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Dear IJONTE Readers,

Welcome to the Volume 12, Issue 1 of IJONTE,

We publish this issue in memory of the founder and editor of IJONTE, Prof. Dr. Zeki Kaya who unfortunately passed away last August. We are very sorry for his loss since he contributed to educational sciences and helped researchers publish articles in IJONTE. He had been an editor of IJONTE for 11 years and published 4 issues yearly. He devoted himself passionately to IJONTE and dealt with every little detail. His contributions will never be forgotten.

In this issue there are 3 articles. The first article “Examination of The Relationship Between Fear of Negative Evaluation, Gender Role Stress, and Gender Equality of Female University Students” written by Fatos Bulut Ates and Emin Kurtuluş investigates the predictive effect of gender equality on gender role stress, and fear of negative evaluation of female university students.

The second article is written by Ferhat Karanfil with the title “Cases of EFL Teachers and Students towards Educational Inspection in Turkey: A Qualitative Inquiry” explored the role of education inspection currently performed by school principals.

The third article “Linguistic Imperialism” is written by Bahire Efe Özad, Ramadan Eyyam, Nazan Dogruer and Ipek Menevis and provides a short journey of the English language from colonization to penetration into all world languages as a result of developments in Internet technology.

We wish you health, joy and comfort in 2021 and hope to meet again in the next issue of IJONTE.

Cordially,

Associate Editors

Assoc. Prof. Dr. İlknur İstifci
Assist. Prof. Dr. Nazan Dogruer
Assist. Prof. Dr. Ramadan Eyyam
1. EXAMINATION OF THE RELATIONSHIP BETWEEN FEAR OF NEGATIVE EVALUATION, GENDER ROLE STRESS, AND GENDER EQUALITY OF FEMALE UNIVERSITY STUDENTS………………………………………………………………………1
Emin Kurtuluş Sakarya University, Education Faculty Sakarya/Turkey

2. CASES OF EFL TEACHERS AND STUDENTS TOWARDS EDUCATIONAL INSPECTION IN TURKEY: A QUALITATIVE INQUIRY………………………………………..18
Ferhat Karanfil İstanbul Provincial Directorate of National Education İstanbul/Turkey

3. LINGUISTIC IMPERIALISM…………………………………………………………….37
Prof. Dr. BahireEfeÖzad Eastern Mediterranean University, Asst. Prof. Dr.
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Examination of The Relationship Between Fear of Negative Evaluation, Gender Role Stress, and Gender Equality Of Female University Students
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Abstract. The purpose of current study is to investigate the predictive effect of gender equality on gender role stress, and fear of negative evaluation of female university students. Thus, the participants of the study designed in line with the relational survey method consist of 598 female students. The findings of the study indicate that female university students’ gender equality, gender role stress, and fear of negative evaluation do not significantly vary depending on students’ age, grade level, and father’s education level. On the other hand, it was found that all three variables vary significantly depending on mother’s education level of the students. It was revealed that the increase in the gender equality of the female university students as the mother education level increases; female university students whose mothers are high school graduates have more gender roles than primary and secondary school graduates; female university students whose mothers are primary school graduates have more fear of negative evaluation than secondary school graduates. In addition, a negative significant relation was found between gender equality and gender role stress, a low level positive significant relation was found between gender equality and fear of negative evaluation. At the end of the study, it was found that gender equality significantly predicted gender role stress and low degree fear of negative evaluation.

Keywords: Gender equality, feminine gender role stress, fear of negative evaluation

INTRODUCTION

Gender roles are associated with whether people perceive themselves as male or female, and whether they act in accordance with the behavioral patterns expected from them regarding their gender. Gender roles are taught to people from an early age in accordance with the values, wishes, expectations and rules of the society they live in, and they are expected to behave accordingly (Aydın & Kavuncu, 1991).

With regard to gender roles, girls are attributed to being quieter, dignified and more emotional compared to boys, while boys are attributed more self-expression, more outgoing and more sociable characteristics than girls. Along with the changes in the traditional understanding in society, there occur paradoxes between these patterns that are taught to individuals from childhood and the new roles offered by the changing living conditions. This situation is thought to cause negative consequences on the mental health of individuals

*This article was produced from the first author’s master thesis under the supervision of the second author.
(Ümmet, 2007). It is thought that owing to the tension arising from gender roles, individuals might experience the likelihood of stress related to gender roles and fear of negative evaluation in social context.

While gender roles express the behavioral patterns that society expects from women and men to satisfy, gender equality naturally refers to equality in all institutions, also in this role sharing and before the law (Sheehan & Dooley, 2013). These gender roles and gender inequality in male-dominated societies cause immense stress and fear upon women. The reasons for the created stress and fear can be counted as associated with the men’s holding power in these societies, inequality in gender roles, and women's expected behaviours regarding the gender (Baltaş & Baltaş, 2010). The stress level of women against these roles imposed by the society may increase and they might experience the fear of negative evaluation by others (Sungur, 1997). There are very few studies internationally and domestically on women's gender role stress. Therefore, this study, aims to examine the gender role stress experienced by women and the fear of negative evaluation regarding with gender equality.

While gender is defined by emphasizing the creation feature of the individual as the name of a separate role in the biology-centered reproduction process (Turkish Language Institution [TLI], 2011), gender is the explanation of responsibilities in the social context as well as the roles assigned to men and women in the society (Zeyneloğlu and Terzioğlu, 2011). Additionally, gender evaluates people psycho-socially and characterizes them as masculine or feminine (Dökmen, 2004). Gender roles signify that people look for the answer to the question of what it means to be a man and a woman in the culture and community they live in. Therefore, whatever this means, gender roles call for compliance with it (Dökmen, 2004). Gender equality, on the other hand, refers to sharing these roles in an equal way, sharing advantages and responsibilities assigned by these roles equally (Sheehan & Dooley, 2013). Individuals are born with a male or female gender. Besides, they become male or female by being influenced by the geography they live in, by witnessing and learning the gender roles expected in societies (Terzioglu, & Taskin, 2008). These roles can occur in four different ways: femininity, masculinity, androgynous, and indeterminate. While society's roles for men are competence, competitiveness, assertiveness and independence, this situation can be defined as caring, benevolence, compassion and emotional attachment to their spouse for women (Brase, Adair, & Monk, 2014). These roles expected of men and women, on the one hand, force women to be in the house and make it difficult for them to take part in the involvement in social life, on the other hand, excalates men to a higher position since men become more empowered in society and in the house (Powell & Greenhause, 2010).

When we consider the case in the framework of gender equality, it is thought that women are with disadvantage compared to men. According to Akın and Demirel (2003), in societies that do not have equal roles, it is observed that women be exposed to negative evaluations by men while women are made to give constant approval to men about their location, and the necessity of not expressing their discomfort due to their roles is exposed in the social context. In addition to this, the social so-called status of women is shown as if they are important and childcare and housework are blessed. As a consequence of these roles, women are tried to be pacified, and as a result of this case, the stress which is caused by the gender roles and which women experience increases more (Bekker & Boselie, 2002).
The stress experienced by women as a result of the attitudes that do not apply to the equality of gender naturally makes an immense impact on their mental health in a negative way. Baltas and Baltas (2010) stated that stress negatively affects the psychological well-being of the individual and may cause impairment of mental health. When stress is considered as an existential reaction physically and mentally, it is a response to traumatic experience (Öztop, 2000). Lazarus and Folkman (1984) stated that if we are to talk about the responses of people to all kinds of stress, they give responses to deal with affective and behavioral stress to put up with them.

Because of their gender roles in society, women are exposed to inequality compared to men in many issues and they cannot reach the social status they desire. When individuals face with the absence of equality due to their gender roles, they may experience negative feelings towards this situation; hence, these negative emotions can cause gender role stress. The responsibilities women feel obliged to fulfill due to their gender roles, the impositions imposed on women by the society, and the expectations of women cause stress on them (Kazmierczak, 2010; Pınar, Taşkin, & Eroğlu, 2008; Uçman, 1990).

Eisler and Skidmore (1987) also mentioned that the expectations in gender roles are high and if people do not live up to these expectations, they end up with gender role stress. When women encounter inequalities regarding gender roles, they are faced with negative judgments by the society and if this situation gets continuous, women may develop a fear of negative evaluation as a result (Leary, 1983). Gender equality is considered to be a necessary argument in the distribution of these roles; it is observed that situations deprived of this equality have negative effects on women.

Fear of negative evaluation is also known as social anxiety or social phobia. In DSM-IV, it is defined as a clearly visible fear that occurs in environments where the individual is obliged to show his/her social skills or performance or in front of people he/she is not acquainted with (APA, 2000). People who fear of negative evaluation feel embarrassed in environments that require social skills; they are afraid of embarrassment in social gatherings, and in presentations that need their self-expressing or when they meet people they did not know before. While doing ordinary activities, such as writing, eating, talking to others, they may have fears specific to these situations, or they may experience an uncertain fear of embarrassing themselves. These individuals have problems starting to speak, timing, participating in group activities or social meetings, and talking with authority figures (Demir, 1997). WHO (1993) stated that people try not to be an attention point and they fear of negative evaluation as a way of handling stress in these situations.

In the light of all this theoretical information, it is thought that gender equality of women affects the gender role stress and fear of negative evaluation. Therefore, in this study, it is aimed to explain the gender role stress experienced by female university students and their fear of negative evaluation in terms of gender equality. The sub-objectives of this study are to examine the extent to which it predicts the fear of negative evaluation and whether there is a relationship between gender equality of female university students and gender role stress and fear of negative evaluation, whether these variables differ according to demographic variables (age, grade of school, parents' education status), gender equality, gender role stress.

**METHOD**

**Research Model**
This study is carried out in relational scanning model in order to point out the relationship between gender role stress and fear of negative evaluation and gender equality of female university students. Relational survey models are research models aiming to determine the possible relationships between two or more variables and the degree of these relationships (Büyüköztürk & Demirel, 2017).

Participants of the Study

The scope of this research consists of women who continue their education in Istanbul and Adana in the Fall Semester of 2017-2018. The sample of the research involves 598 women who continue their education in Çukurova University, Marmara University and Yıldız Technical University. Of the women taking part in the study, 300 (52.2%) are under 20 years old and 298 are above 20 years old; 205 (34.3%) are in 1st grade, 192 (32.1%) are in 2nd grade, 93 (15.6%) are in 3rd grade, and 108 (18.1%) are in 4th grade. Besides, the academic departments of the female university students participating in the study includes 88 (14.7%) Midwifery, 54 (9.0%) Mathematics, 29 (4.8%) Health (Physiotherapy-Nurse), 9 (1.5%), Turkish and Literature Teaching, 163 (27.3%) Psychological Counseling and Guidance, 131 (21.9%) Child Development and Preschool Teaching, 54 (9.0%) Engineering, 37 (6.2%) Social Studies Teaching and 33 (5.5%) International Trade and Politics. Convenience Sampling, which is an easily accessible sampling method, was used in the selection of the sample of the study. Convenience Sampling, thanks to the limitations in terms of time, money and labor, is chosen from easily accessible and applicable units (Büyüköztürk & Demirel, 2017).

Data Collection Instruments

The Demographic Information Form, which has been created by the researcher in the light of the literature in order to obtain the demographic information of the participants in the study, the Gender Equality Scale (GES) to measure the gender equality level of the participants, The Feminine Gender Role Stress Scale (FGRSS) to measure the gender role stress level, and others. The Brief Fear of Negative Evaluation Scale (BFNE) was used to measure the level of fear of evaluation.

Informed Consent Form and Personal Information Form

The demographic information form created by the researcher was made to include the demographic information of female university students. In this form, it is aimed to collect information that is thought to affect the gender role stress, fear of negative evaluation and gender equality levels of female university students. Accordingly, in this form, questions were asked for information such as age, grade level, and mother and father education level.

Gender Equality Scale (GES)

It was developed by Gözütok, Toraman, and Acar-Erdol (2017) for the purpose of measuring people's gender equality thoughts. 396 students took part in the research. The two-factor 13-item Gender Equality Scale (GES) took its final form at the end of the application of the 45-item trial form by the validity and reliability studies being conducted. Whereas one of the
factors provided information on "understanding that considers male as superior" (UtCMS), the other factor provided information on "understanding that subjects females to males" (UtSMF). 5-point likert scale was configured to have five degrees to option from ‘I totally disagree’ to ‘I totally agree’.

Cronbach Alpha internal consistency reliability level was determined as 0.889. Bartlett test result $X^2 = 2072.965; df = 78 \ (p < .01)$. The significance of this value showed that factor analysis can be performed. As a consequence of the analysis, it was determined that the Gender Equality Scale (GES) was proved to be a valid and reliable tool that was possibly useful to be an asset to collect data in the field studies to be applied in the literature.

The Feminine Gender Role Stress Scale (FGRSS)

The validity and reliability studies of the (FGRSS) developed by Koç, Haskan-Avcı and Bayar (2017) were conducted on 721 female university students. The data were analyzed with SPSS 23.0 and LISREL 8.8 software. The reliability of (FGRSS) was tested with the Cronbach Alpha coefficient ($\text{Alpha} = .926$) and the test half-way method (.97).

This scale, whose validity and reliability studies were carried out, consists of 20 items in total. There is no reverse scored item in this scale. The scale is a five-point scale kind (1 = Not stressful for me, 2 = Stressful for me, 3 = indecisive, 4 = Stressful for me, 5 = Very stressful for me). The score that can be obtained from (FGRSS) varies between 20 and 100. High scores indicate that the individual experiences gender role stress.

Validity and reliability study results signify that (FGRSS) can be used validly and reliably for the purpose of measuring the gender role stress level of female university students.

The Brief Fear of Negative Evaluation Scale (BFNE)

It is a self-report style scale developed by Leary (1983) in order to measure an individual's tolerance to negative or hostile evaluation by others. Adapted into Turkish by Çetin and others (2010) (BFNE) consists of 12 items that include expressions of fear and anxiety.

The items of the scale have a 5-point likert type rating as "(1) Not Suitable at all, (2) Not Appropriate, (3) Appropriate to Some Extent, (4) Appropriate, (5) Fully Suitable". High scores from the scale point out that fear of negative evaluation is high. 8 items of the scale consist of expressions of fear and anxiety about negative evaluation (eg “I am afraid that people will notice my faults most of the time”). The remaining 4 items consist of expressions such that there are no fears and worries about negative evaluation and are reversely scored. It was observed that the item total correlation value (-.03) and factor load of the fourth item (I rarely worry about how I make an impression on a person) and factor load were not at an acceptable level, and the analyzes were repeated by removing the item in question. Accordingly, (BFNE), unlike the original 12-item form developed by Leary (1983), it became an 11-item measurement tool.

325 (124 female, 201 male) university students studying at Sakarya University participated in the study. The psychometric properties of the scale were examined in the light of test-retest,
internal consistency, test halving, exploratory and confirmatory factor analysis, and criterion-related validity methods. The Cronbach Alpha internal consistency co-efficient for ODCA was found to be .84. The test-retest reliability coefficient is .82 and the reliability co-efficient calculated by the test halving method is .83.

Data Analysis

The data collected in accordance with the aims of the study were subjected to statistical analysis with the SPSS (Statistical Package for Social Sciences) Program. In comparison of the scores obtained from the scales in terms of independent variables, independent groups t test and one-way analysis of variance were carried out for Kolmogorov-Smirnov p > 0.05 and Skewness-Kurtosis (those within the range of -1, +1) in accordance with normally distributed data. Pearson correlation analysis and regression analysis were conducted to evaluate the relationships between the scores obtained from the scales. The reliability coefficients of the scales were calculated with the Cronbach's Alpha method (Büyüköztürk & Demirel, 2017).

FINDINGS

The statistical analyzes applied in the light of the purpose of the study and the findings obtained as a result of the analysis are included in the fourth part of the study.

Analyzes for the Gender Equality Scale

Analyzes of the dependent variable of the research, Gender Equality Scale, are included in this section. In this context, the difference analyzes and interpretations made to determine whether the Gender Equality Scale scores of female university students who make up the sample differ according to the discrete variables of the study (age, class, and parental education level of female university students) are presented below.

Table 1. Independent Group t-Test Results for Gender Equality Scale Scores According to Age

<table>
<thead>
<tr>
<th>Scores</th>
<th>Groups</th>
<th>n</th>
<th>x</th>
<th>ss</th>
<th>Shx</th>
<th>t Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender Equality</td>
<td>Age minus 20</td>
<td>300</td>
<td>19.38</td>
<td>6.29</td>
<td>.36</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Age over 20</td>
<td>298</td>
<td>20.24</td>
<td>6.47</td>
<td>.37</td>
<td>1.764</td>
</tr>
</tbody>
</table>

As can be seen in Table 1, the difference between the arithmetic average of the groups was not found significant as a result of the independent groups t-test performed to determine whether the scores of the female university students in the sample group from the Gender Equality Scale differ significantly according to the age variable (t = -1.764; p > .05). Consequently, gender equality of female university students does not Show differences depending on age.

Table 2. ANOVA Test Results of Gender Equality Scale Scores According to Class Level

<table>
<thead>
<tr>
<th>Score</th>
<th>Group</th>
<th>n</th>
<th>x</th>
<th>ss</th>
<th>KT</th>
<th>Sd</th>
<th>KO</th>
<th>F</th>
<th>p</th>
<th>η2</th>
</tr>
</thead>
</table>

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As seen in Table 2, as a result of the ANOVA performed to determine whether the scores of the female university students in the sample group from the Gender Equality Scale differ significantly according to the grade level variable, the difference between the arithmetic averages of the groups was not found significant (F = .927; p > .05). Consequently, gender equality does not differ depending on the class level. In addition to this, the calculated effect size (η² = .005) is found to be small according to Cohen (1988). In the light of this value, gender equality can be explained with a class level variable of about 5.

Table 3. ANOVA Results of Gender Equality Scale Scores According to Parents' Education Level

<table>
<thead>
<tr>
<th>Score</th>
<th>Group</th>
<th>n</th>
<th>( \bar{x} )</th>
<th>s²</th>
<th>ANOVA Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>At most Primary School</td>
<td>115</td>
<td>20.37</td>
<td>6.76</td>
<td>KT 345.19  Sd 3  KO 115.06  F 2.835  p 0.038  η² 0.014</td>
</tr>
<tr>
<td>Equality</td>
<td>Secondary School</td>
<td>185</td>
<td>20.10</td>
<td>6.43</td>
<td>W. Groups 24111.67  594  40.59</td>
</tr>
<tr>
<td>(Mother)</td>
<td>High School</td>
<td>170</td>
<td>19.37</td>
<td>5.80</td>
<td>Total 24456.86  597</td>
</tr>
<tr>
<td></td>
<td>Bachelor and above</td>
<td>128</td>
<td>17.97</td>
<td>6.03</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>598</td>
<td>19.77</td>
<td>6.40</td>
<td></td>
</tr>
</tbody>
</table>

| Gender     | At most Primary School     | 115 | 20.09         | 6.21| KT 172.02  Sd 3  KO 57.34  F 1.403  p 0.241  η² 0.007 |
| Equality   | Secondary School           | 185 | 20.37         | 6.83| W. Groups 24284.83  594  40.88 |
| (Father)   | High School                | 170 | 19.51         | 6.18| Total 24456.86  597 |
|            | Bachelor and above          | 128 | 18.97         | 6.16|                          |
|            | Total                      | 598 | 19.77         | 6.40|                          |

As can be seen in Table 3, the one-way analysis of variance was performed to determine whether the scores of female university students in the sample group from the Gender Equality Scale differ significantly according to the father’s education level variable, and the difference between the arithmetic means of the groups was not found to be significant (F = 1.403; p > .05). As a result, gender equality does not differ depending on the father’s education level. In addition to this, the calculated effect size (η² = .007) is found to be small according to Cohen (1988). In the light of this value, gender equality can be explained with the father’s education variable of about 7.

As can be seen in Table 3, the difference between the arithmetic means of the groups was found significant as a result of the one-way analysis of variance, which was carried out to
determine whether the scores of female university students in the sample group from the Gender Equality Scale differ significantly according to the variable of mother’s education level (F = 2.835; p < .05). Moreover, the calculated effect size (η² = .014) is found to be small according to Cohen (1988). In the light of this value, gender equality can be explained with the mother’s education variable of % 14. After this result, complementary analyzes were launched in order to determine the sources (reasons) of the differences. For this reason, firstly the homogeneity of the variances was checked and it was proved to be homogeneous (L = 1.75; p > .05). Because of this reason, the Scheffe Test was preferred (Kirk, 1968). As a result of the Scheffe Test, it was determined that the difference in question was p < .05 in favor of the primary school graduate group, between the group whose mother was the most elementary school graduate and the group whose mother was a graduate or having a higher degree. The difference between the arithmetic means of the other groups was not regarded as significant (p > .05).

Analysis Between the Women’s Gender Role Stress Scale and the Fear of Negative Evaluation Scale and the Gender Equality Scale Scores

The result of Pearson Moments Multiplication Correlation analysis which was conducted for the purpose of revealing the relationship between Gender Role Stress Scale and Fear of Negative Evaluation Scale, and the result of Regression Analysis carried out in order to reveal to what extent Gender Equality predicted Gender Role Stress and Fear of Negative Evaluation are included here.

Table 4. The Relationship Between Gender Equality and Women’s Gender Role Stress Scores

<table>
<thead>
<tr>
<th>Variables</th>
<th>n</th>
<th>r</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender Equality</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Women’s Gender Role Stress</td>
<td>598</td>
<td>-.469</td>
<td>.000</td>
</tr>
</tbody>
</table>

As seen in Table 4, the relationship between the variables was found to be moderately significant as a result of the Pearson analysis, which was conducted to determine whether there was a significant relationship between the scores obtained from the Gender Equality Scale and the Gender Role Stress Scale by female university students in the sample group (r = -.469; p < .001). As a result, there is a moderately significant negative correlation between gender equality scores of female university students and gender role stress. As the gender equality scores of female university students increase, their gender role stress scores decrease, and as the gender equality scores decrease, the gender role stress scores increase. As a consequence of the case that the analyses were meaningful, regression analysis was conducted to reveal to what extent gender equality predicts gender role stress score.
Table 5. The Summary of Regression Analysis Model of Gender Equality and Women’s Gender Role Stress Scores

<table>
<thead>
<tr>
<th>Statistical Values</th>
<th>GRS</th>
<th>B</th>
<th>Std. Error</th>
<th>Beta</th>
<th>T</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fixed</td>
<td>103.148</td>
<td>1.796</td>
<td>-1.120</td>
<td>-.469</td>
<td>57.445</td>
<td>.000</td>
</tr>
<tr>
<td>Gender Equality</td>
<td>-1.120</td>
<td>.086</td>
<td>- .469</td>
<td>-12.962</td>
<td>.000</td>
<td></td>
</tr>
</tbody>
</table>

Gender Role Stress Scores

R = .469 R² = .220 F = 168.021 p < .001

As seen in Table 5, there are values regarding the explanation of gender role stress in gender equality. Gender equality moderately predicts gender role stress (β = .47; t = -12.962; p < .001). As the idea of gender equality increases in female university students, stress levels arising from gender roles increase. Furthermore, in the regression model presented, the coefficient of determination (adjusted R²), gender equality as the independent variable, predicts the gender role stress as the dependent variable at a rate of 22. As a result, gender equality of female university students is an important predictor of gender role stress.

Table 6. The Relationship Between Gender Equality and Fear of Negative Evaluation Scores

<table>
<thead>
<tr>
<th>Variables</th>
<th>n</th>
<th>r</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender Equality</td>
<td>598</td>
<td>.249</td>
<td>.000</td>
</tr>
<tr>
<td>Fear of Negative Evaluation</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As seen in Table 6, the relationship between the variables was found to be low as a result of the Pearson analysis having been conducted to determine whether there was a significant relationship between the scores obtained from the Gender Equality Scale and the Fear of Negative Evaluation Scale by the female university students in the sample group (r = .249; p < .001). Consequently, there is a low level of positive correlation between the gender equality scores of female university students and the fear of being negatively evaluated by others. As the gender equality scores of female university students increase, their fear of negative evaluation scores increases, and as their gender equality scores decrease, their fear of being negatively evaluated scores also decrease. As a result of the significance of the analysis, regression analysis was carried out in order to reveal how much gender equality predicts the fear of negative evaluation score.

Table 7. The Summary of Regression Analysis Model of Gender Equality and Fear of Negative Evaluation Scores

<table>
<thead>
<tr>
<th>Statistical Values</th>
<th>Fear of Negative Evaluation</th>
<th>B</th>
<th>Std. Error</th>
<th>Beta</th>
<th>t</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fixed</td>
<td>23.606</td>
<td>.982</td>
<td>24.036</td>
<td>.000</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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As seen in Table 7, there are values regarding the explanation of gender equality in fear of negative evaluation. Gender equality predicts fear of negative evaluation \( (r = .25; t = 24.036; p < .001) \) at a low level. As the idea of gender equality decreases among female university students, the fear of negative evaluation increases. Moreover, in the regression model presented, the coefficient of determination (adjusted R\(^2\)), gender equality as the independent variable, predicts the fear of negative evaluation, which is the dependent variable, with a rate of .072. As a conclusion, gender equality of female university students does not have a significant effect on the fear of negative evaluation.

DISCUSSION

According to the analysis in which the scores of female university students from the Gender Equality Scale were examined by age variable, gender equality does not bring out indications about a significant difference according to age. According to the research findings of Ergüt and Camkıran (2018) on the awareness of gender inequality; it was jumped into the conclusion that gender equality did not change depending on age. Additionally, Günay and Bener (2011) worked with women aged 15-55 in their study in which they examined women’s perception of domestic life within the framework of gender roles. Similar to our research findings, they concluded that the gender equality level of women did not change according to their age levels. The reason why women’s gender equality thought did not change depending on age may be due to the fact that women are exposed to role inequality arising from gender roles in developmental tasks at all age levels and that women at all age levels call for gender equality. Regarding human rights, it is also an expected issue that women want equality in gender issues.

The scores obtained by female university students from the Gender Equality Scale do not show significant differences according to their grade levels. This situation is the indicator of the assumption that the idea of gender equality does not change according to the class level of the students. Similar to this finding, Aylaz, Güneş, Uzun, and Ünal (2014), in their research findings after having examined the views of university students on gender role, concluded that gender equality did not change depending on the class level. Dusmez (2016) investigated gender role attitudes in a study that he carried out with 302 female university students. According to the research findings, gender roles and egalitarian attitudes of female university students do not differ significantly depending on the grade level. The reason why women’s gender equality thought does not change depending on the class level may mostly cause from the lack of any gender education during their university education.

The scores obtained by female university students from the Gender Equality Scale do not crucially differ according to the education level of the father. This situation indicates that the idea of gender equality does not change according to the education level of the students’ fathers. Aylaz, Güneş, Uzun, and Ünal (2014), in their research findings examining university students' views on gender role, stated that similar to this finding, gender equality did not change depending on the educational level of the father. In the study conducted by Çetinkaya (2013) with university students, it was jumped into the conclusion that the education status of the fathers had no effect on gender roles. According to the findings of the research conducted by...
Düşmez (2016) on female university students, the gender role and egalitarian attitudes of female university students do not show significant changes according to the education level of their fathers. This may explain why the father's education level is not influential on children's gender ideas, as the role of parenting in traditional societies is attributed to mothers.

According to the results of the analysis examining the scores of female university students from the Gender Equality Scale according to the variable of mother's education level, a significant difference was found only among one group. The difference in question was found to be in favor of the primary school graduate group between female university students whose mothers were primary school graduates at most and female university students whose mothers were undergraduate and above graduates. Accordingly, it can be said that female university students whose mothers are primary school graduates have more thoughts about seeing men as superior to women and that women are dependent on men than students whose mothers are undergraduate and graduates. In the light of this case, it is concluded that as the education level of the mother increases, the gender equality opinion of women increases. Supporting our research findings; Aylaz, Güneş, Uzun and Ünal (2014) in their research findings examining the views of university students on gender role, they stated that gender equality may vary depending on the education level of the mother. According to the results of the research, it was observed that as the education level of the mothers increased, the traditional attitudes of the students got into declined. Similar to our research results, Çetinkaya (2013) found in his study on university students that as the education levels of the students increase, their attitudes towards gender roles are positively affected. This situation may be associated with the fact that the child spends more time together with the mother since birth and the gender role played by the mother in the house has more influences on the child. At the same time, as the education level of the mother increases, it may be possible to become more role models in egalitarian attitude and to contribute to the awareness on this issue in the process of bringing up her child.

A moderately important correlation was found between the points that female university students got from the Gender Equality Scale and the scores they got from the Gender Role Stress Scale. Consequently, there is a moderately significant negative correlation between gender equality scores of female university students and gender role stress (r = -.469; p <.001). According to the study, in this case, as the scores obtained from the gender equality scale (considering men superior to women and thinking that women are dependent on men) increase, gender role stress decreases. In other words, the more egalitarian thinking increases, the higher the stress gets. Additionally, gender equality implies gender role stress by 22%. Bayar and friends (2017) ended up with the results that support our research findings, as a consequence of their research examining gender role stress, understanding of dignity(honor) and gender role attitudes among female university students. He also stated that the stress of the female gender role was associated with the traditional gender role, egalitarian gender role, egalitarian understanding of dignity (honor), and traditional understanding of dignity(honor). According to the United Nations Human Rights Council (2014), positive or negative judgments might be formed against the roles that the gender role imposes on people. Even if gender roles are egalitarian expressions in a society in which traditional roles are dominant, the process of reflecting these roles to real life may cause women to face with difficulties and stress. Sherman (2010) discussed the relationship between gender, gender role stress, anger and anxiety.
variables in his study on university students. The relationship between gender scores and stress was found to be significant according to the research findings, which also supports our study.

The relationship between the scores obtained by female university students from the Gender Equality Scale and the ones they obtained from the Fear of Negative Evaluation Scale was found to be important at a low level. As a result, there is a low level of meaningful positive correlation between the gender equality scores of female university students and the fear of negative evaluation \((r = .249; p < .001)\). According to the research, as the idea of gender inequality increases, the fear of negative evaluation increases. It can be put forward that the women who regard men as superior to women and who think that women are dependent on men tend to act more in line with the expectations of the society and take other people's comments more into consideration. Furthermore, gender equality gives insight into the fear of negative evaluation by 7%. Yet, this rate is very low. Ümmet (2007) studied the relationship between university students' social anxiety and gender roles in a study with university students. In the findings of his study, similar results were revealed as in our study, and it was concluded that social anxiety levels differ at a considerable level according to gender roles.

CONCLUSION AND IMPLICATIONS

The main purpose of this study is to examine the predictive effect of gender equality of female university students on gender role stress and fear of negative evaluation.

As a consequence of our research; the scores of female university students from the Gender Equality Scale do not significantly differ regarding the age variable, grade level, and father education level. Nevertheless, the scores obtained by female university students from the Gender Equality Scale show significant differences for only one group according to the variable of mother's education level. The difference in question is in favor of the most primary school graduate group among female university students whose mothers are mostly primary school graduates and female university students whose mothers are undergraduate and higher degrees.

As a result of our research; the scores obtained by female university students from the Gender Role Stress Scale do not show a significant difference according to the age variable, grade level, and father's education level. However, the scores obtained by female university students from the Gender Role Stress Scale significantly differ between the two groups according to the variable of mother's education level. The difference in question is in favor of the high school graduate group among female university students whose mothers are mostly primary school graduates and secondary school graduates, and female university students whose mothers are high school graduates.

As a result of our research; the scores obtained by female university students from the Fear of Negative Evaluation Scale do not differ significantly according to the age variable, grade level, and father's education level. Yet, the scores obtained by female university students from the Fear of Negative Evaluation Scale differ significantly between only one group according to the variable of mother's education level. The difference in question is in favor of the group whose mother is the most primary school graduate and the group whose mother is secondary school graduate.
As a result of our study, a moderately crucial relationship was found between the scores of female university students obtained from the Gender Equality Scale and the scores they obtained from the Gender Role Stress Scale. Gender equality predicts gender role stress by 22%.

As a result of our study, a low level important relationship was found between the scores of female university students obtained from the Gender Equality Scale and the scores they received from the Fear of Negative Evaluation Scale. Gender equality predicts fear of negative evaluation 7%.

Suggestions for Future(Prospective) Studies

1. Research findings were attained with students studying at Çukurova University, Marmara University and Yıldız Technical University. Repeating these and similar studies with sample of from different provinces, universities and departments may increase the likelihood of generalizing the results.

2. Whether gender equality of female university students predicted gender role stress and fear of negative evaluation was investigated in this study. With a different analysis, the mediating effects of women's gender equality, gender role stress and fear of negative evaluation can be examined and a model proposal can be presented for the formation of the concept of gender.

3. In the study, gender role equality, gender role stress and fear of negative evaluation were examined only through the female sample. As stated in the literature, women are not the only ones affected by gender equality and inequality. Men may experience negative emotions due to the gender roles imposed on them, and this may have negative effects on their mental health. Therefore, it may be suggested that a similar study be conducted on men.

4. Conducting studies using experimental method can reveal new perspectives. It may be beneficial to carry out experimental studies aimed at raising awareness of gender equality and increasing the level of gender equality among female and male university students, or examining the effect of gender equality education on the relationships of married couples.

Suggestions for Implementation

Psychological well-being and mental health of individuals living in communities are the two vital factors for the continuity of these societies. Organizing seminars, radio and television programs, and public service ads may contribute to emphasize the impact of gender roles on individuals and gender equality. Services such as marriage schools and family counseling can be expanded to ensure equality between men and women in marriages.

The stress of women resulting from gender equality implies that men should also have this egalitarian view. Furthermore, studies to raise awareness on gender equality in universities and in state schools with national education might be crucial.
Activities and guidance activities based on gender equality can be organized in educational institutions to make sure that women and men receive gender equality much earlier.

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CASES OF EFL TEACHERS AND STUDENTS TOWARDS EDUCATIONAL INSPECTION IN TURKEY: A QUALITATIVE INQUIRY

Ferhat Karanfil
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Abstract
The inspection program is a crucial element of the education system and has a significant role in improving education quality. In Turkey, there may be a need for reform in the education inspection program to upgrade an efficient inspection. The Ministry of Education (MoNE) does not employ inspectors anymore. The duties of inspectors are undertaken by school principals or vice-principals. Along with the fact, the school principals are not trained for inspection and may not have the proficiency/educational/operational background to perform these duties. The current study explored the role of education inspection currently performed by school principals. Data were collected through semi-structured interviews and focus group interviews and field notes. The participants of the study were English teachers from different institutions and learners from a high school. The findings revealed that teachers and students have different suggestions regarding educational inspection. There are often inconsistencies in inspection, teachers are observed and may not receive post-observation feedback. Branch expertise of inspectors is needed to offer better insight into teaching. The student participants offered that the teachers should be observed by inspectors on their effective use of engaging teaching methods and trained accordingly. Besides, students described inequalities regarding education in Turkey and offered that inspection practices should bring equity in educational settings. This study offers some implications for MoNE and school principals.

Keywords: English Language teaching, social and school context, inspection, educational quality, learning conditions.

INTRODUCTION
According to the Regulation for Chairmanship of Guidance and Supervision of the Turkish MoNE and Education Supervisors, published in 2014 in Turkey, the course supervisory task was abolished during the course (Yeşil & Kış, 2015). The teacher's audit during the course was given to the responsibility of the school principals. However, it has been observed that school principals are more interested in the bureaucratic aspects of management. They may carry out less work or nothing at all, on evaluation, program development and teacher development. Evaluation of teacher’s performance was seen as a way to ameliorate the efficient teaching of the teacher by pinpointing the teacher's inadequacies and consolidate his/her teaching (Taylor & Tyler, 2012). Inspection is one of the crucial aspects of providing high educational quality (Taut & Rakoczy, 2016). Even though inspectors receive rigorous training to be a mentor for teachers, they cannot inspect or coach them. Conversely, in Turkey, coaching and inspection are the duties of school principals who do not have received any training to help teachers. That is a paradox in education and school principals are responsible for everything in their schools with a possible heavy workload. Thus; this study aims to fill the gap in the literature by exploring the dispositions of EFL learners and teachers towards inspection and determine
whether school principals or inspectors would serve better for teachers in their self-development.

LITERATURE REVIEW

Background
Education inspection has been a way of teacher development in some countries. According to the OECD (2013) report, some countries have a proportionately impoverished evaluation structure and cannot sufficiently take advantage of school assessments, teacher assessments and feedback. For instance, one third or more of teachers in European countries, such as Ireland, Portugal, and Austria, have not been assessed in the last five years. Similarly, most teachers in Italy, Spain, and Portugal have failed to benefit from teacher evaluation and feedback. According to the Teaching and Learning International Survey (TALIS-2013) report, in terms of teacher performance evaluation and feedback situation, Turkey is not an exception. Just as in European countries, the vast majority of teachers in Turkey have not been given feedback or appraisal yet in the last five years (e.g less than one-tenth of the teachers have received evaluation and feedback). Aydın (2014) notes that in the face of rapid change, expertise and skills learned in schools cannot be kept up to date. This phenomenon involves constant self-renewal in the teaching of all occupations. Management and supervision with an oppressive view of the past prevented teachers and students from being happy with the work they do (Kapusuzoglu, 2008). This might be one of the reasons why inspection by inspectors was abolished. Teacher monitoring and development have become increasingly important both in Turkey and worldwide. However, the current models may not be as successful as anticipated to facilitate the process. The discussions on practices focus mainly on audit staff and institutions, cooperation with teachers and the communications process of supervisors (Yaman, 2009). Supervisory skills are discussed in Gürsoy and Damar’s (2011) study and they found out that 11% of the participants in their study report to have read the information in the booklet of faculty-school cooperation, which proves that CTs have limited awareness regarding their roles. Supervisory skills as discussed by Gürsoy and Damar (2011) study require special training and commitment. Supervising teachers is a form of making them reflective practitioners (Yeşilbursa, 2011). The process of supervision also requires pre-teaching conferences as offered by İstifçi (2011) but the availability of time of pre-conference meetings is not described in the literature for the inspection of school managers.

Turkish 2023 Vision Document and reforms in the inspection
Educators require reform in inspection practices; hence, importance is attached to supervision and inspection 2023 Vision Document. The 2023 Vision document was prepared by the MoNE which attempts to describe the plan for improvement over the next three years in Turkey. One of the objectives of the 2023 vision is to bring about equality and equity among schools. One way of achieving equality among public-funded schools should be having similar procedures in all schools (Taut & Rakoczy, 2016). However, incessant parents’ complaints and news on the media signal the vastly different educational practices among the schools based on the pure judgement of the school principals. Also, school principals do not
have a chance to communicate with inspectors and they may not have the chance to receive feedback from inspectors in terms of teacher coaching.

The need for a new inspection system
Hall and Sivesind (2015) emphasize the need to reform the inspection system, explain new inspection system-relevant paradigms, and note that the inspection system should be focused on process assessment instead of product evaluation. From the date they offered the reform, no considerable changes have been observed, and the role of inspectors has been limited to following up the complaints of the stakeholders. Kocabaş and Demir (2009) underline that the current inspection system does not have objective criteria for inspecting and there are inconsistent practices between inspectors, and they point out that the results of the inspection are not used for performance improvement of the inspected personnel. Klein (2000) offers that education inspectors are not attaining inspection roles because of having many different duties. Also, it is stated that the scope of duties of education inspectors is extensive and ambiguous, and this problem decreases the effectiveness of education inspectors (Kayıkçı & Şarlak, 2013). According to the Turkish Province’s Administration Regulation (1949) article number 9/g, Governor of the Province has the authority to assign education inspectors for several duties and education inspectors’ being bounded to both the Provincial Directorate of National Education and the Governor of the Provinces are another issue for education inspectors (Kayıkçı & Şarlak, 2013).

The issues in inspection
The problems of inspection system related to investigations were determined and it was identified that inspectors may need to tackle innominate and needless petitions, and it is added that the responsibilities of education inspectors are demanding. Their autonomy is very restricted so that they have to get permission for investigation and inquisition separately (Beyhan, 2009). Beyhan (2009) also states that education inspectors are meddled by local administrators or political groups during the investigation processes. These problems make education inspectors’ investigation and inquisition duties difficult and sometimes they cannot make decisions objectively. Although they are trained in teacher development and are being educated in their master and PhD studies, they cannot help the teachers to tackle their problems in the current education practices.

There are studies conducted by minority schools about the inspection in Turkey. However, to the researcher’s knowledge, no prior studies have been conducted on the inspection with the views of English teachers and learners and the literature lacks research written in English, thus making it harder to be available to the scientific/academic community concerning inspection in schools comparing inspection by inspectors versus inspection by school managers. Thus, this study is driven by the following questions to fill the void:

RQ1. What do EFL teachers think about current or previous inspection practices by the school principals or inspectors?
RQ2. What do EFL teachers’ preferences for inspection of their classes and their schools?
RQ3. What are the suggestions of EFL learners regarding the inspection practices of inspection in their current and previous schools?
The main query of the article is to seek how the inspection conducted by managers are perceived by English teachers and students. The author has chosen the EFL (English as Foreign Language) learners and teachers as there is a repeated discontentedness about the efficiency of English language lessons which may serve as justification for the current study.

METHOD
Research Design
The qualitative research design was employed in the current research. In the current participant-reported narrative research, the data were collected from three different resources and presented in a synthesis. The data were analysed, and the tools are explained below.

Data Collection Methods
Sergiovanni ve Starrat (2002) describes inspection as a multi-dimensional model and including many stakeholders, so to gather substantial data, the researcher used three data collection methods. Besides, in order to have rigorous research, the following research questions were composed of which the interview questions are driven.

Semi-Structured Interviews
Narrative research has been claimed to be the best qualitative approach for capturing detailed stories of life experiences of either single individuals or small groups (Ary et al, 2018 p.470) Narrative approaches acknowledge the role of people as the primary author of their stories and focus on an exploration of “thick descriptions” that shape people’s life-career stories. Subsequently, the inquiry will attend to participants’ unique preferences, skills and knowledge about their teaching careers and inspection memories. Therefore, facilitating storytelling by making narrative inquiry enhances the possibility of finding a voice. An “empathic” qualitative exploratory multiple case study method was used to generate “experience-near” data that was culturally and contextually pertinent to the participants (Stead et al., 2011, p. 107). Interviews emphasizing the storytelling nature of participants are regarded as one of the primary tools of data collection. The following questions adopted from Uyar (2015) were asked in the interviews with teachers:

As an English teacher;
1) What is your opinion about current regulations concerning the Turkish educational inspection system (novice teachers, complaints etc)?
2) What are the main problems of the Turkish Educational Inspection System as you experience it?
3) What kind of problems do you face while being inspected by school managers?
4) What do you think about the organizational structure of the Turkish educational inspection system?
5) What do you expect from a new regulation concerning the Turkish educational inspection system? What kind of feedback should inspectors or school principals provide?
6) Do you think inspectors from the same branches should inspect teachers? An English teacher inspecting an English teacher or not necessary?
7) Do you have any other ideas to add to the contribution of inspection in education?

**Focus Group Interviews**
The second data collection instrument of the study was the focus group interviews. This kind of interview is “suitable for cases when the researcher has a good enough overview of the phenomenon or domain in question and can develop broad questions about the topic in advance but does not want to use ready-made response categories that would limit the depth and breadth of the respondent's story” (Dornyei, 2007, p. 136). The focus group was established voluntarily. The number of learners who participated in the focus group interviews was 10 in both schools. The interviews were conducted in the 2019-2020 Spring Term. The medium of communication of the interview was English, participants rarely switched to L1. The duration of each interview took about an hour. Conducting focus group interviews is economical in terms of time, also for topics that people know little about, is preferable to generate ideas. A timekeeper was used to provide each learner to have equal chances to speak, and each student is given paper to write notes on the issues they do not have time to speak about.

**Field Notes**
The field notes (Phillippi & Lauderdale, 2018) provided background information for the researcher to map onto the data obtained from interviews. The field notes were recorded by the researcher himself and helped to gain an emic perspective into the phenomenon. In each interview, field notes were recorded, and they improved the questions that are used in the interviews.

**Data Analysis**
First, all the semi-structured interviews and the focus group interviews with students were transcribed. Then the data were analyzed utilizing inductive analysis as the themes from the raw data emerged through repeated reading and comparison. The researcher firstly analyzed the written data through the open coding approach. Open Coding includes labelling concepts, defining, and developing categories based on their properties and dimensions. Then, they grouped the data reducing the number of categories by combining similar themes into broader categories. The researcher also conducted the data analysis procedure and had the themes reviewed by a colleague who is an expert in the field.

**Trustworthiness**
To secure trustworthiness (Lincoln & Guba, 1985), the researcher adopted four criteria: credibility is assured by the time devoted to data collection, the researcher held online meetings with each participant; transferability is attained by providing a thick description of the Turkish inspection context; dependability and confirmability are provided by documenting the research procedures including procedures of data collection, analysis, and interpretations as well as coding and thematization. The researcher finally asked the participants to read the content of the analysis for their consent/validation, i.e., member-checking.

**Participants**
Participants are six English teachers from different cities of Turkey, and they were found by convenient sampling to represent different regions and fifteen high school students that joined the focus group interviews. Due to convenience sampling, one male teacher and five females joined the study and were interviewed online. In the student group, there were six females and nine males. The focus group interviews were held in one school due to official permission procedures and the beginning of the initial curfews. All the students were studying in the same school; however, their families were living in different cities in Turkey. Some brief information about the participant English teachers were provided below to understand their teaching context better.

Cecily P1
She has been working as an English teacher since 2013. An inspector visited her, and the inspector gave her very detailed feedback on her performance and the inspector decided on her promotion to be a full-time teacher. She believes that the inspection is necessary because it somehow regulates our documentation in her school there are 120 teachers and 60 of them are hourly paid and there are 2500 students in her school. She believes there should be inspectors who can provide face to face feedback to the teachers. Besides, she believes that inspectors from other branches can visit the schools for the inspection of documents such as lesson plans parents’ meetings and the workflow of the management. She also believes that peer observation will be very useful. She was visited by her school principals who didn't know much about English language teaching, but her managers could understand the interaction patterns, so she felt quite positive about to experience and he was in a good relationship with every teacher and provided some feedback to teachers. For her, inspection is necessary and (beneficialx3) In the past, the inspectors visited the classes and asked some questions to students in public which was stress-provoking.

Müge P2
She has been teaching for 25 years and she believes that everybody in schools needs some professional development and expertise. She has prepared 4 Erasmus plus projects this year, she reports that her school manager visits her classes, but he can't offer any useful feedback he just checks if her pacing is in line with the curriculum and other English teachers the word inspector doesn't sound appealing for anybody some better terms like coach or mentor should be introduced. Some issues are problematic in her school such as students whose parents are in jail and there are a lot of students from disadvantaged families and single-parent families and they lost their motivation to study in the COVID19 pandemic. She believes in the importance of the Erasmus+ and E-twinning projects for developing the students. For her, school principals’ inspection is not useful. She also believes the best inspector is students and our conscience, she is very dedicated to her job, she attributes her dedication to not having children.

Ahmet P3
He is a state school teacher in Konya. He has been teaching for twelve years. He thinks the inspectors or school managers cannot function entirely, preferably the head of teacher unions or school principals conduct an educational inspection in their own way. He is desperate about the inconsistencies in different cities and he is not hopeful that a sudden change in the
inspection system will yield fruitful results soon. He thinks the pillars of educational inspection should be clear to everyone and the education stakeholders need to be informed in advance, so they know how to be ready for the inspection.

Sarah P4
She is a state school teacher working in Malatya city. She thinks peer observation will be an effective tool for improvement. Also, she added that the views of the students should be taken into consideration while evaluating the teacher. She thinks the school principals perceive the noise from classes as misbehaviour and undisciplined students, but actually, they need to be inquisitive about whether the students have learned anything or not.

Ebbie P5
She has been teaching for seven years in Istanbul secondary school setting. She was inspected every three months by the director of the school. There are no specific criteria or guidelines for evaluation. The impression created by management is that they can lose their job at any time. She thinks inspection should be an end to improving the teaching performance because she did not know her strong and weak points. It could have been better if the inspector has a friendlier approach. We are never informed about the inspection in advance. Hence, coordinators can come anytime. Peer observation should be fostered in institutions as well. She thinks that some of the inspectors should be assessment experts, the others should be experts on materials development. An inspector cannot be an expert in all of the areas. She thinks new regulations can be initiated in the private sector regarding workload.

Hatice P6
She is an English teacher with more than twenty years of experience. She is the vice-principal of her school in Bursa and for other schools, she sometimes works as an inspector. She says she is responsible for everything from absent students to broken drain pipes. Therefore, she has no time for inspection. She believes it is same in other schools as well.

Table 1: The teaching experience and responsibilities of participants.

<table>
<thead>
<tr>
<th>Names</th>
<th>Teaching Experience (years)</th>
<th>Position</th>
<th>Responsible for</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cecily</td>
<td>7</td>
<td>Vice-principal of a secondary public school, FL teacher</td>
<td>Give feedback to hourly-paid teachers who are not teachers</td>
</tr>
<tr>
<td>Müge</td>
<td>25</td>
<td>English teacher and Erasmus coordinator</td>
<td>Head of Erasmus projects</td>
</tr>
<tr>
<td>Ahmet</td>
<td>12</td>
<td>English teacher</td>
<td>Head of English department</td>
</tr>
<tr>
<td>Sarah</td>
<td>13</td>
<td>English teacher in a high school</td>
<td>Inspected by school principals.</td>
</tr>
<tr>
<td>Ebbie</td>
<td>7</td>
<td>English teacher at secondary school</td>
<td>Been observed on many occasions.</td>
</tr>
<tr>
<td>Hatice</td>
<td>20</td>
<td>ELF teacher, part time inspector, vice principal</td>
<td>She inspects some school when asked</td>
</tr>
</tbody>
</table>

Participating Students
The students were studying in a prestigious boarding state high school of İstanbul, six of them are from other cities of Turkey staying in the hostel of the school. They are aged between 15 to 18. There were 2 females and 8 males in the focus group meeting. They are keen on their academic life and to be a student there, they got 495 out of 500 in the high school entrance exam.

**Setting**
This study was conducted in a public-school context mainly with EFL learners and teachers in Turkey. Teachers are from the various cities of Turkey and the students are from a boarding public school in İstanbul. All teachers have some experience in inspection of EFL classes. The setting is also mixed as there are cases in which the inspection is held by inspectors or school principals and in some others, no inspection activity was done.

**FINDINGS**
Many themes were revealed as a result of the content analysis and they are presented according to their frequency, in an order of importance. The mostly narrated topic was the inconsistencies, the theme was a consideration for both learners and English teachers. The themes and sample data are given in table 2.

<table>
<thead>
<tr>
<th>Frequencies</th>
<th>Sample Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1 Inconsistencies in the inspection f:9</td>
<td>The inspection and the marks we received from the school principals when we were candidate teachers, depended on the relationship you have with him, it is not objective. P2</td>
</tr>
<tr>
<td>5.2 Lack of post-lesson feedback from the principals f:9</td>
<td>I am observed and inspected by the director of my school at a private high prep school setting. After the observations, we get little or insufficient feedback so we are left in thoughts whether we will be fired or given a low mark. The meetings with the inspector or director should include an appreciation or acknowledgement of merits and some action points to improve and follow up next time. P5</td>
</tr>
<tr>
<td>5.3 Branch expertise of educational inspectors or principals. f:7</td>
<td>In K-12 schools, for the check of the lesson plans and other documents, educational supervisor from any expertise or branch may visit the teacher and provide feedback. The educational inspectors for us must be English teacher; otherwise, they may perceive the group work activities as noise. The post-observation meetings should be like an exchange of ideas P4</td>
</tr>
<tr>
<td>5.4 Not using engaging teaching methods f:5</td>
<td>To boost the quality of education, the teachers should take tests every five years and update their knowledge, maybe take a remedial course or something. That way they can engage with their learners and enhance their learning. P(Student)10</td>
</tr>
</tbody>
</table>
5.5 Inequality and need for equity

The schools are vastly different in terms of their physical and infrastructural facilities, plus in many courses, there are a lot of topics to cover, which makes public school students disadvantaged. In private schools, we used to solve tests in P.E and Art lessons and become a student here but we might be disadvantaged in the high school entrance exam. P.(Student).

Peer mentoring as a form of CPD on the teaching.

Peer mentoring works for English teachers because we love PD activities, there should be only observation like a mirror and offering ideas. While using peer mentoring, we can consult the inspectors in some cases and that will be beneficial P4.

Inconsistencies in the inspection

After the content analysis, it was found that all the participants are in consensus on the serviceability of inspection. Along with that, some themes emerged as above. The first theme was inconsistencies in the inspection.

The participants narrated: I was inspected by an inspector from the headquarters of MoNE and he was polite and constructive whereas, the local inspectors were not helpful and visionary in their inspection practice (P1). Similarly, another participant said: The inspection and the marks we receive from the school principals when we were candidate teachers, depended on the relationship you have with him, it is not objective (P2).

It is remarkable to find that the appraisal of the principals during candidate teacher years are more important for them as they are judged by the principal only. However, we learn that some schools provide peer mentors to help hourly-paid teachers and some do not. The teacher participant four narrated: The teacher who needs the most inspection is the hourly paid teachers who are not graduates of teaching departments and we have sixty teachers like that. As a project a full-time teacher visits their classes to give them feedback, it is a kind of critical friend relationship. Similar findings regarding inconsistencies are presented in Puskuluoğlu et. al (2019).

The students also have inferences about the inspection and inconsistent practices from their secondary school days.

One of the students stated: The inspection should be a collective practice, not only the teachers but also the parents, students, even the cleaners might be asked about the school so we will have a better school, the food in the canteen and the boarding school needs to inspect as well. In my previous school, my classes have never been observed by the principal (P Student 3).

In our previous schools, we have seen different applications of inspection. Honestly, I think the inspection strengthens the quality. When an inspector or principal observe a teacher, he teaches in a far better way. To this end, I am in favour of inspection (P Student 7).

As indicated in the focus group interviews by the students, some inspectors or principals inspect the classroom, whereas, in some others, there is not inspection practice. The
inconsistency of inspection practices was also marked in a study by Yildirim (2013) who found that a majority of teachers labelled supervisors as “frightening” and “controlling.” Some teachers even labelled supervisors as “ineffective,” “inconsistent,” and “criticizing.” On the other hand, other words used to describe supervisors included “guiding” and “developing” (p. 116). The varied attributions may be a result of discrepancies in their inspection. As an addition to the suggested above, teachers were concerned with the objectivity of the school principals conveying:

I was the favourite of the manager (P4).

The biased and political decision for the managers (P2).

a threat to teachers' freedom and we have to resign ourselves to him (P2).

Some teachers also stated that they have not been inspected for the last five years and they love being uninspected. However, the help of an able teacher would be of help for teachers who have just started their careers.

Lack of post-lesson feedback from the principals

The second theme that was brought up by 5 participant teachers is the lack of post-lesson feedback. Some teachers are observed, and no-follow up meeting is held.

Participant 5 reported: I am observed and inspected by the director of my school at a high school prep school setting. After the observations, we get little or insufficient feedback so we are left in thoughts whether we will be fired or given a low mark. The meetings with the inspector or director should include an appreciation or acknowledgement of merits and some action points to improve and follow up next time (P5).

The issue of not offering feedback after observations might stem from lack of time or the school principal may not feel comfortable in giving the feedback. In a more recent review of the studies examining professional development for language teachers, collaboration is reported as the favoured professional development (henceforth, PD) activity in Middle Eastern and Asian countries as collegial feedback creates a non-threatening and sheltered environment for teachers’ professional development (Çınarbaş & Hoş, 2018). Another vice-director English teacher conveyed: In my school, the school principal is often out in ceremonies, meetings etc and as the vice-director, I coordinate the internal work in the school, none of us has time for delivering feedback (P6).

As the statements offer, school principals may not have time, or may not have mentor skills.

5.3 Branch expertise of educational inspectors or principals.

The third theme was the branch expertise of the educational inspectors. To define clearly, an English teacher is inspected by an English teacher inspector with whom they share the metalanguage, specific teaching methods and mindset.

Some attendees conveyed the following: In K-12 schools, for the check of the lesson plans and other documents, educational supervisors from any expertise or branch may visit the teacher and provide feedback. The educational inspectors for us must be an English teacher; otherwise, they may perceive the group work activities as noise. The post-observation meetings should be like an exchange of ideas (P4).

In Erasmus projects, I observe that each educator has one expertise, but in Turkey, we do everything regardless of our prowess. Inspectors should behave us as colleagues and be English teachers the inspections should be developmental, not judgmental. Also, educational
supervisors should have resilience, emotional intelligence, intrinsic motivation. Instead of an inspector, they may be named as mentor or coach (P3).

In Turkey, successful students often attend projects schools in which teachers are chosen by the school principals and there are no prescribed guidelines to guide the selection. The students were concerned regarding the issues and said: For the project high school (Where remarkably successful students attend) the school principals choose the teachers, but the school principals cannot be expert on English per se, so more objective guidelines are needed in this regard. All projects school teachers are not engaging as they are only chosen beyond their expertise (P6).

The findings above are in conformity with Baxter (2017) and the expertise in different inspectors is expected.

**Not using engaging teaching methods**

Another finding from the focus group interviews, some teachers do not use engaging teaching methods therefore, they need to be observed and improved. Hence, they recounted: I am in the twelfth grade, I have witnessed remarkable history and literature teachers who use drama, dialogic teaching, projects, think-pair-share and so on. All teachers need to be monitored and inspired to be improved by the inspectors (P3).

The current theme is raised by students as they want more engaging teachers and they think inspectors could help them to flourish, however, some issues are above the control of the inspectors.

Another student continued: We always start learning English from the very beginning level, if English teachers use engaging and effective methods and they are trained, we will not have to start from the beginning all the time (P9).

To boost the quality of education, the teachers should take tests every five years and update their knowledge, maybe take a remedial course or something. That way they can engage with their learners and enhance their learning (P10).

The extracts above imply a call for development in all teachers working in state schools. However, teachers’ willingness is the key factor in this respect. The English teachers often may be eager to develop, in the interviews they testified: If somebody observes me and provides feedback, all English teachers would be happy as we are open to these kinds of improvement chances (P6).

I think the inspectors who visited my classes were a real gentleman, they provided me with handy feedback (P1).

The reason that students are offering teachers should be guided in using engaging teaching methods is they have 8 hours of instruction every day and they want to have professional teachers. As Borg (2015) intimated job-embeddedness (CPD is situated in schools and classroom) is required for all teachers so job-embedded inspection may be offered by MoNE for all branches as a way of self-improvement and professionalism. Another way of CPD, as debated by Dikilitaş & Griffiths (2017) teacher may learn to conduct action research in their classes and use it as a tool for self-improvement and problem-solving.

**Inequality and need for equity**
As a response to research question three (What are the views and suggestions of EFL learners regarding the inspection practices of inspection in their current and previous schools?), the matter of inequality and the need for equity in education is raised by the students which need the action of inspectors. The students were concerned with the marks given by private school teachers.

They narrated:

The English lessons and exams in private schools should be inspected because I remember sitting tests out of 110/100 and everybody was graded on high marks (P5).

The schools are vastly different in terms of their physical and infrastructural facilities, plus in many courses, there are a lot to topics cover, which makes public school students disadvantaged. In private schools, we used to solve tests in P.E and Art lessons and become a student here but we might be disadvantaged in the high school entrance exam (P9). Hence, the students in the current study believed that the schools' facilities should be equal, and the inspectors should also have a role in providing equality. Another student continued talking about his previous school experiences:

I studied in a small-town public school, to be a student in the school in the city centre, we were given remarkably high marks in our last year, the marks given by teachers should be inspected by inspectors or school principals. While trying to achieve equal chances, students are facing unfair assessment practices (P3).

The participants are now students at a well-known high school in İstanbul, they struggled a lot to be a student in their current institutions now. They offer that everything in the school should not be at the discretion of the principals. They need to be inspected as well, they clarified: The school principals set the tone of their schools, in my school in Ardahan, the school principal prohibited all the mock-exams, whereas the next year, in my school in Çorlu, we had to buy resource books which are designated by school and teachers. These resources undoubtedly helped to become successful. Everything is decided by school principals now and they should be inspected by inspectors (P8).

Different assessment practices are reported to cause inequalities. In a similar vein, an English teacher narrated the differences among schools in the interviews under the theme of inequality and need for equity.

A teacher participant narrated: I sometimes become an on-duty teacher in the boarding school where the students from my vocational school and a project school live together. They are different. There is a yawning gap among the schools and the inspectors should try to establish standard evaluation practices in all schools (P3).

Although there are initiatives in Turkey to provide equality in school such as the implementation of EBA (Education Information Network) proved to enhance the academic achievement of students and bring equity in preparation for high stakes test (Korkmaz & Kadirhan, 2020) such as university entrance test. Formative assessment practises and marks given by the teachers are still effective in the final grading of the high school entrance exam marks. In the highly competitive environment of the high school entrance exam (Karanfil, 2020), the marks should be investigated by an external member, because principals might be in favour of high marks for their students.
Peer mentoring as a form of CPD on the teaching.

Last but not least, all the participant teachers are in favour of peer mentoring as well as inspection in their school as long as they do not assign marks to their peers, the system may work well. A teacher with a peer-mentoring background conveyed: Peer mentoring definitely works for English teachers because we love PD activities, there should be only observation like a mirror and offering ideas. While using peer mentoring, we can consult the inspectors in some cases and that will be beneficial. Two years ago, I observed the class of an hourly-paid religion teacher and marked her performance 80 out of 100 depending on the criteria I was given. She never spoke to me again (P4).

All in all, there are inconsistencies in the inspection as there are no clear guidelines, lack of feedback is needed as an appraisal from the inspector, and teachers want to receive feedback from English teacher colleagues with whom they share a common understanding. Students prominent offers to educational inspection is that teachers need to be inspected on their use of engaging methods, and inspectors should work on providing equity in opportunities, assessment.

DISCUSSION

Development means change, but it is a “gradual and difficult process for teachers” which requires systematic and continuous efforts with regular feedback (Guskey, 2002, p. 386). In Yıldırım’s (2013) study, the inspectors were described as ineffective and inconsistent. In a similar vein, Demirtaş (2011) found that among the themes that were constituted from the metaphors that teachers developed about their principals, the major ones were the negative themes of “inconsistency and unreliability” and “a figure of authority and fear.” Under the authority subtheme, the metaphors lion, shepherd, army commander, dictatorial manager, proprietor, and boss/employer were used. Because of negative attributions to inspectors, school inspections are possibly being done by school principals. It seems teachers may not be satisfied with the inspection both from inspectors and managers. Although the participant teachers and students all believe in its beneficial stance, they cannot clearly describe how the inspection could cultivate education quality.

Turkey’s education system is not without problems. We have many hourly-paid teachers from non-teaching departments. Full-time novice teachers and hourly-paid teachers should be provided with mentors in their schools within a job-embedded context. A compromise of having peer mentors or school-based mentoring (Schenk et al., 2020) by school teacher counsellors from the school will be the solution in lieu of having no inspection. In line with the findings regarding the lack of feedback, in a more recent review of the studies examining professional development for language teachers, it is unrevealed that the language used in feedback which is the greater part of the dialogue appears to be a determining factor in the success of any mentor-mentee relationship highlighting the importance of the distinction between authoritative and facilitative types of intervention (Yürekli, 2013). The findings from the teachers and students may cultivate facilitative dialogic feedback rather than authoritative feedback. In many countries, including Turkey, teachers do not receive sufficient feedback on their performance (OECD, 2009). It is initially thought, the feedback of the principal who observes the teacher for a long time will be more beneficial than the inspector with whom
they meet once, but the current situation signalise teachers do not receive any feedback on their performance at all.

Maya and Kaçar (2018) found that school principals generally have a positive approach to performance evaluation which upgrades them to teacher-evaluator role, but the views of teachers to principal evaluation is mostly negative because even if they observe the class or conducted one-to-one PD meetings with the teacher, they do not have time to conduct. Therefore, they will not be able to have an honest dialogue and make most of the post-conference stage after watching the teacher teaching (Jones, 2009). The issue might be nation-wise as in Jones (2009) where Turkish teachers and supervisors are reported to need some specific supervisory skills to observe classrooms and give constructive feedback. The current requirement for principals to have supervision roles at the MoNE schools to join 5 half-day theoretical training and become a school inspector. Although being an education supervisor requires advanced skills that are required such as collaboration, critical thinking and problem-solving for powerful communication (Schleicher, 2012), the current system does not offer any training in the mentioned areas.

For changes (formative) and accountability (summary) purposes, teacher evaluation results may be used by inspectors. The right balance must be achieved in teacher assessment and the ties between progress and accountability functions must be identified (OECD, 2013). An attempt at these two roles may be problematic in a single evaluation (CDE, 2015). Taking into account the use of summative purposes in performance assessment should not be permitted to impede the teacher's professional growth, but formative assessment techniques should be used to enhance the teachers’ capabilities. To sum up, as the teachers and learners signify, inspection practices ought to be carried out with a view to PD for teachers.

Regarding limitations, first, the semi-structured interviews were conducted in COVID-19 pandemic via Zoom, face to face interviews may have yielded richer data second, while in-depth interviewing is considered to be the main method for collecting data in qualitative studies (Creswell, 2007; Patton, 2002), there are some constraints in this regard. The research described the perspectives of the participants in order to investigate their mentorship experiences. Nevertheless, they cannot say precisely what they do not know about the inspection.

CONCLUSION
The educational inspection may be a vital position in providing quality. Every participant in the current study was in the agreement on the necessity of inspection which may be conducted without advance notification. The inspectors that are working now are the graduates of Educational Management and Inspection departments in Turkey and they sometimes conduct research on their expertise. As they perform the inspection, mentoring, counselling duties, they become more capable in their jobs. As the qualitative data in the current study suggested, the presence of inspectors or mentors were appreciated by the teachers and the government should continue hiring inspectors, train and specialize them instead of assigning the duty to school managers who have not received any training on giving feedback that may be an emotional process at times. The inspectors need to be trained on giving effective post-conference feedback and there is a need for inspectors who can only inspect on their branches, as each lesson stipulates unique teaching techniques and code of conduct. The participating
teachers reported the existence of better faculty and cooperating teacher communication in the last two years due to clear guidelines on how to use the clinical supervision method (Gürsoy et. al, 2016) in the pre-service teacher education context. By the same token, inconsistencies of education supervision might be solved via defining procedures to in-service teachers and school principals and avoiding subjective judgements. The literature posits that the relationship between mentors and inspectors is Socratic dialogue alike. It should base on mutual trust, respect, and rapport (Farrell, 2018). As noted by Gün (2018) feedback language is of great importance; i.e., how mentors give feedback on mentees’ performances as teachers. The feedback, in that sense, is essential in any work attempting to investigate mentoring as a teacher training or improving activity. Lindahl and Baecher (2016) proposed that supervisors or inspector must review the overall evaluation and the feedback procedures with the supervisee beforehand to avoid misunderstanding that may occur during the process. To this end, informing the teacher before the inspection about the feedback procedures will decrease the anxiety in the teacher, they will be informed about what to expect. As a recommendation that as practiced in candidate teachers in the first two years in the public schools in Turkey, the in-service teachers need to get accustomed to formative ways such as keeping a teaching portfolio or on-going peer assessment. In the performance assessment, the evaluation of teachers in the same branch (or peer review) should be preferred to that of teachers in different branches. To this end, peer-cooperation may solve the problems in teacher education in the future. Another suggestion is that inspection of English teachers should be handled by English teacher inspectors and general document control checks could be done by any inspectors. In theory, the school principals should monitor in-service teachers, but they have to deal with everything at school, so they experience such a busy schedule. According to participants they conduct lesson inspections as part of formality, but the developmental feedback is often missing. Small steps are being taken in the Turkish education system in language teacher development such as 2023 Vision meetings and the inspection system should be updated either by giving sufficient training to school principals or going back to having local inspectors to provide feedback for teachers. Getting feedback as in CELTA or TESOL courses is key to PD which may be achieved with inspectors who are back to what they used to do. As the findings suggest from the learners, inspectors should have a role in providing equality in schools and increase the teacher quality at the public schools.

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LINGUISTIC IMPERIALISM

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Abstract
As the ‘world turns into a global village’ as predicted by Marshall McLuhan in the mid-twentieth century, as a result of technological developments particularly in the Internet technology, English language reaches the status of international language, the language used worldwide. The present paper seeks to provide a short journey of the English language from colonization to penetration into all world languages as a result of developments in Internet technology.

INTRODUCTION
In the mid-20th century, Canadian scientist Marshall McLuhan (1962) predicted that the world would become a “global village” in the future. The expression “global village” stands for a world which is unified by electronic system and when something happens in one part of the world, it is heard in other parts and affects people in the other parts of the world simultaneously. For the Internet world, the ‘village’ metaphor is suitable because people who live in a village are assumed to know what is going on locally and are familiar with the dynamics of what is going on. In a nutshell, half a century after McLuhan’s book, this prediction has come true with the technological developments and widespread use of the Internet.

However, the transformation of the world into a global village brings with it some concerns. Particularly the current status of English language as the international language and the language of science and technology has not been reached overnight. In this article, the developments that led to the spread of the English language to the world will be overviewed from a critical angle.

Invention of printing press
Until the invention of the printing press in 1440, literacy was limited to privileged groups such as nobles and clergymen. In particular, mostly clergymen had access to the Bible, one of the few written sources in the West. Being privileged to have access to the Bible and hence valid source of information gave the church a superior position. As all the Bibles were handwritten, the very few Bibles that existed were written by hand by the clergymen. Indeed, it took a clergymen 3 to 5 years to copy the Bible by hand (Crowley and Heyer, 2003).

The story had started to change with the invention of printing press. The printing press was invented in Germany in 1440 by a silver master Johannes Gutenberg, who was a goldsmith,
and was embroidering pictures of religious stories on silver mirrors. Gutenberg put together all the information related to printing and paper-making and developed the first significant printing press of the history. His press had movable characters and he printed 300 Bibles in Latin.

After Gutenberg’s invention, the printing press machine spread to Europe. As the printing press spread, written materials proliferated. This started to contribute to the literacy level of people. Initially, the Bible was printed in Latin. Latin was then a dead language that was only used in the Bible and for educational purposes. It was not used actively in the daily lives of people. As the literacy level of people started to improve, the Bible started to be translated into the local languages in different countries and started to be obtained and read more widely. In a nutshell, with the invention of printing press the way of communication in the world had started to change. In other words, invention of printing press was a corner stone for written communication because with the help of printing press machines multiple copies of the written texts could be produced and could be shared with masses. It became easier to reach more people with duplicated texts. This fact ignited an increase in literacy.

**Colonization**

Consequently, spreading the message using the duplicated written texts was a start of a new era, the Renaissance, rebirth of art, culture and literature. During the Renaissance period, questioning and exploring became very important. People started to search for new knowledge and lots of new inventions helped them to move towards modernity. One of these important inventions was the invention of the steam engine which was adopted to the ships and provided the Europeans with opportunities to explore the world.

Discovery of distant lands signaled the beginning of colonization by the European countries such as Portugal, Spain, France and England. One of the most important of these was, undoubtedly, the discovery of America. The colonization that lasted until the beginning of the 20th century and converted Britain to the "Empire upon which the sun never sets".

**English Language Teaching across the World**

In addition to colonizing the countries they went to and benefiting from their resources, the Europeans who discovered new places brought their religion - mostly Catholic Christianity - and their language - mostly English. While the colonists, who claimed to have brought civilization to the acquired colonies, taught the public to read and write in some geographies, in other geographies the languages of the colonists were added to the school curriculum in order to communicate with the people’s ruling colonists. One of the examples given in the study of Mogasho (2017) who aims to indicate the effect of teaching and learning English language in selected primary schools in South Africa and to determine how learners learn in a language that they do not speak at home. In this study, he explains how children in primary schools learned English which was not a language spoken at their home. Besides learning the language of colonists was compulsory, it was necessary because in order to work in the state administration, especially having a chance to work, was made possible by speaking the languages of the colonists, even more by reading and writing. In other words,
while English rose to the position of the most spoken language in the world due to the "Empire over which the sun does not set", on the other hand, it gained the status of being the language of civilization.

Over time, in various parts of the world, English teaching age descended to primary schools. As English is seen as the ‘international’ and ‘the most spoken language’, parents started to show preference towards sending their children to primary schools where the medium of instruction is English. Without questioning the difficulties their children can face while dealing with a language different from their native language, in order to prepare them for a better future, children are sent to these schools since it is believed that knowing English is the main component of being successful academically. Therefore, before mastering their native language, children began to learn English, and they began to read and write in English before their native language.

Towards the end of the twentieth century, there were serious concerns in relation to decreasing English language learning level to primary education. John Rogers, based on his experiences in teaching English in Europe, Asia, Africa and South Pacific (1982:151) wrote his seminal article ‘The world for sick proper’ (1982:44-51) where he challenges the extensive teaching of English language at the primary and secondary levels all over the world. He puts his ideas forth as:

Should we continue to teach English to great numbers of children who then believe that they are entitled to a 'better' future? It may be dishonest to do this. Only a small percentage of English learners will ever use English for international communication. Very few school leavers actually need English for tertiary studies overseas. English is not the only means of access to Western development and 'progress'; it may not even be the best means. A lot of English is taught, but not enough is learned. University teachers throughout the world complain about their students' lack of skills in English (Rogers, 1982:144).

In his article, Rogers puts forth the case of the young children who are put in a situation of learning English. These children not only would not use it probably at all but also have more urgent needs in life. Rogers (1982:144-145) gives examples of children in a variety of countries as:

—Kweku (9), Accra, Ghana: My work ii that I sell chewing gum around die Orion Circle at cinema time .. . My mother died before they born me. My fadier nobody know . . . I sleep in die far night at 2.00 a.m. sometimes 3.00 a.m. morning time. I no have sleeping house. I sleep at the lorry petrol station . . . The world for sick proper. I want 1979 to have no war and no children born like I am .. . I want 1979 to bring house for us and water for village people to drink. Don't take photo of me. I don't want white man see me dirty.

—Keshar (9), Nagpur, India: I am looking through all this rubbish every day. It is my work .. . I look for glass, paper, old iron diings, plastic sandals .. . I don't like dis work. You work in sun all day. You get dirty. You get sick easy .. . I would like to go to school. I like to see small
girls going to school widi books and slate . . . I would like to have a house and two sets of clodies . . .

—Vinton (14), Kingston, Jamaica: I want to go back to school and get myself a trade. I learn welding, woodwork, and learn to fix electrics. You have some boys and diey get trade, but they follow their friends. They go robbin' and the police kill them. Them idiots. If I get a trade, I cool... In twenty years' time I wish I'm in nice job with my wife and children and house, you know . . .

—Wambgu (12), Nairobi, Kenya: I left school because I failed and I have no money. I want a job nicely. Every day I look for work. Mainly I work with cars. Look at my clothes. I am a dirty boy because I am a mechanic. I am the spanner boy. I only get 5 shillings a day. I try to save it. But I need the money for smoking.

—Kenyatta (14), Kenya: . . . The [boy] at school will get to be a manager and have a big car. The [boy] at home will just become a thief and a robber . . . If you don't know English they will say that you are a useless man and they won't do what you tell them. I want to be a manager and then they will just bring my letters and I will put my signature there. I will give many orders to others, and I will warn those ones who are lazy or drunk. And if they don't agree with me, I will sack them . . .

—Fibi (15), Kenya: At school we used tribal language. When we moved to Nairobi my English is not enough for school. I am sad because I used to do well and now you can see that I am not a person who is educated.

Rogers ends the article with a metaphor from Edward de Bono’s book ‘The Use of Lateral Thinking’ (1967) about digging holes: based on the digging holes metaphor, he challenges deepening and enlarging existing holes or digging new ones. It is not possible to dig a hole in a different place by digging the same hole deeper . . . If the hole is in the wrong place, then no amount of improvement is going to put it in the right place.

In line with the above quotation, Rogers (1982:150) ended advising English Language Teaching / English as a Second Language / English as a Foreign Language / Teaching English to the Speakers of Other Languages professionals to climb out of the holes ELT is digging and look for digging new holes elsewhere.

As a reply to Rogers, Abbott (1984) in his article ‘Should we start digging new holes?’ refers to the ‘digging hole’ metaphor and suggests that ELT has a role to play in educating the people in developing countries. On the one hand, he encourages teaching and learning in the mother tongue; on the other hand, he asserts that ELT has a role to play in educating people in developing countries. Abbott (1984) points out that including English language in national curricula is a national education policy (p.98) and denying this opportunity would lead to preventing “the broad educational principle of equality of opportunity”.

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The teaching methods of the time and the social environment of the place where local languages are generally used, English is the only language of instruction and is used in official offices, it has been questioned whether education should be in the mother tongue or foreign language education during primary school years. During this period, it should not be overlooked that there is a gap between the local education facilities and educational tools such as books published in English. In the second half of the 20th century, the vocational training opportunities provided to English teaching and teachers surpassed other fields, English language education rose as a serious science branch, and education became a pioneer in other fields. In this period, steps were taken to make English a spoken language in addition to being a language for reading and writing. Firstly, audio recordings on tapes, then CDs attached to the textbooks later was followed by Internet resources.

During this period, one of the most prominent issues was the advantages of teaching English by native speakers or non-native speakers. Especially teaching English to preschool and primary school students when they can grasp the native speaker accent gained ground. Indeed, teaching English starting from an early age has become a world-wide exercise in order to open the door to a better education in the future. The efforts given to extensive teaching of English language all over the world resulted in what Philipson (1992) names “linguistic imperialism”.

While discussing the subject of English being taught as native speaker like or BBC English, the English language started to be used so widely in the world that Kumaravadivelu (2003:539) draws our attention to the fact that English is a world language and we need to talk about Englishes and at this point the term “World Englishes” can be used. “World Englishes” refers to the numerous varieties of creoles based in English and English that have been developed in various regions of the world. When different parts of the world started using English widely sociolinguistically the language has been affected from different users of it. Local usage differences have started to be observed.

Today’s world is the world of information; world of knowledge. People around the world wanted to learn new things. With the help of the Internet, it becomes easier to reach the information available on different websites. When people start using the Internet, they also realize that in order to dominate the information spread on internet they need to learn English as English is a lingua franca and it is used most of the documents available on the Internet.

**Global Village**

Efforts to spread English to the world have been crowned with the widespread use of Internet technology in the world. Today, the digital divide (Hilbert, 2011), which is considered to be the most real distinction, is made between having access to information, which is realized by the touch of the fingers on the Internet, and those who do not have the Internet. The widespread use of the Internet and its use in various parts of the world has facilitated and accelerated access to information. As the importance of time and place concepts is gradually decreasing and the world is turning into a ‘global village’ as McLuhan (1962) predicted.
The widespread use of the Internet has led to the use of Internet-related words such as ‘apple’, ‘windows’, ‘google’, ‘mouse’, ‘Facebook’ in almost every existing language in the world. In other words, languages of the world are somehow invaded by English words more than ever. Crystal (1997) summarizes the status of English as the language of global communication by putting forth that: “when it develops a special role that is recognized in every country”.

In the past having a job in your hometown or at least in your own country was enough for most of the people. However, as the world became a “global village” it is not weird for anyone to find a job in another country or to start studying in another country. In order to survive in today’s world getting better knowledge, getting better education is the main goal of the young generation. As some of them have dreams of living in developed countries they want to study in a university where the instruction is delivered in English since these people planning to have a better life in a developed country and in their minds these countries are mostly English-speaking countries, such as England, United States, Canada etc. When education becomes a market and the people in this market realize the importance of English, lots of English medium universities were established all around the world. With the help of internet and technology it becomes easier to advertise these universities to the people who are not the locals. “Global village” plays an important role while advertising these universities, and more students from different countries come together to study at these universities. This is another reason for the use of English. English is the only language for these people from different countries to communicate. Therefore, students need to learn English not only for their academic studies but also for communicating with each other.

Even the students who study in their native language need to know or learn English as English is the language of science and academy. In order to read the academic work in articles, journals, or books, they need to know English. Without learning English, reaching the resources in academic world seems impossible. Also any student who wants to continue his/her academic life and get an academic degree needs to learn English to write and publish his/her own articles. Attending international conferences also requires English. If the conferences given all around the world are examined, it can be seen that the language of all conferences which are labelled as international is English.

CONCLUSION
At the outset of the new millennium, the English language has established itself as the international language. Through technological developments, English language entered into almost every home on the lucky side of the ‘digital divide’ (Hilbert, 2011). Today English is the language of science and technology, academy, politics, etc. To conclude, technological developments, particularly the Internet technology opened the new holes Rogers (1982) suggested half a century ago.

Globally, the current concern is to whether to stick to our own cultural local values and our mother tongues, or go global and be a world’s citizen. Undoubtedly both have attractiveness of its own. On the other hand, Kumaravadivelu (2003:539) draws our attention to the fact that
most of the people who use English language as an additional language “see it more as a language of communicational necessity than cultural identity.”

Much has been written about the coloniality of the English language. Now more than ever, one senses among a section of the applied linguistics community a critical awareness of the fact that English language, in its long march to its current global status was aided and by colonialist and imperialist projects that trampled upon the political, cultural and linguistic heritage of millions of people across the globe (Kumaravadivelu, 2003:539).
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