing experiences with colleagues	1	2	3	4	5
6.	observing other teachers	1	2	3	4	5
7.	reflecting on my own teaching	1	2	3	4	5
8.	joining a teacher association	1	2	3	4	5
9.	joining a special interest group	1	2	3	4	5
10.	joining an online ELT discussion group	1	2	3	4	5

PART 2: Professional Development Need Areas

2. In the following table, you are given the areas for professional development. Please indicate your degree of need for each area from 1 to 5.

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

PART 3 : Professional Development Need Areas

3. What hinders you from participating in professional development programs? Please indicate the importance of each item for you not to participate in professional development programs from 1 to 5.

		Not important at all	Slightly important	Moderately important	Important	Very important
1.	heavy workload	1	2	3	4	5
2.	lack of self-motivation	1	2	3	4	5
3.	lack of institutional support	1	2	3	4	5
4.	intense pacing	1	2	3	4	5
5.	inconvenient date/time	1	2	3	4	5
6.	inconvenient location	1	2	3	4	5
7.	cost	1	2	3	4	5
8.	unqualified trainers	1	2	3	4	5
9.	unrealistic content	1	2	3	4	5
10.	not being informed about upcoming	1	2	3	4	5

APPENDIX B
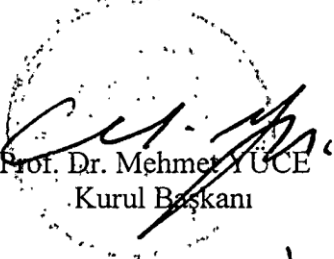
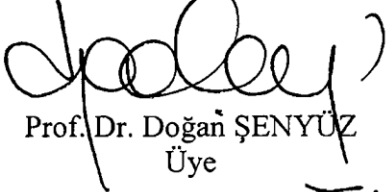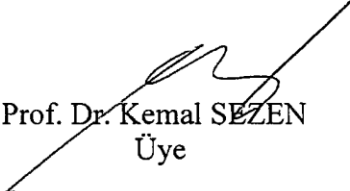| OTURUM TARİHİ	OTURUM SAYISI
30 Kasım 2018	2018-10

KARAR NO 28: Eğitim Bilimleri Enstitüsü Müdürlüğü'nden alınan Yabancı Diller Eğitimi Anabilim DalıYüksek Lisans öğrencisi Savaş GENÇTÜRK'ün "Farklı Kurumlarda Çalışan İngilizce Öğretmenlerinin Mesleki Gelişim İhtiyaçlarının İncelenmesi" konulu tez çalışması kapsamında uygulanacak anket sorularının değerlendirilmesine geçildi.

Yapılan görüşmeler sonunda; Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Anabilim DalıYüksek Lisans öğrencisi Savaş GENÇTÜRK'ün "Farklı Kurumlarda Çalışan İngilizce Öğretmenlerinin Mesleki Gelişim İhtiyaçlarının İncelenmesi" konulu tez çalışması kapsamında uygulanacak anket sorularının, fikri, hukuki ve telif hakları bakımından metot ve ölçeğine ilişkin sorumluluğu başvurucuya ait olmak üzere uygun olduğuna oybirliği ile karar verildi.

Prof. Dr. Mehmet YÜCE
Kurul Başkanı

Prof. Dr. Abamüslim AKDEMİR
Üye

Prof. Dr. Doğan ŞENYÜZ
Üye

Prof. Dr. Kemal SEZEN
Üye

Prof. Dr. Abdurrahman KURT
Üye

Prof. Gülay GÖĞÜŞ
Üye

Prof. Dr. Alev SİNAR UĞURLU
Üye

APPENDIX C
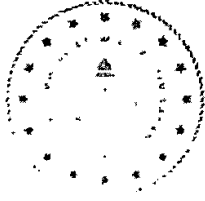
T.C.
MİLLÎ EĞİTİM BAKANLIĞI
Yenilik ve Eğitim Teknolojileri Genel Müdürlüğü

Sayı : 81576613/605.01/9268496   10.05.2019
Konu: Araştırma Uygulama İzin Talebi

BURSA ULUDAĞ ÜNİVERSİTESİ REKTÖRLÜĞÜNE
(Genel Sekreterlik)

İlgi. a) Bursa Uludağ Üniversitesi Rektörlüğünün 20/03/2019 tarihli ve
         26468960-044/10764 sayılı yazısı
       b) 11/04/2019 tarihli ve 81576613/605.01/7401093 sayılı yazımız
       c) Bursa Uludağ Üniversitesi Rektörlüğünün 08/05/2019 tarihli ve
         26468960-000/16966 sayılı yazısı
       d) Millî Eğitim Bakanlığının 22/08/2017 tarihli ve 35558626-10.06.01-E.12607291
         (2017/25) sayılı genelgesi

        İlgi (a) yazı ile Bursa Uludağ Üniversitesi Eğitim Bilimleri Enstitüsü, Yabancı Diller
Eğitimi Anabilim Dalı Yüksek Lisans Programı öğrencisi Savaş GENÇTÜRK'ün, "Farklı
Kurumlarda Çalışan İngilizce Öğretmenlerinin Mesleki Gelişim İhtiyaçlarının Belirlenmesi"
konulu yüksek lisans tezi kapsamında hazırladığı veri toplama araçlarının Türkiye genelinde
81ilde ilkokul, her tür ve derecedeki ortaokul ve liselerde görev yapan öğretmenlere
uygulanmasına yönelik izin talebi Genel Müdürlüğümüz ve ilgili Birimlerce incelenmiş, ilgi
(b) yazımız ile bir takım düzeltmeler talep edilmişti,
        İlgi (c) yazı ile yapılan başvuruda yazımızda eksikliği belirtilen açıklamaların ve
düzenlemelerin gerçekleştirildiği tespit edilmiştir.
        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 araçlarının ilgi (d) Genelge doğrultusunda Türkiye genelinde 81 ilde
bulunan ilkokul, her tür ve derecedeki ortaokul ve liselerde görev yapan öğretmenlere
uygulanmasına izin verilmiştir.
        Gereğini bilgilerinize rica ederim.

                                                      Anıl YILMAZ
                                                      Genel Müdür V.

Ek: Veri Toplama Aracı
   -İngilizce ve Türkçe- (5 Sayfa)

APPENDIX D

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Reading ELT articles, magazines or book	,170	140	,040	,916	140	,854
Participating in courses, workshops or seminars	,171	140	,078	,912	140	,874
Conducting classroom research	,221	140	,124	,900	140	,658
Asking colleagues for help	,198	140	,844	,886	140	,963
Sharing experiences with colleagues	,298	140	,742	,776	140	,058
Observing other teachers	,167	140	,951	,893	140	,784
Reflecting on my own teaching	,223	140	,047	,836	140	,097
Joining a teacher association	,168	140	,325	,889	140	,564
Joining a special interest group	,211	140	,624	,892	140	,841
Joining an online ELT discussion group	,260	140	,485	,801	140	,698
Lesson planning	,168	140	,088	,905	140	,297
Classroom management	,196	140	,912	,860	140	,956
Identifying learner characteristics	,211	140	,341	,885	140	,563
Syllabus design	,211	140	,745	,902	140	,958
Increasing student motivation	,225	140	,445	,844	140	,062
Test development	,180	140	,058	,903	140	,456
Assessment and evaluation	,203	140	,000	,883	140	,026
Giving constructive feedback	,194	140	,687	,885	140	,887
Use of technology in ELT	,213	140	,254	,845	140	,756
Using games in ELT	,215	140	,745	,877	140	,943
Story telling	,161	140	,459	,896	140	,056
Using drama in ELT	,177	140	,623	,881	140	,826
New theories and practices of ELT	,185	140	,836	,890	140	,452
ESP (English for specific purposes)	,179	140	,856	,900	140	,942

Teaching integrated skills	,174	140	,725	,884	140	,856
Conducting classroom research	,189	140	,612	,907	140	,945
Preparing supplementary materials	,153	140	,045	,901	140	,244
Preparing students for exams (eg.YDS, TOEFL etc.)	,152	140	,096	,894	140	,146
Time management in classroom	,189	140	,087	,879	140	,192
Training other teachers	,172	140	,542	,892	140	,749
Heavy workload	,249	140	,087	,824	140	,254
lack of self-motivation	,169	140	,541	,899	140	,613
lack of institutional support	,224	140	,879	,842	140	,915
intense pacing	,224	140	,078	,886	140	,196
inconvenient date/time	,222	140	,198	,872	140	,247
inconvenient location	,203	140	,052	,877	140	,098
cost	,207	140	,769	,860	140	,742
unqualified trainers	,167	140	,359	,888	140	,653
unrealistic content	,160	140	,078	,882	140	,124
not being informed about upcoming events	,188	140	,000	,877	140	,048

Correlation Matrix for the Items

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
1. Lesson planning	1.00																				
2. Classroom management	.50	1.00																			
3. Learner characteristics	.27	.47	1.00																		
4. Syllabus design	.06	.41	.41	1.00																	
5. Increasing motivation	.21	.42	.55	.32	1.00																
6. Test development	.45	.27	.28	.58	.26	1.00															
7. Assessment and evaluation	.52	.43	.47	.48	.49	.53	1.00														
8. Constructive feedback	.33	.33	.43	.44	.57	.37	.54	1.00													
9. Using technology	.10	.11	.13	.06	.21	.29	.26	.53	1.00												
10. Using games	.01	.04	.21	.09	.29	.07	.13	.34	.29	1.00											
11. Story telling	.27	.29	.33	.23	.39	.24	.42	.57	.38	.54	1.00										
12. Drama	.15	.06	.19	.15	.19	.21	.19	.38	.34	.55	.60	1.00									
13. New theories	.21	.05	.25	.15	.33	.32	.31	.43	.44	.54	.45	.49	1.00								
14. English for specific purposes (ESP)	.44	.50	.37	.44	.34	.40	.53	.44	.26	.21	.44	.24	.13	1.00							
15. Integrated skills	.31	.35	.42	.27	.44	.26	.47	.46	.35	.40	.47	.34	.37	.62	1.00						
16. Classroom research	.50	.37	.45	.48	.40	.37	.43	.52	.20	.23	.57	.43	.13	.41	.58	1.00					
17. Preparing supplementary materials	.53	.43	.32	.56	.37	.40	.46	.43	.11	.18	.39	.29	.27	.56	.58	.54	1.00				
18. Preparing students for exam	.19	.07	.30	.24	.35	.26	.39	.26	.13	.20	.38	.19	.21	.43	.41	.32	.37	1.00			
19. Common European Framework of Reference for Languages	.18	.05	.19	.28	.09	.34	.23	-.02	.10	.16	.15	.16	.23	.30	.23	.15	.15	.41	1.00		
20. Time management	.49	.44	.30	.46	.26	.34	.39	.52	.23	.24	.35	.29	.13	.42	.32	.34	.44	.15	.21	1.00	
21. Teacher training	.37	.15	.25	.36	.23	.43	.43	.37	.14	.15	.37	.30	.15	.43	.27	.38	.31	.46	.25	.35	1.00

CURRICULUM VITAE

PERSONAL INFORMATION

Place of Birth   : Kartal / İSTANBUL

Date of Birth   : 09.05.1989

EDUCATION

2016 -   Bursa Uludağ University, Institute of Education Sciences, MA in English

Language Teaching

2007 - 2011   Dokuz Eylul University, Faculty of Letters, Department of Western Languages,

American Culture and Literature

2003 - 2007   Bursa Ataturk Anatolian High School

COURSES, CONFERENCES, AND SEMINARS ATTENDED

1) An Assessment of Professional Development Needs of EFL Teachers Working at Different Institutions

(paper presented at 5th Çukurova International ELT Teachers Conference 2019, Adana, Turkey)

2) Effect of Blended Learning on Learner's Achievement and Satisfaction: An experimental Study (presenter)

(paper presented at 3rd Çukurova International ELT Teachers Conference 2017, Adana, Turkey)

3) Stylistic Analysis of American Presidents' Inaugural Speeches: A Corpus-Based Approach (presenter)

(paper presented at Birmingham English Language Postgraduate Conference 2016, Birmingham University, England)

4) EFL Teachers in Need: Professional Development Needs at Different Institutions (presenter)

(paper presented at Glocalisation of Professional Development in ELT Conference 2016, Gediz University, Turkey)

WORK EXPERIENCE

2018-   Coordinator at Ertuğrulkent Öğretim Kurumları (BURSA)

2016-2018   Teacher of English at Bursa Sınav College (BURSA)

2013-2016   Language Instructor at Meliksah University (KAYSERI)

2012-2013   Teacher of English at İstanbul Dershanesi (BURSA)

ULUDAĞ ÜNİVERSİTESİ

TEZ ÇOĞALTMA VE ELEKTRONİK YAYIMLAMA İZİN FORMU

Yazar Adı Soyadı	SAVAŞ GENÇTÜRK
Tez Adı	An Evaluation of the Professional Development Needs of English as a Foreign Language Teachers Working at Different Institutions
Enstitü	Eğitim Bilimleri Enstitüsü
Anabilim Dalı	İngiliz Dili Eğitimi Anabilim Dalı
Tez Türü	Yüksek Lisans
Tez Danışman(lar)ı	Prof. Dr. Ayşegül Amanda Yeşilbursa
Çoğaltma (Fotokopi Çekim) izni	☒ Tezimden fotokopi çekilmesine izin veriyorum ☐ Tezimin sadece içindekiler, özet, kaynakça ve içeriğinin % 10 bölümünün fotokopi çekilmesine izin veriyorum ☐ Tezimden fotokopi çekilmesine izin vermiyorum
Yayımlama izni	☒ Tezimin elektronik ortamda yayımlanmasına izin Veriyorum

Hazırlamış olduğum tezimin belirttiğim hususlar dikkate alınarak, fikri mülkiyet haklarım saklı kalmak üzere Uludağ Üniversitesi Kütüphane ve Dokümantasyon Daire Başkanlığı tarafından hizmete sunulmasına izin verdiğimi beyan ederim.

Tarih : 08.10.2019

İmza :