



Issues in pre-service and in-service teacher training programs for university English instructors in Turkey

Seher Balbay^{a*} , İlknur Pamuk^b , Tuğçe Temir^c , Cemile Doğan^d 

^a Middle East Technical University, Ankara 06800, Turkey

^b Hacettepe University, Ankara 06800, Turkey

^c Turkish Aeronautical Association University, Ankara 06790, Turkey

^d Necmettin Erbakan University, Konya, 42090, Turkey

APA Citation:

Balbay, S., & Pamuk, İ., Temir, T. Doğan, C. (2018). Issues in pre-service and in-service teacher training programs for university English instructors in Turkey. *Journal of Language and Linguistic Studies*, 14(2), 48-60.

Submission Date: 19/02/2018

Acceptance Date: 17/04/2018

Abstract

English language teaching programs in Turkish universities do not have uniform standards. The quality of education given to teachers in their undergraduate programs varies as does the teacher training provided during employment. The factors affecting the teacher training policies are numerous, such as the needs of the institution, the funding, time, technology and especially the importance attached to an ongoing development process. Particularly in higher education, lip service is paid to English language teacher training policies. To investigate the shortcomings of these teacher training policies, this research study was conducted by interviewing instructors from twenty different universities in Turkey. The study conducted has revealed the fact that there is a gap in specific language learning management policies concerning preservice and in-service language teacher training for university instructors in Turkey.

© 2018 JLLS and the Authors - Published by JLLS.

Keywords: Teacher education; in-service training; English preparatory school; freshman English departments

1. Introduction

The history of language teacher training programs in Turkey dates back to the 1930s. Although until the 1980s minor changes in the English language teacher training undergraduate programs took place, they went through a major reevaluation after the foundation of the Higher Education Council in the 1980s. In 1997, a major reform establishing a plan called 'The Ministry of National Education Development Project' brought about a major curriculum innovation in FLT (Küçüköğlü, 2013). The project was mainly an attempt to unify the language teacher training curriculum (Demirel, 1991). Yet, not every university can offer the same quality of education offering the same or similar courses to its prospective teachers, due to the unbalanced economical, professional and social resources available.

When it comes to the training given during employment, the differences are even greater. The problems instructors face during in-service teacher training programs at universities are many. In order

* Seher Balbay. Tel.: +90-505-257-9208
E-mail address: seherb@metu.edu.tr

for stakeholders who influence decision making about language and teacher education in formal education to come up with possible solutions, one has to first identify the problems (Küçüköğlü, 2013). Only after having collected data from diverse and numerous universities in Turkey by interviewing English language teachers, it is possible to see the full picture, and thus be able to set goals, assess and evaluate the present conditions, and take the first steps toward change.

1.1. Literature review

The current century is signified with technological developments which led to evolutionary changes in teachers' professional development. Teachers have gained the opportunity to access to countless sources, therefore, a significant body of literature centered on changes in the field of language teacher education (Darling-Hammond, 2006; Day, 1999; Foord, 2009; Kumaravadivelu, 2001). On the other hand, it has become much more challenging for the teachers to equip themselves with the necessary skills to meet the constantly changing needs of the millennials. Teachers are in need of continuous professional development activities which give rise to professional exchange of ideas such as critical friendships, team teaching, observation and coaching, workshops, action research, case studies, journal writing, self-monitoring, exploratory practice and teaching portfolios (Hanks, 1999; Wyatt & Dikilitaş, 2010). All these professional development tools pave the way for learning from each other. Edge (2003) claims that this professional relationship contributes to individual, group and institutional development. However, sustainability of continuous professional development is still a critical issue as a set of multidimensional factors come into play as proposed in the current study. To start with, in the Turkish higher education context, English Language programs at university level vary to a great extent depending on whether the university is an English-medium one, or is offering courses partially in English, or whether it is a Turkish medium one that offers English courses in either its intensive preparatory school of foreign languages program or during the undergraduate years. Hence, English language teachers' professional responsibilities, their workload and in-service training take place in diverse ways. It is also not uncommon for English language instructors to receive no training after their graduation, during their teaching. The undergraduate curriculum implemented by most universities prepares teachers for the Ministry of Education schools, with no focus on young adult learners. Instructors teaching at university level, therefore, are especially in need of developing themselves professionally and keeping up with recent developments in their field. When it comes to English for Specific Purposes, the undergraduate programs do not even pay lip service to the specific teaching qualifications serving it. With the rapidly developing and spreading educational technology, the globalizing English speaking world, and the existence of young adult students whose cultures may differ from that of their instructors, it is only common sense that the job of the English language instructor is crucial to university education, be it English or Turkish medium.

The current study aims to portray the deficiencies of the present state of both preservice and in-service teacher training policies at Turkish universities with the intention of suggesting possible remedies since a review of related literature has revealed a lack of suggestions-laden articles. This indicates a gap in specific policies regarding preservice and in-service language teacher training programs for university instructors in Turkey.

The major common concerns regarding the questionable nature of the effectiveness of both preservice and in-service training are given below. A national language teaching policy is determined by decision makers to make rational choices about language education (Küçüköğlü, 2013). Hence, preparing and implementing a rational and balanced policy is worth spending effort on and allocating funds to. Suggestions aimed at solving the present problems are vital in arriving at an improved policy in training language teachers at universities. Hence this study aims to answer one main research question:

- What are the most common teacher training problems of instructors teaching at Turkish universities?

2. Method

The study was conducted as a qualitative exploratory study. For the research question English language instructors from various private and state universities were interviewed at the beginning of the 2016-17 academic year. Generally, interviews are considered as a form of interaction in which rich source of data are collected within a highly purposeful frame (Cohen, Manion & Morrison, 2007; O'Leary, 2004). Holstein and Gubrium (2002) define interviews as special forms of conversation generating empirical data. Patton (2014, p. 341) states that interviews provide 'direct quotations from people about their experiences, opinions, feelings, knowledge and perspective'. To sum up, dialogue plays the major role and the researcher selects, decides, poses, elicits and steers through the interview. Semi-structured interviews are freer versions of structured interviews. In this study, the interviews were conducted in a conversational style to gather a large amount of information from the participants in terms of their major concerns about preservice and in-service teacher training programs at Turkish universities. They were assured that no personal or illegal questions would be asked.

The interview question which was very comprehensive simply asked the problems instructors related with teacher training at their institutions, yet the interviews which started with a fixed question turned out to be less structured and evolved into minor questions about teacher training relating to undergraduate English language teacher training programs as well. While some of the instructors were interviewed face to face, some were interviewed over the phone. The participants of the study were warned about not limiting their answers to personal experience but were asked to reflect the general opinions of instructors at their institutions.

2.1. Participants

19 instructors (17 female, 2 male) between the ages 25-45 were interviewed. The participants of the study were university instructors from Schools of Foreign Languages (10 instructors) and Modern Languages, that is, Freshman English Departments (9 instructors). Departments of both private (6 instructors) and state universities (13 instructors), including Middle East Technical University, Boğaziçi University, Hacettepe University, Düzce University, Yıldırım Beyazıt University, Selçuk University, Necmettin Erbakan University, Giresun University, Erzincan University, Bülent Ecevit University, Erzincan University, Pamukkale University, Rize University, Atılım University, Başkent University, Turkish Aeronautical Association, Türkiye Odalar Birliği University, Sabancı University, and Bilkent University.

2.2. Data analysis

The collected data were analyzed through content analysis. The responses showed variations in terms of their focus; undergraduate and in-service teacher training programs. In order to investigate the instructors' perspectives on the English language teacher training programs, the data were analyzed clustering the most frequent answers from the instructors under categories with key words; that is recurrent data were identified and categorized under main themes. Even the answers that were given once were noted down and later subsumed under the most relevant title. The interviews were conducted in Turkish; hence the analysis of the results do not contain any direct quotations. Four researchers were involved in the data analysis. Two researchers analyzed the data and merged the responses into categories separately for inter-rater reliability. The two other researchers related the

data collected from interviews to the suggestions borrowed from the literature. All four researchers evaluated the reliability of the conclusions arrived.

3. Results

The purpose of the study was to find out the deficiencies of the present state of both preservice and in-service teacher training policies at Turkish universities and provide several suggestions for language curriculum design, pre-service training for undergraduate programs and in-service teacher training basing on the data gathered from the participants. Below is the list of major common concerns stated by the language instructors at Turkish universities:

3.1. *Not being EAP oriented*

The students' needs for English language vary from department to department. While some engineering students need to use a more mechanical and technical language, e.g. language to describe graphic representations of numerical data, social science students need essay or report writing skills. Hence, teachers should be trained accordingly. Yet, unfortunately neither pre-service nor in-service university teacher training programs are that specific. EAP courses seem to be a necessary part of the university teacher training programs in particular.

3.2. *Communication between gap departments*

The preparatory schools and freshman English departments of universities do not have close contact with other departments' faculty. The collaboration required is hardly ever possible since both parties are unaware of the benefits they can reach via interchange of ideas, perspectives and practices. Some of the language and skills taught can be overlapping due to the fact that neither of the departments analyzes the course content of the courses offered. A common framework to refer to language levels is required. The Common European Framework of Reference is not welcomed in most Turkish universities, and the alignment of course content and materials and exams has not been given sufficient importance by even the Schools of Languages. So, even when there is cooperation between departments, a common language is not used to define student abilities. There is not much collaboration between students' departments and the preparatory school or freshman English departments, either.

3.3. *Overcrowded classes and the medium of instruction*

Some Foreign Language Schools serve 3,000-5,000 students, and not all of them receive the same education because certain departments allocate more credits and hours to language classes in their program. There are also departments whose medium of instruction is English at universities teaching in Turkish, and because this makes a unified curriculum for the School of Languages very difficult, teacher training policy cannot be unified, either. English language courses are neglected in universities where the medium of instruction is Turkish. Furthermore, distance education means are not provided by most universities and the large number of classes continues to be a burden on English language instructors' shoulders, which naturally, negatively affects the quality of education.

3.4. *The student age factor*

The age difference between university students and teachers may be too small for students to trust teachers' wisdom in keeping with the norms of traditional Turkish culture, and novice teachers may

not feel experienced and competent enough to come up with the optimum strategies to deal with twentysomethings.

3.5. No university practice teaching opportunities

Although it has been agreed that practice teaching at Ministry of Education schools is an indispensable part of teacher education (Demirel, 1991), one major gap in preservice teacher training is that students in undergraduate programs do not go to universities for practice teaching. When they do start working at universities there is no defined 'practitioner teacher period' (Demirel, 1991). Education faculties are not affiliated with state primary schools or high schools, yet many prominent university graduates start working at university level right after graduation. Familiarizing students with university teaching contexts would be a remarkable contribution to novice teachers' professional awareness. Similarly, the already existing practice at National Education Ministry-affiliated schools is too short for students to gain a thorough understanding of what sort of teaching contexts are awaiting them.

3.6. Needs Analysis

Any type of education should depend on a needs analysis; teacher education/training is no different. No matter how difficult it may be to carry out such an analysis, the result will be a custom-made training program based on the actual needs of teachers that will enable them to implement practical ideas rather than just give them textbook information. To that end, teachers' opinions on their needs play a significant role in determining the training they will receive, which unfortunately is not the case in many universities.

3.7. Different undergraduate programs

The discrepancies between the curricula of undergraduate programs, the imbalance between language, linguistics, literature, and education courses can be observed in in-service teacher training too. Furthermore, translation, linguistics or literature department graduates can be employed as university instructors with or without training or a teaching certificate (Demirel, 1991). While some universities stipulate an MA degree as a prerequisite for employment as instructors, some universities offer well-established international certificate programs such as CELTA (Certificate in Teaching English to Speakers of Other Languages) or DELTA (Diploma in Teaching English to Speakers of Other Languages) in return for a compulsory teaching contract for certain number of years at the same institution. At some other universities, in-service training programs are arranged on numerous occasions to familiarize teachers with developments in recent English language teaching literature and actively engage them in enhancing their teaching with new techniques.

3.8. Funding trainers

The trainers are usually funded by well-known publishers of English language course books, such as Longman, Pearson or Cambridge. It is also possible that the Schools of Foreign Language Education fund trainers' travel and accommodation in addition to the training. However, the trainers visit universities for a limited time to lecture on a specific topic not tailored to the institution they are visiting. One-or-two-day training can be superficial, but practical on the other hand since teachers would not need to cancel classes to attend sessions. Usually, these trainers are not very familiar with the language teaching policies of the university they are visiting; they need to be briefed about the objectives, curriculum, workload, class population, students' cultural, intellectual and financial background, physical conditions of the classrooms, teacher training needs of the institution, and tailor

their content accordingly. This requires a great deal of meticulous and laborious work. Also, they address a mixed population of teachers from different educational backgrounds teaching at different levels, which may at times make some of their content redundant.

3.9. Who qualifies as the teacher trainer?

The training given by professional teacher trainers is arranged thanks to personal connections on some occasions which may be very convenient at times. However, it may also not be of true value for the instructors depending on the expertise area of the trainer. In addition to outside trainers, there may be professional development units or committees in departments made up of inexperienced teachers who are not updating their knowledge or skills, but who are 'trainers' just because they volunteer for the job. Motivating more proficient instructors is not easy because language instructors prefer to 'teach and go' rather than sign up for long term responsibility for the whole staff.

3.10. Who qualifies as the 'leader'?

In universities where the teacher training units assign 'leaders' for groups of teachers responsible for designing and following up on the teacher development process, the leading instructor may lack social skills, and professional and up-to-date background to actualize the skillful management of the planned teacher training procedures.

3.11. Theory based training

The training given by professors from other institutions is usually a lecture delivered via PowerPoint slides. While hands-on workshops moderated by the lecturer may be of much more help in internalizing the new concepts introduced, such training programs may take up relatively more time, thus are avoided, especially to cut the costs and to avoid cancellation of classes during training days. Without actually implementing the suggestions of the trainer, the training program may fall short of realistic applications, therefore the inspiration and new ideas may fade away in time, and in retrospect the instructors may not see substantial gains from a particular training they attended (Doğan, 2016).

3.12. No variety in methods

Most universities lack a variety of teacher training methods. While lectures can be very informative, alternative ways to enhance professional development of teachers can also be functional to a large extent. In addition to workshops, teachers can enroll in activities such as compulsory observations of colleagues, keeping a journal of their reflections, video or audio taping their own or others' classes, and pair of team teaching.

3.13. Not being process oriented

The process of development can be emphasized. There is no end to one's professional development especially in an occupation as dynamic as teaching. Single sessions do not suffice for continuous development.

3.14. Not monitoring the effectiveness

Teacher training programs at Turkish universities are not usually longitudinally studied for evaluation of their effectiveness. How much is actually put into practice remains a mystery. Monitoring the contribution of training be it preservice or in-service should be the norm rather than the

exception. Winter or summer breaks can be best used for summative discussions on the reflection of practiced training material.

3.15. Mixed groups of teachers

Relatively older teachers may be particularly reluctant to change assuming that experience can replace the need to update field knowledge. During training the most difficult challenge is to overcome the resistance, fight against prejudices, and motivate teachers from all ages and backgrounds without positively favoring any age group.

3.16. Thinking outside the box

Usually in training sessions those with relatively extraordinary ideas are marginalized rather than appreciated. This social pressure is very limiting and leads to a continuation of customary understanding and practice of strategies. Actually, breaking away from the mainstream comes with its benefits. Unfortunately, instructors criticize each other at their own peril. The outside-the-box thoughts must not be dismissed if any development is to be realized in these training sessions because marginal perspectives are of priceless value since they trigger thinking and seeing things in unique ways and offer unconventional approaches to solving conventional difficulties faced.

3.17. Administration

In some universities the head of the School of Foreign Languages is not an English language teacher but an instructor of French or German, for example. In such universities, English language teacher training may be overlooked. Clearly, it is important that the need for training programs be felt by administrators and that relevant training be organized addressing the needs of instructors. Therefore, the qualifications of decision makers play an undeniable role in determining the training strategies.

3.18. Teacher mobility

It is also not uncommon that trained teachers leave the institution in a few years if there is no contractual agreement defining the period they must keep teaching at the institution that provided the training. Too much mobility may result in new and inexperienced teachers in need of repetitive training sessions. While mobility may lead to idea exchange, it may also be seen as a waste of effort spent on training the instructors who leave.

3.19. Exchange programs

Exchange programs for teachers, such as Erasmus or Fulbright programs, do not support teachers to spend a whole semester or academic year teaching in a foreign university; the period is usually too short to experience what the instructors of the host country actually do. Longer period exchange programs are difficult to arrange since they sometimes even mean mobilizing the family of the instructor. At least more international and local mobility can be encouraged to be informed of other circumstances in similar educational contexts.

3.20. State-private university differences

State universities are not as competitive as private universities; therefore, they do not generally allocate as many resources as private universities do to improve their language teachers' professional development. Still, there are some private universities which are too new to form an established

system of language teacher development unit as well as ones that are open to revolutionary practices with their dynamic and motivated staff.

4. Discussion

4.1. English Preparatory Schools

The goal of English prep schools at tertiary level is to help students develop and strengthen their English skills in reading, writing, grammar and vocabulary and to prepare them for their future academic life. By the end of one-year-intensive language program, students are expected to become proficient in B2 level according to CEFR. For the students who are enrolled in language departments in their faculties, the passing grade could be different from the students' who are enrolled in other departments, which results from the expectations of language departments. Their requirements concerning language proficiency are higher than other undergraduate programs. Specifically, students are expected to comprehend complex texts and lectures on various topics and write essays, articles, reports and assignments on a wide range of subjects; interact with fluent and accurate language forms. B2 level proficiency could be determined as a threshold for exit excluding language departments. TOEFL ITP (Institutional Testing Program) and their CEFR correspondent descriptors could provide the teachers, curriculum developers and testers with a sound framework to act upon.

4.2. Modern Languages Departments

These departments offer English and other languages courses for the students who study in their departments. They also offer courses for specific purposes with the intention of meeting students' departmental needs. For the students who completed their prep year successfully, English for Academic Purposes (EAP) and English for Specific Purposes (ESP) courses are offered during their departmental studies. These courses are designed to increase employability and students' opportunities for professional mobility. The students whose undergraduate education is Turkish-medium can be required to take minimum 3 hours of compulsory general English courses according to rules and regulations of Higher Education Council (from now on HEC).

With a comprehensive needs analysis conducted by educational specialists, language teachers and departmental staff, required courses addressing the needs should be designed collaboratively. Content and Language Integrated Learning (CLIL) as a dual-focused approach attributing the equal focus on content and language could be implemented for the departments whose medium of instruction is English. As Lasagabaster and Sierra (2009) and Dalton-Puffer (2011) assert, CLIL is usually applied by using a foreign language rather than a second language. With a more unifying perspective, Coyle (2008) proposes four Cs framework in relation to CLIL. In his framework, he focuses on content (subject matter) and its relation to communication (language), cognition (thinking) and culture (the awareness of self and otherness). The focal point is the interaction of learning through content and cognition and language learning through communication and culture. Four Cs framework addresses the relationship between language and culture with a considerable emphasis on the intercultural awareness. In this sense, teaching culture is a part of CLIL, which may offer ample support for topics from different cultural aspects with special attention to the concepts of self and otherness. In CLIL methodology, it is suggested that non-native speakers of the target language are mostly preferred as they are the experts of their subjects. However, content teachers are not always sufficiently equipped with linguistic accuracy and knowledge of language or they mostly likely tend to attach secondary importance to language. Although the integration of language and content is a quite motivating for the students in foreign language teaching settings, it would be necessary to take language teachers' subject

knowledge dilemma into consideration. During the courses, students read and listen to academic texts as for the receptive skills, make analysis and synthesis and draw conclusions by using their writing and speaking skills as for the productive skills. However, they need continuous support in managing the CLIL process, arranging their roles and resourcing. Overcoming these drawbacks needs effort and requires effective collaboration between language teachers and departmental staff. CLIL courses can be grouped into three categories as: Science, social sciences and medical sciences with regard to the academic structure of the universities in Turkey. The first departmental year could be devoted to language skills for academic purposes. Through EAP, they can master the language in terms of reading and writing abilities in a wide range of academic registers; listening and speaking through lectures, seminars and presentations. In the second year and third year, the students should benefit from ESP courses customized for their needs and interests in their specialized academic fields. For the last undergraduate year, English for Occupational Purposes (EOP), can be introduced to the students.

4.3. Blended Learning

It is essential to incorporate technological innovations into the existing curriculum in the institutions of higher education. The increasing growth of digital technologies has made computer-mediated learning and traditional face-to face practices possible. Osguthorpe and Graham (2003) support blended learning by proposing six reasons: “pedagogical richness, access to knowledge, social interaction, personal agency, cost effectiveness and ease of revision”. Similar to the reasons above, Graham, Allen and Ure (2003) and Graham (2005) report three reasons for blended learning as improved pedagogy, increased access and flexibility and increased cost-effectiveness. Concerning improved pedagogy, blended learning provides online self-paced learning, face-to face learning in classroom settings and transfer of learning into real communication. In terms of increased access to learning and flexibility, learners benefit from blended learning with more opportunities for learning with reduced in class hours by simultaneously keeping face-to face practices. Lastly, cost-effectiveness gains importance as it allows the institutions to reach a large number of learners with optimal learning enhancement, low cost and less time (Singh, 2003). For blended learning, the physical settings of the institutions and the number of the students should be taken into consideration before using a jointly agreed upon software program by English preparatory schools, Modern Languages Departments (Freshman English Departments) and software companies. In this sense, it is assumed that more motivating, creative and autonomous learning practices could be offered to the students.

4.4 Suggestions for Pre-service Training for Undergraduate Programs

During the data gathering process from a diverse group of universities, it was found that the teachers’ educational backgrounds differ. Although undergraduate courses have some common content, there is not a standardization concerning the needs of foreign language teaching. Universities have different elective courses which are designed according to the specialties of their staff. This causes a considerable discrepancy between graduates. To illustrate, a large number of students graduate with many linguistics courses whereas the others graduate with literature courses in their transcriptions. Moreover, it is disputable that the departmental courses do not address young adults as learners. A standard course could be included to address teaching language to adults for the graduates who will work with those age groups. Finally, an internship program in the universities could be suggested because preservice teachers do not have the opportunity to be introduced to university students before they graduate.

5. Conclusion

To meet the language requirements of those who will be involved in such fields as science, technology, industry and medicine, language teachers' in-service training should be designed accordingly. Many researchers conducted studies about trainings as it was found that trainings have an undeniable positive impact on the teachers (Cruickshank, Lorish and Thompson, 1979; Bunker, 1977).

In most of the institutions in Turkey, there is a gap between the training programs and the contextual needs of the teachers. Systematic programs are not held (Bayrakçı, 2009), and there is a limited number of professionals and publishers who generally provide short term training programs. Moreover, they are outsiders who do not teach in actual classrooms (Ahmadi, Keshavarzi, 2013). The study by Bayrakçı (2009) reveals that there is not enough professional staff and teachers do not know how to work collaboratively. Additionally, the feedback system in the trainings is ineffective (Bayrakçı, 2009). Long term programs could be designed as one of the solutions to the so-called problem. Therefore, teachers can be more engaged in the process as they know their own needs, students profile, curriculum, objectives of the institution and departments better from the outsider experts. Besides, they can have the opportunity to learn from their colleagues, trace their own development and reflect on what they do (Tilles, 1970). There is an urgent need for a reform in universities in terms of long term training. One of the most critical things is that it should be well-organized based on the needs of the teachers not disregarding their professional background. A detailed analysis from a teachers' study conducted in Netherlands indicates that there are statistically significant differences in training needs of the teachers according to the teacher's level of education, according to work experience and age differences (Gabršček, Roeders, Klič, 2013). Thus, all types of differences should be considered for an effective training. In-service trainings can be held inside or outside the institutions bearing the participants' individual and institutional needs in mind. Figure 2 below suggests steps to be followed during a long term program.

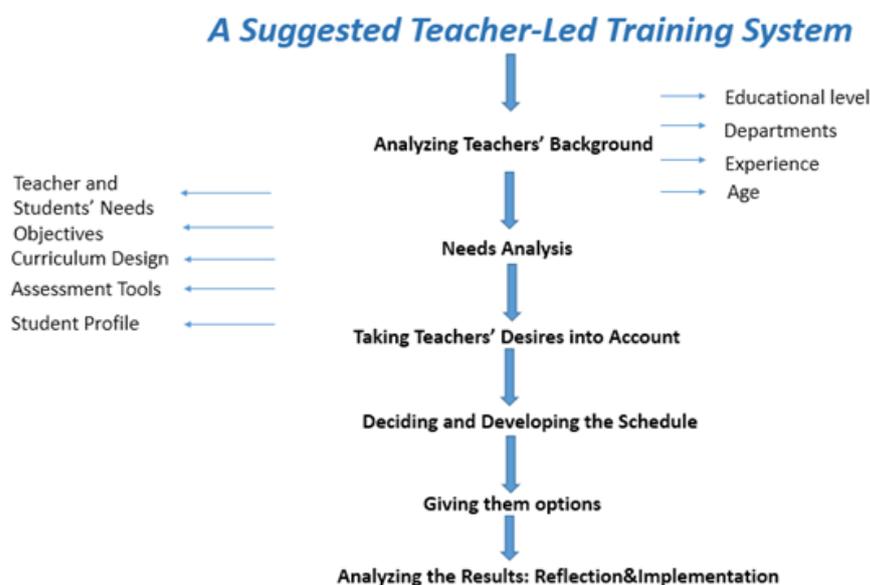


Figure 1. A suggested teacher-led training system

According to the figure, teachers' background should be paid attention to initially. The subsequent step should be conducting a needs analysis research. Teachers' should be interviewed individually about their perceptions of the existing teaching and teacher training and their suggestions for improvement. After designing the training program, teachers could be provided with opportunities to select from a bunch of alternatives. It is a long process and requires working collaboratively, arranging

meetings, finding a focus, reading books, articles, classroom practice, reflecting on the development and receiving feedback.

Some of the alternatives to traditional teacher training sessions can be Reflective Teaching and Learning, Team Teaching, Lesson Study, Peer Observation, Self-monitoring, Action Research, A 15-minute Forum, Teaching Journal, Book/Article Club Discussion.

This study aimed to offer some practical suggestions. All the suggestions are thought deeply if they can be applied to our education system, and it is a known fact that they cannot be put into practice in a second, but they can give an opinion. Moreover, with all these varieties and opportunities, it is thought that teachers can easily find an appropriate activity for their own professional development, which can be both fun and instructive.

References

- Ahmadi, S. S., & Keshavarzi, A. (2013). A Survey of in-service training programs effectiveness in teaching skills development from the viewpoint of students, teachers and principals of guidance schools in Shiraz. *Procedia-Social and Behavioral Sciences*, 83, 920-925.
- Bayraktar, M. (2009). In-Service Teacher Training in Japan and Turkey: A Comparative Analysis of Institutions and Practices. *Australian Journal of Teacher Education*, 34(1).
<https://dx.doi.org/10.14221/ajte.2009v34n1.2>
- Bunker, R. M., (1977). Beyond in-service: Toward staff renewal. *Journal of Teacher Education*, 28, 00-100.
- Cohen, L., L. Manion, and K. Morrison. (2007). *Research methods in education*. (6th ed). London: Routledge Falmer.
- Coyle, D. (2008). CLIL—A pedagogical approach from the European perspective. In *Encyclopedia of language and education*. (pp. 1200-1214). Springer US.
- Cruickshank, D. R., Lorish, & Thompson, L. (1979). What we think we know about in-service education. *Journal of Teacher Education*, 30, 2, 27-30.
- Dalton-Puffer, C. (2011). Content-and-language integrated learning: From practice to principles. *Annual Review of applied linguistics*, 31, 182-204. <https://doi.org/10.1017/S0267190511000092>
- Darling-Hammond, L. (2006). Constructing 21st-century teacher education. *Journal of Teacher Education*, 57(10), 1-15. DOI: 10.1177/0022487105285962.
- Day, C. (1999). *Developing teachers: The challenges of lifelong learning*. London: Falmer Press.
- Demirel, O. (1991). Türkiye’de yabancı dil öğretmeni yetiştirmede karşılaşılan güçlükler. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*, 6, 25-39.
- Doğan, C. (2016). *Sustaining professional development of ELT practitioners*. In K, Dikilitas, M. Wyatt, J. Hanks & D. Bullock (Eds.), *Teachers engaging in research*. IATEFL: Whistable, Kent.
- Edge, J. (2003). *Teacher development*. Birmingham, UK: Aston University.
- Foord, D. (2009). *Delta teacher development: Developing teacher: Practical Activities for Professional Development*. Peaslake: DTDS.
- Gabršek, S., & Roeders, P. & Klic, G. (2013). Improving the Quality of In-Service Teacher Training System.

- Graham, C. R. (2005). Blended learning systems: Definition, current trends, and future directions. In C. J. Bonk & C. R. Graham, (Eds.), *Handbook of blended learning: Global perspectives, local designs*. San Francisco, CA: Pfeiffer Publishing.
- Graham, C. R., Allen, S., & Ure, D. (2003). *Blended learning environments: A review of the research literature*. Unpublished manuscript, Brigham Young University at Provo, UT.
- Hanks, J. (1999). Enthusiasm, puzzlement, and exploratory practice. *The International House Journal of Education and Development* (London, International House) 7, April/May: 14–16.
- Holstein, J. A., & Gubrium, J. F. (2002). Active interviewing. In D. Silverman (Ed.), *Qualitative research: Theory, method and practice*. Thousand Oaks, CA: Sage Publications.
- Küçüköğlü, B. (2013). The history of foreign language policies in Turkey. *Social and Behavioral Sciences*, 70, 1090-1094.
- Kumaravadivelu, B. (2001). Toward a post-method pedagogy. *TESOL Quarterly*, 35(4), 537-560. DOI: 10.2307/3588427
- Lasagabaster, D., & Sierra, J. M. (2009). Language attitudes in CLIL and traditional EFL classes. *International CLIL Research Journal*, 1(2), 4-17.
- O’Leary, Z. (2004). *The essential guide to doing research*. London: SAGE Publications.
- Osguthorpe, R. T., & Graham, C. R. (2003). Blended learning systems: Definitions and directions. *Quarterly Review of Distance Education*, 4(3), 227–234
- Özsoy, G., & Gunindi, Y. (2011). Prospective preschool teachers’ metacognitive awareness. *Elementary Education Online*, 10(2), 430-440. Retrieved on May 6, 2013 from: <http://ilkogretim-online.org.tr/vol10say2/v10s2m4.pdf>
- Patton, M. Q. (2014). *Qualitative research and evaluation methods*. (3rd ed). Thousand Oaks, CA; Sage Publications.
- Singh, H. (2003). Building effective blended learning programs. *Educational Technology-Saddle Brook Then Englewood Cliffs NJ-*, 43(6), 51-54.
- Tillis, C. R. (1974). Teacher teaching teacher’s in-service training in environmental education. *Journal of Teacher Education*, 25, 2, 160-162.
- Wyatt, M., & Dikilitaş, K. (2015): English language teachers becoming more efficacious through research engagement at their Turkish university, *Educational Action Research*. DOI: 10.1080/09650792.2015.1076731

İngilizce öğretim elemanlarının meslek öncesi ve meslek içi eğitimlerine dair sorunlar

Öz

Türkiye'deki üniversitelerin dil programlarında ortak bir standart yoktur. Öğretmenlere verilen lisans düzeyindeki eğitimin kalitesi hizmet içi eğitimleri gibi farklılık göstermektedir. Öğretmen eğitimi politikalarını etkileyen faktörler maddi kaynaklara, zamana, kullanılan teknolojiye ve özellikle sürekli mesleki eğitime verilen öneme göre çeşitlilik arz etmektedir. Özellikle yüksek öğrenimde dil öğretmeni yetiştirirken sözde bir destek söz konusudur. Öğretmen eğitimi politikalarının eksikliklerini araştırmak amacıyla Türkiye'deki 20 üniversiteden dil öğretim elemanlarıyla görüşmeler yapılmıştır. Çalışma sonucunda Türkiye'deki üniversite dil öğretim elemanlarının meslek öncesi ve meslek içi eğitim politikaları konusunda eksiklikler olduğu ortaya çıkmıştır.

Anahtar sözcükler: Öğretmen eğitimi; meslek-içi eğitim; İngilizce hazırlık okulu

AUTHOR BIODATA

Seher BALBAY has been an instructor at Middle East Technical University since 1997. She received her MA from the same university in 2000. She's working towards her Ph.D. degree in ELT at Hacettepe University. Her main research interests are discourse analysis, academic writing, integrating emerging technologies into teaching, blended learning and professional self-development.

İlknur PAMUK is an English instructor at Hacettepe University. She has been teaching English for thirteen years and is currently pursuing her Ph.D. in ELT at Hacettepe University. Her main research interests are teaching writing, technology-enhanced language learning, Sociocultural Theory, language and cognition.

Tuğçe TEMİR graduated from Gazi University, ELT Department in 2011 and received her MA degree in Hacettepe University, ELT Department in 2015. She is working towards her Ph.D. degree at Hacettepe University. Her personal interests include metacognition, Sociocultural Theory, and professional development.

Cemile DOĞAN graduated from the Department of FLE (METU), she has been working as an ELT practitioner for 20 years. She is currently enrolled in ELT department at a state university. Her research interests are language teacher education, teacher-oriented research and critical pedagogy.