English Teachers' Perspectives about Stakeholders and Inspection*

Çağla ATMACA[a*]

[a]Pamukkale Üniversitesi, EğitimFakültesi, Yabancı Diller Eğitimi Bölümü, Denizli/Türkiye

CrossMark

Abstract

This study aims to find out the perspectives of pre-service and in-service English teachers about the participation of stakeholders and role of inspection to improve the generic and field-specific teacher competencies set by the Turkish Ministry of National Education (MoNE). This study is based on qualitative research methods since the data were collected with the help of a written interview form (WIF) where the participants answered open-ended questions and the data were analysed and categorized by two coders according to the constant comparison method of grounded theory. 366 pre-service and 84 in-service English teachers participated in the study. The findings show that about half of the pre-service teachers (n: 179, 49%) and one third of the in-service teachers (n: 28, 33.3%) held positive attitude towards the participation of stakeholders to improve teacher competencies. However, some teacher candidates (n: 111, 30.4%) and in-service English teachers (n: 30, 35.6%) had negative opinions about the role of inspection on their professional competencies. In light of the findings, it can be said that while the participant English teachers are in favor of stakeholder participation they have some concerns about the implementation of inspection.

İngilizce Öğretmenlerinin Paydaş ve Teftiş Hakkındaki Görüşleri

Öz

Bu çalışma, Milli Eğitim Bakanlığı (MEB) tarafından geliştirilen genel ve özel alan öğretmen yeterliklerini geliştirmek amacıyla hizmet öncesi ve hizmet içi İngilizce öğretmenlerinin paydaş katılımı ve teftişin rolü hakkındaki görüşlerini bulmayı amaçlamaktadır. Bu araştırma nitel araştırma yöntemine dayanmaktadır çünkü ve katılımcıların iki açık uçlu soruyu cevapladıkları mülakat formundan elde edilmiştir ve elde edilen veriler gömülü teorinin sürekli karşılaştırma yöntemine göre analiz edilip sınıflara ayrılmıştır. Çalışmaya 366 İngilizce öğretmeni adayı ve 84 İngilizce öğretmeni katılmıştır. Bulgular öğretmen adaylarının yaklaşık yarısının (n: 179, 49%) ve İngilizce öğretmenlerinin yaklaşık üçte birinin (n: 28, 33.3%) öğretmen yeterliklerini geliştirmek amacıyla paydaşların katılımı konusunda olumlu görüş bildirdiğini göstermektedir fakat bazı öğretmen adayları (n: 111, 30.4%) ve İngilizce öğretmenleri (n: 30, 35.6%) öğretmenlik mesleğiyle ilgili yeterliklerin geliştirilmesi konusunda teftişin rolü konusunda olumsuz görüş bildirmişlerdir. Bulgular ışığında katılımcı İngilizce öğretmenlerin paydaş katılımından yana oldukları ama teftiş uygulamalarına ilişkin bazı endişeleri olduğu söylenebilir.

Introduction

There have some nation-wide research studies to detect the current status of foreign language education applications. According to the report of British Council and the Economic Policy Research Foundation of Turkey (TEPAV) (2013) about English language instruction in Turkey, the teachers were found to be willing to enhance language level of students by using their professional development opportunities but they were found to suffer from the lack of in-service training on teaching English to young learners. As to parents, they were found to have relatively low level of English knowledge, which prevented them from helping their children in their English homework and which could be attributed to the EFL structure of English in Turkish context.

We should take professional development of teachers as an ongoing process (Jetnikoff, 2011) because improvement of professional skills does not stop at a specific point but becomes a must in line with the changing lifestyle, technology, and nationally and internationally set teaching standards. Therefore, we witness a growing body of international teacher standards (Jensen, 2010) to promote similar learning experiences among student teachers and to have a teacher with similar knowledge, ability and skills. In other words, teacher standards exist for teacher training programmes, state licensing purposes and recognition of advanced performance (Kleinhenz&Ingvarson, 2007). These standards can be associated with the generic and field-specific teacher competencies set by Turkish MoNE in that these competencies can also be treated as a reference points for pre-service and in-service teachers to draw on when needed to foster professionalism. However, existence of such standards may be ineffective if they are not explored and implemented for the benefits of teachers (Jensen, 2010). These standards could function effectively when they respond to the real needs of teachers and are employed in the light of context-bound differences (Mayer, Mitchell, MacDonald, & Bell, 2005).

There are some standards for student teachers like the European Profile (EP), and European Portfolio for Student Teachers of Languages (EPOSTL). The generic and field-specific teacher competencies set by Turkish MoNE can be added as a kind of teacher standards at national level. The common aspects of all these three different teacher standards are that they should be regarded as a checklist or frame of reference to be used for self-evaluation rather than a mandatory document that must be followed strictly. They will provide the policy makers or authorities with the necessary clues and information in making appropriate policies in line with the needs of student teachers and expectations of the related stakeholders. There are both similarities and differences between the EP items, and the generic and field-specific competencies set by Turkish MoNE in that the EP items have specific items about primary, secondary or adult learning while the Turkish competencies do not have such division in the items. Besides, the EP items promote mentoring to improve the related competencies but the Turkish competencies do not seem to promote teacher induction or mentoring. However, both the EP and Turkish competencies stress the fact that teacher training is a life-long process beginning from pre-service teacher training and continuing throughout the in-service teacher training. The EPOSTL is defined as a document which was formed for the benefit of student teachers in order for them to reach conclusions about their didactic knowledge and skills based on their teaching experiences (Newby, 2012). In 2007, teacher trainers from Armenia, Austria, Norway, Poland and the U.K were engaged in its creation to specify the content of teacher education (Newby, 2007). If we go one step further, the EPOSTL could take place as a course in pre-service teacher training to reduce theory-practice gap (Burkert, 2009) and in a similar vein, the generic and field-specific teacher competencies set by Turkish MoNE could be applied in pre-service teacher training as a separate course so that it could be integrated into the curriculum by associating the theoretical knowledge with the performance indicators.

Turkey has a long history of teacher training with various important steps like the Unification of Education in 1924, the establishment of Ministry of National Education (MoNE) and Higher Education Council (YÖK). These steps were taken to keep up with the rapidly changing nature of knowledge and educational moves at international level. Of course foreign language teaching competencies play a

crucial role in raising students' intercultural awareness and in turn contribute to the European Union (EU) application (Kani, 2011). In spite of its long teacher training history, Turkey still seems to have gaps in foreign language teacher education due to the inability of some English learners to speak English and low level of success in national and international foreign language examinations. The Turkish MoNE started to revise teacher competencies including professional knowledge, abilities and attitudes in 1999 aiming to keep up with the changing conditions of time and society. As a candidate member of the European Union (EU), Turkey began a project called Teacher Education in 2002 with the help of the formal authorities and organs like universities, the Higher Education Council and the Turkish Ministry of National Education (MoNE), and it has been going through fast changes in terms of educational policies and practices (Isikoglu, Basturk & Karaca, 2009). Consequently, Turkish MoNE formed generic and field-specific teacher competencies.

6 main competencies for generic teacher competencies emerged at the end of these studies as in the following: personal and professional values-professional development, knowing the student, learning and teaching process, monitoring and evaluation of learning and development, school-family and society relationships, and knowledge of curriculum and content. Besides, there were 31 sub-competencies and 221 performance indicators of these competencies (please visit http://otmg.meb.gov.tr/YetGenel.html and http://otmg.meb.gov.tr/belgeler/ogretmen_yeterlikleri_kitabi/%C3%96%C4%9Fretmen_Yeterlikleri_Kit ab%C4%B1_genel_yeterlikler_par%C3%A7a_2.pdf). As for English teacher competencies there are five main categories namely planning and organizing English teaching procedures, improving language skills, monitoring and evaluating language development, school-family and society collaboration, improving professional skills in English teaching (Please visit http://otmg.meb.gov.tr/alaningilizce.html).

The relationship between the novice teacher and induction supporter is of great importance (McCrone, 2000) since the interaction between them will affect the quality of the induction and have an impact on teacher cognition. It is only natural that the kind and amount of support teachers need from mentors or induction services show differences (Suen& Chow, 2001). If new teachers are provided with ample sources coming from different people and mechanisms, a gap left by one element could be compensated by another one (Bickmore&Bickmore, 2010). Once induction programs provide teachers with opportunities for mentorship, professional learning, a sense of community and the ways of working without external rewards or high expectations (Harding & Parsons, 2011), then we can help teachers to be responsible for their own learning, contribute to their lifelong learning strategies and improve their autonomy. Field experience, collaborative work and building classroom cultures are also among the alternatives (Harding & Parsons, 2011).

Adoniou (2013) proposed a model including these four aspects with 14 beginning teachers during a 16-month inductive study in Australia to point out the stages and dynamics of transition of the participants. The model stressed the interplay among vision, frustration and knowledge, that is, the participants' perceptions about being a teacher, their frustration in case of struggle and reliance on various types of knowledge. Therefore, novice teachers need careful guidance and close observation by their mentors at universities and practicum schools.

There are research studies with regard to the influence of stakeholders in educational settings in Turkey. Collaboration among stakeholders is considered to affect educational success in different domains. To illustrate, the importance of school-parent collaboration is stressed for encouraging students to do their homework regularly, establish good relationships with their classmates and explaining their thoughts more easily (Genç, 2005). Teachers are expected to keep up with the needs of changing era but their technological competencies are sometimes overlooked or underestimated, which may result in undesired consequences. To illustrate, in-service classroom teachers reflected upon their own competencies regarding technology and pedagogy and they were seen to lack some skills and wanted to join workshops and courses for technology integration into their classes and for their own

professional improvement. Their desire to join such courses is thought to result from their lack of technological competencies (Çırak&Demir, 2014).

Among the studies on educational stakeholders, inspectors or supervisors have been given attention specially. For example, what type of supervision is preferred by different stakeholders also drew attention of Turkish researchers. To compare the views of different stakeholders, Oğuz, Yılmaz and Taşdan (2007) examined the views of primary school supervisors and primary school administrators about supervision and found out that although both groups of participants were in favour of democratic supervision, the administrators appeared to more in favour of democratic supervision than supervisors. Additionally, with the participation of 39 school administrators, 53 teachers, and 24 supervisors, it was reported that teachers are not provided with necessary amount of guidance and restructuring was suggested for a more effective performance assessment (AkbabaAltun & Memişoğlu, 2008). Aslanargun and Göksoy (2013) tried to answer who should supervise teachers and studied on 108 in-service teachers. Although the participants were in favour of supervision by their own school principals compared to educational supervisors, they held various negative opinions about the objectivity of their own school principals. Instead, they suggest cooperating with principals they choose to work in long term and report the need for a closer and individual-based supervision. When the metaphors used by pre-service teachers were analysed, it was seen that though they had a positive concept about school, they had a negative concept about school administrators and the education system (Örücü, 2014), which calls for more attention on the part of researchers and policy makers to better administration and inspection at schools in Turkey.

Educational supervision has been under focus in educational research studies in Turkey and the perspectives of various stakeholders about the strong and weak sides of educational supervision has been dealt to some extent. Likewise, in a study conducted in Van and Ankara with 30 participants including teachers, administrators, supervisors and teacher educators, it was found out that supervisors' previous teaching experience, changes in supervision understanding, long history and broad literature of Turkish education supervision were the strong aspects of the supervision in question. However, the changes were not found to be at desired level and the dual aspect consisting of both ministry inspectors and education supervisors was criticised since there was no harmony between the applications of these types of supervision. The participants also reported their concerns about lack of guidance for their individual professional development in teaching profession (Memduhoğlu, 2012). There has been improvement in the favourable attitudes of stakeholders regarding education supervisors but this improvement has taken place at desired level and education supervisors may feel pressured and disturbed due to their investigation role (Memduhoğlu & Mazlum, 2014). Such positive changes in teacher beliefs about supervisors should be supported and their criticism and suggestions should be taken into consideration to go one step further and reach the desired level in the long term for the benefit of education stakeholders.

In light of the relevant literature, it is seen that although there have been studies regarding the effect of stakeholders on educational circles in terms of school-family cooperation (Genç, 2005), performance assessment (AkbabaAltun & Memişoğlu, 2008), and school management and inspection (Memduhoğlu, 2012), the comparison of the perspectives of foreign language teachers with regard to the role of inspection for professional development seems to be an overlooked area in Turkish EFL context. To detect the opinions of both student teachers and in-service teachers about the effect of stakeholders and better serve teacher needs, this study aims to find out and compare the perspectives of pre-service and in-service English teachers about the involvement of stakeholders and role of inspection in Turkey in order to enhance the generic and English teacher competencies set by Turkish MoNE. The study will shed light upon an overlooked area in teacher education in Turkey at national level by bringing together the perspectives of teachers with changing experiences, providing rich data regarding their similar and/or contrastive viewpoints with the help of their practical experiences and associating them directly with the teacher competencies required by Turkish MoNE.

The study aims to answer the following research questions:

1- Do participant English teachers think there should be support from other stakeholders like experienced colleagues, administrators, inspectors, and parents for improving the generic teacher competencies and English teacher competencies set by Turkish Ministry of National Education (MoNE)? If yes, in what forms do they think it will take place?

2- What do participant English teachers think of the role of inspection in the teaching profession in Turkey? How does inspection affect the generic teacher competencies and English teacher competencies set by Turkish Ministry of National Education (MoNE)?

Research Methodology

Research Design

This study aims to find out and compare the opinions of pre-service and in-service teachers regarding their perspectives about the role of stakeholders and inspection in teacher education. Since the participants add meaning to the study with their experiences depending upon contextual differences (Maxwell, 1992) and the researcher aimed to get a picture of a situation in its natural environment (Burns & Grove, 2003: 201), the study adopted a descriptive research design.

Participants

The population of the study includes pre-service and in-service English teachers in Turkey. The pre-service English teachers were chosen from 4 different state universities in Turkey while in-service English teachers were chosen from the schools in 13 different cities in Turkey. The pre-service teachers were chosen from the senior ones in English Language Teaching (ELT) department since they are about to graduate from school with certain level of teaching experience in their teaching practicum and a body of knowledge related to English, English teaching and educational courses. Therefore, purposeful sampling was adopted by the researcher to reach in-service participants with specific characteristics in line with the needs of research questions in that cities labelled as third-level cities by TÜİK were chosen as sample. However, the 4 universities were chosen according to convenience sampling since it was easier for the researcher to reach 3 universities which are found in the city (Ankara) where she worked while 1 was in her hometown (Denizli) and future working place. The in-service teachers who worked in different cities defined as "third-level cities" according to the statistical institute of Turkey depending on their economic and developmental features, which was done to gather rich data from different parts of the country and increase sample representativeness. 238 senior English student teachers and 41 in-service English teachers participated in the study. Thus, there were 279 participant teachers in total.

Data Collection Tool

The participant English teachers were given a written interview form (WIF). The items of the form were formed in light of the articles related to topics about teacher education and sent to 6 academicians in ELT departments to get expert opinion. The written interview form was prepared by the researcher in light of the content of generic and field-specific teacher competencies of Turkish MoNE and various journals' contents including current issues in teacher education. The WIF was sent in to 6 associate professors in ELT Department at the faculties of education in Turkey to get expert opinions for the sake of ensuring the validity and reliability of the data collection tool. In the first round, there were two think-aloud protocols and meetings for sharing and criticising the form. The experts gave feedback on the content and layout of the form and required some revisions. The researcher considered all the required revisions and made some changes in the form to comply with the rules of validity and reliability. In the second round, after the revisions, the form was sent back to the experts to get confirmation via e-mail until there was consensus among the 6 experts. Although each expert evaluated the form separately, the revised form was sent to them again to get their final views. After the form took its final shape on the basis of the feedback and last minor revisions, the researcher made a pilot study before the real application with the participation of 40 pre-service and 15 in-service teachers. Since there was no

misunderstanding or ambiguity in the WIF items, the researcher went on to refer to other participants. The form consists of two parts: the first part aimed to get demographic information while the second part included ten question items with yes/no questions and open-ended questions about generic and field-specific teacher competencies formed by Turkish MoNE. The WIF is offered in the appendix part at the end of the text.

Application Procedures

The researcher took permission from Turkish MoNE to apply the study at state schools for in-service teachers and from the faculty members in ELT Departments for pre-service teachers. Thus, the researcher sent e-mails to the faculty members and informed them about the content of the form and application time. After getting permission from the lecturers at Gazi University, Hacettepe University, Middle East Technical University and Pamukkale University, the researcher got the formal permission YEĞİTEK (Yenilik ve Eğitim Teknolojileri Genel Müdürlüğü-Directorate General for Innovation and Educational Technology) since there were three different types of schools (primary school, secondary school and high school) and different cities to apply the study with regard to their "third-level city" status according to TÜİK (TürkiyeİstatistikKurumu-Turkish Statistical Institute). After all the permission procedures were completed, the researcher visited some schools in Denizli and Ankara in-person, made announcements in online forums and contacted ex-friends at university. In addition, some in-service teachers encouraged their colleagues to participate in the study. In the end, the researcher visited the universities and applied the form in the courses whose lecturers gave permission in advance. The researcher explained the aim of the study and distributed the forms to the student teachers. Meanwhile, the researcher visited the school principals and showed them the formal permission paper to apply the WIF. Some in-service teachers filled out the form by hand and gave it to the researcher immediately whereas some sent e-mail to the researcher. Due to the difficulties in reaching and getting answers, it took about one year to collect data from the in-service teachers while it took three weeks to gather data from pre-service teachers in the spring term of 2014-2015 academic year. The in-service teachers from Ankara, Denizli, Gaziantep, Diyarbakır, İstanbul, Aksaray, Şanlıurfa, Zonguldak, Yozgat, Kırşehir, Malatya, Mersin and Ağrı participated in the study.

Data Analysis Procedures

Qualitative research method was employed with written interview questions and the data were analysed with the help of content analysis via constant comparison method found in grounded theory. To secure inter-rater reliability, a second coder apart from the researcher, a research assistant doctor working in ELT Department at Gazi University, was also consulted for the categorization and interpretation of the qualitative data. Besides, both coders looked and revised their qualitative data analyses and categories about a month after finishing them for the sake of intra-rater reliability (Cresswell, Plano Clark, Gutmann, & Hanson, 2003).

Qualitative data is thought to be more subjective due to its analysis procedures since the researcher has to move back and forth in light with the coming data, and follow a zigzag pattern or a cyclical path to form emerging themes and categories from the non-numerical data as s/he gets new flow of qualitative findings (Dörnyei, 2007). Such data-driven approach in order to get the big picture from emerging themes was coined as grounded theory by Glaser and Strauss (1980). However, their view of "delaying the literature" was criticised by Thornberg (2012) and it was stated that the related literature should be examined before the categorization of qualitative findings due to the possibility of missing important points or being left with unrelated categories. Likewise, the researcher analysed the existent literature in terms of teacher perspectives about stakeholders, examined the findings reached, and trained and informed the second coder about the relevant studies and the results in order not to miss important points, be left with unnecessary aspects and waste time upon unrelated issues. Therefore, the study referred to Informed Grounded Theory (Thornberg, 2012).

Agreement levels of the categories of both coders were calculated twice and there were two meetings to reach consensus about disagreed aspects of the written statements. According to inter-rater reliability formula by Miles and Huberman (1994: 64), the reliability of the two coders in terms of the first quarter of the total qualitative data was found to be 80.1%. The disagreed aspect mostly consisted on statements with conditional clauses and other expressions including both positive and negative views. The coders decided to list them as separate categories. The participants who did not answer some of the questions or gave irrelevant answers were decided to be excluded from further analyses. The words and expressions with positive connotation or negative connation were coded differently. When all the data were again interpreted and categorised by the two coders, they held another meeting to detect their agreement level again. In the second calculation, the inter-rater reliability increased to 90.1%. Such repetition of reliability was conducted since the agreement levels of the two coders was expected to be at least 70% for the analysis procedures to be considered as reliable. Deeper analysis and further discussions went on till there was complete agreement between the coders.

Results

In this section, the quantitative and qualitative findings gained at the end of data analyses are given. Since the participants' answers to two questions are the focus of this study and the aim is to compare the perspectives of pre-service and in-service teachers, participants' perspectives about the role of stakeholders in general term and inspection in specific term are presented separately. After the findings of both groups (pre-service and in-service teachers) are presented separately, a general table demonstrating the findings of all participants are presented to get the big picture data reveals and reach a general conclusion at the end.

Participant Opinions about Role of Stakeholders in Teacher Competencies

The first research question examines the opinions of the participants about the role of stakeholders in improving the generic and English teacher competencies set by Turkish MoNE. This study presents some parts of a large-scale study. There were 10 questions in the WIF. Some participants did not answer all the questions but answered some of them. Thus, "no answer" category means the participant(s) did not answer the related question item.

Table 1.
Participant Perspectives about Stakeholders' Role

Category	F	%
Positive	207	74,20
Negative	51	18,28
Mixed 1 (+ and -)	11	3,94
Mixed 2 (Conditional)	4	1,43
Irrelevant	6	2,15
Total	279	100

According to Table 3, 279 participants shared their opinions about the role of stakeholders to enhance generic and field-specific teacher competencies set by Turkish MoNE. 5 categories emerged upon the support of related stakeholders: positive, negative, mixed, and irrelevant. The mixed category includes answers where the participants either have both positive and negative views or explain their views with the help of conditional clauses. 207 (74,20%) participants held positive views, while 51 (18.28%) held negative views, 11 (3,94%) held both positive and negative views, four (1,43%) laid down some criteria as a condition Finally, 6 (2,15%) participants gave irrelevant answers. To conclude, the teachers can be said to hold positive perspectives about the role of stakeholders to improve teacher competencies.

Table 2.

Pre-service Participants' Perspectives about Stakeholders' Role

Category	F	%
Positive	179	49
Negative	44	12
Mixed 1 (+ and -)	8	2.2
Mixed 2 (Conditional)	3	0.9
No Answer	128	34.9
Irrelevant	4	1

Table 2 gives the answers of the pre-service English teachers to the sixth WIF item which asks the support from other stakeholders to improve the generic and English teacher competencies. Various categories emerged upon the support of related stakeholders but more than one third of the pre-service participants (n: 128, 34.9%) did not answer the sixth WIF item. Again there are categories like positive, negative, mixed, no answer and irrelevant. The mixed category includes answers where the participants either have both positive and negative views or explain their views with the help of conditional clauses. 179 (49%) pre-service participants held positive views, while 44 (12%) held negative views, eight (2.2%) held both positive and negative views, and three (0.9%) laid down some criteria as a condition. Finally, four (1%) participants gave irrelevant answers to the sixth WIF item. It seems that the pre-service teachers hold positive views about the support of related stakeholders to improve these competencies.

The participants (49%) had positive opinions about the involvement of various stakeholders for improving the related teacher competencies. They found such an involvement as necessity for a good teaching environment. Especially observation of an expert colleague for exchange of experience is suggested. The importance of cooperation is stressed for guiding new teachers to be more patient with the help of partnership and teamwork. Even an analogy is made between the structure of the relationship among stakeholders and that of a family stressing that all these stakeholders are like the members of a family and can support each other. Involvement of the related stakeholders is considered to ease difficulty of first year teaching, provide an evaluation of teaching, solve problems and help these competencies develop. The participants were found to be especially in favour of the involvement of their colleagues for their own personal and professional development with the help of observation, feedback, exchange of knowledge, experience and materials, interviews, collegial dialogue, social media, discussion clubs, verbal communication, written communication, written forms, in-class and after-class discussions, following journals for practical ends, pair work, group work, team work with tasks, seminars, conferences, workshops and regular formal meetings. In light of the feedback gathered, the novice or new teacher can make self-evaluations, and measure and improve their own teaching competencies.

The colleagues are regarded as helper, consolidator or advisor as they listen to the problems of other teachers, help them accomplish their duties better, respond learner needs, and offer suggestions to solve their problems by monitoring each other, making observations and sharing materials and experiences. Such a negotiation has various outcomes for the novice teachers like discovering good and bad sides of teaching, enhancing competency level and getting more information about learners' individual characteristics. The involvement of expert or experienced colleagues is seen to be important especially for first-year teachers who may have difficulty in adapting to the school climate, arranging classroom management, adapting to procedures at schools and completing formal documents. In this regard, collegial involvement is described as necessary and easing and is seen as a consulting action for teacher can learn from each other and contribute to personal development. Since teaching covers life-long learning and cooperation among stakeholders is highly appreciated. Support of teacher trainers from universities is appreciated since they could give lectures to teachers and contribute to their

773

teaching career. Such a support is thought to be essential to diminish theory-practice gap and increase peer evaluation and encourage teachers.

Parental involvement is not appreciated as much as the other stakeholders due to their lack of content knowledge or the possibility of invasion into teaching profession. However, some participants think that teachers can pay visits to student homes because regular meetings could be beneficial to get deeper understanding about the student such as knowing students' other dimensions, emotions, background, socio-economic status, and inform the parents about the current state of the student at school. Parents can function as team members for the harvest of education.

However, some participants seemed to expect more financial and emotional support for increasing teaching quality while some seemed to be in favour of forming necessary regulations within law for the application of such a professional help among the related stakeholders. There were suggestions for the need of adequate time and materials for such involvement to occur. Besides, teachers were suggested to take part in decision-making activities of Turkish MoNE in terms of course book preparation and other procedures which relate to appropriate functioning of schools.

A number of the participants (12%) hold negative views about stakeholder participation since they have negative image about stakeholders, parents and traditional teachers. Some of the participants regard stakeholder involvement as outer interference, which is something they do not prefer while some others are in favour of support from Turkish MoNE and YÖK that is they would like to get professional support from institutions rather than the people at school. They think that stakeholder participation is not possible and they want no outer support. In addition, some made criticism against authorities at local and national level.

The participants who have mixed opinions (3.1%) about the stakeholder participation seem to favour their support but they appear to be unsure about the forms of support or how it can be actualized in real life. However, some propose the provision of special English language classrooms or language labs whereas one of them supports special and different training for successful and unsuccessful teachers.

Now opinions of pre-service English teachers will be exemplified. STE stands for student teacher and the following number shows the order of the participant in the study. There are only positive opinions of student teachers and some of them are given below and some of these positive opinions as in the following. The first of these pre-service participants thinks that all of the afore-mentioned stakeholder should work hand in hand collaboratively.

STE 16: *Yes, all of them study collaboratively.*

The next participant is in favour of establishing new laws and legislations especially for the benefit of beginning teachers so that it will be easier for them to adapt to details of formal procedures and compulsory official documents. Another participant also touches upon the critical value of the first year of teaching in terms of catching up with the school climate.

STE 33: *Yes, there should be. It will take place in the laws and details in bureaucracy and education system for inexperienced teacher.*

STE 39: *Of course, especially first years it is difficult to adapt to rituals of schools.*

STE 101: *Yes. Because being a teacher needs much practice and experience, stakeholders can help me to be a good teacher. Also, in Turkey, teachers should fil in many official documents in schools so experienced teachers can support in that way.*

Some of the participants support the idea of getting feedback from colleagues upon their teaching practices in order to better their teaching styles. It is stated that new teachers can benefit from the views of experienced or expert colleagues and narrow down the clashes between theory and practice, which could be conducted in the form of collegial dialogue. Exchange of knowledge and various experiences is thought to be beneficial for teachers to try different techniques in their lessons. Sharing

experience is also though to determine the route to follow in order to achieve professional goals. Following some teaching-based journals is another alternative which is considered to be important for all stakeholders to exchange their ideas through scientific studies because teachers can benefit from the results of such studies as case studies. Peer support and peer feedback are the commonly stressed aspects of sharing experiences as a part of stakeholder support in the following quotations.

STE 54: *I give importance to peer evaluation and analysis about my teaching performance, so I think there should be support from my colleagues.*

STE 59: *Teaching requires experiences because what is appropriate for the theory may not fit into the practice. For that reason, support is really needed. I think this support may be in the form of conversation.*

STE 61: *Of course. Everyone has different knowledge and experience. They help us their experiences. We can use them in our lessons.*

STE 62: *Of course colleagues are the best supporters for the teacher*.

STE 65: *Of course should be. Till we gain our experience, their experience which they will share with us, will help us and will show the way to be successful and go to the true way.*

STE 67: *Definitely, yes. Sharing information and support are important and useful*.

STE 73: *Yes, of course. Teacher shouldn't be the only person to apply all of these competencies. There should be support from other experienced persons*.

STE 80: *Yes. A certain "getting together" or even better a journal similar to the English Teaching Forum should be formed so all concerned parties share their experiences and case studies, etc.*

STE 95: *Yes, there must be support from experienced ones and parents. They can share their experience with us.*

Pre-service teachers provided opinions about different sort of peer support aside from exchange of experience and collegial dialogue. Likewise, the first of the following participant reports that the support can come in the form of psychological and monetary support because s/he thinks that such kinds of encouragement plays a motivating role in gaining these two types of competencies. It is stated that teachers can consult other stakeholders namely colleagues or administrators in case of problems in classroom management and ask for help based on previous experiences. Similarly, other stakeholders can consult teachers, too in order to contribute to educational success. It is thought that teacher is not the only member who can handle all the problems and fulfil expectations on his/her own and thus need cooperation of other members who are involved in teaching-learning process.

STE 136: *Yes, especially psychological and monetary support is very important. If I were motivated enough, I would do anything in order to have these competencies.*

STE 155: *For some aspects, there should be, For example; when we had some argument with one of the students, I can ask one of my colleagues.*

STE 160: *Yes, there should be. Sharing information with colleagues or asking questions or waiting help from administrators can be helpful*.

STE 190: *We can counsel to other stakeholders*.

STE 235: *Of course, yes. Teaching should be done cooperatively. There is no teacher who can do everything himself/herself.*

Below are some more suggestions about how the stakeholder support can take place in educational settings. Seminars are thought to be too broad and ineffective in responding to the needs of teachers. Instead, observation of experienced teachers and receiving feedback from experienced colleagues are thought to be more suitable for improving personal knowledge and professional skills. Holding

interviews and having meetings are considered to be alternative ways of exchange of experiences among teachers.

STE 288: *Yes seminars would be too general so observation of the teachers individually and giving feedback would be more helpful for professional and personal development.*

STE 324: *Yes, there should be. It can take place through interviews, meetings, and exchanging ideas. A teacher should not be alone in this process.*

Table 3.

In-service Participants' Perspectives about Stakeholders' Role

Category	F	%
Positive	28	33
Negative	7	8.4
Mixed 1 (+ and -)	3	3.6
Mixed 2 (conditional)	1	1.2
No Answer	43	51.1
Irrelevant	2	2.4

Table 3 gives the answers of the in-service English teachers to the sixth WIF item which asks the support from other stakeholders to improve the generic and English teacher competencies. Various categories emerged upon the support of related stakeholders but again more than half of the in-service participants (n: 43, 51.1%) did not answer the sixth WIF item. Again there are categories like positive, negative, mixed, no answer and irrelevant. The mixed category includes answers where the participants either have both positive and negative views or explain their views with the help of conditional clauses. 28 (33.3%) in-service participants held positive views, while 7 (8.4%) held negative views, three (3.6%) held both positive and negative views, and one (1.2%) laid down some criteria as a condition. Finally, two (2.4%) participants gave irrelevant answers to the sixth WIF item. It seems that the pre-service teachers hold positive views about the support of related stakeholders to improve these competencies.

Some excerpts were taken from the in-service English teachers' answers to the sixth question in the WIF. The sixth interview question is: Do you think there should be support from other stakeholders like experienced colleagues, administrators, inspectors, and parents to improve these competencies? If yes, in what forms do you think it will take place?The initial number represents the order of the related participant. The number also represents the coding number of the participant in the SPSS. Besides, T stands for in-service teacher. The first 366 participants were pre-service English teachers and the rest between 367- 450 were in-service English teachers. There are both positive and negative opinions of in-service English teachers regarding the participation of stakeholders in improving the generic and English teacher competencies. First of all, positive opinions will be given.

The professional support from stakeholders is expected to take place in law and be encouraging for teachers to participate in various educational activities. Benefiting from the suggestions of experienced teachers is another commonly expressed point in that experienced teachers can make observations during the lesson and give feedback after the class about what to do to improve the current teaching style. Additionally, some in-service English teachers (3.6%) seem to have both negative and positive opinions about the involvement of parents in educational context since some teachers are in favour of collaborating with parents to get more detailed information about students' specific features while some others complain about parental issues due the fact that student misbehaviour is the result of parental attitudes.

T 368: *There should be support. It will take place in not only in law but also professional help. They will encourage the teachers to be volunteer to take part in every part of the educational system.*

T 370: *I think, yes. There must be support for teachers. Especially from experienced colleagues in class and after class.*

T 372: *Yes. There should be support from parents to get more information about learners' individual characteristics.*

T 374: *Yes, there should be support from other people.*

T 375: *First of all, we should educate the parents, because it is the biggest problem in our region.*

T 383: *Yes.*

Benefiting from the suggestions of experienced colleagues is regarded to be one of the ways of establishing cooperation among stakeholders because knowledge is thought to come in different shapes and sizes like theoretical knowledge gained with the help of books and practical knowledge learnt from other colleagues by changing experiences. Parallel to pre-service participants, similar views about parental participation are explained in that parents are seen as sources of information about students' unique characteristics and arrange teaching-learning accordingly to serve student needs better. However, negative opinions are revealed about the role of inspectors and administrators owing to their fault-seeking nature and superior status compared to teachers but still their participation is regarded to be OK provided that their support is constructive rather than destructive.

T 406: *Sure! I think I have a lot of things to learn from my experienced colleagues. Because we don't always learn from books. We sometimes learn from others. Sharing experiences or exchanging information can contribute to our knowledge. In addition to this, support from parents is important too. We can get detailed information about ours students from parents and can give a better form to our way of teaching. Parents are our eyes at student's home. However, inspectors and administrators' support is ok as long as it is constructive because they are also an important part of education and they can see the whole picture while we see only our own part. For many years, they have been above teachers just to find the faults of teachers.*

The following in-service teacher appears to be in favour of learning from experiences of other colleagues especially about classroom management while the next two participants stress the participation of each afore-mentioned stakeholder in the formation of the generic and English teaching competencies and creating new materials for students.

T 412*: To be a good teacher requires learning others' experiences. As novice teachers, we cannot use our knowledge to solve some in-class problems. Classroom management needs years to be perfect.*

T 419: *Yes because cooperation is inevitable at school. material sharing, exchanging of ideas, creating a new material and familys' vitality in teaching process can be some of them.*

T 432: *Of course these stakeholders should take part in the process. They should be asked to express their opinions while describing competencies.*

Different from pre-service English teachers, some concerns and negative opinions were expressed by the participant in-service English teachers. For example, lack of school administration support is criticized for not providing language labs specifically designed for English lessons. The second following participant seems to complain about the lack of inspection and testing of these competencies at schools and thinks that low level of professional development or no professional development appears consequently. S/he also criticizes the good image of teacher by giving high scores to students and suggests a stricter scrutiny of teachers by modifying these competencies and including the competencies in in-service teacher training.

T 404: *Yes, there should be support but they don't support us. The school management could provide an English language classroom or language labs.*

T 430: *There is no authority to check the competence of the teacher in state schools. So they teach for long years without putting on any knew knowledge. Both the students are the teachers are happy of this. As long as you give high grades to the students you are the best teacher. So first of all the competencies of the teachers should be identified and the ones who need to be up dated should be strictly taken into in-service training.*

T 433: *No, I don't think so.*

Some in-service English teachers seem to go against the stakeholder participation and disagree with their intervention while some others go for the participation of various institutions such as teacher training universities and Turkish MoNE. Moreover, administrative support is thought to be important in diminishing the negative effects of physical conditions since these negative conditions seem to influence teacher performance. Examples of these views are given in the following participant comments.

T 417: *I think those stakeholders have nothing to support us for the competencies. We need support from MNE and universities.*

T 400: *I think physical conditions and crowd of classes are very important. They effect negatively. Administrative support is helpful.*

T 441: *For me, there should be no outer support from the others.*

Pre-service English teachers were found to hold positive opinions regarding the involvement of stakeholder in the improvement of the generic and English teacher competencies whereas in-service English teachers held both positive and negative opinions.

Participant Opinions about the Role of Inspection in Teacher Competencies

The second research question examines the opinions of the participants about the role of inspection in improving the generic and English teacher competencies set by Turkish MoNE.

Table 4.

Participant Perspectives about Inspection's Role

Category	F	%
Positive	44	17,47
Negative	141	55,96
Mixed 1 (+ and -)	16	6,34
Mixed 2 (conditional)	10	3,96
No Effect	6	2,38
Irrelevant	35	13,89
Total	252	100

Table 4 shows that 252 participants shared their opinions about the role of inspection to enhance generic and field-specific teacher competencies set by Turkish MoNE. 6 categories emerged upon the role of inspection: positive, negative, mixed, no answer and irrelevant but this for this question there is no effect category as well. The mixed category includes answers where the participants either have both positive and negative views or explain their views with the help of conditional clauses whereas no effect category includes answers which state that inspection has no positive or negative effect on improving these competencies. 44 (17,47%) participants held positive views, while 141 (55,96%) held negative views, 16 (6,34%) held both positive and negative views, 10 (3,96%) laid down some criteria as a condition and six (2,38%) think inspection has no positive and negative effect on improving these competencies. Finally, 35 (13,89%) participants gave irrelevant answers. To conclude, the teachers can be said to hold negative views about the role of inspection to improve teacher competencies.

Table 5.

Pre-service Participants' Perspectives about Inspection's Role

Category	F	%
Positive	36	9.9
Negative	111	30.4
Mixed 1 (+ and -)	13	3.6
Mixed 2 (conditional)	9	2.4
No Effect	6	1.6
No Answer	158	43.1
Irrelevant	33	9

Table 5 shows the answers of the pre-service English teachers to the seventh WIF item which asks the role of inspection to improve the generic and English teacher competencies. Various categories emerged upon the support of related stakeholders but a large number of the pre-service participants (n: 158, 43.1%) did not answer the seventh WIF item. Again there are categories like positive, negative, mixed, no answer and irrelevant but this for this question there is no effect category as well. The mixed category includes answers where the participants either have both positive and negative views or explain their views with the help of conditional clauses whereas no effect category includes answers which state that inspection has no positive or negative effect on improving these competencies. 36 (9.9%) pre-service participants held positive views, while 111 (30.4%) held negative views, 13 (3.6%) held both positive and negative views, nine (2.4%) laid down some criteria as a condition and six (1.6%) think inspection has no positive and negative effect on improving these competencies. Finally, 33 (9%) participants gave irrelevant answers to the seventh WIF item. To conclude, the pre-service teachers can be said to hold negative views about the role of inspection to improve these competencies.

The participants who have positive opinions (9.9%) about the effect of inspection on improving teacher competencies mostly touch upon the positive consequences of feedback in terms of continuous personal and professional improvement. These participants describe the act of inspection in Turkey as "necessary for grading", "continuous progress", "useful for promoting to read more", "motivating", "helpful", "effective", "guiding", "enough and good", "important", "necessary", "a must" and "vital". Inspection is thought to compensate the lacking aspects of self-evaluation by one of the participants. They state that when inspectors control teacher responsibilities they create opportunities and give feedback for teachers to assess themselves so that teachers can decide on their strengths and weaknesses, question their teaching knowledge and skills, enhance their competencies, decide on what to focus or ignore, meet with new points of view, develop their teaching practices, learn valuable knowledge from inspectors, and they can be introduced to formal and regular forms of burocracy.

Interestingly, an analogy is made between oil of the car and inspection of teachers in that inspectors could guide teachers to fulfil their aims like the oil helps the car to reach its destination.

A number of the participants (30.4%) have negative opinions about the role of inspection in Turkey to develop MoNE teacher competencies. Various definitions and themes emerged in light of the answers given. They define the inspection in Turkey as "not sufficient", "unnecessary", "not enough", "compulsory formality", "artificial event", "formal requirement", "nonsense", "ineffective application", "unfair evaluation", "unreal", "meaningless", "nonsense", "not objective", "unrealistic", "not good", "superficial", "not efficient", "theoretical", "useless", "wrong application", "strict and useless", "not valuable", "depressing", "fake", "terrifying", "limited", "unsuitable", "inappropriate", "out of use", "ineffective", "worrying", "stressing", "not beneficial", "not guiding", "discouraging", "formal duty", and "unnecessary paper works". Some of the participants think that inspection has no effect on their teaching practices in terms of improving teaching competencies or personal and professional development. The common aspects which the participants are not content with are the lack of feedback, English knowledge and expertise on the part of inspectors. Teachers also seem to complain about the lack of inspection frequency and limited knowledge and application of inspectors. They do not think that inspectors aim to improve their competencies but they visit classrooms just to judge teachers for seeking mistakes or lacking aspects. One of the in-service English teachers finds inspection unnecessary due to inner inspection of the teacher. The participants further state that inspectors do not evaluate their teaching methods but they deal with administrative priorities, formal documents, annual plans and other formal items rather than individual needs, which is thought to hinder autonomy and create unnecessary stress. One shot inspection is found to be invalid and has a barren and unproductive role and considered to cause negative feelings on teachers in terms of self-efficacy. Some suggest that there should be periodical repetition of inspection and inspection could be actualized with the help of a qualified committee to prevent it from being biased or partial. Some in-service English teachers make criticism against student success in national examinations called TEOG or LYS as criteria for teacher success. Some others report that there is too much expectation from teachers and they may not feel free in the classroom due to ineffective application and lack of guidance of inspectors.

Some of the participants (3.6%) have both positive and negative views about the role of inspection and they define the inspection as acceptable but not enough due to the ineffective implementation and lack of expertise of inspectors. They state that the act of inspection is good and important since it creates awareness about personal strengths and weaknesses. However, they criticise the manner by calling it incorrect owing to practical limitations like lack of frequency, and the negative influence on teachers.

Now opinions of pre-service English teachers will be exemplified. STE stands for student teacher and the following number shows the order of the participant in the study. The pre-service participants have positive, negative and mixed. It was found that few participant student teachers held positive views and they explained that inspection needs to be away from personal prejudices and based on sound reasons in order to contribute to teachers. One of them stressed the importance of inspection for guiding teachers what to do to develop their lacking aspects while the last one sees the need of inspection due to the insufficiency of self-assessment.

STE 95: *It should be objective and reasonable. It will contribute to me a lot.*

STE 155: *The role at inspection is very important, because it shows teachers in which fields they should improve themselves.*

STE 160: *Sometimes self-evaluation may not be enough for a teacher so it can be helpful for us.*

Majority of the participant pre-service English teachers (30.4%) who answered this question item were found to have negative opinions regarding the role of inspection for improving the generic and English teacher competencies. For example, the first of the following pre-service participants finds inspection not useful and effective while some others criticize inspectors for not having the necessary

knowledge and skills to evaluate English teachers in that it is stated that inspectors themselves do not know English and their assessment is not considered to be sufficient or objective. Some student teachers think that inspection is conducted just for the sake of completing a formal and compulsory procedure and inspection of English teachers does not have an important place in Turkey. The lack of an effective inspection system is thought to make teachers static and closed to personal and professional changes in addition to creating a negative image for inspection as being unnecessary and work overload. Below are the pre-service participant samples where you can find the afore-mentioned statements about the role of inspection in Turkey.

STE 33: *I don't believe that the inspection will be useful for teaching profession. It will not affect even a bit.*

STE 59: *I think the inspectors are out of our department generally and as they do not know the contemporary approaches. If they interfere falsely, it will affect my competencies in a negative way.*

STE 61: *Inspections control something unconsciously. Most of them do not have enough information.*

STE 62: *Inspection of teaching English doesn't have any importance in Turkey*.

STE 65: *I think they are being done just to do. I mean it is a sample. It will not affect my teaching competence, I think.*

STE 67: *In Turkey, there is no inspection, especially in state schools. So, teachers are very relax and they don't improve themselves.*

STE 80: *No offense. Bullshit. I don't think it will.*

STE 101: *Inspectors sometimes do not know English I can't imagine how they assess English language teachers.*

STE 235: *I think they are not effective enough*.

STE 288: *It looks like an unnecessary stress for teachers.*

STE 324: *As far as I know, they are not the specialists of the field they are doing inspection. They should do inspections of fields that they are expert in. Perhaps I'll put some more effort to catch up with the MONE curriculum*.

The last group of participants hold both positive and negative views about the role of inspection for improving the generic and English teacher competencies set by Turkish MoNE. The first of the following pre-service English participants seems to have fears about getting undesired or bad results at the end of inspection, which is thought to damage his/her motivation. The same participant also makes a suggestion saying that the inspection process should be conducted kindly. The second following participants appears to share similar views with the first one in that s/he finds inspection as a means of self-assessment tool but criticizes the quality of the process and its content. Finally, the last participant desires the inspector to be honest while evaluating teachers.

STE 54: *I think if I get a bad evaluation, I will be discouraged and lose my faith in my teaching abilities. I am afraid a bit of it. It is a good thing for a person to be evaluated if it is done kindly.*

STE 102: *It is good for self-evaluation. But the process and the content should be qualified.*

STE 354: *Inspection is important if the person implying it is honest.*

Table 6.

In-service Participants' Perspectives about Inspection's Role

Category	F	%
Positive	8	9.6
Negative	30	35.6
Mixed 1 (+ and -)	3	3.6
Mixed 2 (conditional)	1	1.2
No answer	40	47.6
Irrelevant	2	2.4

Table 6 shows the answers of the in-service English teachers to the seventh WIF item which asks the role of inspection to improve the generic and English teacher competencies. Various categories emerged upon the support of related stakeholders but a large number of the in-service participants (n: 40, 47.6%) did not answer the seventh WIF item. Again there are categories like positive, negative, mixed, no answer and irrelevant. The mixed category includes answers where the participants either have both positive and negative views or explain their views with the help of conditional clauses. 8 (9.6%) in-service participants held positive views, while 30 (35.6%) held negative views, three (3.6%) held both positive and negative views, and one (1.2%) laid down some criteria as a condition. Finally, two (2.4%) participants gave irrelevant answers to the seventh WIF item. To conclude, the in-service English teachers can be said to hold negative views about the role of inspection to improve these competencies.

Below are some excerpts taken from the in-service English teachers' answers to the seventh question in the WIF. The seventh interview question is: What do you think of the role of inspection in the teaching profession in Turkey? How does inspection affect your teaching competencies?

The initial number represents the order of the related participant. The number also represents the coding number of the participant in the SPSS. Besides, T stands for in-service teacher. The first 366 participants were pre-service English teachers and the rest between 367- 450 were in-service English teachers. The participant in-service English teachers were found to have positive, negative and mixed opinions about the role of inspection in the development of the generic and English teacher competencies set by Turkish MoNE.

A few of the in-service English teachers think that inspection will lead to positive outcomes for the improvement of these competencies. They find inspection useful and good and it is reported that teacher can learn from the knowledge and previous experience of inspectors since they improve teachers' teaching style via controlling.

T 372: *Helpful. In a positive manner.*

T 383: *In a good way.*

T 394: *It should be. Inspections control and develop teachers' courses.*

T 400: *I've always learned valuable knowledge from the inspectors. It effects positively.*

There are more in-service English teachers who do not seem to be content with the manner of inspection in Turkey and do not agree with the idea of the contributing side of inspection to improve these competencies. For instance, the first of the following participants thinks that inspectors carry out tasks which are compulsory for formal requirements of the educational system and inspection does not influence his/her teaching style. S/he also believes that a professional teacher can function appropriately regardless of the hardships encountered. The second participant seems to have some concerns about inspection and think that the only role of inspectors is to seek what teachers lack while the next participant also agrees that inspection does not contribute to his/her teaching competencies and inspectors examine only formal papers or documents but not teachers.

T 368: *I think, inspections are always here but only in sight. It doesn't affect me. Because I believe that a professional teacher is always equipped in all condition, even under pressure.*

T 370: *I'm very anxious of inspection. Inspectors just looks for a mistake.*

T 397: *No effect in my teaching competencies. They only inspect documents not teaching.*

The participant in-service English teachers have some other comments regarding the efficiency of inspection because they don't think that inspection is useful or contribute to their teaching career and think it prevents teaching. They also complain about the lack of English knowledge of inspectors and find the evaluation of inspectors who do not know English counter-productive. One of them (T 419) has some complains about the success of students at national high stake examinations set as criteria for evaluating teacher success. S/he also seems to be irritated by being pressured to teach only test skills, which is said to be expected from other lessons, too. Some in-service teachers report that they were inspected for a few times during their teaching career by the inspectors who did not know English and they were inspected for formal documents. Finally, the last one finds inspection discouraging and adds that teachers inspect themselves.

T 404: *For me, it is not useful. It does not contribute to my career.*

T 412*: It totally hinders teaching. Inspectors who don't know English may come to observe you. There is no meaning. It doesn't have any encouraging effect at all. It is disheartening!*

T 414: *it has nearly no contribution. this is not the way I thnk. ınspection should help us produce. but ıt doesn't*

T 419: *The only inspection is success in teog exam (temeleğitimdenortaöğretimegeçişsınaıı). it demotivates me. mostly, i have to focus on test skills and sometimes i forget i'm a foreign language teacher. everybody thinks english lesson is the some as other lessons and all the students must do well in tests.*

T 433*: I was inspected few times in my teaching life and none of them knew English. They didn't evaluated English, they just asked for the documents. I think inspection is useless.*

T 441: *Inspection is a discouraging factor for me. We already inspect ourselves.*

Some of the in-service English teachers (3.6%) have both positive and negative opinions about the role of inspection. The first of the following participants criticizes the manner of inspection in Turkey saying that inspection is done to detect what is missing and test teachers, which makes inspection unfruitful, although s/he thinks that inspections could be advantageous for improving teachers' professional skills by guiding teachers what path to follow.

T 406: *There is a problem with the practice of inspection. They usually come to observe what's missing, what we don't do or forget to do. However, inspection is a kind of showing the right direction if there is a problem. But we feel as if we are being tested. That's why we can't get benefit of the inspections we have. On the other hand inspection is an advantage for a teacher if it helps us improve ourselves.*

In light of the following participants' opinions it is seen that teachers' confidence in their teaching competencies may help them to overcome negative consequences of inspection but they can still feel disturbed. The second following participant states that s/he has not been inspected for a long time and mentions the qualities of a good inspector for English teachers like being specialist in the field of language teaching and giving the necessary support and feedback to improve quality of teaching. The participants seem to appreciate the value of inspection but criticize quantity and quality of teaching because inspection is regarded to be a way of helping teachers to be dynamic and open to changes all the time.

T 409: *As I'm perfectly sure of my competence in teaching, inspection won't affect me in a negative way but I'll be disturbed.*

T 417: *I haven't been inspected for so long. But I think, the inspectors should be specialised in language teaching and able to give support and feedback on language teaching.*

T 430: *In state high schools we are not inspected by inspections or any other authority. If the inspector is really a person who shows you the way and is well equipped it's OK for me. Being inspected in any job you do will keep the person awake I believe.*

T 432: *The role of inspection in the teaching profession is very important and vital but inspectors should be professional.*

Discussion & Conclusion

This study aimed to find out the similarities and differences between pre-service and in-service English teachers in terms of their perspectives about the involvement of related stakeholders and the effect of inspection on teaching competencies. Various opinions were offered regarding the participation of stakeholders in that there were both positive (n: 207) and negative (n: 51) images about their involvement in improving teacher competencies.

Especially the newly appointed teachers who are found in a real teaching context for the first time may need closer observation and feedback in order to cope with the demands of stakeholders and respond to student teachers. Since each teacher needs to be inducted into the school climate, introduced to the expectations of the related stakeholders and given constant support in responding to these expectations. Turkey needs to establish a systematic approach in teacher induction to ease the transition process of teachers to the new school environment. The role of stakeholders in improving the generic and English teacher competencies were discussed in the study and some of the participants were against the involvement of parents due to their limited knowledge about teaching and English. Thus, this study echoed some of the British Council-TEPAV report findings because according to this report it was found that limited English knowledge of parents prevented them from making judgements about the content of the English course books and English teaching procedures. In parallel with the British Council-TEPAV report (2013) results, the participant English teachers were found to suffer from lack of effective in-service training in that all the observed English teachers used to work at a different school type and they did not receive any training in order to adapt to the new school environment, school climate, student profile or stakeholder expectations.

The results of present study bear some similarities and differences with those of some previous studies about supervision conducted in Turkey. To begin with, Lack of guidance for professional development was a stressed point in the statements of the participants, which in parallel with the findings of AkbabaAltun and Memişoğlu (2008) and Memduhoğlu, 2012). Similar to Aslanargun and Göksoy (2013), lack of objectivity was among the main concerns of English teachers for their supervision. In contrast to existent literature, some participants were in favour of peer feedback and suggested formal protection through laws in case of giving or getting low scores or criticism of their colleagues. Another aspect which differs from the previous studies is that pre-service teachers appeared to be hold more positive perspective compared to their in-service counterparts. This issue must be given special attention because what happens at schools so that in-service teachers are inclined to have more negative perspectives must be answered.

Some of the participant in-service English teachers (n: 31) were found to be not happy with the way they are inspected. Another common concern of all the observed English teachers was the inspector's lack of English knowledge because how can an inspector make realistic evaluations about the current state of English teachers without knowing English? It is suggested that English teachers should be evaluated by inspectors with high level of English or inspectors who are experienced or expert English teachers. In this sense, one-shot inspection seems insufficient to detect the problems and provide practical solutions for teachers to overcome educational difficulties. Since teaching profession is a long journey, teachers go through certain changes in line with the experiences and difficulties they face in the course of time. Therefore, they need constant feedback from stakeholders to enhance their

knowledge and practical skills instead of one-shot evaluation which is considered to be ineffective due to the inspectors' lack of English knowledge and the fact that inspection is perceived to be a compulsory activity to fill out certain formal documents and conduct formally needed procedures.

References

Adoniou, M. (2013). Preparing teachers: The importance of connecting contexts in teacher education. *Australian Journal of Teacher Education, 38*(8), 47-60.

AkbabaAltun, S. &Memişoğlu, S. P. (2008). The opinions of teachers, administrators and supervisors regarding performance assesment.*Educational Administration: Theory and Practice, 53*, 7-24.

Aslanargun, E. &Göksoy, S. (2013). Who should supervise teachers?*UşakÜniversitesiSosyalBilimler Dergisi, ÖzelSayı*, 98-121.

Bickmore, D. L.&Bickmore, S. T. (2010). A multifaceted approach to teacher induction. *Teaching and Teacher Education, 26*, 1006-1014.

British Council and TürkiyeEkonomiPolitikalarıAraştırmaVakfı (TEPAV) (November, 2013). *National needs analysis of English language teaching at state schools in Turkey*. Ankara: Mattek Publishing.

Burkert, A. (2009). *Recent innovative developments in language education: The EPOSTL as a tool to bridge the gap between theory and practice*. Unpublished doctoral dissertation, University of Graz, Graz.

Burns, S. N. & Grove, S. K. (2003). *Understanding nursing research*. 3rd edition. Philadelphia: Saunders.

Cresswell, J. W., Plano Clark, V. L., Gutmann, M. L., & Hanson, W. E. (2003). *Advanced mixed methods research designs.* In A. Tashakkori & C. Teddlie (Eds.), Handbook of mixed methods in social and behavioralresearch.Thousands Oaks, Calif.: Sage.

Çırak, S. &Demir, S. (2014). Examining classroom teachers' views about their competencies concerning the integration of technology. *Gaziantep University Journal of Social Sciences, 3*(1), 99-113.

Dörnyei, Z. (2007). *Research methods in applied linguistics. Quantitative, qualitative and mixed methodologies.* New York: Oxford University Press.

Genç, S. Z. (2005). İlköğretim 1. Kademedeki okul-aile işbirliği ile ilgil iöğretmen ve veli görüşleri. *Türk EğitimBilimleriDergisi*, 3(2), 227-243.

Glaser, B. G. &Strauss, A. L. (1980). *The discovery of grounded theory*: *strategies for qualitative research* (11th ed.). New York: Aldine Publishing Company.

Harding, K.& Parsons, J. (2011).Improving teacher education programs. *Australian Journal of Teacher Education, 36*(11), 51-61.

Isıkoglu, N., Basturk, R.,&Karaca, F. (2009). Assessing in-service teachers' instructional beliefs about Student centered education: A Turkish perspective. *Teaching and TeacherEducation,* 25, 350-356.

Jensen, B. (2010). *What Teachers Want: Better Teacher Management*. Melbourne: Grattan Institute.

Jetnikoff, A. (2011). What do beginning English teachers want from professional development? *Australian Journal of Teacher Education, 36*(10), 53-64.

Kani, Z. G. (2011). *A case study on the English language teacher trainees' perceptions about teacher competencies identified by Common European Framework (CEF) and European Language Portfolio (ELP).* Unpublished master's thesis, ÇanakkaleOnsekiz Mart University, Institute Of Social Sciences, Çanakkale.

Kleinhenz, E. & Ingvarson, L. (2007). *Standards for Teaching: Theoretical Underpinnings and Applications*. Retrieved from http://research.acer.edu.au/teaching_standards/1.

Maxwell, J. A. (1992). Understanding and validity in qualitative research. *Harvard Educational Review,*

62,279- 299.

Mayer, D., Mitchell, J., MacDonald, D., & Bell, R. (2005). Professional standards for teachers: A case study of professional learning. *Asia-Pacific Journal of Teacher Education, 33*(2), 159-179.

Memduhoğlu, H. B. (2012). The issue of education supervision in Turkey in the views of teachers, administrators, supervisors and lecturers. *Educational Sciences: Theory & Practice, 12*(1), 149-156.

Memduhoğlu, H. B. &Mazlum, M. M. (2014). The story of change: The metaphoric perceptions about education supervisors.*Trakya University Journal of Education, 4*(1), 28-47.

Miles, M. B.& Huberman, A. M. (1994). *Qualitative data analysis*. London: Sage Publication.

Newby, D. (2007). *The European portfolio for student teachers of languages*. Retrieved from http://www.babylonia-ti.ch/.

Newby, D. (2012). *Insights into the European portfolio for student teacher of languages (EPOSTL).* Cambridge: Cambridge Scholarship.

Oğuz, E., Yılmaz, K. & Taşdan, M. (2007). İlköğretim denetmenlerinin ve ilköğretim okulu yöneticilerinin Denetim inançları. *Sosyal Bilimler Dergisi Sayı, 17*, 39-51.

Örücü, D. (2014). Pre-service teachers' metaphors towards school, school administrators and Turkish education system. *Educational Administration: Theory and Practice*, 20(3), 327-358. doi: 10.14527/kuey.2014.014.

Thornberg, R. (2012). Informed grounded theory. *Scandinavian Journal of Educational Research, 56*(3), 243-259.

APPENDIX A

WRITTEN INTERVIEW FORM*

*The results of the 6th and 7th questions are presented in this study.

1. Are you informed about both the generic teacher competencies and English teacher competencies set by Turkish Ministry of National Education (MoNE)?

2. When and how were you informed about the above-mentioned MoNE competencies?

3. What do you think of the generic teacher competencies and English teacher competencies set by Turkish Ministry of National Education (MoNE)?

4. Do you find the generic teacher competencies and English teacher competencies set by Turkish Ministry of National Education (MoNE)sufficient and realistic enough? Why or why not?

5. How do you think the generic teacher competencies and English teacher competencies set by Turkish Ministry of National Education (MoNE) contribute to your professional identity?

6. Do you think there should be support from other stakeholders like experienced colleagues, administrators, inspectors, and parents for improving the generic teacher competencies and English teacher competencies set by Turkish Ministry of National Education (MoNE)? If yes, in what forms do you think it will take place?

7. What do you think of the role of inspection in the teaching profession in Turkey? How does inspection affect the generic teacher competencies and English teacher competencies set by Turkish Ministry of National Education (MoNE)?

8. How would the closure of education faculties affect the teaching profession in terms of the generic teacher competencies and English teacher competencies set by Turkish Ministry of National Education (MoNE)?

9. Please indicate if you have any other comments regarding the generic teacher competencies and English teacher competencies set by Turkish Ministry of National Education (MoNE).