PERCEPTIONS OF PROFESSIONAL DEVELOPMENT
AT BILKENT UNIVERSITY FACULTY ACADEMIC ENGLISH PROGRAM

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Approval of the Graduate School of Social Sciences

_____

Prof. Dr. Meliha ALTUNIŞIK
Director

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

_____

Prof. Dr. Ali YILDIRIM
Head of Department

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

_____

Prof. Dr. Meral AKSU
Supervisor

Examining Committee Members

Prof. Dr. Ali YILDIRIM   (METU, EDS) _____

Prof. Dr. Meral AKSU   (METU, EDS) _____

Assoc. Prof. Dr. Ahmet OK   (METU, EDS) _____

Assoc. Prof. Dr. Ayşegül DALOĞLU (METU, FLE) _____

Assist. Prof. Dr. Esed YAĞCI   (HU, EDS)   _____

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Name, Last name: Pınar Esma ÖNKOL

Signature:

ABSTRACT

PERCEPTIONS OF PROFESSIONAL DEVELOPMENT
AT BILKENT UNIVERSITY FACULTY ACADEMIC ENGLISH PROGRAM

Önkol, Pınar Esma

Ph.D., Department of Educational Sciences

Supervisor: Prof. Dr. Meral Aksu

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Considering the current demands of our global world, there is a need for educating students equipped with diverse and complex qualities. In order to educate well-equipped students and sustain quality education, teachers and teacher educators have to be keeping themselves up-to-date and develop themselves professionally.
The primary aim of this study is to explore English instructors' understanding of professional development through the use of phenomenological research methodology. The data sources were instructors and administrators working at Faculty Academic English Program at Bilkent University. The data collection method was semi-structured, face-to-face interviews. The findings of the study indicated that participants see professional development as a means of individual development, as a means of institutional development and as a source of developing community and environment. The study also revealed that the instructors preferred informal modes of professional development activities to formal ones. Participants of the study overall reflected their agreement on the positive contribution of course design on their professional development, autonomy and self-growth.

Keywords: Professional Development, English Language Instructor, Phenomenological Research, English for Academic Purposes

ÖZ

BİLKENT ÜNİVERSİTESİ
FAKÜLTE AKADEMİK İNGİLİZCE PROGRAMINDAKİ
PROFESYONEL GELİŞİM ALGILARININ İNCELENMESİ

Önkol, Pınar Esma

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Globalleşen dünyamızın değişen değerleri düşünüldüğünde, günümüzün bireylerinden beklenenler daha kapsamlı ve farklı bir hal almıştır. Değişen dünya değerlerine ayak uydurabilmeleri için öğrencileri birçok konuda donanımlı, bilgili ve kaliteli bir biçimde yetiştirebilmek için eğitimcilere de çok iş düşmektedir. Eğitimcilerin hem yakın çevrelerindeki hem de dünyadaki değişiklikleri yakın takip etmeleri, hem kendi alanlarında hem de diğer alanlarda kendilerini sürekli olarak değiştirmeleri, yenilemeleri ve eğitmeleri gerekmektedir. Bu çalışmanın amacı görüngüsel yaklaşımı (fenomenoloji) kullanarak İngilizce okutmanlarının profesyonel gelişimlerini nasıl algıladıklarını incelemektir. Çalışmanın örneklemini Bilkent Üniversitesi Fakülte Akademik İngilizce Programı'nda görev yapmakta olan İngilizce okutmanları ve yöneticileri oluşturmaktadır. Veri toplama yöntemi yüzyüze yapılan yarı yapılandırılmış görüşmelerden oluşmaktadır. Çalışmanın sonuçları göstermektedir ki, katılımcılar profesyonel gelişimi hem bireysel gelişimleri hem de çalışmakta oldukları eğitim kurumları ve içinde yaşadıkları toplumu geliştirmek için bir araç olarak gördüklerini ifade etmişlerdir. Çalışmanın sonuçları ayrıca göstermiştir ki, araştırmaya katılan İngilizce okutmanları informal profesyonel gelişim aktivitelerini formal olanlara tercih ettiklerini belirtmişlerdir. Ayrıca, katılımcıların çoğunluğu derslerinde

kullandıkları okuma parçalarını kendilerinin seçmelerini ve sınıf içi materyalleri kendilerinin geliştirmeleri profesyonel gelişimleri ve özerklikleri açısından oldukça yararlı bulduklarını dile getirmişlerdir.

Anahtar Kelimeler: Profesyonel Gelişim, İngilizce Okutmanı, Fenomenoloji (Görüngüsel Yaklaşım), Akademik İngilizce Öğretimi

To my beloved parents Hasan and Nesrin Önkol

ACKNOWLEDGMENTS

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CHAPTER 1

INTRODUCTION

This chapter consists of four sections, which mainly aim to provide the background to the research, to explain the purpose of the study, to list the research questions, to explain the significance of the research problem, to emphasize the scope and limitations of the study, and to provide the definition of terms.

1.1. Background to the Study

Training of teachers and various issues regarding teachers' continuous professional development has been an issue of debate in both our country and in foreign countries for a long time. Especially in the last decade, professional development has attracted more and more attention in different sectors of professional life. Together with the rapid changes in the world and demands for high standards and quality, teachers now have to update and improve their skills through professional development "as never before" (Craft, 2000, p. 6). In this respect, the changes and developments in different fields such as technology, economy, and science have also affected the educational field and created the need for a change in the teacher training systems (Aksu, 2005). This is mainly because of the fact that the current demands of our global world are highly diverse. In this respect, there is a need for educating students equipped with diverse and complex qualities. Similarly, in order to educate such individuals, teachers and teacher educators need to be equipped with the necessary qualities and skills (Ibid.). More importantly, as the current research suggests professional development of teachers is necessary to realize rising expectations of students in today's society (Darling-Hammond, 2005).

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In addition, a growing body of literature suggests that the classroom teacher can have a significant impact on student learning and achievement, and professional development may make an important difference in the qualifications and capacities that teachers bring to their work (Darling-Hammond, 2000). It is believed that the more teachers learn about the higher achievers their students will become (Fullan, 1995; Gallego, Hollingsworth & Whiteneck, 2001). For this reason, experts working in the field of educational improvement most of the time focus on teacher professional development to cope with the problems faced (Ancess, 2001; Cochran-Smith & Lytle, 2001; Fullan, 1991; Fullan, 1995). More importantly, as McLaughlin and Talbert state "teachers' responses to today's students and notions of good teaching practices are heavily mediated by the character of the professional communities they work" (2003) which highlights the role of working environment in teacher professional development. Finally, teachers also need to become "adaptive experts" who are prepared for effective lifelong learning that allows them continuously to add to their knowledge and skills (Bransford & Darling-Hammond, 2005, p. 3). Similarly, at the higher education level the importance of autonomy and collective work highly correlates to teacher professional learning, which results not only in student achievement but also the success and development of the educational institution. On the other hand, together with the status of Turkey as a prospective member of the European Union, it is important that the professionals in the educational field comply with standards and qualities of the requirements, policies and goals of the European Union regarding educational issues. For example, recently the European Union Commission has agreed to pursue the goal of making education and training systems in Europe a worldwide quality reference by the year 2010 and they adopted the following benchmarks in the following areas to be accomplished by the end of this decade:

- Focus on reform and investment on the key areas
    - mobilize the necessary resources effectively
    - make the profession of teacher and teacher trainer more attractive,
- Make lifelong learning a concrete reality
- Establish a Europe of Education and Training
    - the need for a European qualifications network,
    - increase mobility,
    - consolidate the European dimension of education (EUC, 2004).

Considering the above goals, it can inferred that as a candidate country and a nation in the global education arena, the Turkish educational system has to prioritize the professional development and learning and focus on how to promote lifelong learning and create opportunities especially for teachers to keep themselves up-to-date regarding their professional knowledge and expertise through different measures such as mobility or organizational learning.

Not only the aspirations of becoming an EU member, but also the recent trends and reforms in education highlights the crucial role of professional development. In the latest definitions of professionalism, for example, lifelong learning and continuous development of teachers are seen as essential skills for teachers to be equipped with in order to educate the learners in line with the changing demands of the contemporary world. In addition, together with the desire to become a full member state in the European Union and to comply with the rules and regulations of the EU, it is essential to explore to what extent the stakeholders in an educational organization, namely teachers, teacher educators, and administrators see themselves as competent to comply with these skills and qualities in the teaching profession and more research is needed to explore how they reflect on their professional development.

In this respect, it is essential to carry out extensive and in-depth studies in different levels of education regarding professional development and continuous learning to further improve the educational system in Turkey. If the higher educational institutions are considered as bodies which are highly important in educating individuals for not only their future professional careers but also train them with the necessary global skills required from individuals in the 21st century, then there is a need to further explore the professional development of instructors at the university level to gain insights for future planning and curriculum decision making processes.

However, recent studies reflect that the professional development of teachers is still an area that needs further research and exploration. In the developed countries like the U.S., reform movements have focused on the need to improve the quality of the educational system in the last 50 years (Futrell, 2008). The debates regarding how the educational systems can be improved and transformed so that they can cater for the changing needs of the stakeholders in the educational system resulted in publication of reports and studies such as "A Nation at Risk: The Imperative for Educational Reform" (1983) or "National Educational Goals" (1989). More importantly, such studies and debates reflect that "the key to America's future health and well-being is education" (Futrell, 2008, p. 535), and it is advised that "in order for America to be able to grow and thrive in today's global society, it must rethink the way it educates and prepares its citizens – from pre-kindergarten through graduate school and beyond" (Futrell, 2008, p. 535). This view reflects how important it is to consider education as the key factor in the development of a country. Furthermore, Futrell (2008) advocates that "from an economic standpoint, Americans today are competing for jobs with people from around the world and, therefore, in order to be successful, require an education that will better prepare them for a complex, more culturally-diverse environment" (p. 535). Finally, with the "increased mobility of knowledge and capital" America has to keep its knowledge capital "on its own soil" (p. 535).

In order to cope with the this problem, Futrell (2008) argues that teachers in the U.S. must be prepared for such challenges by committing themselves to the education of diverse needs of their students, by providing a deeper understanding of the subject matter, and by designing a curriculum that accompanies with the needs of the students and in line with the national standards. However, the question of whether the U.S. is able to achieve such a goal is still questionable (Darling-Hammond, 2005).

When it comes to the Turkish context, the problem is quite similar to what is portrayed in the U.S. example. Even if there have been attempts to reform the educational system in different levels, such as the reform efforts in primary school curriculum by the Ministry of National Education or the reforms implemented by the Higher Educational Council to improve Faculties of Education, there is still the need to continuously work on the problem of teacher related issues such as making teaching profession more attractive for the younger generation, keeping teachers stay in the teaching profession, and provide opportunities for teachers' continuous professional development (Akyüz, 2005). These are especially crucial when it is considered that there is a positive relationship between teachers' professional learning and self-growth with students' academic performance.

Having emphasized the need to ensure continuous development of teachers at all levels, namely from primary education through higher education, one needs to also consider the role of professional development on the development of community. As stated earlier, research studies carried out on the contributions of teachers' professional development to the school reflects that there are positive contributions. In other words, teacher professional development boosts student learning, and ongoing growth for educators. In other words, either formal or informal, professional development of teachers leads to peer learning (Roby, 2009). More importantly, reaching one's potential reflects that

educator's ability to enhance both the school and the school district (Roby, 2008).

Sergiovanni (1999) notes that commitment of a teacher is positively related with student achievement. Barth (1990) agrees with Sergiovanni by noting that "When the need and purpose is in the school, when the conditions are right, adults and students alike learn, and each energize and contribute to the learning of each other". He also emphasizes that when teachers stop growing, so do the students, and the others in the school environment. In this respect, professional contribution of educators to the school and its community cannot be ignored.

One of the key ways to adapt the teacher training systems to the changes in the world in general is to create professional learning communities to change the school cultures. Moreover, the teacher education curriculum should help teachers learn how to work on the improvement of practice as members of such collaborative communities (Bransford & Darling-Hammond, 2005, p. 5). In this respect, a central part of being a professional teacher requires commitment to help all students succeed, and to reach to other professionals and share their knowledge and skills so that they can "follow through with their commitment rather than simply to try and fail" (Bransford & Darling-Hammond, 2005, p. 6).

Different than other fields of teaching, according to Richards and Farrell (2005) "the field of language teaching is subject to rapid changes … as a result, teachers need regular opportunities to update their professional knowledge and skills, that is, their opportunities for professional development" (p. vii). However, in today's educational systems teachers are not seen as bodies that need to be changed so as to improve the education in general, but they are seen as agents of change and active participants in the decision making processes. In this respect, professional development of teachers is a significant area of research that has received a major attention in the past few years.

Considering the key points in literature on professional development, and the need for further research on the problem to increase the body of literature in the field, it should be noted that at any level, both the policy makers and the educators should prepare themselves to find different opportunities for self-growth and professional learning. In this respect, higher educational institutions educating prospective professionals like Bilkent University need to provide different opportunities for their personnel, namely the educators to develop themselves further in their field of expertise. As the research suggests, this is crucial to sustain better student achievement and learning as well as contribute to the higher educational organization and their community.

In a competitive educational environment, Bilkent University has the reputation of being the first foundation university in Turkey and with its resources and research opportunities, according to the World University Rankings by *Times Higher Education* released in 2010, Bilkent is ranked among the top 200 universities in the world. Despite this reputation, some areas of concern still remains in some programs in the university. Considering the fact that it is an English medium university and the field of English language teaching is suspect to rapid changes, the professional development of English instructors is crucial and requires further attention. Within this perspective, the main reason for selecting this context is that from its foundation years, the mission of Bilkent University has been to provide quality education for its students and provide opportunities for its faculty members to develop themselves both in terms of their teaching practices and the research studies carried out at the university. However, even if professional development of faculty members are highly emphasized in the website of the university as well as the university booklet, in the Faculty Academic English Program (FAEP) the need for a professional development model still remains.

As an English medium university, Bilkent provides its students with advanced level of English language. In this respect, the importance given to the English

language instructors and to their continuous professional development is noteworthy. With more than 350 English language instructors, Bilkent School of Language offers both general English courses in Preparatory program and freshman English courses in Faculty Academic English program. Faculty Academic English Program (FAE) is regarded as a highly prestigious program at the university, mainly due to the fact that various freshman English courses are provided by the faculty members in the FAE program to all departments and faculties at the university.

FAE program at Bilkent University works under the supervision of Bilkent University School of English Language (BUSEL). FAE provides English courses to students in their faculties and schools. The courses offered by the FAE units range from content-based academic skills courses in the freshman year to graduate writing courses for MA and PhD students. In providing academic skills support to a wide range of students in diverse faculties, instructors in the FAE program work cooperatively to design meaningful courses which emphasize high standards of academic writing achievement through challenging materials, active classroom learning, individual tutorial support and extensive feedback on student products. In addition, in order to meet the needs of specific departments, instructors often work with faculty staff at different Faculties in the university.

The current organization of the post-preparatory programs at Bilkent University, namely FAE Program, was established in January 2003 after teaming up and merging of the First Year English Program with post-preparatory programs in BUSEL. Currently, there are five FAE units, each of which embodies approximately 15 instructors responsible to a Head, and grouped according to the faculties or schools which they serve. According to the *BUSEL FAE Policies and Procedures Handbook* these units are as follows:

1. **Faculty of Engineering and Faculty of Science Unit (FAE-FE / FS):** This unit is responsible for delivering English language courses to the departments of Electrical and Electronics Engineering, Industrial Engineering, Computer Engineering, Mathematics, Chemistry, Molecular Biology and Genetics and Physics. The unit offers freshman, junior and senior courses to students in these departments with particular emphasis on academic and technical writing.

2. **Faculty of Economics, Administrative and Social Sciences Unit (FAE – FEASS):** This unit is responsible for delivering English language courses to the departments of Political Science and Public Administration, International Relations, Global International Affairs, Psychology and Economics. In addition, at present the unit also offers courses to the Faculty of Education. The unit offers freshman, sophomore and graduate courses to students in these departments. In particular, the unit has been instrumental in pioneering a paired second year course which works in conjunction with "Social and Political Philosophy I and II" in their faculty course. In this course, the students read original, canonical philosophy texts in their faculty course. The FAE course aims to further develop the students' academic skills using the same philosophy texts.

3. **Faculty of Humanities and Letters, Faculty of Art, Design and Architecture Unit, Education Faculty (FAE – FHL / FADA/EF):** This unit is responsible for delivering English language courses to departments of English Language and Literature, American Culture and Literature, Philosophy, Fine Arts, Graphic Design, Interior Architecture and Design, Landscape Architecture and Urban Design, Communication and Design and the Faculty of Education. The unit offers freshman, sophomore and elective courses to students in these departments with particular emphasis on academic reading and writing, presentation skills and advanced grammar.

4. **Faculty of Business Administration, Faculty of Law Unit (FAE - FBA/FL):** This unit is responsible for delivering English language courses to the departments of Management and Law. The unit offers freshman, sophomore, senior and graduate courses to students in these departments with particular emphasis, at the higher levels, on business communication skills and business language. FBA/FL also participates in the paired second year course "Introduction to Philosophy".

5. **Vocational Training Schools, Faculty of Music and Performing Arts (FAE– VTS/FMPA):** This unit is responsible for delivering English language courses to the Faculty of Music and Performing Arts, the School of Tourism and Hotel Management, and the Vocational Schools of Computer Technology, Office Management, and Tourism and Hotel Services. This unit offers freshman, junior and senior courses to students in these departments with particular emphasis on academic thinking, reading and writing, speaking skills and language accuracy.

1.2. Purpose of the Study

Carrying out research in the field of education requires a unique perspective than doing research in a different field. The uniqueness of this process comes mainly from the inanimate and intangible process of dealing with human beings and their learning organizations, which may involve asking questions to people, listening, observing and evaluating teaching methods. More importantly, as the educational research involves human beings, the process of carrying out research involves a different code of conduct, than in any other field, where ethical concerns should be at the forefront from the research design through the writing up and disseminations stages (Wellington, 2002, p. 3).

Even if some researchers emphasize the importance of developing theory in a field through carrying out scientific research, Bassey (2003) underlines the

importance of understanding phenomena with the help of research and defines the purpose of educational research as "Educational research is critical and systematic enquiry aimed at informing educational judgments and decisions in order to improve educational action" (p. 111). He adds that in educational research the focus should be both on "educational actions" or what happens in learning situations and more importantly on a "value orientation towards improvement of that action" (p. 111). He further emphasizes that during the process of research one asks questions and does observations bearing in mind the theoretical background to a problem, which in a broader sense lets the researcher get to know what is happening in the world. It is also interesting to note that in today's research arena, studies "tend to be more qualitative or quantitative in nature", and more importantly, they are "less quantitative versus qualitative" (Creswell, 2003, p. 4).

Within this perspective, when the problem investigated in this study is considered, namely the question of how instructors develop themselves professionally lends itself more to the qualitative research method as collecting data only through quantitative measures would not be enough to explore the insights and everyday experiences of the FAE instructors.

Considering the variety of courses offered by the units in the FAE program, it is noteworthy to emphasize that the FAE program has a crucial role in catering for the language needs of the departments and faculties within Bilkent University as well as aiming at preparing the students for their professional lives with a high level of competency in English. In this respect, considering the crucial role of FAE program across the different departments and faculties of the university, it is highly important to investigate the professionalism of English instructors and cater for their needs in the program so that not only the program but also the university benefits from this growth. On the other hand, as mentioned earlier, even if in BUSEL's policies and FAE program's handbook the professional role of the instructors are stated in detail, there

remains the need to develop a specific professional development model or constitute an institutional policy specifically addressing FAE instructors' professional development. In this respect, before implementing such a policy or professional development framework, there appears to be a need to investigate the values and beliefs of English language instructors and their administrators regarding their professional development activities and the role of continuous professional development into their professional work life and their organization.

Within the light of these, the overall aim of this study is to provide a constructed reality of FAE instructors' experiences that are "as informed and sophisticated as it can be at a particular point in time" (Guba and Lincoln, 1989 as cited in Koch, 2006, p. 100). While doing so, the researcher's own insights and experiences are essential elements that can not be eliminated or bracketed, and the researcher participates in constructing meaning from the data. Considering these, this research aims to offer Heideggerian hermeneutical analysis of the lived experiences of FAE instructors. Therefore, the purpose of this study is to discover and describe the professional developmental practices of the English instructors in the FAE program at Bilkent University.

The following research questions will guide this research study in determining the values and beliefs of participants regarding their professional development:

1. How do the FAE instructors and their administrators describe a professional FAE instructor?
2. What are the professional development activities that FAE instructors carry out for their professional development?
3. What is the contribution of organizational factors to FAE instructors' professional development according to FAE instructors and administrators?

4. What is the contribution of course development (designing a course and planning assessment) to FAE instructors' professional development according to FAE instructors and administrators?

1.3. Significance of the Study

The report titled "Transforming the Way Teachers are Taught," which was published by The American Council on Education (ACE) in 1999, urged college and university presidents to prioritize their efforts to make major improvements in the quality of education given to teachers and school leaders. The report was also an attempt to criticize the American education system and concluded that in order to improve and increase the quality of education it is necessary that the efforts should begin with the teachers. Similarly, in the other countries, the 21st century is regarded as the age of reform in education by scholars (Darling-Hammond, 2005). In this respect, exploring the factors related with the improvement of the educational systems and the role of different factors and stakeholders in these efforts are crucial. Therefore, when studying professional development of educators trying to understand and investigate the values and perspectives that these educators embrace is necessary.

Within the light of these, it is believed by the researcher that the results of this study will give an in-depth understanding of values and beliefs of FAE instructors regarding how they develop themselves professionally in the institution. By having an in-depth understanding of the values and beliefs of FAE instructors, a detailed professional development model can be designed to cater for the needs of these professionals. Creating such a model for FAE instructors can provide insights for the directors, curriculum planners, and professional development and in-service trainers of the institution and the program when they are designing programs for the instructors.

It is believed that this study will give further insights regarding how professional development relates to the school improvement (both FAE program and the university in general), individual development, and accomplishment of the mission statement of the FAE program and the university in general. Furthermore, it is believed that the results of this study can give insights to the curriculum planners, teacher educators and administrators to understand the values, perceptions and experiences as described by the FAE instructors when planning in-service training programs and professional development activities for instructors at FAE at Bilkent University.

It can be further noted that there is "lack of methodological knowledge regarding the application of phenomenology" (Cohen and Omery, 1994 as cited in Green and Holloway, 1997, p. 1015). In the educational field, especially the British educators, showed their interest in phenomenological studies in the mid 1970s as a reaction against the prevailing theoretical and methodological orthodoxies (Green and Holloway, 1997). However, when the current research studies on professional development is considered there is still the need to carry out in-depth research in trying to understand the world of professionals through the study of their everyday experiences. In this respect, this study also aims to contribute to the phenomenological studies in Turkey on professional development practices of educators. More importantly, through the exploration of everyday practices of the participants, this research aims to shed a light on how professional development is understood by English instructors working in the field of teaching for Academic Purposes, which is a rather new area of research in the field of English language teaching.

1.4. Definition of Terms

Bilkent University School of English Language (BUSEL): The English Language School at Bilkent University where Preparatory program and

freshman program are offered for the students enrolled at the university in various departments.

Faculty Academic English (FAE) Program: The program, which offers freshman English courses for various departments at Bilkent University.

FAE Instructor: The faculty member who is responsible for teaching various freshman English courses within the FAE program.

Unit: In the FAE program, each faculty has a different group of instructors, who are responsible from teaching freshman English courses to different departments in that faculty. These groups of instructors form a "unit". Each unit has similar number of English instructors with various educational backgrounds and experiences. For example, Faculty of Engineering/Faculty of Science (FE/FS) Unit is comprised of 14 English instructors teaching freshman English courses (i.e., Eng 101 *English and Composition I*, Eng 102 *English and Composition II*, Eng 400 *Technical Report Writing for Engineers*) to the students of Engineering Faculty.

Head/ Head of Unit: The person who acts as a administrator in each unit and s/he is responsible from the English instructors within each unit in terms of ensuring the implementation of quality of teaching and assessment of each instructor.

Director: The top administrator responsible from the BUSEL and FAE program. Currently there is one FAE director and one BUSEL director at Bilkent University.

Professional: An FAE instructor who is eager to develop himself/herself in the field of teaching English for Academic Purposes and teaching EAP related courses in line with their role in the Faculty Academic English Program.

Professional Development: Continuous and ongoing development in the profession of teaching English as a second language as well as teaching English for Academic Purposes through the opportunities provided by the institution as well as the opportunities created by the instructor himself/herself (i.e., applying for conferences).

Professional Development Activity: Opportunities participated by the professional instructor to help their self-growth as an individual as well as a professional.

Administrator: In the data analysis of the study, in order not to reveal the identity of the participants, the researcher preferred to use the term "administrator" to cover all the participants working in managerial positions. In other words, in this study, the term "administrator" includes the heads/head of units, director of BUSEL, director of FAE, and curriculum coordinator within the program.

CHAPTER 2

LITERATURE REVIEW

This chapter will first reflect the literature review on the definition of the terms "professional" and "teacher professional development" by reflecting the characteristics of the professional evelopment activities with reference to research studies. Finally, different factors affecting professional development such as the role of professional development on individual development, development of the institution and development of the society, and challenges against teacher professional development will be presented.

2.1. Conceptual Framework of Teacher Professionalism

In order have a profound understanding of the concept of professionalism, first there is the need to define this concept and emphasize the commonalities and differences between teaching and other professions.

2.1.1. Professionalism in the Teaching Profession

The term "professional" was first used in the medical field in the early twentieth century as a result of "the need to set standards for its professional community and develop a consensus about certain aspects of medical education" (Bransford, Darling-Hammond & LePage, 2005, p. 6). Other fields like engineering, law, and architecture followed similar paths to identify the core skills and characteristics of how a professional should be in their field. However, the literature suggests that, unlike these professions, teaching as a profession still contains areas that require modifications and updates regarding

the professional standards and improvements of understanding of the profession (Bransford, Darling-Hammond & LePage, 2005).

According to Schön, professionalism requires "internalizing standards of the field (e.g., ethics and standards of practice), undergoing introjection of and socialization into a professional role, and refining interpersonal and self-reflective skills" (Schön, 1983). Schön also adds that professionalism may involve internal processes that include ongoing consideration of and reflection on personal and professional experiences.

2.1.2. Teaching and Other Professions

When teaching is compared with other professions, every profession share some common characteristics as suggested by Bransford and Darling-Hammond (2005), and they describe these similarities of teaching with other professions are as follows:

> What teaching has in common with a range of other professions is that the work serves others, and because of its social importance, must do so responsibly. Thus preparation must help teachers to both understand and move beyond their own personal knowledge and experiences to bring to bear a wider set of understandings on the problems of helping others learn (Bransford & Darling-Hammond, 2005, p. 12).

Similarly, Griffin (1991, as cited in Marsh & Willis, 2003, pp. 131-132) identifies the following characteristics of a profession:

- Members of a profession possess knowledge and skill,
- Professional work is carried forward in a collegium,
- Members of a profession contribute to the knowledge bases that guide their work and that of others,
- A profession is characterized by a career orientation,
- Members of a profession have considerable autonomy regarding the exercise of their professional knowledge and skill.

On the other hand, Shulman (1998 as cited in Bransford & Darling-Hammond, 2005, p. 12), offers a different perspective on the characteristics shared by all professions, and puts forward a more contemporary approach adding the service and reflection elements into the characteristics of a professional. According to these researchers, all professions possess some common elements, which are:

1. Service to society, implying an ethical and moral commitment to clients;
2. A body of scholarly knowledge that forms the basis of the entitlement to practice;
3. Engagement in practical action, hence the need to enact knowledge in practice;
4. Uncertainty caused by the different needs of clients and the non-routine nature of problems, hence the need to develop judgment in applying knowledge;
5. The importance of experience in developing practice, hence the need to learn by reflecting on one's practice and its outcomes; and
6. The development of a professional community that aggregates and shares knowledge and develops professional standards.

As can be seen from Griffin's and Shulman's insights, in all professions there are some key characteristics that define what it means to be a professional, such as belonging to a professional group or being knowledgeable about a specific field of expertise, but according to the educational experts, teaching requires different skills and characteristics than other professions as "the central part of being a professional teacher is a commitment to help all students succeed" (Bransford, Darling-Hammond & LePage, 2005, p. 6).

To prove this point, Bransford and Darling-Hammond (2005) touch upon the complex nature of teaching, and explain why the teaching profession is different from the other professions as follows:

> Although all professions have a body of scholarly knowledge and a social calling that form the basis of the entitlement to practice, the emphases and warrant for practice differ. Teaching can be viewed as a field that sits at the intersection of these other professional fields. Teachers might be viewed as similar to women and men of the cloth, as teaching has elements of a vocation or a calling, and it has strong connections to values and commitments. At the same time, although teaching may be a calling, it is not only a calling. There are systematic and principled aspects of effective teaching, and there is a base of verifiable evidence or knowledge that supports that work…. At another level, teaching is a body of tradition and precedent and organized experience (Bransford & Darling-Hammond, 2005, p. 12).

Similarly, Calderhead and Shorrock (1997) argue that professionalism in the teaching profession is different than other professions as teachers should not only be competent in *knowing what* and *knowing how* but also they need to be competent in *knowing why* and *knowing when*. This shows that teaching requires a variety of skills and competencies, and just being knowledgeable in their subject areas is not sufficient for teachers, which highlights the importance of professionalism and keeping one's self up-to-date throughout the teaching and learning process no matter how experienced one can be.

More importantly, Celce-Murcia (2001) states that "the field of second language teaching has undergone through many fluctuations and shifts over the years" and stresses that language teaching is different than teaching of other subjects in the sense that change is quite often. She believes that this "fairly consistent change" and "swings" are mainly due to fact that "very few language teachers have a sense of history about their profession and thus unaware of the many methodological options" (Celce-Murcia, 2003, p. 3). In this respect, professionalism in English Language teaching requires an English

teacher to be up-to-date and be aware of the changes and improvements in their profession.

2.1.3. Some Key Terms Used in Teacher Professional Development

When the literature on teacher professionalism is considered, often terms like "teacher development," "professional development," "career development," "staff development," "professional learning," "training," and "in-service training" to refer to the professional activities required for the development of teachers.

First of all, Glatthorn (1994) defines teacher development as "the professional growth a teacher achieves as the result of gaining increased experience and examining his or her teaching systematically" (p. 41). According to Gu (2005), the notion of professional development is concerned with two main concepts: teaching as a profession, and teachers as professionals. Professionals in this respect need to possess four key elements: a) knowledge base, b) quality control, c) resources, d) conditions of practice (Corrigan and Haberman, 1990 as cited in Gu, 2005). In this respect, professional development is not limited with the formal experiences like attending professional meetings and in-service education programs but also enhanced by the informal experiences like following recent literature on teaching practices and self-evaluate teaching experiences (Ganser, 2000). Therefore, professional development "is the professional growth a teacher achieves as a result of gaining increased experience and examining his or her teaching systematically" (Glatthorn, 1995, p. 41).

On the other hand, Richards and Farrell (2005) argue that in teacher professional development, there are several assumptions held. First of all, sharing information regarding knowledge and experience is a crucial means for professional growth especially if the different levels of experience, knowledge,

skills and expertise of teachers working in an educational institution is considered. Secondly, classrooms need to be considered as an arena for teacher learning. Moreover, teachers have the most active role in their own professional development. Furthermore, it is the responsibility of educational institutions to provide opportunities for and encourage teachers' continuous professional development. Finally, to have more effective professional development, these activities need to be planned, supported, and rewarded by the educational institution that teachers work at.

When the body of literature on teacher professionalism is considered, there are some terms used in professional development such as "professional training" and "professional development". The difference between these terms is that, *training* refers to the activities focusing on the current responsibilities of a teacher, which include short-term and immediate goals, and "training" is often seen as a preparation for induction into a first teaching position or a new assignment and/or role. In this respect, "training involves understanding basic concepts and principles as a prerequisite for applying them to teaching" (Richards and Farrell, 2005, p. 3). On the other hand, the term "development" refers to long-term goals which focus on "growth of teachers' understanding of teaching and of themselves as teachers" (Richards and Farrell, 2005, p. 3). In this respect, training is rather a top-down activity whereas development is bottom-up. When considering the continuous improvement of teachers, the term "professional development" is more context-specific and relevant.

Career development is, on the other hand, "the growth that occurs as the teacher moves through the professional career cycle" as defined by Glattorn (1995, p. 41) whereas staff development is "the provision of organized in-service programs designed to foster the growth of groups of teachers; it is only one of the systematic interventions that can be used for teacher development" (Glattorn, 1995, p. 41). As can be seen from these definitions, professional development is actually broader than staff development and career

development, and it requires examination of the content of experiences as well as the processes that professional teachers go through in their professional development and the context that the professional development takes place (Ganser, 2000). Considering the fact that for many years staff development or in-service training were considered to be the only ways for teacher development, exploring the professional development processes and the context that teachers develop themselves is rather a new area of study and research (Villegas-Reimers, 2003). Therefore, when studying professional development of teachers, one needs to consider it as "a long-term process that includes regular opportunities and experiences planned systematically to promote growth and development in the profession" (Villegas-Reimers, 2003), which may also be referred to as "lifelong learning of teachers" or "lifelong learning of professionals" (Villegas-Reimers, 2003).

Another key term used in professional development of teachers is "in-service education" or "INSET". Even if the term "in-service education" may change from country to country, for most educational contexts it refers to "those education and training activities engaged in by primary and secondary school teachers and principles, following their initial professional certification, and intended mainly or exclusively to improve their professional knowledge, skills, and attitudes in order that they can educate children more effectively" (Bolam, 1982, p. 3). Gardner (1995) suggests that if the in-service education that teachers take is considered as a continuum, then on one end of this continuum there is the training given by an outside body such as Ministry of National Education, which is called as in-service or INSET. On the other end of this continuum, there are the trainings and activities taking place at the educational settings that teachers work, which is called as on-service or ONSET. In-service education is commonly offered to make teachers up-to-date, to offer certificate courses for unqualified teachers, to prepare teachers for their new roles, or to train teachers about the curricular changes in the educational system (Greenland, 1983).

However, when the current understanding of teachers as professionals and the emphasis on lifelong learning practices are considered, teachers need to be actively involved in their own development and learning. In this respect, the traditional understanding of in-service or pre-service training is no longer valid. Instead, professional teacher development begins at the initial preparation stage and continues throughout the career process (Villegas-Reimers, 2003).

In the contemporary understanding of the term, according to Hargreaves (1994, p. 14), professionalism "emphasizes changes in and extensions to the teachers' role that signify greater professionalism". In this respect, Hargreaves sees teaching as a complex activity which requires development of professional skills, and being involved in leadership roles, partnerships with colleagues, shared decision-making and providing consultancy to others in their own areas of expertise.

More importantly, according to the contemporary approaches, such as constructivist learning theory, teachers need to be "practical intellectuals, curriculum developers, and generators of knowledge in practice" (Feiman-Nemser, 2001, p. 1015 as cited in Chai and Merry, 2006, p. 134).

Considering these insights, in its current form, teacher professional development has the following characteristics:

1. Professional development is a *continuous process*, and requires work related experiences, which make teachers relate their prior experiences and knowledge to the newly acquired ones (Ganser, 2000; Lieberman, 1994). Especially if the contemporary educational contexts are considered, the importance of lifelong learning in professional development is crucial. In other words, teachers need to keep

themselves up-to-date and "the concept of life-long learning must become something more than a cliché" (Hammerness et al., 2005).

2. Teachers are *active learners* in their professional development process, and they participate in the teaching learning process through planning, implementation and evaluation processes. More importantly, during these teaching-learning processes teachers are required to reflect on their experiences, which contribute to their professional development (Darling-Hammond & Bransford, 2005, p. ix). In this respect, a professional development program needs to provide teachers with opportunities to build new information, pedagogical theories, and develop expertise in their fields (Hammerness et al., 2005).

3. When studying professional development, *the contex*t where it takes place is crucial. In other words, rather than considering it as the one-shot workshops or in-service teacher training sessions, the research shows that teachers' work related experiences is the major factor in teachers' professional development (Ganser, 2000; Darling-Hammond, 1998). In this respect, teachers need to engage in professional development activities through which they can relate their contextual teaching experiences to their knowledge. Some of the activities that are regarded for this purpose are action research and portfolios, which promote on-the job learning experiences.

4. Professional development is not an individual *but a collaborative learning process* (Darling-Hammond & McLaughlin, 1995), which include interactional patterns between teachers, administrators, parents and other community members (Grace, 1999).

5. Professional development can take *many forms*, there is not one best model for professional development. "The uniqueness of the individual

setting will always be a critical factor in education. What works in one situation may not work in another" argues Guskey (1995, p. 117). In other words, when developing professional development models, one needs to consider the contextual factors, the needs of teachers, the setting, the cultural beliefs and practices into consideration so as to implement successful professional development activities in that particular context. As Guskey adds, "because of the enormous variability of in educational contexts, there will never be 'one right answer'. Instead, there will be a collection of answers, each specific to a context" (1995, p. 117). This proves that sometimes there may be multiple solutions or models for educational problems and contexts, which require careful consideration of administrators and policy makers when planning professional development practices and programs.

2.2. Professional Development Activities

In addition to the definition of professionalism and the distinctions between professional development and other terms used in literature, it is also necessary to define what teacher professional development activities are.

Traditionally professional development activities are often referred to as "in-service training" where there is generally a top-down approach and through short-term courses or one-shot workshops administrators or policy makers control and sustain implementation of the educational goals and objectives (Ingvarson, 1998). Traditional approach to teacher professional development activities is often criticized as such trainings fail to have long-term effects and do not really promote professional development practices in the desired sense. Guskey (1995) identifies some key areas that need to be followed by professional development programs aiming to promote professional development activities. According to him, professional development practices need to:

a. recognize change as being both an individual and organizational process,

b. think big, but start small,

c. work in teams to maintain support,

d. include room for feedback,

e. provide continuous follow-up and support,

f. integrate programs.

To ensure effective professional development, Fullan (1987) urges that for successful teacher development activities the four factors necessary are: a) staff development needs to be redefined as a process of learning, b) leadership has a crucial role in teacher development programs, c) organizational culture has a crucial role in teacher development, d) local and regional agencies affect teacher development programs, which include some different components than the ones suggested by Fullan and Guskey.

Corcoran (1995) suggests the following principles when designing and implementing professional development programs and professional development activities. In this respect, professional development programs and professional development activities need to:

a. be grounded in knowledge about teaching,

b. offer intellectual, social and emotional engagement with ideas, materials and colleagues,

c. model constructivist teaching,

d. demonstrate respect for teachers as professionals and as adult learners,

e. provide sufficient time and follow-up,

f. be accessible and inclusive,

g. stimulate and support initiatives of the educational context.

According to Little (1982, p. 331) there are four different collaborative activities that are necessary for professional development, all of which require

professional dialogue or professional exchange of ideas. These collaborative activities are: a) continuous and frequent activities where teachers exchange ideas about their teaching practices, b) activities in which teachers receive constructive feedback after frequent observations, c) activities where teachers carry out steps for instruction (planning, researching, designing instructional and assessment materials), d) activities where teachers learn from one another about their teaching practices.

In a project examining 1153 elementary and junior high school teachers' perceptions of their own professional certainty in Norway, the survey results indicated that planning lessons, and discussing and learning from colleagues are the common collaborative professional development activities that teachers most commonly used. 50% of the teachers reported that they carried out collaborative lesson planning sessions with their colleagues, and 40% of the teachers participated in the study stated that they discussed and shared issues related with the instructional process and pedagogical matters with their colleagues. On the other hand, peer observations appeared to be very rare among them (Munthe, 2003).

On the other hand, when teachers collaborate during planning their lessons, sometimes this process may not enhance professional development and it may actually prevent teachers from experiencing personal development. As Shavelson puts it, "…planning may be counterproductive if teachers become single-minded and do not adapt their lessons to their students" (Shavelson, 1983, p. 405 as cited in Munthe, 2003, p. 810). In other words, teachers need to be aware of the unique characteristics of their own students and make the necessary changes before applying the collaboratively prepared lesson plan in their classrooms, as they may not work as planned.

The literature on teacher professional development suggests that during the long-term and continuous nature of professional development process, there are

various mediums for teacher development and learning, and there are different forms of professional development activities. One of the most prominent categories is what Richards and Farrell suggest. According to Richards and Farrell (2003) professional development activities are categorized under four types: a) individual, b) one-to-one, c) group-based, and d) institutional.

Table 2.1.
Activities for teacher development categorized by Richards and Farrell (2005, p. 14)

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

Table 2.2.
Models and techniques of professional development summarized by Villegas-Reimers (2003, p. 70)

Organizational partnership models	Small group or individual models
Professional development schools	Supervision: traditional and clinical
Other university-school partnerships	Students' performance assessment
Other inter-institutional collaborations	Workshops, seminars, courses, etc.
Schools' networks	Case-based study
Teachers' networks	Self-directed development
Distance education	Co-operative or collegial development
	Observation of excellent practice
	Teachers' participation in new roles
	Skills-development model
	Reflective models
	Project-based models
	Portfolios
	Action research
	Use of teachers' narratives
	Generational or cascade model
	Coaching/mentoring

On the other hand, in the literature of teacher professional development, there exist many models and techniques designed specifically for various contexts. Villegas-Reimers (2003) classifies these models and techniques under two categories as shown in the above Table 2.2.

According to Villegas-Reimers (2003, p. 70) the first column in the above classification reflects the models that require and imply organizational or inter-institutional partnerships. In the second column, models, techniques or activities that can be carried out on a smaller scale, such as in a school or classroom, are presented. As can be seen from Table 3.1 and 4, professional development can take many forms.

2.3. Contribution of Professional Development on the Individual, Organization and Society

In this section some of the factors contributing to professional development will be explained and professional development as a means of personal development, professional development as a means of institutional development and professional development as a way to enhance student learning will be highlighted.

2.3.1 Professional Development and Individual Development

Fessler (1995) acknowledges that the factors influencing teachers' development include their personal environment, the family, individual dispositions and avocational interests (p. 181). Therefore, knowing one's self is highly crucial for professional teacher development. Highlighting the personal impact and complexity of professional development, Raymond, Butt and Townsend (1992) relate personal development to professional development by stating that the starting point for teacher development is highly personal and each teacher has an "amalgam" of experiences that they select as the basis for their own development (p.152).

Similarly, when developing one's self professionally it is not only crucial to develop one's individual self but also their collegiality. Raymond, Butt and Townsend (1992) highlight the crucial role of individuality and collegiality in the development of teachers in their study and conclude that "teachers' stories clearly illuminate the way in which teachers' early personal experiences and personal development have a profound influence on who they are and the way they become teachers. Since these personal dispositions shape teachers' encounters with career situations and contexts, the inevitable individuality of professional development is underlined" (p. 159).

One criticism against considering each individual teacher's self development needs and professional development needs when tailoring professional development programs, as they require resources and expenditure. As Hargreaves and Fullan (1992, p. 1) suggest that governments and their educational bureaucracies are cost conscious and control centered, resulting in little interest in putting in the time, effort and expenditure in such programs. More importantly, education bureaucracies and teachers have at times had a less than trusting relationship. For teachers to develop their own professional development, as suggested by Clark (1992) cooperation and collaboration is necessary. Hargreaves and Fullan (1992, p. 13) also notes that one risk of focusing on the personal development of teachers in training programs is that the school administrators may shift their responsibility for learning from corporate to the personal. In this respect, the administrators may reflect that the teachers are not effective enough in their teaching methods, and teachers are to blame for students' low performance. This risk, according to Hargreaves and Fullan, leads to "implicitly conservative" approaches to teacher development. In this respect, in order to eliminate such problems the teacher development programs should consider both the needs of the individual as well as the needs of the educational context they operate in.

When the literature on teacher professional development is considered, it can be seen that teachers' personal and professional lives are not really separated from one another and they are both viewed as interrelated and influential to one another. To support this claim, for example, Little (1990) emphasizes that "…professional development …encompasses the individual's experience both in and out of the classroom" (p. 187). Therefore, how a teacher develops herself/himself individually as well as a professionally are highly crucial to their professional development.

Contrary to the belief that professional development occurs in the workplaces of teachers, the literature on professional development indicate that professional development does not necessarily occur in the workplaces. If there are few opportunities at the workplace for teachers to have professional dialogues with their colleagues, then such a shared dialogue and reflection or "the inner dialogues (or thought) are not 'fed into' as much as if there had been more collaboration" (Munthe, 2003, p. 803). In this respect, informal and self-reflective practices offered and supported by the workplaces of teachers have an undeniable impact on teacher professional development.

To indicate this point clearly, it can be stated that differences in teachers attitudes and values towards self-development affect lifelong learning and professional development. In a study carried as a part of California Staff Development program, which was carried out with randomly selected faculties of 80 schools, reveal that educators behave similarly in their approach to professional development opportunities. The results of the study revealed that the ones who are active in their professional lives are also active in their personal lives. The same study also showed that both personal and professional friends affect professional development practices. More importantly, people who had positive attitudes towards professional development were also positive in their personal development (Joyce et al., 2009, p. 192).

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Considering the data collected from their study, Joyce et al. (2009, p. 192) developed four categories to describe teachers' and administrators' states of growth. *Gourmet omnivores* vigorously approach everything around their world as an opportunity; they choose the activities that best suit their needs sometimes finding it difficult to find a professional development activity they can benefit. In collegial relationships they seek out other active people. *Active consumers* are active most of the time but display less initiative. They selectively participate in activities organized by others. They model a high state of learning in a school environment. *Passive consumers,* on the other hand, are happy with their working environment, they rarely want a change, they participate in activities generated by others and attend meetings, and they look to others for leadership. *Reticent consumers* are always negative about what they are offered in terms of professional development opportunities, and mostly believe that what are offered do not have any worth at all. Joyce et al. summarize the reaction of these four different categories of professionals after a workshop as:

> If you offer a solid workshop – conceptual and practical – and you have the array of states of growth we have been talking about, you will get a distribution of responses. The omnivores and active consumers will be cheerful and positive and may offer you advice about how to do it better. The passive consumers will thank you and leave without any intention of doing anything about it – you have to organize the follow-up. The reticent folks will growl. (Joyce et al., 2009, p. 193).

Similarly, according to Johnston and Wetherill (2002, p. 23) socialization is an important element for teachers to form their self-identity, and there are three forms of socialization. First all, teachers need to socialize into the discipline they are teaching through taking opportunities for mastering the subject they teach. Secondly, teachers need to go through a socialization process in their profession by attending in-service training and graduate studies. The third form of socialization requires teachers to socialize into the educational institution they are working at, which is regarded by Johnston and Wetherill as "the

greatest significance in the identity formation" (2002, p. 25). The reason for this is that teachers are initiated into the norms and practices within the school culture, which will shape their professional identity to a great extent.

In another study, which was carried by Johnston and Wetherill (2002) including 63 intern teachers in two secondary schools attending Professional Development System's training sessions in the U.S., aiming at researching the socialization process of teachers, the survey data reflected that teachers found the coaching model applied in the training sessions very beneficial in terms of sharing what they have learned from the sessions as well as identifying the areas that they need to develop. Furthermore, the bond created between intern teachers and partnership teachers were found to be very useful for the intern teachers' socialization process, and the respondents commented that they felt themselves attached to the school system. The subjects also commented that by attending these training sessions they had the chance to put their theoretical knowledge into practice.

2.3.2. Professional Development and Organizational Development

Having stated the importance of the educational context teachers work in, it should be noted that understanding the nature of the educational context can make or break the teacher development efforts. Therefore, understanding the *ecology* or nature of teacher development should be considered as a priority for teachers, administrators and researchers (Hargreaves & Fullan, 1992, p. 13). The reason for this is mainly because of the fact that professional teachers can only be possible when overlapping areas in the personal and the contextual areas are found. Jackson (1992) also supports this view by suggesting that in order to understand what is really going on in the classroom and in the minds of the teacher, one needs to understand the context (p. 73).

Hargreaves and Fullan (1992, p. 13) argue that in the educational context, there are two elements that effect educational context. The first one is the *teacher's working environment* providing conditions for teacher development initiatives where sometimes teachers succeed or fail. The working environment is similar but not synonymous with the school's culture and it provides factors that "help or impede" (Hargreaves & Fullan, 1992, p. 13) teacher development. If there are senior teachers who are about to retire in the institution, then these teachers may not really have motivation or interest to further develop themselves professionally. In such a case, a novice teacher may find it difficult to get support for professional development.

The second element is the *collegial relationships*, which are often considered as the basis of professional development models (Hargreaves and Fullan, 1996). In their research study, Joyce and Showers (2002 as cited in Joyce et al., 2009, p. 197) revealed that teaching requires complex skills and teachers need to keep themselves up-to-date, which can be fostered highly through collegial relationships and peer coaching. They also argued that collegial peer coaching adds to teachers' repertoire.

Farrell (2001) also notes the role of "critical friends" in collegial learning. He defines critical friends as "people who collaborate in a way that encourages discussion and reflection in order to improve the quality of teaching and learning" (p. 369). In his qualitative research study in National Institute of Education in Singapore, the author collected data during observations of an EAP writing course through classroom observation notes, individual meetings, video recordings of the observed classes and the observed teacher's self-reflection notes. The results revealed that peer observations and creating critical friendships contributed to the mutual development of colleagues. The study also highlighted that when carrying out critical friendships building trust is important, however, building trust takes time. More importantly, the role of the observer and the observed should be equal. In other words, one of these

parties should not adopt a critical role but a constructive and sharing one so that critical friendships can work effectively.

Similarly, the results of Jorissen's research study reflect that among the seven teachers they interviewed, the participants commented that "collegial exchange and support are their greatest source of professional stimulation" (2002, p. 47).

On the other hand, in the EAP ccontext, one of the concerns raised by learning from colleagues is that, for the experienced teachers, there is little formal training available and little support in the form of team teaching with experienced EAP teachers. This claim is supported with research, one of which is the online survey study carried out by Alexander (2010) in the year 2006 aiming to find out how EAP teachers develop themselves professionally. The results revealed that only 20% of the subjects stated that they preferred formal ways of professional development such as attending in-service training whereas 29% of the most experienced subjects in the study and 17% of the least experienced ones commented that they prefer learning through informal ways such as team teaching or talking and sharing with a colleague.

As a result of these views, teacher development is important for the development of the institution through various meamns. According to Joyce (1991) can contribute to the institutional improvement through:

1. Collegiality: An effective organizational culture with professional relationships among the teachers and administrators can increase the value attributed to the day-to-day operations and vision-directed improvements.
2. Research: Once research is promoted, the improvement of the institution is sustained easily.

3. Site-specific information: Encouraging teachers to collect and analyze data on students and the context related problems results in the improvement of the institution.

4. Curriculum initiatives: To improve curriculum collaboration of teachers is important.

5. Instructional initiatives: Encouraging staff to improve their teaching skills and supporting them to update themselves improve the quality of the institution.

2.3.3. Professional Development and Student Achievement

The literature on teacher professionalism reflects that professional development of teachers has a positive impact on student learning. Some studies show that once teacher attend professional development activities, they change and update their teaching methods, which in return affect student achievement (Darling-Hammond, 1998; Darling-Hammond & Bransford, 2005; National Commission on Teaching and America's Future, 1997). More importantly, teachers professional development is directly related with inquiry based teaching practice and investigative classroom practice (Supovitz & Turner, 2000). Similarly, "teachers attitudes, preparation, and practices showed strong, positive, and significant growth from pre-professional development to the following spring [after they attended professional development activities]. Furthermore, these gains were sustained over several years" (Supovitz, Mayer & Kahle, 2000). As a result, these research studies clearly show that the more professionally developed teachers are, the higher achievement levels students tend to have.

2.3.4. Professional Development and Development of Society

According to the constructivist perspective, the classroom is a microcosm or a reflection of the society in general. In such a context, "teacher-learner

interaction … reflects values deeply embedded in the broader societal and sociocultural setting" (Gu, 2005, p. 6). Therefore, the classrooms reflect the social norms, values and expectations to a great extent.

The body of literature suggests that teachers have altruistic reasons to choose teaching as a profession whereas in developing countries teachers prefer teaching for functional reasons. In other words, in developed countries teachers teach mainly because they care for children and students whereas in developing countries the reason is to gain salary and to obtain job security (Davies, 1993 as cited in Roberts-Holmes, 2003, p. 43).

Similarly, the literature suggests that teachers' professionalism is largely influenced by their community and the local teacher community. One study which proves this view is the ethnographic research study exploring Gambian primary teachers' professional identities and their working lives, where the researcher Roberts-Holmes (2003) examined the range of responses Gambian teachers produced in response to the World Bank's reform efforts in teacher education. As the researcher reflects, in Gambia teachers' lives were quite complex as they struggled to hold on to their emotional and political commitment within their educational system, which was increasingly determined by economic rather than educational needs. The data collected from 28 primary school teachers via observations and in-depth interviews mainly indicated that poor physical conditions created stress on teachers and this was seen as a weakness of the educational system they belonged to. The results also showed that the teachers held a moral authority on the knowledge and relatively high education they possessed in their teaching practices. This knowledge gave teachers respect and status in society in the form of traditional respect. Gambian teachers saw teaching as a noble profession and regarded their roles as helpers of society to grow. They also reflected that, despite the poor conditions, they were satisfied with teaching because they believed that teaching helped with the socio-economic development of the country. In this

respect, they believed that were contributing to their community through duty and sacrifice.

In the same study, Roberts-Holmes (2003) found that teachers commitment to their society manifested itself in community related projects and activities such as Girls Scouts and Girl Guides. On the other hand, teachers reflected that they felt that such an extended professional duty demanded high expectations and professional standards from them, which were perceived rather negatively by the teachers. More importantly, the teaching profession is regarded by the teachers participated in the study as a means to escape poverty and as means of social mobility. In this respect, teachers had a combination of altruistic and functional reasons to teach, which reflects that they not only care for their students and the society, but they also saw the teaching profession as a means of social mobility.

As a final note, the following quote emphasizes that together with the changing nature of teachers' professional roles, their responsibility towards their students and society has gained more importance mainly due to the fact that today's global world requires from its citizens to be lifelong learners, be tolerant to others, have responsibility for their community and know how to be a part of a team.

> "The teachers' role is changing from that of instructor to that of a leader of learning. Increasingly, the teacher is being asked to teach students how to learn, to solve problems, to analyze and so on, so as to become life-long learners. Simultaneously changes elsewhere in society are causing teachers to be seen in roles such as social worker, custodian or child miner, but these are not their primary roles and are not the ones on which we should primarily measure teachers' self-growth. A society of life-long learners is one in which the citizens have some confidence and autonomy in dealing with information and ideas so that they don't rely on others to decode it for them. Their independent powers of analysis prevent others manipulating and deceiving them. Schools become places where learning is also about tolerance, conflict resolution and team building and personal responsibility for others" (Kelly, 1996, p. 1 as cited in Retallick and Groundwater-Smith, 1999, p. 48).

2.3.5. Professional Development and Policy and Change Efforts

The research suggests that professional development of teachers has a direct relationship with reform and change efforts in education. In the last decade, there have been national and local reform efforts in different educational contexts in the world, where the role of the teachers have been crucial (Villegas-Reimers, 2003). For example, in an educational reform effort with primary schools in Hong Kong, as teachers' input were not really taken into consideration, these efforts were turned out to be rather unsuccessful (as cited in Villegas-Reimers, 2003, p. 24). Similarly, in the 1990s in England and Wales, teachers resented the reform efforts as they felt that they were not included in the process and therefore, reflected that they found the changes in the system as hindrances which created confusion (Day 2000 as cited in Villegas-Reimers, 2003).

2.4. Organizational Factors Contributing to Teacher Professional Development

This section will explain in detail how professional development can be enhanced by the factors existing in the educational institution such as the institutional culture, effective collegial relationships and sharing with colleagues.

2.4.1. Contextual Factors

When teachers' workplaces offer them opportunities to collaborate with their colleagues and participate in decision making processes, teachers have stronger commitment to teaching and they have higher aspirations to remain in the teaching profession (Weiss, 1999 as cited in Munthe, 2003, p. 804).

In 1994-1996, the Federal Government of Australia conducted *The National Professional Program* aiming to enhance the professional culture of teaching by emphasizing the ongoing teacher learning and to encourage teachers to document extended workplace learning. In the project, the data was collected from teachers, teacher educators, employers and representatives of teachers' professional organizations through interactive workshops. The workshops in the project are reported to be highly generative and they were rich platforms for teachers to share ideas. At the end of the project, considering the data received from the participants, the project managers suggested that educational organizations should encourage teachers to create learning portfolios as a way to document their professional lives by means of making career maps, writing their teaching and personal philosophy, list their educational goals, describe in detail the project that they have worked in, and provide evidence for their professional learning (Retallick and Groundwater-Smith, 1999)

As suggested by Retallick and Groundwater-Smith (1999) workplace learning should be valued more within educational institutions to foster teacher professional development. They also argue that "extended workplace learning…. which results from sustained, thoughtful and planned intervention, usually supported by outside persons" (p. 51) is crucial for teachers' professional development. This shows that teacher professional development opportunities provided both within and outside the educational institution are equally important for teacher professional development. Similarly, if teachers are given the opportunity to maximize their professional learning with outsiders such as external experts, academicians, etc., then there would be more opportunities for teachers to select when they make their preferences regarding the best professional development activity for themselves.

Professional development can only happen through the contexts and opportunities created by the educational institution. More importantly, professional development has to be a part of teachers' work routine. Therefore,

"policy makers and school administrators need to give equal attention to building the conditions that will enable schools to provide fertile ground for professional learning on an ongoing as a routine part of he job" (Ingvarson, Meiers, & Beavis, 2005, p. 17).

The results of a study done by Carpenter et al. (2000) proves that "teachers who knew more about their students' thinking had higher levels of achievement in problem solving than students of teachers who had less knowledge of their students' thinking". This result can also be noteworthy to show that teachers who develop themselves professionally within their contexts in understanding their students more tend to be competent in problem solving, which can be considered as a factor for policy makers when designing professional development programs.

On a further note, organizational culture has is one of the key factors in teachers' professional lives. Johnson and Kardos (2002, as cited in Jorissen, 2002) in their five-year qualitative study carried out with 50 Massachusetts teachers found that effective organizational culture has a huge impact on teachers' decision to stay in their professions and the organizations they are working for. Their study reflected that especially the teachers who are new to the organization were very much influenced by the culture and colleagues. In other words, if the culture is supportive, then they were far more likely to continue working in that organization. As the current practices of education requires the need "for a professional culture in which teachers, administrators, and other stakeholders can engage in meaningful discussions about concerns affecting the whole school" (Johnston & Wetherill, 2002, p. 23), then it is essential to create an effective school climate and organizational culture to sustain and foster teacher professional development.

The literature on teachers' roles in their professional environment reflect that if teachers are not sure of what is expected from them or if there is an ambiguity

in their roles, then teachers tend to have reduced personal accomplishment. For example, if teachers are not sure about how they will be assessed regarding their teaching competencies, they have emotional exhaustion and they have lowered feeling of self-accomplishment (Starnaman and Miller, 1992 as cited in Munthe, 2003, p. 802). When making a decision, group dynamics and groupthink may have a significant role in decision making than the rational choices of the teacher (Munthe, 2003, p. 811)

The literature also reveals that *professional certainty* is an essential element for professional teachers. Munthe (2003) argues "teaching is a profession characterized by inherent uncertainty, and learning to cope with uncertainty is a major part of developing professionally" and "teachers who are able to deal with this uncertainty in a reflective or professional way, are believed to be more certain about the decision they make and actions they carry out" (p. 801). Unlike this view, some others claim that uncertain teachers tend to work in a routine manner, not taking any risks (Rosenholtz, 1989; Lortie, 1975 as cited in Munthe, 2003, p. 801). It is also reflected that during their teaching practices, teachers most of the time need to make their decisions wisely under conditions which are not known to them (Eraut, 1995; Schön, 1991 as cited in Munthe, 2003, p. 801).

2.4.2. Role of Leaders in Teacher Professional Development

When researching teacher professional development, only the physical conditions provided by the organization is not enough, the role of leaders are also quite crucial in the process of effective teacher professional development. In a research study, which aimed to describe and evaluate factors contributing to the support and satisfaction of seven second year teachers in the U.S., the results highlighted the role of collegial relationships and the role of directors in the participants professional development. The results of the study indicated that although colleagues were seen as an important source of support,

according to the participants' views, the principal of the school was particularly critical in helping them adjusted to the educational system and support them in their professional learning.

More importantly, changing role of administrators in an era of change has created more demands on teachers mainly due to the following reasons:

> School reform and accountability legislation have altered the role of school administrators who are being asked to function as change agents. This role of ten carries with it expectations for administrators to lead by empowerment, involving teachers in making decisions that most directly relate to the improvement of student outcomes. These school improvement initiatives also place an increased emphasis on teachers' knowledge and skills. It is no longer sufficient for teachers to "just" master instruction in the classroom setting; they are now being expected to work on curriculum development, serve on site-based management teams, develop innovative forms of instructional delivery, and take an active role in solving broader issues related to student performance outcomes (Johnston and Wetherill, 2002, p. 23).

For these reasons, the role of leaders in the educational institutions is crucial in terms of enhancing or limiting the professional development efforts of teachers.

2.4.3. Role of Professional Development Programs

The literature on teacher professional development indicates that teacher's work related experiences and the formal and informal trainings that they experience in the organizations they work is crucial for teacher professional development. Considering the relationship between the duration and impact of professional development programs, statistics revealed by the U.S. National Center for Educational Statistics show that teachers find professional development workshops longer than 8 hours having a greater impact on their professional development (Joyce et al., 2009, p. 188).

In another study on the effects of structural and process features of professional development programs on teachers' knowledge, practice and efficacy, which was carried out by Australian Government Quality Program (AGQTP) in 2002-2003, consistent significant effects were found regarding the professional development program on content focus, active learning and follow-up on knowledge and professional community of the 3250 teachers participated in over eighty different professional programs held throughout the course of the study. The study indicated that professional development programs need to focus on knowledge and content at the same time strengthening the level of professional community in the school so that professional development can be fostered. In other words, professional community helps increase the effectiveness of the program as teachers have the opportunity to talk about their specific teaching experiences when they are trying to implement what they learn from the professional development program. Another important aspect of the study was that the level of school support influenced the extent of active learning, follow-up and feedback, which indicated that the level of school support has substantial effect on teachers' professional development. Finally, the opportunity of active learning had a more significant impact on teachers' confidence and ability to meet student needs than just making changes in their teaching practices as expected from the given professional development program.

Similarly, in an evaluation study done by Garet et al. (2001 as cited in Ingvarson, Meiers and Beavis, 2005) on Eisenhower Professional Development Program, which is specifically designed for mathematics and science teachers, a sample of 1500 teachers attending these programs reflected that content focus and active learning had significant effects on their learning as professionals. In this respect, when designing professional development programs, professionals need to be given the opportunity to take active role in their learning as well as the focus on content. More importantly, "the collegial atmosphere, which is promoted by peer coaching, might engage teachers in self-directed and self-

evaluated professional development" (Vacilotto & Cummings, 2007, p. 160). Therefore, when developing professionals in educational institutions, as the literature indicates, teachers should be given the opportunity to interact with their colleagues through peer activities such as peer observations or peer teaching, and the professional development programs should emphasize these crucial points.

Likewise, Andrews and Lewis's study (2002) indicated that through the professional development program they attended, the participants indicated that they learned a lot as individuals, the degree of which varied from individual to individual. The participants indicated that their individual learning varied from learning that impacted on and challenged classroom practice to new learning giving room for professional development, and from refocusing of attention on the value of participating in professional dialogue to developing tolerance and understanding how other teachers think and reflect on their approach to teaching.

2.4.4. Collegial Relationships

Vacieletto and Cummings (2007) carried out a study to investigate the effectiveness of peer coaching model as a professional development tool for pre-service ESL/EFL teachers with 16 graduate students participating in their study. These participants shared their lesson plans and their reflective journals with one another throughout the study. The results indicated that peer coaching "fostered development of teaching skills primarily through peer observation and discussions" (p. 156). Another result was that the majority of the student teachers reflected that their diverse backgrounds and teaching experiences were highly fruitful to help one another with their weaknesses. However, the participants also reflected that just observing their peers was not really helpful but applying them in their own classes was more beneficial. Regarding the setting up performance goals, the participants reflected that revising their old

principles and adopting new ones helped them to focus more on their own practices and performances.

On the other hand, "peer coaching might provide teachers with the opportunity to experiment and implement novel ideas and activities in their classes by sharing responsibilities with their colleagues of the same status (Gottesman, 2000 as cited in Vacilotto & Cummings, 2007, p. 159) and "teachers might feel more comfortable engaging each other in conversations about their practice and sharing their individual perceptions (Richards and Lockhart, 1996 as cited in Vacilotto & Cummings, 2007, p. 159).

Professional development as sharing and deliberation/and as a collaborative activity also have huge impacts on teacher professional development. Despite the traditional belief that learning is an individual process, according to Bandura's social learning theory (1986) and self-regulation theory learning in terms of constructing knowledge is not an individual phenomenon but it is a social phenomenon (Zimmerman et al., 1996). In this respect, teachers who believe in social learning theories see learning as a cooperative process. In other words, they see learning from one another as an essential element for their professional development. Similarly, self-regulated learning requires the individual to set goals and be motivated to learn, which is based on a dynamic conception of intelligence. The dynamic conception of intelligence requires the teacher to seek opportunities to develop as a teacher and continue this development process throughout his/her career (Dweck & Leggett, 1986; Dweck, 1989).

In a project called IDEAS (Innovative Design for Enhancing Achievement in Schools), which was carried out in Queensland, Australia and developed as an innovative change process, the results illustrate how professional community of teachers and teachers' shared understanding can affect classroom experiences. The study emphasizes that the sustainability of the changes that are aimed to be

implemented with the professional development program should be created through mutual understanding of teachers, which should be further created in the school wide context (Andrews & Lewis, 2002). Therefore, creating a mutual understanding among the colleagues has an undeniable impact on the teaching practices and teacher professional development.

Another common practice to enhance collegial shared practices is *knowledge building communities*. A knowledge building community consists of learners who collaborate with an aim to advance their collective understanding (Hewitt, 2001 as cited in Chai & Merry, 2006, p. 134). In a knowledge building community, "the main focus is to produce knowledge useful to the community" through which the learners are "acculturated into the modes of thinking and acting that will be needed for the knowledge society" (Bereiter, 2002 as cited in Chai & Merry, 2006, p. 134). The theoretical foundations of knowledge building community lie in constructivist and socio-cultural theories of learning. Knowledge building community emphasizes learning through the authentic problems of its learners and encourages them to make use of their background knowledge and adding new information by collaborating with other learners. In this respect, sharing through the knowledge building communities enhances individual professional development practices of teachers.

2.5. Teacher Values and Professional Development

When researching on teacher professionalism, it is also crucial to emphasize teacher values on professionalism. This section will focus on the complex nature of teacher values and some research studies carried out on teacher values.

First of all, Goodson (1992) urges that "...to understand teacher development and curriculum development, and to tailor it accordingly, we need to know a great deal more about teacher's priorities. We need in short to know about

teacher's lives" (p. 110), emphasizing that having an in-depth understanding of teacher values and beliefs is an initial step for teacher professional development.

Professional development has a significant role in teachers' beliefs and practices. The research proves that through professional development, teachers change and modify their educational and professional beliefs and practices. Even if Fullan (1991) states clearly that it is unrealistic to expect rapid changes in teacher belief systems, together with effective professional development programs, this is actually possible. In a study done by Baker and Smith (1999), it is reported that if the professional development programs offer concrete, realistic and challenging goals; and if there are frequent opportunities provided for teachers to observe the effects that they have on their students' learning; and if they have support from their colleagues, then it is easier and more possible to sustain change in teachers' belief systems. Guskey's study carried out in 1997 showed that there is still the need to carry out further research to explore how teacher professional development creates a change in students' learning. Young (2001), on the other hand, clearly proves in his research study that if teachers' professional development activities result in teachers' goal setting for their students, then in return this will have a positive impact on student learning.

Another important study to emphasize at this point is Hofstede's (2001) *Cultural Onion Model* which focuses on the role of values and practices in teachers' professional lives where there is a complex relationship among the values, rituals, heroes, and symbols within teachers' work culture and professional environment which are layered like onion rings. *Cultural Onion Model* is designed by Hofstede is provided in the following figure:
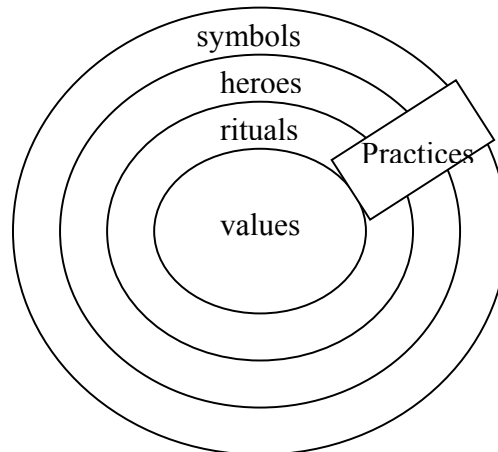
Figure 2.2. Hofstede's Cultural Onion Model (Hofstede, 2001, p. 122)

According to this model, in the outer layer, there are the *symbols* that carry complicated meaning to the people within the culture such as words, gestures or pictures. The second layer represents the *heroes* who are the influential people in the professional culture such as the effective teachers or the role models within the educational institution. The third layer is the *rituals* that are considered to be the socially essential elements essential for the successful achievement of the goals, such as respect. According to Hofstede, all these three layers can be trained and learned except for the inner core layer, *values,* which represent thoughts about how things should be, and they have a strong influence on behavior, as they are invisible until they are reflected in behavior. In this respect, values may not be observed by people outside the organizational culture, which represent the complexities of teacher professionalism and the idea that professional values can easily be changed, developed, and shaped by changing practices.

In order to change the value systems, Urbanski (1998) notes the reasons impeding effective teaching practices of teachers, and states that "what impedes effective teaching and learning is not that teachers are the problem, it is that teachers work within outmoded, unprofessional systems. By taking responsibility for redesigning schools and abandoning unexamined practices

and policies, we can restructure the teaching profession in ways that promise more productive schooling" (Urbanski, 1998, p. 449).

When studying teacher professionalism and teacher learning, it is also noteworthy to mention different notions on *knowledge*. On one hand, knowledge is regarded as "a commodity akin to information that can be produced, managed or transferred" (Webster-Wright, 2009, p. 715). Such an understanding reflects "knowledge as practice is exceedingly complex, surpassing efforts to capture it (Webster-Wright, 2009, p. 715). On the other hand, there is the more contemporary notion of knowing in practice, which was first noted by Schon and regarded as "groundbreaking" due to his "acknowledgement of artistic, intuitive, and emotional features" (Webster-Wright, 2009, p. 715). These two different understandings have led to the separation between what is perceived as "theoretical knowledge and practical know-how" (Webster-Wright, 2009, p. 716). In this respect, values and knowledge are essential to investigate when researching teacher professional development.

2.5.1. Teacher Identity and Professional Development

Teacher identity is often associated with professional development mainly due to the reason that when teachers develop satisfaction from their commitment, they gain a sense of pride in their professionalism (Nias, 1981 as cited in Cheung, 2008, p. 375). In addition to commitment, teacher identity affects pedagogical affects and teaching practices, as it is crucial to reflect the way teachers develop and how they react to certain educational issues such as change (Beijaard et al., 2004 as cited in Cheung, 2008, p. 375). In this respect, it is necessary for professional teachers that they understand the construction, transformation and commitment of their professional identities (Cheung, 2008).

According to the literature, teacher professional identity can be explained from different perspectives. From the Vygotskian philosophical perspective, teacher professional identity refers to the commitment to an image of teaching which is meaningful publicly and personally (Van Huizen et al, 2005 as cited in Cheung, 2008, p. 376). On the other hand, according to Varghese et al (2005 as cited in Cheung, 2008, p. 376), professional identity is the relationship between assigned identity (the idenity imposed by others) and claimed identity (the identity that one acknowledges for themselves). Another perspective is that teacher professional identity is the reflection of teachers' professional practices and actions (Enyedy et al. (2005, as cited in Cheung, 2008, p. 377).

Cheung (2008) in his research, studied professional identity through developing a professional identity scale in line with the professional practices of teachers. The participants in his study included Hong Hong in-service teachers. The results indicated that from teachers' own ratings of their professional identity, male in-service teachers had significantly higher ratings on the student needs domain, school issues domain and personal growth and development domain. This result was found by the researcher as an interesting one because as the researcher reflected, in Hong Kong context, the primary and secondary level education is often considered as a female profession.

2.5.2. Reflection and Teacher Professional Development

During their teaching practices, according to Postholm (2008), teachers need to be critically question their own teaching practices like in order to enhance professional development. In this respect, teachers need to adapt a researcher's role and have a researcher's eye. On the other hand, Sondena (2002, as cited in Postholm, 2008) states that teachers need to have *forceful reflection* where there is *immanence* and *transcendence*. In other words, teachers need to think in a creative and unique manner and see things from different perspectives. While doing so, they need to be active (transcendence) and sleep on what they

think (immanence). This view is also reflected in Schön's reflective practice and his concept of "reflection in action" and "reflection on action" (1987, as cited in Postholm, 2008, p. 1720). Similarly, Durkheim (1956 as cited in Postholm, 2008) argues that reflection is a crucial part of the art of teaching and if teachers do not reflect on their teaching practices, then their competence will become habitual.

In his article, Postholm (2008) reflects on a research project carried out in a Norwegian secondary school. From his two-year fieldwork, the researcher and his team explored how their project encouraged teachers to reflect on their teaching processes and the form and content of these processes. The findings of the study showed that when teachers question their own practices, they can objectively and critically see new dimensions of these practices. The teachers also reflected that they adapted forceful reflection because reflecting on their practices helped them improve their teaching. They also stated that the cooperation with colleagues during reflection and observations encouraged them to a more trustful professional atmosphere. Furthermore, teachers participated in the study commented that they talked about collaboration with their colleagues for years, and they were content with the collaborative efforts. However, they suggested that a formalized plan is crucial to realize such collaborative efforts.

2.6. Professional Development and Teaching in an International Context

Professional development in an international context is noteworthy to reflect upon when considering professional development of teachers of English as a second language because intercultural experience has a significant impact on teachers' professional development. In a study, which was carried out among Chinese and British ELT trainers' exposure to different teaching cultures and the experience of teaching in a different culture, culture was found to have effect on "a stronger awareness of the meaning of culturally sensitive

pedagogy" (Gu, 2005, p. 5). In the study interviews were made with 19 British ELT teachers and 19 Chinese teachers teaching ELT. The results showed that there was a systematic difference in perception between the two parties and both British and Chinese ELT teachers reflected evidence for the positive impact of collaboration and collegial support on their professional learning.

More significantly, "the key impact on both teachers and trainers of working in an intercultural context was found to be the development in them of an appreciation of cross-cultural differences and a critical awareness of culturally appropriate pedagogy" (Gu, 2005, p. 14). From their study, Chinese teachers clearly indicated that working with their British colleagues created a platform where they learned that there were different ways of teaching, as a result of which they reflected that they were able to improve their teaching performance.

Hofstede (1986, as cited in Gu, 2005, p. 16) argues that to be effective in international contexts, the teacher and the trainer should focus on learning about his/her culture by:

> "…getting intellectually and emotionally accustomed to the fact that in other societies, people learn in different ways. This means taking one step back from one's values and cherished beliefs, which is far from easy" (Hofstede, 1986, p. 3126 as cited in Gu, 2005, p. 16).

Given the individualized and contextualized nature of teachers' knowledge construction, in international contexts the holistic and cognitive view of educating teaching professionals will have particular significance to long-term teacher professionalism and transformation (Gu, 2005, p. 17)

On the other hand, a holistic view of teachers and teaching sees the teacher primarily as a social being and teaching as a social activity bearing distinctive meanings and values in specific sociocultural settings. In this respect, a teacher's identity is connected with and shaped by a whole range of

sociocultual values, beliefs and practices in a broader societal and educational environment as well as their individual experience and personality (Gu, 2005, p. 17)

For this reason, when preparing professional development programs for teachers in international settings, "there is a need to adopt a holistic and cognitive approach, focusing on helping teachers to develop ways of thinking to achieve professional empowerment and transformation" (Richardson and Placier, 2001 as cited in Gu, 2005, p. 18). To put it differently, teacher professional development should "deepen teachers' understanding of the teaching profession and their self-identity and [should] enable them to grow from learning to teach to the highly cognitive and highly competent stage of teachers as theorists" (Prabhu 1990, 1992; Kumaravadivelu 1994, 2001 as cited in Gu, 2005, p. 18).

Similarly, "teacher professional development is a cognitive progress that leads to teacher effectiveness". Similarly, teacher professionalism involves cognitive reflections on the provision of more relevant supervision in order to enhance teachers' professional growth. Such professionalism in an international context is not only cognitive, but also holistic, because it involves "learning about oneself and gaining reflexive knowledge of social and cultural practices" (Alred et al. 2003, p. 10 as cited in Gu, 2005, p. 16). As a consequence, the change is not only professional, but also personal" (Gu, 2005, p. 16).

To achieve mutual understanding in an international context, Franson and Gu (2004 as cited in Gu, 2005) propose that interaction among the colleagues should be in the form of continuous and persistent feedback and on-going evaluation between teacher educators and teachers throughout the professional development process.

On a further note, in the EAP field, most of the time teachers are worried with the negative or neutral attitudes of the students towards learning EAP. In the existing literature, the reason for this is mainly stated as first learning English is not the main subject mater for students, and secondly, "the student motivation to learn EAP is neutral – neither strong nor negative" (Kantaridou, 2004 cited in Ypsilandis abd Kantaridou, 2007).

In an ethnographic study aiming to analyze EAP in Europe through analyzing existing data form a survey carried out in European universities to provide suggestions and improvements in the educational approach an the content, the researchers found out that it is essential for the EAP teachers to identify their professional constraints and challenges to improve the existing goals and objectives of the courses as well as understand the existing institutional and cultural factors affecting EAP teaching (Ypsilandis abd Kantaridou, 2007).

2.7. Challenges against Professional Development

In this section of the literature review, some of the criticisms and challenges highlighted in the field of teacher professional development will be discussed with reference to some research studies.

One of the challenges raised against professional development activities is the top-down and short nature of teacher professional development programs. Joyce et al., for example, offer their criticisms by stating that most of the staff development programs and practices are far from being successful as they are mostly brief or policy makers are trying to make teachers "inserviced". Instead, they believe, life-long learning programs should be fostered, and the best way to do so is "through inquiry-oriented approaches rather than directive, closed-minded approaches" (Joyce et al., 2009, p. 186). They also highlight that if time is a problem, then policy makers should focus on finding ways to

implement short but effectively prepared programs, as "well-prepared brief workshops can, in fact, generate long-term interest" (Joyce et al., 2009, p. 188).

Another challenge commonly identified in today's contemporary society is that, as a result of the global changes and demands in the educational workplace, professional learning is regarded as something more challenging then ever mainly due to the reason that "there has been increasing pressure for ensuring professional standards, measurable outcomes, and accountability of practice" (Webster-Wright, 2009, p. 717).

The dilemma between what is certain and what is not creates another challenge for professionals. On one hand, there are the policies of organizations wanting to achieve measurable outcomes with lower costs and professionals trying to minimize the effects of change. On the other hand, there are the restructuring efforts, changes in learning environments and the learners themselves, which adds more pressure on the professionals, as these are rather the uncertain elements in educational environment. This dilemma is regarded as the "tension between certainty and uncertainty" (Webster-Wright, 2009, p. 717).

Another challenge is the current practices of knowledge economies. According to OECD and EU reports, the power of nations depend on the human capital and the future of nations depend on how they make use of knowledge as a way to sustain their economy (OECD, 1998). These global challenges and demands bring the need to increase standardization of teachers' practice and the control of education (Freidson, 2001 as cited in Webster-Wright, 2009, p. 715). For example, the increasing control in UK's higher educational institutions has resulted in some criticisms such as the one suggested by Darling-Hammond "bureaucratic solutions to problems of practice will always fail" (1997, p. 67 as cited in Webster-Wright, 2009, p. 717).

Another challenge is that becoming a professional requires time and effort. Griffin explains that, contrary to the belief that anyone who cares deeply about students and children in general will teach well, in actuality good teachers develop over an extended period of time with a significant range of knowledge combined with mainly extremely complicated skills. He adds that this combination of knowledge and skill applies to decisions not only about instruction but also about curriculum:

> Certainly, curriculum theory and development constitute a specialized body of knowledge that should be a part of every teacher's repertoire. Knowledge of theoretical perspectives about curriculum and the various conceptions of curriculum planning is of extraordinary value to the enterprise of providing educational opportunity" (1991, as cited in Marsh & Willis, 2003, p358).

In this respect, Griffin believes that centralized curriculum planning limits "the opportunities teachers have to develop and exercise professional knowledge and skills while diminishing the likelihood of high-quality teaching" (1991, as cited in Marsh & Willis, 2003, p. 358). According to Griffin, other consequences of centralized curriculum planning that limits teacher professionalism include the following:

- teachers' isolation in classrooms,
- few opportunities for teachers to communicate their instructional problems with other professionals,
- few opportunities for teachers to change their career patterns (i.e., moving into leadership roles such as mentoring)

In order to minimize this problem, Griffin's recommendations for teacher education programs include:

- long-term curriculum planning,
- teaching as a collegial activity,

- inquiry into the knowledge base for teaching and the reflective, analytic character of teaching,
- preparation for professional leadership (1991, as cited in Marsh & Willis, 2003, p358).

On the other hand, Hargreaves (1994, pp. 14-15) emphasizes "deprofessionalization" in teachers' work, which refers to "routinized and deskilled work of teachers" creating teachers having "less discretion to exercise their professional judgments in their classrooms". He adds that the debate between professionalization and deprofessionalization/deskilling pose fundamental questions about the nature of teachers' work and how it is changing. In this respect, he asks the following questions as essential issues to consider:

- Is the nature of teachers' work getting better or worse, more skilled or less skilled, more professionalized or less so?
- How do teachers feel about the nature of their work and changes in it?

This may also have a role in teacher retention and why some teachers do not stay in the teaching profession long enough. As stated earlier in this chapter, according to the research on the relationship between the student outcomes and teacher quality reveals that student learning is substantially affected by the quality of teachers' instruction. Therefore, especially in the U.S. schools, there are increasing efforts to provide each student with a skilled and committed teacher and to support each teacher on the job (Johnson, Berg, & Donaldson, 2005, p. 1). On the other hand, there is also evidence that when compared with the statistics of thirty years ago, teaching has become a less attractive career among both prospective and new teachers (Johnson, Berg, & Donaldson, 2005, p. 1). Moreover, among turnover rates among new teachers are rapidly increasing, particularly in low-income schools. Thus, there is a need not only to recruit talented candidates to teaching, but also to support and, thus, retain

them once they have entered the classroom (Ibid). Therefore, the difficulty of the teaching profession together with the complexity of becoming an expert and professional teacher may lead to some teachers leaving the teaching profession, which results in the global need for effective teachers (Darling-Hammond & Bransford, 2005).

Another challenge is the discrepancy between the ideal and the real practices in teacher education. Bransford, Darling-Hammond and LePage (2005) notes the discrepancy between how the idea teacher preparation should be and the reality in the U.S. teacher preparation programs by stating that:

> If improvement in education is the goal, it is not enough to prepare good teachers and send them out to schools. If teachers are to be effective, they must work in settings where they can use what they know – where, for example, they can come to know students and families well; work with other teachers to provide a coherent, well-grounded curriculum; evaluate and guide student progress using information rich assessment; and use texts and materials that support thoughtful learning. Unfortunately, given the patchwork policies, the plethora of competing decision makers, and the fragmented design of factory-model schools, these conditions are not present in many, perhaps most U.S. schools (Bransford, Darling-Hammond & LePage, 2005, p. 4).

Another problem that they mention is that "the systems that U.S. schools sit within rarely provide coherent curriculum guidance that includes teachers to develop sophisticated lessons and teaching strategies" (Bransford, Darling-Hammond & LePage, 2005, p. 4). For these reasons, they add that:

> Given these challenges of contemporary schooling, it would be naïve to suggest that merely producing more highly skilled teachers can, by itself, dramatically change the outcomes of education. We must attend simultaneously to both sides of the reform coin: better teachers and better systems. Schools will need to continue to change to create the conditions within which powerful teaching and learning can occur, and teachers will need to be prepared to be part of this change process. (Bransford, Darling-Hammond & LePage, 2005, p. 4)

As a possible solution to these problems, Bransford, Darling-Hammond and LePage (2005) suggest that, "working in professional learning communities is a key to changing school cultures" (p. 5). More importantly, the research studies suggest that incidents and/or experiences in teaching may "hinder" or "help" professional growth over time (Little, 1990, p. 187). A similar view is suggested by Huberman (2001) through a metaphor: "The unfolding of a career is, after all, a story of waxing and waning satisfaction, commitment and competence" (p. 12). Therefore, the professional learning communities need to be designed in such a way that they promote teacher learning and growth.

Hargreaves and Fullan (1992) note that the terms professional development and teacher professional development carry "Orwellian" overtones, which suggest that teachers need to be controlled and led in a "patronizing and therapeutic" manner to improve themselves through professional training and education (p. 12). They also suggest that professional development requires a process where teachers "might be regarded as children and Third World nations: people who need help and who are dependent on our superior insight and expertise. This danger of control masquerading, as care is an ever-present one that requires continued vigilance" (Hargreaves and Fullan, 1992, p. 12).

Apple and Jungck (1992) criticize some of the practices of professional development by stating:

> "teacher development, co-operation and 'empowerment' may be the talk, but centralization, standardization and rationalization may be the strongest tendencies...Among the major effects of these pressures is what is happening to teaching as an occupation and as a set of self-reflective actions. Important transformations are occurring that will have significant impacts on how we do our jobs and on who will decide whether we are successful at carrying them out" (p. 20).

In order to cope with the centralized efforts and changes in professional development practices, Sachs (1997) argues that teachers need to be in control

of their own development as professionals and urges that "it is the members of [the] profession who present the moral and intellectual leadership to ensure that student learning is of a high quality and that working conditions for teachers are enhanced" (1997, p. 272).

Another criticism against the professional development programs is that bureaucratic policies sometimes control and shape instructional, curricular and professional matters (Sachs, 1997; Ingvarson & Greenaway, 1984). This case is particularly true in centralized policies and systems.

According to Clark (1992) and Hargreaves and Fullan (1992) an ideal educational system provides a context which supports teachers' professionalism and create available opportunities for teachers to develop themselves. However, in real systems this is not always the case. Centralized systems either do not provide such contexts for teachers or they (centralized systems and governments) offer simple and quick remedies to the professional needs of teachers and complex problems, which most of the time do not yield to effective solutions especially in the contemporary approaches to teacher professional development.

On the other hand, in some cases, for example in the U.S., teacher unions and educational systems often have adversarial relationship between teachers and their employers, which often result in inconsistency and uncertainty about whether teachers should pursue "acceptable professional ways of negotiation or use the collective strategies of union bargaining to defend their interest" (Hargreaves & Fullan et. al., 1996, p. 1).

Finally, the professional development programs are criticized at times for not balancing the formal and informal practices. For example, in Arıkan's (2004) qualitative research study with a sample of nine English language instructors, the data collected through narratives and interviews revealed that even if the

participants found the professional development programs necessary for their development, making them compulsory and making the instructors follow the rules, processes, and outcomes as given in these programs were criticized and they were found as limiting their autonomy. The participants mainly reflected that the professional development programs received outside their institutions valued primarily their teaching experiences within their classrooms where the in-house trainings were only considering the institution's needs. Therefore, the programs should consider teachers' individual needs as well as the institution's needs, but rather in a balanced manner.

2.8. Summary

The term "professional" is a complex concept to define, and when compared with other professions, teaching has some commonalities as well as some differences with that of other professions.

Professional development of teachers is a crucial element to understand both teachers and their teaching practices. Professional teachers not only contribute to their self-growth but also to the development of their institution and their community.

Research on teacher professionalism reflect that some of the major factors affecting teacher professional development are the organizational factors such as working environment, organizational culture and professional relationships with colleagues. For this reason, the organization and the administrators should provide teachers with initiatives to take part in the decision making process.

More importantly, teachers' roles and values are reflected in their classrooms, therefore, developing teachers enhance the improvement of students as well as the improvement of the educational institution and the society.

CHAPTER 3

METHOD

This chapter provides a detailed account of the research methodology and design. Within this context, it discusses the overall design of the study, context, the role of the researcher, data sources, data collection instruments, and data collection procedures. It also describes how trustworthiness is ensured in the study, and finally highlights the limitations and assumptions of the study.

3.1 Overall Design of the Study

The aim of this study is to provide a constructed reality of FAE instructors' experiences and to offer Heideggerian hermeneutical analysis of their lived experiences regarding their professional development practices. In the following part, phenomenology and Heidegerrian phenolomenological research will be explained in detail by emphasizing the nature of this methodology highlighting the main principles of it.

Phenomenology, is one of the five qualitative traditions of inquiry according to Creswell (1998 as cited in Patton, 2002, p. 79). According to Van Manen "phenomenology asks for the very nature of a phenomenon, for that which makes "some-'thing' what it is – and without which it could not be what it is" (Van Manen, 1990 as cited in Patton, 2002, p. 104). In other words, in phenomenological research study, the researcher "attempts to understand how one or more individuals experience a phenomenon from the person's own perspective" (Johnson & Christensen, 2008, p. 48).

It is also noteworthy to point out that together with the shift from quantitative approaches to qualitative approaches, some social philosophers began to "focus upon meaning rather than empirical facts" (Annells, 1999 as cited in Price, 2003, p. 24). Therefore, according to phenomenological researchers, people experience phenomena differently and they attach different meanings to their experiences and the role of the researcher is to discover these personal meanings (Price, 2003, p. 24).

In phenomenological research, the main question explored is "what are the meaning, structure and essence of the lived experience of this phenomenon for this person or group of people" (Patton, 2002). In this sense, the core focus in phenomenological research studies is to explore participants' worlds along with their subjective experience of their personal, everyday lives (Daymon and Holloway, 2002, p. 153) by trying to make sense of the "real" meaning that the participants attach to the phenomenon. Considering these principles, this study aims to explore and describe the lived experiences of FAE instructors in their professional working environment and to discover their insights about what contributes to their professional learning.

Regarding its focus, Finlay summarizes that in phenomenological research:

> The focus is on the way things appear to us through experience or in our consciousness. The phenomenological researcher aims to provide a rich textured description of lived experience. Phenomenology asks, "What is this kind of experience like?" "How does the lived world present itself to me?" The challenge for phenomenological researchers is twofold: how to help participants express their world as directly as possible; and how to explicate these dimensions such that the lived world – the life world - is revealed (Finlay, 2009).

In this respect, phenomenological research aims to emphasize the subjective views and conceptions of the participants to find out their own experiences and provide a comprehensive description of their lived experiences (Pietersen, 2002). Furthermore, phenomenology is often argued to "offer an inductive

methodology to explore human subjectivity systematically in terms of what individuals are *really* feeling and experiencing" and "the main function of a phenomenological description is to serve as a reliable guide to the listener's own actual or potential experience of the phenomena" (Spiegelberg, 1982, p.694 as cited in Finlay, 2009). In this respect, as Finlay reflects "phenomenology can be seen as tending towards being a realist, modernist project where there is a belief in a knowable world with universal properties … and the aim is to examine that 'real world out there'" (Finlay, 2009). When the purpose of this research study is considered, the researcher aims to construct meanings from what the participants reflect from their working environment and their professional practices. When doing so, the researcher applies a systematic analysis of the interview data and provides analyses that are also meaningful for the readers when disseminating the results.

Another point that should be emphasized is that, phenomenological research has various approaches developed by different philosophers and researchers. Some follow Husserlian approach and some others follow Heideggerian approach. The main difference between these two is that Heidegger "rejected the notion that we are observing subjects separated from the world of objects about which we try to gain knowledge; rather we are beings inseparable from an already existing world" (Magee, 1998 as cited in Draucker, 1999, p. 361).

In Heidegger's (1962 as cited in in Maggs-Rapport, 2001, p. 377) own words, phenomenological research is described as follows:

> The way people relate to things is an integral element of external reality, for we are all in, amongst and inseparable from a world being. Heidegger called this state 'Being-in-the-world', and saw the fundamental ontology – the meaning of being in general – as the ground upon which the human sciences could be constructed (Heidegger, 1962, Honey, 1987). 'Being-in-the-world' was evidence of a world in which we share things and practices that give meaning to our lives and, in this everyday existent state, we make sense of the world through our existence within it rather than in any detached way (Heidegger, 1962 as cited in Maggs-Rapport, 2001, p. 377).

Considering these two different approaches offered by Husserl and Heidegger, the researcher decided to apply Heidegger's approach to phenomenology through the emphasis on description of the everyday practices of FAE instructors and attempted to understand what contributes to their professional learning through the use of intensive interviews. In this respect, the research methodology is based on Heideggerian phenomenology, which "is considered hermeneutic and interpretive" where "the goal is to increase understanding of the meaning of human experiences and practices" (Cohen and Omery, 1994 as cited in Draucker, 1999, p. 361).

It should also be emphasized that this research study aims to follow a "socially constructed claim" where the main aim is to "seek understanding of the world in which they [FAE professionals] live and work" (Creswell, 2003, p. 8). Although some argue that scientific method is based on positivist principles, Wellington (2000) asserts that "the view that modern science is positivist is totally false", and adds that in modern science variables can not be controlled at all times, and sometimes clear and exact cause-effect relationships can not be drawn as "agent X causes phenomenon Y", and even if that is the case, "it is rarely objective and value-free" (p16). Wellington further argues that together with qualitative research the researcher interprets the phenomenon, and aims to explore perspectives and shared meanings and attempts to develop insights into situations (2000, p. 16). Therefore, the researcher's perspective and values are crucial in qualitative research and a complete separation from his/her world is not possible. This issue is further explained in detail under researcher's role.

On a further note, it can be argued that qualitative research is difficult to define, as it requires an in-depth understanding of the phenomenon being studied. As Patton (2002) states some research problems yield themselves to quantitative measures and some to qualitative measures, and if the researcher wants to find out the feelings, perceptions, ideas of people, then the data needs to be collected through asking questions, in other words, through the use of

qualitative research methodology. In the present study, as the main focus is to find out the perceptions of FAE instructors regarding how they believe they develop themselves professionally; and to explore the role of the institution, the program and designing courses on their professional development, the problem yields itself more to in-depth questioning of the instructors and administrators in this context. Therefore, the design of the study is qualitative in nature, and the main data collection method is interviewing.

When the effective application of qualitative research is considered, Pratt and Swan (2003, p. 192-193) advise the following steps for good qualitative research practice, which they also refer to as "P-R-I-C-E". After the explanation of each step suggested by Pratt and Swan, how these steps are sustained in this research study is explained in detail.

Purpose: During the stages of initiating, planning and conducting research, the researcher needs to be clear about the purposes of the research study and determine whether the problem being studied is theoretical or practical. The purpose of this research study is explained in detail in the introduction of this thesis. When doing so, both practical and theoretical implications of the study are considered.

Rigor: the researcher has to put the ideas being presented in the research study to "rigorous critical scrutiny". In other words, by being critical about the methodology and the objectivity of the evidence, the researcher tries to make sure that the error factor is minimized or eliminated. Rigor in this study was sustained through the pilot study of the interview questions, and subjection of the coding and results to criticism by the experts and FAE instructors.

Imagination: Pratt and Swan state that the researcher has to make use of their creativity when formulating the research problem, offering solutions and presenting data. Creativity was necessary for the researcher when selecting the quotations to be used in the analysis chapter of the thesis and finding out the themes during the coding of the data. In addition to creativity, the researcher

also considered the literature on teacher professional development to come up with meaningful and systematic coding of the data.

Care for others: The researcher has to make sure that they ensure their moral duty of care for the parties involved in the research study when they are planning, carrying out and writing up the research. In this thesis, utmost care was given to reflect the results objectively but at the same time reflecting the subjective views of the participants when exploring their views on professional development practices. In other words, the researcher had to go through some decision-making processes and reflective practices when selecting the quotations objectively but at the same time paying attention not to reveal their identities.

Economy: As research studies may be time consuming or expensive, the researcher is advised that they should aim to economize in effort, time and resources during the course of the research study. This step was sustained to some extent in this thesis. During the selection of the participants 4 instructors were included from each FAE unit from the population of 67 instructors in the context of the study. As stated in the limitations of the study, including more participants and carrying out follow-up interviews would yield to more comprehensive analyses but considering the practical aspects such as availability of the participants and the time frame of the study, the researcher could only carry out one in-depth interview with each participant in the study.

3.2. Context

This study was carried out in the FAE program at Bilkent University in Ankara. As described in detail in the introduction of the thesis, under the supervision of BUSEL, the FAE program offers freshman English courses to the 4-year Faculties and 2-year Vocational Schools of the university. In the FAE program there are 5 units, which are located in different faculties in the Main and East campuses of the university. The courses offered by the FAE program vary from content-based academic skills courses in the undergraduate

level to academic writing courses to the graduate level students. FAE program instructors also provide their students with extensive feedback and tutorials, and design challenging course materials to equip them with academic reading and writing skills. The objectives of FAE program are provided in Appendix A.

In the 2009-2010 academic year, the year when the data was collected, there were a total of 67 instructors working in 5 units in the FAE program. These instructors are located in the offices shared with colleagues in the unit, which are often located in different faculties at the university. To illustrate, *Faculty of Engineering/Faculty of Science Unit (FE Unit)* is located on the ground floor of Faculty of Science with eight offices allocated for the instructors teaching in this unit. FE/FS unit instructors share their offices with a colleague and most of the time local (Turkish) instructors share their offices with a foreign instructor to increase collaboration among instructors from different nationalities and backgrounds.

When the policies and handbooks of FAE program are considered, the mission statement of the program highlights an open door policy among instructors, and between administration and instructors, high expectations and quality from the instructors, and positive contributions to the university, environment and the teaching profession. The mission statement and purpose of the FAE program is given in detail in Appendix B.

Within this perspective, the context of this research study consists of the FAE program and it aims to explore how FAE instructors develop themselves professionally, how organizational factors contribute to their professional development, and how course design impacts their professional learning within the context. When doing so qualitative research method was implemented as "using qualitative and naturalistic approaches [is necessary] to inductively and holistically understand human experience and constructed meanings in context-specific settings" (Patton, 2002, p. 69).

3.3. Researcher Role

Marshall and Rossman (1999) state that in qualitative research studies it is essential to describe the role of the researcher in detail. Within the light of these, in this section of the thesis, first the decisions made when selecting and approaching the participants of the study will be described, then the interpersonal skills the researcher brings to the study will be highlighted, and finally the researcher's sensitivity to reciprocity will be explained in detail.

First of all, Patton (2002) notes that the quality of data collected in a qualitative research study depends mostly on "the methodological skills, sensitivity, and integrity of the researcher" (p. 5). He emphasizes that the researcher is the main "instrument" in qualitative research (p. 14). Considering that the researcher participated in several qualitative research studies in the recent past and her belief in the qualitative research methodology, it can be stated that carrying out this research study was not only a challenging process but also a great learning experience for the researcher. Moreover, in qualitative research studies sensitivity is highly recommended when approaching the participants as well as maintaining a positive and understanding attitude during the interview process. If these points are taken into account, the researcher tried to reflect different affects such as empathy, attitude and feelings of understanding, etc. throughout the course of the study, especially during the data collection process.

Another point that is important to consider in qualitative research is the rapport created between the interviewer and the interviewee. As Patton suggests "rapport must be established in such a way that it does not undermine my [the researcher's] neutrality concerning what the person tells" (Patton, 2002, p. 365). In this respect, "rapport is built on the ability to convey empathy and understanding without judgment" (Patton, 2002, p. 365). More importantly, according to Patton (2002) during the interview "the interviewer must maintain

awareness of how the interview is flowing, how the interviewee is reacting to questions, and what kinds of feedback are appropriate and helpful to maintain the flow of communication" (p. 375). Similarly, Holstein and Gubrium (2002) emphasize that an effective interview should take the form of an "active interview", which requires a social interaction between the interviewer and the interviewee sharing an experience and trying to attach meanings to the responses being shared. Furthermore, the interviewer needs to establish rapport with the interviewee without trying to change the attitude or beliefs of that person (Patton, 2002, p. 405).

On the other hand, Patton (2002) advices that "time is precious in an interview", therefore, the interviewer needs to "control" the process by "knowing what to find out, asking focused questions to get relevant answers, listening attentively and relevance of responses, and giving appropriate verbal and nonverbal feedback to the person being interviewed" (pp. 375-376). In order to maintain control of the time and the responses of the interviewees, the researcher gave utmost attention during the interviews to intensively follow the responses of the interviewees and make sure that the responses were given to the questions posed, and if there were diversions in the responses, alternating questions were reposed to the interviewees to make sure that the main focus is on the interview questions, not on some other issue.

Another interesting point is, as Denzin and Lincoln argue, "…the age of value-free inquiry for the human disciplines is over" (2000, p. 12). In this respect, it can be explicitly stated that in qualitative research, the researcher is in the center of the research as well as the methodology, which suggests that the identity and political position of the researcher is crucial within the study. Considering this in mind, the role of the researcher in this study is objective but at the same time sensitive and empathic as someone from the context being researched. Being part of the context as a colleague had some advantages especially during the data collection process. The first advantage was that it

was relatively easier to create mutual respect with the participants of the study, which was especially helpful when inviting the participants to the study. As it is common in the FAE program to carry out research studies, most of the time the colleagues within the program are quite helpful to help one another during their research. Secondly, building trust with the participants was again relatively easier when compared with studies carried out in alien contexts. In other words, as most of the participants knew the researcher in advance they were much more willing to take part in the study. The third and may be the most important advantage was the convenience of the participants and the context for the researcher. In other words, there was easy reach of information both from the side of the participants as well as reaching the policy handbooks of the program being researched. Arranging a convenient place for the interviews was also relatively easier for the researcher as she was working in the context being explored.

The direct relationship between the researcher and the context had another advantage throughout the course of the research study. The relationship between practice and research has given the researcher the chance to not only explore the context in detail but also make meaningful connections, assumptions and conclusions throughout the process of the study. Grady (1996) touches upon this relationship between practice and research by stating that "ideally, research should be a process symbiotically linked to our practice, thinking, and reflections on both. Sometimes our focus may be on analysis, at other times on practice, but there should always exist a dialectical relationship between theorizing and practice. In this view theory *is* a practice and good practice is theorized" (p. 61). Thus, the research process included researcher's reflection throughout the process as well as relating the processes of research (i.e., data analysis) to the research questions on a continuous basis. It is also noteworthy to reflect at this point that the researcher also had the opportunity to question, reflect and learn from this research experience, which had a huge

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impact on the researcher's own professional development, professional practice and self-growth.

On the other hand, some of the disadvantages included concerns raised by some of the participants agreed to take part in the study regarding how the researcher would use the data after the completion of the interviews. In other words, some of the participants were concerned and/or worried that their responses may be used against them by the administration, or some of them questioned whether the researcher would share the raw data with the administrators of the program. Another disadvantage of being a member of the context being explored is that the dissemination of the results created some kind of a demand for the researcher as raising the negative sides of the data is not always easy when compared with a researcher carrying out research in a different context as an outsider.

Bassey (2003) emphasizes that when carrying out a research study the researcher has to have a critical eye towards the problem being studied and this criticality should remain throughout the course of the research study. To have such a critical perspective, Bassey states that the researcher has to ask questions like "Does this mean what it appears to mean?", "Am I observing what I think I am looking at?", "Does my question have the same meaning to the person that I am interviewing as it has to me, and if so, am I getting his or her version of the truth?" (2003, p. 112). As Bassey suggests, in order to sustain a critical perspective to the data collection instrument and the data, first of all, the interview questions were subjected to pilot study carried out both by the experts in the educational field as well as the FAE instructors. Secondly, the transcribed data were subjected to "expert opinion" by the consultancy of 5 experts. The data were also subjected to "member check" with 2 FAE instructors and administrators. This process was essential to increase the validity of the results and to see whether the interview questions fully reflect what they aim to reflect. Similarly, the coding of the data was checked through

"member check" to see whether what the researcher understands from the data is similar to what another member of the program perceives from it.

Most of the time phenomenological research and qualitative approaches are criticized due to their subjective nature. Levering (2006) touches upon this point by referring to the term "intentionality" in phenomenological research by stating "we know the world because we give meaning to it" (p. 453). He further explains why subjectivity is essential in phenomenological research by noting that:

> Subjectivity is the first epistemological starting point of phenomenology. Subjectivity stands for granting personal meaning, acknowledging that each human individual has his own outlook on reality. This individual perspective goes with the prejudices and preferences we have gained in our individual, personal history. Apart from this subjectivity, there is a second epistemological starting point, intersubjectivity: the whole consisting of a common giving of meaning. These shared meanings are laid down in social rituals and customs and the common meanings that are embodied in a language, and these are the products of their time and culture (Levering, 2006, p. 455).

In Heideggerian phenomenological research, "the researcher is an active participant in the interpretive process rather than a passive recipient of knowledge" (Walters, 1995 as cited in Draucker, 1999, p. 361). During this active involvement in the process, "the presuppositions researchers bring to the research experience are examined and explicated rather than suspended" (Draucker, 1999, p. 361). Considering these points, the role of the researcher in this study is someone who brings in her own previous experiences in the program being explored and more importantly, deriving from her insights the main aim was trying to understand how professionalism is regarded by the participants within the context being explored. Therefore, "understanding is more than description" and "experiences can only be understood in terms of one's background, or historicality, and the social context of the experience" (Draucker, 1999, p. 361). In other words, during the data analyses "the social world of the participants is fused with that of the researcher in an attempt to co-

construct reality – an emic (insider's view) approach" (Hamill and Sinclair, 2010, p. 17).

As noted earlier in this chapter, when describing the experiences of participants in a phenomenological study, there are mainly two different approached followed by Husserl and Heidegger. According to the Husserlian approach, the role of the researcher is "to try to set aside his or her past experiences, values and attitudes and to glean as cleanly and clearly as possible" (Cohen, 1987 as cited in Price, 2003, p. 25). In this respect, the role of the researcher following the Husserlian phenomenological approach is to interpret the experiences of participants in a value-free manner, which is also called as "bracketing" (Price, 2003, p. 25). On the other hand, the phenomenological researchers following the Heideggerian approach argue that "it was naïve to imagine that researcher could remain totally aloof from what research participants told them" as "researchers are part of the social world and as such necessarily use their own past experiences in order to interpret those of the research participant" (Price, 2003, p. 25). Price (2003) further explains the role of the researcher in Heideggerian approach in the following quote:

> If you have adopted Heideggerian approach to phenomenology you will assume that it is unrealistic to 'bracket out' such personal interpretation and the use of your own experience to understand what has been said. Instead, you will reflect upon such experiences, in order to consider what these might add to the analysis under way (Price, 2003, p. 27).

Considering these two different approaches, in this study Heideggerian approach was adapted by the researcher as highlighted earlier, and the role of the researcher was to listen to the experiences of the FAE instructors by making use of the researcher's own experiences and understandings to construct meanings in trying to describe the phenomenon being explored.

As stated previously, interviews have the role of being interactional as argued by Holstein and Gubrium (2002), and the role of the interviewer is important

because during the interview it is important to "maximize the flow of valid, reliable information while minimizing distortion of what the respondent knows" (Gorden, 1987 as cited in Holstein and Gubrium, 2002, p. 112). Furthermore, as the interview process itself is seen as "a potential source of bias, error, misunderstanding or misdirection" it is important for the interviewer to "ask questions properly [so that] the respondent will give out the desired information" (Holstein and Gubrium, 2002, p 112). In order to follow such proper questioning techniques, utmost attention was given to how the interview questions were posed to each interviewee. In other words, if an interviewee was not really providing the answer to the question posed, then by making use of the altering questions, probes or additional questions, the interviewee was reminded of the main focus of the question posed. During this process, it is also essential to note that in addition to the use of proper questioning techniques, the researcher implemented active listening technique. In other words, every word that the interviewee stated was listened to with utmost attention through which the researcher focused on the content and made sure that with nodding and smiling, the interviewee felt safe and comfortable to share his/her ideas, insights and feelings openly with the researcher.

On the other hand, Van Manen explains the dual role of the interviews in Heideggerian phenomenological study as follows:

> Interviews have a dual role. Not only do they help develop conversational relationships about the meaning of an experience; they also allow the researcher to gather narrative material that will enrich understanding of human phenomena (van Manen, 1990 as cited in Maggs-Rapport, 2001, p. 374).

Considering this dual role of interviews, the researcher adopted a conversational tone before, during and after the interviews. This way, the researcher believes that the reflections of participants had a more sincere tone through which understanding and empathizing with them was much easier to achieve.

When the interview process is considered, according to Holstein and Gubrium (2002) both parties in the interview process are active trying to interact in meaning-making occasions. The respondents are "constructors of knowledge in collaboration with interviewers" (Holstein & Gubrium, 2002, p. 113). Holstein and Gubrium also urge that rather than having a standardized and traditional role of asking and answering questions, researchers should take "a more 'active' perspective, begin to acknowledge, and capitalize upon, interviewers' and respondents' constitutive contributions to the production of interview data" (p. 113), which requires "consciously and conscientiously attending to the interview process and its product in ways that are more sensitive to the social construction of knowledge" (p. 113).

Simmel (2002, p. 30-31) uses the metaphor of "the stranger" to describe the process of carrying out qualitative research as a researcher and states that with qualitative research the researcher, as a stranger, tries to "enter the world of others" to fully understand the phenomena being studied. He further states that when trying to understand that world, the role of the researcher is to empathize with that world as if it his/her (the researcher's) own. As an outsider to the context being studied, the researcher has to have a natural, ongoing and direct contact with the members of the context. On the other hand, his/her insights can never be identical with the insights provided by the members of the context. Even if this seems to be a disadvantage, Simmel points out that being an outsider "affords the stranger [the researcher] a type of objectivity, a freedom from the partisan interests and obligations that normally orient group members in their relations with one another" (2002, p. 31).

Similarly, Ely (1991, p. 67) states that during the interview process the researcher has to "listen, listen, and listen more". Following Simmel's and Ely's advice on the role of the researcher as a "careful listener" as well as a "thinker" and "objective analyzer", the researcher listened to the participants really carefully giving them sufficient time to think and internalize the

questions while they were responding to the interview questions posed when reflecting on their values, perceptions and experiences. More importantly, while listening to the interviewees as well as during the data coding and interpretation processes the researcher tried to sustain objectivity as much as she can. However, only the judgments of the researcher were not relied upon. Instead, as it will be explained in the following part, several different procedures were implemented to sustain objectivity as well as validity of the study.

3.4. Data Sources and Sampling for the Interviews

In this study, the participants consist of two parties: a) FAE instructors, and b) FAE administrators. A detailed description of these participants is given as follows.

3.4.1. FAE instructors

FAE instructors in this study are the faculty members working in the Faculty Academic English program at Bilkent University, who teach English for Academic Purposes (EAP) and offer a variety of courses at undergraduate and graduate levels in Faculties of the university. These courses vary from English composition to Philosophy.

It should also be noted that the instructors in the FAE program are experienced English instructors mainly because of the fact that in order to be recruited to the program as an FAE instructor, one has to have at least three years of teaching experience at a higher educational institution and should have a Masters degree. These instructors also have diverse educational backgrounds with professional degrees in different fields such as education, philosophy, literature, etc. The program also includes instructors from both local and international contexts. In the program, almost half of the instructors consist of

the local instructors whereas the others are native speakers who are from different countries such as Britain, Canada, Australia, South Africa, etc.

It is also essential to note that in the FAE program, each instructor is required to design his/her own course pack (including the reading material, assessment tools, and activities to accompany the reading materials which have to comply with the standards of the FAE program), which is a unique characteristic of the program and the university. In this respect, one of the research questions focuses on how course design contributes to FAE instructors' professional development and aims to explore the instructors' values and beliefs about their experiences throughout the course design process.

3.4.2. FAE administrators

In order to analyze the lived experiences of FAE instructors regarding their professional development, it is also essential to explore the insights and expectations of the administrators on instructors' professional development. For this reason, the administrators were also included in the sample of the study. In the FAE program, the ones working in the administrative positions have different roles and titles, such as director of BUSEL, director of FAE program, head of unit (who act as a manager in each FAE unit), head of curriculum and in-house trainers. These administrative positions mainly consist of highly experienced faculty members who have been working in BUSEL and/or FAE program for many years and they hold graduate degrees from different fields. For example, two of the administrators hold PhD degrees, and the rest have Masters degrees from various fields such as English Language Teaching, Educational Administration, English Language and Literature, etc.

As the titles of the administrative positions are unique to the context, and they vary, the researcher preferred to use the term "administrator" to refer to all of the parties serving in these administrative positions. This decision was made so

as not to confuse the readers outside the context especially when reading the analyses. More importantly, the decision was regarded as necessary in order to sustain the anonymity of the participants in the study.

3.4.3. Sampling Procedure

Sampling is an important step in a research study, as researchers need to plan how they will generalize the results of the study before they finalize the sampling and select the participants of the study (Naumes & Naumes, 2006). For this reason, it is crucial to consider the expected outcomes of the study and make the necessary arrangements accordingly. In this research study, maximum variation sampling was used when selecting the participants of the study. The reason for selecting this method was that the researcher aimed to sustain a variety of voices and ideas within the program being researched, through which a more realistic exploration of the context can be made and better suggestions can be proposed for further research studies.

Giorgi (2000, as cited in in Maggs-Rapport, 2001, p. 374) notes that the sample size of phenomenological studies depends on two critical decisions made by the researcher. First of all, the researcher needs to consider that "the depth dimension is tapped" (Giorgi, 2000, as cited in in Maggs-Rapport, 2001, p. 374) the number of participants involved in the study. Secondly, the researcher needs to evaluate the time and effort needed to carry out the research study when considering the sample size.

When inviting the possible participants to the study, 5 instructors were selected from each unit (even if only 4 of them would be included as the participants from each unit). The main reason for this decision was to make sure that if one of the instructors did not prefer to take part in the study, then there is at least 4 representatives for each unit in the program to give the researcher a better

opportunity to have a more in-depth understanding of the program from the lenses of different units in the program.

Regarding the sampling of participants, Stake (1994) argues that the participants in a qualitative study "may be similar or dissimilar, redundancy and variety of each having voice. They are chosen because it is believed that understanding them will lead to a better understanding perhaps better theorizing, about a still larger set of cases" (p. 237). In this respect, the participants who agreed to take part in the study have different characteristics in line with the maximum variation sampling method used in this study. Following Stake's advice, when applying the maximum variation sampling, instructors with different educational backgrounds, teaching experiences and their nationality were considered, which added richness in the data collected. The sampling method is further explained as follows.

In the academic year of 2009-2010 there were a total of 67 English instructors working in the FAE program. Table 3.1 illustrates the number of instructors and administrators in the FAE program in detail, and shows the number of instructors and administrators who agreed to take part in this research study.

As can be seen in Table 3.1, a total of 27 participants took part in the study. The data was collected from both the administrators and the instructors in the FAE program.

Table 3.1.

Participants of the study

		Total number of faculty employed	Number of the participants included in this study
FAE Instructors			
	FEASS Unit	14	4
	FHL/FADA Unit	13	4
	FBA/FL Unit	12	4
	FE/FS Unit	14	4
	VTS Unit	14	4
Administrators			
	BUSEL Director	1	1
	FAE Director	1	1
	Unit Heads	5	4
	In-house trainers	1	-
	Head of Curriculum	1	1
	TOTAL	76	27

Table 3.1. also reflects that from each unit 4 FAE instructors are included in the sample of the study. When selecting the instructors from each unit, as stated earlier, maximum variation sampling was used, and the FAE instructors' a) teaching experience, b) gender, and c) nationality (being a native speaker or a local instructor) were considered as the characteristics during the selection of the participants. In other words, in order for the data to present a variety of perspectives and to represent the FAE program, utmost importance was given to select instructors with similar and different characteristics. For example, in the sample of the study, from each unit there was at least one female instructor, at least one male instructor, at least one instructor with the least teaching experience, at least one with the most teaching experience, at least one Turkish instructor, and at least one native speaker (who may be from different countries such as U.S.A., Canada, England, etc.).

When it comes to the administrators interviewed in this study, a total of 7 administrators were included as participants. Although the researcher planned to conduct interviews with 9 administrators, unfortunately one of the unit heads

and one of the in-house trainers were not interviewed. The reason for this was that, even if these parties were contacted for more than three times, they were not able to give an appointment to the researcher due to their workload. In this respect, the data collected from the administrators is limited to 7 participants.

3.5. Data Collection Instrument for the Interviews

In a phenomenological research study, the main goal is to provide rich description of the data when providing accounts of the experiences of the participants (Price, 2003, p. 26). Price also argues that "most phenomenological research is carried out using one-to-one audio-taped interviews", which is necessary "to the practical matter of establishing just who said what on tape, but also with regard to philosophical premises of phenomenology" (Price, 2003, p. 27). Within the light of these, in order provide rich description of the lived experiences of the participants, the data collection method consisted of semi-structured and face-to-face interviews. In the following parts, the preparation of the data collection instrument and the pilot study of the interview questions are described in detail.

3.5.1. Development of the Interview Questions

Holstein and Gubrium (2002) define interviews as "a way of generating empirical data about the social world by asking people about their lives" and as "special forms of conversation" (p. 112). They also reveal that interviews may vary from highly structured to free-flowing informational exchanges, however, all interviews are "interactional" (p. 112). Similarly, Patton (2002) defines interviews as one of the three kinds of data collection methods in qualitative research, and state that the interviews "yield direct quotations from people about their experiences, opinions, feelings and knowledge" (p. 4). He also adds that the main aim of the interview is to "enter into the other person's perspective" (Patton, 2002, p. 341). When doing so, the researcher assumes

"the perspective of others is meaningful, knowable, and able to be made explicit" (Patton, 2002, p. 341). Considering these points, in the present study the interviews were held in a conversational manner and they focused on how everyday professional development practices were seen in the eyes of the FAE instructors. During the interviews, the researcher gave utmost attention to make the participants feel comfortable so that they share their insights sincerely and openly. The interviews took approximately 1-1,5 hours.

According to Holstein and Gubrium (2002) interviews vary from traditional to more contemporary approaches. The traditional approach requires no set questions, and they are unstructured whereas in the contemporary approaches, the social science researcher sees the interview as a "search-and-discovery mission, with the interviewer intent on detecting what is already there inside variably cooperative respondents" (p. 114), which they regard as a challenge because of the fact that it requires "extracting information as directly as possible" (p. 114).

When it comes to the type of the interviews, they may vary from organized and structured to flexibly organized interviews (Holstein & Gubrium, 2002). In this research study, the interviews were the main tools to collect data in line with what Holstein and Gubrium suggest. In other words, interviews were used to get empirical data through a conversational style to get insights from the interviewees regarding their professional development preferences and different factors contributing to or hindering their professional development. For this purpose, they were designed as semi-structured where there are a list of prepared questions to make sure that relevant questions are posed to find answers to the research questions of the study. At the same time, the interview process was designed to have a natural flow of conversation so that the interviewees feel themselves comfortable to share their professional development activities and their insights with the researcher. For this reason, alternating questions were prepared for each interview question to sustain that

natural flow in conversation. In addition to the alternating questions, probes were prepared to accompany the interview questions to "deepen the response to a question, increase the richness and depth of responses, and give cues to the interviewee about the level of response that is desired" (Patton, 2002, p. 372). More importantly, in this study probes were used as "a follow-up question used to go deeper into the interviewee's responses" and they were "conversational, offered in a natural style and voice and used to follow-up initial questions" (Patton, 2002, p. 372).

Before conducting the interviews, a semi-structured interview guide was prepared for instructors and administrators as the data collection instruments. Two interview forms were prepared: One for instructors and one for administrators (Appendix E and Appendix F).

When building the framework of the interview guide, the literature on professional development and the research questions of the study determined the areas to be explored in the interviews. The interview guide consisted of 5 parts. In the instructor version of the interview guide, *Part A* included questions on demographical information such as the teaching or administrative experience in years, educational background (i.e., graduate degrees received), and hours of teaching responsibility in a week.

Part B focused on beliefs and values on professionalism and included questions on definition of professionalism, characteristics of professional teacher, and the relationship between personal development and institutional development.

Part C focused on types of professional development activities carried out by the instructors, the role of observations on professional development, and areas that need improvement in the program and institution regarding professional development activities.

Part D focused on organizational culture and its reflections on professional development and included questions on the physical conditions, collegial relationships, possible potential existing in the organization and program which may foster professional development, and predictions about the future of the organization and program.

Part E focused on course development as a professional development activity and included questions on how course design contributes to instructors' professional development.

The interview guide prepared for the instructors and the administrators included the same number of parts, the same focus and similar questions. The only difference between the two was that, in the administrator interview guide, some of the questions were modified so that they explore the expectations of administrators from the instructors regarding their professional development practices. The following example illustrates this difference:

Question in instructor interview guide (Question 1 in Part C): What professional development activities *do you perform* on a regular basis?

The same question in administrator interview guide (Question 1 in Part C): What professional development activities *do you expect FAE instructors to perform* on a regular basis?

3.5.2. Pilot Study for the Interview Questions

Before the implementation of the interview questions, an intensive pilot study was carried out. This pilot study aimed to ensure that the interview questions are directly addressing the research questions of the study, and to sustain the clarity of each interview question and probe.

In this process, 5 experts were asked to read the interview questions together with the research questions of the study to check whether the questions are clear, and whether they are aiming at answering the research questions. In addition to the experts, 3 instructors were included in the pilot study and "think-aloud protocol" was used (Patton, 2002, p. 385) with the instructors. While applying this technique, the researcher sat together with the 3 instructors and asked them to read each interview question and to tell outloud what they understood from it. Using think-aloud-protocol helped the researcher to hear how the instructors "verbalize their thoughts" (Patton, 2002, p. 385) when they read each question. In Appendix G, detailed information is provided about this process regarding the feedback received from the experts and the instructors involved in the pilot study, and how the interview questions were modified and improved considering these parties' feedback.

To sum up, the following steps were followed during the preparation of data collection instruments for the interviews:

<div align="center">

Preparation of the interview questions by the researcher
↓
Expert check (both by field experts and some FAE instructors)
↓
Clarifying and making the necessary changes in the interview questions
↓
Piloting of the interview questions
↓
Clarifying and making the necessary changes in the interview questions
(Appendix G)
↓
Finalizing the interview questions
↓
Carrying out the interviews

</div>

3.6. Data Collection Procedures

Naumes and Naumes (2006, p. 43-44) stress that before beginning to collect data from the site initial contacts should be made, which is crucial to the success of the whole research process. The initial contact not only "sets the tone for subsequent interactions" but also "sets the basis for a feeling of trust" toward the researcher. It is also noted that having a contact in the research field is crucial "to get access to the material needed" (Naumes and Naumes, 2006, p. 47). Even if there were not any document analysis made in this research, the online documents such as *BUSEL Staff Handbook* and *BUSEL FAE Policies and Procedures Handbook* were used in the research process to get permission and define the context of the study. With these in mind, before getting appointments from the instructors, first the director of the Teacher Services was contacted. During the informal talk with him, the purpose of the research, sampling procedures and how the data would be collected was explained. As an initial step, according to the policies of BUSEL, instructors who want to carry out research in the institution have to submit a proposal to the administration and explain the details of their proposed research, how they are planning to collect data and explain how BUSEL and/or the university will benefit from this research. Then the proposed studies are discussed in the Directors Board Meeting where the administration decides whether to give permission to the researcher to carry out research within the institution.

Once the approval was taken from the university board, e-mails were sent to the instructors included in the sample of the study. Upon request from the Directorate, the researcher agreed to share the results of the study with the directors and she agreed to give a copy of the dissertation and give a presentation to the directors and/or the instructors after the completion of the dissertation.

Once the initial contact was made, the e-mails were sent to the instructors to invite them to participate in the study. Receiving replies from the participants, the data collection process took place in June-July 2009, and in September-October 2009.

3.6.1. The Interview Process

Silverman (1993) refers to the contemporary age as "interview society" and states that researchers increasingly generate information through interviewing method. Briggs (1986) estimates that 90 percent of all social science research use interviews and interviewing is the most widely applied method to conduct systematic social inquiry (Holstein & Gubrium, 2002). On the other hand, "because qualitative methods are highly personal and interpersonal, because naturalistic inquiry takes the researcher into the real world where people live and work, and because in-depth interviewing opens up what is inside people – qualitative inquiry may be more intrusive and involve greater reactivity than surveys, tests, and other quantitative approaches" (Patton, 2002, p. 407).

"The interview conversation is a pipeline for transmitting knowledge" (Holstein & Gubrium, 2002, p. 112) and "treating interviewing as a social encounter in which knowledge is constructed suggests the possibility that the interview is not merely a neutral conduit or source of distortion, but is instead a site of, and occasion for, producing reportable knowledge itself" (Holstein & Gubrium, 2002, p. 112). Briggs (1986, as cited in Holstein & Gubrium, 2002) puts forward the claim that "the social circumstances of interviews are more than obstacles to respondents' articulation of their particular truths" (p. 113). Briggs also argues, "like all other speech events, interviews, fundamentally, not incidentally, shape the form and content of what is said" (as cited in Holstein & Gubrium, 2002, p. 113). Therefore, both the design and the implementation of interview process are crucial in a qualitative study where interviewing is the main data collection method as well as the role of the interviewer when

carrying out the interviews. With these in mind, both the literature review and the pilot study of the interviews helped the researcher to shape the final version of the interview questions used in this study.

On a further note, Patton (2002) advocates that "the interviews should be conducted at the respondents' place of business or operation. This helps the respondents to feel more comfortable because they are on their own turf" (p. 52). In this respect, before the appointments were taken, each participant was asked where they would like to have the interview. Mostly they preferred to have the interview in their offices, through which the researcher believes that the participants felt themselves more comfortable with the whole process of interviewing. In rare cases, the interviews were carried out in a convenient place for the interviewees such as an empty classroom, a tutorial room or the cafeteria.

Naumes and Naumes (2006) assert that respondents "are doing a favor" to the researcher once they agree to have an interview. In this respect, "interviewing them at their site means that you [the researcher or the interviewer] are less of an imposition" (p. 53). This point is important to consider because the main problem for an FAE instructor can be their hectic timetable and their load of work during their work routine. In other words, by giving an appointment for an interview the participants are spending at least an hour of their time to help the researcher with their insights and conceptions regarding the main focus of the study. Therefore, by making sure that participants were met and interviewed in places that are familiar to them (in this case, the interview site or the instructors' offices) is a way to make them comfortable with the interview process. More importantly, the researcher has the chance to observe and try to understand each participant's world in their premises, in other words, try to understand the phenomenon through their eyes.

Patton argues that as long as the researcher clearly explains the interviewee the reason why the researcher would like to tape record the interview process, tape-recording is a necessary element in doing fieldwork (2002, pp. 380-381). More importantly, "tape recorder ensures that all of the responses are accurate and that the interviewers do not miss any important information" (Naumes & Naumes, 2006, p. 53). They also state that videotaping can also be helpful for the researcher when collecting data (p. 53). In this research, however, only tape recording was used. The main reason for this was to record the responses fully without missing any information stated by the interviewee. As there were no classroom observations made, the recorded data was considered as sufficient to get in-depth and rich data for the aims of the research study.

On the other hand, using a tape recorder was more convenient than taking down notes during the interview as "using a tape recorder permits the interviewer to be more attentive to the interviewee" and "verbatim note taking can interfered with listening attentively" (Patton, 2002, p. 381). After the interview, the researcher went through her notes and made sure that the interview data is clear and did not contain any ambiguous points (Patton, 2002, p. 383). Moreover, the recorded interview data were first saved to the computer, and the interviewees were informed if they wanted to keep a copy of their interview recording. Similarly, after the completion of the transcriptions of the recorded data, the participants were asked if they wanted to check the transcriptions. One of the interviewees requested to check the transcribed data to see whether the transcription fully reflected what was said during the interview. This process also indicates that there was a mutual understanding, trust and empathy between the researcher and the interviewees.

3.7. Data Analysis Procedures

In phenomenological research, there is a continuous dialogue between the "researcher and text, or reader and interpretations" where the researcher's

preconceived knowledge and experience is brought into this process (Koch, 2006, p. 92). In this respect, the goal of the researcher was to provide rich description of the data when providing accounts of the experiences of the participants (Price, 2003, p. 26). Therefore, during the analysis of the data the researcher kept in mind that she has "an obligation to monitor and report their own analytical procedures and processes as fully and truthfully as possible" (Patton, 2002, p. 434).

When analyzing data in qualitative research as Patton (2002) states, the researcher was aware that there is no one "recipe" but there are "unique" ways of interpreting the data for each qualitative researcher (p. 432). Even if it is a challenge to try to make meaningful interpretations of massive data collected in qualitative research, in other make meaningful interpretation of the data, Patton advises the researchers to first consider the patterns and themes that emerge in the data collected. Keeping this advice in mind, the researcher first considered the emerging themes in teacher professional development literature to have a more systematic coding of the data. In this respect, voluminous data from the interviews were analyzed under "themes, patterns, understandings, and insights" (Patton, 2002, p. 5). During the analysis process, the data was reduced to small number of core themes. For example, in some cases, the transcription of the interview was about 10-15 pages long, and during the analysis of the data only the responses related with the research questions were considered. While doing so, sometimes one theme emerged from 1-2 pages of the interview transcript. For the researcher, the qualities of the insights gained during the research and analysis process were more important (Patton, 2002).

3.7.1. Coding of the Data

To minimize possible bias in coding and data reduction, 6 experts were invited to code the transcribed version of the interviews carried out with two of the instructors and two of the administrators participated in the study. These

experts were provided with four transcribed interviews and the research questions of the study, and they were kindly requested to note down themes and topics related with the possible responses to the research questions of the study. During this process, the coding scheme accommodated new entries as different factors or some of them were combined or recoded under different categories.

The characteristics of these experts who participated in the data coding process are summarized in the following table.

Table 3.2.
Characteristics of experts participated in the coding process

	Expertise (in years)	Age	Educational Background	Relevance to the study
Expert 1	20	40+	PhD in education	External to the institution
Expert 2	23	42+	PhD in education	External to the institution
Expert 3	20	40+	PhD in education	External to the institution
Expert 4	5	30	PhD in education	External to the institution
Expert 5	7	29	PhD in education	External to the institution
Expert 6	22	40+	PhD in literature	Internal to the institution

After the comparison of the data coded by the experts with that of the researchers', they were shared with a colleague who had long years of teaching and administrative experience in the program to double check the coding as well as to sustain reliability/validity as much as possible.

Considering that providing detailed information about the instructors may result in revealing their identities or may make colleagues working in the same program to guess who are involved in the program, and to sustain anonymity their names were excluded from the study and the results were written without mentioning any names but only through the use of numbers. For example, each instructor was given a number like *Ins. 1, Ins. 2*, etc. and each administrator was given a different number as *Admin. 1, Admin. 2*, etc. As there was only one curriculum coordinator, one FAE program director, one BUSEL director, and four unit heads the researcher gave each random numbers (*Admin. 1*, for

example, does not necessarily represent the BUSEL director interviewed) and they were all coded as "administrators" to minimize the possible of guessing who might be saying what especially by colleagues familiar to the research context.

In order to keep the authenticity of the interviews, every spoken word of the interview was documented in precise detail. In other words, each interview was transcribed word by word in the Windows Word program. In addition, during the transcribing process, pauses and repetitions were also included in order to provide a realistic transcription of each interview. In this respect, irrelevant things stated during the interview were not edited, slips of tongue were not corrected and corrections in grammar were not made.

While reporting the results of the study, the researcher gave attention not to lose focus of *what* is asked during the interview and *what* the interviewee conveys. In addition, she paid attention to *how* the questions are posed. While doing so, the researcher also ensured that there is a balance between *whats* and *hows* by considering the research questions of the study (Holstein & Gubrium, 2002). More importantly, when writing up the data the researcher's focus was on the data in the form of *words* that emanate from the interviews. In addition, when choosing these words, the researcher did *processing*, which itself is a form of analysis (Miles & Huberman, 1994). Finally, the researcher relied on theoretical propositions by taking the relevant literature into consideration (Yin, 1994).

Considering the above information presented, the following figure summarizes the processes followed during the data analysis of the study, which is adapted from the insights offered by Patton (2002) and Creswell (2003).

```
┌─────────────────────────────────────────────────────────────┐
│           Gathering information through interviews            │
│                             ↓                                 │
│            Verbatim transcription of the interviews           │
│                             ↓                                 │
│  Pattern recognition – intensive reading of the whole set of  │
│                 data to find themes and patterns              │
│                             ↓                                 │
│  Inductive analysis and "open-coding" – to find discovering   │
│  patterns, themes and categories in the data in a line-by-    │
│                       line basis                              │
│                             ↓                                 │
│  Converging and classifying the themes to form categories     │
│                    and broader patterns                       │
│                             ↓                                 │
│      Data reduction and focusing on the research questions     │
│                             ↓                                 │
│  Interpreting the data to reach generalizations and relating  │
│                 the results to literature                     │
└─────────────────────────────────────────────────────────────┘
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Figure 3.2 *Data analysis process*

3.8. Ethical Considerations and Trustworthiness

In this part, some ethical issues that were considered in the research study will
be explained in detail.

3.8.1. Anonymity and Confidentiality

Patton (2002) underlines the importance of getting the consent of the
interviewees' prior to the interview as well as in the beginning of the interview
by repeating the reason why the data is collected, how the data will be used,
what kind of questions will be asked and inform them about the possible
benefits or risks of the research on part of the interviewee.

In this research, the participants were sent information consent after they
replied to the e-mail sent by the researcher as an invitation to participate in the
research study. Both the FAE instructors and the administrators were contacted
via e-mail and were invited to participate in the study (Appendix H). Following
the reply from the participants indicating their willingness to have an interview

with the researcher and participate in the research study, an appointment with each participant was arranged.

Before the interview began, the procedures of the interview were explained, aims of the study were reminded, and interviewee's consent was taken to tape record the interview. When it comes to the tape recording of the interview, the literature suggests that if the participants accept, recording the interviews can improve the validity and reliability of the data (Naumes & Naumes, 2006, p. 66). In this study, except two of the participants, all the interviews were tape recorded with the consent of the participants. Two of the participants stated that they would not feel comfortable speaking with a tape recorder on, therefore, during those interviews, detailed notes were taken by the researcher and right after each interview the notes were processed on the computer so that the researcher would not leave any information provided by the interviewees out. The rest of the interview data was recorded and they were transcribed after the completion of all of the interviews. After the interview, the informed consent was shared with the participants (Appendix I). Transcription of the interview data took six months due to the number of participants and the duration of the interviews.

3.8.2. Strategies for Validating Findings

In order to validate the findings of the study, three critical elements suggested by Patton (2002, p. 552) were considered. First of all, rigorous methods were used, credibility of the researcher was considered, and philosophical belief in the value of qualitative inquiry was ensured. Moreover, the researcher's rational argument based on empirical evidence sustained validity as noted by Bassey (2003). While doing so, however, the analyses and interpretation of the results were written in a way that would not create any questions marks or doubts in the mind of the reader when disseminating the results of the research,

sustaining rather an objective representation of the data as much as possible (Bassey, 2003).

Lincoln and Guba (1985) argue that sustaining the trustworthiness of a research report depends on the issues, quantitatively, discussed as validity and reliability. The idea of discovering truth through measures of reliability and validity is replaced by the idea of trustworthiness in qualitative research, which is "defensible" (Johnson 1997, p. 282) and establishing confidence in the findings (Lincoln & Guba, 1985). These are sustained in this thesis through a detailed explanation of each step carried out during the implementation of the methodology of the study in this chapter.

As in qualitative research the generalizability or the external validity of applying results to different settings is not sought as an aim (Creswell, 2003), reliability was checked in this study when working on the themes and categories when analyzing the data (Yin, 1989 as cited in Creswell, 2003, p. 195).

On the other hand, validity is regarded as the essential element of qualitative research, and validity refers "to suggest determining whether the findings are accurate from the standpoint of the researcher, participant or the readers of an account" (Creswell & Miller, 2000 as cited in Creswell, 2003, p. 196). In this respect, the role of the researcher is quite crucial to sustain validity as well as sustain trustworthiness, authenticity, and credibility.

In this study, internal validity was sustained through the following means:

Carrying out member check
Validity was achieved through multiple data sources and "member checks" (Merriam, 1998). Member-check was done by sharing the coding categories and going over the data by some of the members as well as by some experts in

the field to consult whether the data is perceived in a similar way in the eyes of the researcher and other parties (Creswell, 2003, p. 196).

Clarification of the researcher bias

This process includes to "clarify the bias the researcher brings to the study [through] … self-reflection [and] …open and honest narrative" (Creswell, 2003, p. 196). In the present study, clarification of researcher bias is explained under the title "researcher's role".

Nature of the interviews

As Holstein and Gubrium (2002) argue, to ensure validity during the interviews, the researcher ensured "to formulate questions and provide an atmosphere conducive to open and undistorted communication between the interviewer and the respondent" (p. 115). More importantly, *neutrality* of both the interviewer and the neutrality of the interview questions had a significant role in increasing the validity of the interview process, through the interviewer's attitude which reveals that she was aware of the alternative sides of the issue being studied.

Presenting opposite views and perspectives

Pioneers of qualitative research advise to "present negative or discrepant information that runs counter to the themes" (Creswell, 2003, p. 196). In this respect, during the data analysis, different perspectives were presented as much as the data revealed them.

Cross-referencing of different views

In order to ensure cross-referencing, instructors' views were compared and cross-referenced with that of the administrators'.

Authorization of Release

As the qualitative research suggests, an authority from the institution has to authorize the material or the data collected from the research field (Naumes & Naumes, p. 54). In this research, the interview questions, the aim of the research study, the plan of the study, data collection methods, and the informed consent went through the approval of the Ethical Committee at Middle East Technical University. Furthermore, before the data collection process could begin, as mentioned previously, approval was taken from BUSEL Directorate, Bilkent University. More importantly, the participants of the study were ensured that the information they provide will be kept confidential and their identities would not be revealed by any means in the study as well as in the possible future publications. The participants were sent both an e-mail and informed consent stating the aim of the research, their role as participants and how their contribution is crucial for the content of this research. They were also ensured that if they wanted they could end their participation any time they wanted in the course of the study. It should be noted that none of the participants who voluntarily accepted to participate in the study asked to leave the research. In other words, all the data collected from the interviews were subjected to data analysis in this research study.

3.9. Limitations of the Study

This study aimed to provide Heideggerian hermeneutical analysis of the lived experiences of FAE instructors, and to describe the professional developmental practices of the English instructors in the FAE program at Bilkent University. The researcher identified some limitations to the study, which need to be taken into account by other researchers when they want to use the findings of the study.

First of all, the data collection method in this study was interviews. Other forms of data could have been collected through different means of data

collection methods such as focus groups or multiple interviews with the participants. Even if the participants included in this study are assumed to reflect various perspectives within the program, still further exploration may be needed through follow-up interviews in order to make further analyses and explorations of instructors' experiences in their professional work environment. This would further increase the validity of the study and enable the researcher to carry out a deeper analysis. However, due to time limitations it was not feasible to apply these suggested methods.

Secondly, the literature on Heidegerrian phenomenological research suggests that the data collection and data analysis need to be carried by an "interpretive team" (Diekelman et al., 1989 as cited in Draucker, 1999, p. 361), and that the interpretation of the data is quite time-consuming (Hamill and Sinclair, 2010). However, as this study was carried out by a single researcher it was not possible to apply team work during the course of the study. Therefore, carrying out phenomenological studies with a researcher team can provide more in-depth explorations and extensive analyses.

Finally, this study is carried out with the purpose of exploring a specific phenomenon in a single context; therefore, it does not have a concern for generalizing the results. However, the study may lead to further comprehensive research studies.

CHAPTER 4

RESULTS

This chapter presents the results of the study in line with the research questions and focuses on exploring the professional practices of the instructors and their administrators in the context of the study. The results are organized under four main issues, which are perceptions on being a professional, professional development activities carried out on a regular basis, contribution of organizational factors on professional development, and contribution of course development and design to instructors' professional development.

4.1. Perceptions of Instructors and Administrators on Being a Professional

The results of the study indicated that the perceptions of instructors and administrators can be categorized under three themes: professional development as a means of self-growth and individual development, professional development as institutional development and professional development as the development of the community and environment.

Before presenting these three themes, first the question of whether teaching is seen as a profession or not by the participants of the study will be presented as an initial reflection on the general values and nature of teaching in the context being explored. The participants of the study commonly agreed that **teaching is a profession**. The data collected from the instructors and administrators revealed that even if teaching may require certain skills that may remain the same in all levels such as **being knowledgeable** in one's field or being competent in pedagogical knowledge, teaching at the university level actually requires consideration of some additional elements such as the age level of

students or instructional methods that are used. Considering this difference in the higher educational level, the data revealed that a professional instructor needs to make use of different planning and assessment methods, which will cater for the specific needs of the university level students. Similarly, the faculty and the department that the students are from should also be taken into account when planning teaching and instructional methods. Therefore, being a professional requires considering the needs of the students, their age level and the departments they are enrolled in during the instructional decision making processes.

One of the administrators reflected on **the differences** between teaching at the university level when compared with that of teaching at other levels as:

> So from pedagogical side, I mean, in our environment for instance, thinking of our students taking other courses we know that some of the sessions are like more like lecture type. So this may create some kind of differences while planning sessions, while planning assignments, tasks for students, while designing courses or creating exams and things like that sort. (Admin. 4)

On a further note, the instructors also reflected that the way teachers interact with their students can be different at the higher education level. Moreover, the instructors indicated that one of the major roles of university instructors is that they need to be relating classroom materials and content to the future professional lives of students. In this respect, teaching at the university level requires some different pedagogical and contextual differences, as agreed by the instructors. One of the instructors identified the difference between a primary school teacher and a university instructor as:

> Some of the characteristics are the same, such as understanding the needs of the students, motivate students to learn, etc. However, as university teachers, I think we also have differences in the way we interact with students. Sometimes we push them more than perhaps a primary school teacher would, forcing them to kind of maybe come to difficult conclusions, or understand the realities of life. For example, if

a student turns in an essay late, obviously in that situation, I think, it is our role and responsibility to say I am sorry but if you were in a professional working environment and if you did this, you would have consequences for not turning in your work on time. So we are preparing our students perhaps in a different way for life outside of the school environment where there will be consequences for certain things, the choices that they make. So, I think in that respect the elementary school teacher might perhaps be able to understand or make exceptions. In this respect, I think that we need to train our students to see what they have to do in the real world in order to be successful. (Ins. 11)

In addition to the differences in the instructional strategies and methods, **carrying out research** is seen as another difference for teaching at the university level when compared with other levels of teaching. On a further note, two of the instructors reflected on the necessity of carrying out research on a variety of issues such as English language teaching, philosophical issues, and any other topics that they can relate into their personal and professional development.

Similarly, teaching English is seen as an area where there is the need to improve one's self continuously and the **necessity to keep up-to-date**, which are some of the elements that are regarded to define a professional FAE instructor. Some of these reflections made during the interviews by the participants are as follows:

In fact in terms of the subject we are teaching, our field is really open for research, therefore, reading more, learning more must be present in an English instructor's life, that's the difference, that's one difference. (Ins. 1)

As FAE instructors we should be doing more research. We should be reading more and I believe we should be different. If you just think about a faculty professor, he is just teaching his own field, but with our case is different as it is not only the EAP or content-based instruction we are busy with. We are also thinking about the life long learning, critical thinking, study skills and there is always the other side of the coin where we have too much to do. That's why we are different, I believe. We are supposed to do lots of things with our teaching, with our course design. That's the difference. (Admin. 1)

The above reflections emphasize that FAE administrators expect the instructors to carry out **research on a continuous basis** and they are regarded as professionals who are hardworking to keep themselves up-to-date as **lifelong learners**.

On the other hand, as reflected by one instructor, teaching should definitely be considered as a profession, "as it is not a 9 to 5 job, it is always with you even when you are on a holiday you realize that you are thinking about your course, you are reading about your course topic" (Ins. 20). Similarly, another instructor sees teaching English as "a profession, which is something that teachers are able to get more out of it" (Ins. 13). Therefore, teaching should be considered a profession as "every time you teach, you learn more" (Ins. 13). These views reflected in the quotations show that instructors see FAE profession as part of their professional and personal lives. In other words, they "live with it".

Another administrator and instructor emphasized the **similar roles that teachers in different levels need to possess** by commenting that teaching is similar with other levels "as all teachers are dealing with people, there is the pastoral and pedagogical side of the job which sometimes takes over the objectives and because we have may different roles" (Admin. 3) and "the differences may lie in the subject, and the level of information you are teaching" (Ins. 19). In this respect, a professional FAE instructor is regarded as someone who needs to be aware of their students' needs, the objectives of their courses and the pedagogical guidance they provide to the students.

On a further note, the instructors reflected that a professional is someone who is honest and sincere (*f*: 16), open to criticism (*f*: 15), open to continuous professional development (*f*: 15), open to sharing (*f*: 15), and is ethical (*f*: 15). As the data reveals, there was a consensus by the instructors that a professional has to have **personal characteristics** such as being honest and **professional attributes** such as being ethical and open to continuous development. One of

the instructors also noted that a professional has to be **aware of the boundaries** and the **professional responsibilities** that teaching and the organization bring to the professional work environment. This issue is further reflected in the instructor's views in the following quotation:

> I think a professional is someone who views their job as something important and understand the boundaries of their job. For example with students, I think it is really good to be friendly and it is important to be approachable. However, you should also have boundaries and the students should understand that you are in a position of authority. In the same respect, I think that as a professional I should understand my colleagues and administrators, and I should also know my boundaries as an instructor. I also need to respect the decisions that they make, and try to understand why they make those decisions, even if I don't agree with the decision that they make, I think that's an important part of being a professional. (Ins. 16)

As the above quote reflects, "knowing the boundaries" or being aware of what the administration, the program, and the institution require from their employees is an important factor to consider while teaching in the FAE program. On one hand, this awareness can be regarded as positive since it is essential for the instructor to implement the goals and objectives of the program into the instruction. Only through this way, a program can reach it s aims and be considered as successful. On the other hand, this could also reflect the conformity to follow and the necessity to obey the rules and regulations assigned by the administration without giving much incentive to the instructor during the teaching and learning process.

Professional development as a means of individual development

After exploring how a professional is defined by the participants, the next emerging theme reflected in the data was the view that professional development is regarded by the instructors as a means of individual development. First of all, the instructors participated in the study commonly reflected that a professional is someone "open", "motivated" and "dedicated"

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to self-growth. In this respect, "a professional feels the need to improve" (Ins. 1, 3, 5), and "is open to new ideas and challenges not only in their professions but also in their personal lives" (Ins. 1, 6, 12, 14). More importantly, some instructors reflected that a professional "has to have the continuous need to develop himself/herself and to engage in different activities improve" (Ins. 7, 15, 2, 11) and "professional development comes from within" (Ins. 15, 8, 10). On the other hand, some instructors reflected that individual development and institutional development can not be separated from one another. In other words, the institution has to promote professional learning through the promotion of individual development, and similarly "if someone is open to individual learning, it is an indication that the same person will also be open to learning new ideas related with their field of expertise" (Ins. 9).

Another point reflected by the instructors was that personal characteristics of a professional can also contribute to "the motivation or the need to improve" (Ins. 16, Ins. 5). One of the instructors related the direct relationship between personal characteristics and the development of the professional by commenting, "the more the instructor is self-motivated the more s/he is open to learning, which in return helps his/her professional growth" (Ins.12). Another instructor expressed how the reading habits of an instructor in his/her personal life might actually contribute to professional learning as follows:

> If a person is apt to reading in his/her spare time, which is an essential element for a professional, the reading material can provide insights to the instructor to use the idea or the material when teaching a course. The newspapers, the bestsellers, even the magazines can be a source for a coursebook and give the teacher ideas (Ins. 16)

As the data reveals, the instructors' intrinsic motivation and need to learn and develop is seen as the initial step for developing one's expertise and knowledge in a profession. Furthermore, the data also revealed that lack of self-motivation may be the reason for resistance to participate in professional development activities, or to leave the program or the teaching profession. If the context of

the study is considered, one issue that emerged in the data was that the instructors saw the development of the individual as not separate from the development of a professional.

When the administrators' perceptions on being a professional are considered, the data reflected a similar pattern in the sense that individual aspiration and the need to develop "triggers" professional development, and to be considered a professional one needs to have that "innate feeling of the need to improve" (Admin. 2). The administrators in the study commonly stated that their expectations from a professional instructor is to have organization skills (Admin. 6, 7, 1), time management skills (Admin. 1), meeting the deadlines (Admin. 2, 3, 1), being self-aware of what s/he is doing and why s/he is doing that (Admin. 1, 4), ability to reflect on professional issues (Admin. 1), being open to different view points (Admin. 1), reading and researching the current developments in the field (Admin. 7, 3) and apt to learn continuously.

The administrators and the instructors also emphasized that the role of professional as "a continuous learner" and this process being a "never ending" one (Ins. 19, Ins. 13, Admin. 2). The data reveals that learning as a continuous process can activate in different forms in the routines of FAE instructors. The following reflections of instructors support the view that the participants of the study associate being a professional with being open to learning and professional development as a continuous process during different professional practices:

> For example, when we do course evaluation, even if we do the same course for the second time, we look for possible ways to revise the course. There is always something that we are not happy with or there is always something that we think that could help the course to be better. As most of the teachers here are perfectionists, you know, in order to be more satisfied with what we are doing we have to increase the quality of the work we are doing. In order to improve a course, you need to search for better reading materials, find more interesting activities, and try to observe what other colleagues are implementing in

their courses. In this respect, it is an ongoing process, which requires lots of reading and research (Ins. 18).

I believe that no matter which level you are teaching, teaching profession is very very difficult. As education starts at very early ages in a child's development, teachers should always need professional development. It's a continuous issue, continuous process. So, we all need professional development, I cannot say that university teachers need some kind of extra or qualities to be considered as a professional. (Ins. 8)

The term professional includes many elements, such as having effective interpersonal relationships, giving importance to individual and professional development, and being eager to learn more. In all these elements, one needs to have continuity and balance. In other words, development is a lifelong learning process, which is reflected in one's personal and professional life. (Ins. 17)

When the above comments are considered, the participants of the study regarded **learning as an essential element of a professional** and an important element for professional development. For them, professional development is a continuous process and an FAE instructor is someone who is never satisfied with the level of knowledge they have, instead they always look for opportunities to learn and develop themselves.

Similarly, the data also reflected that **knowing in practice** is an essential element for a professional in the context of the FAE program where the instructors reflect on their teaching practices and teaching related issues on a continuous basis. The role of the professional development activities carried out in the program had some effect on some of the instructors in terms of **promoting reflection in action** whereas some of the instructors found activities like observation by the heads as not really effective in their learning.

Observations are helpful as they give me the opportunity to see my lesson from another person's view. If the head is open to give you ideas that you can benefit from, this may encourage my in-depth thinking and reflection about my teaching practices. Even if I continuously reflect on my teaching, there is always room for learning. (Ins.17)

I do not believe that some of the activities we carry out on a continuous basis help us with our teaching and development. Observations are one of these. Being observed by the unit head for the millionth time does not really give me much. I keep getting the same remarks, which I am already aware of. I feel that I am being treated as a novice instructor who needs prescriptions to improve. Instead I would prefer to carry out a different activity, which would really foster my professional development. I mean, if I had the chance to spend the same time and effort on reading rather than just being stressed out on a professional development activity that I have to do, I would feel more like an expert teacher. (Ins. 2)

As the above quotations reflect, some instructors feel that their expertise and skills are sometimes undermined, and even if they regard themselves as professionals, sometimes they do not have the same feeling in their professional lives. As stated by the instructors, even if observations are valuable activities to receive feedback from an outsider's perspective, when they are repetitive they are not perceived as valuable. The reason for this view can lie in the fact that all instructors need to have one observation carried out by the administration, which may demotivate the experienced instructors in the program after a while. As Ins. 2 states, if the instructor finds that the observation feedback is repetitive every year, then these instructors can be provided with alternative routes of professional development activities. As suggested by other instructors, peer observations can be a solution for the repetitive nature of observations.

Rather than being observed every year, instructors with certain experience in the program should be provided with other alternatives of professional development. I think I could learn more from observing other colleagues including the administrators and instructors in the program. As there are many courses offered in the program, if I had the chance, for example, to observe a different course I could get more practical ideas, and may be relieved that my colleagues are experiencing similar problems in their classes. This way finding put solutions to the educational issues can be carried out in a more informal, practical way. (Ins. 10)

Professional development as a means of institutional development

Similar to the previous theme, the instructors participated in the study reflected that there was a positive relationship between the development of the individual and the development of the program and the institution. In this respect, they viewed a professional as someone who contributes to the development of the context or the institution they are working at. The instructors viewed the relationship between the development of the professional instructor and the development of the institution as follows:

> When you just encourage people for professional development, for carrying out research, for reading the literature you can just at the end again get the benefit when it comes to share it. Then you can just keep your program your institution up to date. Otherwise it is impossible to even think about development and improvement. (Ins. 1)

> It is a knock-on effect – if the teachers develop, the institution develops. (Ins. 11)

As the above views reflect, the instructors saw **their role as contributors** to the development of their organization. They viewed themselves as committed individuals who take responsibility in improving and developing the institution.

The data collected from the instructors clearly showed that the instructors in the FAE program perceive themselves as crucial in the development of the institution. This view is reflected in the following comments given by the instructors:

> Without us the university cannot develop. As we spend more time with students in the classroom, we have a great role in teaching them a variety of skills such as time management, skills, create the concept of discipline, etc. and we create the desired students by the university. We make students real students, we are their advisors, and we are one of the cornerstones in the university However, our work is under-appreciated because when the faculty is not happy with the performance of the students, they blame us. (Ins. 2)

> I think the university would not want me to fail or be unsuccessful in my job as the instructor's reputation affects the university's reputation. More importantly, I think what we teach students is foundational. In other words, if we were not developed as professional instructors, then the students would suffer from it in their courses. (Ins. 7)

The above reflection also highlights the **pedagogical and pastoral role** of the instructors on the development of their students. In other words, the instructors expressed that they feel responsible for not only educating the students in the academic field, but they also have a huge impact on teaching them some general skills required from an individual, such as time management as mentioned by Ins. 2.

On the other hand, the same instructor also indicated that they are "sometimes blamed" or "felt responsible by other academics" on the low performance of the students. This view highlights the high level of responsibility on FAE instructors' shoulders, mainly due to the fact that as English instructors they are expected to cater for the needs of a variety of departments within the university. This view also reflects the stress added to the already demanding nature of the profession.

Similar to what the data reveals about the perceptions of instructors on the role of individual development on the development of the institution, one administrator reflected that **how individuals perceive** their professional development is directly related with the development of the institution by stating that:

> Individuals' or the instructors' views and performance automatically reflect on the whole program, on the performances and achievements of the program as well as the reputation of the program. So from that perspective, the individuals' approach to professional development and understanding is very influential in the outside world of Bilkent. (Admin. 4)

The above quotation also reflects the importance of the **level of development** that the instructors hold within an institution. In other words, if the instructors are eager to learn and make use of the facilities and opportunities provided by the institution, then they have a higher level of professional development, which is directly related with the way the organization is perceived. Similarly, if the instructors do not feel the need to improve themselves, then this is a negative factor on the institution and the program respectively.

Another significant aspect that the instructors and administrators revealed was the **learning mediated by the context** highlighting the role of the context and the opportunities provided in the context to accompany their professional growth. When asked about the potential opportunities that exist within the program, most of the instructors (all instructors except Ins. 3, 7, 11, 19, 20) and all of the administrators highlighted that organizational factors have a huge impact on instructors' personal and professional development. The interviews reflected that the units and the program are seen as platforms to learn more about the teaching profession and if the working environment provides effective opportunities for them, then their learning can be enhanced. In this category, the main themes that are emphasized were "variety of learning opportunities mediated by the context" and "whether they fit into their teaching and instructional processes". Some of the comments made by the instructors are given in the following quotes:

> What the organization offers to us is really important. In an international context, we need to have a variety of opportunities that we can select from. If I realize that I need something unique for my self-development, then the organization needs to provide me with possible ways of providing such guidance. (Ins. 2)

> For a professional, the organization is a means of development in many areas – which may not be directly related with teaching. From my experience in the program, I have always found the administrators open to dialogue. However, there is still more that can be done. I believe that they are providing guidance for the new comers, and they do offer a lot

of help and guidance to make instructors get used to the system, to learn the cultural values and practices existing within the context. Economic conditions sometimes tie the hands of the administrators, but they can be more creative and provide further opportunities for the instructors. (Ins. 18)

As these quotations reflect, instructors overall do appreciate the existing practices of the program and the indication of the poor economic conditions that the university is facing shows that the instructors are realistic in their perceptions. They also see themselves as a crucial part of the system; however, they stress that they would like to be offered further opportunities or alternatives to the existing professional activities within the program.

<u>Professional development as the development of community and environment</u>

The data collected from the instructors and the administrators regarding the role of instructors' professional development on the development of community and environment revealed that there is a **direct and positive relationship** between the two. In other words, if the instructors keep themselves up-to-date, then the institution and the teaching and learning practices can be up-to-date.

The data collected from the instructors also emphasized the crucial role of educators in the development of a society or community. Considering the **social role** that teaching embodies, teachers are **role models** and/or **change agents** in a society. One instructor explained this role as:

Teachers have the potential to make changes in their classrooms, and they reflect their values and teaching philosophies to the students they are teaching. If the teacher is an effective role model, then the student can be affected positively from him/her. Considering that some of the students are away from their families during their university lives, and the fact that they see their English instructor for five hours a week, then

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it is very likely that the student will be influenced from his/her instructor. (Ins. 15)

As reflected by the participants of the study, in relation to being role models in society, the instructors also hold the role of not only changing the students that they teach, but also through their students they also have the potential to reach to the families and communities of the students. One of the instructors noted how some instructors might have a role in the lives of the students in the primary school located in the premises of the university by stating that:

> I taught in the summer school program last year, which was organized for the students studying at Bilkent Erzurum Foundation School to help them with their English language skills. In that program I realized how I can affect them in their critical age of their character formation. (Ins. 8)

As the above examples suggest, the instructors saw their role as **not limited to the context** they are working at but as influential for diverse parties in their smaller and wider community.

Another factor mentioned by the administrators in the study highlighted the reason why there is a direct relationship between the development of a professional and the development of the community as: if there are some **exemplary work** being performed by the professionals in an institution, this **can be modeled** by other educational institutions. One specific example provided by one of the administrators reflects how other institutions have modeled FAE program and some of its practices:

> For instance, five years ago I guess, we had our writing center, which was the first writing center in Turkey and other institutions showed great interest and we gave workshops, a series of workshops to them. Then METU launched their writing center. I mean together with our role modeling, another institution established their writing center by looking at what we were doing at those times. (Admin. 4)

4.2. Professional Development Activities Carried out in the Program

The second research question in the study aimed at exploring how the instructors prefer to develop themselves professionally, and to investigate what the administrators' expectations are from the instructors regarding the professional development activities they participate in. When the data was subjected to analysis, the results revealed that these activities were either **individual** or **collaborative professional development activities**. For this reason, the following part will contain these two means of professional development from the perspectives of the instructors and the administrators.

4.2.1. Perceptions of the instructors on professional development activities

Individual professional development activities

The instructors participated in the study reflected that they preferred to participate in a variety of professional development activities in their professional course of life. The most common ones reflected by the participants were **following the literature**, **attending conferences**, **participating in a graduate study**, and **carrying out individual research**. Individual professional development activities that the instructors carry out on a regular basis are given in the following Table.

Table 4.1. Individual professional development activities

PD activities carried out by instructors	(*f*)
Following the literature	18
Attending conferences	4
Graduate work	4
Participating in a research study	2
Self-monitoring/ Self-reflection	20

As can be seen from this table, the data reflected that out of 20 instructors interviewed, four of them reflected that they attended international conferences in the academic year they were interviewed. However, this number is not seen as sufficient by the instructors and one of the criticisms against the reimbursement of the conference expenses was revealed by some instructors and administrators as "the same old people attend the conferences every year, more instructors **need to be encouraged and supported by the management** to participate in national and international conferences" (Ins. 2, Admin. 3). Some comments reflected by the instructors on their preferred individual professional development activities are:

> Attending conferences is always, you know, something that you need to have devotion. This is a kind of devotion time wise, content wise, and the conference has to be worth attending. Thinking about the load of work and all those student papers to read, I must say that I can not attend conferences on a regular basis. But as I told you I took only two PhD courses and they were quite useful for me. So maybe attending such courses from time to time would be a good idea. (Ins. 15)

> When we are carrying out our courses, it is necessary to question our behavior in the classroom. This can be through having a critical look at what we are doing. For example, I always try to reflect on how I can better myself as a teacher and how I can make the lesson more interesting and beneficial for my students. This process makes me more aware of the students' needs and my improvement as a teacher. By questioning what I do, I can also improve my course. I think that this is what we are expected as instructors in this program. (Ins. 6)

> When I was working in the prep school I attended some conferences, but in the FAE program I haven't attended any. On the other hand, if there are conferences at the university I usually attend them. For instance, there was an FAE symposium, I guess, two years ago, I attended it and benefited from it. But other than that, on a regular basis I do self-reflection. (Ins. 19)

> I read and follow what is contemporary. This can be a new topic, like global warming or the economy in China, or a recently published book on teaching. I generally follow what the library offers us in terms of teaching writing and critical thinking so that I can make use them in my courses. I try to find some topics and debates that would get the interest of the students, and see whether I can incorporate them into my

teaching. Overall, I can say that I follow literature and do thinking on a regular basis. (Ins. 9)

As can be seen from the above quotations and Table 4.1, most of the instructors participated in the study reflected that they do follow the literature in the field of English language teaching as well as the recent books and trends in education. The instructors shared with the researcher that **reading and learning from the recent literature** is an indispensable part of their professional lives. They also indicated that they are not only following the literature in their field but also follow what is going on in the contemporary society, which are the means for the instructors to improve their courses and their teaching. The instructors also reflected that reading and finding out interesting topics and materials is part of their profession in the program as designers of Eng 101 and Eng 102 courses. It can also be deduced from the data that these processes require the instructors to design and update their courses and to research different sources of material, which contributes to their **autonomy** as well as keeping themselves **up-to-date**. The role of course design on FAE instructors' professional development will be further discussed in the analyses of the fourth research question.

Consequently, when the instructors reflected on their individual professional development activities, a number of instructors emphasized that even if they wanted to attend conferences, they reflected that they could not mainly due to the lack of financial resources or heavy workload. In this respect, they saw these as **reasons for the hindrance** of their individual professional development activities. On the other hand, some instructors reflected that they used to attend conferences in the past, but actually they have not recently noting the **lack of support and encouragement** from the administration.

Considering that the instructors commonly reflected their concerns on **heavy workload**, and their **interest in reading and following literature**, these instructors can be encouraged to carry out some projects or collaborative

research activities in order to prepare papers for conferences. In order to participate in such activities, instructors reflected the need for encouragement and support from the administration.

On the other hand, some instructors indicated the crucial role of the **level of expertise**, and **the confidence level** of the professional instructor as essential elements for professional development:

> The professional development activity needs to fit into my own personal interests and my career path (Ins. 3)

> I am not used to having an employer provide professional development opportunities, often I provide my own and apply for fellowships or summer institutes I apply to have a research project accepted and then that shapes my professional development. Like I said, employers are not always the ones shaping my professional development. (Ins. 6)

As the above quotations reflect, Ins. 3 reflected that the instructor wants to have the control and autonomy in **selecting the most suitable professional activity for himself/herself**. Similarly, Ins. 6 prefers to shape and control the type of activity that s/he wants to have. These examples reflect that not only some of the instructors prefer to select the most suitable professional development activity that best fits them, but also reflect that they are **self aware of their professional needs** as professionals. The high level of confidence and autonomy in the selection of their professional development activities can be a result of their expertise level. Therefore, as the data reveals the FAE instructors are quite confident and self-aware of their weaknesses and strengths.

Collaborative professional development activities

The instructors participated in the study noted as a consensus that the FAE program, nature of their profession and their role in the program lends itself to more collaborative professional development activities. More specifically, they

stated that **the units they are working at enrich professional learning**. In this respect, the data reveals that **the physical proximity** is an important element for FAE instructors' professional development. As the instructors share their offices with other colleagues in each unit and their collegial communication is enhanced through collaboration and participation in several work related activities and tasks such as unit meetings, standardization sessions to discuss the different approaches to assign objective grades to students' writing, the instructors see **close collegial interaction** as highly essential and important for their professional development.

The relationship between physical proximity, collaboration with colleagues and the collaborative professional development activities carried out in the program are further reflected by the instructors as:

> I think the relationship with my colleagues is one of the highlights of the job, one of the most important things for my professional development. One thing that I really appreciate in the program is the honesty of my colleagues admitting things that they have tried but haven't worked or frustrations that they have with students or when I ask them what they would you do in this situation, I think I get really honest answers which I appreciate. They are very collaborative. (Ins. 14)

> With the unit head I felt really comfortable, I worked in two units, I feel like anytime I have an issue or problem I could bring it up with them. And especially it is true in this particular unit because the offices are so close to one another, which increases communication with colleagues. I feel that I can reach the unit head and my colleagues easily, which enhances sharing and collaboration. (Ins. 6)

> Even if we are working in units, it is still an individual job. It is really effective for my professional development to work in a unit where there is trust and friendship among colleagues. In fact, the physical setup creates this opportunity for you where you usually have a roommate who teaches his/her own course and you can learn from what s/he is doing on a daily basis. It is a big opportunity for us. (Ins. 11)

On the other hand, most of the instructors reflected that they **feel comfortable** sharing work related problems and get ideas from the other colleagues in their units. This is reflected by one of the instructors as follows:

> In our unit we exchange ideas quite often. During the meetings, in the office, between classes, during the lunch break, over coffee…This is the positive side of working in this institution. When people come together, especially if they are from different parts of the world, you have a different insight so it is a big opportunity for instructors working here [in the FAE program]. (Ins. 7)

In addition to the high level of comfort among colleagues, another factor contributing to the collaborative efforts of professional development is the **administrators' perspective** and **leadership style**. The administrators clearly reflected that if the heads can sustain a positive atmosphere where there is **mutual trust**, **support**, **openness** and **respect** within the unit atmosphere, then it is generally observed that the instructors feel more comfortable in sharing their work related problems.

The need and request for an FAE conference

Throughout the interviews, one theme that was repeated by the instructors was the FAE summer conferences, which were held in the past but do not exist anymore. The instructors repeatedly reflected their **sense of belongingness** and nostalgia about "the good old days" and highlighted the **effectiveness of such conferences** on the professional lives of FAE instructors.

One instructor for example highlighted "the collaborative efforts", the other "the team spirit felt" throughout the conference, and another stated that "the conference used to give a sense of accomplishment. After an exhausting semester, hearing about different colleagues' practices and their reflections on the semester resulted feelings of pride".

These reflections are worth mentioning as the data revealed that some instructors "felt themselves isolated" or some felt that "their ideas and suggestions are not taken into consideration by the management anymore". Therefore, redesigning such conferences or workshops at the end of the academic year may revive the team sprit among the instructors working in different units, increase the sense of belongingness and may increase motivation among colleagues.

As one administrator reflected, regarding the changes made in the FAE program in 1993 "some instructors still did not get used to being part of BUSEL" and that "the FAE program has a different shape" (Admin. 7). On a further note, the same administrator emphasized that there is the need to make the instructors understand and realize the changes and potentials in the program. Therefore, as suggested earlier, encouraging instructors to engage in a collaborative effort for reflection and sharing, such as an FAE conference, may help increasing the intrinsic and extrinsic motivation of the instructors, which may result in a win-win situation for both parties in the program.

Concerns about professional development activities

On the other hand, one of the concerns raised by the participants of the study was that the workshops and training sessions are most of the time done in periods where the instructors are quite busy preparing their coursebooks and/or planning the instructional materials for their courses or there is lack of time to carry out planned and organized professional development activities. These views are further reflected in the following quotation:

> But unfortunately it is always an issue that there is not time during the year, even during the summer period for example those two days we spend for the critical thinking workshop, people were always just talking about the things they need to do at that time. Not only we have people doing their summer school work, but also we have the other people who are working on their course pack. We are always busy. The program is trying to do something but people usually don't have that

much time to spend on such activities, like the workshops. That's what we need to as administrators, we need to create more time. (Admin. 1)

As the above comment suggests, not only the instructors but also some administrators do have some concerns about the heavy workload and lack of time, which as a result affects instructors' professional development practices. On the other hand, as several instructors emphasized if there are colleagues in the program who request support on different developmental issues, then the administrators offer their support.

4.2.2. Expectations of administrators regarding the professional development of instructors within the program

When the expectations of the administrators regarding the professional development of the instructors are considered, the data indicates that the administration mainly expect professional development to be ongoing, to consider individual needs, to include self-awareness and sharing in professional development. These themes are presented in further detail as follows.

Ongoing process

The professional development activities need to be continuous or "**habitual**" as stated by one of the administrators interviewed. The administrator stated, "Professional development programs should be some sort of I believe a habit, people presenting, people giving workshops within the program" (Admin. 1) reflecting that their expectation as management is to observe instructors to engage in ongoing and continuous process of professional development.

Consideration of individual needs

When designing and implementing professional development activities, the administrators reflected that an **individual instructor's needs** and wishes

should be the priority to further assist them with their development. In this respect, the administrators and the administration require to be aware of such needs. This view is reflected by one administrator as follows:

> There is a huge list of them [professional development activities]. But what do we want and expect our instructors to achieve at the end of these activities is the first concern that I would have. I mean as an administrative person, I would first give priority to individual instructors' needs and wants and than would expect accordingly. (Admin. 4)

Another administrator supported this view by stating:

> When we shape our expectations from people, we need to consider individual needs, wants and desires. Its not like; "we need to do something about professional development, here is the course, would you like to attend". (Admin. 2)

On the other hand, one criticism about some of the workshops being given in the program was that **they do not necessarily meet the needs of the instructors** at all times.

> During the critical thinking workshop held on Monday and Tuesday, it was in fact very clear that the session leader just admitted the fact that he was not prepared for our own purposes, we were in fact above the level of that workshop most probably. (Ins. 5)

For this reason, in order for the professional development activity to be successful and effective, "we can identify the issues we face in this context and then people can be given space to research that problem area" and "offer their specific preferences about how they would like the training to be" (Admin. 3). The same administrator added:

> Probably the people will look for something practical as well as something that is open for further critical thinking and reflection, such as a research component of the issue – what the literature says about the problem, what we can practically do to overcome the problem – this I

believe is one of the preferred ways for self-growth and professional development". (Admin. 3)

In this respect, the management reflected **the need to take individual needs and preferences into consideration** when planning and designing professional development programs and activities for FAE instructors.

Self-awareness

It was reflected by the administrators that in order to develop one's self, a professional instructor needs to be aware his/her unique characteristics, strengths and weaknesses so that s/he can choose the area that s/he needs further development. Only then, a professional can reflect and **be aware of the areas that need assistance** and improvement. This is reflected by one administrator as:

> So, I mean starting with professional development I see it first of all as something individual. It starts on individual basis and it may turn out to be a kind of a group based developmental series of sessions or activities. What I mean is that, the very first thing essential is to know about yourself, your strengths, your weaknesses, to be reflective about yourself. If someone is reflective about his teaching and teaching related duties and knows his strengths and weaknesses, the areas that he's not very well satisfied with, only then we can start talking about professional development activities. (Admin. 4)

Considering this view, a professional FAE instructor is expected to know his/her strengths and weaknesses, and through critical reflection on his/her teaching and learning practices, one needs to be **conscious of the mode and content of the professional development activity**. Only through this way, an FAE instructor is considered to be professional by the management.

Intrinsic motivation for professional development

According to the administrators, in addition to being self-aware of one's professional self and practicing reflection-in-action, the need and the desire to develop **should come from within** the instructor himself/herself. As reflected by one administrator:

> You cannot promote desire and interest in other people. It's a kind of intrinsic thing. I mean if you want to develop yourself, then those needs or wants or desires come from yourself. But, the administration needs to encourage and promote this and be realistic as well. (Admin. 4)

This view not only highlights the role of the individual instructor but also the crucial role of the management and the leaders in the unit or in the program. More specifically the management needs to ensure that, as the data collected from the administrators suggest, encouragement and support needs to be provided for the instructors in order to cater for the needs of each individual instructors in the program and to ensure that the instructors will seek the need to develop and improve on a continuous basis.

Mode of professional development activity

Interestingly, the mode for the professional development activity was not found to be a crucial factor when making plans for professional development. This view is reflected as:

> The mode of professional development activity is not important but the more important thing is whether the activity that is carried out under professional development is useful or not. (Admin. 3, Admin. 7)

This view reflects that if the professional is aware of the reason why that specific activity is suitable for his/her development or if the management considers the content and the effectiveness and usefulness of the activity, then the mode of it is out of question. In other words, according to the

administrators, **there is not one best way to sustain professional development**.

Sharing with colleagues

The data revealed each head of unit might prefer different content or types of professional development activity to be carried out in the unit meetings. In this respect, the content of these activities may differ among units. More importantly, the crucial role of sharing and collaborating is regarded as one of the crucial elements to be regarded as a professional. One of the administrators shared their views as:

> In fact throughout this year we tried something different. Instead of spending regular meeting times for different agenda items for the issues that I can just communicate through e-mails, we have spent that time for some developmental activities. For example we just, I remember for example, we just spent time talking about how we cover readings in our classrooms or we just talked about what we do to practice writing in the classroom. What we did there was listening to what people would say and it was a sharing activity. We just shared the ideas. (Admin. 1)

Therefore, as the above quote indicates, administrators need to create opportunities for instructors to share their experience as part of their professional development activities in order to create more opportunities for the instructors to develop professionally.

On the other hand, sharing among the unit members is a common practice and it is highly expected by the administrators. This is reflected by one of the administrators as:

> People always have time to talk to each other, share their views. These are repeatedly mentioned in the appraisals and I hear people talking about the fact that usually the people working in the same room do share often. But we have this common area where people in the unit

come together. We are very fortunate in that case. It is the unit's spirit somehow; I hope it won't change in the future. (Admin. 3)

However, this may also reflect that the unit members are more close and eager to share within their units as they see one another more often during their work routine. To support this view, one administrator reflected that even if there is sharing among colleagues within the whole program and across the units, "unfortunately this sharing is at lower levels" and "most of the time colleagues share through informal levels" (Admin. 3) indicating that **the formal means of sharing is lacking within the program**. This could also reflect that informal sharing is found to be more beneficial when compared with formal sharing among the instructors interviewed.

Engaging in research

Another expectation of the administrators is that, instructors are expected to **participate and engage in research activities** while observing other colleagues and classes to improve their teaching and instructional strategies and techniques (Admin. 7).

On the other hand, one of the administrator's views reflect that the directorate would like to see **more "products"** in the form of "project reports, publications, or conference papers as an initial step to request for a reduction in the timetable" (Admin. 2). On the first look, this view may reflect an autocratic or a top-down approach to management; however, another administrator mentioned that in the past some instructors were given reduction of teaching to carry out research, however, their efforts were not fruitful. As the data reveals, most of the instructors within the program expressed their willingness to engage in research, however, on part of the management they expressed their willingness to invest in instructors who really produce something. In other words, the data collected from the administrators show that without any particular research product, they do not have the necessary human and financial

resources to decrease the teaching hours of instructors. This conflict can be resolved by instructors engaging in more research efforts. In other words, if instructors form research groups and work in teams to engage in a research activity, after the team's accomplishment (such as completing the research project, finding some sound solutions to a teaching related problem, write a conference paper, etc.), then the management would be more supportive in terms of providing these instructors the necessary sources and encouragement for further research and/or collaboration. These reflections may also reveal some kind of a miscommunication between the administrators and the instructors, which may be the result of such a conflict.

Participating in the EAP course

One of the administrators stated that **participating in the EAP course is an expected professional development activity** so that the instructors in the program can have a common understanding of teaching English for Academic Purposes, which is one of the initial steps for achieving better quality and improved professional development practices. Their reflection clearly states this view:

> If instructors become a participant in the EAP course, it would be great. I think one of my aspirations is to have everybody with a minimum level of professional knowledge in EAP teaching so that once everybody shares a common understanding, cause that's possible, then they can build on that knowledge and in areas which particularly interest them. So anything that adds value to the program from their perspective, from institution's perspective, is quite important. (Admin. 7)

Sustaining objectivity and standards in the program

One expectation of the administrators from the instructors is that, as two of the administrators reflected, the **instructors need to be standard** in their approach to deal with courses, especially in Eng 101 and Eng 102 so that there is a

common understanding of how the students will receive similar input during the semester while they are learning reading and writing skills. Another concern raised by the administrators was that they observed that there was a weak link between Eng 101 and Eng 102 whereas ideally "instructors need to have clearer ideas about where to bring them in Eng 101 and where to start in 102" (Admin. 6 and 7). This result highlights the role of objectives and the knowledge of the instructors of the objectives and the desired competency level expected from the students in terms of the "entrance and exit" levels. For that reason, the aspiration of the administrators is that the instructors should have a common understanding of the objectives as well as be aware of students' expected language level. In other words, the data reveals that administrators expect all the FAE instructors **to have a common understanding and a common ground**, which highlights the role of standards and specifications within the program.

On the other hand, the data collected from the instructors reveal that the most important aspect of their professional development come from their autonomy as experts and experienced instructors in their field. The data reveals that both the administrators and instructors have belief in the **uniqueness of the program** due to the level of expertise and the diverse background characteristics of the instructors. The uniqueness, as reflected in the data, comes from the highly experienced instructors as well as the nature of work (the course design) that the instructors are expected to do. However, there seems to be **a mismatch** between the level of autonomy that the instructors would like to practice and the level of standards and regulations that the administrators expect the instructors to follow.

<u>The learning institution</u>

The administrators also highlighted, as a program there is the need to encourage sharing and collaboration among instructors so that the program can

be a **learning institution**. In order to achieve such an atmosphere within the program, the participants emphasized **the role of motivation** and **willingness to learn** and try out new practices. This view is further emphasized in the following quote:

> The school absolutely needs to focus on its teachers; it needs to focus on motivating people to continue learning. If you do not have people that are willing to learn, that are willing to try out new things, that are willing to develop different techniques, that are willing to improve themselves and their products and their teaching, then the university is going to fail. (Admin. 6, Ins. 8)

4.3. Contribution of the Organizational Factors to Professional Development

The third research question aimed to find out how the organizational factors contribute to the professional development practices of FAE instructors and the following section reflects the perspectives provided by the participants on the role of administration, observations, standardization sessions, appraisals, student evaluations and EAP course.

<u>Encouraging and supporting role of management</u>

As stated earlier, most of the administrators highlighted the encouraging role and attitude of the administration regarding the professional development activities that instructors would like to participate, such as the conferences or workshops. Especially one of the instructors emphasized that if the instructor want to carry out an activity, all s/he want to do is to share it with the administrators and then the support is given automatically as they are open to support their employees as much as they can. This encouraging attitude of the management is reflected by one of the administrators as:

In the real sense of professional development, instructors are provided opportunities to participate in conferences, workshops, seminars held abroad or in town, and they are highly encouraged to benefit from such opportunities. And if someone's paper is accepted to be presented in such a conference I haven't heard of anyone who is not sent to those places. If someone volunteers to share his ideas in a planned format at a certain time of the year, they are welcome to do so, their efforts are publicized and people are welcome. (Admin. 4)

Other instructors supported this view:

They [administrators] are always behind if you are doing something and they always support you. I remember for example, with my case, they were always supportive, the program, the administrators, the directors they were always supportive. But unfortunately, you always need to just sacrifice from your personal time to attend professional development activities like conferences not the time you spend at work but the time you spend at home. (Ins. 20)

I must admit that they really do a lot to contribute to our development, through seminars, workshops or through professional development programs. For example, the program offers Delta program, which was on course design, and I benefited a lot from it. In the course I developed a course, which was a success, and when I implemented it in the classroom the students really enjoyed the course I designed in the Delta course. (Ins. 1)

On the other hand, as the quote by Ins. 20 reflects, such a policy expects often its instructors to "sacrifice their time" indicating that the employees are expected to be "job addicts" or "workaholics". In other words, the program may require high expectations from its members due to the expectations of high standards and quality from its instructors.

The encouragement and support from the administration to make use of technological and up-to-date instructional tools is reflected by one of the administrators as:

University is encouraging using MOODLE, trying to create more opportunities for its use or the program encourages people to use

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different programs like Turnitin and there is always such a support, such an encouragement. (Admin. 3)

One of the administrators also reflected the hard work that was put into the design of the FAE program website by the director expressing his/her appreciation as "the director worked a lot on the web page" (Admin. 1).

Observations as means of professional development

All of the administrators stated that observations are "valuable activities for professional development" and they are means of sharing with colleagues and "sharing is the best way of learning" (Admin. 1).

One of the administrators reflected that the observation process is not only a learning experience and professional development opportunity for the instructors but they are also highly crucial for the heads' professional development. The following quote represents this view:

> People learn from each other, that's for sure. And when I observe classes as a unit head I don't see it only as a chance to give feedback to the other person but it's also an opportunity where I learned a lot. Different techniques, different ways to handle questions, to ask questions, etc. (Admin. 4)

The same administrator also added that:

> When I comment on the observations I really try to be very cautious. I try to be very catchy as well. I mean I try to get every moment of the session, I mean, every moment noted on my running commentary so that when I go back to my note I would be able to understand the whole session once more. And when we have our observations, the pre session gives the opportunity for both the observer and the teacher to talk about the session, to go through the lesson plan of the session, then I know what the session is about, will be about. Then, while observing the session I keep the running commentary to take notes. And then the most crucial part is the post observation part actually, that session, post observation session where teacher raises his points of view and I raise my point of view and see where we come together. Whether there are some points that the lesson I mean need improvements in certain areas

or not, or whether there something that really worked well that should happen more often. (Admin. 4)

This reflection on how the process of the classroom observations highlights the **role of the head** as an evaluator of the instructor's performance during the instructional process. The crucial role of head is that throughout the whole observation process, from the pre-observation stage through the post-observation stage, the head needs to be careful with how the feedback will be provided to the instructor. As this administrator sees this process **as a learning opportunity for both the instructor and the administrator** s/he reflects on the humanistic and constructivist perspective and the importance of providing **constructive feedback** so that both parties can have a mutual collaboration during their journey of professional development. In this respect, the class observation is commonly regarded as a means for the development of the instructor as well as the head.

On the other hand, some opposing views were reflected by the instructors that observations are not really useful means for professional development as they are just one of the tools to evaluate instructors' performance (*f*: 14), they become repetitive after a certain time (*f*: 13), and observing colleagues is more beneficial than being observed by the administration (*f*: 17). The instructors reflected the reasons why they do not regard observations as beneficial for their professional development as follows:

> This is my third semester in the program, and in the first two semesters I had two observations by my unit head and by the director, and then I had three classroom observations and two tutorial observations in the EAP cycle. However, I find that these specific observations are not especially helpful for my professional development. I think as someone who has operated as a person who has done many observations myself, I find observations helpful if you have inexperienced teachers or teachers who are not particularly self-aware or self-critical and then they need to have certain deficiencies perhaps, part of that is observations, therefore, it is important to observe people when you are hiring them. (Ins. 6)

I hate observations but I have to be observed by the head. I think that the administration could improve the system in such a way that we would have more observations of each other. As I said, I don't like people come to my class but I think that it really helps me to see other teachers' teach. I've done some on my own and people came and see me teaching, and I think that if they encourage that more, it would probably be better. The reason for this is that you can give ideas to one another as colleagues in an informal and conversational manner. I think this would be more beneficial for my teaching and professional development. (Ins. 16)

As these views reflect, the instructors stated that for the experienced instructors in the program, observations are not regarded as beneficial mainly due to the "repetitive nature of the observations and the observations forms" (Ins. 8). Instead there was a consensus among the instructors that peer observations can be an alternative to enhance both collaboration among colleagues and to make use of more informal ways for professional development. As reflected by Ins. 6 in the above comment, observations are valuable when hiring instructors to have an in-depth idea regarding their teaching skills but for the ones who are experienced to the program and the context, it is not regarded as a useful professional development activity.

As for the benefits of observations, another administrator highlighted that the observation of heads can be used as a tool to share some effective examples and ideas with other instructors in the program, and stated that "if for example while I was observing them, if there is something really special, really I thought it is worth people seeing I just again encourage them to give those as presentations as workshops to other people" (Admin. 1) and therefore, "it would be better if we give people an opportunity to observe each other" (Admin. 1) by highlighting the importance of peer observation in professional self-growth.

Observations help the outsider see things that the instructors may not see. Post-observations are for professional purposes, to make instructors think. Overall, observations are opportunities for teachers to think about

and reflect on things they may miss no matter how many years they are teaching. (Admin. 2)

Observation is a learning process for the instructor, a way to reflect and to discuss the instructional activities. (Admin. 2)

Similarly, another administrator highlighted the crucial role of peer observations as:

Personally people need more peer observations and more peer help. That's less threatening and you can't accept the administrator to be the number one expert on teaching in the unit or they may not have good ideas, new techniques, methodologies, whatever. We are all experienced professionals; therefore, if there is enough space here and there, pretty much everybody can bring an insight to professional issues. So I think non-threatening peer observations, peer discussions, task groups are more valuable. (Admin. 3)

On the other hand, one instructor emphasized the anxiety that observations sometimes create by commenting, "even if the observation process is a valuable activity, it puts a lot of stress on the instructors as well as the unit heads" (Ins. 7). In this respect, the solution for **"stressful" observations** or to prevent the "threatening effect" of observations can be to implement a professional development model across the program where colleagues can learn from one another in a less stressful and collaborative manner through the implementation of peer observations. However, as the same administrator reflects, lack of time might be a hindrance for carrying out such professional development activities among the other responsibilities of instructors.

Another instructor reflected on the role of the head in the observation process to turn this experience as a positive and beneficial one for the instructor's professional development.

Of course it depends on the unit head's attitude. This year we had a very professional and at the same time an understanding unit head. Therefore, I have no hesitation to invite my head to my class. The observation was really enjoyable and the students did not feel disturbed

at all seeing an outsider in the classroom. I am highlighting this point because it's always my concern that students feel a bit timid when somebody from outside enters the class and tries to examine them. But they didn't feel any stressful this time that they have been observed or that their teacher has been under observation. It depends on the attitude of the head really. (Ins. 1)

Another criticism provided by Admin. 3 is as follows:

I think observations done by the heads are limited, because what tends to happen particularly is that they become show classes, and don't really represent any sort of reality … I actually think that some sort of checking and monitoring the overall quality of classes is more important. They are not a waste of time, some people do benefit from them but overall I see them as limited opportunities. (Admin. 3)

Low grades taken after the observation may mean **low motivation** for the instructors. On the other hand, grades are not a good tool, as stated earlier in the results, observatiosn are seen as tools necessary for instructors on probation, but team dynamics and collegial relationship are more important. In this respect, the unit should be a healthy place so that observations as a professional development activity can work (Admin. 2).

On the other hand, some instructors noted that their experience in the program is quite long and the fact that are being observed every year following the same procedures "creates some kind of mistrust" on the side of the instructors. These instructors reflected that they wanted to have the choice of whether they want to be observed or not. This way, they noted that, they can feel that they are trusted by the administration that they are effective and senior instructors in the program, who have been teaching for more than ten years, as a result of which they can take their own responsibility to choose which activity they would like to participate in for their self-growth.

Appraisals as a means of professional development

The end-of year reviews and reports written by the instructors and shared with their heads turned out to be another aspect of professional development for instructors. **Appraisals as a means to share concerns** with the head is one of the themes emerged from the data. This view is further reflected by one of the instructors as follows:

> End of year review meeting is a means of sharing with the unit head about any concerns you have or about the work related needs that you may have. So if we are in need of having any kind of support, let it be course design or material production, you just raise this issue in the end of year meeting [in the appraisal], then the administration helps you with your need or concern. (Ins. 4)

Another instructors highlighted that if appraisals are honest and sincere, then they are taken seriously by the administration, as a result of which instructors are motivated seeing the positive reflections of their comments and suggestions.

> It depends on the head actually. Appraisals are useful if you are comfortable to and feel free to express what you really think. If you just express your true feelings, if you are honest but if you are constructivist at the same time, appraisals are useful. Because action is taken upon whatever you say during the appraisal. This is the biggest plus in my opinion, you know if I see that what I say is taken into consideration, I carry on. But if it was just the opposite I would resent and I don't know what I would do really. (Ins. 8)

Another instructor noted that the head needs to read the appraisal form filled by the instructor in advance to the appraisal meeting. This view is further reflected as follows:

> The end of the year appraisal I think is good, especially the questions that we are given to reflect on. I think it is helpful for me to have to write down some answers at the end of the school year and think about those things. So I appreciate that part of the appraisal process. However,

I believe that it would be more effective if we just completed ours, if we e-mail the responses before the actual meeting and the head reads them and then we discussed the questions. Maybe some units do it that way but we just discuss what is said by the instructor without the head knowing in advance what my ideas and reflections are. (Ins. 14)

In addition to the positive sides of appraisals, there were some concerns raised by the heads regarding the appraisals. One administrator stated that "The only thing that maybe frustrating in that process is that sometimes you write your frustrations on the document and you just have the feeling that nothing has been considered. Nothing has been into serious consideration, no action is taken. That's the frustration" (Admin. 4). Similarly, the data collected from the instructors reflected a similar pattern revealing that "sometimes they are not sure whether the administrator is even considering to read them" (Ins 4, 9). This view supports the view that if the instructors are not recognized with their views or suggestions that they make to the administrators, then this may lead to frustration and discontent, which highlights the role of leadership and the recognition of the instructors' efforts and views by their leaders.

On the other hand, some administrators believe that appraisals "give a chance to look at a variety of issues from the effectiveness of the communication channels through teaching related issues, but they should not be a place to reflect all the problems. Instead, the problems should be solved throughout academic semester by communicating with the heads and/or colleagues" (Admin. 2).

Standardizations as a means of professional development

Most administrators saw standardization meetings as "valuable activities for both professional development" as "opportunities for reflection and sharing" done, where the colleagues get together to discuss three selected essays from Eng 101 and Eng 102 courses, and the grade to be assigned to each paper selected.

One administrator stated that "we should be spending more time on our standardization meetings" (Admin. 1) indicating that the time spent on these sessions is not sufficient. Another highlighted that "a lot is achieved through standardization sessions" (Admin. 2).

Another administrator mentioned the fact the standardization meetings done for the process based essays and the one for the final exam is not really seen beneficial, as these tasks require different criteria for grading. The same administrator reflected that more time should be spent for these kinds of activities because "instructors need time to internalize the new criteria introduced so that they can feel themselves more comfortable" (Admin. 8)

On the other hand, the instructors reflected different views on the standardizations as means of professional development activities. Some reflected that standardizations sessions are places for coming to an agreement regarding the grades to be assigned to sample papers being standardized, "but after the meeting every instructor follow their own ways of evaluation reflecting their own values and beliefs into the grading system" (Ins. 17, Ins. 18) highlighting that **instructors take their own initiatives when assigning grades** to their own students. Some other instructors reflected that standardizations are important because "standardized grades are very important for students' future and their success. Therefore, they must be implemented even more frequently" (Ins. 1).

The instructors also reflected that the standardizations are useful if they are discussed together with the essay prompt and the required readings for the task. This view is further reflected by one instructor as follows:

> I think that standardization sessions are most helpful when they involve an essay that all the students could write on the same topic. For example, I feel that the Eng 101 exam standardization gives us a good idea about how we are grading differently or similarly. But the

standardization sessions we have during the semester where we're basically reading people's essays without having read the text, without knowing the content that they were given within the classroom, I think those are not really helpful at all. Because we don't have a common perspective about the kind of grade the student should receive. I do think that prior to standardization, prior to semester discussing the tasks the essay task that we are going to give would be more helpful. (Ins. 17)

Student evaluations as a means of professional development

There was a common consensus among the administrators that the feedback received from the students at the end of the semester in the form of summative evaluation is seen as valuable for developing one's teaching practices as well as a way to improve their courses. One administrator reflects this view as follows:

I believe, with the feedback we get from students we can just improve ourselves, our courses. I believe its value especially when they are taken seriously by students. From the feedback instructors get from their students, they can just think about their classroom practices, think about their courses and make improvements, think about the areas they need professional development. (Admin. 1)

From this perspective it is clear that the students' attitude towards the instructor evaluations is critical. If the students do take these modes of evaluation seriously and objectively, then it is something valuable for the instructors' development as they may provide some insights about the teaching practices, the course and the instructor.

It is also emphasized by some of the administrators that the evaluations done by the students "may not always reflect the reality" and "they should not be relied on too much" (Admin. 2). The same administrator also reflects that "even if student evaluations are effective channels, but sometimes [they] may not be objective and the performance of a teacher should not be evaluated solely based on student evaluations" (Admin. 2).

On a similar note, the student evaluations of instructors were seen as **bureaucratic documents** and they are just one of the means to evaluate instructors' effectiveness. These views are reflected as:

> I am not sure how seriously students take the teacher evaluation forms. As an instructor, I just want the students to realize that I am just a person and students are here to learn and I shouldn't be a real factor for their learning. I mean if my presence is a plus I don't mind but if it's a minus I should mind because this means we don't want to just block their learning. In this sense, I just want them to consider me as a person that would like to help them. With my conversations with students, without looking at those evaluation forms, I can easily say whether they appreciate the way I teach them or treat them. I can understand it; you can understand when you are experienced. So forms are just formal or bureaucratic means for people who may not be able to observe what we do in our classrooms. (Ins. 12)

The same view was supported by the same theme reflected in the instructor interviews. Most of the instructor's revealed that they did not find most of the students "mature and competent enough to make judgments about their instructors" (Ins. 1, Ins. 5, Ins. 6. Ins. 15, Ins. 17, Ins. 19, Ins. 20).

Another point that the instructors reflected on student evaluations was the comparison between the summative evaluation forms with the formative evaluation forms. The instructors commonly commented that the formative evaluations are more useful and gave more detailed information about the content, effectiveness of the instructor, level of the reading materials, etc. One of the instructors compared these two measures of evaluations as follows:

> I don't find the teacher evaluations done by the students particularly helpful because the students tend to focus on things that they would like to change to make their lives easier. So you get a lot of comments about the teacher giving too much homework, too many assignments, not enough videos or movies, suggestions on having an easier course, etc. Though some comments that we get at the end of the form under "comments" part are quite good. The number or the grade students assign to each item in the forms, I don't think are terribly helpful for me

either. I tend to get the same numbers every semester, and when students are filling in those forms, they tend to rush filling in the form. I do not believe that the students really think about each item critically and objectively. On the other hand, I find the mid-semester evaluations to be terribly helpful to adapt my teaching. They give me a better idea about what I need to be changing, adapting or considering during the rest of the semester (Ins 16).

EAP course as a source of professional development

On a common consensus, EAP course is seen by the administrators and instructors (Admin. 4, Admin. 1) as a potential source for professional development as well as an important potential that exists within the FAE program reflecting the professional atmosphere of the context (Ins. 7, 8, 9, 12, 14). According to the interview results, instructors attending the EAP course are regarded as people who are motivated to develop themselves in the area of teaching English for Academic Purposes.

Even if people receive support and encouragement from the management to attend EAP course, most of the time the way instructors perceive this course is **not really positive in the beginning**. One administrator reflects this issue as:

> The EAP course is not bad though I think it's not perfect either. But it looks like it is being improved. Although the course has to find a role and an audience the FAE program, you need to know more about its role in the program. People do not see this course as a sort of remedial course but as a punishment. However, the course could do more to the program; I think it gives people options. Many years teaching in this program, people expect to be given reductions to do it, and updating the curriculum of the course so that it offers some kind of a reward for the instructors who are planning to do it in the future (Admin. 3).

This view reflects that even if EAP is an important tool for professional development and a crucial potential existing within the program, the value of it is not really seen by the instructors. Even if it is realized, due to their workload the instructors do not really voluntarily participate in this course. On the other hand, according to some administrators, if the teaching hours of the instructors

who are doing the EAP course is reduced, then there might be more people who would be interested in participating in that and benefiting more from it.

The **high potential of the instructors** within the program was emphasized by the administrators interviewed in this study. It was commonly agreed by the administrators that the program is "unique" in terms of the diverse backgrounds and expertise of its instructors. However, the reason why this potential is not used for carrying out projects and/or research activities is reflected as a concern. One of the administrators suggested that the EAP course might be used as a means to increase the research projects within the program.

> I think people could be given reductions to do particularly focused research, that would then help the program develop, which would be mutually beneficial. So the person, the individual carrying up the research be given space and time and would further her career and enjoy it and institution could learn from those results. This way EAP course can act as a potential to increase the research component in the program. I think this is what I would do, if I were asked to make such a decision (Admin. 3).

Similar concerns are also raised by instructors regarding the heavy load of EAP course and the heavy load of teaching in the FAE program. Instructors who raised their interest in participating in the EAP course in the future reflected that:

> Timing in EAP course is a problem. I know from my colleagues that the ones who have attended EAP course did find it really challenging to cope with the requirements of the course and at the same time teach their English courses. (Ins. 10)

> I would like to attend the EAP course in the future. My friends who have attended the course found it really beneficial. But often I hear that the course requires a lot of work to do. So I do not know whether I would be able to cope with it. (Ins. 8)

These comments reflect the interest of the instructors in the EAP course and the value given to it as a potential source for self-growth, a means for personal

and institutional development. In order to make instructors to devote themselves to the course, the instructors highlighted that the administration needs to create some incentives as well as reduce the workload of the ones who would like to commit themselves to the course.

Optimistic Perspective of the Future

The data revealed that both the managers and the instructors have an optimistic view about the future of the program. One of he managers mentioned the number of graduate degrees earned by the instructors and added that in the near future there will be several more instructors who will earn their PhD degrees, which is not only an individual accomplishment but also an success for the program and the institution. Similarly, "standards of the program is getting higher, maybe in the future the minimum requirement will be PhD" (Admin. 4). Therefore, as reflected by the participants of the study, the future of the program lies in the hands of the people, namely the instructors and the administrators.

> In fact, the future of the program depends on people. I believe in the future if there are people who are asking for changes and improvements, then there might be some changes. But if they do not demand anything, then there will be no change (Admin. 1).

The above quote shows that the instructors need to be demanding and possibly reflecting on what their aspirations regarding their career paths are. Only through this way, changes and improvements are possible in the program.

On a further note, the participants of the study are also optimistic about the future potentials that the program holds. For example, together with the foundation of the research center CIDER to help with the professional growth of the instructors at the university, most of the managers see it as a huge

potential and believe that the center will help professionals with their individual needs as well as the needs of the faculty at the university.

Options and Potentials that Exist within the Program

The data reveals that the ideal institutions that the instructors and administrators described were very realistic, highlighting that the participants are down-to-earth professionals who are making use of the existing potentials that exist within the program and the institution. Some of the views reflect these realistic perceptions:

> My ideal institution is a place where people are more enthusiastic to see what other people are doing in the program. This is my ideal. To what extend we are at this point is questionable. Unfortunately our physical conditions, our logistics, teacher numbers, students numbers, it is difficult to achieve such an ideal. Especially maybe in this situation in this economical crisis it is difficult to talk about such a thing. (Admin. 1)

> In my ideal instituion there is less bureaucracy, more trust on the instructors and the heads (Ins. 7).

> The problem with dreams is that they are not real. (Ins. 9)

> You can say that you wish something were true, but it is much more practical to deal with the realities. (Ins. 7)

On a further note, beign too realistic may also show lack of belief and faith in the future and the existing potentials of the program. More importantly, some of the results obtained from the interviews may also reflect some instructors' lack of attachment to the institution or their lack of belief in the system. One of the instructors reflected this view by stating that "we get very fixed in the way we produce things, in the dialogs we have in the unit with the same people" and therefore, the existing potentials in the program "will kill creativity," (Ins. 8) "decrease autonomy" (Ins. 17) and "will destroy the FAE soul" (Ins. 20).

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When asked about whether the university invests into the individual instructors, the instructors commonly reflected that they take pride in being part of the atmosphere and culture of the institution. For example, some participants reflected that:

> Yes, because in every institution both in the local and global arena, there is a Bilkenter, who reflects Bilkent culture into their new surroundings and working environments (Admin. 4, Ins. 3).

On the other hand, one manager stated that the institution does not really invest into its people and they need to consider this issue seriously. The concern of this manager was that s/he did not receive any training before becoming a unit head. S/he reflected this wish as follows:

> I don't think the institution is really investing into its people in the desired manner. They [directors of the institution and the program] need more planning for this issue. As a manager for example, I wish I had gone through some kind of a serious training for example. If a colleague is planning to become a unit head in the future, they need to be given training, for example, a two weeks intensive course. Or, the colleagues working in the top management positions can offer such courses or training sessions for the possible candidates for such managerial and leadership positions in the program (Admin. 1)

As can be seen from the above concern reflected by the manager, a specific professional development program is needed for the managers as well. As a solution, the same manager suggested that may be the expertise and the body of experienced staff in the program or in the institution can be made use of to offer training sessions. S/he suggests that if the financial sources are not adequate to be allocated for such a training session for the managers, instead the knowledge capital within the institution and the program can be made use of. S/he suggests that:

> As far as I am concerned, in the university or in BUSEL there are people who are specialized on different fields such as testing, curriculum or teaching general English. If searching for outside experts

is time consuming or financially difficult to hire, then finding the suitable people within the institution and making them share their expertise with the ones in need, such as the candidates for the managerial positions, might be an idea. But of course, in order to make use of this idea as a solution, university management needs to allocate time and energy into such planning (Admin. 1).

The above quote highlights the importance of making use of the existing potential within the program and the university, and reflects the concern that unfortunately the existing human potential is not used or the benefit of other colleagues.

4.3.1. Areas that Need Improvement in the Program

Resistance

One administrator emphasized that the due to the heterogeneous nature of the program with instructors from diverse educational and cultural backgrounds is an opportunity for the program, however, "people sometimes feel resistance and I think this resistance is the first thing that we need to work on" (Admin. 4). The same administrator provides the reason for this resistance, as "there are many valuable ideas that people have but when we say 'would you like to share it with other people, would you like to give a kind of workshop or attending a discussion session' they say no". This view suggests that there is some resistance in the program, which needs immediate action, and highlights the need to provide opportunities for the professional instructors to share their perspectives and experiences with their colleagues.

One solution to break resistance, as suggested by another administrator, is to share and promote collegial learning through approaching individual instructors and encouraging them to share different knowledge and unique experiences. For example, if the instructor is competent in the use of technology and technological tools in instruction, then that instructor can be

encouraged to prepare a workshop to share their expertise and knowledge with their colleagues.

When approaching individual instructors, the role of interpersonal relationships and effective communication skills is crucial as one administrator states "if we [the head or the director] know how to approach people, and how to reach them through effective communication skills, I think it would be more fruitful in professional development sense". (Admin. 4)

The need for a continuous professional development program

The program needs to offer training sessions for the instructors on a continuous basis, not just in the fashion of one-shot training sessions or workshops.

> We need to just think more about assessment and how to train people, how to train rater trainers, I mean there should be such a thing in our mind, there should be some people training raters. The training should be something going on through the year, it shouldn't be something done twice, three times in semester (Admin. 1)

It was reflected by the instructors that the training sessions can be voluntary and people can get together in professional development workshops where they share their experiences and more importantly, the management should allocate more time for such sessions and workshops throughout the academic year.

On the other hand, there is the necessity to have continuous workshops, or continuous meetings where people get together, and read about or talk about course design or other teaching related issues.

The need to carry out research projects

This theme emerged in the interviews especially when the interviewees were reflecting on their ideal program and institution. One administrator expresses their wish on carrying out research within the program as:

But I wish we were a smaller university with less student numbers, I wish we were just research institute, still teaching students for our research purposes (Admin. 1).

This also reflects the enthusiasm to carry out research within the program, as there is a huge potential in diverse areas of research.

Together with effective planning for the near future, it is possible to carry out research projects and to publish academic research, which will not only help the instructors' professional growth but also help improve the program and the institution in general. One administrator suggested that these research projects can be carried out in turn among the instructors if they have a research question in mind. This is reflected as:

If someone has a research project to carry out, then that instructor can be given work reduction in the number of teaching hours, let's say for a semester. After the completion of the project, the outcome can be published in a journal or presented in a workshop within the program. Something like this might be the future of the program. I don't think it is that difficult (Admin. 4).

The need to provide incentives within the program

One common theme emerged in the data was **the need to increase the motivation of the instructors** in the program. At this point, one of the administrators mentioned the low salary and high turnover rate within the program and reflected, "incentives like increase in the salary and motivation and encouragement by the administration are necessary to keep instructors within the program" (Admin. 2).

At this point, as one instructor suggested, one way to increase the motivation of the instructors can be to give them "the opportunity to have sabbaticals or attend exchange programs in the universities in Europe or the U.S." (Ins. 8).

<u>Physical conditions</u>

There were some several different views reflected under this theme. On the one hand, there were many instructors reflecting on the need to improve physical conditions in the program, and these people reflected their concerns as:

> If you want quality teaching and instruction, you have to provide your teachers with the necessary physical conditions, such as the need to have up-to-date computers, and papers, printers, etc (Ins 2).

> The current decade urges us to be more competent in technological equipment and making use of instructional technologies during the teaching and learning process. Therefore, the standards and quality of the technological equipment in the offices and classrooms need urgent attention (Ins. 9).

One administrator, on the other hand, noted that, "some of the most effective schools have some of the worst conditions" (Admin. 7) as an indication of the view that physical conditions can only be tools for teachers, they are not the ends. In other words, effective teachers need to be flexible and practical in terms of making use of the conditions available and find out creative solutions to deal with lack of physical facilities.

On the other hand, the data collected from the instructors revealed that the demands and the requirements of the program require instructors to make use of technological facilities regularly. Many of the instructors, for example, see this is as "a dilemma where the institution expects the instructor to be highly technological and make use of online facilities to accompany the course, but does not necessarily provide the instructors equally with such facilities" (Ins. 1) This view is also supported by other instructors as:

> The classes that we teach mostly do not have the necessary equipment, and I use the projector and computer in every class that I am teaching. I see this as a major problem. If I rate the classrooms from 1 to 5, 5 being the perfect classroom and 1 being the terrible one, I would probably

rate the classes here as 2 or maximum 3. I try very hard to do whatever I can in a professional way, and I want to be given the opportunity that a professional needs. However, I do not think that we have well-equipped working spaces. For example, we have only one printer here, and 10 people have to share it. It is a very old printer and it is broken down at the beginning of semesters, and at the end of semesters. (Ins. 18)

Poor physical conditions is a big problem because we don't always have the technology we expect. In my case, I use Moodle in my course, and it is necessary to have a computer and a projector in the classroom, and I really very much need classrooms with good equipment. However, it's not always there and it's very frustrating. I think all of us have had the experience of in the middle or the beginning of a lesson running up, back to the office to get a laptop, whatever, but it's frustrating definitely. (Ins. 13)

<u>Lack of communication between administrators and instructors</u>

On a common reflection, the participants of the study highlighted the role of having a common understanding and agreement while making decisions or working on standardizations. According to them, there is a need for mutual understanding and acceptance of the decisions made and this can only be achieved through effective communication as well as mutual understanding of one another.

4.4. Contribution of Course Design on Professional Development

The fourth research question aimed to explore the role of course design on FAE instructors' professional development. Considering the data collected in this study, course design as a professional development activity was found to be one of the most valuable means for instructors' professional development. Reflecting on the contribution of course design to the uniqueness of the program, the data revealed that both the instructors and the administrators take pride in having this component in their professional life as a way of promoting and sustaining professional growth. In the following part, first the instructors'

perceptions and then the administrators' perceptions regarding the contribution of course design on instructors' professional development will be presented.

4.4.1. Instructors' Perceptions on Course Design

Before moving on the results of the study, it is necessary to explain the course design process that the instructors go through in the FAE program in order to be able to reflect the results in a more context specific and meaningful manner for the reader. First of all, in FAE program, each instructor is responsible from designing their courses when they are teaching *Eng 101 English and Composition I* and *Eng 102 English and Composition II* courses. As mentioned earlier in this thesis, these courses are offered to all departments in the university, and all the students are required to take these courses in their freshman year. *Eng 101* course is prerequisite to *Eng 102* course, and without passing these courses, the students can not take other departmental courses such as *Humanities*. Instructors design these courses through finding interesting and challenging reading materials that would lend themselves to various activities in the course such as writing academic essays, making discussion and debates, reading critically, etc. Each instructor selects a topic, which would aim at answering certain contradictory questions throughout the course. For example, if the course is on "Consumerism", then the instructor designs the course around certain contradictory questions such as "Is shopping good for the soul?" or "Is there alternative ways of living rather than following the consumerism culture?", etc. While doing so, the instructors also aim at using the selected reading material to teach students various skills to accompany reading and writing skills such as summarizing, paraphrasing, making citations, considering ethical issues such as plagiarism, etc.

After selecting the reading materials, the instructors then organize them under some sub-themes or sub-topics classified under the main topic. The next step is to prepare instructional materials such as pre-reading, while-reading and post-

reading activities, and design the assessment materials. FAE program has some set grading percentages for each skill in the course, for example in *Eng 102* the allocated percentage for academic essay is 20% and this is the same within the program across all the units. However, the way the instructors design the essay assessment task may be different. For example, some instructors may ask their students to write evaluative essays whereas some may prefer argumentative essays, and therefore, prepare these tasks differently. Other than the instructional and the assessment materials, the instructors also incorporate different types of materials into their courses to accompany the course content. These could be documentaries, films, Internet websites, etc. so that the students are exposed to different types of learning materials to expand their vocabulary knowledge as well as improve their English language skills.

Another point that should be noted is that, when designing their courses, the instructors in the FAE program also consider the goals and objectives of Eng 101 and Eng 102 as defined by the program. They also need to consider different issues like philosophy, psychology, history, etc. so that the topic can be learned and discussed through different perspectives. Before they can implement their courses, these course packs are monitored and evaluated by the unit head in a constructive manner. In other words, the unit heads get together with each instructor before the semester begins and the instructor shares with the head what s/he is planning to do with his/her course. In these meetings, the unit head guides each instructor through constructive feedback. It is also noteworthy to note that instructors can use the same course for maximum three times, and after that they have to be changing the content and the materials and design a new course.

Considering the above points that the FAE instructors go through while designing their courses, in the interviews they were first asked where they get insights when they are designing their courses. The data revealed that instructors mostly get ideas from the books they read and the topics they are

interested in (*f*: 17), from the Internet (*f*: 14), from contemporary issues (*f*: 12), from colleagues in the unit or in the program (*f*: 12), from other courses designed in the program (*f*: 6), and from the library materials (*f*: 6). One instructor reflects on where s/he gets ideas for new courses in the following quote:

> Most of the time I get insights by talking to other colleagues and finding out what has worked for them. I think their experiences are very helpful on that respect. Then, during most of my research I try to start with the library, the electronic journals rather that the Internet sources. Even if some Internet sources are also applicable, I think the most valuable materials are the books at the library or the academic materials that I find from the online databases. (Ins. 12)

As can be seen from the above comment, designing a course requires getting ideas and insights from different means. In this respect, the instructors reflected that not only the ideas shared with the colleagues but also the ideas received from the research done at the library and the Internet are quite helpful tools for them when they are thinking about the content of their courses and generating their ideas.

Considering the process that the instructors go through when designing their courses, overall the results indicated that instructors perceived **course design as a positive contribution** to their professional development. The reasons they revealed in the study are presented as follows.

First of all, the instructors commonly reflected that the "value and contribution of course design on their professional development is undeniable" (Ins. 18, Ins. 9, Ins. 13). Similarly, they revealed that the "process of coursebook preparation – from selecting the reading materials through preparing assessment tools – is quite enjoyable" (Ins. 7, 8, 11, 14, 1, 16, 19, 20) even if "sometimes it is quite challenging" (Ins. 2, 5). The instructors commonly reported that when they are selecting a topic for their courses, selecting something that they are interested

in "makes them intrinsically motivated to begin the challenging process" (Ins. 5, Ins. 7) of course design.

The instructors reflected that when looking for reading materials that will lend themselves to analyze and discuss the topic from multiple perspectives, the instructors find value engaging in critical thinking during the process of "putting together the whole coursebook material, and the assessment tools" (Ins. 5). As this process requires reading and researching, the instructors reflected that they see the whole process as **a valuable opportunity for self-development** (*f*: 9). The instructors also noted that not all the time what they have in mind ends up being a coursebook in the end, and even if some of the readings are done for extra, still most of the instructors stated that they do not complain about it (*f*: 7) but see it as a means of learning and **adding to their cultural capital** as a professional. Some comments given by the instructors on the role and value of course design on their personal growth is given as follows:

> Course design has a huge impact on my professional development. The research that I do in finding texts about the content helps me a lot. For one, I learn a lot about the topic I am researching about, which I find very beneficial. More importantly, my general knowledge about things has increased a lot and I think this is really beneficial for me as a teacher. If I were just teaching grammar to beginner level students, I do not think that I would develop myself as much (Ins. 3).

> Course design not only helps me develop myself on a personal level when I am researching a specific topic, but also helps me organize the information or the content in an interesting, motivating and challenging manner when I am teaching it to the students. Therefore, the development is not limited to learning something new but also enhanced through finding out activities to present the information to the students considering their needs and language level (Ins. 17).

> Course design process has a very important contribution on my professional development as an instructor. It is a massive task, I think, because you have to be entirely responsible for designing, implementing and evaluating your course. But at the same time, it is something that you learn a lot from, and you learn mostly from

experience because we are not professional course developers. It is therefore something where you can learn lots and lots and keep learning with every new course you design or every course that you revise (Ins. 20).

Course design is fascinating. Actually that's what I like most about my job here. You get so much responsibility for the success of your course on your own. You are trusted that you will create a good course, so it is not an easy task. But sometimes it is a bit underestimated by some people, and I am not sure if the school or the university is always aware what a massive task it is to design a course (Ins. 18).

I think it is a very valuable process. I think that designing courses enforces you to really consider the timing of the class and when you should put certain things and what points you should consider when dealing with the instructional process. If we had a set curriculum, it would be very likely that we would not consider these points in-depth. So, I think the whole course design process really helps me to enjoy the course preparation process and I believe it is really helpful to my teaching and my awareness of where my students are, what they need and when they need it (Ins. 10).

As the above quotations reflect, the instructors identified the **course design process as valuable for their self-development** and find it noteworthy to develop their expertise in course design process. Another interesting point that should be noted is the concern that Ins. 18 shared with the researcher about whether this challenging process is really recognized by the administration. In other words, as can be seen from the comments, the process of course design is reflected to be "a unique process" (Ins. 6, Ins. 17) and "a context specific one" (Ins. 17, Ins. 18). Similarly, some instructors raised their concerns and reflected that their "efforts to make the course design process a success is not sometimes recognized by the administration" (Ins. 18, Ins. 10) and "making mistakes when designing a new course is not seen as something natural but a failure by the administration" (Ins. 14).

After their coursebook is ready, during the course implementation, the instructors also commonly reflected their need to continue the process of reading and researching. As the data indicates, the ongoing nature of the course

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design process was found to add more value and depth to the instructors' individual learning and cultural capital. This was reflected in one instructor's interview as:

> When I am designing my courses, I feel that I improve a lot because once you research and find all the material you really improve your language and your knowledge on the topic; and the more you are knowledgeable about the topic you will teach the more confident you feel when teaching it to your students. The researching process is very helpful. And then implementation… another challenge… it doesn't always go in the way you planned it to be… then you change the course, the reading material, the activities... a hard process really… But the freedom of changing the materials and content provides flexibility and I feel more comfortable in adding in more material or changing the instructional activities, etc (Ins. 6).

As the above quote suggests, instructors feel themselves **flexible** and **autonomous** together with the responsibility of course design and their role as a **curriculum planner**, **curriculum implementer** and **curriculum assessor**. In this respect, they not only see the process as preparing something to teach in the classroom, but something that "adds value to the development of students as well as the development of instructors" (Ins. 14).

Collaborative professional development

According to the instructors' views and reflection, the data suggested that the course design process is not a valuable individual activity but also a way to make instructors work collaboratively with their colleagues in the program or in their units. This collaboration is reflected in the instructors' efforts on **collaborative course design**, and **sharing ideas** when designing the course content or topical outline, finding out the main questions to guide the course reflecting multiple perspectives within the course and engaging in **informal collegial exchange of ideas**.

If the insights that the instructors get when designing their courses, some instructors reflected that they get ideas from colleagues through informal talks and the courses previously designed by the colleagues. The interviews carried out by the instructors revealed that especially for the newcomers in the program, sharing and designing courses collaboratively is even more valuable. The instructors who are more experienced in the program also reflected on the value of working collaboratively when generating ideas to develop a course topic. Some of these views as stated in the interviews are given as follows:

> In my first year in the program, I found it quite challenging to design a course from scratch. Thinking about an interesting topic with challenging questions in mind to make the students get interested in the topic and make them discuss was very difficult. Finding reading materials, which reflect opposing views on the topic, was another challenge. My unit head and my colleagues helped me a lot during the process. I learned a lot from the previous examples prepared by colleagues (Ins. 14).

> My colleagues in the office help me a lot when designing new courses; we always share new materials, tasks, and assessment criteria with one another. You can have great ideas on your own, but it is always valuable to get another professional's perspective on what you produce individually. (Ins. 8)

> The unit head provides help whenever I need, this could be something I need for the course or it could be anything related with the whole course design process. The unit head's collaborative nature makes me feel more comfortable and create a better course for the students (Ins. 3).

As the above views reflect, even if course design is overall an individual activity that each instructor has to go through, the value of the help received from colleagues and the unit head (administrators) is undeniable. In this respect, the course design process is seen as an individual as a collaborative professional development activity.

Interest in research

Another reason for the instructors' professional development was regarded as the motivation to carry out research while designing a course. Instructors revealed, "if it is considered that we can only use the same coursebook only three times, we need to have the motivation and energy to look for other topics" (Ins. 10) and the course design process "generates the interest to learn more about a topic" and to "be an expert in a specific topic" (Ins. 3, Ins. 6, Ins. 8, Ins. 9, Ins. 12). In other words, the instructors reflected that their interest in carrying out research about a topic enhances their self-growth as well as their "motivation to find interesting and controversial aspects of a topic to get the attention of the students" (Ins. 13, Ins. 1).

Autonomy

Another theme that was evident in the interview data was the autonomy gained during the course design process. Overall, the data revealed that designing individual courses was an important element for the instructors "to enhance autonomy in the professional work environment" (*f*: 16). Some instructors also noted that the course design process helps them "to be more creative" (*f*: 8) and "be able to consider the course design process in line with the goals and objectives of the course in a constructive manner" (Ins. 7).

When the process of course design is considered, the instructors overall reflected that they felt autonomous and free in selecting their preferred topics for their courses (*f*: 17) and reflected that they did not experience anything negative from the administrators regarding the topics they select for their courses (*f*: 14). As some instructors reflected, during the topic selection process, the head of units were "supportive" (*f*: 7) and "encouraging" (*f*: 8) while "guiding them through the process of expanding the topic" (*f*: 5).

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Regarding the individualistic nature of the course design process, some instructors reflected that **the value of high level autonomy** in the following quotation by noting that s/he does not require any help and guidance while designing the course as s/he is quite experienced in the program by stating that:

> I think I am very autonomous. I don't need any help, any guidance because I know what our objectives are. I know that I need to have a question and I have to build everything around that question so in that respect I do need any guidance and support. (Ins. 10)

The above quotation also reflects the guidance provided within the program to guide the **autonomous nature of the profession**. It also reflects the importance of being able to familiarize one's self with the professional work environment and the expectations of the administration and the program. As reflected by the instructors in the program, having the expertise and confidence to know what an instructor needs to consider throughout the course design process "enhances and increases the effectiveness of the course design" (Admin. 5, Admin. 2) as reflected by the administrators.

Some instructors also reported the following on their autonomy during the course design process:

> What we produce is checked and monitored by the administration but mostly they are not judgmental. So I'm overall happy they trust us to make the decisions about course design. We are not forced into doing a certain type of course. (Ins. 10)

> Like I said I feel very autonomous. I don't feel limited at all my any means in the program. I also feel autonomous regarding the opportunities provided by the heads during the designing stage, but I feel that there needs to be more feedback mechanisms available during that stage so that I can have more insights when developing my course. (Ins. 14)

On the other hand, some instructors reflected that the heads who are responsible from monitoring the course design and implementation process do not necessarily have a specific training background to make judgments about

the course content developed by the instructors. One instructor criticized this issue by commenting that:

> On the other hand, I sometimes feel that the unit heads are instructors just like us, and they do not have the experience to provide feedback on your courses. I don't think so. They are not professional course developers themselves. This is something that needs to be improved by the management. (Ins. 7)

Sense of ownership

The data collected from the instructors revealed that when instructors are engaged autonomously in course design, they have higher levels of sense of ownership in the course, the topic, and the implementation of it. As implementing a course requires continuous improvement and evaluation of the course material and assessments, the instructors reflected that "this challenging process is not a burden but becomes and valuable and enjoyable process" (Ins. 4, Ins. 5, Ins. 13).

Similar to what the instructors reflected on their autonomy, they commented that they see the course design process as something "highly valuable if they feel that their efforts are recognized by the administration" (Ins. 15) and if the students get interested in the course (*f*: 6).

> I really try hard and word hard to create an effective course, something that I'll enjoy teaching and something that the students will learn from. But of course, this is not always possible at all times. Sometimes the texts do not work in the real classroom atmosphere, and they are exchanged with better ones the following semester. I believe that it is natural not being able to foresee what will work and what will not without trying them out with real students. However, I do take responsibility in my course and I always prepare a file including alternative texts. And I do change some texts during the implementation of the course. (Ins. 17)

After touching upon the flexibility of the content of the course, and the need to sometimes make changes while implementing the course for the first time, the same instructor also notes that the role of Moodle is highly accompanying the need to be flexible with course material. On this issue, Ins. 17 stated that:

> Using Moodle, I believe, makes me more flexible in terms of adding more material or if necessary changing some during the semester. In the syllabus, I provide the students with a 14-week plan, however, especially when implementing the course for the first time, sometimes the students find some very interesting online materials or visual aids to accompany the course content. Using Moodle gives me the opportunity to incorporate students' research into my course and share them with all my students. This way, not only I take responsibility in students' learning but also students take responsibility to add more insights to the course. (Ins. 17)

From the above comment, it can also be deduced that the instructors also regard the **students as part of the course design process** in the sense that instructors make their students to have a sense of ownership in the course they are attending as well. In other words, as the instructors incorporate the materials that the students bring into the course, the students take pride and ownership with the course.

When the data was subjected to systematic analysis, one of the themes that emerged was the suggestion that the instructors made regarding the course design process. There was a consensus by the instructors that **the unit heads and the instructors need to receive training** for improving themselves as course designers. One instructor shared their comments on this issue as:

> Perhaps the professional development activities could also sometimes address philosophy of the course design. Most of us don't design with any particular philosophy in mind or we do not have a real awareness of what's guiding our course design. So I think that's an area, which could be improved. (Ins. 14)

4.4.2. Administrator's Expectations on Course Design

Considering the contribution of course design to instructors' professional development, administrators were also interviewed regarding their expectations from the instructors during the course design process. In the following part, these expectations will be given together with the perceptions of administrators on course design process.

<u>Autonomy</u>

The interview data carried out with the administrators revealed that the instructors are seen as autonomous when selecting their course topics (Admin. 4, Admin. 1, Admin. 3), which is similar to what the instructors reflected in the previous section of the study.

On the other hand, some administrators believe that the instructors should not be "too autonomous when selecting their course topics" and "they should be monitored as some topics may be to sensitive to deal with the Turkish students, such as religious issues" (Admin. 2). In this respect, the role of the head is to "be a gatekeeper but at the same time explanatory of the reasons why certain topics may be inappropriate to deal with" (Admin. 2). Therefore, the data collected from the interviews show that there is a difference between how the instructors and administrators perceive autonomy in the process of course design. On one hand, instructors see the role of the head as a guide in the clourse design process, but it is interesting that the administrators see the head's role as a gatekeeper. This difference between the views of the instructors and that of the administrators could mainly stem from the fact that the heads are generally working closely with the instructors, and their collegial and respectful attitude may result in the instructors' high feelings of autonomy. In other words, the instructors do not feel restricted during the course design process as they may have a closer collegial interaction with their head of units when compared with that of the other administrators in the program. In this

respect, the way the unit heads guide the instructors do not threaten the instructors' autonomy.

On the other hand, there was a consensus among the administrators that there should be some borders; too much autonomy is not the desired state according to some administrators. It was emphasized that the main goal of the management and the program is to create autonomy but at the same time ensure standards among instructors and the classes throughout the program to maintain similar quality of instruction. To illustrate:

> Of course we have some borders, academic borders, and within those borders they can play around and they can act accordingly. I think they are very autonomous. But if you ask the same question when designing essay assignments or other assessment materials that need to be followed by all instructors, then of course autonomy is limited because we have to follow certain standards. (Admin. 4)

> But of course we are a crowded group, we are teaching too many students that's why we need to follow those standards. But I don't believe those standards, those for example course design specifications, are just harming autonomy. Still, people can find a way around, still just matching with those specifications they can still do what they want to do in their courses. (Admin. 1)

As mentioned by Admin. 1 the specifications or standards used by the program are guidelines for instructors to follow, there are not the means to an end or they should not be the only guide for instructors. By making use of their expertise and autonomy, they need to be implementing those standards into their course design meaningfully.

Another view revealed that too much autonomy may decrease the quality of the course and too much change in the course may lead to poor content. As reflected by one administrator, this may be due to teachers' enthusiasm in finding out new texts or their discontent with the existing reading material. These may unfortunately lead to underdeveloped or poor content. Instead, as

one administrator suggests (Ins. 5), the instructors need to be focusing on their existing courses and finding ways to improve them.

Reflection/ Putting theory into practice

The course design is seen as a process where the instructors try out new practices, topics, and instructional methods. In this respect, it is a "trial and error" process, especially when the course is implemented the first time. When each course is being implemented, it is a process of reflection on part of the instructor, which directly contributes to their professional development.

> We need to be critical right from the beginning to the end. That's why I believe every course we design helps instructors' professional development. I hear people talking about the fact that when you design a course once, first time you teaching as just a trial, next time you will have lots of changes on it. Each stage, as I said earlier, contributes to professional development. It's a good practice. Not just creating a new course, but thinking about your existing one. (Admin. 2)

In this respect, course design process is regarded as a valuable process for the instructors to implement different theoretical information into practice. In the course design process, these information can vary from the theoretical foundations and philosophies of course design, materials development to the theories and foundations of assessment.

CHAPTER 5

CONCLUSIONS AND IMPLICATIONS

This chapter will summarize the main results of the study and offer some interpretation and analyses by relating them to the relevant literature and offering context related suggestions and solutions for the emerging issues in the results presented in the previous chapter.

5.1. Conclusions on Being a Professional

As the results of the study suggest, teaching is regarded as a profession which requires not only the field related knowledge and expertise but also the commitment to contribute to the profession through individual and collaborative efforts. In this respect the results are in line with the literature on the conceptions of a professional teacher, especially with what Griffin (1991, as cited in Marsh & Willis, 2003) suggests. Similarly, the perceptions reflected in this study are also in line with what Shulman (1998 as cited in Bransford & Darling-Hammond, 2005) argue regarding the level of interaction among the professionals and the necessity to carry out some form of reflection and research in their professional lives.

The overview of the results on perceptions of instructors and administrators participated in the study indicated that the term professional had similar connotations in the context being explored. On a further note, both the administrators and the instructors reflected that they regarded teaching as a profession. As reflected in the literature, being a professional requires internalization of certain standards in the field such as ethics and to socialize with the colleagues in the educational context through reflection and sharing

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(Schön, 1983). In this respect, the FAE instructors reflect the requirements that Schön proposes as the necessities of a profession.

Instructors reflected the similarities and differences between teaching at the university level and teaching at a different level. First of all, teaching at the university level was seen as similar to that of teaching at other levels because teaching requires expertise in the field and the pedagogical knowledge so that teachers can reflect their professional accounts into their teaching practices. As expressed by several researchers, it is essential for teachers to take responsibility in reflecting their personal knowledge in their teaching practices at the same time moving beyond that personal knowledge and help students gain wider perspectives (Bransford & Darling-Hammond, 2005). In this respect, teaching at the university has commonalities with teaching at other levels (Borko and Putnam, 1995; Grosso de Leon, 2001; Glaser, 1987).

On the other hand, for the participants of the study, teaching at the university level requires some additional skills such as "making the information relevant to the future professional lives of the students", "the necessity to carry out research" as academics in the university context, which pose a difference to teaching in other levels.

In regards to how instructors viewed their professional development, they reflected on basically three different means of development:

Professional development as a means of individual development is crucial for instructors' professional development. Individual development requires the professional to be open, motivated and dedicated to self-growth. The need to have an innate motivation to develop is essential for professional development. As argues by Fessler (1995) teachers' personal environment and their individual dispositions directly affect professional development. However, considering that the professional development is highly complex (Raymond,

Butt & Townsend, 1992) it is natural that the results may not reflect the same views given by the instructors. On the other hand, the instructors reflected a common consensus on their role as continuous learners who need to reflect in action and reflect on action as supported by Schön's reflective practice (1983).

Professional development as a means of institutional development showed that the instructors are contributors to the development of the institution. If instructors take responsibility in developing themselves professionally, then the institution will also develop respectively. In this respect instructors' professional development is mediated by the organizational context and the incentives provided within the organization. As the literature suggests, ecology of the work environment is an essential element instructors' professional development (Hargreaves & Fullan, 1992). More importantly, the role of colleagues and the critical sharing incident are also crucial means for instructors' professional development, which is in line with the previous research studies done (Farrell, 2001). As Farrell suggests having a critical friend at the educational context helps professional growth.

Professional development as the development of the community shows that the role of and contribution of instructors' professional development on the development of community is undeniable. In the FAE context, the instructors feel that their role is being role models and change agents in society, who affect the people and community around them. In this respect, their contribution is not limited to their working environment but has a wider impact. The instructors in this study were found to have pride in teaching and they believe that they are important for the institution as well as their community, reflecting that they have altruistic reasons to select teaching (Davies, 1993 as cited in Roberts-Holmes, 2003). Considering the results showing that teaching in the FAE program is seen as challenging by some instructors, the satisfaction and joy of teaching and designing their courses show similarities with Roberts-Holmes' study (2003). The results also revealed

parallelism with the literature on effects of teachers and educators in the reform and change efforts in society and that colleagues as well as community members contribute to professional development (Stoll et al., 2006). Therefore, the role and contribution of different parties inside and outside the educational organization is undeniable (Stoll et al., 2006).

5.2. Conclusions on Professional Development Activities Carried Out

When we consider how the instructors prefer to develop themselves professionally, the instructors prefer to involve in either individual or collaborative professional development activities. The individual professional development activities that the instructors prefer to participate in are mostly following the literature, attending conferences, participating in a graduate study, and carrying out individual research. These are seen as essential means to develop instructors' self-growth as well as make them participate in lifelong learning. Considering the changing role of teaching in the contemporary society (Darling-Hammond, 2005) these activities are what the literature on professional development suggests for enhanced professional development. To this regard, it can be concluded that the FAE instructors are following the recent trends to some extent, and in the organizational level there needs to be further incentives for them to involve in these activities. More importantly, engaging in research activities with other colleagues and institutions may increase the level of motivation of the instructors, which may have a positive role in their commitment to their profession as well as their institution.

Similarly, the results are also in line with the research studies in the professional development literature in the sense that the motivation and intrinsic need for self-growth is necessary for engaging in some kind of a professional development activity. The idea proposed by Rosenholt (1989) on the difference between "learning enriched" and "learning impoverished" contexts" justifies the results of the study that individual efforts for

professional development and self-growth should also be supported by the educational and organizational context. Therefore, the administrators need to be working closely with the instructors to find out their individual needs so that these can enrich professional learning in the program level.

In regards to the instructors' perceptions on collaborative work environment, it can be seen that collaboration is seen as a valuable means for professional development. Collaboration means learning from colleagues, sharing, and having a critical look at teaching practices. However, as the literature suggests, collaboration also requires collaborating with the members of the same profession outside the work environment (Darling-Hammond, 2005). However, as revealed by the data, only few of the instructors reflected that they are attending conferences and none of them were involved in collaborative research efforts outside the institution. The reason for this could lie in the heavy workload of the instructors and the lack of incentives existing within the program to encourage such collaborative professional efforts.

On the other hand, instructors' collaborative efforts add to their "shared repertoire, mutual engagement, and joint enterprise are critical to promoting mutual dependence and sustainable support" (Glazer & Hannafin, 2008, p. 36). More importantly, "successful teaching communities of practice develop a collective vision, participate in shared practices, and formulate meaning through a social negotiation, brainstorming, troubleshooting, and advice giving" (Glazer & Hannafin, 2008, p. 36). On a further note, effectiveness of professional learning communities depend on shared values, collective responsibility, reflective professional inquiry, collaborative, and promotion of the group learning as well as the individual learning (Hord, 2004 cited in Stoll et al., 2007, p. 226). Considering the results of the study, the sense of commitment and collaborative efforts contribute highly to the professional development of instructors through socialization. As the data reveals, even if

there are some criticisms about the heavy workload, the instructors feel that they are committed both to their profession and to the program.

As suggested in the literature, different interaction patterns among teachers in their professional community encourage collaboration, which promotes "commitment to and ownership of collective goals" (York-Barr & Duke, 2004 as cited in Glazer and Hannafin, 2008, p. 36). Wenger (1998 as cited in Glazer and Hannafin, 2008) also points out that "reciprocal interactions encourage collegial relationships, help build sustainable networks, promote ongoing learning opportunities, and contribute to a shared community vision" (p. 36). To this regard, the practices of instructors need to be highly enriched by creating different patterns of collaboration among colleagues in the program. In other words, communication and collaboration need to be diversified across units. These could be done through peer observations, research projects or working in teams during course design process.

Another way to promote sharing and collaboration among colleagues, as commonly suggested by the instructors, is through a program wide event where the instructors share their insights at the end of the academic year. Considering that the instructors has very positive comments about the FAE conference, which was used to be held regularly in the past, the administrators can create a similar opportunity. As Knowles (1990) argues, "the main emphasis in adult education is on the experiential techniques – techniques that tap into the experience of the learners, such as group discussion, simulated exercises, problem-solving activities, case method, and laboratory methods instead of transmittal techniques. Also, greater emphasis is placed on peer-helping activities" (p. 66). Therefore, these different means of professional development activities can also be considered by the administration when they are planning for the future professional development policies and practices.

5.3. Conclusions on the Contributions of Organizational Factors on Professional Development

Some contributors of organizational factors on instructors' professional development include mutual trust, respect and support among teachers, which reflect similar results with other research studies (Bolam et al., 2005, Stoll et al., 2006). It is evident in these studies that support provided by colleagues is highly crucial on professional development as well as creating a learning organization suggested by Senge (2005). Considering the collaborative nature of the program and the intellectual capital of the FAE program, it can be concluded that the context of the study can be considered as a learning organization. The learning organization, in the FAE context, is practiced through colleagues learning from one another especially through informal communication and collaboration.

Being positive and having some form of trust in the administration and the educational context is one of the elements that emerged from the data of this study. In other words, some instructors interviewed were found to have more positive attitude towards what is expected from them and what they can offer to the program as well as the institution in general. However, some criticisms against the organizational factors were poor physical conditions and the limited incentives provided by the program and the institution. The reasons why some instructors offered criticism can be due to the discrepancy between what is expected from them and what the institution offers. One example for this is, as reflected in the results of this study, even if the instructors are expected to make use of technological advancements in their teaching practices, most classrooms lack computers. As suggested in the literature lack of necessary incentives within the organization hinder professional development of instructors (Day & Sachs, 2004).

In this respect, in order for more effective professional development environment, administrators need to find ways to sustain and promote a positive approach towards the policy as well as the efforts of administrators. This can be done through some effective FAE instructors, who can present as role models and leaders for the other instructors in the program. For example, if in each unit there are several effective instructors, who are not only effective instructors but also have a more positive and open approach for change and professional development, are selected and diverted into some research initiated task groups, then other instructors may follow their footsteps. When doing so instructors' autonomy and individual needs need be considered as well.

Supporting role of management is another factor that enhances professional development of instructors. The encouragement given by the administrators is a way to sustain the positive attitude towards professional development. The leadership style of the administrators is also crucial to enhance professional learning. In this study, the instructors reflected that their relationship with their unit heads affected their individual development as well as their efforts to engage in collaborative activities. However, there were some instructors who reflected having lack of support and few opportunities to share within the program, which negatively affected their development. To this regard, it should be noted that "development in school should start 'from within' and 'from the bottom', from the teachers themselves" (Postholm, 2008, p. 1717). Therefore, the support and encouragement provided by the administrators would have a great impact on the instructors' motivation towards professional development.

There is ample evidence in the interviews that these particular instructors had a strong belief and commitment to the value of their work; its value to their students, to the program and the university and to the society at large. As the literature reveals, commitment to teaching and value given to the work is regarded as "psychic rewards of teaching" by Lortie (1984 cited in Hayes,

2009b, p. 7) which are seen as central to teacher commitment and often serve as counterbalance to the negative organizational factors surrounding teaching summarized by Dornyei (2001 cited in Hayes, 2009b, p. 7) such as high stress levels, poor economic rewards, poor physical conditions in the work environment, increasing restrictions on teacher autonomy. However, as the data reveals this is not the case in FAE as there is teacher autonomy but it is something that needs to be maintained in the future as well as it is a strength of the program.

5.4. Conclusions on the Contribution of Course Design to Professional Development

The results of the study indicated that course design process is regarded as the most valuable professional development activity by the FAE instructors. The instructors commonly identified course design process as a valuable activity for their self-development as well their professional development. It is also evident in the data that course design process increases motivation of the instructors within the program and promotes collaboration and communication among instructors.

Stenhouse (1975 a cited in Stoll et al., 2006) argues that teachers need to play an active role in the curriculum development process and they need to be actively involving in reflective practices to improve the curriculum as well as their individual development. Keeping this argument in mind, the results of the study show a direct implication of the crucial role of teachers as curriculum planners, curriculum evaluators, and curriculum implementers.

Reflecting on their autonomy, instructors reflected that they see course design as a process where they can freely design the content, select the reading materials, design the instructional tools without being inhibited by the administration. In this respect, course design is a valuable opportunity provided

by the FAE program to accompany instructors' efforts towards professional development. As the literature suggests, organizations providing such opportunities provide the teachers with more beneficial developmental activities. For example, Dondero (1997) dwells on the organizational climate and culture and argues that educational contexts valuing participatory practices are seen as valuable for teacher autonomy.

However, some instructors raised their concerns about the challenging nature of course design and commented on the time consuming nature of the whole process. The reason why instructors feel that way may their heavy workload. Having this point in mind, in order minimize the challenging and ongoing process of course design and increase the critical thinking and involvement of teachers in the decision making processes, course design can be a way to enhance professional development. More importantly, as Little (2001) reports, if teachers are content with what the reform or the professional development offers to them, then they are more motivated to participate into such activities and processes and they are nor eager to learn and develop their professional selves.

As a result, "it is self-evident that the key to educational renewal is the development of a cadre of satisfied, committed, caring, critically intelligent, and dedicated teachers who feel they are part of vital school communities. It is also quite apparent that much that goes on during teacher induction encourages just the opposite set of qualities" (Bullough, Knowles & Crow, 1992, p. 209). Therefore, "professional development for teachers is now recognized as a vital component of policies to enhance the quality of teaching and learning" (Ingvarson, Meiers and Beavis, 2005, p. 2). Similarly, Jordan (1997) states that certain skills are more unique to EAP context, some of which are authenticity, problem solving communicative activities, learning by doing, and transferring skills and knowledge learned in EAP class to other courses and contexts.

On a further note on the role of autonomy that the data reveals, for more effective implementation of courses, EAP instructors need to make a "present situation analysis" before implementing their courses (Hutchinson & Waters, 1987). In this respect, the self-awareness and the freedom that the instructors feel within the program are the strengths of the program during course design to achieve more effective courses.

5.5. Researcher's Reflections on the Research Process as a Self-Development Activity

Having presented the analyses and discussion of the results, it is also noteworthy to reflect the researcher's own professional development journey throughout the course of this study. First of all, as a professional from the context of this study, as the data revealed one of the individual means of professional development is through following the literature and more importantly carrying out graduate study for self-improvement. In this respect, the whole process of the research gave me the opportunity to challenge myself as a professional and as a continuous learner. More importantly, during the interviews carried out I had the chance to meet new people, and learn from their unique practices. Unfortunately, due to the hard work and time constraints that every professional goes through to meet the high demands of the contemporary work life, I was not aware of the huge human potential in the program before I started to collect data. As the data reflected, the unique nature of the program and the expertise of the colleagues taught me a lot and opened new perspectives.

On a further note, by interviewing colleagues and learning from them, I also had the opportunity to self-reflect on my teaching practices, values, and perceptions as a member of FAE program. When listening to my colleagues, I realized how valuable their contributions are to the program and the institution. Comparing my practices and that of my colleagues, I now appreciate the

human capital that exists as a huge potential in the program more than ever, and I am more aware that I need to learn more from my colleagues. In this respect, this study has offered a great deal of opportunities in terms of my professional development as an FAE instructor.

5.6. Implications for Practice

Within the light of the findings and the relevant literature on professional development, the following implications were drawn for the development of professional practices in teaching:

1. The instructors need space and time for formal developmental activities and opportunities provided by their educational contexts. The continuous support and encouragement of the institutional incentives has a crucial role in engaging instructors in the need to improve themselves further. In this sense, professional development needs to be deliberate.

2. For the experienced instructors the role of autonomy, being in control of the instructional decisions and having the initiative to prepare the content of a course from the planning stage throughout the assessment stage increases the self-motivation and level of ownership. Therefore, these elements need to be present to help experienced staff engage in professional development practices. However, for some activities during the course development process, instructors can be encouraged to work collaboratively to share ideas as well as share their course materials. In this respect, encouraging them to carry out team teaching may provide further opportunities for the instructors to engage in reflective and collaborative professional development practices.

3. Professional development is achieved both through individual and collaborative professional development activities. The teachers themselves first need to feel the need for further improvement so that they can look for and select the type of professional development that best suits their needs. Therefore, there is no best solution for the mode of professional development activity that would cater for the needs and preferences of all instructors. Preferences for professional activities may differ from one individual instructor to the other. Thus, policy makers and administrators need to first identify the needs, characteristics, and values of the individual instructors so that they can offer professional development activities that would best fit their needs.

4. In the FAE context, as the data revealed, one of the potentials that exist in the program is the people factor or the intellectual capital that the program embodies. The rich educational and experience level of the instructors make the program unique in the Turkish context. Their commitment to their work and professional ideals is also noteworthy. Considering these points, the future professional development programs can be designed to flourish this unique culture or the intellectual capital of the instructors can be made use of while designing training programs. For example, instructors who have a teacher educator background can help the administrators when designing programs. Similarly, the ones with experiences in international contexts can give insights to the administrators and curriculum developers regarding the existing models used in these international contexts. This way, collaboration between the instructors and administrators can further be enhanced.

5. Considering the results of the study, administrators can develop a specific professional development model emphasizing collaboration and reflective practices within the program. However, as the literature

reveals, in the field of teaching EAP, the students need to focus on the factual information provided in the text and examine them to offer a "critical rhetorical analysis" of the text and the text author's personal claims and attitude (Bloor, 1998). In this respect, what the EAP teachers offer "methodologies that are specialized and unique" (Johns & Dudley-Evans, 1991, p. 305). In this respect, if designed or run collaboratively, then the course would require a different approach than teaching general English. For this reason, these crucial points need to be considered when designing future professional development programs for FAE instructors on course design.

Implications for Further Research

1. This study implemented phenomenology as the research methodology and the main data collection instrument was the interviews carried out by instructors and administrators mainly aiming to explore the perceptions and the general patterns existing in the context of the study. In this respect, the present study will be useful for further plans and organization of professional development activities. However, more research is needed to explore the specific needs and expectations of individual instructors, resulting in the possible need for a follow-up study. For the future researchers who are interested in exploring professional development practices of EAP instructors, it would be highly beneficial to carry out in-depth qualitative studies and longitudinal studies with individual instructors to explore teaching and learning practices further in depth.

2. In the present study, even if the EAP course, which is designed to cater for the specific needs of the FAE instructors, is reflected as an opportunity that the program offers, the data collected regarding the contributions of this course on instructors' professional development is

limited. Thus, in order to measure the effectiveness of the course and to judge the contributions of this course on the instructors' professional development, further research is necessary to evaluate the course and its components so that better reflections can be made by the policy makers and administrators in the efforts to improve professional development practices. More importantly, in order to measure the effects of this course on the instructors' professional development, research is needed to compare instructors who attended the course and the ones who did not to see the impact of EAP course on instructors' teaching practices and professional identity.

3. This study only reflected the perceptions of the instructors from a holistic perspective and the results fail to reflect each individual instructor's perspectives and insights. In this respect, research studies presenting each individual's preferences, feelings and insights regarding their professional development could be studied in the form of narratives. This way, each individual instructor can be studied in depth, which may provide a different look into the lives of professionals.

4. Another implication for further research can be studying the individual professional life for a longer period of time. As Darling-Hammond (2005) suggests, "sitting with Nellie" approach can be made use of where the researcher follows the everyday routine of the professional and engages in the formal and informal interactions and experiences that teachers go through in the work routine. This way, the contributors and hindrances to professional development practices can better be understood.

5. There is also the need to implement a mixed methodology research design into the same context (or similar contexts) where the researcher

can look into the emerging results, problems and themes in a more detailed way through the use of additional interviews to explore the merging themes. For example, in this study autonomy of professional instructors emerged as an incentive to engage in professional development activity. However, the data and the results do not really reflect the level of autonomy that the instructors hold and how this can be further practiced, resulting in the need to carry out more intensive interviews on this issue.

6. Further studies exploring similar contexts can also look into the environmental effects on teacher professional development. As the working environment and the hidden values and practices embedded in the workspaces is crucial to understand teacher development, the level of proximity, for example, can be one of the issues which may be researched further in depth.

7. As suggested in the literature, it is crucial "to enrich our collective understanding of the global practices of ELT in its many and varied local contexts" (Hayes, 2009, p. 8). Therefore, it is necessary to understand the practices of ELT instructors and their professional practices from different perspectives. For researchers who would like to carry out similar studies in ELT and EAP contexts, it is advised that the socio economic level of these teachers and the role of social capital into their professional lives are further investigated. In other words, the relationship between the economic income and the beliefs and practices of ELT and EAP teachers can provide further insights into the existing literature.

8. In this study even if the values embedded in the work related context is investigated, there is still the need to further analyze and explore the professional identities of ELT and EAP teachers working in various

contexts. Considering the limited literature on ELT teachers' professional identities and teaching practices further research can focus on this area. More importantly, considering that EAP is another emerging field in teacher education systems, more qualitative research is needed to explore the professional identities of the teachers working in EAP setting.

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APPENDIX A

BUSEL, FACULTY ACADEMIC ENGLISH (FAE) PROGRAM
OBJECTIVES

A.   <u>To help students realise their full potential:</u>

1.   To ensure students understand the FAE curriculum / courses / standards by

1.1   publishing all curriculum and course information on the web via the FAE program web site and unit web sites
1.2   publishing clear progression paths for students in relation to their English courses
1.3   continuing to develop and refine clear unit inductions and course induction booklets for all students
1.4   ensuring all staff complete university web-based course outlines prior to the beginning of each course
1.5   producing explanatory booklets regarding level standards and criteria incorporating exemplar essays / assessments, with grade breakdowns, on unit web sites
1.6   incorporating a CEF exam explanatory workshop into the Student Orientation, in conjunction with the Prep program

2.   To monitor student performance by:

2.1   ensuring the efficient use of the SAPS database by instructors, admin and students
2.2   developing a clear system of monitoring students' progress within each course and between courses (diagnostic tools / evaluation tools / correlation of grades)
2.3   establish an efficient tracking and follow-up system for students with attendance / completion of tasks problems
2.4   establishing working links with departments, departmental secretaries and advisers to assist in following-up students
2.5   establishing close monitoring of the performance of students on the CEF exam

3.   To provide suitable support to "at risk" students by

3.1   continuously gathering data on student problems and difficulties
3.2   providing meaningful time and support for research into "at risk" students
3.3   developing a skills and language web site and web-based materials to help address student difficulties

3.4   encouraging and partaking in departmental meetings to address student difficulties

3.5   providing support courses at suitable times for improving performance and levels of English

3.6   establishing a system of learner training activities via BilWrite

4.   To continue to stretch students by

4.1   establishing challenging courses / electives throughout the 4 year and 2 year programs

4.2   developing a more flexible course path for very high level students

4.3.   providing higher level language activities in courses and on web sites

4.4   establishing a procedure for accreditation for high level students at CEF C2 level

B.   <u>To help teachers realise their full potential</u>

1.   To provide a suitable working environment by

1.1   establishing and maintaining suitable unit office space (eg. teacher office space / tutorial space / unit meeting space)

1.2   developing suitable FAE classroom facilities to be shared by units (audio / visual room with PowerPoint capability / DVD and video rooms)

1.3   purchasing and maintaining suitable equipment for the efficient fulfilment of FAE course objectives

1.4   monitoring and addressing environmental issues promptly

1.5   evaluating and assessing the balance between teacher workload and quality tuition

2.   To continue to provide a challenging, learning environment in units by

2.1   continuing to promote and develop positive, professional dynamics within FAE units

2.2   establishing clear parameters for unit / program / school decision-making

2.3   further improving unit and program meetings through improving meeting conventions and procedures

2.4   encouraging appropriate delegation of responsibility within units

2.5   providing regular, significant time for instructors to share practice and expertise, both within and across units

2.6   establishing specialised task groups, when necessary, to address major program needs

3.   To provide a dynamic, progressive professional development program by

3.1   continuing to develop a coherent, supportive induction and probation program

3.2   continuing to refine professional development activities and task groups, as appropriate

3.3   developing specific skills training courses (eg. CEF / testing and assessment / IT skills / course design / academic skills teaching and learning)

3.4   further developing teacher and peer observation training and cycles

3.5   establishing an advanced, university-level teaching diploma course

3.6   continuing to develop the FAE symposium to include relevant outside speakers / external participants

3.7   encouraging and supporting instructors in undertaking classroom-based research / publication of research / presentation at conferences

4.   To continue to develop high levels of performance by

4.1   establishing clear FAE-specific performance standards

4.2   improving the recruitment and induction of FAE staff

4.3   continuing to develop a system for monitoring performance - for individual staff and units

4.4   taking supportive and corrective action if poor performance is identified

4.5   developing a data bank of videoed FAE classes which exemplify particular methodologies for discussion and analysis of practice

C.   To ensure the provision of quality tuition / improve the curriculum

1.   To work towards establishing the Common European Framework as the basis for an FAE language and skills achievement exam by

1.1   working with outside consultants to establish an understanding of CEF Level C1 and C2 in relation to FAE objectives and assessments – both written and oral

1.2   developing an understanding of CEF – descriptors and standards - in FAE units

1.3   reviewing FAE 101 and 102 course objectives and assessment requirements in light of CEF levels

1.4   establishing a task group to work on the development of a common FAE achievement exam based on the CEF Level C1

1.5   working with the university administration to establish regulations relating to a coherent student pathway from passing COPE to passing CEF Level C1 and beyond.

1.6   integrating an FAE language and skills achievement exam effectively
       into the overall FAE curriculum

**2.   To develop a coherent, progressive, flexible FAE curriculum which
        can be followed by students throughout their career at Bilkent,
        regardless of their ability level by**

2.1   reviewing the current courses offered by FAE in detail with a view to
       clarifying course objectives, progression of skills, language and
       assessment criteria within and between levels
2.2   reviewing the range of courses offered by individual FAE units with a
       view to establishing a coherent program for each faculty group of
       students
2.3   developing a pathway specially designed for students considered to be
       at a remedial level following ENG 101
2.4   developing a suitable range of elective courses to be open to all
       university students including: language electives / speaking electives /
       business electives / technical electives
2.5   developing support mechanisms beyond credit-bearing courses for such
       needs as job applications / statements of purpose / interviews

3.   To improve the effectiveness of assessment of learning practices by

3.1   establishing a better understanding of broad assessment issues in FAE
3.2   continuing to develop clear, detailed objectives and criteria for each
       FAE course
3.3   continuing to develop on-going standardization procedures in all FAE
       units and courses
3.4   establishing clear level standards for each course by producing Level
       Packs of exemplar student work
3.5   providing training and support for FAE staff with regard to:
       implementing the curriculum / assignment and exam design / written
       feedback / tutorial feedback / dealing with weaker students
3.6   ensuring the effective use, in all FAE units, of assessment data and
       archive materials to evaluate the effectiveness of course assessments

4.   To improve systems for the management of the curriculum by

4.1   establishing clear guidelines and operational plans for the completion of
       course offerings / registration / re-registration – with FAE units and
       departments
4.2   establishing an effective working procedure for the tracking and follow
       up of students who failed / dropped or withdrawn from courses
4.3   cooperating with the university authorities to improve the service
       provided by student advisers in departments

4.4   continuing to improve semester operational planning to clarify information and procedures related to assessments / exams / course deadlines

4.5   promoting increased awareness and responsibility for an effective learning curriculum in the FAE program and in departments

4.6   developing operational plans to implement a CEF exam at suitable intervals in the year

5.   To provide alternative learning routes for students and support weaker students by

5.1   further developing the services of the BilWrite Center to cater to the needs of weaker students

5.2   developing a BilWrite web site to guide students regarding language and skills problems

5.3   continuing to work with departments and lecturers to experiment with alternative courses and course support mechanisms

5.5   providing training for teachers in how to handle students with specific problems

D.   <u>To further improve management systems in FAE</u>

1.   To improve the capability of the FAE management and units to gather and use data by

1.1   providing more and better computers to encourage the efficient use of data across the program

1.2   establishing an efficient FAE database system to track students and thereby assist in assessing suitable staffing and timetabling for FAE courses

1.3   training staff to use the database to better meet the needs of their students

1.4   establishing an efficient system for the evaluation and comparison of course standards

2.   To further develop effective leadership of the program and units by

2.1   further defining the roles of the Director and Heads of units in the program

2.2   continuing developmental training for Heads related to operational planning / curriculum issues / performance management / interpersonal skills

2.3   developing a clear perspective of Heads as motivators, team leaders and monitors of performance

2.4   continuing to build the units into effective working teams

2.5   providing training opportunities in relation to management skills for
       instructors

3.   **To improve flexibility and motivation in FAE by**

3.1   promoting unit and teacher autonomy within clear, effective parameters
       agreed by the units and the program
3.2   encouraging units to develop unit specific initiatives based on clear
       planning, principled implementation and effective evaluation
3.3   encouraging individual instructors to further develop and improve their
       own skills and interests

4.   **To improve communication within and outside FAE by**

4.1   promoting better communication between units regarding good practice
       and effective methodologies
4.2   promoting better communication between the Directorate and units in
       the school
4.3   having social gatherings within and between units
4.4   establishing regular meetings between FAE units and relevant
       departmental staff
4.5   publishing FAE initiatives in News for the Week and BilNews

5.   **To consolidate the position of FAE in BUSEL and the university by**

5.1   establishing shared projects between the FAE and Prep programs
5.2   further developing the FAE symposium
5.3   publicizing FAE courses, procedures and standards more fully in the
       university
5.4   establishing regular meeting times between FAE units and department
       personnel
5.4   contributing toward the establishment and development of the Bilkent
       University Center for Teaching Excellence

APPENDIX B

BUSEL, FACULTY ACADEMIC ENGLISH (FAE) PROGRAM
STATEMENT OF PURPOSE AND AIMS

The FAE program believes that learning is the core of education. Therefore, our purpose is to promote, develop and support a challenging learning environment for students, staff and the broader academic community.

I. To fulfill this purpose in relation to students, the FAE program aims to enable students to:

• adapt to university life and the demands of academic study
• believe in their own capacity and potential as academic and lifelong learners
• assess and continue to improve their linguistic accuracy and expression
• assess and continue to develop their receptive and productive academic abilities
• broaden their horizons and perspectives through exposure to a range of ideas and concepts beyond their department focus
• develop their critical, analytical, reflective and creative skills
• become self-reliant learners, decision-makers, and problem solvers
• develop their sense of responsibility for their own work and achievements in order to become independent learners
• develop the ability to work effectively with others and develop tolerance, empathy and social understanding

II. To fulfil this purpose in relation to staff, the FAE program aims to enable instructors to:

• work towards fulfilling their personal and professional goals
• further develop their expertise related to curriculum design and implementation at an academic level
• further develop their abilities as academic skills and language instructors in the classroom
• further develop their abilities as tutors of individual students
• further develop their abilities to motivate and guide students, regardless of their level, ability or attitude to learning
• further develop their expertise in relation to assessments of learning and the establishment and maintenance of suitable standards
• further develop their abilities both as self reliant professionals and team members
• further develop their contact and relationships with colleagues in the other departments, units, universities and educational institutions
• contribute to a dynamic, cooperative, analytical working environment
• contribute to the continuous development of the university
• continue their development as researchers in a stimulating and supportive environment

III. To fulfil this purpose in relation to the wider community, the FAE program aims to:

• contribute to the development of Bilkent University, the education system in Turkey, and the teaching profession in general through promoting :
  - a climate of high expectations and quality in all areas
  - discussion and critical analysis of the concepts and theories of meaningful learning and the learning environment
  - awareness of students and colleagues as whole people and continuous learners
  - dissemination of knowledge and expertise to the wider community

Retrieved from http://www.bilkent.edu.tr/~busel/fae/aimpurpose.html 1 March 2009

JOB DESCRIPTION OF FAE INSTRUCTORS

Responsible to: Head, Faculty Academic English Unit

Generally,

i) Provide quality tuition to develop students' academic skills, language competence, and breadth of knowledge
ii) Design and develop high quality courses and materials
iii) Take responsibility for the fair and consistent assessment of students
iv) Ensure professional standards at all times
v) Collaborate with FAE program colleagues and contribute to a positive team dynamic
vi) Collaborate with faculty members to meet FAE program aims and support departmental aims
vii) Collaborate with colleagues and units to meet School and University aims
viii) Contribute to the development of high quality tuition throughout the University
ix) Undertake specific job-related duties/ research to contribute to the development of FAE program and the School as a whole
x) Teach up to 15 hours a week, and provide additional tutorial support as required

Specifically,

I. Provide quality tuition to develop students' academic skills, language competence, and breadth of knowledge by:

- providing students with a clear course outline package which ensures students understand course expectations, requirements, objectives and assessment
- teaching in a professional, open, encouraging manner and developing a positive relationship with all students, irrespective of their level or approach to learning
- teaching and tutoring in English at all times
- establishing a stimulating, challenging, interactive, academic learning environment, which also has clear expectations and standards of behaviour
- providing lessons which:
  - meet course, FAE program, School and University objectives
  - are linked into a coherent learning program
  - are prepared and sequenced appropriately to meet student needs
  - cater for different learning styles through varying teaching formats, materials and technologies

- are challenging and stimulating in pace and cater for the range of levels of students in a course
- encourage student involvement and student responsibility for their own learning
- address remedial needs effectively
- prepare students appropriately for assessment of learning
- providing high quality feedback to all students in written and tutorial form such that students have a clear view of their progress at all times
- being open and available to students for consultation

II.   Design and develop high quality courses and materials by:

- participating in the regular review of unit and FAE program level expectations and objectives
- selecting and designing materials for courses to develop appropriate academic skills and language
- selecting stimulating 101 and 102 course content to reflect FAE and University objectives of broadening students' education outside their chosen field of study
- designing courses which incorporate teaching methodologies and approaches that will stimulate students' and provide variety of format
- producing course plans that clearly outline weekly content, materials, language and skills objectives
- continually evaluating course topics, content, materials and methodologies
- adapting courses in light of evaluation, student performance, student feedback, unit feedback and departmental feedback, as appropriate
- contributing to the development of all FAE program courses by providing feedback on shared courses and shared materials
- balancing the need to develop courses over more than one semester with the need to create new and stimulating courses for the instructor and students

III.   **Take responsibility for the fair and consistent assessment of students by:**

- designing assessment of learning tasks that abide by the agreed course objectives, course requirements, and agreed team standards for that course
- providing students with quality feedback on all assessments of learning
- designing courses and lessons to facilitate students in the successful completion of assessments of learning
- contributing to the review and updating of course objectives and requirements on a regular basis
- contributing to assessment design meetings for each course by considering the design of each assessment task carefully, completing draft assessment tasks, and providing detailed feedback to the group as required

- maintaining professional levels of confidentiality concerning all assessment issues and tasks
- participating in the invigilation of exams and assessments as required
- contributing to regular small group standardisation meetings and contributing to exam standardisation meetings, as necessary
- engaging in cross-marking schemes to ensure consistency of grading across the team
- abiding by agreed grading and standardisation in the marking of assessment tasks

III.   Ensure professional standards at all times by:
- contributing to students' personal development through the promotion of a suitable learning environment both inside and outside the classroom
- maintaining all FAE required records in a professional manner
- maintaining an open-door policy regarding classroom visits and participating in observations and sharing practice with colleagues in an open, supportive manner
- liaising with colleagues on professional matters: course development / lesson planning / materials development / testing and criteria / assignments set / student progress / marking of assignments
- providing cover or adjusting teaching schedules in order to support absent colleagues
- completing all administrative requests and procedures in a timely and professional manner
- adhering to and enforcing University rules
- participating fully in FAE program meetings and other meetings as required
- taking an active part in personal professional development
- participating fully in designated professional review processes, as required
- participating in training programs, as required

IV.   Collaborate with FAE program colleagues and contribute to a positive team dynamic by:
- supporting all new staff as fully as possible, particularly during their first year
- behaving in a cooperative, supportive and understanding manner toward all colleagues at all times
- sharing practice, ideas and advice in an open manner
- accepting differences in personality and approaches to work of colleagues in a flexible and open-minded manner
- participating fully in any meetings / discussions by raising points clearly and concisely, being open to discussion, constructive criticism, suggestions and feedback regarding practice, issues of concern and unit decisions and taking minutes, as required

- addressing personal conflict issues with those concerned in a timely, professional manner, before seeking third party intervention

V. Collaborate with faculty members to meet FAE program aims and support departmental aims by:
- maintaining a positive relationship with relevant faculty staff by communicating regularly and openly about all course issues and concerns
- attending relevant course meetings with faculty staff and contributing actively in such meetings
- ensuring all faculty / FAE program meeting minutes and decisions are communicated to the Head of the Unit
- ensuring connected courses meet FAE program objectives and compliment faculty courses as appropriate
- addressing collaboration problems as they arise and in a constructive manner

VI. Collaborate with all colleagues and units to meet School and University aims by:
- contributing to liaison activities between FAE program units, as required
- contributing to liaison activities between the Preparatory Program and the FAE program, as required
- actively participating in School level and University level developmental activities, as required
- participating in, supporting and contributing to institutional and university conferences and symposia

VII. Contribute to the development of high quality tuition throughout the university by:
- contributing to the maintenance of high standards of tuition in class, in each FAE program unit, in the departments and in the School / University as a whole
- ensuring students understand the importance of instructors having professional and academic standards, and the importance of these standards for personal development
- contributing to new initiatives and projects related to quality tuition as required
- contributing to training and developmental workshops / seminars as required

VIII. Undertake specific job-related duties and research as required to contribute to the development of FAE program and the School as a whole by:
- participating and taking on responsibility in task groups / special projects as required

- presenting information / writing reports on special projects as required
- sharing expertise / individual knowledge relevant to specific projects
- conducting research relevant to FAE program / the School / the University when possible
- publishing / presenting research to the wider academic community, with the support of FAE program / the School / the University

IX.   Teach up to 15 hours a week, and provide additional tutorial support as required.

APPENDIX D

JOB DESCRIPTION OF THE UNIT HEAD OF FAE PROGRAM

Responsible to: Director, FAE program
Responsible for: FAE program unit instructors and all FAE program unit activities

Generally,

i) to ensure quality, academic English course provision and the effective implementation and assessment of course objectives for all students
ii) to assess staffing and course needs and fulfil needs efficiently
iii) to ensure the quality performance of instructors and assist in meeting teaching needs
iv) to maintain a working dynamic in the team which promotes trust, individual responsibility and mutual support
v) to coordinate and contribute to an effective program of staff development, both within and across units
vi) to ensure suitable budgeting and resource provision to maintain an efficient, professional environment for instructors
vii) to manage student-related issues
viii) to contribute to, and consult units upon, the development and implementation of FAE program policy and development planning
ix) to maintain communication channels with other English units in the university and with the team's specific faculty / departments
x) to fulfil all administrative duties related to the smooth running of an FAE unit
xi) to continue to develop the role of FAE units in the university
xii) to teach up to 6 hours per week.

Specifically,

I.   to ensure quality, academic English course provision and the effective implementation and assessment of course objectives for all students by:
- organising suitable assessment of student needs at each level to inform course design and suitable course offerings
- liaising closely with departments and faculties to discuss their needs and course programs at each level
- coordinating the development and regular review of appropriate and purposeful standards and objectives for all courses to facilitate suitable progression of skills from first year to graduate level
- ensuring unit courses and assessment are in line with and fulfil FAE program and university objectives

- coordinating preparation periods to ensure that relevant course issues are addressed, and appropriate initiatives are implemented
- meeting with the unit and course coordinators on a regular basis to discuss and evaluate all course planning and design / course progress and issues for concern
- ensuring regular communication between instructors occurs pertaining to peer feedback, peer support and maintenance of standards
- coordinating the design and development of appropriate assessments of learning
- ensuring assessment criteria are produced and suitably utilised for all assessment areas and are regularly reviewed by instructors
- organising, running and monitoring standardisation sessions within the unit
- overseeing assessment design/ implementation/ standardisation/ marking
- ensuring communication regarding assessments is provided in a timely manner to all relevant parties in the university
- dealing with all student petitions in a fair and appropriate manner supporting the development, within the unit, of new systems to improve understanding of objectives, effective teaching, assessment and standardisation practices
- developing and maintaining an effective evaluation system for all unit courses

II.   to assess staffing and course needs and fulfill needs efficiently by:
- maintaining clear records and data related to student pass rates and possible repeat students
- assessing all relevant data related to student numbers / class sizes / course offerings at suitable times in the year in order to project staffing needs
- liaising with other FAE units, departments and faculties to discuss course and staffing needs as appropriate
- allocating suitable staff to courses according to abilities / skills
- ensuring the efficient and timely organisation of instructor timetables, classrooms and resources in consultation with all relevant departments and personnel
- delegating responsibilities within the unit to ensure a fair allocation of workload, both within the classroom and beyond
- reviewing and evaluating usage of staff hours on a regular basis to ensure efficient staff provision
- contributing to the recruitment process within FAE program as needed

III.   to ensure the quality performance of instructors and assist in meeting teaching needs by:
- contributing to new staff induction concerning FAE program processes, courses, procedures and resources

- holding regular team meetings which follow appropriate meeting conventions
- being available as much as possible in the unit offices to deal with crises / problems on behalf of instructors as they arise
- maintaining professional conduct within the unit related to time-keeping, absence, record-keeping, confidentiality and behaviour towards students and colleagues in the university
- conducting regular observations of all instructors as a basis for professional development and facilitating the implementation of a suitable continuous classroom observation cycle among instructors
- addressing the assessment and provision of support for instructors with specific teaching problems
- implementing a system for effective appraisal and assisting instructors in achieving professional goals

IV.   to maintain a working dynamic in the team which promotes trust, individual responsibility and mutual support by:
- maintaining daily contact with instructors as much as possible
- encouraging open expression and sharing (both individually and in group meetings) of issues, problems and concerns in all areas and addressing these as quickly as possible
- giving due praise and credit to instructors when necessary
- listening and responding to instructors needs, concerns and criticisms in an objective, professional and supportive manner
- promoting an attitude of self management and personal standards among staff through personal example and by encouraging reflective practice, peer observation, open discussion of practice in all areas and a willingness to admit, take responsibility for and address mistakes
- accepting variances in style of working within the bounds of FAE program objectives and procedures

V.   to coordinate and contribute to an effective program of staff development and research, both within and across FAE units by:
- assessing staff development/ research needs during the year and via yearly appraisal discussions with instructors
- guiding instructors in the development of a suitable career plan for their own development
- supporting and utilising , as far as possible, the development of instructors own specialist interests and skills within the FAE program and beyond
- communicating information regarding staff development/ research opportunities, courses and funding to instructors in a timely manner
- organising timetables and courses to allow effective time (2 hours weekly) for unit meetings/ staff development meetings during the teaching semester

- planning, in consultation with the unit and other FAE units, meaningful usage of preparation periods with regard to staff development and research
- promoting the development of applicable research projects for the benefit of the FAE program
- contributing to the suitable allocation of resources and funding for staff development, research, conference attendance and publication via consultation with the unit and other FAE units

VI. to ensure suitable budgeting and resource provision to maintain an efficient, professional environment for instructors by:
- assessing and discussing all aspects of budget needs with the unit on a regular basis
- preparing a yearly budget/ budget report for the unit, as necessary
- contributing to budget discussions between FAE units
- monitoring spending of the budget throughout the year and keeping clear records
- ensuring and encouraging the efficient use of resources to keep within the assigned budget
- assessing team needs regularly and ordering supplies/ resources in a timely manner

VII. to manage student-related issues by:
- dealing with all course offering and registration problems which arise
- liaising closely with departments to facilitate effective provision and support for students
- ensuring the provision of suitable tuition for "at risk" students
- dealing with problematic students, in support of instructors, as necessary
- dealing with students' petitions, complaints and concerns, as necessary
- speaking to students' parents, as necessary

VIII. to contribute to, and consult units upon, the development and implementation of FAE program policy and development planning by:
- promoting discussion of policy and development in the FAE unit and with individual instructors
- keeping clear records of issues related to policy and planning raised in unit meetings
- representing the views of the unit in policy meetings and planning meetings with FAE program heads, other English units, departments and faculties
- attending and contributing towards FAE Heads meetings with the Director, FAE program
- providing monthly reports to the Director, FAE program regarding unit activities, problems, plans and areas for development
- providing development planning reports / documentation, as necessary

- ensuring the effective implementation of FAE program policies and development plans

IX. **to maintain communication channels with the team's specific faculty/ departments and other English units in the university by:**
- maintaining close and regular contact with the Deans/ department chairs via semester meetings/ up-date meetings
- attending departmental meetings to represent FAE program issues and concerns/ to consult with faculty staff regrading needs / to promote the integration of skills into faculty courses
- coordinating meetings between FAE unit instructors and department instructors, as necessary
- contributing towards the publication of guidance documents regarding FAE program objectives / standards / practices for faculty members on a yearly basis
- liaising with all other English units regarding operational and development planning
- promoting and contributing towards close liaison between Prep Program staff and FAE program staff, as necessary

X. to fulfil all administrative duties related to the smooth running of an FAE unit by:
- completing all required administrative correspondence and documentation efficiently
- ensuring all admin duties related to student registration / petitions / timetables are completed appropriately
- ensuring staff complete all university required administration appropriately
- keeping clear records / files of all administrative documentation for the unit and ensuring archiving is completed appropriately
- contributing to the development of appropriate information systems / databases for the efficient collection and collation of data
- providing accurate records of instructor performance for references and testimonials, as required
- reviewing, consulting the unit on and contributing to the development of documentation for FAE program, as required

XI. to continue to develop the role of FAE units in the university by:
- promoting a positive approach to change, innovation, continuous development and learning in all staff
- encouraging instructors and colleagues to continuously consider in what ways student needs can best be addressed
- maintaining clear channels of communication with other support units regarding practice, innovation and areas for development
- contributing towards development initiatives / training, as appropriate

XII.   to teach up to 6 hours by:
- teaching one first year class
- teaching one other class in periods of extreme need

INTERVIEW GUIDE FOR INSTRUCTORS

Dear participant,

Thank you very much for accepting to have this interview with me. The data collected from this interview will be used in a doctorate study and only for research purposes. Your name will be kept confidential in the study, and will be represented by a number or a pseudonym in the research study.

I would appreciate if you answer the questions sincerely and as much in-depth as possible. Upon your consent, the interview will be tape-recorded. After the completion of the study, if you request, I would be delighted to share the results of the study with you.

A. General Questions/ Background Information

A. 1. How long have you been teaching English?

A. 2. How long have you been teaching at this university?

A. 3. Which courses do you offer?

A. 4. How many hours a week do you teach?

A. 5. What degrees do you hold?

A. 6. Are you currently involved in a graduate study? Or in any course related with your profession?

B. Beliefs and values on professionalism (Research Question 1):

B.1.   What does the term "professional" mean to you? What are the minimum requirements to consider teaching as a profession?/What makes it a profession, in you opinion?

*Do you think that teaching is a profession? In order to describe an
instructor as   "a (very) professional instructor", in your opinion,
what kind of characteristics would this instructor have?*

B.2.   What does the term "professional development" mean to you?
Is it similar to personal development?
*How autonomous do you believe you are when you are
performing your profession?*
Do you think professionalism or professional development differ for
English language teachers/instructors from other teachers such as
primary and secondary school teachers? In what ways? Is there
anything unique to professionalism and professional development at
this level? Why?

B.3.   In your opinion, how does your professional development contribute to
your institution's development and the development of your
environment and community?
*How does your professional development help the development of your
university and the development of your community?*

B.4.   Where do you see your potential as an instructor? (a. Yourself as a
source for professional development, b. Your institution as a source for
your professional development)
What is your role as an individual for your professional development?
What is the institution's role?

C. Professional development activities (Research Question 2)

C.1.   What professional development activities do you perform on a regular
basis? (attending conferences, following recent literature on teaching
English for academic purposes, carrying out research, self-reflection,
etc.)

C.2.　Which in-service training activities did you participate in within this academic year?

In what respect were they helpful and beneficial for you?

C.3.　How are the FAE program and the institution helpful for you to carry out professional development activities?

Would you like further support? Are there any concerns that hinder your development as an instructor?

C.4.　How do the observations carried out by the administration contribute to your professional development as an instructor?

What would you say about your observations by your colleagues/by the administrators?

What is the impact of observations on your professional development?

C.5.　What kind of professional development activities would you like your institution to provide to better develop yourself as a professional?

C.6.　What are the things that you believe need improvement in the program and institution in terms of developing yourself professionally?

D. Organizational culture and its reflections on professional development (Research Question 3)

D.1.　How effective are the physical conditions in the buildings (and classrooms) that you teach?

D.2.　How effective are the collegial relationships among the instructors? How are these reflected in your professional development as an instructor?

D.3.　How effective are the communication channels among instructors and between the instructors and the administration?

Can you reflect on the positive aspects of communication with colleagues and administrators (your unit head and the director)

If there are, can you reflect on the negative aspects (things that need to be improved) regarding communication with colleagues and administrators (your unit head and director)

D.4.   What are the common values shared by all the instructors in your
        institution?
        *What are the values that are important for everyone in your unit and
        program?*
        *How much do you embrace these values? How much do you believe
        these values are reflected in the program? What other values would
        you like tohave in the program?*

D.5.   What are the options and potentials in the program and the institution
        that exist for you but you do not make use of?
        *Do you believe that there are some different activities that are
        available in the program and institution, which you do not make use
        of?*

D.6.   How do you foresee the future of the institution (and/or the FAE
        program) regarding professional development opportunities?

D.7.   Can you describe your dream FAE program/educational institution?
         (a. Instructors, b. Students, c. Physical conditions, d. Administrators,
         e. Interpersonal relationships) To what extent Bilkent FAE program
        fits into your description of your dream institution?

**E. Course design as a professional development activity (Research
Question 4)**

E.1.   In your opinion, how does course development contribute to your
        professional development? (a. Planning, b. Researching, c.
        Implementing, d. Assessing the students and the course, e. Revising
        and improving the course)
        *How does developing a course help you improve yourself as an
        instructor?*

E.2.   What sources do you use when you are designing your courses?
         *Where do you get help and insights when you are designing your
        courses?*

E.3. How autonomous do you think you are when you are planning and implementing your courses? What does it mean for your professional development?

In which areas of your profession do you believe that you are autonomous?

Why do you feel that way? Can you provide a specific example where you felt autonomous?/Can you provide specific examples for your autonomous choices/decisions?

E.4. Are there any areas you would like the FAE program and/or the institution to help you with when you are designing and implementing a course?

INTERVIEW GUIDE FOR ADMINISTRATORS

Dear participant,

Thank you very much for accepting to have this interview with me. The data collected from this interview will be used in a doctorate study and only for research purposes. Your name will be kept confidential in the study, and will be represented by a number or a pseudonym in the research study.

I would appreciate if you answer the questions sincerely and as much in-depth as possible. Upon your consent, the interview will be tape-recorded. After the completion of the study, if you request, I would be delighted to share the results of the study with you.

A. General Questions/ Background Information

A. 1. How long have you been working in this profession?

A. 2. How long have you been working at Bilkent University?

A. 3. How long have you been a manager at Bilkent University, FAE program?

A. 4. What degrees do you hold?

B. Beliefs and values on professionalism (Research Question 1):

B.1. What does the term "professional" mean to you?

Do you think that teaching is a profession? In order to describe an instructor as "a (very) professional instructor", in your opinion, what kind of characteristics would this instructor have?

B.2.   What does the term "professional development" mean to you?

Is it similar to personal development?

How autonomous do you believe FAE instructors are when they are performing their profession?

Do you think professionalism or professional development differ for English language teachers/instructors from other teachers such as primary and secondary school teachers? In what ways? Is there anything unique to professionalism and professional development at this level? Why?

B.3.   In your opinion, how does FAE instructors' professional development contribute to the development of the institution, the environment and the community?

How does FAE instructors' professional development help the development of your university and the development of your community?

B.4.   Where do you see the potential of FAE instructors? Do you believe that FAE program and/or Bilkent University has the role/mission of "investing into people"?

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C. Professional development activities (Research Question 2)

C.1.   What professional development activities do you expect FAE instructors to perform on a regular basis? (attending conferences, following recent literature on teaching English for academic purposes, carrying out research, self-reflection, etc.)

C.2.   In what ways do you believe are the FAE program and the institution helpful for the FAE instructors to carry out professional development activities?

C.3.   In your opinion, in what ways are the observations carried out by the administration contribute to FAE instructors' professional development?

C.4.   In your opinion, in what ways are the student evaluations contribute to FAE instructors' professional development?

C.5. Are there any areas that you believe need improvement in the program and institution for further professional development *(for FAE instructors)*?

C.6. If you think about your dream institution, to what extent Bilkent and FAE program fits into your description of your dream institution? *Dream institution with its dream instructors, students, physical conditions, administrators, interpersonal relationships.*

D. Organizational culture and its reflections on professional development (Research Question 3)

D.1. In your opinion, how effective is the organizational culture for the professional development of FAE instructors?

    a) physical conditions in the buildings

    b) collegial relationships among the instructors? How are

    c) communication channels among instructors and between

D.2. What are the common values shared by all the instructors in your institution?

What are the values that are important for everyone in your unit and program?

How much do you believe FAE instructors embrace these values?

D.3. What are the options and potentials in the program and the institution that exist for the FAE instructors but you observe that they do not make use of?

Do you believe that there are some different activities that are available in the program and institution, which FAE instructors do not make use of?

D.4. How do you foresee the future of the institution (and/or the FAE program) regarding professional development opportunities?

E. Course design as a professional development activity (Research Question 4)

E.1. In your opinion, how does course development contribute to the professional development of FAE instructors? (a. Planning, b. Researching, c. Implementing, d. Assessing the students and the course, e. Revising and improving the course)

How does developing a course help FAE instructors to improve themselves professionally as instructors?

E.2. How autonomous do you believe FAE instructors are when they are planning and implementing their courses? What does it mean for your professional development?

In which areas of their profession do you believe FAE instructors are autonomous? Why do you feel that way? Can you provide a specific example where you felt that they are autonomous?/Can you provide specific examples for FAE instructors' autonomous choices/decisions?

APPENDIX G

DETAILS OF PILOT STUDY ON INTERVIEW QUESTIONS

	Suggestion/ Feedback Provided by the Expert	**Action Taken/ Changes Made**
Expert 1	Research Question: 1.1. What are the perceptions of FAE instructors on being a "professional" when their job description is considered? *Suggestion: Just state "perception of professionalism"*	1.1. What are the perceptions of FAE instructors on being a "professional"? **OR** What are the perceptions of FAE instructors on the definition of being a "professional"? **OR** How do the FAE instructors perceive the term "professional"?
	Interview Questions for Instructors You can add "What are the minimum requirements for considering English language teaching a profession" to question B. 1.	Question B. 1. the following question was added as a prompt/ as an altering question. In your opinion, what are the minimum requirements to consider English language teaching a profession?
	Questions in B and C can overlap.	If such a problem exists, this will be handled in the data analysis process.
Expert 2	(+) Overall the research questions and interview questions are well-thought and effectively written.	
	Question B.3. in Interview Questions for Instructors "development of your environment and community" This phrase may mean different things for different people/instructors.	This phrase was changed into: "development of your community"
	Interview Question D.6. Can you describe your dream educational institution? Change it to "dream FAE program"	The question was changed into If you think about your ideal/dream educational institution and FAE program, to what extent the current program and institution fits into this description?

Expert 3	(+) Designing the study as a case study is effective and meaningful. (+) Research questions are well-written. (+) Maximum variation sampling strategy fits into the design of the study.	
	In the method. section, add information about phenomenology as the study requires dealing with perceptions and experiences of FAE instructors and managers.	This issue will be dealt with during the expansion of the methodology chapter.
	Research questions are well written but when dealing with the analysis of data, it will not be easy to distinguish the themes as the questions are related with one another.	The research questions can be simplified under 3 main questions: 1) What are the perceptions and values of FAE instructors and managers on being a professional and the term "professional development"? 2) What are the perceptions of Fae instructors and managers on the professional development activities? 3) What are the perceptions of FAE instructors and managers on the contribution of organizational culture on professional development?
	Think about including gender, educational background and work experience when selecting the participants of the study.	This has been considered during the selection of participants and instructors representing these aspects were selected to effectively represent the population of the study.
	Expand the "role of the researcher" part in methodology.	This part will be extended, and more information will be added.
	Expand "reliability and validity" part in methodology.	This part will be extended, and more information will be added.
Expert 4	Research Question 4 What is the contribution of course development….. Use the phrase "developing a course" instead.	I will look into literature regarding this issue, and think about how to reword the question.

	Question E.3. in Interview Questions for Instructors How autonomous do you think you are when you are planning and implementing your courses? <u>Suggestion:</u> They may not answer this question. The question can ask them areas/domain they feel autonomous in and why they feel that way. Then they can give specific examples of their autonomous choices/decisions.	The prompt was improves as follows: *In which areas of your profession do you believe that you are autonomous? Why do you feel that way? Can you provide a specific example where you felt autonomous?/Can you provide specific examples for your autonomous choices/decisions?*
Expert 5	In background information questions, for A.6. the underlined phrase was suggested to be added: a.6. Are you currently involved in a graduate study? Or in any **professional development activity**/course **and the like** related with your profession **during the past two years**?	The question was kept the same as during the interview similar information to the one suggested is being collected with other questions.
	In question B.3. it was suggested that the phrase „learner development" is added to the question as in the following: B.3. In your opinion, how does professional development contribute to **leaner development**, your institution's development and the development of your environment and community?	The phrase was added to the question.
	In question B.4. for managers, Where do you see your potential as a manager/leader for instructors? was suggested to be added to the question.	The question was added as suggested by the expert.
Instructor 1 Teacher opinion	Teacher selected for the research study has 5 years of teaching experience in the university, and each question was explored in detail in terms of what she understands from the question. In this respect, she was asked to reword the question. Then the possible answer she would provide for each question was asked. Overall, the questions and answers were well received by the teacher and her answers reflected her understanding and the clarity of the questions.	Some typos and grammar mistakes were improved in line with the suggestions made by Teacher 1.
Instructor 2 Teacher opinion	Teacher selected for the research study has 21 years of teaching experience in the university, and each question was explored in the same manner as in Teacher 1. Overall, the questions and answers were well received by the teacher and her answers reflected her understanding and the clarity of the questions.	No major changes were made, just a couple of vocabulary suggested by the teacher was corrected and improved.

Instructor 3 Teacher and manager opinion	Teacher selected for this interview has 25 years of teaching experience and has been working in the FAE program of the university for 15 years. Throughout her working experience in the program she has not only taught different courses and designed different courses but also took active role as a manager in the program. <u>Suggestions of Instructor 3:</u> For questions related with professional development activities that the instructors are carrying out in the program, she advised to include the following: • evaluations done by the students at the end of the semester • standardization meetings carried out to standardize the essays and common final writing exam in Eng 101 course • buddy group meetings carried out to promote sharing different ideas and activities among instructors in FAE	These activities are incorporated into the questions and the instructors are asked to reflect on how they believe these activities contribute to the professional development.

APPENDIX H

INVITATION E-MAIL SENT TO THE PARTICIPANTS

SUBJ: Request for an interview

Dear ......(recipient's name),

I am Pinar Onkol from FE/FS unit. As part of my PhD studies at Middle East Technical University, I am carrying out interviews with instructors and managers in FAE program. If you agree, I would like to have a detailed interview with you sometime this week or next week on your professional development activities. I am interested to learn about your values and perceptions regarding your professional development in terms of the courses you develop in the program, opportunities provided by the institution, and how collegial relationships and organizational culture contribute to your development as an instructor.

Your insights and invaluable ideas are very important to get an in-depth understanding of how instructors develop themselves within the program in various units, therefore, I would appreciate if you agree to meet me sometime within the next two weeks. If you could mention the time and date available for you by replying to this e-mail, we can set an appointment. (I reckon that the interview will take about an hour).

Before the interview, you can ask me any questions you may have regarding the study and you can be content that your name and identity will be kept confidential in the study, and the data collected from this interview will be used only for research purposes.

Thank you for your time and support.

Yours sincerely,

Pinar Onkol

APPENDIX I

INFORMED CONSENT

I hereby confirm that I do take part in this research study voluntarily and I was given the assurance by the researcher, Pınar E. Önkol, that the information I provide in the interview will be used only for research purposes and my name will not be revealed by any means.

Name: ……………………………….. Signature: ……………………………

Title of study: Professional Development Practices of FAE Instructors at Bilkent University
Researcher of the Study: Pınar E. ÖNKOL

Introduction and purpose of this research study:
I am Pınar E. Önkol from FE/FS Unit and carrying out a PhD study at METU, Educational Sciences Department. In this research study I want to explore the professional development practices and perceptions of Faculty Academic English (FAE) instructors and managers. Since you are an experienced member of FAE, I would like to invite you to this research study.

This research study aims to explore your values and perceptions regarding your professional development practices in terms of the academic English courses you develop in the program, professional development opportunities provided by the institution, and how collegial relationships and organizational culture contribute to your development as an instructor.

Procedures
In this study I will interview you and ask you detailed questions about your professional development practices, how you perceive the opportunities provided by the institution and the program, the contribution of the collegial relationships and the culture of the program to your professional development practices, and how you develop your English courses in the program. The interview will take about an hour of your time and if you give permission, I would like to record the interview in order to have an in-depth understanding of your responses.

Ethical considerations and confidentiality
There is no risk involved in this study except your valuable time. The information provided by you will remain confidential. Nobody except the researcher will have access to the interview data. Your name and identity will not be disclosed at any time. However, some parts of the data may be seen by the members of the researcher's dissertation committee, which is composed of

faculty members at Middle East Technical University. The results of the study may also be published in academic journals and elsewhere without giving your name or disclosing your identity.

Right of refusal to participate and withdrawal
You are free to choose to participate in the study. You may also withdraw any time from the study, however, I believe that your invaluable responses to the interview and contributions to the study will help me get further insights about the program and how instructors develop themselves professionally. In this respect your valuable time and opinions are crucial for this study.

Available Sources of Information
If you have any further questions you may contact me from my office phone at 290-18 11 or through my e-mail at peonkol@bilkent.edu.tr

Authorization
I have read and understand this consent form, and I volunteer to participate in this research study. I am ensured that in case of my request to be excluded from the study during the course of research, informing the researcher Pinar Onkol will be sufficient.

Participant's Name: Researcher's Name:
Date: Date:
Signature: Signature:

INDEX FOR CODING SYSTEMS FOR INSTRUCTORS'
PERCEPTIONS ON THEIR PROFESSIONAL DEVELOPMENT

Code	Abbreviation
PERCEPTIONS ON BEING A PROFESSIONAL	**PER PROF**
PD as a Means of Individual Development	**PER PROF-IND**
PD as a Means of Institutional Development	**PER PROF-ORG**
PD as a Source of Development of Community and Environment	**PER PROF-COM**
PD ACTIVITIES CARRIED OUT IN THE PROGRAM	**PD PROG**
Perceptions of Instructors	**PD PROG-INS**
Individual PD activities	
Collaborative PD activities	
The need and request for an FAE conference	
Concerns about PD activities	
Expectations of Administrators	**PD PROG-ADMIN**
Consideration of individual needs	
Self-awareness	
Intrinsic motivation for PD	
Flexibility in PD activity	
Sharing with colleagues	
Engaging in research	
Participation in EAP course	
Sustaining objectivity and standards in the program	
The learning institution	

CONTRIBUTION OF ORGANIZATIONAL FACTORS TO INSTRUCTORS' PD	**ORG FAC**
Encouraging and supporting role of administration	**ORG FAC-ADMIN**
Optimistic Perspective of the Future	**ORG FAC-FUT**
Options and Potentials that Exist within the Program	**ORG FAC-OPT**
Observations as a means of PD	**ORG FAC-OBS**
Appraisals as a means of PD	**ORG FAC-APP**
Standardizations as a means of PD	**ORG FAC-STAN**
Student evaluations as a means of PD	**ORG FAC-ST EVA**
EAP course as a source of PD	**ORG FAC-EAP**
AREAS THAT NEED IMPROVEMENT IN THE PROGRAM	**IMP**
Resistance	**IMP-RES**
The Need for a PD program	**IMP-PD PROG**
The Need to Carry out Research Projects	**IMP-RESEARCH**
The Need to Provide Incentives within the Program	**IMP-INCEN**
Physical Conditions	**IMP-PHY**
Lack of Communication between Administrators and Instructors	**IMP-COM**
CONTRIBUTION OF COURSE DESIGN ON PD	**CD**
Instructors' Perceptions on Course Design as PD	**CD-INS**
Collaborative PD	
Interest in research	
Autonomy	
Sense of ownership	
Administrators' Perspectives on Course Design as PD	**CD-ADMIN**
Autonomy	
Reflection	

GİRİŞ

Globalleşen dünyamızın değişen değerleri düşünüldüğünde, günümüzün bireylerinden beklenenler daha kapsamlı ve farklı bir hal almıştır. Değişen dünya değerlerine ayak uydurabilmeleri için öğrencileri birçok konuda donanımlı, bilgili ve kaliteli bir biçimde yetiştirebilmek için eğitimcilere de çok iş düşmektedir. Eğitimcilerin hem yakın çevrelerindeki hem de dünyadaki değişiklikleri yakın takip etmeleri, hem kendi alanlarında hem de diğer alanlarda kendilerini sürekli olarak değiştirmeleri, yenilemeleri ve eğitmeleri gerekmektedir.

Değişen dünyayı takip etmek ve dünya vatandaşı olabilmek için yabancı dil öğrenmenin, özellikle de İngilizce öğretiminin önemi büyüktür. Bunun yanısıra, İngilizce öğretimi alanında yapılan çalışmalar göstermektedir ki, öğretmenlerin kendilerini geliştirmeleri öğrencilerinin başarılarına ve gelişimlerine de olumlu katkı sağlamaktadır (Darling-Hammond, 2000, Fullan, 1995; Gallego, Hollingsworth & Whiteneck, 2001). Bu nedenle de bu alanda yapılan çalışmalar daha çok öğretmenlerin mesleki gelişim süreçlerinde karşılaştıkları zorluklar ile nasıl başa çıkmaları gerektiğini ele alan araştırmalara odaklanmışlardır (Ancess, 2001; Cochran-Smith & Lytle, 2001; Fullan, 1991; Fullan, 1995). Daha da önemlisi, McLaughlin ve Talbert'in de belirttiği gibi "öğretmenlerin günümüzün öğrenci profilini dikkate alarak hazırlanmış iyi ders örneklerini ortaya koyması, öğretmenlerin çalışmakta oldukları kurumların olumlu koşullarından kaynaklanmaktadır" (2003). Bu da

göstermektedir ki, öğretmenlerin mesleki gelişimlerini ele alırken onların hem çalışmakta oldukları kurumları hem de bu kurumların öğretmenlere sağladıkları imkanları da göz önünde bulundurmak gerekmektedir.

Bir diğer önemli nokta da Avrupa Birliği'ne aday bir ülke olarak Türkiye'de eğitim alanında çalışmakta olan profesyonellerin Avrupa Birliği'nin öngördüğü standartları ve koşulları yerine getirmesi gerekliliğidir. Örneğin, Avrupa Birliği Komisyonu yayınladığı raporda, 2010 yılının sonuna kadar Avrupa'daki eğitim kurumlarının temel olarak öğretmenlik mesleğini daha çekici hale getirmek için yapılacak reform çalışmalarına öncelik vermelerini ve yaşam boyu öğrenmeyi ön plana çıkarmalarını öngörmüştür (EUC, 2004). Bu bağlamda, hem Avrupa Birliği'ne aday bir ülke olarak hem de Türk eğitim sistemini geliştirebilmek için öğretmenlik mesleğini icra etmekte olan eğitimcilerin kendilerini mesleki anlamda geliştirebilmelerine olanak sağlayan ve yaşam boyu öğrenmeyi destekleyen fırsatların yaratılması gerekmektedir.

Yaşam boyu öğrenme, eğitimin farklı alanlarında çalışmakta olan öğretmenlerin hem bireysel gelişimleri açısından hem de öğrencilerinin, çalışmakta oldukları kurumların ve yaşadıkları toplumların gelişimi açısından önemlidir. Daha önce de belirtildiği gibi bu alanda yapılan çalışmalar göstermektedir ki öğretmenlerin mesleki anlamda kendilerini geliştirmeleri öğrenci başarısı arttırmakta (Sergiovanni, 1999) ve formal ve informal olarak yapılan mesleki gelişim aktiviteleri meslektaşlar arası öğrenmeyi de olumlu olarak etkilemektedir (Roby, 2009).

Öğretmenlerin profesyonel gelişimleri ile ilgili literatür incelendiğinde, "profesyonel" teriminin ilk olarak 20. yüzyıl başlarında tıp alanında kullanıldığı ve tıp mesleğinde belli standartların ve ortak meslek anlayışının oluşturulması gerekliliğinden ortaya çıktığı görülmektedir (Bransford, Darling-Hammond ve Le Page, 2005, s. 6). Tıp alanını takiben diğer meslek kuruluşları da aynı terimi benzer ihtiyaçlardan ve nedenlerden kullanmaya başlamışlardır.

Ancak öğretmenlik mesleği söz konusu olduğunda, diğer mesleklere nazaran, hala belli standartların değiştirilmesi veya yeniden düzenlenmesi gerekliliği vardır (Bransford, Darling-Hammond ve Le Page, 2005, s. 6).

Diğer taraftan, mesleki gelişim ile ilgili literatüre bakıldığında, öğretmenlerin kendilerini geliştirmelerine yönelik sıklıkla kullanılan bazı terimler vardır. Bunlardan bazıları "profesyonel gelişim", "kariyer gelişimi", "profesyonel öğrenme", "hizmet içi eğitim" vb.dir. Bu terimlerin kullanım alanları düşünüldüğünde, bu çalışmada kullanılan başlıca terimler "profesyonel gelişim" ve "mesleki gelişim" kavramlarıdır. İlgili literatür ve günümüzdeki mesleki gelişim modelleri incelendiğinde, mesleki gelişim sürecinin bazı özellikleri vardır. Bunlar aşağıdaki gibidir:

1. Mesleki gelişim *devamlılık gösteren bir süreçtir* ve öğretmenlerin meslek ile ilgili deneyimlerini sürekli bir biçimde yenilemelerini ile değiştirmelerini gerektirir (Ganser, 2000; Lieberman, 1994). Özellikle günümüzdeki eğitim kurumları düşünüldüğünde, öğretmenler için yaşam boyu öğrenmenin önemi yadsınamaz bir gerçektir (Hammerness et al., 2005).

2. Öğretmenler mesleki gelişimleri sürecince *aktif öğrenen bireylerdir* ve planlama, uygulama, değerlendirme gibi öğrenme ve öğretme süreçlerinde aktif bir biçimde kendilerini mesleki anlamda geliştirirler. Daha da önemlisi, bu süreç boyunca yansıtıcı düşünme yolu ile deneyimlerini kritik bir biçimde düşünmelerinin mesleki gelişimleri açısından oldukça önemli olduğu görülmektedir (Darling-Hammond and Bransford, 2005, s. ix).

3. Mesleki gelişim ile ilgili süreçleri daha iyi anlayabilmek için, öğretmenlerin çalışmakta oldukları *kurumların ve kurum-içi kültürün* de önemi büyüktür. Diğer bir deyişle, öğretmenlerin mesleki gelişimlerine

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katkıda bulunan en önemli faktörlerden bir tanesi öğretmenlere çalıştıkları kurumları tarafından sağlanan koşullar ve imkanlardır (Ganser, 2000; Darling-Hammond, 1998). Bu nedenle de öğretmenlerin mesleki gelişim süreçleri incelenirken onları kurumlarından ayrı değerlendirmek doğru bir yaklaşım değildir.

4. Mesleki gelişim bireysel değil *işbirlikçi öğrenmeyi gerektiren bir süreçtir* (Darling-Hammond ve McLaughlin, 1995). Bu nedenle de öğretmenlerin meslektaşları, yöneticileri, veliler ve çevreleri ile olan etkileşimleri işbirlikçi öğrenme süreçlerinde oldukça önem taşımaktadır (Grace, 1999).

5. Mesleki gelişimin *sadece bir biçimi yoktur*, farklı şekillerde veya formlarda olabilir. Guskey'nin de belirttiği gibi, "öğretmenlerin eğitiminde içinde bulundukları özgün ortam kritik bir öneme sahiptir ve bir ortamda işleyen bir mesleki gelişim aktivitesi veya modeli diğer bir ortamda ya da kurumda işlemeyebilir" (1995, s. 117).

İlgili literatür incelendiğinde, öğretmenlerin mesleki gelişimlerinin *bireysel gelişimlerine, kurumlarının gelişmesine, öğrenci başarısına ve gelişimine ve toplumun gelişimine* olumlu katkı sağlayan önemli bir süreç olduğu gözlemlenmektedir. Joyce ve diğerlerinin (2009, s. 192) yaptıkları bir araştırmada öğretmenlerin özel hayatlarında bireysel gelişimlerine verdikleri önemin mesleki gelişimlerine verdikleri önem ile benzerlik taşıdığı görülmektedir. Aynı zamanda öğretmenlerin kişisel kimliklerini oluşturma süreçlerinde de hem bireysel hem de çalıştıkları kurum kültürünün meslekteki kimliklerini oluşturmada etkili olduğu görülmüştür (Johnston and Wetherill 2002, s. 23). Diğer taraftan, öğretmenlerin kurumlarının gelişimine katkı sürecinde meslektaşları ile iletişimleri ve paylaşımlarının rolünün önemi vurgulanmıştır (Hargreaves ve Fullan, 1992; Joyce ve Showers, 2002 alıntı Joyce ve diğerleri, 2009). Farrell'ın (2001) çalışmasına göre ise meslektaşlar

arasında oluşturulan "kritik arkadaşlık" hem öğretmenlerin gelişimine hem de kritik arkadaşlıkların kurulduğu kurumların gelişimlerine olumlu katkıda bulunduğu görülmüştür. Son olarak, yapılan çalışmalar göstermektedir ki, öğretmenlerin gelişimleri öğrencilerinin ve toplumlarının da gelişimlerine oldukça büyük fayda sağlamaktadır. Örneğin, Roberts-Holmes'un (2003) çalışması öğretmenlerin yaşadıkları toplumların politik ve duygusal bağlılıklarını eğitim sistemine yansıttıklarını göstermiş; bu bağlamda da öğretmenlik mesleğine bağlılık sürecince gelişmiş toplumların ekonomik, gelişmekte olan toplumlarda ise daha çok duygusal ve içten gelen nedenlerden dolayı mesleklerini icra etmeyi sürdürdükleri görülmüştür.

Mesleki gelişim literatürüne bakıldığında öğretmenlerin gelişim süreçlerine etkili olan bir başka faktör de çalışmakta oldukları *kurumların öğretmenlere sağladıkları imkanlardır*. Kurumların öğretmenlere sağladıkları hizmet-içi eğitimlerin öğretmenlerin mesleki gelişimlerine katkısı büyüktür (Örneğin, Joyce ve diğerleri, 2009; Garet ve diğerleri, 2009).

Mesleki gelişim ve İngilizce öğretmenliği ile ilgili literatür incelendiğinde, İngilizce eğitim veren kurumlarda çalışmakta olan öğretmenlerin mesleki gelişimlerinin sürekliliği ve etkililiği oldukça önemli olarak görülmektedir. Bu bağlamda, Bilkent Üniversitesi Fakülte Akademik İngilizce Programı'nda verilen İngilizce derslerinin çeşitliliği düşünüldüğünde, bu programın üniversitenin yabancı dil öğretimine katkısı büyüktür. FAE Programı üniversitenin farklı bölümlerinde öğrenim görmekte olan lisans ve lisansüstü öğrencilerine hem üniversite eğitimleri boyunca hem de profesyonel iş yaşamlarında kendilerine gerekli olacak ileri düzeyde İngilizce öğrenimini gerçekleştirmeyi hedeflemektedir. Bu nedenle de bu bölümde çalışmakta olan İngilizce okutmanlarının mesleki yaşamlarını araştırmak ve kendilerini mesleklerinde nasıl geliştirdiklerini incelemek hem program açısından hem de üniversitenin gelişimi açısından oldukça önem taşımaktadır. Akademik İngilizce öğretiminin günümüzde önemli bir rolü vardır ve bu programlarda

öğrencilerin farklı becerileri geliştirmeleri gerekmektedir. Diğer taraftan, hem alan açısından hem de üniversitenin gelişimi açısından FAE programında çalışmakta olan İngilizce okutmanlarının kendilerine özgü geliştirilmiş bir profesyonel gelişim modelinin olmaması çalışmanın gerekliliğini vurgulamaktadır. Bu programda çalışmakta olan İngilizce okutmanlarının kendilerini mesleki anlamda nasıl geliştirmeyi tercih ettiklerini anlamak, onların mesleki gelişimlerini ayrıntılı bir biçimde ele almak hem program hem de üniversite açısından oldukça gereklidir.

Diğer alanlar ile karşılaştırıldığında, İngilizce öğretimi gelişmelere ve değişikliklere daha açık bir alandır. Bu nedenle İngilizce öğretmenleri kendilerini bu değişikliklere ve gelişimlere ayak uydurabilmeleri için kendilerini mesleki anlamda geliştirmelerine olanak sağlayacak süreklilik gösteren eğitim fırsatlarına ihtiyaçları vardır (Richards ve Farrell, 2005). Günümüzdeki eğitim sistemlerinde öğretmenler, eğitim alanındaki değişimlere ayak uyduran kişilerden çok, değişim ve gelişim sürecini gerçekleştiren ve karar alma mekanizmalarında aktif olarak yer alan faktörlerden birisi olarak görülmektedirler (Darling-Hammond, 2005). Bu nedenle de İngilizce öğretimi alanında, özellikle de Akademik İngilizce öğretimi alanında çalışmakta olan öğretmenlerin mesleki gelişimlerini araştırmayı amaçlayan alan kapsamlı çalışmalara ihtiyaç vardır.

Çalışmanın Amacı

Bu görüşler çerçevesinde, bu çalışmanın amacı Heidegger'in görüngüsel yaklaşımını (fenomenoloji yöntemini) kullanarak İngilizce okutmanlarının profesyonel gelişimlerini nasıl algıladıklarını ayrıntılı bir biçimde incelemektir.

Araştırma Soruları

Araştırmanın örnekleminde yer alan İngilizce okutmanlarının profesyonel gelişimlerine yönelik algılarını ve inançlarını ayrıntılı bir biçimde araştırmayı hedefleyen bu çalışmaya yön veren araştırma soruları şunlardır:

5. FAE programında çalışmakta olan İngilizce okutmanlarına ve yöneticilerine göre profesyonel FAE okutmanı nasıl tanımlanmaktadır?
6. FAE programında çalışmakta olan İngilizce okutmanları kendilerini mesleki anlamda nasıl geliştirmektedirler?
7. FAE programında çalışmakta olan İngilizce okutmanlarına ve yöneticilerine göre örgütsel faktörler FAE okutmanlarının mesleki gelişimlerine nasıl katkıda bulunmaktadır?
8. FAE programında çalışmakta olan İngilizce okutmanlarına ve yöneticilerine göre ders kitabı geliştirme süreci (ders kitabının planlama, uygulama ve değerlendirme boyutları düşünüldüğünde) FAE okutmanlarının profesyonel gelişimlerine nasıl katkıda bulunmaktadır?

YÖNTEM

Eğitim alanında araştırma yapmak diğer alanlardan farklılık gösterir. Bunun başlıca nedeni eğitimin içinde yer alan profesyonellerin ve onların çalışmakta oldukları öğrenen kurumların karmaşık sistemlerinden ve araştırmanın her aşamada etik kurallar çerçevesinde yapılması gerekliliğinden kaynaklanmaktadır. Bu karmaşık sistemi anlayabilmek için bir araştırmacının eğitimin içinde yer alan kişiler ile görüşmesi, onları dinlemesi, çevresini gözlemlemesi ve kullanılan öğretim yöntemlerini değerlendirmesi gerekmektedir. (Wellington, 2000, s. 3). Bu nedenle de eğitim alanında daha çok nitel araştırmalara ihtiyaç vardır (Creswell, 2003, s. 4).

Bu bağlamda, İngilizce okutmanlarının kendilerini mesleki anlamda nasıl geliştirdiklerini anlayabilmek ayrıntılı görüşme yapmayı gerektirdiğinden, nitel araştırma yöntemi bu çalışmaya daha uygun bir yöntemdir. Diğer taraftan, ilgili literatüre göre bir nitel araştırma yöntemi olan görüngüsel yaklaşım (fenomenoloji) "bireyler veya bir grubu oluşturan bireylerin gün içerisinde yaşadıkları deneyimleri ve bu deneyimlerin bu bireyler veya grup için ne anlama geldiğini ayrıntılı bir biçimde ele almayı hedefleyen" bir araştırma yöntemidir (Patton, 1990). Bu nedenle de görüngüsel yaklaşım bireylerin veya grupların subjektif görüşlerini yansıtmayı ve yaşadıkları deneyimleri onların gözünden gerçekçi bir biçimde aktarmayı hedefleyen bir yaklaşımdır (Daymon ve Holloway, 2002, s. 153).

Görüngüsel yaklaşımda farklı felsefeci ve araştırmacılar tarafından geliştirilen farklı bakış açıları vardır. Bunlardan en bilinenleri ve bu yaklaşımda temel olarak kullanılan iki farklı bakış açısı Husserl'in görüngüsel yaklaşımı ve Heidegger'in görüngüsel yaklaşımıdır. Bu iki yaklaşım arasındaki temel fark, Heidegger'in yaklaşımında araştırmacının incelediği bireylerin dünyalarına tamamen yabancı olarak bakamayacağı, bu nedenle de araştırmacının kendini bu dünyadan soyut bir biçimde göremeyeceği yönündedir.

Bu tez çalışması düşünüldüğünde, araştırmacının da araştırmanın yapıldığı kurumda çalıştığı gözlemlenmektedir. Bu nedenle de, bu çalışmada Heidegger'in öngördüğü görüngüsel yaklaşım başlıca metot olarak ele alınmıştır. Çalışmanın veri toplama yöntemi olarak ise yarı yapılandırılmış görüşme tekniği kullanılmıştır.

Katılımcılar

Araştırmanın örneklemini Bilkent Üniversitesi Fakülte Akademik İngilizce Programı'nda (FAE) çalışmakta olan İngilizce okutmanları ve onların yöneticileri oluşturmaktadır.

Katılımcıların Özellikleri

Çalışmanın örnekleminde yer alan katılımcıları belirlerken maksimum varyasyon örnekleme yöntemi kullanılmıştır. Çalışmanın yapıldığı 2009 akademik yılında FAE programında çalışmakta olan toplam 67 İngilizce okutmanı vardır. Bu İngilizce okutmanları FAE programının farklı ünitelerinde çalışmaktadır. Toplam 5 farklı ünitenin yer aldığı programda, her ünite üniversitenin farklı fakültelerine hizmet vermektedir. Sözü edilen bu ünitelerde benzer sayıda ve nitelikte öğretim elemanı çalışmaktadır. FAE programının en önemli özelliklerinden bir tanesi bu programda çalışmakta olan İngilizce okutmanlarının en az üç yıl üniversite deneyimi olmaları ve lisans üstü eğitimlerinin bulunmalarıdır. Ayrıca programda çalışmakta olan okutmanlar farklı eğitim ve kültürlere sahip bireylerden oluşmaktadır. Bu programda çalışmakta olan katılımcılar, Türk kökenli veya yurt dışı deneyimi olan Amerikalı, Kanadalı, İngiliz vb. yabancı İngilizce okutmanlarından oluşmakta; İngilizce Öğretimi, Felsefe, İngiliz Dili ve Edebiyatı gibi farklı alanlarda lisans ve lisanüstü eğitime sahip öğretim görevlileridir.

Örnekleme yapılırken her bir üniteden farklı özelliklere sahip 5 kişi çalışmaya davet edilmiş, her bir üniteden en az bir kadın, en az bir erkek, en az bir az deneyimli, en az bir çok deneyimli olmak üzere maksimum varyasyon örnekleme yöntemi kullanılarak örnekleme yapılmıştır. Davet edilen 5 kişinin 4 tanesi çalışmaya katılmıştır. Araştırmada her bir üniteden 4 kişinin örnekleme katılması planlanmasına rağmen, 5 kişinin davet edilmesinin nedeni çalışmaya katılmak istemeyen bir kişi olduğu takdirde her üniteden benzer sayıda katılımcının çalışmayanın veri toplama sürecine dahil edebilmek içindir. Tahmin edildiği üzere, davet edilen okutmanlardan bazıları çalışmada yer almak istememiş, bu nedenle de diğer kişiler ile her üniteden aynı sayıda katılımcı örnekleme dahil olmuştur. Bu bilgiler çerçevesinde, çalışmanın örnekleminde FAE programındaki her bir üniteden 4 İngilizce okutmanı olmak üzere toplam 20 katılımcı yer almaktadır.

Diğer taraftan, çalışmanın amacı doğrultusunda, İngilizce okutmanlarının mesleki gelişimleri incelenirken programda çalışmakta olan yöneticilerin de görüşlerini almak için toplam 7 yönetici ile de görüşme yapılmıştır. Yöneticilerin 4 tanesi ünite başkanı, 1 tanesi FAE program direktörü, 1 tanesi genel direktör, 1 tanesi de program geliştirmeden sorumlu yöneticidir. Çalışmaya katılması planlanan 1 ünite başkanı ve 1 hizmet içi eğitim sorumlusu yönetici ile görüşme yapılamamıştır. Bu kişilerden yoğun iş programları nedeni ile randevu alınamamış, bu nedenle de çalışmada toplam 7 yönetici yer almıştır.

Aşağıdaki tabloda çalışmada yer alan katılımcılar verilmektedir:

		Programda çalışmakta olan toplam öğretim görevlisi	Çalışmada yer alan katılımcı sayısı
FAE okutmanları			
	FEASS Ünitesi	14	4
	FHL/FADA Ünitesi	13	4
	FBA/FL Ünitesi	12	4
	FE/FS Ünitesi	14	4
	VTS Ünitesi	14	4
FAE yöneticileri			
	BUSEL Direktörü	1	1
	FAE Direktörü	1	1
	Ünite Başkanları	5	4
	Hizmet-içi Eğitim Uzmanı	1	-
	Program Geliştirme Birimi Başkanı	1	1
	TOPLAM	76	27

Veri Toplama Aracı

Yukarıda belirtilen toplan 27 katılımcıdan yarı yapılandırılmış görüşme yöntemi ile veri toplanmış, iki tanesi dışında her bir görüşme teybe kaydedilmiş, kayıtlar bire bir çözümlenerek sistematik nitel analiz yöntemi kullanılarak analize tabi tutulmuşlardır.

Veri toplama aracının oluşturulma sürecinde mesleki gelişim ile ilgili literatür taranmış ve bir yarı yapılandırılmış görüşme formu hazırlanmıştır. Hazırlanan form pilot analizine tabi tutularak soruların açık olup olmadığı test edilmiştir. Pilot analizinde 5 uzman ve 3 deneyimli İngilizce okutmanı soruları değerlendirmiş ve bu kişilerin görüşleri doğrultusunda sorularda bir takım değişiklikler ve iyileştirmeler yapılmıştır. Geliştirilen görüşme formları toplam 5 bölümden oluşmaktadır. *Bölüm A*'da katılımcıların eğitimleri, deneyimleri ve programda çalışmakta oldukları toplam süre gibi sorular yer almaktadır. *Bölüm B*, katılımcıların mesleki gelişim hakkındaki inançlarını ve düşüncelerini incelemeyi hedeflemekte ve bir profesyonel İngilizce okutmanından beklenen özellikleri ortaya koymayı amaçlamaktadır. *Bölüm C*, İngilizce okutmanlarının yapmayı tercih ettikleri mesleki gelişim aktivitelerini bulmayı hedeflemekte ve programda geliştirilmesi gereken hususları ortaya çıkartmaya yönelik sorulardan oluşmaktadır. *Bölüm D*, örgütsel kültürün ve örgütte var olan bir takım faktörlerin İngilizce okutmanlarının mesleki gelişimlerine ne yönde katkıda bulunduğunu incelemeye yönelik sorulardan oluşmaktadır. *Bölüm E* ise ders kitabı geliştirme sürecinin FAE okutmanlarının mesleki gelişimlerine katkısını incelemeyi amaçlayan soruları kapsamaktadır.

Okutmanlar ve yöneticiler için hazırlanan görüşme formları içerik olarak aynı olmakta birlikte, sadece bazı soruların soruluş biçimi farklılık göstermektedir. Yöneticilere bazı konularda okutmanlardan beklentilerini inceleyecek şekilde bazı sorular değiştirilmiştir. Örneğin, okutmanlara sorulan "Hangi mesleki gelişim aktivitelerini sürekli olarak yapmayı tercih etmektesiniz?" sorusu; yöneticilere sorulurken "Programda çalışmakta olan İngilizce okutmanlarının hangi mesleki gelişim aktivitelerini sürekli olarak yapmalarını bekliyorsunuz?" biçiminde değiştirilmiştir.

Verilerin toplanma süresi yaklaşık iki ay sürmüş, görüşmelerin süresi ise 60 dakika ile 90 dakika arasında değişmektedir.

SONUÇLAR VE TARTIŞMA

Çalışmadan elde edilen sonuçlar Patton (2002) ve Koch (2006)'un önerileri doğrultusunda sistematik veri analizine tabi tutulmuş; öncelikle çözümlenmiş veriler bir bütün halinde okunarak tekrar edilen temalar ve konular bulunmuştur. Daha sonra ise veriler "açık kodlama" denilen işleme tabi tutularak redakte edilen verilerin üzerinden satır satır gidilerek önce temalar daha sonra ise temalardan verileri yansıtan genel kategoriler elde edilmiştir. En son olarak da veriler, araştırma soruları ön planda tutularak, araştırma sorularını cevaplamaya yönelik konular üzerinde yoğunlaşılarak analiz edilmiştir. Analizler tamamlandıktan sonra temaların ve kategorilerin sağlamasını yapmak üzere uzman görüşü alınmış, ayrıca veri sonuçları halen programda çalışmakta olan hem okutmanlık hem de yöneticilik deneyimi olan kişiler tarafından okunarak geribildirim alınmıştır. Bu geri bildirimin amacı, araştırmacının yansıttığı sonuçlar ile aynı programda çalışmakta olan kişilerin yardımı ile İngilizce okutmanlarının günlük mesleki yaşamlarının ne derecede gerçekleri yansıttığının gözlemlenmesidir.

Araştırma soruları göz önüne alındığında ilk araştırma sorusu İngilizce okutmanlarının ve yöneticilerinin profesyonel bir FAE okutmanının ne gibi özelliklere sahip olması gerektiğini anlamayı hedeflemektedir. Buna göre, veri analizi açıkça göstermektedir ki katılımcıların görüşleri başlıca üç başlık altında toplanabilir: a) bireysel gelişim aracı olarak profesyonel gelişim, b) örgütsel gelişim aracı olarak profesyonel gelişim ve c) toplumsal gelişim aracı olarak profesyonel gelişim. Katılımcılara göre, profesyonel bir FAE okutmanının "yeniliklere açık" ve "kendini geliştirmeye hevesli" bir birey olması gereklidir. Bu nedenle de bir profesyonelin "kendini geliştirmeye ihtiyaç duyan" nitelikte olması gerekir. Bu nedenle de profesyonel bir İngilizce okutmanının "sürekli değişim ve gelişime" istekli olması ve çevresindeki ve mesleğindeki fırsatları takip etmesi gerekmektedir.

İkinci araştırma sorusunun sonuçlarına göre, İngilizce okutmanları kendilerini daha çok işbirlikçi mesleki gelişim aktiviteleri ile geliştirmeyi tercih etmekte; programdaki ünitelerin ve çalışma ofislerinin konumları okutmanların bu tercihlerini olumlu anlamda desteklemektedir. Çoğu katılımcının belirttiği gibi, okutmanların hem ofislerini paylaştıkları meslektaşları hem de aynı ünitede çalıştıkları meslektaşları ile informal yollardan meslekleri ile ilgili konuları sıklıkla paylaştıkları ve bu paylaşımı mesleki gelişimleri açısından oldukça önemli ve gerekli görmektedirler.

Araştırmanın üçüncü sorusu katılımcıların çalışmakta oldukları programda yer alan farklı faktörlerin okutmanların mesleki gelişimlerine olan katkısını araştırmayı hedeflemiştir. Araştırma sonuçlarına göre, yöneticiler tarafından yapılan sınıf-içi gözlemler ve okutmanların değerlendirilmesi deneyimli FAE okutmanları tarafından faydalı olarak görülmemekte, bunların yerine meslektaşların birbirlerinin sınıf-içi deneyimlerini gözlemleyebilecekleri fırsatların yaratılmasının daha faydalı olduğu belirtilmektedir. Bunun yanı sıra, öğrenciler tarafından yapılan okutman değerlendirmeleri zaman zaman subjektif olarak görülmekte ve okutmanların performanslarını tam olarak yansıtmadığı gözlemlenmektedir. Diğer taraftan, öğrenci kompozisyonlarının standartlaştırılma süreçleri genel olarak faydalı bulunmuş, ancak bu aktivitenin daha etkili olabilmesi için daha sıklıkla yapılması gerektiği öne sürülmüştür.

Diğer taraftan, okutmanlar ve yöneticileri gelecek ile ilgili genel olarak olumlu görüş bildirmişler, hayallerindeki örgütü ve programı tanımlarken oldukça realistik görüşler yansıtmışlardır.

Araştırmanın dördüncü sorusu ders kitabı geliştirme sürecinin FAE okutmanlarının profesyonel gelişimlerine etkisini incelemekti. Çalışmanın verileri göstermiştir ki, ders kitabı geliştirme süreci hem okutmanlar hem de yöneticileri tarafından oldukça değerli bir mesleki gelişim aktivitesi olarak görülmekte, okutmanların yansıttıkları görüşlere göre okutmanların sahip

oldukları özerklik de mesleki gelişimlerine olumlu katkı sağlayan bir etken olarak algılanmaktadır.

Ders materyali geliştirme sürecinde, sıklıkla belirtilen bir görüş de çalışmaya katılan okutmanların hem çalışmakta oldukları ünitelerde hem de program genelinde farklı meslektaşlarından öğrendikleri doğrultusunda ders materyallerini geliştirme sürecinin gelişimleri üzerindeki olumlu etkisidir. Ders kitabı geliştirme sürecinde okutmanlar öncelikli olarak kütüphaneden ve İnternet'ten yararlandıklarını belirtmişler, daha sonra ise meslektaşlarından aldıkları fikirler doğrultusunda farklı materyaller geliştirdiklerini öne sürmüşlerdir.

Çalışmanın sonuçları İngilizce okutmanlığı profesyonel bir meslek olarak görmekte ve bu mesleğin belli etik ve standartlar çerçevesinde olması görüşünü ortaya koymuştur. Bu sonuçlar, literatürdeki benzer araştırmalar ile benzerlik göstermektedir (Griffin, 1991, alıntı Marsh & Willis, 2003). Ayrıca okutmanların ve yöneticilerinin profesyonel kavramı konusundaki görüşleri yine ilgili literatür ile benzerlik göstermektedir (Shulman, 1998 alıntı Bransford & Darling-Hammond, 2005).

Mesleki gelişimin bireysel bir gelişim aracı olarak görülmesi Fessler'in (1995) çalışması ile benzerlik göstermektedir. Diğer taraftan, mesleki gelişimin oldukça karmaşık bir yapısı olduğu düşünüldüğünde, (Raymond, Butt & Townsend, 1992) bazı sonuçların ilgili literatürden farklılık göstermesi doğaldır.

ÖNERİLER

Bu çalışmada, daha önce de belirtildiği gibi Bilkent Üniversitesi Fakülte Akademik İngilizce Programı'nda çalışmakta olan İngilizce okutmanlarının mesleki gelişimlerini inceleyerek onların gelişimlerine katkıda bulunan

faktörleri ortaya çıkartmayı hedeflemiştir. Çalışmanın sonuçları ve öğretmenlerin mesleki gelişimi ilgili literatür göz önüne alındığında, aşağıdaki öneriler verilebilir:

1. İngilizce okutmanlarına, kendilerini mesleki açıdan daha etkili bir biçimde geliştirebilmeleri ve mesleki gelişim programlarının daha etkili olabilmesi için, çalıştıkları kurumları tarafından süreklilik gösteren mesleki gelişim aktivitelerinin sunulması gerekmektedir. Çalıştıkları kurum ve yöneticiler tarafından sağlanan mesleki ve kişisel gelişim içim olanakları özellikle tecrübeli eğitimciler için oldukça önemlidir. Bu nedenle de yöneticilerin kurumlarında çalışmakta olan profesyonel eğitimcilere olan desteklerini sürekli bir biçimde hissettirmeleri kurum tarafından sağlanan olanakların daha fazla önemsenmesine yol açabilir. Daha da önemlisi yönetim desteğinin açıkça hissedildiği kurumlarda profesyonel eğitimciler kendilerini geliştirmek ve kurumlarına katkı sağlayabilmek için daha istekli olabilirler.

2. Tecrübeli öğretmenler için özerklik, motivasyonlarını arttıran bir unsur olarak önemli bir etkendir. Bu nedenle de öğretim ile ilgili alınan kararlarda söz sahibi olmaları, bir dönem boyunca verecekleri derslerde işlenecek ders materyallerinin hazırlanması, değerlendirme araçlarının hazırlanması süresince inisiyatif sahibi olmaları kişisel ve mesleki motivasyonlarını arttırdığı görülmektedir. Daha da önemlisi hazırladıkları ders materyallerini hazırlamada özerk olmaları ve söz sahibi olmaları derslerine olan bağlılıklarını da arttırmaktadır. Bu bağlamda, hazırlanacak hizmet-içi eğitim programlarında bahsi geçen bu faktörlerin de dikkate alınması gerekmekte, hazırlanacak mesleki gelişim ile ilgili programlar ve aktivitelerde, öğretmenlerin özerkliklerini arttırıcı nitelikte hazırlanması daha faydalı olacaktır. Diğer taraftan, tecrübeli profesyonel eğitimcilerin mesleki ve kişisel gelişim süreçlerinde birbirleri ile paylaşarak öğrenecekleri ortamların

hazırlanması da gereklidir. Dolayısıyla, bu eğitimcilerin takım çalışması yapabilecekleri ve derslerini beraber hazırlayacakları koşulların sağlanması faydalı olacaktır. Bu nedenle işbirlikçi öğrenmeyi destekleyecek mesleki gelişim aktivitelerinin hazırlanması mesleki gelişim açısından gereklidir.

3. Mesleki gelişim hem bireysel hem de işbirlikçi yollarla yapılan aktiviteler ile mümkündür. Öğretmenlerin kendilerini geliştirmek için tercih ettikleri mesleki gelişim aktivitesini belirlemeden önce, öncelikle kendilerini geliştirmek için bir ihtiyaç hissetmeleri gerekir. Bu nedenle de mesleki gelişim programlarında her profesyonel öğretmen için aynı oranda etkili olacak "en etkili" veya "en başarılı" diye nitelendirilen herhangi bir mesleki gelişim aktivitesi yoktur. Profesyonel öğretmenlerin tercih ettikleri aktiviteler kurumdan kuruma veya bireyden bireye değişkenlik gösterebilir. Dolayısıyla, mesleki gelişim programlarını planlayan uzmanlar veya yöneticiler, öncelikli olarak kurumlarında çalışmakta olan eğitimcilerin mesleki gelişim ihtiyaçlarını ve tercihlerini belirlemeli, kurumda varolan inanç ve değerlerin farkında olmalıdır. Ancak bu ihtiyaçlar belirlendikten sonra eğitimcilere en uygun ve en etkili olan mesleki gelişi programının hazırlanması mümkün olacaktır.

4. Fakülte Akademik İngilizce Programı'nda araştırma toplanan verilerin sonuçları göstermiştir ki, programdaki "insan faktörü" oldukça önemli bir özellik olarak ortaya çıkmıştır. Programın en güçlü yanı olan insan faktörünü, bu programda çalışmakta olan İngilizce okutmanların nitelikleri ve çalışmakta oldukları programa ve mesleklerine olan bağlılıkları olarak ortaya çıkmıştır. Bu bağlamda, oldukça farklı eğitim geçmişine ve öğretmenlik deneyimine sahip olan bu proyesyonel eğitimcilerin özelliklerinden hizmet-içi programlar ve mesleki geişim aktiviteleri hazırlanırken bu deneyimlerden de faydalanılabilir. Örneğin,

mesleki gelişim programları hazırlanırken yöneticiler, bu okutmanların farklı deneyimlerinden yararlanabilir ve daha önce çalışmış oldukları lokal ve uluslararası kurumlarda kullanılmakta olan hizmet içi mesleki gelişim aktiviteleri ve modelleri hakkında bilgi edinebilir ve yine onların tecrübelerinden yararlanarak Bilkent Üniversitesi Fakülte Akademik İngilizce Programı'nın doğasına uygun farklı aktiviteler hazırlayabilirler. Böylece okutmanlar ve yöneticileri arasındaki iletişim ve etkileşim daha etkili bir hale gelebilir.

Çalışmanın amaçları ve verilerden elde edilen sonuçlar düşünüldüğünde, ileride yapılacak çalışmalar için ise aşağıdaki öneriler verilebilir:

1. Bu çalışmanın yöntemi örüngüsel yaklaşımdır (fenomenoloji) ve veri toplama aracı olarak da yarı yapılandırılmış görüşme yöntemi kullanılmıştır. Veriler çalışmanın yapıldığı Fakülte Akademik İngilizce Programı'nda çalışmakta olan İngilizce okutmanlarının kendilerini mesleki anlamda nasıl geliştirdiklerini ortaya koymayı amaçlamış ve çalışmanın verilerinin yansıttığı genel temaları ortaya çıkartmayı hedeflemiştir. Bu bağlamda, bu çalışma ileride yapılacak mesleki gelişim programlarına bir ışık tutacaktır. Diğer taraftan, aynı programda yapılacak daha fazla çalışmaya gerek vardır. Özellikle her okutmanın bireysel olarak kendilerini geliştirmek için neler yaptığının ve mesleki gelişim aktivite tercihlerinin araştırılacağı farklı nitel araştırmalara gerek olduğu düşünülmektedir. Bu nedenle bu çalışma daha sonraki çalışmalara ışık tutmakla birlikte, aynı konuda ve aynı alanda yapılacak farklı metodolojideki çalışmaların literatüre benzer programa önemli katkısı olacağı düşünülmektedir. Ayrıca Akademik İngilizce eğitiminin içerisinde yer alan eğitim kurumlarının ve eğitmenlerin yer alacağı araştırma çalışmalarının yapılması bu alandaki mesleki gelişim ile ilgili literatüre katkı sağlayacaktır. Ayrıca bu alanda çalışan eğitimcilerin bireysel mesleki hayat hikayelerini yansıtacak şekilde nitel yöntemler

kullanılarak yapılırsa bu alanda eksik olan literatüre önemli katkıda bulunacaktır.

2. Bu çalışmanın verilerinin ortaya koyduğu sonuçlardan yola çıkarak, araştırmanın yapıldığı kurumda halen uygulanmakta olan Akademik İngilizce Öğretimi sertifika programı, çalışmaya katılan okutmanlar ve yöneticileri tarafından en önemli kurum tarafından sağlanan mesleki gelişim aktivitesi olarak ortaya konmuştur. Bu nedenle, bu sertifika programının kurumda çalışan İngiizce okutmanlarının meseki gelişimlerine katkısının daha ayrıntlı bir biçimde araştırılması ilerde yapılacak araştırma çalışmalarının amaçlarından biri olabilir. Ayrıca, bu sertifika programının bir değerlendirilmesi yapılarak daha önce bu kursu tamamlamış profesyonel okutmanlar ve onların sınıf içi öğremtne davranışları üzerindeki etkileri daha derin bir boyutta araştırılabilir. Daha da önemlisi, bu sertifika programına katılan ve katılmayan İngilizce okutmanlarının mesleki değerlerinin ve profesyonel kimliklerinin oluşumuna yönelik katkılarının ve karşılaştırmaların yapılacağı araştırma çalışmaları da bu alanın gelişmesine katkı sağlayacaktır.

3. Daha önce de belirtildiği gibi, bu alanda araştırma yapmayı hedefleyen araştırmacılar, bireysel mesleki gelişimlerin ayrıntılı bir biçimde araştırılacağı çalışmalara da ihtiyaç olduğu gözönüğnde bulundurulmalıdır. Örneğin, "Nellie ile zaman geçirmek" (Darling-Hammond, 2005) diye de bilinen, bir eğitimcinin işteki bütün bir dönemini onunla beraber geçirmeye yönelik, öğretmenlerin mesleklerinde yaşadıklarını araştıran nitel araştırmalar yine bu alandaki kısıtlı literatüre katkı sağlaması açısından önemlidir.

4. Bu çalışmanın yapıldığı kurumda veya benzer kurumlarda hem nicel hem de nitel araştırma yönteminin uygulanacağı karmaşık araştırma

yöntemini (mixed methodology) hedefleyen araştırma çalışmalarının da yapılması gereklidir. Böylece, araştırmacılar veri sonuçlarına bakılarak yeniden daha detaylı verilerin toplandığı araştırma çalışmalar hem mesleki gelişim ile ilgili literatüre hem de eğitmenlerin mesleki gelişimleri ile ilgili daha detaylı ve çok boyutlu araştırmaların yapılması gereklidir. Örneğin, bu araştırmada ortaya çıkan boyutlardan bir tanesi olan özerklik teması mesleki gelişim açısından oldukça önemli bir etkendir. Ancak, bu çalışmanın verileri ve sonuçları maalesef çalışmaya katılan eğitimcilerin özerkliklerinin boyutlarını ayrıntılı bir biçimde incelemeye yeterli olmamıştır. Dolayısıyla, ileride yapılacak çalışmaların özerklik boyutunu ele almaları ve bu konuda ayrıntılı görüşmeler yardımı ile daha detaylı çalışmalar yapılması önemlidir.

5. Yine bu alanda çalışmak isteyen araştırmacılar için araştırılması gerekli bir konu da öğretmenlerin meslek gelişimlerine çevresel faktörlerin etkisi olabilir. Öğretmenlerin çalıştıkları kurumlardaki kusursal faktörler ve kurumda meslektaşlar arasında paylaşılan örtülü değerlerin inceleneceği çalışmalar mesleki gelişimi daha iyi anlayabilmek için önemlidir.

6. Son olarak ilgili literatüre göre "İngilizce öğretiminin evrensel boyutlarda uygulanabilmesi için farklı kurumlar değişik yönleri ile ele alınmalıdır" (Hayes, 2009, s. 8). Bu nedenle, İngilizce'yi yabancı dil olarak öğretmeyi hedefleyen kurumların ve eğitimcilerin mesleki gelişimlerinin farklı boyutlar çerçevesinde incelenmesi gereklidir. Dolayısıyla da bu alanda çalışma yapmak isteyen araştırmacıların araştırmaya katılan eğitimcilerin sosyo-ekonomik seviyeleri ve sosyal kapitalin mesleki gelişimlerine olan rolünün incelendiği çalışmalar faydalı olacaktır. Diğer bir deyişle, eğitimcilerin gelir düzeyi ve mesleki gelişim süreçleri ve aktiviteleri arasındaki ilişkinin detaylı

olarak araştırılması, bu alanda çalışmakta olan araştırmacılara ve İngilizce'nin Yabancı Dil Olarak Öğretimi literatürü ve daha da önemlisi akademik İngilizce Öğretimi alanında literatüre katkısı olacaktır.

CURRICULUM VITAE

PERSONAL INFORMATION

Surname, Name: Önkol, Pınar Esma
Nationality: Turkish
Date and Place of Birth: 27 May 1973, Ankara
Marital Status: Single
Phone: +90 312 290 1811
E-mail: pinaronkol@yahoo.com
          peonkol@bilkent.edu.tr

EDUCATION

Degree	Institution	Year of Graduation
PhD	METU, Educational Sciences	2011
MSc	METU, Educational Sciences	2002
BA	Hacettepe University, English Language and Literature	1996
High School	TED Ankara College, Ankara	1990

WORK EXPERIENCE

Year	Place	Enrollment
2006-Present	Bilkent University, School of English Language, Faculty Academic English Program	English Language Instructor
2002-2006	METU, Educational Sciences	Research Assistant
2004-2005	Arizona State University, Polytechnic Campus	Visiting Scholar and Instructor
1996-2002	Başkent University, English Language School	English Language Instructor, Assistant Teacher Trainer

FOREIGN LANGUAGES

Advanced English

PUBLICATIONS

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