AN ASSESSMENT OF THE PROFESSIONAL DEVELOPMENT NEEDS OF

ENGLISH LANGUAGE INSTRUCTORS WORKING AT A STATE UNIVERSITY

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ABSTRACT

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The main purpose of this study was to assess the professional development needs of the English language instructors working at a state university in Istanbul. Ninety-two instructors teaching preparatory classes constituted the population of the study. Within that needs assessment, the instructors' perceptions of professional development, the most common professional development activities instructors practice, factors that hindered instructors from attending professional development activities, the most difficult skill to teach and assess, the areas of teaching English where instructors needed a professional development program, and the instructors' preferences for delivery methods and formats of the professional development programs were identified. This study also examined the role of years of teaching experience, workload of the instructors, department the instructors graduated, and instructors' perceptions of professional development programs in predicting the professional development needs of the instructors.

Findings indicated that participants had positive perceptions of professional development. The most common professional development activity type was found to be "Sharing experiences with colleagues." The most important factor which hindered participants from attending professional development activities was determined as "inconvenient date/time." The most difficult skill to teach and to assess was reported as "Writing." It was found out that the area where the degree of need was the highest

was "New theories and practices of English language teaching." Most of the participants reported that they preferred professional development activities to be optional workshops at their own institutions. A trainer or an expert from an outside institution was the most preferred speaker type. Findings also showed that instructors preferred sessions which took up to 60 minutes, held on weekday mornings once a month. The result of the regression analyses indicated that only years of teaching experience was significant in predicting professional development needs of the instructors. Years of teaching experience was negatively correlated with the needs indicating that as the teachers got more experience, their degree of professional development needs decreased.

Key words: Professional development, teacher training, needs assessment, English language teaching.

ÖZ

BİR DEVLET ÜNİVERSİTESİNDE ÇALIŞAN İNGİLİZCE DİLİ OKUTMANLARININ MESLEKİ GELİŞİM İHTİYAÇLARININ DEĞERLENDİRMESİ

Ekşi, Gül

Yüksek Lisans, Eğitim Bilimleri Bölümü

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Bu çalışmanın ana amacı, İstanbul'daki bir devlet üniversitesinde çalışan İngilizce dili okutmanlarının mesleki gelişimlerindeki ihtiyaçlarını değerlendirmektir. Çalışmanın evrenini bu üniversitenin hazırlık okulunda çalışan 92 okutman oluşturmaktadır. Bu ihtiyaç değerlendirmesi çerçevesinde okutmanların mesleki gelişimle ilgili algıları, en sık katıldıkları mesleki gelişim aktiviteleri, mesleki gelişim aktivitelerine katılımlarını engelleyen faktörler, öğretimi ve değerlendirilmesi en zor olan beceri, İngilizce öğretiminde mesleki gelişime ihtiyaç duyulan alanlar ve okutmanların mesleki gelişim programlarında tercih ettikleri sunum yöntemleri ve biçimleri saptanmıştır. Bu çalışma amacı, ayni zamanda okutmanların tecrübelerinin, iş yüklerinin, mezun oldukları bölümlerin ve mesleki gelişim algılarının, mesleki gelişim ihtiyaçlarını öngörmedeki rolünün incelenmesidir.

Sonuçlar göstermiştir ki katılımcıların mesleki gelişim algıları pozitiftir. En yayın mesleki gelişim aktivitesi "meslektaşlarla deneyimleri paylaşmak" olarak tespit edilmiştir. Mesleki gelişim aktivitelerine katılımı engelleyen en önemli faktör "uygun olmayan tarih/zaman" olarak bulunmuştur. Öğretilmesi ve değerlendirmesi en zor becerinin "Yazma" becerisi olduğu tespit edilmiştir. Mesleki gelişim ihtiyaç derecesinin en yüksek olduğu alan ise "İngilizce dil öğretiminde yeni teori ve uygulamalar" olduğu saptanmıştır. Katılımcılar, mesleki gelişim aktivitelerinin kendi

çalıştıkları kurumlarda, isteğe bağlı olarak ve atölye çalışması şeklinde olmasını tercih etmişlerdir. Farklı bir kurumdan gelen öğretmen yetiştiricisi ya da uzman tercih edilen konuşmacı olmuştur. Katılımcılar, 60 dakikaya kadar olan, ayda bir ve hafta içi sabahları düzenlenen aktiviteleri tercih etmişlerdir. Çoklu regresyon analizi sonucunda sadece tecrübenin mesleki gelişim ihtiyaçlarını öngörmede anlamlı olduğu ortaya çıkmıştır. Tecrübenin mesleki gelişim ihtiyacı ile ters orantılı oldugu saptanmıştır. Tecrübe arttıkça, mesleki gelişim ihtiyaçları azalmaktadır.

Anahtar Kelimeler: Mesleki gelişim, öğretmen gelişimi, ihtiyaç analizi, İngilizce dil eğitimi.

To my family

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CHAPTER I

INTRODUCTION

In this part, to give a general idea about the structure of the thesis, the background of the problem, purpose, significance, research questions, and some important definitions used in the study were presented.

1.1.   Background to the Problem

All around the world, the importance given to educational activities has been increasing rapidly, so countries have been trying to change their education systems for better. These changes have brought new requirements into classroom instructions. As a result, the teaching methods and the role of the teachers in the classroom have been changing. Teachers must be aware of these changes in English language teaching overtime and they have to keep up with the changes. This is important in order to be able to deal with the challenges the teachers face in language classrooms. In addition, the education the teachers have at their departments which prepare them for their profession may not be enough for the rising expectations. Therefore, they should continue their learning while they are working. They should follow new innovations, share ideas and experiences with their colleagues, and reflect on their performance through professional development programs.

English language teaching has evolved over the years. Different method and approaches have been suggested throughout history. Rodgers (2001) states that during "The Age of Methods," the period which lasted from the 1950s to the 1980s, a variety of teaching methods were proposed. The Grammar-Translation Method, the Direct Method, the Oral Approach were some of the methods suggested earlier. They were followed by the Situational Language Teaching and Audio-Lingual methods. Some alternative methods such as Silent Way, Suggestopedia, Community Language Learning and Total Physical Response also appeared during that period. In the 1980s, all of the previous methods were dominated by Communicative Language Teaching as it had an interactive approach to language teaching (Rodgers, 2001).

In all of these methods, the components of education such as the nature of teaching, the role of the teacher and the student, instructional materials used, assessment techniques are different. Nonetheless, as Karn (2007) suggested ELT practitioners did not rely on one practice prescribed and imposed by others**.** Instead**,** they used diverse activities to follow the trends and improve their practices.

The most rapid change in language teaching happened after the introduction of computers into language classrooms. The recent developments in computer and communication technology and cost reduction in obtaining technological tools accelerated the integration of Information and Communication Technologies (ICT) in the language classroom. More and more computers with Internet connection have begun to appear in educational institutions. This integration of technology has transformed different aspects such as the educational setting, places where and how learning come about, and the roles and responsibilities of students and teachers in the classroom (Janssens-Bevernage, Cornille & Mwaniki, 2005).

Contemporary computer technologies lead to new types of teaching and learning experiences. Wheeler (2001) states these include "sharing of resources and learning environments as well as the promotion of collaborative learning and a general move towards greater learner autonomy" (p.10). Many new technologies are interactive. Therefore, it is easier to create environments where students can learn by doing and reconstruct knowledge and constantly reorganize what they have understood. They are also provided feedback. The Internet gives exceptional information and research material. This abundant information and wide range of research materials both stimulate and pressurize teachers (Janssens-Bevernage, Cornille, & Mwaniki, 2005).

As Tinio (2003) claims the introduction of different ICT tools in educational institutions takes a long time, which means that the complete understanding of the advantages of ICT is not spontaneous. The effective assimilation of ICT into the educational system is a complicated and versatile process including "not only technology but also curriculum and pedagogy, institutional readiness, teacher competencies, and long-term financing, among others" (p.3). Tinio further claims if there is enough initial capital, the easiest part of the integration is getting the technology.

For the most effective integration of ICT and the improvement of teacher competencies, professional development programs are very crucial as long as they concentrate not only on teaching teachers how to use computers but also the implementation of ICT within curriculum and the shift in pedagogy.

The importance of professional development programs is emphasized by many researchers. Guskey (2002) stated that high-quality in professional development programs is a fundamental element for better education. He added that the content of the professional development programs can vary widely, but their share a purpose which is improving the classroom performance of the teachers, and changing their attitudes and beliefs to provide their students with better education.

Experts are searching for strategies to develop more effective professional development programs. Effective programs can be achieved as long as the programs are based on teachers' needs. Lee (2005) stated that in professional development programs "administrators put a lot of emphases on the latest hot topics, rather than attempting to individualize, and personalize professional growth plans" (p.39). Professional development programs must recognize the needs of teachers to make them more dynamic, to change their personal approach, and stimulate them to develop. In other words, an effective professional development is possible when it responds to teachers' personal needs. Therefore, before planning a professional development program, a needs assessment study is necessary to collect information about teachers' needs.

American Educational Research Association (2005) points out that if greater instruction and learning are to be achieved through professional development, it must be related to what teachers use in the classroom. It is also emphasized that practitioners tend to change their in-class practices and improve their subject knowledge and develop their teaching skills when their professional development is connected straightforwardly to their everyday experiences and arranged in accordance with standards and assessment.

Kennedy (2005) criticizes teacher training programs in which the participants have a passive role. The participants cannot be active because the program is determined by an expert, and this expert transfers the knowledge to the participant. He also stated that the institution in which the participant is employed hosts the training, but still the training lacks connection to the actual classroom context there. According to Kennedy, when participants have more active roles and in-house practices and connection of information to actual teaching practices are ensured, programs will be more successful.

The topics that the professional development programs focus on are usually determined by the administration in an institution or by the trainers. The content is usually a reflection of trainers' own interest or chosen among trendy issues in the profession. However, in order to be able to develop effective professional development programs, teachers' perceptions, expectations, and needs have to be identified and the programs must be developed accordingly.

1.2. Purpose of the Study

The main purpose of this study was to assess the professional development needs of the English language instructors working at a state university in Istanbul. Within that needs assessment, the instructors' perceptions of professional development, the most common professional development activities they practiced, factors that hindered attending professional development programs, the areas of teaching English where instructors needed a professional development program, and the instructors' preferences for delivery methods and formats of the professional development programs were identified.

This study also examined the role of the perceptions of the instructions about professional development programs, years of teaching experience, department the instructors graduated, and the instructors' workload on predicting the degree of professional development needs of the instructors.

1.3. Research Questions

In this study, the following research questions were addressed:

1. What are instructors' perceptions of professional development programs?
2. What are the most common professional development activities instructors practice?
3. What are the factors that hinder instructors from attending professional development programs?
4. What skills are perceived as difficult to teach and assess by the instructors?
5. In what areas of teaching English do instructors need a professional development program?
6. What are the instructors' preferences for delivery methods and formats of the professional development programs?
7. How well do perception of professional development programs, department they graduated, years of teaching experience, and workload predict the degree of need?

1.4. Significance of the Study

In the institution where this study was conducted, a professional development unit had not been established yet. Therefore, no systematic professional development activities were carried out. The activities that could only be considered as professional development activities were monthly evaluation meetings where teachers discussed the pacing, assessment procedures, their problems with their students, etc. From time to time, some workshops were given by the teacher trainers of the private publishing companies. The content of the activities carried out at the university were usually determined by the presenter. Rarely, instructors from the institution organized workshops on the topics that they are familiar with. The participation in the seminars or workshops organized within the institution was not at the expected level. Similarly, very few instructors attended out of school activities, the seminars or conferences given by other educational institutions, or training courses by some private training institutions in Istanbul such as British Council, or British Side. The instructors were not required to attend any professional development program by the institution. All participations were optional. If there was a fee to be paid for the program within the

institution or outside, the teachers attending were expected to pay it themselves. The school didn't have any financial support for those who want to attend professional development activities. (S.Kutlu, personal communication, July 14, 2010)

During 2008-2009 academic year, the administration wanted to offer some professional development programs at school. Since there was not a professional development unit, a private training institution in Istanbul was invited to offer courses on different subjects. The courses to be offered were determined by the administration and the trainer of the private training institution. However, there were very few candidates, so the courses had to be cancelled. As a result, an investigation to find out the reason became necessary. One reason could have been the cost of the program. Another reason could have been that the teachers didn't need any training in the areas offered, but they were interested in some other topics. Therefore, a needs assessment study was necessary to determine why teachers were reluctant to participate. In addition, the institution decided to establish a professional development unit. To come up with an effective program for the new unit, it was crucial to gather information about teachers' perceptions, expectations and needs through a needs assessment study. (S.Kutlu, personal communication, July 14, 2010)

This study is important in the sense that it is the first needs assessment study on the professional development of the instructors working in the institution. It provides significant information about the instructors' perceptions of professional development, the factors that hinder their participation in the programs, and the areas they need improvement. Therefore, the present study gives valuable ideas to professional development program designers to develop effective professional development programs accordingly. In fact, this study is also important to get some further information about the delivery method and the format of the professional development programs.

This study will contribute to the existing literature on professional development of ELT teachers in Turkey. The results obtained from this study will guide future researchers. Other universities can make use of the information obtained in this study when they plan to have a teacher training unit or design a professional development program. The previous studies related to professional development in Turkey, mostly

focused on the evaluation of a program, determining the perceptions of the instructor or the areas where the instructors needed improvement. In some other studies an alternative way of professional development was offered.

Two of the previous studies of program evaluation were by Sahin (2006) and Duzan (2006). They evaluated two different in-service training programs in the School of Foreign Languages at Middle East Technical University. Sahin (2006) evaluated the in-service teacher training program "The Certificate for Teachers of English" at the Middle East Technical University. Duzan (2006) evaluated the in-service teacher training program for the newly hired instructors in the same institution.

There are a significant number of previous studies aimed to determine the perceptions of the teachers about professional development or in-service training programs and determining the areas on which a training needed. Karaaslan (2003), for example, in her case study, examined teachers' perceptions of self-initiated professional development at Baskent University. She identified some hindering factors as well. Alan (2003) also studied the perceptions of novice teacher on in-service training programs at Anadolu University. He determined the areas where teachers need professional development. Ozen (1997) investigated the perceived needs and expectations of the staff in Freshman Unit at Bilkent University. She also identified some need areas as well. Arikan (2002) and Kasapoglu (2002) suggested alternative ways of professional development. Arikan (2002) investigated a teacher study group in the Foreign languages Department at Osman Gazi University as an alternative method of professional development. Kasapoglu (2002) investigated a suggested peer observation model as a means of professional development.

One feature which differentiates this study from the previous ones is that a combination of a variety of important aspects related to professional development was examined. Together with perceptions on professional development, factors hindering instructors from attending professional development and need areas were determined. In addition, some other topics related to the nature of professional development programs including delivery method and format such as the type, length, language, presenters etc. were identified.

Another feature which differentiates this study from the previous ones is that in this study factors including perceptions of professional development programs, years of experience, departments teachers graduated, and workload were examined to predict professional development needs. In the previous studies (Sentuna, 2002; Duzan, 2006) teachers were divided into two groups as novice teachers and experienced teachers, and their needs were compared to see if there was a difference between them. In this study teaching experience was considered as a continuous variable, and its role together with the perceptions of the instructors on professional development, department the instructors graduated and their workload in predicting the professional development need was examined.

1.5. Definitions of the Terms

The terms which are often mentioned in this study are as follows:

Professional Development: "A process of continual intellectual, experiential, and attitudinal growth of teachers" (Lange, 1990, p. 245).

Professional Development Activities: Any kind of activity such as seminars, teacher study groups, observation etc. aiming to increase the effectiveness of teachers.

Professional Development Programs: It is a set of activities systematically organized to enhance the quality of teachers' performance.

Needs Assessment: Smith (1989) defines it as a process for identifying the gap between the goals that have been established for the teaching staff and their actual performance.

Need: A need is generally considered to be "a discrepancy or gap between "what is", or the present state of affairs in regard to the group and situation of interest, and "what should be", or a desired state of affairs" (Witkin & Altshuld, 1995, p.4).

Perception: Teachers' understanding or awareness of a situation.

CHAPTER II

REVIEW OF LITERATURE

This chapter has four parts. In the first part, the concept of professional development is introduced. The differences between teacher training and teacher development are identified and the importance of professional development is mentioned. In the second part, changes in language teaching are examined. In this part, Information and Communication Technologies (ICT), evaluation in the use of technology in language education, the changing roles of both teachers and students are focused. In the third part, the concept of need and need assessment are introduced. The importance of needs assessment and the reasons why the professional development must be based on teachers' needs are examined. In the last chapter, information about professional development activities in Turkey is provided. Common professional development activities in Turkey and previous studies by other researchers on professional development are presented.

2.1. PROFESSIONAL DEVELOPMENT

2.1.1. Definition of Professional Development

Education systems all around the world are on a rapid change. Therefore, many societies are engaging in serious and promising educational reforms. The importance of teachers in these educational reforms has been acknowledged. It is now recognized that teachers are not only the 'variables' in these reforms, but they are both subject and object of the change (Villegas-Reimers, 2003). Therefore, teachers' professional development has become a growing and challenging area and received great attention during the past few years.

The importance of the professional development of teachers in the educational reforms requires a well definition of it. However, it is a very complicated term to define because to define professional development different educators use each of or a combination of its function, focus, or scope.

Professional development "in a broad sense refers to the development of a person in his or her professional role" (Villegas-Reimers, 2003, p.11). More specifically, it refers to "the professional growth a teacher achieves as a result of gaining increased experience and examining his or her teaching systematically" (Glatthorn, 1995, p.41). Professional development can either include formal or informal experiences. These informal experiences can include participating in workshops, or professional meetings. On the other hand, reading materials about education or watching documentaries about an academic subject can be considered as informal experiences (Ganser, 2000). Accordingly, Fullan and Stiegelbauer (1991) define professional development as "the sum of total formal and informal learning experiences throughout one's career from pre-service education to retirement" (p.326). Teachers may develop themselves, expand their knowledge, and improve their skills via formal professional development programs, namely by means of teacher training and teacher development seminars.

In-service training programs were the basic form of professional development for many years. They usually consisted of workshops or short-term courses which focused on only one aspect of what or how teachers teach. However, in the last few years professional development has been considered as "a long-term process that includes regular opportunities and experiences planned systematically to promote growth and development in profession" (Villegas-Reimers, 2003, p. 12). Grant (n.d.) also agrees that professional development has a more extended definition than the term training. He defines it as a concept including "formal and informal means of helping teachers not only learn new skills but also develop new insights into pedagogy and their own practice , and explore new or advanced understandings of content and resources" (p.1).

From all these definitions, it is clear that professional development targets to make the teachers more competent in their profession. All kinds of professional development activities are organized to reach this target. However, attending in-service training should not be acknowledged as the only way to professional development. In-service training is just one type of professional development activities. Some other activities such as reading about ELT, keeping a diary, classroom research, peer coaching, study

groups, action research, mentoring, team teaching, and sharing experiences with others are also important professional development activities.

2.1.2. Teacher Training versus Teacher Development

Training is often used to mean professional development, but there are some authors who emphasize the differences between these two concepts. Both training and development seek to support teachers to do their job better. However, a distinction is inevitable since they are based on different conceptualizations. Vergara Lujan, Hernandez Gaviria, and Cardenas Ramos (2009) state that some of these conceptualizations focus on learning of skills, while others focus on either the development of cognitive process or reflective practice. There are some other aspects mentioned by different authors where training and professional development are differentiated from each other.

Freeman (1989) is one of these authors who made a distinction between training and development. He introduces the differences in various aspects such as timing, decision- makers, and content. Freeman considers that there is a time constraint in training. He states that in a given specific time, predetermined objectives or strategies are tried to be achieved. He also states that the decision makers of the training programs are trainers. However, in professional development the role of the trainer is to guide the trainees for self-reflection and evaluation. He also emphasizes that in training acquiring specific skills are concentrated, while development deals with more complex and integrated elements of teaching. As a result, in the development the outcome is obtained in the long term.

The most distinguishing feature between teacher development and training is flexibility. Teacher development is more flexible than training in many senses. First of all, teacher development is more flexible in terms of timing. As Freeman (1989) suggests training has to be covered in a certain time. However, teacher development is often continuous. It is a life-long learning process. As Fullan and Stiegelbauer (1991) state in their definition of professional development that it is a never-ending process as teachers' needs continue to change and increase rapidly.

What makes teacher development more flexible than training is also that teacher development is individualized. Freeman (1989) emphasizes that teacher development has a more flexible nature as it is more trainee-based. Teacher development is highly dependent on the individual teacher, his or her needs, and expectations. As Wallace (1991) indicates most of the time teacher development is a teacher-initiated process and based largely on the professional and personal needs of the participating teachers. However, in training the needs resulting from a specific course or curriculum or institutional needs are considered.

Teacher development is "teacher-initiated" because as Vergara Lujan, Hernandez Gaviria, and Cardenas Ramos (2009) suggest decisions are in the hand of the teachers and not in those of academic leaders. In professional development, teachers can take their own decisions. According to Wallace (1991), training can be presented or managed by others; whereas, development can be done "only by and for oneself" (p.318). By saying "others," Wallace is trying to emphasize the fact that several related bodies such as the trainers, administrators, and the ministry have the control of the training process. They are the ones making the decisions about the program, not the trainees. This is another feature which contributes the flexibility of the teacher development. When trainees themselves manage their own learning, they can be more flexible. Since the trainees have the control over their development, development becomes far less predictable or directed than training. It is not possible to predetermine the steps in development since they can change as the program goes on.

What is taught in teacher development and training also stand apart. Freeman (1989) states that training focuses on specific teaching skills such as how to sequence and plan a lesson, how to teach a dialogue or how to use the blackboard. However, development is not restricted to specific teaching skills. As Freeman puts forward, training perceives teaching as a "finite" skill, which can be mastered. It is based on the assumption that through mastery of discreet aspects of skills and knowledge, teachers will improve their effectiveness in the classroom. On the other hand, teacher development deals more with the individual teacher, with the process of reflection, examination and change which can enable teachers to do a better job and to develop professionally. Teacher development is designed for personal growth and development of insights, which is controlled by the trainees themselves. Vergara

Lujan, Hernandez Gaviria, and Cardenas Ramos (2009) also claim that activities in training do not go beyond the level of skills development whereas teacher development combine information with analysis, comparison, reflection, and implication of what is learned.

In teacher development, reflection is concentrated on a considerable degree. Karn (2007) indicates that the basic idea about reflection is that teachers try to observe and understand what is going on in their classroom and drive conclusions how to improve their teaching. They try out something slightly different, and consider the results to learn from this experience. Reflecting on their own way of teaching tremendously contributes to the improvement of in-class practice. On the other hand, improvement can be achieved by the corrections of the trainers in training. Since it is programmed by the trainers, there is a desired objective to be achieved and teachers' behavior is corrected by the trainer until the desired objective is achieved.

The motive of teachers is also different in training and development. In training, it is an external motive. Training is often required by the institution. However, in development there is an internalized motive. As England (1998) states that it is related with teacher's personal satisfaction.

In Table 2.1, the aspects where teacher development and training differ are summarized.

Table 2.1

Differences between Teacher Training and Teacher Development

Teacher Training	Teacher Development
Rigid	Flexible
Timed	Continuous
Collective	Individualized
Corrective	Reflective
External motive	Internal motive
Based on the needs resulted by a specific course or curriculum/ institutional needs	Based on trainees' needs and expectations
Controlled by the trainer	Controlled by the trainees
Short term	Long term
Focus on skills	Focus on insights
Predetermined stages	Self-directed

Although teacher training and teacher development are different, they complement each other. Teacher training is an important inseparable part of teacher development. Roe (1992) considers teacher training as part of development and believes that it should be treated in isolation. However, inadequacies of training can be compensated with combining it with other teacher development activity types.

2.1.3. Importance of Professional Development

Professional development is an important subject for teachers. Language teachers like any other teachers need opportunities to keep their language and teaching skills up to date at regular intervals. These opportunities can be different professional development activities including in-service training, action research, and reflection, each of which would contribute their professional development in different ways. Even sharing experiences with other teachers about a problematic or challenging aspect of their work in informal conversation would foster their professional development.

Professional development activities are important not only for the teachers to update themselves with the latest innovations in their professions. There are a variety of other reasons why they are important. Some of these can be correcting inappropriate applications of teachers, developing teaching competence, increasing student success, improving teachers' language skills, adopting a new working environment and harmonizing novice and experience teachers. They are also important because they provide the environment where teacher can share experiences and ideas with other teachers and reflect on their own teaching (Arechaga, 2001).

Alan (2003) emphasizes that teachers come across a wide range of difficulties in different stages of their career which may not be anticipated in advance. Therefore, teachers need in-service programs to overcome such difficulties in the course of their career. Challenges for novice teachers are significantly higher than more experienced teachers. They need special training and support especially in order to adapt to their institutions and teaching conditions.

Novice teachers may have different approaches to different aspects of teaching as well. For example, they can have different approaches to lesson planning. Alan (2003) claims novice teachers tend to run their lessons according to their lesson plans and ignore the needs and interests of the students. They adapt their activities only when there are time constraints. However, experienced teachers elaborate their lesson plans in the course of the lesson. They add or drop activities to make their students more engaged in the work or make the activities more interesting for the students. Therefore, professional development activities are necessary to narrow down the differences in applications between the novice and experiences teachers.

Duzan (2006) stated that in-service training (INSET) programs were becoming more and more important and equally more popular as institutions realize the indispensability of a qualified staff. When the limitations of the pre-service teacher education programs were added to these factors, establishing and implementing successful in-service programs became crucial.

Successful teachers always feel a need to acquire new talents to use in the classroom. Professional development programs give teachers the opportunity to be aware of the latest innovations, and to adapt in their situations and their teaching. Professional development programs provide the necessary surrounding for teachers to improve themselves.

2.2. Changes in Language Teaching

Language teaching has significantly changed over the centuries. It especially experienced numerous changes and innovations in the twentieth century. Richards and Rodgers (2001) suggests "language teaching in the twentieth century was characterized by the frequent change and innovation and by the development of sometimes competing language teaching ideologies" (p.1).

Before the modern languages started to be taught as a separate subject, Latin was the most popular language taught. How Latin was taught constituted an example of how to teach other languages. From the 1840s to the 1940s, the Grammar-Translation Method was the most common foreign language teaching method in Europe. Later on, linguists became interested how to teach languages more effectively (Richards & Rodgers, 2001). The developments in other fields also influenced language teaching. When educators realized the inadequacies of one method, they immediately suggested another one in which these inadequacies could be compensated. As a result, a variety of methods were suggested at different times. As Karn (2007) states while teaching of other subjects (e.g., Maths, Physics) which haven't undergone any changes, the language teaching has been subject to significant change. Therefore, language teachers have been looking for better and more effective ways to teach languages.

Karn (2007) states that a variety of language teaching approaches and methods were emerged during the history of language teaching especially in the twentieth century. The period from the 1950s to 1980s was the most active period. However, it was overshadowed by the Communicative Approach later. Some other methods such as Silent Way, Natural Approach, and Total Physical Response emerged during the same period. In the 1990s, Content-Based Instruction and Task-Based Language Teaching appeared. Some other approaches which were basically developed in general

education have been extended to foreign and second language teaching. These included Cooperative Learning, Whole Language Approach, and Multiple Intelligences. Each of these methods had different principles and different understanding of language and language teaching and learning. Each had weaknesses and strengths.

Rodgers (2001) indicates that to describe these numerous methods concisely and adequately is not very simple. To provide a general view, he summarized the different methods emerged, and the changing roles of the teachers and the students in the teaching and learning process within each method in Table 2.2..

Table 2.2

Rodgers' Summary of Teaching Methods, Teacher and Learner Roles

Method	Teacher Roles	Learner Roles
Situational Language Teaching	Context Setter Error Corrector	Imitator Memorizer
Audio-lingualism	Language Modeler Drill Leader	Pattern Practicer Accuracy Enthusiast
Communicative Language Teaching	Needs Analyst Task Designer	Improvisor Negotiator
Total Physical Response	Commander Action Monitor	Order Taker Performer
Community Language Learning	Counselor Paraphraser	Collaborator Whole Person
The Natural Approach	Actor Props User	Guesser Immerser
Suggestopedia	Auto-hypnotist Authority Figure	Relaxer True-Believer

Source: "Language Teaching Methodology" by T. S. Rodgers, 2001, *ERIC Issue Paper*. Washington, DC: ERIC Clearinghouse on Languages and Linguistics.

Gultekin (2007) also indicates that in the late twentieth century several new language teaching approaches like communicative language learning replaced earlier approaches. In communicative learning, learners have a more central role in teaching-learning process. Cooperative learning, pair work, and group work are encouraged. Emphasis is on meaning rather than rote learning. In addition, language is presented in context. Activities no more focus on grammar and memorization because the

learning process is enhanced through interaction to develop communicative competence. Recognizing individual differences among learners is important. Learning environment should be designed so that the learners will have more autonomy. As a result, the role of the teacher shifts to being a facilitator. Changes in teachers' role draw attention to question of how teachers could develop their own teaching. In 1990s teacher development became a central issue.

Council of Europe (2001) offered The Common European Framework of Reference for Languages: Learning, Teaching, and Assessment, abbreviated as CEFR. Its main objective is to provide a system of assessment and teaching common to all languages in Europe. The CEFR targets to diminish the barriers arising from the different educational systems in Europe. As a result of these different systems, communication among professionals teaching modern languages cannot be achieved. Therefore, how learners use a language for communication and what knowledge and skills they have to develop to achieve this are comprehensively described in CEFR. CEFR divides learners into three groups which can further be divided into six levels. What a learner is expected to be able to do in reading, listening, speaking, and writing at each of these level are also described in CEFR. Some schools agreed to follow that framework, so they had to reorganize the teaching and learning process according to the framework (Council of Europe, 2010).

Karn (2007) claims that all methods of language teaching emerging in history have been practiced in classrooms. Obviously, some teachers follow certain methodologies very firmly. However, a great deal of English language teachers rather than being attached to some established trends, follow different ones which are more appropriate for their context. He indicates that language teacher have been sorting out different methodologies appropriate for their teaching environments, priorities, and availability of resources.

2.2.1. Information and Communication Technologies (ICT)

The most contributing factor to the acceleration of the changes in teaching methods was undoubtedly the introduction of information and communication technologies (ICT) in language classrooms. Use of technology has always been a part of language

education. First, tape recorders were introduced in the language classrooms, and then language labs became popular. The opportunities provided by the earlier technology were mostly one-sided. As the nature of language teaching was also one-way from teacher to the students, these technologies were welcomed since they brought variety. The new tools of ICT such as computers, digital camera, web camera and the new applications such as e-mail, and Internet have created more interactive facilities in the classroom.

ICT can be defined as "a generic term referring to technologies which are being used for collecting, storing, editing and passing on information in various forms" (SER,1997 cited in Jager and Lokman, 1999). The most widespread ICT tool used in education is a personal computer (PC), but multimedia has also become very common. An interactive approach can be possible with the use of data carriers including tools such as video, different computer softwares, Internet, DVD, and CD-ROM. A combination of all these data carriers is defined as multimedia (Smeets, cited in Jager & Lokman, 1999).

Technology-enhanced learning environments are provided when the classrooms are equipped with ICT tools, and more computer labs and more digital libraries with computers connected to the internet are built. These new learning environments demand new teaching and learning skills. As ICT becomes more widely available, understanding how to integrate this technology into learning environments in the most effective way became the primary concern of the teachers and policymakers as it was a difficult task to achieve (Markovac, Bakić-Tomić, & Mateljan, 2007).

Educators are trying to improve integration of ICT because it has a great deal of benefits for the learner and the teacher. These include collectively use of resources and learning environments as well as the boosting of collaborative learning and a general shift to stronger learner autonomy (Wheeler, 2001). Students are in direct contact with the target language and target language communities. Communication over distance is now much easier than ever before.

Introducing ICT in education is a challenge for teachers and students since it is changing the traditional role of teachers and students. Teachers have to develop their

own ICT skills and change their existing practices. ICT brings new opportunities, but it requires new approach from teachers and students to take advantage of these new technologies. Successful integration into the curriculum can be achieved as long as teachers are convinced that ICT can provide access to an abundant range of resources for themselves and student (Markovac et al., 2007). If teachers cannot recognize the relevance of ICT, they cannot be persuaded to make use of it.

Cuban (1986) emphasizes that student learning can only be influenced significantly by technology as long as the teachers revise how they teach in their classes. If they want to survive, they will need to change as they follow the new methods and technologies. Wheeler (2001) also states that most teachers recognize the importance of integrating computer technology into their curricula. However, teachers have different perceptions and expectations of computers and their computer skills and knowledge vary, which results in differences in their applications of computers. Therefore, professional development programs for teachers focusing of ICT are said to be necessary to eliminate the obstacles and minimize the discrepancies.

2.2.2. Changing Role of Teachers

The new methods and approaches introduced into language classes throughout history required a redefinition of teaching profession. When Communicative teaching appeared the changes in teachers' role needed to be clarified. For many years, the primary concern of the teachers was to import knowledge. However, in commutative teaching, communication process was much more important than the mastery of language, so it was more emphasized. There were no drills or repetitions where students gave fixed responses. The outcome could change according the students responses and reactions. Students tried to communicate with others in the target language about topics from real life situations. (Larsen-Freeman, 1986). As a result the primary concern of the teachers shifted from importing knowledge to facilitating communication.

Since teachers were not supposed to transfer knowledge, the talking time for teachers significantly reduced. Students were expected to talk more than teachers do. Therefore, teachers assembled the exercise, moved back and observed what students

were doing. Students' performance was the main goal, so teachers introduced the task, and students took the responsibility to complete the task (Larsen-Freeman, 1986).

According to Richards and Rodgers (2001) in Communicative Teaching teachers were not only responsible for the facilitating the communication between the students. They were also in charge of facilitating the various activities the students participate in. Therefore, the teachers had the role of a guide. They also acted as a separate party in the learning process, so they became a learner themselves.

The materials the teachers were expected to use in Communicative Teaching were also new to the teachers. They were mostly authentic texts which attempted to link classroom language learning with language activation outside the classroom. Situations where students had to ask for information, complain, or apologize were created in the classroom. Use of songs and games, pair and group works were also encouraged. The grammar was hidden in the situations. Student needed to concentrate on communication and meaning rather than using grammar accurately. Therefore the teacher was not expected to correct while the students were talking. (Nunan, 1989)

Freeman (1989) also pointed out that the teacher was no longer regarded as the centre of all teaching and learning activities: nor were learners seen as passive recipients or empty vessels to be filled with the language items being presented. What students learn was not what the teachers teach anymore. The role of teachers was not being an instructor anymore. They were expected to be the constructor, facilitator, initiator, and designer of learning environments.

When the computer was introduced into language classroom, the facilitator role of the teacher in the classroom was enhanced. Computers enabled the students themselves to attain the activities and contents which teachers were expected to introduce in the classroom. Teachers were not expected to be subject matter experts, but facilitators of learning activities to solve problems, and to update the contents. (Barajas, Scheuermann, & Kikis, 2003). To promote critical thinking skills, encourage enlightenment, and foster collaborative working practices became very important for teacher (Wheeler, 2001).

As Padurean and Margan (2009) stated, in the early years of Computer Assisted Language Learning (CALL) in schools, some teachers made assumptions that in a few years teachers would no longer be needed in schools, as their role was being taken over by computers. It was expected that there would be classes without any teachers where students were taught by computers. However, unlike a great deal of educators were expecting, technology did not restrict the need for teachers, but it required a reconsideration of the roles and the responsibilities of the teachers.

In addition to everyday classroom skills, teachers had to have some other responsibilities, and they needed some other skills. Some of these skills were evaluating and using computers and related ICT tools for instruction. They were expected to run computers and use basic software and apply common teaching principles, research, and suitable assessment practices to the use of ICT. To support their teaching practices, teachers needed to be able to search the Internet for resources, design effective computer-based presentations and multimedia documents, and develop learning materials mainly in electronic format. They had to stimulate using higher levels of cognitive skills, enhance information literacy, and promote collaboration, which were all greatly facilitated by the use of ICT in teaching. (Barajas, Scheuermann & Kikis, 2003)

Jerkins (1999) reported that relationship between teachers and students also tend to change. When computer users were in an online communication, they took over the control. Teachers could not control what was going on, so they lost their authority. Now, teachers become helpers. They mostly focus on individuals to support the students. No whole class teaching is necessary at that point.

2.2.3. Changing Role of Students

When communicative teaching overshadowed the other approaches, the roles and responsibilities of the students changed as well. Learners were encouraged to speak and communicate in a useful and authentic language rather than repeating the same expressions or structural patterns. Situations in which learners needed to interact with each other in pairs or groups were created, so that student talking time was

maximized. The one way talk from teacher to the students was replaced by the dialogues between students. (Richards & Rodgers, 2001)

With communicative teaching, students rather than the teacher became the centre of the focus in the classroom. The uses of ICT in the classroom strengthened the central positioning of the students. Students required less direction from teachers. They were much more actively participating, so they became the decision makers in the classroom. They started to investigate, record, organize, reach and use information appropriately. As a result, they had greater control because they could move at their own pace. They could do some activities on their own, and decide which parts to skip or revise some more. Learner could focus on the content and access different links with grammar explanations, exercises, vocabulary, and pronunciation (Padurean & Margan, 2009) The student "access, manipulate, modify, store and retrieve information, which will promote greater autonomy in learning" (Wheeler, 2001, p.10). Students manage their own learning to a greater extent, while teachers guide students how to learn rather command them.

Social learning can also be encouraged by the use of ICT. ICT can be used to assign tasks which will require the students to work, discuss and share ideas, prepare a report, or a presentation in groups. Learners from different countries around the world can collaborate for a project work. They share their ideas and resources online through a project web page. They can discuss via forums and online message boards. In this way, students working online in isolation will be avoided (Barajas, Scheuermann, & Kikis, 2003). Students will also be socialized while learning.

With ICT students can be very creative in their own materials. A variety of colors and fonts allow them to format documents in different ways. ICT encourages experimentation. Learners can use a range of software and hardware to produce very creative compositions. Even students who have difficulty with their handwriting can present neat, legible work. Teachers must be aware of all these possibilities that ICT can provide and arrange teaching materials accordingly. To make the teachers be more efficient in using ICT, continuing support through professional development activities is inevitable.

2.3. Needs Assessment

2.3.1. Concept of Need

A need is generally considered to be "a discrepancy or gap between 'what is', or the present state of affairs in regard to the group and situation of interest, and 'what should be', or a desired state of affairs" (Witkin & Altshuld, 1995, p.4). Altschuld and Kumar (2010) emphasized that this discrepancy or gap should be measurable. In other words, two conditions ("what is" and "what should be") must be assessed and difference between them would identify the need. In the light of this definition, professional development need of the teachers can be defined as the difference between the actual performance and the desired performance of the teachers in a variety of teaching tasks.

When a group of people are aware of their needs according to Witkin and Altshuld (1995), the awareness is often expressed as "demands". When they are not aware of their need, the needs are claimed to be "unexpressed" or "latent". Unmet needs, either recognized or latent, are uncovered through needs assessment. Altschuld and Kumar (2010) also suggested that assessment of needs leads to identifying the risk factors that would be confronted if not prevented. Therefore, needs should be assessed in every field.

2.3.2. Concept of Needs Assessment

Needs assessment is an important step in designing a training and development program. In very basic terms, needs assessment is collecting information about the present situation of an organization, group or system for the purpose of identifying needs, deficiencies, or perceptions to compare it for the desired situation for the purpose of correction, change, or improvement.

Needs assessment is defined by different educators in different ways: Witkin and Altschuld (1995) define needs assessment as "a systematic set of procedures undertaken for the purpose of setting priorities and making decisions about program or organizational improvement and allocation of resources. The priorities are based on

identified needs" (p.10). Kaufman (1988) suggests a briefer definition and defines it as the planning requirement for selecting needs in order to close the gap. Similarly, Smith (1989) defines it as a process for identifying the gap between the goals that have been established for the teaching staff and their actual performance. Brown (1995) 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 [trainees] within the context of particular institutions that influence the learning and teaching situation" (p.36).

In all these definitions of needs assessment, collecting information with in a specific context is emphasized. To come up with effective and efficient training programs, a needs assessment is necessary to gather data about the context where the participants of the programs work. Current performance of the teachers is determined and compared with competencies and skills that teachers need to learn to perform their profession. Therefore, the training needs assessment is a significant activity for the training and development exercises.

Altschuld and Witkin (2000) revised the process model of needs assessment, suggested by Witkin in 1984. The revised model included three phases: Preassessment, assessment, and postassessment. Preassessment phase focuses on finding out and organizing existing information about the topic. This initial phase guides the researchers on what to collect in the second phase, which is called Assessment. New data are collected to identify needs and their priorities in the second phase. Finally, the last phase, Postassessment involves developing and utilizing solutions for the high priority needs.

2.3.3. Importance of Needs Assessments

Needs assessment is an important stage in planning professional development activities as it provides us with valuable information about different issues. A comprehensive needs assessment identifies the discrepancies, demonstrates the present situation, promotes appropriate decision making for improvement, prioritizing

the requirements for development and making the teachers feel that they are a part of the program.

According to Kaufman (1988), the best way to identify the competence of the teacher-learners is to perform a needs assessment. Kaufman's needs assessment tool reveals the gaps between actual and desired results, prioritizes these gaps, and selects the most important needs to be addressed. Moreover, Dubin and Wong (1990) stress the importance of needs assessment in INSET programs by saying that in-service teacher training (IST) usually takes place for a specific purpose, even if that purpose is not evident on the surface; therefore, gathering information at the outset in order to produce a meaningful needs analysis is crucial.

The information collected with a needs assessment identifies the backgrounds, strengths, needs and expectations of the trainees, so that the program can be tailored to individual participants. As a result, high levels of trainee satisfaction will be achieved.

2.3.4. Consideration of Teachers' Needs

A needs assessment before a designing a professional development activity is necessary as it must be based on the needs of teachers. Considering teachers need while planning a professional development activity is important in many senses.

First of all, a needs assessment based on the teachers needs will be the base for deciding on the instructional objectives, selecting and designing of the content of the instructional programs. Teachers usually take part in an INSET program with some developmental needs in mind. Sometimes these needs have internal root. In other words, they can be called "felt" needs. On the other hand, sometimes needs can have external roots. Institutions can express what teachers need to be able to work in their context. By analyzing these needs at the outset of the program, a clearer direction for the program might be determined by identifying the most relevant goals and objectives (Miller & Osinski, 2000)

When professional development activities are based on teachers' needs decisions how to place teachers in different activities will be more appropriate. Koç (1992) suggests that organizers should first determine the needs of the teachers and then select the teachers to participate in in-service training. Similarly, Evans (1998) points out that in planning a teacher training program, the needs of the trainees should be analyzed as the initial step. Once the needs are determined, they should be categorized in terms of skills, knowledge and attitude. Aims should be set, bearing in mind the participants' knowledge experience, previous training, the workload, practical, and financial constraints. Trainers are selected and decisions about the course content are made.

Another reason why professional development activities should be based on teachers' needs is that it contributes to increasing participants' satisfaction. Too often, teacher education sets up a parent-child relationship - frequently provoking resistance and resentment rather than growth. People learn most enthusiastically when they have different alternatives which match their preferences, their interests, and their styles. (UNESCO Bangkok Office, 2010).

More trainee involvement can also be guaranteed by integrating the participants in the decisions about the content, implementation, and the evaluation of the program (England, 1998). When the participants are given the chance to express their views and expectations, and when they witness that their ideas are being utilized, they will feel honored, which will lead to greater satisfaction. As a result, it will lead to more enthusiasm for professional development, which is the ultimate aim of INSET programs.

Some educators argue that neglecting the needs of the teachers while planning professional development activities is the main reason for the failure. Daloglu (2004) states that participants of professional development programs reported limited benefits from them as, in most situations. Not the teachers for whom the in-service training is intended but others determine the contents of in-service training programs. As a result, individual needs and concerns cannot be addressed in such in-service programs. Daloglu also notes that effective teacher development programs directly address an institutional need or they remedy a problem. Therefore, if in-service development activities aim to provide immediate benefit, such activities need to be

school-embedded and the needs of the teachers who will be participating in them must be identified.

Atay (2008) states that traditionally, short-term or one-shot in-service programs are considered as professional development programs. Outside experts conduct these programs to transfer the information determined by themselves. These programs have been quite common as they break the routine and provide a change to meet new colleagues. Teachers exchange views on their professional concerns and exchange stimulating new ideas. However, the information provided is mostly theoretically and practically are not related to the context of the teachers, and the setting affecting their teaching is not considered. As a consequence, it is almost impossible to achieve the aim of increasing teachers' professional development (Atay, 2008).

Considering all these factors, teachers should be asked about their needs by means of surveys and other assessment instruments, and professional development programs must be designed considering the needs of the teachers.

2.5. Common Professional Development Activities in Turkey

English language teachers all around the world have their professional establishments, and they organize and participate in different kinds of professional development activities such as workshops, trainings, seminars, conferences, symposiums and conventions for their academic and professional development. International Association for Teachers of English as a Foreign Language (IATEFL), International Teacher Training Organization (ITTO), European Association for Language Testing and Assessment (EALTA) are some of the professional forums, where English teachers can share their ideas and experiences on ELT (Karn, 2007). Similar organizations such as Ingilizce Egitimi Dernegi (INGED), British Council, Turkish American Association, and The Turco-British Association offer professional development activities in Turkey.

The importance of professional development activities for teachers is also recognized by the educational institutions in Turkey. There various opportunities for teachers at different organizations. Ministry of Education has an in-service training department and they offer programs for teachers working at state schools.(Bayrakli, 2010)

Several universities like Bilkent University, Middle East Technical University, Çukurova University, Sabancı University, Baskent University, and Anadolu University have set up their own training units which offer both induction and professional development activities. Some private institutions like British Side and Oxford House College, which offer language courses also offer short term and long term training courses for teachers.

Universities and private schools also organize national and international symposiums, congresses, conferences which are open to teachers working for other institutions. Publishers working in ELT field sponsor these events and they invite freelance trainers working in different part of the world. (INGED Events Calendar, 2010)

Through these rich selections of professional development activities such as lectures, workshops, seminars and panel discussions, teachers can update themselves on the recent research in their field, learn new techniques and methods, become familiar with latest publications and get together with other professionals (Ur, 2005). However, a study by Kucuksuleymanoglu (2006) in which he examined and described the in-service training programs which were organized by the Ministry of Education for English language teachers in Turkey between1998-2005 revealed that the percentage of the programs in the total number of INSET programs for ELT teachers was insufficient. In these years, the percentage of ELT Inset changed between 2.22 and 5.01 in the total numbers.

Most professional development activities in Turkey based on the assumption that teachers lack certain skills and knowledge to be able to perform their job effectively. It is believed that teachers who lack these skills and knowledge must attend teacher training programs. Daloglu (2004) stated, in Turkey, development of knowledge and skills weren't emphasized for the professional development of the teachers until recently. Therefore, one-shot workshops where mastery of prescribed skills and

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knowledge were fostered were imposed as the main type of professional development activity. However, change cannot be done to the teachers. It involves teachers' learning, so it is more complex than it is assumed. Therefore, the approaches to training and professional development must lead to a different direction where change is realized as growth or learning.

European Commission funded a six-month research project containing detailed case studies of 11 teacher-education institutions across Europe to provide a guideline and advice on best practice in teacher education in European Profile for Language Teacher Education: A Frame of Reference. The Profile has been designed so that policy makers and language teacher educators will consider this frame of reference while adapting their existing programs and needs. It aims to harmonize the qualifications for language teachers across Europe. Educational institutions in Turkey, as well, consider the framework in teacher education (Kelly et al., 2004).

Within the Comenius program for school education, and Erasmus program for higher education, European Union funds are available for teachers who want to participate in in-service training activities which last from one to six weeks in another country. The activity can be a training course, a conference, a seminar, organized in a private, public or non-governmental organization. Teachers can enhance their knowledge of other European languages, education systems, or improve their teaching skills. Teachers working in Turkey are also eligible to these funds. Each year a number of teachers from different institutions travel to Europe for training or other developmental purposes. (Centre for European Union Education and Youth Programs, 2010)

2.6. Related Research in Turkey

A review of the previous studies on professional development in Turkey indicates that more research is needed to improve the professional development practices. The previous studies related to professional development mostly focused on the evaluation of an in-service training program, determining the perceptions of teachers about professional development programs or determining the areas where a training was

needed. In some studies other studies alternative methods of the professional development program types are suggested by the researchers.

Kucuksuleymanoglu (2006) examined and described in-service training programs, which were organized by the Ministry of Education for English language teachers in Turkey between 1998-2005. In the total number of INSET programs, the percentage of the programs for ELT teachers was found out to be insufficient. In these years, the percentage of ELT Inset changed between 2.22 and 5.01 in the total numbers. Kucuksuleymanoglu (2006) also identified that the participants were from different types of schools with different needs. These teachers with different needs were in the same program. However, teachers could be grouped in smaller numbers in a way to ensure that those with the similar needs were put together to address their needs in a more effective way. Kucuksuleymanoglu emphasized that it was necessary to provide teachers with the opportunity to practice what they learnt during the sessions within the program so that they could share their experiences with each other. She concluded that a program evaluation was also necessary to follow up the in-service programs.

Ozen (1997) investigated the perceived needs and expectations of the staff in Freshman Unit at Bilkent University. The results showed that teachers needed to improve themselves in the areas of material preparation and assessment, skills, testing, curriculum design and development, classroom management, methodology, and giving feedback.

Another study on in-service teaching was by Sentuna (2002). She investigated the interests of 530 instructors from 24 Turkish universities. Findings suggested that teachers mostly wanted to learn about motivating students and raising students' language awareness, new teaching methods, using new materials, and promoting interaction. In this study, it was also found out that novice teachers were more interested than the experienced teachers in most of the areas. Alan (2003) also studied the perceptions of novice teacher about in-service training programs, which was carried out at Anadolu University. He found out that teachers mostly needed to gain knowledge in areas such as classroom management, textbook use, and testing.

Duzan (2006) evaluated the effectiveness of the in-service training program implemented for the newly hired teachers in the School of Foreign Languages at Middle East Technical University. In the needs assessment part of the evaluation, Duzan (2006) found out that newly hired teachers needed training in areas such as teaching methodology, classroom management, teaching the skills, use of the resources, and evaluation and assessment. The results showed that these teachers did not need any training on language aspects like phonology, grammar, vocabulary, and language as a communication. Duzan stated that the findings revealed that the trainees needed the program to address their more immediate needs rather than dealing with language skills which they believed they already possessed. In the same study, findings from the experienced teachers indicated that they did not report need to participate in an in-service training program.

Besides these studies focusing on in-service teacher training programs as a means for professional development, there are some other studies investigating the alternative forms of professional development programs such as peer observation model, a teacher group study, and self initiated programs.

Karaaslan (2003), in her case study on Baskent University English language teachers related to their perceptions of self-initiated professional development, found out that teachers were aware of the importance of major professional development activities for their growth. However, excessive work load, lack of self-motivation, and lack of institutional support were some important factors which hindered their growth.

Kasapoglu (2002) investigated a suggested peer observation model as a means of professional development, and she found out that peer observation contributed teachers' professional development, and it encouraged collaboration among colleagues. A teacher study group in the Foreign languages Department at Osman Gazi University as an alternative method of professional development was investigated by Arikan (2002). She found out that teacher study group was effective in terms of sharing experiences, ideas, knowledge and improving collegiality. It was suggested that when these were no other available professional development activities, teacher study group could be useful as a means for professional development.

As Freeman (1999) states what you do is shaped by where you do it. With his words, he is trying to emphasize the importance of context in education. The beliefs, perceptions, working conditions, school facilities, rules and regulations constitute the context. Teachers working in different context will have different needs. Therefore, different results can be obtained in different instutitions although the same study is carried out. This study assesses the needs of instructors within the context of a School of Foreign Languages in a state university in Istanbul.

2.6. Summary

In this chapter a detailed literature review of professional development was provided. In the first part of the chapter, the concept of professional development was defined, and the distinction between teacher training and development was clarified. In the second part of the chapter, how language teaching changed overtime was explained. Different methods and approaches emerged at different times in history of teaching foreign languages and Information and Communication Technologies, and their impacts on teaching were pointed out. The changing roles of the teachers and the students within these different methods and approaches and integration of the technology in language classrooms were identified. In the third part of the chapter, the concept of need and needs assessment were defined and the importance of needs assessment was provided. In addition, the reasons why teachers' professional development needs needed to be considered were explained. Finally, common professional development activities in Turkey and some examples of the previous research on professional development were provided.

CHAPTER III

METHOD

This chapter introduces seven different parts about the methodological details of the study. The overall design of the study is presented in the first part. In the second part, research questions are provided. The participants of the study are described in the third part. The details of the instrument that was used to collect data of this study are provided in the fourth part. In part five, the data collection procedure in the study is explained. Data analyses conducted are provided in the sixth part. In the last part, the limitations of the study are presented.

3.1. Research Design

This study aimed to investigate the professional needs of the English language instructors working at a state university. A survey research design was utilized, in which data were collected through a questionnaire prepared by the researcher. According to Fraenkel and Wallen (2006), 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" (p.423). Researchers usually design a survey research to describe the attitudes, perceptions, opinions, behaviors, or characteristics of a group. They prepare a questionnaire to ask a number of questions related to one particular topic or issue to find answers. The answer to these questions by the group constitutes the data of the study. In this study, a self-prepared questionnaire was used by the researcher to describe the professional development needs of the English language instructors working at a state university.

3.2. Research Questions

The following research questions were addressed in this study:
1. What are instructors' perceptions of professional development programs?
2. What are the most common professional development activities instructors practice?

3. What are the factors that hinder instructors from attending professional development programs?

4. What skills are perceived as difficult to teach and assess by the instructors?

5. In what areas of teaching English do instructors need a professional development program?

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

7. How well do perception of professional development programs, department they graduated, years of teaching experience, and workload predict the degree of need?

3.3. Participants

The study was conducted at a state university in Istanbul and the English language instructors working there in 2009-2010 academic year constitute the target population of the study. Census sampling procedure was performed, in which all the members of the population participated in the study All the instructors except for those who are on the maternity leave provided data for the study.

Table 3.1 summarizes the demographic information about the participants. Data were collected from 92 instructors; 79 of whom were full-time instructors, while the remaining 13 were part-time instructors. The great majority of the instructors were women (88%). Almost 95% of the participants were from English language related departments while the remaining 5% were graduates of other departments who have chosen English language teaching as a profession in time. Graduates of the teaching department had the highest percentage (48%), and followed by the graduates of the literature department (34%). Linguistics graduates constituted 3% of the population. The least participation was from the translation department with only 2%. Of all the participants only 9% did not hold a teaching certificate. The majority of the instructors participated in the study were full-time instructors (86 %).

Table 3.1

Demographic Information of the Participants

Variables	F	%
Gender		
Female	81	88.0
Male	11	12.0
Department		
Teaching	48	52.2
Literature	34	37.0
Linguistics	3	3.3
Translation	2	2.2
Other	5	5.4
Teaching Certificate		
Yes	84	91.3
No	8	8.7
Form of Employment		
Full-time	79	85.9
Part-time	13	14.1

Table 3.2 shows descriptive statistics for the following variables: age, years of teaching experience, teaching hours, and number of groups the instructors teach. The mean age of the participants was 38, and the age range was from 22 to 63. Years of teaching experience yielded a mean of 13 and was ranging from 1 to 38. In the institution, there are 4 different levels taught. At each level, courses are divided as grammar/listening and reading/writing/ESP. This means that one teacher teaches grammar and listening, or reading, writing, and ESP at one level. Generally, most full-time teachers have only one class and teach this class for approximately 15 hours a week. However, part-time instructors have at least 2 or 3 different groups and teach approximately 22 hours. The range of teaching hours was from 12 to 31. The mean of teaching hours was 16. Just 4% of the total population was teaching more than 25 hours a week. The number of groups taught differed from 1 to 5. The mean score for the number of groups thought was calculated as 1.7.

Table 3.2

Ranges related to Demographic Information

Variables	Minimum	Maximum	M
Age	22	63	38.6
Years of teaching	1	38	13.3
Teaching hours	12	31	16.1
Number of groups taught	1	5	1.7

3.4. Data Collection Instruments

Data were collected through a questionnaire prepared by the researcher. Items were developed through review of related literature and examining existing questionnaires (Arikan, 2002; Karaarslan, 2003; Gultekin, 2007) related to professional development. Since the questionnaire was going to be administered to the instructors of English, it was developed in English. To provide evidence for content validity, four experts (in the fields of needs assessment, measurement and evaluation, program development, and professional development for language teachers). After necessary changes were made based on the suggestions, the questionnaire was also examined by the administration of the institution. The questionnaire had six parts:

In the first part, the participants were given 6 statements about their perceptions of professional development programs. They were asked to indicate how much they agree with each statement on a five-point scale from "strongly disagree" to "strongly agree." Sample items read included "Attending professional development programs makes me feel more confident while teaching" and "Professional development programs improve teaching competence." The reliability analysis yielded a Combat alpha coefficient of .90.

The second part of the questionnaire had two sections. In the first section, the participants were given 10 different types of professional development activities and they were asked to state how frequently they do these activities on a five-point rating scale where 1 indicated "never" and 5 indicated "always." Sample professional development activities included "Heavy work-load," "Lack of self-motivation," "Intense pacing," and "Inconvenient date/time." In the second section, the participants

were given 10 factors that hinder attending professional development programs and they were asked to indicate the importance of each factor for them on a five-point rating scale ranging from "not important at all" to "very important." Sample items were "intense pacing", and "cost".

The third part of the questionnaire aimed to identify the most problematic areas of teaching. The third part also had two sections. In the first section, the participants were given a list of language skills which are listening, speaking, reading, and writing together with grammar and vocabulary. The participants were asked to mark the most difficult one for them to teach and the most difficult one for them to assess. Secondly, the participants were given 21 different areas for professional development, and they were asked to indicate their degree of need for each area on a five-point scale where 1 indicated "no need" and 5 indicated "very high need." Exploratory factor analysis was performed to provide evidence for construct validity. Initially, correlation matrix for the 21 item was obtained (Table 3.3). Correlation coefficients among the areas showed that these items can be factorable.

Table 3.3

Correlation Matrix among 21 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 manangement	.50	1.00																			
3. Learner characteristics	.27	.47	1.00																		
4. Syllabus design	.66	.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 feedeback	.33	.33	.43	.44	.53	.37	.54	1.00													
9. Using technology	.10	.01	.13	.06	.21	.29	.26	.53	1.00												
10. Using games	.01	.04	.21	.05	.29	.07	.13	.54	.70	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	.38	1.00							
15. Integrated skills	.31	.35	.42	.27	.44	.26	.47	.46	.35	.40	.47	.34	.57	.62	1.00						
16. Classroom research	.50	.37	.45	.48	.40	.37	.43	.52	.20	.23	.37	.43	.50	.41	.58	1.00					
17. Preparing supplementary materials	.53	.43	.32	.56	.37	.40	.46	.43	.11	.18	.39	.29	.29	.56	.58	.54	1.00				
18. Preparing students for exam	.19	.07	.30	.24	.35	.26	.39	.26	.13	.20	.38	.19	.34	.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	.28	.30	.23	.15	.15	.41	1.00		
20. Time management	.40	.44	.30	.46	.26	.36	.39	.52	.23	.24	.35	.29	.16	.42	.32	.34	.44	.15	.21	1.00	
21. Teacher training	.37	.15	.25	.36	.23	.43	.43	.37	.14	.15	.37	.30	.33	.43	.27	.38	.31	.46	.25	.35	1.00

Before running the factor analysis, all the assumptions were checked. Kaiser-Meyer-Olkin (KMO) and Barlett's test of sphericity were examined to evaluate the appropriateness of the data to the factor analysis. KMO value must be .6 and above and Bartlett's test should be significant (Tabachnick & Fidell, 2007). Kaiser-Meyer-Olkin (KMO) value of .842 indicated that we could conduct a reliable factor analysis. As expected, Bartlett's test was significant χ^2 (210)= 1014.399, $p < .01$.

Maximum likelihood extraction was used because the data were approximately normally distributed. To retain the number of factors, eigenvalues greater than one and scree plot were used to have substantial amounts of common variance. To enhance the interpretability of the factor-loading matrix factors were rotated using Direct Oblimin rotation technique. Based on eigenvalues greater than one criterion, there were 4 factors. The total percentage of variance explained by these four factors was 62.04 %. However, the inspection of scree plot showed that a 3-factor solution could also be considered. The curve began to straighten after the 3rd point (Figure 3.1.).
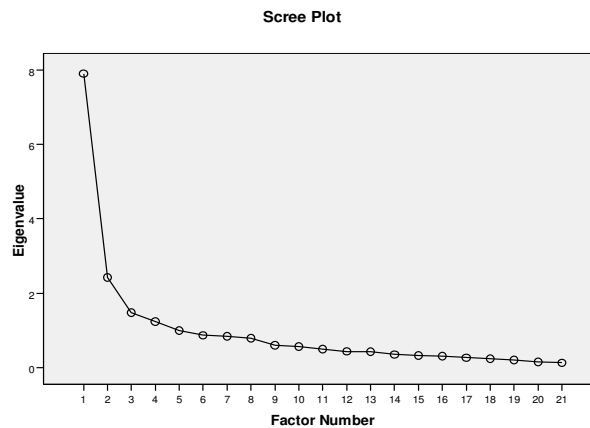
Figure 3.1. Screen plot based on the data

Before giving the final decision, all 3, 4, and 5 factor solutions were examined. Among these solutions, it seemed that 3-factor solution was the most interpretable one. All the items were loading on at least one factor. Item 9 "English for specific purposes" and item 12 "Teacher training" loaded high on both factors 1 and 3. These items were included in factor 3 considering the content. Item 15 "Integrated skills" also loaded high on all of the factors. Based on the content, it was included in factor 2.

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As a result, factor 1 refers to professional development areas which are common to all subject areas. In other words, these areas are related to not only teaching English, but teaching of all other subject areas such as science or geography. These areas included "Lesson planning," "Classroom management," "Syllabus design," "Assessment," "Preparing supplementary materials," "Time management," "Test development," "Classroom research," "Increasing motivation," and "Learner characteristics." Therefore, the first factor was named as "common need areas." In factor 2, methods which are started to be used more recently in teaching of English come together. These items in factor 2 were "Using games," "Using technology," "Giving constructive feedback," "Drama," "Story telling," and "Integrated skills." Factor 2 was named as "contemporary need areas." In the last factor, areas which can be considered as special interests were gathered. These were not needed to teach an ordinary class, but teacher who are specifically interested in these areas would need them. These items included "Preparing students for specific exams such as TOEFL or KPDS," "Common European Framework of References for Languages", "English for specific purposes," and "Training other teachers." For that reason, this factor was called as "special interest need areas." Table 3.4 presents the factor loadings of the three-factor structure.

Table 3.4

Pattern Matrix

	Factor		
	1	2	3
Syllabus design	**.80**	.14	-.01
Lesson planning	**.75**	.17	.06
Classroom management	**.72**	.09	-.13
Assessment and evaluation	**.66**	-.05	.13
Preparing supplementary materials	**.62**	-.01	.20
Time management	**.62**	-.17	-.15
Test development	**.54**	.03	.15
English for specific purposes	**.52**	-.08	**.31**
Conducting research	**.51**	-.16	.22
Identifying learner characteristics	**.50**	-.12	.06
Increasing students' motivation	**.44**	-.25	.03
Training other teachers	**.35**	-.06	**.31**
Using games in ELT	-.15	**-.94**	-.02
Using technology in ELT	-.02	**-.76**	-.09
Giving constructive feedback	**.55**	**-.58**	-.23
Using drama in ELT	.01	**-.55**	.18
Story telling	.24	**-.53**	.14
New theories and practices	-.04	**-.52**	.45
Preparing students for exams	.12	-.06	**.57**
Common European Framework of Reference for Languages	.02	.03	**.52**
Integrated skills teaching	**.29**	**-.32**	**.39**

In addition, reliabilities of the subscales were estimated through Cronbach alpha coefficients. The alpha values were found to be .88 for common need areas, .86 for contemporary need areas, and .71 for special interest need areas, indicating high internal consistency. Overall, these findings provided satisfactory evidence for the validity and reliability of the scale.

The part four aimed to gather information about the preferences for the delivery methods and formats of the professional development programs. Table 3.5 summarizes these delivery methods and formats of the professional development programs.

Table 3.5.

Delivery Method and Format of the Professional Development Programs.

Preferred attendance format
    Optional
    Compulsory

Preferred delivery format
    Seminar
    workshop
    group discussion

Preferred place
    at my institution
    at another institution in Istanbul
    at another institution in another city in Turkey
    Online
    Abroad

Preferred speaker
    a colleague from my institution
    a group of teachers from my institution
    a trainer or expert from an outside institution
    a colleague from my institution and a trainer from an outside organization

Preferred time
    weekday morning
    weekday afternoon
    at the weekend

Preferred frequency
    once a week
    once in two weeks
    once a month
    once in two months
    once in a semester

Preferred length for each session
    up to 30 minutes
    up to 45 minutes
    up to 60 minutes
    up to 90 minutes

In the last part of the questionnaire, demographic information about the instructors such as gender, age, years of teaching experience, department graduated, holding a teaching certificate or not, form of employment, instructors' workload, and the number of groups taught were gathered.

3.5. Data Collection Procedure

First of all, the necessary written permission from the institution where the study would take place was taken to carry out the study there. Then, the necessary permission from the Research Center for Applied Ethics of Middle East Technical University was taken. The Committee examined the proposal and the questionnaire in terms of purpose, significance, method, and measures that were going to be administered to the volunteered participants together with informed consent forms. After the approval of the Committee, the questionnaire was administered to the English language instructors working in the institution in 2009-2010 academic year. The participants signed "Subject Consent Form" to indicate that they participate in the study voluntarily.

3.6. Data Analysis

Descriptive statistics and multiple regression analysis were used to analyze the data. After data were collected, all the responses were entered into Statistical Package for Social Sciences (SPSS). More specifically, to analyze the data to answer first six research questions, descriptive statistics were generated. In order to analyze the data related to the last research question, three separate simultaneous regression analyses were performed. In the regression analysis, the three factors appeared in the factor analysis were used as the outcome variables. These variables were common need areas, contemporary need areas, and special interest need areas. The predictor variables were perception of professional development programs, department they graduated, years of teaching experience, and workload. The department variable was coded into two levels: teaching department graduates (1) and graduates of other departments (2). All the necessary assumptions for regression analysis were checked. For normality of residuals, histogram and normal P-P plot of residuals were examined. In addition, univariate normality was checked. For homoscedasticity,

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scatter plot was examined. In order to check for multicolinearity, Variance Inflation Factor (VIF) and tolerance values were examined.

3.7. Limitations

The approach used in the study focused on identifying self-perceived professional development needs of the instructors. The study examined the self-reported needs. In other words, the teachers reported the areas in which they themselves think they need development. It is assumed that the teachers were sincere and truthful in their statements and in their self evaluation. Moreover, this study was carried out in one specific institution. Therefore, the result of this study provided information about that institution and identified the situation there, so the results cannot be generalized to other contexts.

CHAPTER IV

RESULTS

In this chapter, the results of the statistical analyses are presented. The main goal of the present study was to assess the professional needs of English language instructors working at a state university. To assess their needs, an instrument was developed with five different parts, each of which is focusing on one aspect of professional development.

4.1. Preliminary Analysis

Prior to the main analyses, the accuracy of data entry, the presence of missing data, and distribution of all variables were examined. In the present study, there were less than 5 % missing, so no item or case was excluded from the data set.

4.2. Perceptions of Professional Development

The first research question ("What are instructors' perceptions of professional development programs?") sought to determine the perceptions of the instructors about professional development programs. In order to get the necessary information in the first part of the questionnaire, the instructors were given 6 statements about the professional development programs and asked to respond these statements on a five-point agreement scale. While analyzing the data, each scale was represented by a number from 1 to 5, and mean scores were calculated for each item.

As shown in Table 4.1, the mean scores for each statement varied between 3.50 and 4.12. Item 4 ("Professional development programs make me reconsider my teaching methods") received the highest mean score ($M = 4.12$), whereas item 5 ("Professional development programs are relevant to my needs and interests") received the lowest mean score ($M = 3.50$).

Table 4.1

Perceptions of Professional Development Programs

Items	Mean	SD
1. Professional development programs make me reconsider my teaching methods	4.12	0.71
2. Professional development programs improve teaching competence	4.07	0.69
3. Attending professional development programs make me feel more confident while teaching	3.99	0.81
4. Professional development programs help me improve my teaching skills	3.98	0.69
5. Professional development programs give me practical information that I can use in my classroom	3.80	0.83
6. Professional development programs are relevant to my needs and interests	3.50	0.78

4.3. Common Professional Development Activities

The second research question was "What are the most common professional development activities instructors practice?" The instructors were given different types of professional development activities, and they were asked to state how frequently they do these activities five-point rating scale. The mean score of each activity was calculated to find out the activities with the highest and lowest mean scores.

Table 4.2 shows the mean scores and the standard deviation for each activity. It appeared that the most common professional development activity type is "sharing experiences with colleagues" with a mean score of 4.08. It is followed by "reflecting on my own teaching" with a mean score of 3.75. The least common activity type, on the other hand, was found to be "joining an online ELT discussion group" ($M = 1.82$).

Table 4.2

Common Professional Activity Types

Items	M	SD
1. Sharing experiences with colleagues	4.08	0.88
2. Reflecting on my own teaching	3.75	0.79
3. Asking colleagues for help	3.40	0.99
4. Reading ELT articles, magazines or books	3.15	0.96
5. Participating in courses, workshops or seminars	2.89	0.80
6. Conducting classroom research	2.61	0.98
7. Observing other teachers	2.39	1.06
8. Joining a special interest group	2.08	1.11
9. Joining a teacher association	2.04	1.07
10. Joining an online ELT discussion group	1.82	1.13

4.4. Factors Hindering Attending Professional Development Programs

The third research question was "What are the factors that hinder instructors from attending professional development programs?" The instructors were given the list of factors that hinder attending professional development programs and asked to indicate the importance of each factor on a five-point scale. The mean score for each factor was identified to find out which one was the most important one (Table 4.3). Findings indicated that the most important factor was "inconvenient date/time" with a mean score of 3.87 followed by "unrealistic content" with a mean score of 3.86.

Table 4.3

Factors Hindering Instructors from Attending Professional Development

Items	M	SD
1. Inconvenient date/time	3.87	1.07
2. Unrealistic content	3.86	1.13
3. Inconvenient location	3.67	1.24
4. Cost	3.63	1.31
5. Unqualified trainers	3.59	1.15
6. Intense pacing	3.39	1.19
7. Heavy workload	3.28	1.38
8. Lack of institutional support	3.25	1.36
9. Not being informed about upcoming programs	3.03	1.23
10. Lack of self-motivation	2.52	1.22

4.5. Most Difficult Skills to Teach and Assess

The fourth research question was "What skills are perceived as difficult to teach and assess by the instructors?" Table 4.4 shows the findings. The most difficult skill to teach and to assess for the instructors working at the institution was "Writing" followed by "Speaking." The least difficult skill for the instructors to teach and to assess was found to be "Grammar."

Table 4.4

Most Problematic Skills to Teach and Assess

	f	%
Most Problematic Skills to Teach		
Writing	49	53.26
Speaking	29	31.52
Vocabulary	26	28.26
Reading	23	25.00
Listening	15	16.30
Grammar	12	13.04
Most Problematic Skills to Assess		
Writing	68	73.91
Speaking	22	23.01
Vocabulary	14	15.22
Reading	14	15.22
Listening	10	10.87
Grammar	7	7.60

4.6. Professional Development Need Areas

The fifth research question was "In what areas of teaching English do instructors need a professional development program?" The instructors were given a list of different areas for professional development, and were asked to indicate their degree of need for each area on a five point scale where 1 indicated "no need" and 5 indicated "very high need." The total scores for each area were calculated to identify the area in which the degree of need is the highest and the lowest (Table 4.5). It is found out that the area where the degree of need is the highest was "New theories and practices of ELT" ($M = 3.32$) which is followed by "Use of technology in ELT" ($M = 3.25$). On the other hand, it was

found out that the teachers' degree of need is the lowest in the "Lesson planning" and "Classroom management" with the same mean value ($M = 1.87$).

Table 4.5.

Professional Development Need Areas

Areas	M	SD
1. New theories and practices of ELT	3.32	1.12
2. Use of technology in ELT	3.25	1.23
3. English for Specific Purposes (ESP)	3.10	1.37
4. Common European Framework of Reference for Languages (CEFR)	3.07	1.32
5. Using games in ELT	3.05	1.21
6. Using drama in ELT	3.03	1.26
7. Teaching integrated skills	3.00	1.19
8. Preparing students for exams (e.g. KPDS, UDS, TOFEL, IELTS etc.)	2.96	1.33
9. Assessment and evaluation	2.91	1.06
10. Increasing student motivation	2.90	1.35
11. Test development	2.86	1.14
12. Conducting classroom research	2.85	1.16
13. Preparing supplementary materials	2.76	1.33
14. Story telling	2.70	1.15
15. Training other teachers	2.64	1.31
16. Giving constructive feedback	2.58	1.10
17. Identifying learner characteristics	2.35	1.03
18. Syllabus design	2.30	1.12
19. Time management in classroom	2.04	1.10
20. Classroom management	1.87	.97
21. Lesson planning	1.87	.93

4.7. Preferences for Method and Delivery Format

The sixth research question was "What are the instructors' preferences for delivery methods and formats of the professional development programs?" The instructors were asked to report their preferences regarding issues like attending format, delivery format, frequency, time, and length of the professional development activities. Table 4.6 shows the frequency and percentage for each answer. It appeared that 75 % of the participants reported that professional development programs must be optional. The most preferred delivery format was determined as "workshop," while "seminar" was determined the least preferred one. Eighty-nine instructors indicated that they prefer professional development programs at their own institution. The least favorable location is "another institution out of the city." The preferred speaker was determined as a "trainer or expert from an outside organization." The least preferred speaker was found to be a "group of teachers from the organization." The instructor proposed that the best time to organize a professional development activity was "weekday mornings." The most preferred frequency to organize a professional development activity was found to be "once a month" ($f = 48$). The ideal length for each session was identified as "up to 60 minutes."

Table 4.6

Preferences for Delivery Methods and Formats

	f	*%*
Preferred attendance format		
optional	69	75.00
compulsory	23	25.00
Preferred delivery format		
seminar	41	44.57
workshop	61	66.30
group discussion	48	52.17
Preferred place		
at my institution	89	96.74
at another institution in Istanbul	22	23.91
at another institution in another city in Turkey	6	6.52
online	20	21.74
abroad	24	26.09
Preferred speaker		
a colleague from my institution	36	39.13
a group of teachers from my institution	30	32.61
a trainer or expert from an outside institution	61	66.30
a colleague from my institution and a trainer	48	52.17
Preferred time		
weekday morning	58	63.04
weekday afternoon	38	41.30
at the weekend	16	17.39
Preferred frequency		
once a week	9	09.78
once in two weeks	16	17.39
once a month	44	47.82
once in two months	25	27.17
once in a semester	22	23.91
Preferred length for each session		
up to 30 minutes	5	05.43
up to 45 minutes	38	41.30
up to 60 minutes	49	53.26
up to 90 minutes	13	14.13

4.8. Results of the Regression Analyses

Three separate simultaneous regression analyses were conducted to evaluate how well teachers' perception of professional development, department they graduated, their years of teaching experience, and workload predicted their professional development needs in the areas that are common to teaching of all subjects, in the contemporary need areas, and in the special interest need areas. A significance level of 0.05 was established.

4.8.1. Results of the Regression Analysis I

The predictors of the first analysis were teachers' perception of professional development, department they graduated, years of teaching experience, and workload. The criterion variable was the common need areas.

4.8.1.1. Assumptions

Prior to running the first regression analysis, all the necessary assumptions were checked. Regression analysis has several assumptions which are normality, multicollinearity, outliers, homoscedasticity, and independence of residuals (Tabachnick & Fidell, 2007).

The normality assumption of the residuals was evaluated by using histogram and normal probability plot of residuals. The distribution of the histogram should not be too peaked or too flat (Tabachnick & Fidell, 2007). The normal P-P plots also indicated that there was no serious deviation from the straight line. Therefore, assumption of normally distributed errors was satisfied in the analysis (Figure 4.1.).
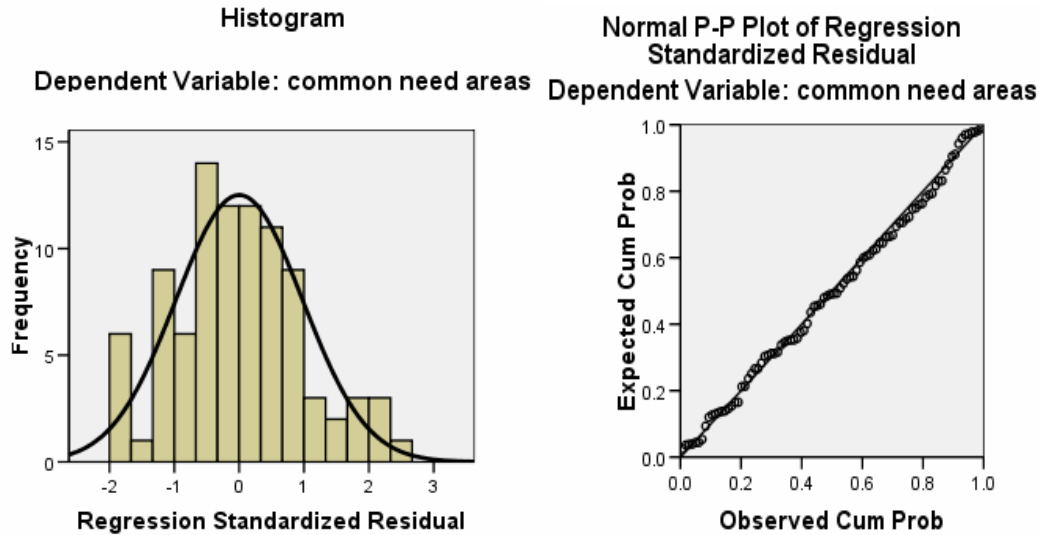
Figure 4.1. Histogram and normal probability plot for common need areas

Multicollinearity exists when there are high correlations among the independent variables. There are different ways to check multicollinearity: variance inflation factor (VIF), tolerance, and bivariate correlations (Pearson) between independent variables. VIF values should be less than 10, and the values of tolerance should be more than .20 to satisfy this requirement (Field, 2005). As it can be seen in Table 4.7, tolerance and VIF values requirements were satisfied. According to Tabachnick and Fidell (2007), the correlation between independent variables should be less than .9. The level of correlation among the predictors was within the required limits, as well. As it can be seen from in the Table 4.8, the correlations were not very high. There appeared no evidence of violation of multicollinearity. As a result, there was no need to exclude or combine the variables.

Table 4.7

Tolerance and VIF Values of Predictor Variables

Variables	Tolerance	VIF
Perceptions of professional development	.75	1.33
Department graduated	.84	1.19
Years of teaching experience	.64	1.56
Workload	.75	1.33

Table 4.8

Intercorrelations among the Predictor Variables of Common Need Areas

Variables	1	2	3	4
1. Common need areas	1.00			
2. Perceptions of professional development	.12	1.00		
3. Department graduated	.10	.05	1.00	
4. Years of teaching experience	-.34	-.42	.32	1.00
5. Workload	.11	.35	. 21	-.46

Homoscedasticity is another assumption of regression analysis. It requires the equal standard deviations of errors of independent variables for all scores of dependent variables (Tabachnick & Fidell, 2007). It can be checked by the scatter plots. The interpretation of this plot is that the greater the spread on the vertical axis, the less valid is the assumption of constant variance (Field, 2005). The scores were randomly scattered and there was not systematic pattern or clustering of scores. As can be seen in the Figure 4.2, the assumption is not violated.
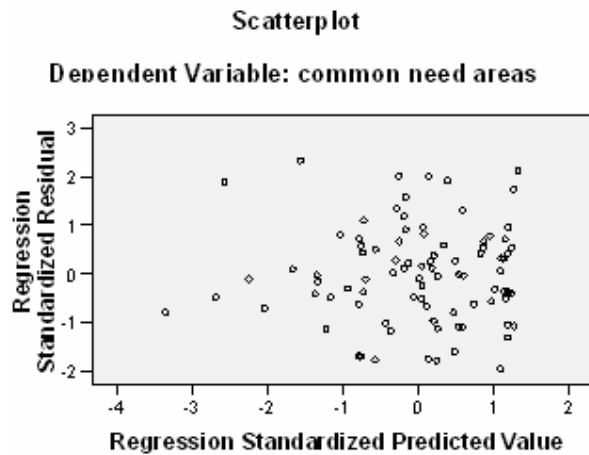
Figure 4.2. Scatterplot for common need areas

Independence of residuals assumption requires that the residuals do not follow a pattern from case to case. This assumption can be detected from Durbin-Watson value. The value of Durbin-Watson should be between 1 and 3 (Tabachnick & Fidell, 2007). The independence of residuals assumption was satisfied in the regression analyses with a Durbin-Watson value of 1.68.

4.8.1.2. Findings

In the first analysis, the predictors were perception of professional development, department instructors graduated, years of teaching experience, and workload. The criterion variable was the total professional development need scores in the areas common to teaching of all subjects. The regression equation predicting needs was significant $R^2 = .12$, $F (4, 87) = 2.82$, $p < .05$. 12% of the variance of the needs can be accounted for by the linear combination of the predictors. In the Table 4.9, indices to indicate the relative strength of the individual predictors are presented. Only years of teaching experience was found to be significant among predictors, $\beta = -.37$, $t(92) = -2.91$, $p < .05$. It was negatively associated with professional development needs. This is, as the years of teaching experience goes up, the need for professional development in the areas common to teaching of all subjects decreases.

Table 4.9

Results of the Regression Analysis for Common Need Areas

Predictors	*B*	*SE*	*β*	*t*	*p*
Perception of professional development	-.02	.15	-.01	-.12	.91
Department graduated	-.02	.17	-.01	-.10	.92
Years of teaching experience	-.03	.01	-.37	-2.91	.01*
Workload	-.01	.02	-.05	-.42	.67

Note. Dependent Variable = Common Need Areas. *p< .05

4.8.2. Results of the Regression Analysis II

The predictors of the second analysis were teachers' perception of professional development, department they graduated, years of teaching experience, and workload. The criterion variable of the second analysis was contemporary need areas.

4.8.2.1. Assumptions

Prior to running the first regression analysis, all the necessary assumptions (normality, outliers, homoscedasticity, and independence of residuals) were checked. As multicollinearity was examined in the first regression analysis, it was not checked again. The normality assumption of the residuals was evaluated by using histogram and normal probability plot of residuals. Findings indicated that assumption of normally distributed errors was satisfied in the analysis (Figure 4.3).
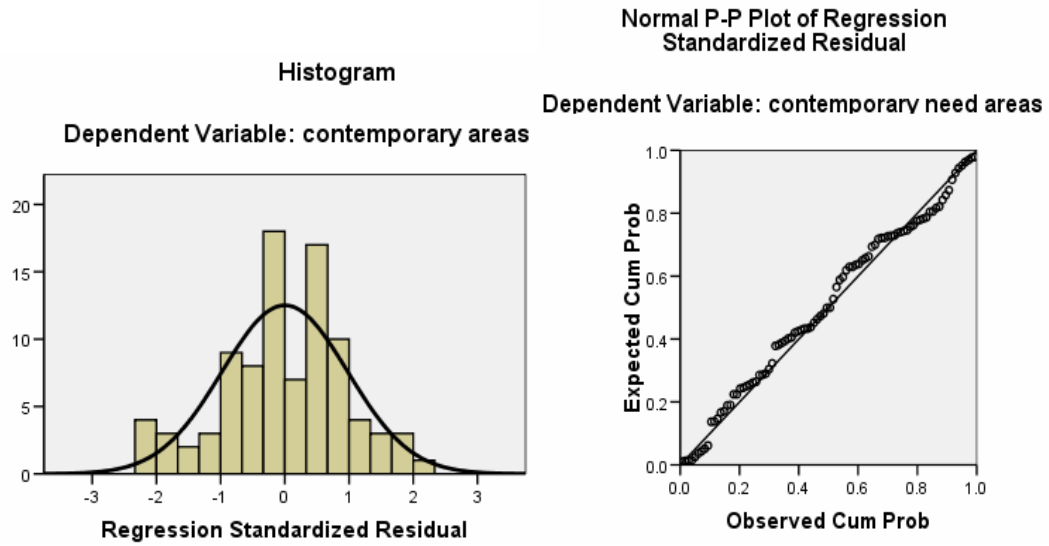
Figure 4.3. Histogram of normality and normal probability plot for contemporary need areas.

To check for homoscedasticity, scatterplots were examined. The scores were randomly scattered and there was no systematic pattern or clustering of scores. As can be seen in the Figure 4.4, the assumption is not violated.
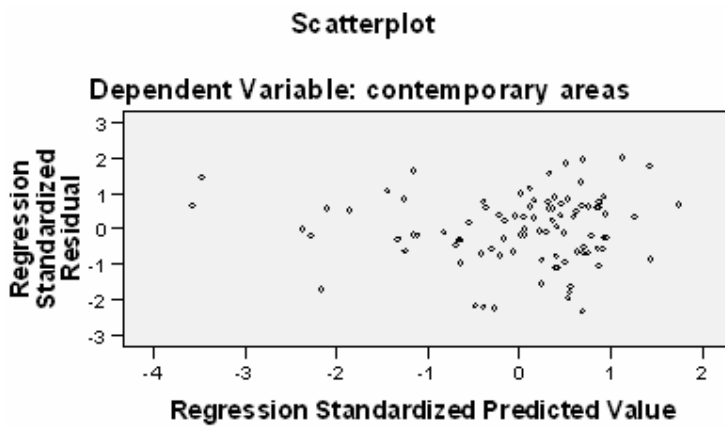

Figure 4.4. Scatter plot for contemporary need areas

Independence of residuals assumption requires that the residuals do not follow a pattern from case to case. This assumption was checked via the Durbin-Watson value. The value of Durbin-Watson should be between 1 and 3 (Tabachnick & Fidell, 2007). The independence of residuals assumption was satisfied in the regression analyses with Durbin-Watson value of 1.95.

4.8.2.2 Findings

In the second analysis the predictors were perception of professional development, department instructors graduated, years of teaching experience and workload. The criterion variable was the total professional development need scores in the contemporary need areas. Table 4.10 presents the bivariate correlations among the variables.

Table 4.10

Intercorrelations among the Predictor Variables of Contemporary Need Areas

Variables	1	2	3	4
1. Contemporary need areas	1.00			
2. Perceptions of professional development	.07	1.00		
3. Department graduated	.09	-.06	1.00	
4. Years of teaching experience	-.22	-.42	.32	1.00
5. Workload	-.03	.37	. 21	-.46

The regression equation predicting contemporary needs was significant $R^2 = .07$, F (4, 87) = 1.71, p < .05. 7% of the variance of the needs can be accounted for by the linear combination of the predictors. Table 4.11 presents the indices indicating the relative strength of the individual predictors. Only years of teaching experience was found to be significant among other predictors, $\beta = -.31$, $t(92) = -2.38$, $p < .05$. It was negatively associated with professional development needs. This is, as the years of teaching experience goes up, the need for professional development decreases in contemporary need areas.

Table 4.11

Results of the Regression Analysis for Contemporary Need Areas

Predictors	B	SE	β	T	p
Perception of professional development	-.08	.17	-.06	-.48	.64
Department graduated	.03	.20	.02	.17	.87
Years of teaching experience	-.03	.01	-.31	-2.38	.02*
Workload	-.03	.02	-.16	-1.34	.19

Note. Dependent Variable = Contemporary Need Areas. *p< .05

4.8.3. Results of the Regression Analysis III

The predictors of the third analysis were teachers' perception of professional development, department they graduated, years of teaching experience and workload. The criterion variable of the last analysis was special interest need areas.

4.8.3.1. Assumptions

Prior to running the first regression analysis, all the necessary assumptions (normality, outliers, homoscedasticity, and independence of residuals) were checked.. As multicollinearity was examined in the first regression analysis, it was not checked again. The normality assumption of the residuals was evaluated by using histogram and normal probability plot of residuals (Figure 4.5). Findings indicate the satisfaction of the assumption of normally distributed errors was satisfied in the analysis.
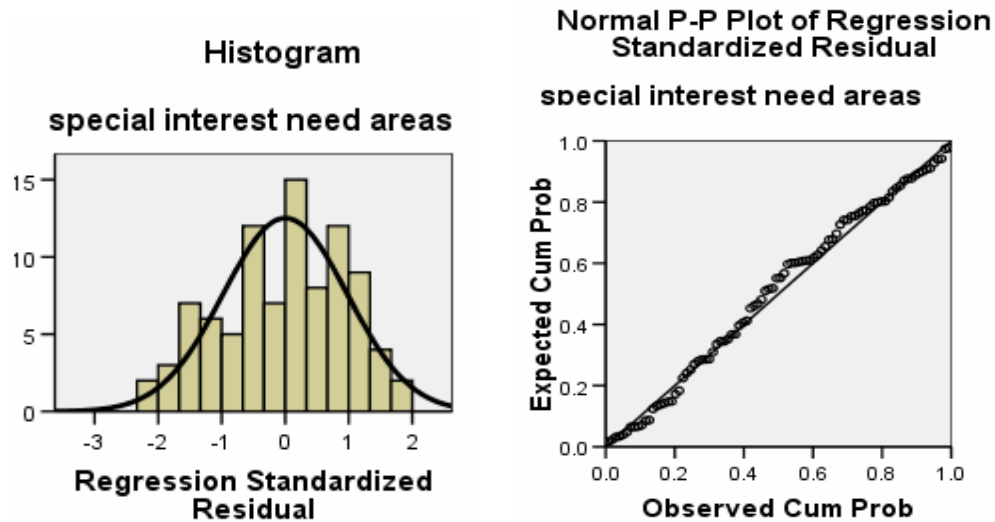
Figure 4.5. Histogram of normality and normal probability plot for special interest need areas

To check for homoscedasticity, scatterplots were examined. The scores were randomly scattered and there was no systematic pattern or clustering of scores. As can be seen in the Figure 4.4, the assumption is not violated.

To check for homoscedasticity, scatterplot was examined (Figure 4.6). As the scores are randomly scattered and there is no systematic pattern or clustering of scores, there was no concern for heteroscedasticity.
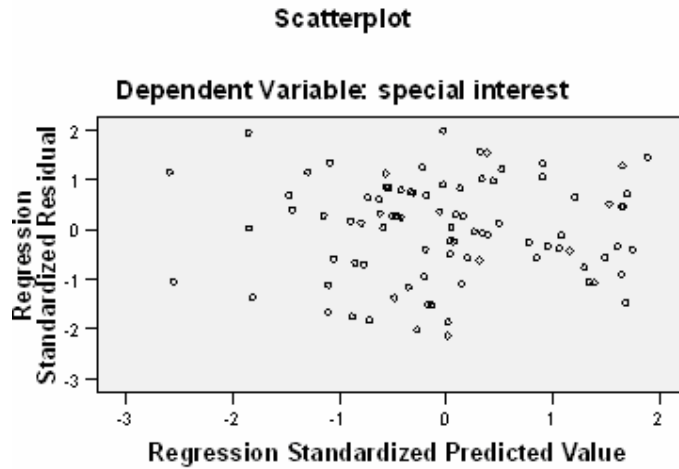
Figure 4.6. Scatterplot for special interest need areas

Independence of residuals assumption requires that the residuals do not follow a pattern from case to case. This assumption was checked through the Durbin-Watson value. The independence of residuals assumption was satisfied in the regression analyses with Durbin-Watson value of 1.82, as it should be between 1 and 3 (Tabachnick & Fidell, 2007).

4.8.3.2. Findings

In the second analysis, the predictors were perception of professional development, department instructors graduated, years of teaching experience, and workload. The criterion variable was special interest need areas. Table 4.12 shows the bivariate correlations between the variables.

Table 4.12

Intercorrelations among the Predictor Variables of Special Interest Need Areas

Variables	1	2	3	4
1. Special interest need areas	1.00			
2. Perceptions of professional development	.22	1.00		
3. Department graduated	.18	-.05	1.00	
4. Years of teaching experience	-.38	-.42	.32	1.00
5. Workload	.22	.35	. 21	-.46

The regression equation predicting needs was significant $R^2 = .16$, F (4, 87) = 4.05, p < .05. 16 % of the variance of the needs can be accounted for by the linear combination of the predictors. In the Table 4.13, the relative strength of the individual predictors are presented. Only years of teaching experience was found to be significant among other predictors, $\beta = -.30$, $t(92) = -2.45$, $p < .05$. It was negatively associated with professional development needs. This is, as the years of teaching experience goes up, the need for professional development decreases in special interest need areas.

Table 4.13

Results of the Regression Analysis for Special Interest Need Areas

Predictors	B	SE	β	t	p
Perception of professional development	.15	.18	.09	.82	.42
Department graduated	.16	.21	.08	.79	.43
Years of teaching experience	-.04	.01	-.30	-2.45	.02*
Workload	.01	.02	.03	.26	.80

Note. Dependent Variable = Special Interest Need Areas. *p< .05

4.9. Summary

In this chapter, the results for the research questions of the study were presented. The results revealed that most of the instructors agreed with the statements indicating the importance of professional development activities. The most common professional development activity type was identified to be "Sharing experiences with colleagues" which was followed by "Reflecting on my own teaching." "Inconvenient date/time" was identified as the most important factor which hinders attending professional development. The next one found to be "Unrealistic content." According to the instructors participated in the study the most difficult skill to teach and to assess was determined as "Writing" followed by "Speaking." It was found out that the area where the degree of need was the highest was "New theories and practices of ELT", which is followed by "Use of technology in ELT."

Instructors' preferences for the delivery method and format of the Professional development programs were also identified. Instructors preferred professional development activities to be "optional workshops at their own institutions." A "trainer or an expert from an outside institution" was the most preferred speaker type. The results showed that instructors preferred sessions which take "up to 60 minutes," held on "weekday mornings," and "once a month."

Three separate regression analyses were conducted to examine the role of the years of teaching experience, workload, department instructors graduated, and perception of professional development programs on predicting three dimensions of professional development need areas, which are areas that are common to teaching of all subjects, contemporary teaching areas, and special interest need areas. Only teaching experience was found significant in predicting the professional development needs in all three dimensions. It was negatively correlated in three dimensions suggesting that as the teachers get more experience, their degree of professional development needs in these dimensions decreases.

CHAPTER V

DISCUSSION

This chapter presents the summary of the findings of the present study. After the study results are summarized, implications of the major findings are discussed and recommendations for future research are presented.

5.1. Discussion of Study Results

One of the main purposes of this study was to identify the perceptions of the instructors about professional development. The results showed that instructors' perceptions of the professional development programs were generally positive. Mean values of the statements about perceptions of professional development ranged between 3.50 and 4.12, indicating that they were mostly positive towards the professional development programs. This result is consistent with the previous studies (Gultekin, 2007; Karaaslan, 2003).

Another purpose of this study was to identify the most common professional development activity the participants practiced. The results indicated that "Sharing experiences with the colleagues" was the most common professional development activity the participants practiced. It was followed by "Reflecting on my own teaching." The least practiced activity was "Joining an online discussion group." The research questions with an aim of identifying "What hinders instructors from attending professional development programs" showed that the most frequently reported reason was "Inconvenient date/time" of the professional development programs. The second most important reason was "Unrealistic content" of the programs. In a similar study by Karaarslan (2003), the most important factors hindering professional development were found out to be excessive work load, lack of self-motivation, and lack of institutional support. However, in this study "lack of self-motivation" was the least important factor.

In the present study, the professional development need areas were also investigated in two different sections. In the first section, the participants indicated the most difficult language skill to teach and assess. Findings showed that the skill that was perceived to be the most difficult to teach was "Writing" followed by "Speaking". Assessing writing is as difficult as teaching it since the assessment must cover what has already been taught. Barton (2001) says "assessing writing and providing feedback for students are social practices: these practices are influenced by teachers' view of what constitutes good writing and good teaching within both their local contexts and broader contexts of education and society" (p.88). Writing is a productive skill and teaching and assessing productive skills is especially difficult for the teachers. It is because writing requires a lot of production. The goal of a language teacher is to enable students to produce fluent, understandable, accurate and appropriate written English. While teaching writing, teachers are trying to teach the rules of different types of writing, different styles of writing, vocabulary and grammar. Teachers also teach spelling correctly, forming letters correctly, writing legibly, using correct punctuation, and using correct layouts all at the same time. In addition, writing abilities develop in interaction with other language skills. For all these reasons, teachers find writing the most difficult skill to teach (Weigle, 2002).

In the second section, a list of professional development areas was provided and participants were asked to indicate their degree of need for each area. The results showed that the participants needed professional development in "New theories and practices of ELT". This result indicates that instructors are aware of the changes going on in their profession. They do not ignore the innovations. In contrast, they think it is necessary to update themselves about new trends such as critical thinking, multiple intelligence and application of Neuro Linguistic Programming in English language teaching. They are not resistant to learning new things. Another result of the study supports this assumption as well. The least important factor hindering instructors from participating in professional development programs was found out to be "Lack of self-motivation." Willingness is crucial for successful professional development. Instructors have already recognized the importance of willingness and of being motivated for the success of the professional development program. Therefore, when the participants were asked to report on their preferences for the delivery methods and the format of the professional development programs, it was found out that they mostly preferred

optional programs organized at their own institutions. Woodward (1991) also agrees that professional development programs should be non-compulsory. Those instructors who are forced to attend won't make use of the programs. Curtis (2001) emphasizes the importance of willingness saying that teachers develop as professionals if they choose to. Gultekin (2007) also stated that participants in her study indicated that attendance at ongoing teacher development programs had to be non-compulsory.

"Use of technology" was found out to be the area with the highest degree of need after "New theories and practices of ELT". Instructors felt that they were not competent enough to use technology in the classroom. The reason why "Joining an online discussion group" was determined as the least practiced activity could also be the instructors' incompetence in using technology.

The results indicated that the participants mostly preferred workshops where the speaker was a trainer or an expert from an outside institution. The participants also indicated that they could help each other identify the problems, strengths and weaknesses and produce solutions to their problems. They were enthusiastic about sharing experiences with others. The type of professional development activity that the teachers practiced most frequently was identified as "Sharing experiences with colleagues" in the present study. On the other hand, instructors were aware that only individual effort was not enough for professional development, but external help and support was also necessary. This helping hand could be an external trainer who concentrated on a specific area because the result for the preferred speaker indicated that the participants preferred a trainer or an expert from an outside organization.

Gultekin's (2007) study demonstrated similar results. The participants in the study preferred workshops and discussions as the instructional methods of INSET programs. In the same study, the results revealed that both the instructors and the administrator preferred the collaboration of internal trainers with outside professionals in the field of ELT. The dominant view among the participants was that guest speakers had to be invited to the institution as part of INSET.

Instructors in this study, on the other hand, felt that sometimes these experts could not realize their problems. While deciding on the content of the programs, these trainers could give wrong decisions. Results indicated that "Unrealistic content" was identified as one of the most important factors hindering instructors from attending the professional development programs. Therefore, coordination between the instructors and the outside expert was crucial to increase the amount of participation and to come up with more effective programs.

The last research question aimed to determine how well teachers' perception of professional development, departments they graduated, years of teaching experience, and workload predicted their professional development needs. Before regression analyses were conducted, the scores obtained from "Professional Development Needs" (21 items) were subjected to exploratory factor analysis. Findings revealed a three-factor structure, named as "Common need areas," "Contemporary need areas," and "Special interest need areas." Cronbach alpha coefficients were found to be .88 for common need areas, .86 for contemporary need areas, and .71 for special interest need areas, indicating high internal consistency. Findings of three simultaneous regression analyses showed that among all four predictors, which were teachers' perception of professional development, departments they graduated, years of teaching experience, and workload, only years of teaching experience was a significant predictor of professional development needs in these three factors. It appeared that years of teaching experience was negatively correlated with perceived professional development needs, indicating as the years of teaching experience increased, the need for professional development in the three factors decreased. Similar results were obtained in other studies, as well. In the study by Sentuna (2002), the years of teachers' experience were categorized into two groups as "novice" and experienced teachers, and in Karaarslan's study (2003), into three groups as "teachers with less than 6 years' experience", "teachers with experience between 6-10 years" and "teachers with more that 10 years' experience". Mean scores of teachers in these categories were compared by using t-test and one way Anova. Sentuna (2002) found out that the novice teachers were more interested than the experienced teachers in most of the topic areas related to INSET content. Karaaslan (2003), on the other hand, found out that teachers who had less than 10 years of experience were more open to new challenges in teaching than more experienced teachers.

The average for the years of teaching experience of the participants in this study was quite high, which was around 13. This shows it is quite an experienced group. As Karaaslan (2003) states as teachers get older or more experienced in their jobs, they may not be in search of innovations. They get into monotony, and they can be willing to stick to their old ways. They feel secure with their own practice. Day (1999) also states that for teachers who are older or who have more than 10 years of experience, it is possible to go through a monotony and disenchantment in their profession. On the other hand, young teachers are more enthusiastic about freedom to test new ideas or new techniques. They are more courageous to try out new things when compared to relatively older teachers.

"Lesson planning" and "Classroom management" were determined as the areas where professional development was needed the least. This finding can also be a result of working with a group of highly experienced teachers. They may be relying on the classroom management and lesson planning skills that they have developed in time, so they do not feel that they need improvement in these areas. This result implies that trainers should be sensitive to the experiences of teachers in terms of their professional development. Teachers' needs may change in different stages of their career. Therefore, they should know the group they are working with well for better planning. The previous studies to determine the professional development needs of teachers with different years of experience revealed contradictory results. Although "Lesson planning" and "Classroom management" were two of the areas where the degree of need was the least in this study, they were identified as the most important areas in other studies. Ozen (1997) and Alan (2003) in their studies indicated that "Classroom management" was one of the areas where teachers wanted to improve themselves most. On the other hand, Gultekin (2007) found the experienced instructors seemed to have fewer classroom management problems than the novice instructors, and novice instructors were more interested than experienced instructors in "Lesson planning."

5.2. Implications for Practice

The aim of this study was to determine participants' professional development needs. During this needs assessment process, a variety of aspects important for an effective needs assessment and an effective professional development program were revealed. In Figure 5.1. a needs assessment model was proposed for in-house practice.
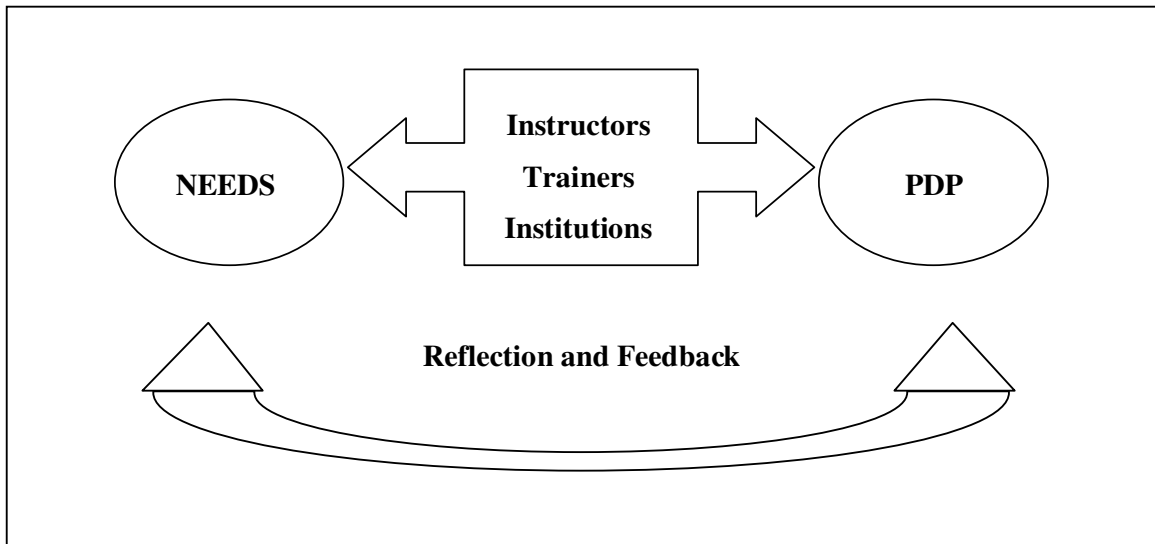
Figure 5.1. *A suggested needs assessment model for in-house practice*

The model looks like an equation where on one side is the needs and on the other side is the professional development programs. In the middle are instructors, trainers and institutions. These three cooperate in shaping professional development programs. Each provides input for the process in different ways. They provide information for both the needs assessment and the professional development programs. They have a critical role in identifying the professional developments needs and designing a professional development program addressing these needs determined in the needs assessment process.

Instructors are included in the assessment process because it is the teachers themselves who can identify and express their needs best. In addition, when instructors' needs are asked and when these needs are catered in the professional development programs, instructors will feel a part of the program and acknowledge the value of it better.

However, sometimes instructors cannot be aware of their needs. Therefore, it is important to include the instructors and the trainers in the assessment process as well. Trainers are included because together with instructors' self-expressed needs, trainers can observe teachers to identify the challenges for them in the classroom applications. Trainers help the instructors to identify their weaknesses, and they consider all the information they gather about the instructors to design an effective professional development program. Trainers' participation in the process will ensure that instructors' needs are addressed and a solution for their problems is suggested in the program.

Institutions are included in the equation because they provide support to carry out an assessment, and to design and implement professional development programs. In addition, institutions can provide information about what kind of skills the instructors must possess in order to achieve institutions' long term objectives. The cooperation between the institution and the trainers is important to inform the trainer about the resources of the institution as well as the needs and the problems.

Another important component of the needs assessment process is reflection and feedback. Reflection and feedback are important for different reasons. First of all, professional development needs can change in time. Materials, instructional programs and implementations of these are adapted each year to achieve better outcomes. Needs arising as a result of the adaptations must be considered so that necessary changes can be made in the professional development programs to address these newly emerged needs.

Providing feedback about the needs is also necessary. Trainers and institutions provide feedback for the instructors about their needs. Trainers, on the other hand, provide feedback for the institution about the needs of the instructors. Instructors, trainers and institutions must work together during the needs assessment process and design of the professional development programs. They should provide information about what is supposed to be done.

Reflection and feedback are also important for the evaluation of the needs assessment. All the parties participating in the assessment should reflect on each phase in the

assessment and they must provide feedback about what is done in each stage of the assessment.

In the light of the results of this study, a professional development program can be offered for the institution. Considering the need areas determined in the study and preferences of the instructors about the delivery method and format, a professional development program can be designed. The results of this study indicated that reflection was important in order to improve teaching skills. A considerable amount of teachers gave importance to being involved in the evaluation of their teaching and reflecting upon their practices to improve professionally. Among the statements about the perceptions of professional development programs, the item with the highest mean (M=4.12) was "Professional development programs make me to reconsider my teaching methods." Therefore, a professional development program for teachers should be based on reflection and feedback. Reflecting implies that instructors put effort in understanding the events that occur in the classroom by thinking deeply about the experiences they have had and they learn from these experiences. Therefore, the program for them must give them the opportunity to reflect on what they have learned.

5.3. Implications for Research

In this study, the professional development needs of the English instructors working at a state university were examined. The data were collected through a questionnaire developed by the researcher. It was the only data gathering source used in the study. In a further study, other methods of data gathering can be used such as focus group interview or observation to have a more in-depth understanding of the situation. The responses given in the questionnaire were instructors' self-assessment. It is difficult to evaluate if the responses given reflect the real situation. Therefore, observations by the trainers during the class hours are recommended for further research to identify teachers' needs more effectively.

In this study, the data which were based on the instructors' responses were studied to determine the needs of the instructors. Another needs assessment study can be carried out to include the institution in the process as well so that the needs of the institution can be determined as well. It is also important to identify what administrators or

institutions think their teachers need for their professional development. Including institutions in the assessment process is also important to identify how institutions can help their instructors to develop in their professions.

This study was carried out in the English department of the institution. However, in the same school, there are also German and French departments. The same study can be carried out in German and French departments as well to identify at what points the results overlap or differ.

This study can also be carried out in other institutions to compare the results obtained from this study with those from different institutions to see whether contextual differences influence the instructors' perception of professional development and their needs.

In order to determine the areas where instructors needed professional development the most, they are given a wide range of areas and asked to indicate their degree of need for each area. A further research can be carried out to get more specific information about the areas where the degree of need is higher than the others. For example, the results indicate that writing is the most difficult skill for the participants to teach and assess. Further research is necessary to identify what makes it so difficult for them so that a professional development program is planned to overcome the difficulties in teaching and assessing writing.

Professional development is necessary for teachers to expand their knowledge and understanding of teaching and to develop their teaching skills. Opportunities to help teachers to improve themselves in their profession must be provided. Professional development activities where teachers explore their teaching and share experiences with other colleagues on different topics must be offered to the teachers. However, before the type of the activity and content are decided, a detailed need analysis is necessary.

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APPENDICES

APPENDIX A

Professional Development Needs Assessment Survey

Dear Colleagues,

You are invited to fill in a questionnaire which aims to identify your perceptions, opinions, and needs in professional development as an English instructor at Marmara University. Your responses are very important in order to collect data for further studies about professional development in our institution. The data from this research will also be a part of Gül Ekşi's master thesis. Your participation in this study is completely voluntary. There are no foreseeable risks associated with it. However, if you feel uncomfortable answering any questions, you can withdraw from the survey at any point. Please be kind to give truthful and straightforward answers in order to get accurate results. It will take approximately 15 minutes to complete the questionnaire.

Your responses will be coded and remain strictly confidential and data from this research will be reported only in aggregate. If you have questions at any time about the questionnaire or the procedures, you may contact Gül Ekşi from the Testing Office.

Thank you very much for your time and support.

PART I: TEACHERS' PERCEPTION OF PROFESSIONAL DEVELOPMENT PROGRAMS

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

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

PART II: 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

2. **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

PART III : AREAS FOR PROFESSIONAL DEVELOPMENT

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

    □ Reading   □ Listening   □ Grammar

    □ Writing   □ Speaking   □ Vocabulary

2. I need development in the assessment of ………….……….. most.

    □ Reading   □ Listening   □ Grammar

    □ Writing   □ Speaking   □ Vocabulary

3. 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 IV: PREFERENCES FOR DELIVERY METHODS AND FORMATS

1. **Preferred attendance format**
   - □ optional
   - □ compulsory

2. **Preferred delivery format** (please check all that apply)
   - □ seminar
   - □ workshop
   - □ group discussion
   - □ Other, please specify: ……………

3. **Preferred place** (please check all that apply)
   - □ at my institution
   - □ at another institution in Istanbul
   - □ at another institution in another city in Turkey
   - □ online
   - □ abroad
   - □ Other, please specify: ……………

4. **Preferred speaker** (please check all that apply)
   - □ a colleague from my institution
   - □ a group of teachers from my institution
   - □ a trainer or expert from an outside institution
   - □ a colleague from my institution and a trainer from an outside organization
   - □ Other, please specify: ……………

5. **Preferred time** (please check all that apply)
   - □ weekday morning
   - □ weekday afternoon
   - □ at the weekend
   - □ Other, please specify: ……………

6. **Preferred frequency** (please check all that apply)
   - ☐ once a week
   - ☐ once in two weeks
   - ☐ once a month
   - ☐ once in two months
   - ☐ once in a semester
   - ☐ Other, please specify: ……………

7. **Preferred length for each session** (please check all that apply)
   - ☐ up to 30 minutes
   - ☐ up to 45 minutes
   - ☐ up to 60 minutes
   - ☐ up to 90 minutes
   - ☐ Other, please specify: ……………

PART IV: DEMOGRAPHIC INFORMATION

1. **Gender:**

   Female   Male

2. **Age:**

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

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

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

   No   Yes

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

   Full time   Contracted part time

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

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