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**CONTINUING PROFESSIONAL DEVELOPMENT OF EFL
TEACHERS IN THE LIGHT OF REFLECTIONS FROM PEER-
COACHED COURSE PLANNING TRAINING**

Master Thesis

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AKRAN KOÇLU DERS PLANLAMA EĞİTİMLERİNDEN
YANSIMALAR IŞIĞINDA YABANCI DİL ÖĞRETMENLERİNİN
SÜREKLİ MESLEKİ GELİŞİMİ

Hazırlayan
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AMASYA – 2023



To my beloved husband and my family

TEZ ONAY SAYFASI

Özlem ÇUKURLU AYDIN tarafından hazırlanan “CONTINUING PROFESSIONAL DEVELOPMENT OF EFL TEACHERS IN THE LIGHT OF REFLECTIONS FROM PEER-COACHED COURSE PLANNING TRAINING” (“AKRAN KOÇLU DERS PLANLAMA EĞİTİMİNDEN YANSIMALAR IŞIĞINDA YABANCI DİL ÖĞRETMENLERİNİN SÜREKLİ MESLEKİ GELİŞİMİ”) başlıklı çalışma aşağıdaki jüri tarafından 17/10/2023 tarihinde yapılan savunma sınavı sonucunda oy birliği ile Amasya Üniversitesi Sosyal Bilimleri Enstitüsü Yabancı Diller Eğitimi Ana Bilim Dalında Yüksek Lisans Tezi olarak kabul edilmiştir.

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ETİK BEYAN SAYFASI

Tezimin içerdiki yenilik ve sonuçları başka bir yerden almadığımı ve bu tezi Amasya Üniversitesi Sosyal Bilimler Enstitüsünden başka bir bilim kuruluşuna akademik gaye ve unvan almak amacıyla vermediğimi; tez içindeki bütün bilgilerin etik davranış ve akademik kurallar çerçevesinde elde edilerek sunulduğunu, ayrıca tez yazım kurallarına uygun olarak hazırlanan bu çalışmada kullanılan her türlü kaynağa eksiksiz atıf yapıldığını, bu tezde sunduğum çalışmanın özgün olduğunu bildirir, aksinin ortaya çıkması durumunda aleyhime doğabilecek tüm hak kayıplarını kabullendiğimi beyan ederim.

17/10/2023

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ABSTRACT

CONTINUING PROFESSIONAL DEVELOPMENT OF EFL TEACHERS IN THE LIGHT OF REFLECTIONS FROM PEER-COACHED COURSE PLANING TRAINING

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Amasya University, Institute of Social Sciences

Department of Foreign Languages Education, M.A., November/ 2023

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This study aimed to investigate the effects of peer-coached lesson planning activities on in-service English as a Foreign Language Teachers' continuous professional development. Within this context, it examined the current situation of English teachers in terms of previous PD experiences, PD needs, motivations/amotivations to involve in PD programs. Impacts of online sessions on EFL Teachers' lesson planning activities prepared by a peer coach on teachers' CPD in terms of classroom practices, classroom interactions and overall professional growth were also explored for the study. Teachers' expectations of and suggestions for future programs were determined within the scope of study. It was conducted with sequential explanatory mixed method integrating both quantitative and qualitative data. Quantitative data was collected through OECD Teaching and Learning International Survey (TALIS) –professional development part- including yes/no questions, multiple choice questions, open ended questions and Likert type items. The Survey was addressed to 104 participants from different parts of Türkiye through Google forms. Based on the Survey results, online sessions were held with 12 volunteer participants for seven weeks. For qualitative data, teachers were asked to write weekly and overall reflections after online sessions. Interviews were carried out with participants who were grouped as volunteers, reluctant participants, those who changed their minds and those who quit the study. Quantitative data were analysed descriptively with SPSS program. After qualitative data were transcribed and read carefully, codes were obtained, themes were created and frequencies were calculated. Both data were triangulated to comprehend and interpret the results. Findings revealed that a great majority of the participants took part in formal PD programs such as seminars, webinars or workshops. They engaged in informal dialogues with their colleagues about classroom implementations. They found the programs to be quite effective in terms of professional growth. However, they needed PD

programs covering ICT skills, teaching in multicultural classes, teaching students with special needs, methods to deal with student discipline problems, classroom management, student counselling, assessment practices, content and performance standards on the main subject and school management. But they did not need theoretical trainings. Self-improvement to sharpen teaching practices and classroom implementations, previous positive interactions with the trainee, getting a certificate and being paid were the aspects that motivated the participants. On the other hand, improper timing, lack of proper trainings meeting teachers' needs, family responsibilities, heavy workload, financial problems, lack of employer support, personal perceptions, and health problems had adverse effects on teacher motivation. Online sessions made great contributions to classroom practices and classroom interactions. After teachers applied techniques/ideas/strategies from online sessions in their courses, they got positive feedback from their students, student engagement raised and a positive atmosphere was created. Participants adopted brand-new implementations, gained new perspectives, refreshed themselves theoretically and gained self-confidence. They were pleased with the content and practices of the online sessions. Therefore, they volunteered for future PD programs. For future PD practices, teachers demand face-to-face programs, practical activities for classroom implementations including up-to-date techniques instead of theories and appropriate timing.

Keywords: *CPD, peer-coaching, in-service EFL teachers, course planning, online sessions*

ÖZET

AKRAN KOÇLU DERS PLANLAMA EĞİTİMİNDEN YANSIMALAR IŞIĞINDA YABANCI DİL ÖĞRETMENLERİNİN SÜREKLİ MESLEKİ GELİŞİMİ

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Bu çalışma, akran koçluğunda ders planlama etkinliklerinin hizmet-içi İngilizce Yabancı Dil öğretmenlerinin sürekli mesleki gelişimleri üzerindeki etkilerini araştırmayı amaçlamıştır. Bu bağlamda, İngilizce öğretmenlerinin önceki mesleki gelişim deneyimleri, mesleki gelişim ihtiyaçları, mesleki gelişim programlarına katılma motivasyonları/demotivasyonları açısından mevcut durumları incelenmiştir. Akran koçu tarafından düzenlenen çevrimiçi oturumların ve ders planlama etkinliklerinin yabancı dil öğretmenlerinin sınıf uygulamaları, sınıf etkileşimleri ve genel mesleki gelişimleri açısından öğretmenlerin sürekli mesleki gelişimleri üzerindeki etkileri de çalışma kapsamında incelenmiştir. Araştırma bağlamında, öğretmenlerin gelecek programlara ilişkin beklenti ve önerileri belirlenmiştir. Çalışma, hem nicel hem de nitel verileri birleştiren sıralı açıklayıcı karma yöntem ile gerçekleştirilmiştir. Nicel veriler, evet/hayır soruları, çoktan seçmeli sorular, açık uçlu sorular ve Likert tipi maddeleri içeren OECD Teaching and Learning International Survey (TALIS) -mesleki gelişim kısmı- aracılığıyla toplanmıştır. Anket, Türkiye'nin farklı yerlerinden 104 katılımcıya Google formları aracılığıyla uygulanmıştır. Anket sonuçları dikkate alınarak 12 gönüllü katılımcıyla yedi hafta boyunca çevrimiçi oturumlar düzenlenmiştir. Nitel veriler, çevrimiçi oturumları takiben öğretmenlerin haftalık olarak ve çevrimiçi oturumların tamamını içeren genel yansımalar aracılığıyla toplanmıştır. Katılımcılar, gönüllüler, gönüllü olmayanlar, fikrini değiştirenler ve çalışmadan ayrılanlar olarak gruplanmış ve bu katılımcılarla görüşmeler yapılmıştır. Nicel veriler SPSS programıyla betimsel olarak analiz edilmiştir. Nitel veriler yazıya dökülüp dikkatlice okunduktan sonra kodlar oluşturulmuş, temalar çıkartılmış ve kodların frekansları hesaplanmıştır. Sonuçların doğru bir şekilde anlaşılması ve yorumlanması için veri üçlemesi yapılmıştır. Elde edilen veriler, katılımcıların büyük çoğunluğunun seminer, webinar veya çalıştay gibi resmi mesleki gelişim programlarına katıldığını ortaya koymuştur. Öğretmenler meslektaşlarıyla sınıf uygulamalarına ilişkin informal diyaloglar gerçekleştirmektedirler. Öğretmenler katıldıkları programları ve informal diyalogları mesleki gelişimleri açısından

oldukça etkili bulmuşlardır. Ayrıca, katılımcılar BİT becerilerini geliştirme, çok kültürlü sınıflarda öğretim yapma, özel gereksinimli öğrencilerin eğitimi, öğrenci disiplin sorunlarıyla baş etme yöntemleri, sınıf yönetimi, öğrenci danışmanlığı, öğrenci değerlendirme uygulamaları, uzmanlık alanlarına ilişkin içerik ve performans standartları ile okul yönetimi kapsayan mesleki gelişim programlarına ihtiyaç duyduklarını belirtmişlerdir. Bununla birlikte teorik eğitimlere ihtiyaçları olmadığını ifade etmişlerdir. Öğretmenlik uygulamalarını ve sınıf içi uygulamaları daha iyi hale getirmek için kendilerini geliştirme, eğitimci ile kurulan pozitif ilişkiler, eğitim sonunda sertifika alma veya ücret alma katılımcıları motive eden unsurlardır. Öte yandan uygun olmayan zaman dilimlerinde yapılan programlar, öğretmenlerin ihtiyaçlarına uygun eğitimlerin verilmemesi, ailevi sorumluluklar, iş yükünün fazla olması, maddi sorunlar, işveren desteğinin olmayışı, kişisel algılar ve sağlık sorunları öğretmen motivasyonunu olumsuz yönde etkilemektedir. Çalışma sonucunda çevrimiçi oturumların sınıf uygulamalarına ve sınıf etkileşimlerine büyük katkıları olduğu görülmüştür. Öğretmenler çevrimiçi oturumlardaki teknikleri/fikirleri/stratejileri derslerinde uyguladıktan sonra öğrencilerinden olumlu geri dönütler almışlardır, öğrenci katılımı artmış ve sınıf içinde olumlu bir atmosfer oluşmuştur. Katılımcılar modern sınıf içi uygulamaları edinmişler, yeni bakış açıları kazanmışlar, teorik olarak kendilerini tazeleyip ve özgüvenlerini geliştirmişlerdir. Öğretmenler, çevrimiçi oturumların içeriğinden ve uygulamalarından memnun kalmışlardır. Bu nedenle başka mesleki gelişim programlarına katılma konusunda istekleri artmıştır. Sonraki mesleki gelişim uygulamaları için öğretmenler programların yüz yüze yapılmasını, teorik bilgiler yerine sınıf içi uygulamalara yönelik güncel teknikleri içeren uygulamalı etkinliklere yer verilmesini ve programların uygun zamanlarda yapılmasını talep etmişlerdir.

Anahtar Kelimeler: sürekli mesleki gelişim, akran koçluğu, hizmet içi yabancı dil öğretmenleri, ders planlama, çevrimiçi oturumlar

FOREWORD

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LIST OF ABBREVIATIONS

Kısaltmalar	Açıklama
BA	Bachelor's Degree
CPD	Continuous Professional Development
EFL	English as a Foreign Language
ELL	English Language and Literature
ELT	English Language Teaching
MA	Master's Degree
MoNE	Ministry of National Education
OECD	The Organisation for Economic Co-operation and Development
OP	Open Education
PD	Professional Development
PhD	Doctor of Philosophy
TALIS	Teaching and Learning International Survey

CHAPTER I

1. INTRODUCTION

This study focuses on Continuing Professional Development of EFL Teachers along with Peer- Coaching. This chapter includes the background of the study, statement of the problem, research questions, significance of the study, and limitations of the study.

1.1. Background of the Study

In the modern world, we are surrounded by a great amount of information disseminated by mostly technological devices, which enables individuals to gather information more easily than ever. Therefore, teachers/educators face students/learners with more diverse backgrounds and more native like (Canaran, 2017; İyidoğan, 2011) and are expected to catch up with both brand-new developments and keep up with the technological generation. To manage this situation, teachers/educators need to develop themselves professionally and continuously.

Professional development (PD) is a life-long process (Berlinger, 1994) boosting teachers' knowledge, teaching skills, perspectives, attitudes, and other qualities (Erdem, 2017; Guskey, 2000; İyidoğan, 2011; OECD, 2008), which, as a result, contributes to classroom practices and student outcomes (Day, 1999 cited Canaran, 2017).

PD is divided into two categories as formal settings like in-service training, conferences, workshops, seminars, etc., and informal ones like discussions, readings, reflections, observations, and learning from peers and coaches (Erdem, 2017; İyidoğan, 2011; Yoğun, 2020). Formal professional development programs are generally practiced and planned as a single workshop or seminar in which theories, practices, or recent applications are introduced to teachers (Canaran, 2017; Erdem, 2017). According to researchers (Corcoran, 1995; Guskey, 1994) effective PD programs have some qualifications, such as enabling teachers to explore, question, debate, implement new ideas in the classroom, work as a team, and to be supported, as well as to get feedback, which are not covered in formal PD programs. That is why, formal PD programs have been exposed to criticism for a long time (Erdem, 2017). On the other hand, in informal PD programs, teachers have opportunities to share the problems they face and seek solutions, to obtain different perspectives and get feedback (İyidoğan, 2011). Peer-coaching is one of the informal PD strategies in which a couple of teachers meet up to think and discuss their teaching practices by providing insights into their classroom practices (Robbins, 1991). It provides teachers with a friendly climate, collaboration, and supportive environment. The

ultimate aim is to improve teaching performance (Canaran, 2017; Vermez, 2020). As it centers on teachers' real needs, it is extremely beneficial and has great contributions to teachers in the long term.

1.2. Statement of the Problem

Professional development is a long-term process, starting with university years and continuing to teaching life. Besides, it makes great contributions to teachers in terms of teaching styles and gaining new perspectives in their classroom practices and interactions, which will, in turn, affect students' performance. Nevertheless, İyidoğan (2011) found that even though teachers were aware of the importance of PD for both themselves and students, they were not willing to take part in PD activities. The main reasons behind their reluctance were frequent changes in the education system, their dissatisfaction as teachers, and the feeling of being worthless. She also stated that despite there was no significant relationship between age and not attending PD activities, older teachers were less enthusiastic about improving themselves. To the study, English teachers with a MA or PhD degree were more eager to develop themselves.

The content of English courses mainly consists of teachers and course books (Meunier, 2012) and teachers, especially novices, stick to course books by ignoring the curriculum in general. However, Çukurlu and Özsoy (2020) found that MoNE English course books lack meaningful contexts and do not cover all aspects of the English language in comparison with private schools' course books. Furthermore, Çukurlu-Aydın (2021) found that teachers with more than ten years of teaching experience tend to use traditional methods in their classes. Additionally, although pre-service English teachers have practicum courses at the university, the courses are limited to only two terms. In the first term, pre-service EFL teachers observe the classes while in the second one, they have a couple of opportunities to experiment the class under the observance of an experienced English teacher. Yet when they set off a journey as a teacher, they are alone in the class and nobody is around to give advice, that is, to help them improve professionally.

Studies conducted on PD were mostly formal rather than informal strategies (Erdem, 2017), which offer teachers a more relaxed and comfortable zone to improve themselves, as they have a chance to share their problems with a colleague and to get feedback. Within the scope of these problems, this study aimed to contribute to in-service English teachers' continuous professional development in terms of effective lesson planning through peer-coached activities.

1.3. Research Questions

The purpose of this study was to examine the effects of peer-coached lesson planning activities on in-service English teachers' continuous professional development. In this context, it sought to answer the following questions:

1. What is the current situation of English teachers in terms of;
 - a. Previous PD experiences,
 - b. PD needs?
 - c. Motivations/amotivations to participate in PD activities?
2. What are the effects of online sessions on EFL Teachers' lesson planning activities prepared by a peer coach on teachers' CPD in terms of;
 - a. Classroom practices,
 - b. Classroom interactions,
 - c. Overall professional development?
3. What are English teachers' suggestions or expectations for future PD programs?

1.4. Significance of the Study

Recent developments in technology have also affected the language teaching and language learning process, since information is readily available and easier to obtain than ever. Consequently, the students' needs and backgrounds have differentiated. Therefore, English teachers are expected both to keep up with the latest technological developments and satisfy students' needs. Those developments have also affected the definition of a good English teacher, which has broadened beyond just knowledge of theories and classroom practices of information transfer. Another important point is that, English language has been the most preferred communication tool in the worldwide (Kecskes, 2007), resulting in reshaping the English curriculum in most countries (Üstünbaş, 2014), including Türkiye. These advancements require teachers to develop their skills professionally and continuously. Yet studies have revealed that teachers are not eager to attend PD activities (İyidoğan, 2011) because they think the PD programs are short, one-time organizations planned formally, in general (Erdem, 2017; İyidoğan, 2011; Yoğun, 2020) and ignore teachers' actual teaching needs. Informal PD strategies, on the other hand, have been the subject of only a few studies. Yoğun (2020) examined teachers' perceptions on CPD as well as how peer-coaching affected their perceptions of PD. He studied with instructors from a private university. Vermez (2017) surveyed novice teachers and observed the effect of peer coaching strategies on their teaching. Both studies focused only on classroom observations and giving feedback. Yet one of the

fundamentals of peer coaching is tasks (Vermez, 2017); in other words, the teachers' engagement actively in the process. Therefore, this study was founded on activities that teachers were involved in during the process and could apply in their classes, which makes it crucial in terms of classroom practices.

1.5. Limitations of the study

Here are some limitations of the study:

Sample size: Because of the earthquake which hit Turkiye seriously a couple of months ago, the researcher had difficulties in disseminating the study and finding participants. Despite her great efforts, 104 participants filled out the TALIS Survey, and only 54 teachers agreed to take part in online sessions. But the sessions were held with 12 teachers at the end.

Timing: The sessions timing overlapped with the Ramadan, the holy month for Muslims in Turkiye. Hence, most of the participants changed their opinions and gave up joining the sessions because of Ramadan and their tight schedule.

Online meetings: Due to the earthquake the sessions were planned as online meetings. The researcher had to use her personal Zoom, which was limited to 40 minutes.

Qualitative data analysis: the qualitative data were gathered from participants of online sessions and interview participants. However, while analysing the data, the frequency of the codes was taken into consideration rather than participants as the study was conducted with limited participants and they emphasized some points more than once.

CHAPTER II

2. LITERATURE REVIEW

2.1. Introduction

This section includes literature review of the study, which are professional development, conceptions of professional development, studies on continuous professional development, current situation of professional development, current situation of CPD in EFL and language teacher education, peer-coaching, styles of peer-coaching, studies on peer-coaching and current status of peer-coaching in Türkiye.

2.2. Professional Development

Professional development (PD), which could be defined as any developmental activity related to an individual's occupation to advance himself/herself, has been one of the most debated (İyidoğan, 2011) and required topic of recent times (Guskey, 1994) since, latest technological developments carried the concepts of education and a qualified teacher more than just information transfer by broadening the definition of a good teacher (Burns & Richards, 2009). Professional development in education is known as a process of continuous learning and improvement that boosts a teacher's abilities, understanding, and effectiveness in the classroom (OECD, 2018). It entails participating in activities that help the teacher comprehend the most recent best practices, research studies, and educational trends including workshops, conferences, online courses, and peer cooperation (Desimone, 2011).

Professional development, as defined by Hargreaves and Fullan (2012), is a systematic and ongoing process intending to improve teachers' knowledge, abilities, and attitudes so as to increase student learning outcomes. According to the description, PD is a continual process that requires detailed planning, application, and evaluation rather than a one-time event or a single approach that fits all. Hargreaves and Fullan (2012) give priority to the significance on personalization of the PD programs in accordance with requirements of certain teachers, schools, and districts as well as the main objectives of PD programs. They also claim that in order to improve teaching and learning outcomes, PD programs need to be based on evidence and established on good research. Another point that is highlighted by Hargreaves and Fullan (2012) is the significance of group learning and teamwork in professional growth. They express that programs for PD furnish teachers opportunities to collaborate and transfer information and skills to one another. Moreover, in addition to teachers, PD programs should also cover school

administrators and other individuals or organizations who can offer support and assist the implementation of new practices (Hargreaves & Fullan, 2012).

To Darling-Hammond and McLaughlin (1995) professional development in education is "a set of intentional activities designed to improve teacher effectiveness and student achievement" (p. 198). Within this definition, some essential components of PD activities are underlined. First, it emphasizes the long-term objective of PD, which is to boost student achievement and teacher effectiveness. Based on this aim, PD activities should be placed on developing educational methods and strategies that directly impact students' learning results. Another point is that PD is a deliberate process rather than one event happened spontaneously. Therefore, it should be carefully thought out and put into practice as PD programs should not follow a general or one-size-fits-all model but instead, it should be based on clearly defined needs and goals.

The Organisation for Economic Co-operation and Development (OECD), an international organization providing guidance on policy and promoting the progress of educational systems around the world, describes professional development for teachers as activities that are intended to improve the teacher's knowledge, abilities, competence, and other qualities with the aim of enhancing student learning outcomes in its report *Teaching for the Future: Effective Professional Development* (OECD, 2018a). The organization finds PD activities be crucial for teachers to obtain necessary knowledge, skills, and competencies to keep up with the growing needs of the learners and to improve their own practices in the classroom (OECD, 2018a; 2018b). Another issue that the organization underlines in its report titled *The OECD Teaching and Learning International Survey (TALIS) 2018 Results*, which aims to ensure that educators have the tools and resources that are necessary to boost the learning of their students, is the significance of PD activities. It suggests PD activities should be ongoing rather than a one-time event, and should be appropriate to teachers' needs. Teacher cooperation and collaboration are other points that are emphasized in the report since, it claims that teachers can develop new ways and strategies for teaching through the exchange of ideas and experiences, they can create a community of practice fostering continuous learning and progress (OECD, 2018b). However, while the PD activities are planned, teachers' needs should be clearly identified and included for qualified and effective professional growth (OECD, 2015).

For Borko (2004), PD is a "long-term process" that encompasses "systematic acquisition, refinement, and application of knowledge and skills that are necessary for effective teaching" (p. 2). She put emphasis on the value of lifelong learning on PD, and she recommends that teachers should engage in reflective practice and receive feedback on their instruction as part

of qualified professional growth. She believes that reflections on their own pedagogical approaches and feedback from their peers make significant strides in teachers' teachings. She also underlined the importance of taking into consideration the needs of each teacher and connecting them with classroom practices. In other words, PD programs should concentrate on enhancing the teaching techniques of educators for classroom practices instead of just sharing knowledge or skills.

Guskey (2000) defines professional development (PD) as a continuous method for acquiring and developing the knowledge, skills, and attitudes necessary for effective teaching and learning. To him, PD encompasses numerous kinds of activities, such as participating in collaborative learning communities, attending workshops, conferences, and seminars, carrying out action research, and seeking advanced degrees or certifications. He describes the main aim of PD as to foster student learning outcomes, raise the efficiency of educators, and promote educational innovation and reform. Additionally, he says that PD for educators can be perceived as a continuum of activities that plays a role in the educational and professional growth of teachers. The idea he proposed for a continuum of professional development in education, consisting of five stages, was founded on this notion. The five stages are: (1) initial training; (2) ongoing training; (3) classroom-based training; (4) collaborative learning; and (5) reflective practice.

1. *Initial training*: refers to the pre-service education and training that teachers receive before becoming a professional teacher. It covers the knowledge and skills necessary to become a certified teacher, such as completing a teacher education program, obtaining a teaching credential, and passing licensure examinations.
2. *Ongoing training*: includes any kind of additional professional development activities such as attending workshops or conferences, taking courses, or participating in online learning opportunities that teachers participate in throughout their careers.
3. *Classroom-based training*: provides teachers with professional development activities for classrooms interaction and teaching context such as observing other teachers, receiving feedback from colleagues or instructional coaches, or participating in peer coaching or mentoring programs.
4. *Collaborative learning*: includes creating opportunities for teachers to work collaboratively with their colleagues to improve their classroom practices such as participating in professional learning communities, teacher teams, or collaborative inquiry projects.
5. *Reflective practice*: is about encouraging teachers for self-evaluation on their teaching

practices. Keeping a teaching journal, engaging in action research, or participating in professional learning that focuses on self-reflection and self-evaluation are some examples for this level.

Clearly, professional development was described and defined by a great number of researchers. The definition of PD has broadened in time, though, the common point is that good professional development activities bear specific features which are (Berlinger, 1994; Borko, 2004; Canaran, 2017; Darling-Hammond & McLaughlin, 1995; Desimone, 2009; Erdem, 2017; Guskey, 2000; Hargreaves & Fullan, 2012; İyidoğan, 2011; OECD, 2018a; Vermez, 2020; Yoğun, 2020):

- Teachers engage in the process both as an educator and a learner.
- Participants' needs are taken into consideration.
- Includes reflections and reviewing of teaching practices.
- Activities are connected to classroom practices.
- A collaborative and sharing movement rather than focusing on an individual teacher.
- Sustainable, life-long learning process adapted to requirements of the modern age.
- The government, schools and teachers cooperate with each other.

As it is seen, the researchers agree on the general features of an efficient PD program as it is an intentional, ongoing, student-focused, supportive, collaborative, and reflective process. Although, many researchers are on the same mind about the common features of PD activities, the focus of PD may vary depending on the needs of individual teachers or schools, and may include topics such as instructional strategies, assessment, technology integration, cultural competence, and classroom management (Guskey & Yoon, 2009). In other words, PD programs shape according to both teachers' and schools' requirements. Guskey and Yoon (2009) suggest that before implementing a PD program, a good research should be conducted and the activities should be grounded on the results of those studies.

PD programs are classified as formal activities and informal ones. Formal professional development activities include pre-determined, one-shot, out-of-classroom workshops or courses grounded on introducing theories, practices, and recent applications, as well as changes in the English curriculum (Canaran, 2017; Dönmez, 2020; Erdem, 2017). They are highly traditional since, the instructor decides the training process and content (Dönmez, 2020). Educational programs of the universities, post-graduation programs (master's degree, doctorate), seminars, and conferences are examples of formal PD programs. These kinds of activities are generally organized by educational institutions such as universities and

organizations that are bound to the government, such as the MoNE and professional associations. Even though these activities are grounded in the use of new information in the classroom (Dönmez, 2020), teachers do not receive feedback on their teaching practices (Erdem, 2017), which is one of the factors that makes a PD program ineffective (Desimone, 2011).

Informal practices- also known as modern PD approaches- on the other hand, put emphasis on collaboration, sharing, common problems teachers face in the classroom and seeking solutions for them cooperatively (Dönmez, 2020; İyidoğan, 2011). They are long, classroom-based, learner-driven processes in which educators and trainees make up the content together (Dönmez, 2020). The aim is to develop not only the teacher but also the teaching programs and the organizations (Dönmez, 2020). Besides, teachers have an opportunity to get feedback from their peers (İyidoğan, 2011). Peer coaching, mentoring, reading journals/articles, sharing ideas with the colleagues, reflective teaching and online courses could be counted as some examples for informal PD activities.

Kwakman (2003) classifies PD activities into five categories as 1) reading 2) experimenting 3) reflecting 4) collaborating 5) not fitting into categories (p. 155):

1. *Reading* is about studying on written materials like literature, journals, newspapers and teaching manuals.
2. *Experimenting* is a stage where the teacher makes lesson plans on his/her own, guides students to get new studying skills, tests new teaching techniques, create new materials as well as tests for the course.
3. *Reflecting* is related to supervision of student teachers, collaboration like coaching a fellow worker or being coached, getting feedback from students.
4. *Collaborating* has four sub-categories which are: storytelling, helping (teachers cooperate with each other), sharing (ideas, latest educational developments, guidance to students) and joint work (preparing and implementing common lesson plans, coordination).
5. *Not fitting into categories* do not belong to any category: counselling students, classroom management, organizing extracurricular activities, classroom interactions between the teacher and the students, teaching.

Teachers/educators should engage in PD activities for a couple of reasons as PD activities (Borko, 2004; Canaran, 2017; Darling-Hammond & McLaughlin, 1995; Desimone, 2009; Guskey, 2000; Hargreaves & Fullan, 2012; İyidoğan, 2011):

1. *Help improve teaching practices:* PD programs provide teachers an opportunity not only to discover up-to-date and efficient methods to inspire and motivate their students but also to increase classroom management skills. National Center for Education Statistics (NCES) (Snyder et al., 2019) indicated in its report that teachers who take part in PD programs expressed advancement in their teaching methods, instructional strategies, and student learning outcomes.
2. *Enable teachers to keep up with latest and best practices:* by engaging in PD programs, educators have an opportunity to follow up the brand-new innovations and advances in technology, teaching methods, and the latest educational classroom practices. Being aware of these advancements may enable teachers to implement them into the classroom practices.
3. *Allow teachers advancement in career:* as PD activities include taking part in workshops, seminars, getting certificates etc. and developing their skills as a result, it is inevitable that teachers build their careers. Additionally, teachers play different roles in those activities such as a participant, a leader, a peer coach or a mentor, which will contribute their career, as well.
4. *Boost student outcomes:* PD activities make great contributions to professional growth of teachers and help them improve classroom practices and interactions which, in turn, will affect student outcomes in a positive way.

To sum up, it is obvious that PD programs raise teacher efficacy in the classroom. Furthermore, PD activities that are conducted successfully also make great contributions to schools and organizations because, performance of the staff (Jennings & Greenberg, 2009) and academic success of the students increases and organizational culture develops (OECD, 2018a; 2018b). However, the effectiveness of professional development in education depends on a range of factors, including the quality of the training, the relevance of the content, the duration and intensity of the program, and the support and follow-up provided to participants (Wei et al., 2009). On the other hand, because of some problems such as lack of money and time or involuntary participants, difficulty in measuring the effectiveness of the PD programs, they may fail (Darling-Hammond et al., 2017).

2.2.1. Conceptions of Professional Development

From past to today, human beings have come a long way in terms of civilization, which has also altered the perception of education since, students' needs have shifted and differentiated

(Burns & Richards, 2009). Those changes are required to rethink and reshape the constituents of being a teacher, which-in turn- leads to the birth of the term ‘professional development.’

Over time, the scope of PD has broadened. Cochran-Smith and Lytle (1999) proposed three models to describe PD conceptions which are: knowledge for practice, knowledge in practice, and knowledge of practice. The first PD model ‘knowledge for practice’ appears to be the most traditional model since it is a ‘sit and get’ model in which in-service teachers attend workshops on school days and an expert informs teachers about the latest educational developments (Cochran-Smith & Lytle, 1999; İyidoğan, 2011). However, these workshops are mostly theoretical rather than practical for courses (Cochran-Smith & Lytle, 1999; İyidoğan, 2011) which is why there is lack of solutions for classroom problems. It is based on the idea that a qualified teacher should have three different kinds of knowledge: content knowledge, pedagogical knowledge and knowledge for students (Cochran-Smith & Lytle, 1999). Content knowledge is about proficiency of educators in the topic they teach, while pedagogical knowledge refers to how to transfer the information efficiently to learners, which consists of being familiar with various teaching approaches and assessment techniques, as well as classroom management strategies (Cochran-Smith & Lytle, 1999). Knowledge for students indicates educators’ awareness of the learners’ needs, skills, social and cultural background, and pays attention to them in the learning and teaching process.

The concept of knowledge in practice underlines the significance of improvements in teaching practices within the framework of the relationships between educators (Cochran-Smith & Lytle, 1993; Cochran-Smith & Lytle, 1999). The model was shaped around the teacher’s knowledge, which is broader than just obtaining content and pedagogical knowledge (Cochran-Smith & Lytle, 1999). Teachers traditionally get theoretical information but their teaching knowledge is constructed through their lifestyles, personal experiences, ideologies and values in addition to social and cultural environment they are in (Cochran-Smith & Lytle, 1993; Cochran-Smith & Lytle, 1999). That is why, it develops as time passes. Additionally, Cochran-Smith and Lytle (1999) suggested that to enhance classroom interactions and practices, complicated conjunctions between educators’ knowledge and their applications should be clarified properly. Informal PD activities, such as peer coaching, getting feedback, collaboration, and reflections etc. are part of the knowledge in the practice model.

Knowledge of practice is a systematic process in which teachers build up their own knowledge along with that of others (Cochran-Smith & Lytle, 1999; İyidoğan, 2011). In other words, teachers go beyond the classroom and think of how their teaching affects social structures which stymie learning (Cochran-Smith & Lytle, 1999; İyidoğan, 2011).

Other than Cochran-Smith and Lytle's three different models for PD conceptualization, various concepts were proposed by different researchers, yet they overlap to some extent (Richards, & Farrell, 2005 p.17).

Teacher learning as skill learning: claims that fruitful teaching occurs through acquisition of divergent competencies and abilities by teachers such as interrogation, introducing a language etc. Teaching is separated into various skills and teachers may master one of them in a single time. They are trained via presentations and modelling the skills. Educators have an opportunity to master on these skills and presentations.

Teacher learning as a cognitive process: focuses on cognitive aspects of the teachers since it regards teachers as conscious instructors who make decisions by taking into not only their knowledge but also thoughts and beliefs (Borg, 2003 cited Richards, & Farrell, 2005). Teachers are supposed to examine their beliefs and thinking style by monitoring themselves, keeping a journal etc. and how they affect the classroom applications.

Teacher learning as a personal construction: proposes that learners are not passive receivers of the information rather they are actively involved in the learning process. In other words, learners build up their own knowledge by rearranging and reconstructing the information within their personalities, which leads to internalize the information. This view resulted in prioritizing teachers' distinctive and particular contributions to learning/teaching process since each student was admitted as unique similarly their learnings.

Teacher learning as reflective practice: centers around the perception that teachers learn through their previous teaching experiences. Keeping journals and self-auditing- through which educators find a chance to observe, monitor, evaluate and criticize themselves- are some of the techniques used in this theory. Depending on this idea, reflective teaching in teacher education has flourished.

It is clear that, based on the latest developments, the perception on how learners adopt information and the definition of a qualified teaching have changed, which gave birth to professional development concept. The scope of the concept has been defined and redefined in time. Even though the descriptions seem independent, they overlap at some points. Consequently, new approaches have been introduced for learning and teaching process, which help understand the process deeply and improve it.

2.2.2. Previous Studies on Continuous Professional Development

Studies conducted on professional development of teachers revealed that effective PD activities improve teachers' teaching skills, classroom practices, broaden their perspectives and contribute to students' learnings, in turn.

2.2.3. Studies conducted in Turkiye on CPD

Numerous successful studies have been performed both in Turkiye and other countries to see how PD programs affect educators' professional growth and classroom practices. One of the researchers in Turkiye is Erdem (2017) who investigated to what extent in-service English teachers use information and communication technology to develop themselves professionally. She carried out the study with 184 English teachers quantitatively and 12 English teachers qualitatively. She found out that teachers benefit from ICT tools for classroom practices, interaction and collaboration with each other, attending online webinars and updating themselves in terms of latest developments. Besides, to participants, eagerness is important for joining PD.

Canaran (2017) explored the team-teaching technique's effect on English language teachers. She conducted the study with three ELT teachers working in a foundation university. Before the study, she identified teachers' professional needs which were classroom management, teaching language skills and assessment. At the end of the study, she found out that team-teaching model contributed to teachers' professional needs by sweeping negative feelings and boosting self-confidence.

2.2.4. Studies conducted in other countries on CPD

One of the studies conducted in other countries belongs to Garet et al. (2001). Their purpose was to explore which components of the PD programs contributed to educators' knowledge and classroom practices. It was designed as mixed model and quantitative part was conducted on 1027 primary and secondary school teachers while qualitative part was carried out through observations, interviews not only with the participants but also with PD suppliers as well as program analysis. They found out that PD programs, including active learning environments for the participants, taking teachers' needs into consideration, enabling teachers to cooperate with each other, facilitating problem solving, and covering content knowledge, and which were continuous, were quite effective and contributed to teachers' professional growth.

In another study conducted by Desimone et. al. (2002) which was a three-year longitudinal

study, it was aimed to investigate how PD activities influence instructions of the teachers. Within the scope of this aim, they analyzed a couple of PD activities and identified their consequences on teachers' classroom practices and applications. They performed the study with 207 participants from different school types. The results unveiled that when PD programs focused on distinct instructional practices, it was more likely that teachers used those instructions in their classes. Moreover, PD activities were more efficient when teachers took part in the process with their peers or colleagues.

Karimi (2011) investigated the effects of PD activities on teacher efficacy in terms of their teaching skills. The study was designed quantitatively. A control group and an experimental group composed of English teachers were determined. The participants attended sessions covering five PD models such as in-service training, peer observation/assessment, development/improvement process, coaching, and group study. Before the sessions there was no significant difference between two groups, though, after PD implementations, the experimental groups' test scores were higher.

Körkkö, Kyrö-Ämmälä and Turunen (2016) explored effect of student teachers' reflection on their professional development. The study was performed with 13 students and their portfolios were analysed. They also got feedback at the end of each practicum session. The results revealed that writing reflections and getting constructive feedback, advanced students' practicum and broadened their perspectives.

2.2.5. Current Status of Professional Development in Türkiye

Professional development activities are involved in policies of governments. Likewise, Turkish government covered professional growth and teacher training activities in 10th and 11th development plans so as to make teacher profession more charming (Yurtseven & Sever, 2021). In Türkiye, PD activities are mostly organized by the Turkish MoNE. However, their efficacy is speculative because of some problems such as lack of time, improper accommodation, practice-oriented applications, ignoring teachers' needs, including too much theoretical and old-fashioned information, and reluctant participants (Yıldırım, 2012; Yurtseven & Sever, 2021). TALIS (2018) indicated that one of the major obstacles to implement successful PD activities in Türkiye is the inadequacy of proper programs, which is supported by Yurtseven and Sever's (2021) study. They found out that although participants volunteered to join the PD activities organized by the Turkish MoNE, they were not fulfilled. Participants found the content of PD activities to be inefficient because they did not cover current approaches;

therefore, they were not applicable to the classes. Furthermore, the sessions were trainer-oriented, and the trainers failed to motivate and integrate the participants into the process. The trainers' lack of teaching experience was one of the obstacles that prevented PD programs from being effective, which resulted in the sessions being highly theoretical rather than practical. Another point that participants stated was that while preparing the PD program, MoNE had not asked about their ideas and had not identified their needs.

In another study conducted by Korkmazgil and Seferoğlu (2013) with 98 non-native English Teachers, presented that participants took part in PD activities compulsorily in many instances, which is consistent with the TALIS report. In addition, the participants expressed their needs for PD as integrating technology, managing the classroom, and linking the target language culture.

It is clear that Turkish MoNE had many initiatives to enrich teachers' professional growth and to meet their current requirements. However, these programs lack fulfilling teachers' expectations and actual needs because they neglect teachers' requirements, implement too many theories instead of current classroom practices, and force them to participate in the programs.

2.2.6. Current Situation of CPD in EFL and Language Teacher Education

Recent studies have shown that professional development programs promote the professional growth of teachers, including English teachers, and have a crucial role in constantly changing EFL field as they meet English teachers' needs if they are planned and performed well (Borko, 2004; Canaran, 2017; Darling-Hammond & McLaughlin, 1995; Desimone, 2009; Guskey, 2000; Hargreaves & Fullan, 2012; İyidoğan, 2011). A couple of studies have been conducted to examine various facets of CPD, such as pedagogical skills and knowledge and theoretical knowledge, classroom practices, reflective teaching, integration of technology, evaluation and feedback, collaboration between teachers in ELT and Language Teacher Education (Borg, 2013; Farrell, 2011; Lantolf et al., 2014; Richards, 2015; Richards & Farrell, 2005) thus the difficulties, strategies, and effects of professional development programs on both teachers and students were examined and clarified in detail.

In their study Professional Development for Language Teachers, which emphasizes the significance of CPD programs in terms of teaching practices of the language teachers to keep up with the changing developments, Richards and Farrell (2005) presented practical and

functional strategies such as workshops, self-monitoring, teacher support groups, keeping a teaching journal, peer observation, teaching portfolios, case analysis, peer-coaching, team teaching and action research for planning and implementing successful and effective PD programs. They focused on strategies one by one, explained them in detail, and proposed sample activities to use them effectively. For instance, they explained self-monitoring, which is extremely similar to reflective teaching in nature, as activities in which information about teachers' teaching is recorded or documented to review or evaluate their teaching. They went on explaining the method by giving a sample situation from a teacher's diary and clarified how to use the method for the next class.

In his book *Teacher Research in Language Teaching: A Critical Analysis*, Borg (2013) discussed the benefits of teacher research in terms of CPD. He believes that teachers could critically assess their own classroom teaching, look into certain aspects of teaching and learning, and advance knowledge in the field of ELT by conducting the research in person. In addition, while implementing the teacher research, teachers also adopt the reflective method, which enables them to identify their strengths and weaknesses. Thereby, they can spot their needs for professional growth. On the other hand, teachers could analyze the efficacy of various instructional strategies, methods as well as assessment techniques on their teaching practices and student learning.

Teacher identity has been defined as a crucial factor for CPD. Varghese, Morgan, Johnston, and Johnson (2005) stated that teacher identity reflects teachers' perceptions of themselves and of others. Similarly, to Farrell (2011), teacher identity refers to anything related to being a teacher such as their beliefs, emotions, and values. Thereby, it is necessary to understand how language teachers' identities comprise in communities, in their teacher education programs, and beyond that, in their schools and classrooms, and which factors affect the formation of their identity so as to maintain teachers as critical and assertive educators (Varghese et al., 2005).

It is obvious that several studies have been conducted to reveal how vital CPD programs are in terms of improving language teachers' professional growth. They expose various facets as well as challenges, difficulties, and other components that influence teachers' PD. By addressing these challenges, adopting effective PD programs, and promoting collaborative and reflective practices, it is quite possible to contribute to teachers' professional growth and foster student outcomes. However, most of these studies are highly theoretical, that is, they are faraway from practice. That is why, research studies have been performed to determine these theories effectiveness and will continue to be conducted.

2.3. Peer-Coaching

Peer-coaching is a collaborative process in which two or more teachers gather and evaluate their teaching practices through reflections, discussions, and feedback (Joyce & Calhoun, 1996; Richards & Farrell, 2005; Robins, 1991)-which improves their knowledge of classroom practices, teaching styles & methods, and classroom interactions (Dönmez, 2020; Vermez, 2020). In peer-coaching approach, a teacher is main focus (Joyce & Calhoun, 1996). It appeared around the 1980s, to introduce teachers' new curriculum and latest teaching techniques, in addition to developing their teaching skills (Joyce & Calhoun, 1996). The main aim was to support and ease novice teachers' transition process from university to real classrooms (Vermez, 2020), that is, from being a student to becoming a teacher.

Peer-coaching comprises of cycled activities which are setting a goal, observing the teacher, giving constructive feedback and taking an action (Joyce & Calhoun, 1996). Richards and Farrell (2005, p. 143) described peer-coaching as a process in which a teacher or a co-worker who takes the role of a coach as well as the instructor or instructors have confidence in, schedule several sessions to explore the instructor's teachings extensively. The coach observes the instructors within the classroom and gives feedback, which is expected to be constructive, and makes suggestions throughout the procedure and afterwards. However, the coach should avoid criticizing and evaluating the teacher (Richards & Farrell, 2005; Robins, 1991). Additionally, Yee (2016) highlights importance to be frank and honest during process to be neutral and help teachers improve themselves professionally. Peer-coaching has various forms such as informal dialogues between teachers about teaching practices, problems that they face in the classes and solutions; a collaborative process in which teachers prepare teaching materials for the classes; observing each other's classroom practices and giving suggestions/feedback; teaching lessons together and monitor one another's teaching practices; videotaping a lesson and observing the whole lesson with a peer-coach (Richards & Farrell, 2005).

Peer-coaching has four primary phases (Kraus, 1998 cited Dönmez, 2020):

1. A peer-coach observes his/her colleague during classroom practices,
2. Gives feedback depending on his/her observations,
3. Suggests alternative teaching techniques or methods to improve teaching process,
4. Be available for continuous support.

These four steps help teachers collaborate on problem-solving tactics, identify weaknesses and strength, find areas for professional growth and progress, and introduce fresh teaching methods. Additionally, Showers and Joyce (1996) presented four principles for peer-coaching:

1. Agreement on performing the changes/suggestions for classroom practices, supporting each other and collecting data to see effects of suggestions on students' learnings/outcomes,
2. Constructive feedback rather than assailant,
3. Clear distinction between the 'coach' and the 'observee' in order to avoid assessment,
4. Importance of cooperation and collaboration during the planning process.

These four steps allow teachers to engage in the peer-coaching process effectively and improve themselves professionally. In addition, they help the program reach the goals successfully and foster learning outcomes, in turn.

Peer-coaching has great number of benefits not only for the teachers and the students but also for the organizations and the government (Dönmez, 2020; Richards & Farrell, 2005) which are:

- Raises motivation and efficacy of teachers,
- Improves teachers' classroom practices and interaction,
- Fosters student learnings and outcomes,
- Increase collaboration between teachers,
- Provides insights for classroom problems and presents solutions,
- Reduces the feeling of being alone.

On the other hand, some problems such as not finding a proper time because of tight schedule (Huston & Weaver, 2007), criticizing the teacher negatively rather than being constructive (Erdem & İyidoğan, 2011), not finding a proper coach with qualifications (Wong & Nicotera, 2003) may occur and affect the process negatively.

2.3.1. Peer-Coaching Styles

Peer-coaching is one of the strategies adopted for contributing to PD of teachers. Yet in order to handle the process effectively, an appropriate coaching style should be selected. The coaching styles are technical coaching, collegial/reciprocal coaching and challenge coaching (Dönmez, 2020; Richards & Farrell, 2005; Vermez, 2020).

Technical coaching: in this model teachers put theories into practice. It brings consultants

and teachers together in a convenient, warm and supportive environment, which raises professional dialogues and sharing. Teachers attend an in-service training or a workshop and apply new gathered information or techniques in the classroom (Dönmez, 2020; Vermez, 2020).

Collegial/reciprocal coaching: aims to guide teachers for evaluating their teaching practices critically and reflect on them along with enhancing solidarity (Galbraith and Anstaon, 1995 cited Dönmez, 2020). A couple of teachers with similar backgrounds meet up to identify common problems related to teaching and classrooms and to find solutions to those problems. Each teacher gets the peer-coaching role by turn (Dönmez, 2020; Vermez, 2020). In other words, a teacher has both an observer and observee part. This model enables teachers to realize their misapplications in the class (Dönmez, 2020; Vermez, 2020), which leads them to learn new practices and applications to overcome those problems.

Challenge coaching: is another peer-coaching style that a group of teachers gather around to solve a specific problem related to teaching. Main point is to solve the problem thus, the first step is to define the problem correctly and in detail. The difference between this model and the others is that to overcome the problem non-educators could be included to the process (Dönmez, 2020; Vermez, 2020).

2.3.2. Previous Studies on Peer-Coaching

Various studies have been conducted on professional development of teachers about different facets including peer-coaching, which influences professional growth positively or negatively. Yet most of these studies have been theoretical more than practical. Therefore, more studies have been performed in different parts of the world to deeply understand how those facets affect teachers' professional development.

2.3.3. Studies conducted in Türkiye on CPD

Literature shows that informal CPD activities enable teachers to reflect on their teaching, get feedback, collaborate with each other and reshape their teaching practices. Peer-coaching, which is one of informal CPD activities, has been subjected several studies both in Türkiye and other countries. A couple of beneficial but limited studies have been carried out in Turkey to investigate how the peer-coaching approach impacts the professional growth of educators and their instructional methods. Dönmez (2020), analysed opinions of lecturers who engaged in peer-coaching practices within the framework of professional development. She conducted the

study with instructors of a foundation university. She found out that lesson observations, self-assessment studies and pre/post-interviews improved the instructors' teaching skills, classroom management, rapport between the colleagues and solidarity.

Yoğun (2020) investigated teachers' perceptions on CPD activities and how peer-coaching affected their CPD. The study covered 16 instructors of a private university and designed qualitatively. He discovered that before peer-coaching process teachers were aware of what PD activities were. Following the process participants found peer-coaching strategy be collaborative, effective in terms of feedback, contributory to the teaching skills and overall professional development.

Göker (2006) would like to test the efficacy of peer-coaching training program on pre-service teachers' teaching skills and self-efficacy. Within the scope of his aim, he performed experimental research with 32 student teachers of ELT department in European University of Lefke. The participants were divided into two groups as experimental and control group. The experimental group had 15 hours training courses on peer-coaching before the study. Both groups had practicum courses, yet the control group had only traditional supervision visits. The results of the study revealed that experimental group had higher points than traditionally supervised group. Besides, during the study, they worked collaboratively, which sharpened and improved their teaching skills.

2.3.4. Studies conducted in Other Countries on CPD

One of the studies performed in other countries was carried out by Lu (2010) who examined eight studies conducted on pre-service teacher education to identify the similarities and differences between them. She discovered that they were similar in four areas: participants (mostly student teachers), coaching relationships (mutual), coaching period (for an education term) and strategies for coaching, however, they differentiated in aim of peer-coaching, field-based experiences, training of peer-coaching and peer-training's effects. All eight studies found that peer-coaching contribute to student teachers' PD. On some occasions, programs were strengthened over student teachers works.

Banegas et al. (2013) carried out research to find out how their collaborative action research affect students' learning outcomes. During the process, they reviewed the content and the context and developed their own materials accordingly. At the end of the study, they identified that cooperation and collaboration between participants increased both their motivation and students' motivation by contributing to their PD.

Castañeda-Londoño (2017) explored how language teachers conceptualize peer-coaching. She studied with three teachers working in a language club and applied three different stages. She collected the data before, while and after the process through two narratives. According to the findings, before receiving peer coaching, teachers had three different perspectives on observation and feedback: a careful approach, an identity stress approach, and an ecstatic approach. After peer coaching, it was clear that two perspectives had emerged: on the one hand, observation and feedback were associated with a high level of stress over teachers' self-image, and on the other, they were associated with a strong sense of self.

2.3.5. Current Status of Peer-Coaching in Türkiye

In Türkiye, peer coaching is becoming popular as one of the approaches affecting teachers' professional growth day by day. Studies have been conducted to explore teachers' perceptions and opinions about peer-coaching (Dönmez, 2020; Yoğun, 2020), to identify its effectiveness on teachers' teaching skills and self-efficacy (Göker, 2006). However, most of these studies were carried out with the lecturers at the universities or pre-service students rather than in-service teachers working actively on Turkish MoNE. Thereby, no specific data has been gathered about in-service English teachers' perceptions about peer-coaching concept or efficacy of peer-coaching activities on their teaching practices.

Peer-coaching approach is one of informal CPD activities contributing a lot to teachers' professional development, teaching skills, classroom practices and students' learning outcomes. Yet in Türkiye professional development activities are organized by Turkish MoNE, which are generally theoretical more than practical (Yıldırım, 2012; Yurtseven & Sever, 2021). Therefore, teachers have little experiences with peer-coaching activities. On the other hand, in 2021, Turkish MoNE set up a co-project with British Council and Sabancı Foundation named as Englishtogether for English teachers (www.meb.gov.tr). Within the scope of the project, English teachers learn from each other. Volunteer teachers apply for the training program to be facilitator. They get an APTIS exam provided by British Council. If they get high points from the exam, they have a right to participate in the training program, which lasts around ten days. After completing the program, they become facilitators and organize sessions in their own cities about a topic such as reading, writing, assessment etc. which is determined by the MoNE once a month. For the sessions, facilitators cooperate with advisors assigned by the British Council. Participants are supposed to give two reflections for each session, one of them is about the content of the session and the other is if they apply any of the techniques in their classes. The

project has been performed over 81 cities of Türkiye for more than two years, yet any data or report have been published about efficacy of the project



CHAPTER III

3. METHODOLOGY

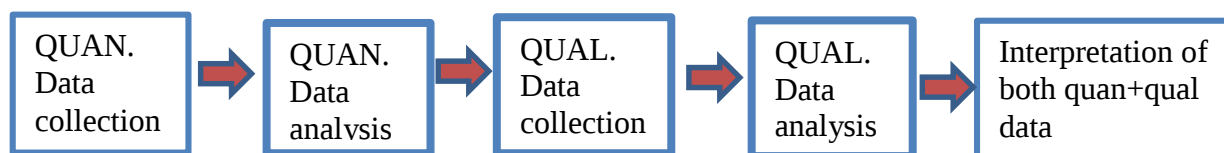
3.1. Introduction

In this chapter, information about the research design of the study, participants and setting, data collection process and instruments, data analysis and ethical issues are introduced accordingly.

3.2. Research Design

This study aimed to examine the effects of peer-coached lesson planning activities on in-service English teachers' Continuous Professional Development. Within the scope of the aim, the study was designed with sequential explanatory research model- one of the mixed methods (Figure 1) in which quantitative and qualitative data are collected respectively to deeply investigate the research questions (Cresswell & Creswell, 2018). The sequential model includes the following three steps: In the first stage quantitative research is applied and analyzed. Based on the quantitative data results, qualitative research is conducted to gather more detailed information. Finally, the quantitative and qualitative data results are interpreted together. Qualitative data are collected using open-ended questions, whereas quantitative data are gathered through closed-ended questions (Cresswell & Creswell, 2018). To Creswell and Creswell (2018), mixed-method research models are preferred because, they complete each other and strengthen the study yet in order to conduct a mixed study successfully, the researcher should have full knowledge of both qualitative and quantitative research procedures.

Figure 1. Sequential Explanatory Mixed Method Research Design



In this study, quantitative data were collected through the OECD Teaching and Learning International Survey (TALIS) (OECD, 2018) –professional development part- to discover the former professional development experiences of in-service English teachers. Depending on the qualitative data results, EFL teachers' needs were identified and sessions were planned.

Qualitative data were obtained through interviews and reflections. The research design is shown in Table 1.

Table 1. Data Collection Process

Research Steps	Research Design	Data Collection Tool	Data Analysis Method
Survey	Quantitative	Google forms	Statistical Analysis
Sessions	Qualitative	Zoom +weekly reflections+ Overall reflections	Qualitative coding
Interviews	Qualitative	Interview questions	Qualitative coding

3.3. Participants

Participants of the study were selected through a snowball sampling method in which they were chosen according to some criteria based on the study objectives (Dörnyei, 2007). It is one of the non-probability methods and adopted when it is difficult to reach the study group. The researcher chooses a small group to collect data based on the study objectives and refers to other potential participants (Cresswell & Creswell, 2018).

The target group of this study was in-service English teachers in Türkiye. During the data collection process, a great earthquake hit Türkiye seriously, which made difficult to reach the participants. 104 English teachers working at different school levels from primary school to university and from various cities across Türkiye filled out OECD Teaching and Learning International Survey (TALIS) through Google forms. After each participant filled out the form, they were asked to convey it to another English teacher.

Participants of the survey composed of 86 females and 18 males with different ages from 25 to 52 (Table 2). Most participants were aged between 30-39, which comprised nearly 83% of the study sample. Fifteen of the participants (14.42%) were between 20-29, 29 of them (27.88%) were between 40-49 while 3 of them (2.88%) were aged over 50.

Table 2. Gender, Age, Teaching Experience and School Type of Survey Participants

Gender	f	%
Male	18	17.3
Female	86	82.7
Total	104	100
Age	f	%
20-29	15	14.42
30-39	57	54.80
40-49	29	27.88
50+	3	2.88
Total	104	100
Teaching experience	f	%
0-10	36	34.6
10-20	55	52.9
20-30	12	11.5
30+	1	1
Total	104	100
School Type	f	%
Primary School	21	20.19
Secondary School	44	42.30
High School	30	28.84
BILSEM	8	7.69
University	1	1
Total	104	100

Table 2 presents that the survey participants had diverse teaching experiences, of which 36 (34.6%) were 0-10 and 55 of them (52.9%) were 10-20 while 12 of them (11.5%) were 20-30. The final participant had more than 30 years of experience. Most of the teachers (42.30%) were working at secondary school, 30 of them (28.84%) were at high school, 21ones (20.19%) were at primary school, 8 of them (7.69%) were at BILSEM's, and 1 one of them was working at the university level.

Other demographic information about the participants was their educational level (Table 3). More than half of the participants (59.61%) had bachelor's degree (BA). In contrast, 24

participants (23.07%) had master's degree (MA), and 14 of them (13.5%) were master's students. One of the participants had a Doctor of Philosophy (PhD) degree and 3 of them (2.9%) were PhD students. Most teachers (78.9%) graduated from English Language Teaching (ELT) departments for bachelor's degrees. Fifteen teachers (14.4%) were graduates of the English Language and Literature (ELL) department. Three of them (2.9%) had licenses from Open Education (OE), two participants (1.9%) were translation and interpretation graduates, and one participant (1%) graduated from the Linguistics department.

Table 3. Graduation Degree and Graduation Departments of Survey Participants

Graduation Degree	f	%
BA	62	59.61
MA	24	23.07
MA student	14	13.5
PhD	1	1
PhD student	3	2.9
Total	104	100
Graduation Department (Bachelor)	f	%
ELT	83	78.9
ELL	15	14.4
OE	3	2.9
Translation	2	1.9
Linguistics	1	1
Total	104	100

Of 104 participants 52 (50%) them indicated that they would like to attend the online sessions covered within the study. They were asked to write their e-mail addresses or phone numbers to be informed about the content, timing, and programming of the sessions. However, the researcher managed to contact only 20 of the participants who stated that they would like to take part in the process because, most of them did not reply e-mails. Some of the participants quit after being informed in detail about the duration and content of the sessions. Consequently, of 20 teachers 15 teachers attended the sessions but 3 them quitted after one session. The remaining participants regularly engaged in the sessions. The participants of the sessions consisted of nine females and three male teachers whose ages ranged from 27 to 48 years (Table

4). Half of the participants were aged between 30-39. Five of them were between 40-49, while one was aged 20-29.

Table 4. Gender and Age of Online Sessions' Participants

Gender		Age		
F	M	20-29	30-39	40+
9	3	1	6	5

Participants' graduation degrees and graduation levels were also considered as demographic information within the scope of the study. Table 5 demonstrates graduation departments and degrees of graduation belong to participants of the online sessions.

Table 5. Graduation Degree, Graduation Departments, Teaching Experience and School Type of Online Sessions' Participants

Graduation Degree	f	%
BA	4	33.34
MA	5	41.66
MA student	3	25
Total	12	100
Graduation Department (Bachelor)	f	%
ELT	11	91.66
OE	1	8.34
Total	12	100
Teaching Experience	f	%
0-9	5	41.66
10-19	6	50
20-30	1	8.34
Total	12	100
School Type	f	%
Primary School	2	16.66
Secondary School	7	58.34

High School	3	25
Total	12	100

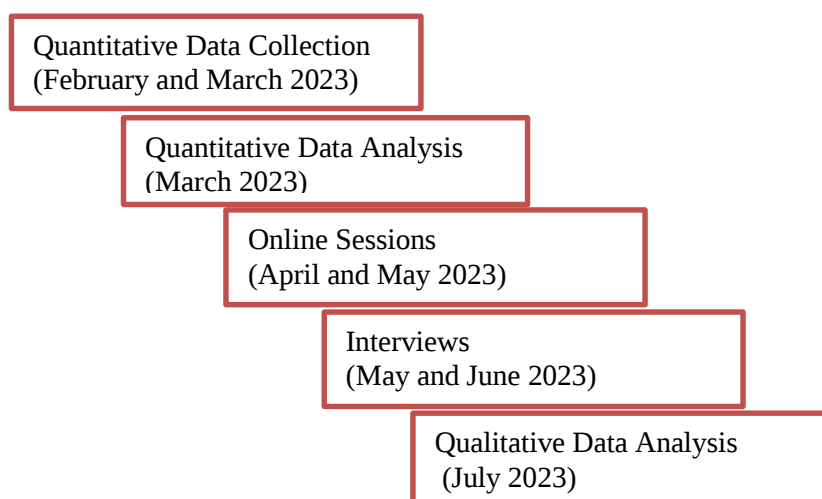
Table 5 illustrates that nearly all online session participants (91.66%) graduated from ELT department. Nearly half of them had a MA degree (41.66%) while 3 of the teachers were MA students. Four participants had a bachelor's degree.

Teaching experiences of participants for online sessions differentiated (Table 5). Of 12 teachers, 6 of them (50%) had teaching experiences of 10-19 years, 5 of them (41.66%) experienced for 0-9 years and one participant had been teaching for over 20 years. Most of the teachers (58.34%) were teachers at secondary school, three of them (25%) were at high school, and another two (16.66%) were at primary school level.

3.4. Data Collection Process

Data were collected both quantitatively and qualitatively. Quantitative data were collected through the Teaching and Learning International Survey (TALIS) developed by the OECD in 2018, while qualitative data were gathered from participants' weekly reflections after each session, overall reflections and interviews. After quantitative data were collected and analyzed, online sessions were held for seven weeks, according to participants' needs. At the end of each session, participants were asked to reflect on the efficacy of each session. In addition, they provided overall reflections. Interviews were conducted with the participants to deeply appreciate the efficiency of the sessions in their classroom practices, classroom interactions, and overall professional development, as well as motivations/amotivations to engage in any PD activities (Figure 2).

Figure 2. Data Collection Procedure



The professional development part of the Teaching and Learning International Survey (TALIS) was prepared as online forms through Google forms. Participants were contacted using social media tools. They were asked to respond to the PD survey to identify their previous PD experiences and needs. Because the major earthquake struck ten cities in Türkiye seriously, the researcher had difficulties in reaching English teachers.

In total, 104 participants responded to the survey. Following the data collection process for the survey between February and March 2023, the data were analyzed in March 2023. Based on the results, online sessions for preparing effective lesson plans were organized by the researcher, that is, a peer coach- and observed by the supervisor. Content of the sessions-activities for an effective lesson plan- were prepared by the peer coach based on the MoNE, British Council, and Sabanci Foundation co-project: Englishtogether. The plans were sent to three different experts for feedback on content validity (see appendix 4). In light of the feedback, a couple of minor modifications, such as adding outcomes about pronunciation and correcting punctuation of the plans were made. Participants took seven online sessions in total, each of which was established as a sub-category of teaching four skills, grammar, vocabulary, and assessment. For each title, a different sub-topic was determined as they were interrelated. The titles and subtopics were as in Figure 3.

Figure 3. Titles and subtopics

Listening

- common listening problems&possible solutions
- preparing pre-while-post activities for listening
- differentiation

Speaking

- common speaking problems&possible solutions
- preparing pre-while-post activities for speaking
- differentiation
- error correction

Reading

- common reading problems&possible solutions
- preparing pre-while-post activities for reading
- differentiation

Writing

- common writing problems&possible solutions
- differentiation
- approaches to writing

Grammar

-teaching grammar (freer, guided, controlled activities)

Vocabulary

-teaching vocabulary (vocab instruction tips)

-evaluation

Assessment

-Formative&summative assesment

-Assessment tools

Of 104 participants, 52 teachers volunteered to participate in the online sessions yet the sessions were carried out with 12 English teachers. Each session was held once a week between April 2023 and May 2023. Participants provided both weekly reflections and overall reflections. Of the 12 English teachers, five volunteered for the interviews (Table 6). Two teachers were from primary schools, 2 of them were from secondary schools, and one participant was from high school. In addition to the volunteer participants, interviews were conducted with reluctant teachers, those who changed their minds, and those who quit the sessions. The interviews were conducted with four reluctant teachers-for online sessions- because most of them did not want to attend the interviews. Of three participants who quit the sessions, two of them admitted to hold interviews. For the teachers who changed their minds, five of them volunteered for the interviews. The interviews were conducted through Zoom or Word Documents.

Table 6. Semi-structured Interview Participants

Volunteer participants	Gender	Level	Date	Language	Interview tool
Participant 1	Female	Primary	26.06.2023	English	Zoom
Participant 2	Female	Primary	29.05.2023	English	Zoom
Participant 3	Female	Secondary	25.05.2023	English	Zoom
Participant 4	Male	Secondary	28.05.2023	English	Zoom
Participant 5	Female	High School	26.06.2023	English	Zoom
Reluctant participants	Gender	Level	Date	Language	Interview tool
Participant 1	Female	Primary	30.05.2023	English	Word
Participant 2	Female	Secondary	31.05.2023	English	Word

Participant 3	Male	Secondary	07.06.2023	English	Word
Participant 4	Female	High School	12.06.2023	English	Word
Participants who changed their minds	Gender	Level	Date	Language	Interview tool
Participant 1	Female	Primary	30.05.2023	English	Zoom
Participant 2	Female	Secondary	29.05.2023	English	Word
Participant 3	Female	Secondary	30.05.2023	English	Zoom
Participant 4	Female	High School	31.05.2023	English	Word
Participant 5	Female	High School	12.06.2023	English	Word
Participants who quit the sessions	Gender	Level	Date	Language	Interview tool
Participant 1	Female	Secondary	01.06.2023	English	Word
Participant 2	Female	High School	14.06.2023	English	Word

The interviews lasted approximately 10 minutes. Teachers and the researcher appointed time together. Besides, teachers were informed about process previously and provided with semi-structured interview questions so that the participants could review the questions. Depending on teachers' preferences, interviews were conducted using zoom or Word documents. With the participants' consent, zoom meetings were recorded for data analysis.

3.5. Data Collection Instruments

Data were collected both quantitatively and qualitatively.

3.5.1. Quantitative Data

Quantitative data were gathered through the professional development part of the Teaching and Learning International Survey (TALIS) developed by the OECD in 2018 with permission. The survey aimed to discover if the in-service English teachers took part in any PD activities, the effectiveness of those PD activities, the reasons why teachers did not participate in any PD programs and to analyse their needs for future PD actions. The survey was comprised of two main parts. In the first part, personal information such as age, gender, teaching experience, and education level was addressed to the participants to obtain their background information. The second part was about professional development which consisted of closed-ended questions, multiple choice questions, yes/no questions and Likert type. The first and sixth questions were

about previous PD participation of the teachers and included both yes/no questions and Likert type forming of 4 items ranging from no impact to a large impact. Participants indicated whether they participated in any of the given PD activities by choosing yes or no and then evaluated the efficacy of the activities by marking the best point for them. The second, third, fourth, and fifth questions were related to the period of time they attended those PD activities and planning, as well as payment during the activities. The seventh question comprised of 11 items about teachers' needs in terms of PD. Teachers indicated the degree of their needs by marking the best option out of four, ranging from no need to high need. The eighth and ninth questions were related to the reasons for not attending to previous PD activities. For the eighth question, participants expressed whether they would like to attend more PD activities, and for the ninth question, they chose the best option that fit them for not attending to more PD activities (Table 7). Therefore, the survey was considered suitable for the aim of the study, as it could identify the current PD situation of English teachers and their needs.

Table 7. Parts of TALIS Survey

Parts	Purpose	Question Type	Number of Questions
Part I	To get information about demographic background of the participants	Multiple choice questions Open ended questions	7
Part II	To explore former PD experiences of the participants	Yes/No questions Likert type Open ended questions	8
Part III	To identify participants' PD needs	Yes/No questions Likert type	1
Part IV	To identify participants' excuses not to attend more PD programs	Yes/No questions Multiple choice questions	2

To evaluate the TALIS Survey internal coherence, Cronbach's Alpha reliability was measured. The questionnaire's overall Cronbach Alpha value was .843, as indicated at the Table 8.

Table 8. Cronbach Alpha Values of TALIS Survey

The TALIS Survey	Number of Items	Cronbach Alpha Values
All Items	31	.843

3.5.2. Qualitative Data

Qualitative data were collected through both weekly & overall reflections and interviews to triangulate the data. Participants wrote reflections after each session, which were obtained through the Web.2 tool, padlet. They were supposed to answer two questions:

- Which ideas/activities would you like to apply in your classroom from this session?
Explain your reasons.
- How do you think this session will affect your classroom practices?

Following the online sessions, participants wrote an overall reflection on the impact of the sessions on their classroom applications, classroom interactions, and overall professional development.

In addition to weekly and overall reflections, semi-structured interviews were conducted with volunteer participants. Semi-structured interviews including six different questions that aimed to identify participants' motivations/amotivations to participate in a PD activity, their feelings before/during/after a PD activity, their expectations of and suggestions for future PD activities, and sharing experiences for the PD activities (Table 8) were addressed to the participants. Four different semi-structured interviews were prepared for each participant group as volunteers, reluctant participants, participants who changed their opinions and participants who quit the study (see appendix 3). The interview questions were evaluated by two English language teaching experts (see appendix 5). Some minor modifications, such as substituting post with after or paraphrasing a question, were made. Subsequently, interviews were made with two voluntary teachers for piloting before the exact interviews and their ideas were granted if the questions were obvious and understandable. They indicated that the questions were quite clear and easy to comprehend. Therefore, no more changes had been conducted for the interview questions in addition to expert views.

Table 9. Interview Questions

Questions	Aim
Question 1	To find out teachers' reasons for joining/not joining in the session/changing their ideas/quitting the sessions
Question 2	To determine teachers' motivations for taking part in a PD activity
Question 3	To discover teachers' feeling before/while/after attending a PD activity
Question 4	To learn their beliefs about sharing PD experiences with other people
Question 5	To find out with whom the teachers share their PD experiences
Question 6	To explore teachers' suggestions for or expectations of future PD activities

Before conducting the interviews, questions written in English were shared with the teachers to help them get ready for the interviews. The teachers were asked if they would like to conduct the interview on zoom or by filling Word document. For the zoom meetings, the researcher and the participants appointed the meeting time together. Zoom meetings were recorded with the consent of participants for data analysis.

3.6. Data Analysis

Explanatory mixed-method research design was used in this study, which is why quantitative and qualitative data were analyzed independently. Quantitative data results were used to plan and organize online sessions, to gather qualitative data in turn. Quantitative data were collected through the Professional Development part of the Teaching and Learning International Survey, which covers not only yes/no questions and multiple-choice questions, but also Likert-type items. Qualitative data were collected through the teachers' reflections and interviews.

The survey includes various types of questions, such as multiple-choice questions, yes/no questions, open-ended questions, and Likert-type statements, whose scores range from no impact to a large impact and do not need a high level of need. To analyze the quantitative data, all information was transferred to an Excel program and data were descriptively analyzed using SPSS, a statistical analysis program often used in the social sciences. Following a thorough statistical analysis of the quantitative data, statistical tests and procedures were used to compare the results and draw conclusions.

Qualitative data (weekly reflections, overall reflections, and interview questions) were analyzed using descriptive and content analyses through MAXQDA. In the first step, zoom recordings were transcribed and organized for analysis. In the second step, all data, including reflections and interviews, were studied to obtain a general sense of the content and information. After scanning all the data, segments were chosen and cautiously read for coding, which was the third step of the analysis. Weekly reflections, overall reflections, and interviews were analyzed separately. A list of codes was created for each dataset. Subsequently, general themes were created from the codes and compared. The themes of the weekly reflections and overall reflections coincided with each other. In the following stage, the data were presented quantitatively. In the findings section, analysis of weekly reflections, overall reflections, and interviews were shown separately. However, they were interpreted together in the Discussion and Conclusion sections.

3.7. Ethical Considerations

All ethical issues were considered during the study. Prior to conducting the study, the required permissions were obtained from the Institutional Review Board. Additionally, the OECD foundation permitted the researcher to use the Teaching and Learning International Survey. The participants were notified of the aim, procedures and how findings of the study would be used. To ensure the privacy of the participants, personally identifiable information was not provided, and the participants were displayed anonymously. For both quantitative and qualitative data, participants' consent was granted separately. The participants were informed that they were free to give up the study if they felt uncomfortable. Participants were notified that the online sessions and interviews were recorded, and their consent was granted for the recordings. Before the interviews, questions were shared with the participants to make them feel secure, comfortable, and ready for the interview. They were free to conduct interviews using Zoom or Word Documents. They were also notified that their recordings would remain private and would not be used for other purposes.

CHAPTER IV

4. FINDINGS

This chapter covers the TALIS survey results, which were carried out with 104 participants who were employed in primary school, secondary school, high school, and a university from different cities of Türkiye. Qualitative data results obtained from weekly reflections and overall reflections as well as interviews with 16 participants who were grouped as volunteers, reluctant participants, those who quit the study and those who changed their minds. The data were analyzed both quantitatively and qualitatively to answer the research questions.

4.1. RQ1. What is the current situation of English teachers in terms of Previous PD experiences, PD needs as well as Motivations/Amotivations to participate in PD activities?

To answer this research question, both participants' replies for TALIS Survey and weekly & overall reflections along with interview questions were analyzed. Previous PD experiences of the participants, their needs, motivations or amotivations for attending PD activities were defined below.

4.1.1. The Current Situation of English Teachers in Terms of Previous PD Experiences Based on the TALIS Survey

Participants were asked to answer two different questions, including yes/no questions and a Likert-type in the survey about their previous PD experiences. In the first question by selecting yes or no, participants indicated whether they took part in any of the PD activities presented. They then signified the effectiveness of the activities by grading them as “1=no impact, 2=small impact, 3=a moderate impact, 4= a large impact” (Table 10).

Table 10. Previous PD Experiences of EFL Teachers

PD Activities	Participation				Impact (AVG p)
	Yes		No		
	f	%	f	%	
Courses/workshops (e.g., on subject matter or methods and/or other education-related topics)	90	85.71	14	14.29	3.07
Education conferences or seminars (where teachers and/or researchers present their research results and discuss educational problems)	72	68.57	32	31.43	3.11
Qualification programme (e.g., a degree programme)	36	34.28	68	65.72	2.89
Observation visits to other schools	24	22.85	80	77.15	2.82
Participation in a network of teachers formed specifically for the professional development of teachers	63	60	41	40	2.98
Individual or collaborative research on a topic of interest to you professionally	48	45.71	56	54.29	3.05
Mentoring and/or peer observation and coaching, as part of a formal school arrangement	32	30.47	72	69.53	2.81

Table 10 illustrates that across all activities, courses/workshops on subject matter or educational topics had the highest participation percentage (85.71%). Besides, participants thought that the activities had a considerable impact on them (3.07). Education conferences or seminars' participation rate was lower than that of courses/workshops (68.57%); however, compared to courses/workshops, they had slightly higher impact scores (3.11). 63 teachers (60%) indicated that they took part in a network of teachers formed specifically for their professional development, but the impact of this PD activity was lower than moderate (2.98).

Less than half of the teachers (45.71%) engaged in individual or collaborative research on a topic of interest to them professionally. They found that these kinds of activities were effective, though (3.05). 36 participants (34.28%) joined a qualification program and indicated that the program had a small impact on their professional growth (2.89). Of the 104 participants, 32 teachers (30.47%) were involved in PD activities, including mentoring and/or peer observation and coaching. The impact value of these activities on the participants was 2.98. Among all PD

activities, visiting other schools for observation with an impact of 2.82, was the least preferred activity. Only 24 teachers (22.85%) implied that they made observations in other schools.

In the second question about the participants' previous PD experiences, they announced their participation in any of the less formal PD activities given in the Survey by marking yes or no. Subsequently, they evaluated the effectiveness of the activities by grading them as "1=no impact, 2=small impact, 3=a moderate impact, 4= a large impact" (Table 11).

Table 11. Previous Less Formal PD Experiences of EFL Teachers

PD Activities	Participation				Impact (AVG p)
	Yes		No		
	f	%	f	%	
Reading professional literature (e.g., journals, evidence-based papers, thesis papers)	49	46.66	55	53.34	3.09
Engaging in informal dialogue with your colleagues on how to improve your teaching	80	76.19	24	23.81	3.26

Of the informal PD activities given in the TALIS Survey, most teachers (76.19%) engaged in informal dialogue with their colleagues on how to improve their teaching, whereas 49 participants (46.66%) indicated that they involved in reading professional literature. The impact of these two activities was more than moderate, but engaging in informal dialogue with a colleague had a slightly higher impact (3.26) on participants than reading professional literature (3.09).

4.1.2. The Current Situation of EFL Teachers in Terms of PD Needs Based on the TALIS Survey

Participants were asked to indicate the degree of their PD needs from the presented subjects in the TALIS Survey by choosing the best option for them which were: 1= No need at all, 2=Low level of need, 3= Moderate level of need, 4=High level of need (Table 12).

Table 12. PD Needs of EFL Teachers

PD subjects	No need at all	Low level of need	Total	%	Moderate level of need	High level of need	Total	%
Content and performance standards in my main subject field(s)	15	32	47	45.19	38	19	57	54.81
Student assessment practices	12	28	40	38.46	38	26	64	61.54
Classroom management	18	27	45	43.26	28	31	59	54.74
Knowledge and understanding of my main subject field(s)	30	34	64	61.53	25	15	40	38.47
Knowledge and understanding of instructional practices (knowledge mediation) in my main subject field(s)	20	33	53	51	33	18	51	49
Information and Communication Technology (ICT) skills for teaching	7	27	34	32.69	36	34	70	67.31
Teaching students with special learning needs	6	29	35	33.65	31	38	69	66.35
Student discipline and behaviour problems	13	31	44	42.30	30	30	60	57.7
School management and administration	23	29	52	50	28	24	52	50
Teaching in a multicultural setting	14	20	34	32.69	44	27	70	67.31
Student counselling	12	25	37	35.57	36	31	67	64.43

Table 12 illustrates what participants were in need as a PD activity were mostly teaching in a multicultural setting (67.31%) and ICT skills for teaching (67.31%). Apart from that, they indicated they desired to be trained on teaching students with special learning needs (66.35%), student counselling (64.43%), student assessment practices (61.54%), student discipline and behaviour problems (57.7%) content and performance standards in main subject field (54.81%), and classroom management (54.74%). On the other hand, more than half of the

teachers did not need training on knowledge and understanding of main subject field (61.53%) or knowledge and understanding of instructional practices (51%). Teachers who would like to improve themselves (50%) in terms of school management and administration and those who would not (50%) were equal.

4.1.3. The Current Situation of EFL Teachers in Terms of Reasons for Not Attending PD Activities Based on the TALIS Survey

In the last part of the TALIS Survey, participants were asked if they would like to attend more PD activities than they had in the previous 18 months. Teachers marked yes or no options (Table 13).

Table 13. Desire for Participation to More PD Activities

Yes		No	
P	f	P	f
70	67.3	34	32.7

Of the 104 participants, 70 teachers (67.3%) indicated that they would like to join more PD activities than they actually did, whereas 34 teachers (32.7%) were satisfied with the number of PD activities they took part in.

Subsequently, they chose options describing the reason why they could not attend more professional growth programs, as shown in Table 14.

Table 14. Quantitative Data Results: Reasons for Not Attending More PD Activities

Reasons	Number of Participants f	(%)
I did not have the pre-requisites (e.g., qualifications, experience, seniority).	10	9.6
Professional development was too expensive/I could not afford it.	21	20.2
There was a lack of employer support	19	18.3
Professional development conflicted with my work schedule.	51	49
I didn't have time because of family responsibilities.	51	49

There was no suitable professional development offered	24	23.1
The PD headquarter was too far	3	2.9
The time period was too long	3	2.9

Nearly half of the participants (49%) pointed out that they could not attend more PD activities because of their heavy schedules or family responsibilities. Of the 104 participants, 24 teachers (23.1%) thought the offered activities were not suitable for them, while 21 of them (20.2%) found the PD facilities too expensive. Additionally, 19 EFL teachers (18.3%) stated that their employers did not support them in participating in PD activities. 10 EFL teachers' (9.6%) pre-requisites were not sufficient to attend a PD program. The other two factors that prevented teachers from attending a professional development program were the distance of the PD program headquarters and the long period of time for the program.

4.1.4. The Current Situation of EFL Teachers in Terms of Reasons for Not Attending PD Activities Based on the Interview Questions

Interviews were conducted with the volunteer teachers in order to deepen the study and triangulate the data. Interviews were carried out with four different groups as volunteers for online sessions, reluctant participants for online sessions, those who changed their minds for attending the sessions and who quit the online sessions. Interviews were conducted with sixteen English teachers and eleven teachers –except for the volunteers- explained the reasons why they did not take part in the sessions. Questions were adapted to the groups. Teachers' answers were transcribed and coded. The codes were grouped under three themes as time and personal responsibility, health issues and personal perceptions (Table 15).

Table 15. Qualitative Data Results: Reasons for Not Attending Online Sessions

Themes	Codes	f	%
Personal perceptions	Waste of Time	1	6.67
Health issues	Health Problems	2	13.33
Personal responsibilities	Kids/babies	3	20
	Tight Schedule	9	60
	Total	15	100.00

Among eleven interviewees- reluctant participants, who quitted sessions and who changed their minds- 9 teachers (60%) stated that because of their tight schedule, they could not attend the online sessions.

In fact, I was very excited about the sessions but it turned out that I had some very busy days because of my studies. We had a lot of homework and my eTwinning projects. They were very stuck, so I couldn't. That's why (P3, who changed minds, F, Secondary School).

In fact I don't have so much time for the sessions. I'm a really busy person who has many tasks related to coordination of eTwinning projects organized in my region (P4, reluctant, F, High School).

It is clear from the statements above that participants had issues related to their profession keeping them extremely busy such as eTwinning projects or homework for Master's degree courses, which prevented the teachers from joining the online sessions.

Two participants (13.33%) indicated that health problems were the reason for not attending the online sessions, while the other three participants' (20%) excuses were their responsibilities for their kids or little babies. One teacher found the sessions as a waste of time.

... I missed the session time. I was too tired in Ramadan month. My little one woke up at nights." (P1, quit the sessions, F, Secondary School).

I don't think I've learnt different from what I have already known. Therefore, I generally think it is just a waste of time for me (P3, reluctant, M, Secondary School).

Parental responsibilities and health problems as well as Ramadan month were great obstacles for teachers not to attend online sessions as they indicated above. Besides, teachers' personal perceptions on the efficacy of the sessions played an important role for attending the program.

4.1.5. The Current Situation of EFL Teachers in Terms of Motivations /Amotivations to Participate in a PD Activity Based on the Interview Questions

Interviews were carried out with volunteer participants who were separated into four groups based on their participation in online sessions as volunteers, reluctant participants, those who changed their minds and those who quitted online sessions to identify what were their motivations or amotivations to take part in a PD program. Their answers were transcribed, coded and themes were created for the codes (Table 16).

Table 16. EFL Teachers' Motivations/Amotivations to Participate in PD programs

Themes	Factors	f	%
Incentives	Being paid	1	2.94
	Getting certificates	1	2.94
Positive experiences	Previous interactions with the researcher	3	17.65
Professional growth	Professional development	13	76.47
	Total	17	100,00

Table 16 illustrates that the most significant category motivating teachers for a PD program was professional growth which covers professional development factor with 76.47 percentage (f=13). Participants' previous positive experiences with the researcher was another important motivational determinant (f=3, 17.65%). It seems that opportunities for professional growth and development, including satisfying interactions with researchers, were the main motivators for the participants while incentives like money (f=1, 2.94%) and certificates (f=1, 2.94%) had a relatively minor impact even if they matter.

I like developing myself professionally, individually and also academically. So whenever I have an opportunity, I always want to attend such sessions or courses. I want to improve or be more competent in in my profession. That was my motivation (P2, volunteer, F, Primary School).

I wanted to participate if I really like it, the context of the session. Because as I introduced myself, I have been teaching more than 24 years and the world is changing. The students are changing there. Every year new generation comes to our classes. So we need to learn. We need to know more strategies, more techniques, especially more technology. And so we have to follow the new strategies and techniques. And we have to all the teachers, I think, I have to participate these sessions because we are learning more every day (P4, volunteer, M, Secondary School).

...persuaded me to participate because she thought that there would be more exciting and new techniques and methods and that would be funny activities (P4, volunteer, M, Secondary School).

...English together sessions and I liked them very much. So I wanted to participate your online sessions too (P1, volunteer, F, Primary School).

It is obvious from the sentences above that instinct motivational factors, such as self-improvement, were quite effective for teachers' involvement in PD programs. Additionally, past experiences of the participants with the researcher had a positive impact on the

participation rate. Even though getting certificates or being paid played a role in motivation, they were not as effective as the others.

4.2. RQ2: What are the effects of online sessions on lesson planning activities prepared by a peer coach on EFL teachers' CPD in terms of classroom practices, classroom interactions and overall professional development?

To answer this research question, based on the TALIS Survey results, teachers' PD needs were identified and online sessions were organized accordingly, which lasted for seven weeks with 12 volunteer participants. When the sessions were over, weekly and overall reflections were obtained from participants and analyzed. The impact of online sessions on EFL teachers' classroom practices, classroom interactions, and overall professional development was explained in detail below.

4.2.1. The Effects of Online Sessions on Lesson Planning Activities Prepared by a Peer Coach on EFL Teachers' CPD in Terms of Classroom Practices and Classroom Interactions Based on Weekly Reflections

At the end of each session, English teachers were asked to write a weekly reflection which were collected through Padlet Web.2 tool. They were supposed to answer two questions:

“Which ideas/activities would you like to apply in your classroom from this session? Explain your reasons.”

“How do you think this session will affect your classroom practices?”

Participants' answers were analysed and coded. Subsequently, the codes were separated into categories, which is shown in Table 17.

Table 17. Classroom Practices/Interactions Based on Weekly Reflections

Categories	Techniques/Ideas/Activities	f	%
Preparing and Content Selection	Pre-while-post activities	7	4.70
	Creating meaningful context	4	2.68
	Giving clear instructions	4	2.68
	Choosing interesting topics	4	2.68
	Attending students' needs	9	6.04
Total		28	18.86

Interaction and Engagement	Not interrupting communication	1	0.67
	Using icebreakers	5	3.36
	Peer-coaching	11	7.38
	Differentiation	12	8.05
Total		29	19.46
Teaching 4 skills	Using visuals	4	2.68
	Watching videos	5	3.36
	Writing a story/end	10	6.71
	Silent identification	1	0.67
	Creating a poster	3	2.01
	Using Web.2 tools	8	5.37
	Snack writing	7	4.70
	Adding fun/silly details	7	4.70
	Connotations	4	2.68
	Target words	1	0.67
	Recording	1	0.67
	Personalization	6	4.03
	Modelling	6	4.03
	Hangman	2	1.34
	Identifying unknown vocabulary	1	0.67
	Giving listening as homework	2	1.34
	Raising intonation	2	1.34
Total		70	46.97
Assessment tools	Traffic lights	7	4.70
	Target feedback	4	2.68
	Peer corrections	3	2.01
	Self-assessment	4	2.68

Multiple choice cards	1	0.67
Success criteria	2	1.34
Total	21	14.08

It is clear from Table 17 that participants adopted various techniques/ideas and strategies to improve different aspects of their classroom practices. They mostly employed techniques related to teaching four skills such as writing an end for a story, using visuals, snack writing, using Web.2 tools etc. (f=70, 46.97%). Techniques/ideas and strategies including differentiation, peer coaching, not interrupting communication and using icebreakers for content interaction and engagement were in the second place with 19.46 percentage (f=29). After student interaction, teachers were into techniques/ideas and strategies about lesson preparing and content selection like taking students' needs into consideration, choosing interesting topics, creating meaningful context etc. (f=28, 18.86%). They were less interested in assessment tools (f=21, 14.08%), compared to other themes.

I have learned that for listening activities students should be encouraged and choose the interesting topic (P6, volunteer, F, High School)

Each student has unique interests, strengths, and learning styles. By incorporating personalization techniques, teachers can adapt their vocabulary instruction to the diverse needs of their students. This approach helps to address varying proficiency levels, learning preferences, and cultural backgrounds, ensuring that each student receives a tailored learning experience (P3, volunteer, F, Secondary School)

...because each learner has different background and different way of learning style so they can personalize and code the vocabulary according to their own life and it gives them chance to remember the words with their own experience (P2, volunteer, F, Secondary School).

Adding silly details can be a fun and engaging way to teach vocabulary. It can make the learning process enjoyable, memorable, and engaging for students. It allows them to associate new words with fun and imaginative scenarios, fostering a positive and interactive learning environment (P3, volunteer, F, Secondary School).

In recent session I realised how practical and effective snack writing is. Drawing expressions or describing pictures can be good way of starting a lesson. Also this takes students attention and adds fun to English class." (P8, volunteer, F, Secondary School).

I want to use traffic lights technic in my lessons because I work in primary school and I think this is the most suitable and timesaving technic (P5, volunteer, F, Secondary School).

Teachers emphasized that they were introduced with latest, practical and useful teaching strategies/tehcniques/ideas for their classroom applications to teach four skills, increase student involvement and assessmnet. Besides, they indicated they adopted tips for course planning such as attending students' needs, choosing interesting topics, preparing pre-while-post activities etc.

4.2.2. The Effects of Online Sessions on Lesson Planning Activities Prepared by a Peer Coach on EFL Teachers' CPD in Terms of Overall Professional Development Based on Weekly Reflections

While writing weekly reflections, teachers were also requested to write about the effects of online sessions on their overall professional developments. The reflections were analysed and coded carefully. The codes were grouped under three main themes. Based on the data, Table 18 was created.

Table 18. Overall PD Based on Weekly Reflections

Themes	Codes	f	%
Sharing and Discussion	Sharing common problems	2	2.08
	Exchanging ideas	9	9.38
Total		11	11.46
Content knowledge	Theoretical reviewal	24	25
Total		24	25
Professional growth	Gaining new perspectives	8	8.33
	Introducing new methods	21	21.88
	Adopting new ideas/techniques	32	33.33
Total		61	63.46

To table 18, participants thought that online sessions had significant effects on their professional growth (f=61, 63.46%). In addition, the sessions contributed to content knowledge of teachers (f=24, 25%) by enabling them to review theoretical knowledge. Another benefit of the sessions for the teachers was to foster teachers' sharings for common problems and

exchanging ideas (f=11, 11.46%), which had the least influence compared to the other themes.

This well-prepared session let me see what my peers have problems in their classrooms while teaching listening (P7, volunteer, F, Primary School).

I recognized that I forgot some details about these assessments types and had a chance to remember them in detail (P3, volunteer, F, Secondary School).

...they showed me how an English class can be both educational and enjoyable (P13, quit sessions, F, High School).

I've learned new techniques that I can apply in my classes. I also learned some new teaching strategies like picture-sliding (P7, volunteer, F, Primary School).

This session added a ton of fresh viewpoints to my toolkit (P12, volunteer, M, High School).

I think I will give clues before speaking activity. I will encourage them by using cards and use visual activities via smartboard. I won't correct their mistakes while speaking. They will draw pics and feel better to speak. They can also correct their mistakes and make new more sentences and also use peer correction (P11, volunteer, M, High School).

I used this activity in my lesson yesterday with my 3rd graders, we did a *read&draw* activity. Nowadays, we are studying the transportation vehicles. I wrote a sentence on the board and started the timer. They tried to draw a picture suitable for that sentence (P5, volunteer, F, Primary School).

It is obvious from teachers' statements that the online sessions had a significant effect on their overall professional development as they gained new perspectives, implemented new strategies in their lessons, reviewed theories related to their main field, and had opportunities to share and exchange ideas for classroom practices.

4.2.3. The Effects of Online Sessions on Lesson Planning Activities Prepared by a Peer Coach on EFL Teachers' CPD in Terms of Classroom Practices and Classroom Interactions Based on Overall Reflections

After online sessions ended, participants provided overall reflections on the impacts of the sessions on their classroom practices, classroom interactions, and overall professional development. Their answers were examined, analysed and coded. The codes were classified under two themes as student engagement and learning environment (Table 19)

Table 19. Classroom Practices/Interactions Based on Overall Reflections

Themes	Codes	f	%
Learning environment	Positive atmosphere	3	15
Total		3	15
	Attract student attention	4	20
Student engagement	Contribution to students/outcomes	4	20
	Positive feedback	9	45
Total		17	85

Table 19 clearly illustrates that online sessions contributed to student engagement most (f=17, 85%) such as attracting students' attention, contributing to learning outcomes and having positive feedback from the students, compared to learning environment (f=3, 15%) which was related to creating positive atmosphere in the class.

4.2.4. The Effects of Online Sessions on Lesson Planning Activities Prepared by a Peer Coach on EFL Teachers' CPD in Terms of Overall Professional Development Based on Overall Reflections

For the overall reflections, participants were asked to indicate if the online sessions had any impact on their overall PD. Their answers were analysed in detail and codes were created. Codes were grouped as professional benefits and self-benefits which was given in Table 20.

Table 20. Teachers' Overall PD Based on Overall Reflections

Themes	Codes	f	%
Professional benefits	Exchanging ideas with other colleagues	9	11.3
	Willingness for future programs	3	3.79
	Realization of neglected skills	1	1.26
	Introduction of new assessment tools	9	11.3
	Introduction of current teaching practices	13	16.45
	Theoretical knowledge refreshment	11	13.92
	Adopting new practical techniques	14	17.72
	Putting theory into practice	2	2.5
Total		62	78.24

Self-benefits	Feeling comfort/relax	7	8.86
	Speaking in English	3	3.79
	Think creatively	3	3.79
	Self-confidence improvement	4	5
Total		17	21.44

It is clearly seen in Table 20 that online sessions had major effect on teachers' professional growth (f=62, 78.28%). They emphasized especially on adopting new techniques for their classes (f=14, 17.72%) and being introduced to current teaching techniques (f=13, 16.45%). Additionally, the sessions had impact on teachers' self-development individually (f=17, 21.44%), though, not as high as professional growth. They underlined feeling comfortable and relaxed during the sessions (f=7, 8.86%) and indicated improving their self-confidence (f=4, 5%).

4.2.5. The Effects of Online Sessions on Lesson Planning Activities Prepared by a Peer Coach on EFL Teachers' CPD in Terms of Overall Professional Development Based on Interview Questions

Interviews were conducted with volunteer teachers to triangulate the data with 16 participants. The question "How do you observe yourself before-while and after attending PD activities? Describe your feelings/desires/motivations/expectations/satisfactions briefly." was addressed to the participants. Participants' answers were transcribed to analyze the data, and codes were subsequently created from the analyzed data. Of the codes, themes were made up. (Table 21).

Table 21. EFL Teachers' Overall PD Based on Interview Questions

Themes	Codes	f	%
Professional growth	Awareness of using traditional methods	3	5.26
	Theoretical knowledge reviewal	4	7.02
	Adopting new methods	16	28.07
	Gaining new perspectives	3	5.26
	Willingness for future PDs	4	7.02
Total		30	52.63

Collaboration and interaction	Sharing ideas with other colleagues	12	21.05
	Increase in student interaction	7	12.28
	Exchanging ideas with colleagues	6	10.53
Total		25	43.86
Positive environment	Enjoyment	2	3.51
Total		2	3.51

Table 21 reveals that PD programs contributed to teachers' professional growth ($f=30$, 52.63%) in terms of adopting new methods ($f=16$, 28.07%) and reviewing theoretical knowledge ($f=4$, 7.02%). Some of the teachers ($f=4$, 7.02%) indicated that they would like to participate in PD programs in the future. In addition to professional growth, those programs foster teacher and student collaboration and interaction ($f=25$, 43.86%) such as exchanging ($f=6$, 10.53%) and sharing ideas with their colleagues ($f=12$, 21.05%). Positive environment during the program created enjoyment and comfort for teachers ($f=2$, 3.51%).

Before attending the sessions, the activities, I think. I think I was a normal, an ordinary teacher (P1, volunteer, F, Primary School.)

...it really helped me to realize and remember all the techniques which I learned in university and order yourself before by others. Yeah, I find myself thinking that, Oh, I forgot most of the techniques. So thanks to these activities, I remembered many of the techniques (P5, volunteer, F, High School).

...and before the participating these activities, I felt that yes, I am maybe experienced it, but I still don't know. Haven't known any new techniques, so I need to learn more. And after participating every week I learned new things. A teacher taught us new strategies, technologies, improvements, new methods, and we did lots of wonderful activities. So every week I felt better and wanted to participate more. And this after the last session I felt better. And I also tried to practice in my class with my students (P4, volunteer, M, High School).

After the activities I try to evaluate myself and put the things I have learnt into practice (P4, changed opinions, F, High School).

I can share it with my colleagues because it can motivate them to improve their teaching skills. I believe that (P3, changed opinions, F, Secondary School).

... I have an expectation that I would like to attend such activities more. And if we have such a chance, please add me (P2, volunteer, F, Primary School).

...Activities in your sessions that are Activity Hangman. And also said, my students, I learned in my teacher's classes and I liked and I want to share with you, they said

we liked especially star activity. At the end of the lessons, they say, me, please, teacher and play a game. So I liked all of them and it gives me different chances to apply in my classes (P3, volunteer, F, Secondary School).

...something like my mind and I told myself that there are new techniques or other different techniques, why don't I apply these techniques in my classes? (P1, volunteer, F, Primary School).

The teachers' statements above reveal that online sessions fostered teachers' professional growth, which enabled them to realize how traditional they were, to review theories for their field left in university years, to employ modern practices for their courses, and to gain new perspectives for classroom applications. Some teachers were keen on joining more PD activities based on fruitful experiences of online sessions. During the sessions, the participants felt comfortable and enjoyed the process, which led them to express themselves more freely and join the activities actively. Sharing common problems with their colleagues and exchanging ideas for solving the issues were worthless experiences for teachers because they felt they belonged to a community as a teacher rather than being alone in that community.

4.3. RQ3: EFL Teachers' Suggestions for or Expectations from Future PD Programs

Following the online sessions, interviews were carried out with sixteen participants who were grouped as volunteers, reluctant participants, those who quit the online sessions and those who changed minds to triangulate the data. Participants were asked if they have any suggestions or expectations for future PD programs. Their answers were studied attentively and codes were created out of the data. The codes were separated into two groups as content and curriculum and planning (Table 22).

Table 22. Suggestions or Expectations

Themes	Codes	f	%
Content and curriculum	Technological developments	1	5
	Include up-to-date techniques	2	10
	Fruitful and enough content	4	20
	More practical activities	4	20
Total		11	55
Planning	More inclusive	2	10
	Time schedule	2	10

Face to face trainings	2	10
Interactive activities	3	15
Total	9	45

Teachers offered suggestions for future PD activities mostly about content and curriculum (f=11, 55%). They highlighted the importance of covering more fruitful and enough content (f=4, 20%). Besides for the teachers, the programs should have more practical activities (f=4, 20%) which could be applicable in the classes. Planning (f=9, 45%) was another aspect of PD programs for which teachers suggested that they should include teachers' active participation (f=3, 15%). They also added that the programs should cover more teachers (f=2, 10%), be face to face (f=2, 10%) and time schedule should fit every teacher (f=2, 10%).

CHAPTER V

5. DISCUSSION

In this chapter, results of the study were discussed and interpreted within the scope of the research questions considering previous studies by reporting qualitative and quantitative data results together according to research questions.

5.1. Discussion on the Research Question 1

5.1.1. What is the Current Situation of English Teachers in Terms of Previous PD Experiences?

To answer the research question, the TALIS Survey was conducted with the participants. They indicated whether they attended any PD programs and then evaluated the efficacy of those programs using a Likert-type scale. Findings revealed that a significant number of teachers took part in formal PD activities such as courses, workshops, seminars, and conferences. They found that those activities were quite effective- the average points were over 3- in terms of their professional growth, which completely contradicts with Yurtseven Yilmaz and Sever's (2021) study. They made out that Turkish language teachers were not fulfilled with the PD activities organized by the Turkish MoNE as the programs were too general, too theoretical rather than being practical, not applicable for the classes, obligatory for teachers, lack of current classroom practices, and lack of qualified trainers. Likewise, Bayar and Kösterelioğlu (2014) reported that teachers' satisfaction levels with PD programs in Turkey were low and had little or no impact on teachers' professional growth. However, Uztosun (2017) identified that PD programs in Türkiye had both bright and bad sides. To participants, INSET programs were insufficient in terms of content, trainers, timing, classroom applications and inattentive. Yet they fostered the English competence of the participants, contributed to them for integration of technology, introduced new teaching methods & techniques, broadened their perspectives, and motivated them for future PD programs and self-development.

On the other hand, relatively few teachers pointed out that they aligned with less formal PD activities, such as visiting other schools for observation, attending a qualification program, and mentoring or peer-coaching. Additionally, they were not satisfied with those programs as much as the formal ones. The results coincide with Özdemir's study (2013) who found out that only

one-third of the teachers made school visits for observations and quarter percent of them attended a qualification program like MA degree or PhD. On the other hand, Richards and Farrell (2005) explained benefits of peer-coached activities as raising motivation and collaboration of teachers, sharing problems for the classrooms and finding solutions, cultivating classroom applications and teaching practices along with student outcomes.

Another point is that engaging in informal dialogues with colleagues about improving teaching practices and reading journals for professional growth were adopted more by teachers with regard to formal ones. Participants found these activities to be quite effective for self-improvement. Of all the PD activities, employing informal dialogue with peers was the most effective for the participants. Informal PD activities emphasize cooperation, sharing common issues teachers encounter in the classroom, and finding solutions together for the common problems- which contributes to the development of not only the teacher but also the teaching programs and the organizations in addition to student outcomes (Dönmez, 2020; Richards & Farrell, 2005).

5.1.2. What is the Current Situation of EFL Teachers in Terms of PD Needs?

To find answer for this research question, the TALIS Survey was administered to the participants. They were asked to rate the given training topics according to their needs for future organizations. The findings revealed that participants' needs for trainings differed. They demanded various trainings such as Information and Communication Technology (ICT) skills, teaching in multicultural settings, instructing students with special learning needs, student counselling, assessment practices for students, methods to deal with students' discipline problems, content and performance standards on the main subject and school management. Of the 11 training subjects, ICT skills and teaching in multicultural settings were the most demanded, which could be regarded as a sign of teachers' awareness for changing atmosphere of the teaching environment. On the other hand, they indicated that they did not need training in theoretical knowledge. Instead, they would like to improve themselves in classroom practices, such as educating special needed students, classroom management, student counselling, and student discipline. The results overlap with Ozdemir's (2013) study. He noticed that introducing with latest educational approaches/techniques/methods, subject area, the implementation of teaching technologies, educating students with special needs, comprehending the student psychology, and measurement and assessment were the areas where PD programs were the most essential. Likewise, Ekşi (2010) figured out what teachers required

to develop themselves professionally was the latest teaching theories and practices, integration of ICT tools in education. Richards and Farrell (2005) highlighted significance of CPD programs to equip language teachers with latest educational practices to keep up with the changing developments and fulfil students' needs.

5.1.3. What is the Current Situation of EFL Teachers in Terms of Motivations/Amotivations to Participate in PD Activities?

To find answers for this question, the TALIS Survey was conducted with the participants. In addition, to intensely investigate the reasons and motivations/amotivations for attending or not attending a PD program, interviews were held with the participants. The findings uncovered that a large majority of the teachers stated they would like to engage in more PD activities than they actually did. They had various excuses for not attending a PD program that could be classified as lack of prerequisites and qualifications, responsibilities for families and work schedules, financial issues, lack of support of the employer, improper timing, personal perceptions, and health problems. Tight schedule and family responsibilities were the most frequent reasons for not attending PD activities. Both TALIS Survey participants and interviewees indicated that they were not able to attend the PD program or online sessions because they had to take care of little babies/children or engage in another project, program, etc. in their schools. Being backed up by the employer was also a critical determinant for attending professional growth programs, as they may ease or aggravate the process. For one-fifth percent of the teachers, their employers were the main obstacle. The lack of proper programs was another factor that affected participation. Nearly a quarter percent of the teachers stated that they could not find suitable courses/seminars/workshops meeting their needs. One-fifth of the participants found professional growth programs to be unaffordable. Previous experiences or personal perceptions also had an impact on joining a PD program since some participants perceived the online sessions as "waste of time." These excuses/factors had a significant impact on the motivation/amotivation of teachers to involve in PD programs. A great majority of the participants expressed that self-improvement was the most significant factor motivating them. They involved in PD activities as they wished to polish their teaching skills, classroom applications, and knowledge. Teachers who had good rapport or positive interactions with trainees were more eager to participate in future programs. Nearly one-fourth of the participants indicated they joined online sessions because of previous positive experiences with the researcher. Participants were more motivated if they received a certificate

at the end of the program or were paid. Similarly, Riastini et al. (2021) identified seven aspects affecting teachers' professional growth: heavy work, lack of support from both the colleagues and the school principal, lack of opportunities for professional development, lack of time, lack of qualified supervisors to observe and lead the teachers, lack of parent-teacher cooperation, and the gap between the curriculum's requirements and real classroom applications. Önal and Gürsoy (2020) reported that participants' previous experiences, cooperation, and support in their schools played a significant role in attending another program.

5.2. Discussion on the Research Question 2

5.2.1. What are the Effects of Online Sessions on Lesson Planning Activities Prepared by a Peer Coach on EFL Teachers' CPD in Terms of Classroom Practices?

In order to find proper answers for the question, weekly reflections and overall reflections were gathered from the participants. Additionally, interviews were conducted with the online sessions' participants to triangulate the data and deeply investigate the impact of the sessions on teachers in terms of classroom practices. The findings revealed that the online sessions were extremely beneficial for the participants. Teachers expressed that they were introduced to brand-new teaching techniques which polished their classroom practices. Almost half of the participants adopted methods focusing on four skills such as writing an end for a story, using visuals, snack writing, using Web.2 tools etc. Techniques, ideas and strategies related to lesson planning and content selection like considering the needs of their students, choosing engaging themes, developing relevant context, differentiation etc. attracted teachers' attention. Some of the teachers reported that thanks to the online sessions, they realized they were really traditional teachers. They just came to school and thought the courses like a school subject rather than a language class. With the online sessions, they recognized that other options were available to make the courses more engaging and interesting. After the participants applied the techniques/strategies/ideas in their lessons, they observed a rise in student active participation. A couple of teachers stated the five-star activity was their warm-up or close-up activity from then on because students asked to play again and again. Additionally, nearly a quarter portion of the teachers stated they adopted new assessment tools such as traffic lights, peer-correction, self-assessment, multiple choice cards etc. As the students have different personalities, their needs differ, too. Richards and Farrell (2005) suggested peer-coaching as one of the strategies to supply teachers with latest classroom applications. Similarly, The OECD (2018a; 2018b) considers professional growth (PD) activities to be vital for teachers to acquire the knowledge,

and skills essential to keep up with changing needs of learners and to strengthen their own practices in the classroom.

5.2.2. What are the Effects of Online Sessions on Lesson Planning Activities Prepared by a Peer Coach on EFL Teachers' CPD in Terms of Classroom Interactions?

Weekly and overall participant reflections were compiled in order to find appropriate answers for the research questions. In order to deeply investigate the influence of the online sessions on classroom interactions, interviews with participants of the online sessions were performed to triangulate the data. Findings unveiled that after participants applied the techniques/ideas/strategies in their courses, they got positive feedback from the students who fancied the activities. A part of the teachers indicated the activities attracted learners' attention hence, they engaged in the lessons more. A positive atmosphere was created in the classroom, which fostered student participation and learning along with student outcomes. Guskey (2000) declared the main objective of PD is to enhance students' learning outcomes. Correspondingly, a great number of research studies (Borko, 2004; Darling-Hammond & McLaughlin, 1995; Desimone, 2009; Guskey, 2000; Hargreaves & Fullan, 2012) agreed on PD activities improve teaching practices, provide teachers latest and best applications and boost students' learning outcomes.

5.2.3. What are The Effects of Online Sessions on Lesson Planning Activities Prepared by a Peer Coach on EFL Teachers' CPD in Terms of Overall Professional Development?

Weekly reflections and overall reflections were obtained from the participants in order to find out precise answers for the questions. Interviews with participants of the online sessions were also conducted in order to extensively investigate the effects of the sessions on participants' overall professional growth and to triangulate the results. Findings exhibited that online sessions made large contributions to participants' overall professional development in terms of content knowledge, adopting new teaching strategies/method/ideas, gaining new perspectives, creating collaboration and interactions, increasing student interaction and self-improvement. Teachers touched on the refreshment of theoretical knowledge in weekly and overall reflections as well as interviews. A huge majority of the participants were working as English teachers more than ten years. Therefore, they indicated they had difficulty in remembering most of theories and applications. Thanks to the online sessions, they had an

opportunity to review and refresh themselves. Several participants stated they realized they neglected some skills such as writing in their classes. Within the online sessions, they were introduced with new ideas/techniques/strategies for classroom practices, which fostered their classroom teaching and classroom interactions. Besides, the applications enhanced teachers to gain new perspectives. They noticed an activity could be conducted in different ways. During the sessions, participants were active learners instead of passive listeners. At the beginning, some teachers were unwilling to speak in English but in time, thanks to the positive atmosphere, they felt comfortable and relaxed during the sessions which eased participation and discussion process. Their self-confidence increased, too. They had a chance to argue common problems in their classes and exchanged ideas to solve the issues. Several participants indicated they would like to take part in more PD activities in the future.

Informal PD methods which are learner-driven, classroom-based practices covering both the trainee and trainer, highlight significance of teamwork, sharing, common issues teachers face in the classroom, and finding answers to those obstacles collectively (Dönmez, 2020; İyidoğan, 2011). The purpose is to develop teaching not only for the teachers but also for the organizations, programs and student outcomes (Dönmez, 2020). Yoğun (2020) found out that participants considered the peer-coaching technique to be collaborative, efficient in terms of getting feedback, beneficial for their professional improvement for teaching abilities, and overall PD.

5.3. Discussion on the Research Question 3

5.3.1. What are EFL Teachers' Suggestions for or Expectations from Future PD Programs

To triangulate the data, sixteen individuals were interviewed after the online sessions. These participants were divided into four groups: volunteers, reluctant participants, those who quit the study, and those who changed their opinions. Participants were asked for their demands and recommendations for next PD activities. Their answers were analysed qualitatively. Findings displayed that volunteer participants were satisfied with the content and practices of online sessions. On the other hand, one-fifth percent of ideas agree on future PD programs should include more practical activities for classes rather than theories covering up-to-date techniques. Ten percent of the opinions emphasized the timing as a couple of the teachers could not join while some of them had to quit the online sessions because of Ramadan. Other ten percent of the ideas revealed that they prefer face-to-face trainings rather than online sessions.

CHAPTER VI

6. CONCLUSION

Based on the findings of the study, conclusions were drawn in this chapter. Besides, pedagogical implications and suggestions for future studies were presented in this chapter.

6.1. Conclusion

The research investigated the effects of peer-coached lesson planning activities on in-service English teachers' continuous professional development. Within this scope, it explored the current situation of English teachers' former professional development and their PD needs. According to the study results, a great majority of English teachers involved in PD activities but they preferred formal ones in general such as courses, workshops, seminars, and conferences and they were quite satisfied with the programs, which contradicts other study results (Bayar & Kösterelioğlu, 2014; Yurtseven Yilmaz & Sever, 2021). However, teachers engaged in informal conversations with co-workers about enhancing teaching methods. In fact, of all the given PD topics, employing informal dialogues with peers was the most effective for the participants.

Participants needed trainings on ICT tools skills, teaching in multicultural settings, teaching learners with special needs, student counselling, student assessment, methods to deal with students' discipline problems, content and performance standards on the main subject and school management. On the other hand, they did not demand trainings on theoretical knowledge. They were aware of the world is changing so are the education and a good teacher concept. Getting information is easier than ever. Therefore, students' needs have evolved and teachers try to keep up with the transformations.

Participants desired to involve in more PD activities than they actually participated in. The most crucial factor motivating them was self-improvement. They were into professional growth programs that were related to latest teaching practices, classroom applications and knowledge. Previous experiences had a great impact on teachers' motivation. Participants who developed great rapport or positive synergy with the trainee were more enthusiastic to engage in future PD programs. Getting a certificate or being paid affected their motivation level, too. They were more eager to take part in a PD activity if they could get a certificate. On the contrary, responsibilities for their families, tight school programs, lack of support from the principals or employers, financial problems, improper timing, lack of proper PD programs meeting teachers'

need, health problems and personal perceptions may cause motivation lost. Participants with little babies or kids to prepare national exams were unable to join online sessions. A couple of the participants were dealing with Erasmus or eTwinning projects for their schools, some of them had MA courses, which restrained them to take part in the online session process. Ramadan was another aspect keeping participants away from the online sessions. For some teachers, online sessions were waste of time and would not contribute to them while a part of the teachers could not find a proper program meeting their needs. Having trainings on self-improvement cost a lot for some participants.

Online sessions made great contributions to participants in terms of classroom practices, classroom interactions and overall professional development. They were introduced to practical teaching theories/strategies/ideas related to teaching four skills and student assessment which could be employed in their classes. After classroom applications, teachers got positive feedback from the students, they fancied some of the activities, engaged in the courses more and were keen to classroom tasks. During the online sessions, teachers were active learners rather than passive listeners. They discussed on common problems with their colleagues and found solutions for the issues. A large number of participants had been English teachers for more than ten years. As a consequence, they had trouble recalling theories and implementations. The online sessions enabled participants to review and refresh themselves theoretically. Through the online sessions, several individuals noticed neglecting some academic skills in their classes like writing. During the sessions, teachers were required to speak in English, which boosted their self-confidence. A significant portion of the participants were willing to involve in more PD activities in the future after the online sessions. Volunteer participants fulfilled with the content and the practices of the online session.

Teachers demanded future PD programs be based on latest classroom practices rather than theoretical bases. They preferred to actively engage with the activities in the program rather than being passive listeners. Timing was another issue that participants complained. They could not be a part of the session because of holy Ramadan. Besides, they favoured face-to-face programs instead of online organizations.

In a nutshell, this study exhibited EFL teachers were into in PD programs in deed, particularly when the programs meet up their needs, enable them to participate in the process actively, contribute to teachers' self-development and most importantly cover classroom-based practices rather than basic theories. Additionally, it is clear that teachers need trainings in various subjects such as ICT skills, teaching in multicultural settings etc. but not in subject field. The study also presented that PD activities based on peer-coaching were quite effective

for teachers in terms of classroom interactions, classroom practices and overall professional development as it enabled teachers to adopt practical teaching theories/strategies/ideas for their courses, review theoretical knowledge and boost self-confidence as well as share and find solutions for classroom problems. Issues like proper timing, health problems, heavy schedule, family responsibilities, support of the principals were quite effective on participating in a PD activity.

6.2. Pedagogical Implications

Paying attention to findings and results of the study on EFL teachers' CPD in the light of peer-coached lesson planning activities, some implications could be carried to improve PD programs and raise teacher participation which are supposed to enlighten stakeholders and program makers for future organizations.

First of all, teachers are into in professional growth but they possess distinct requirements and interests. That is why PD programs had better be designed around teachers' needs allowing them to choose the topic.

Participants indicated they prefer PD actions covering up-to-date techniques for classroom implementations. Hence, programs should be based on more practical content rather than theories. But teachers better be monitored following the programs to ensure they do not face problems while implementing the techniques in the courses and given feedback continuously to sharpen their teaching skills and practices.

It is obvious that teachers fancied the process because they shared the problems they face in their classes and discussed the solutions with their colleagues, which led them to feel convenient and increased participation. Therefore, opportunities enabling teachers to collaborate with each other should be created not only for PD programs but also in their organizations.

Teachers feel more motivated when they are supported by their principals or colleagues. A great portion of the teachers indicated they lacked support of their school managers, which caused motivation lost. Hence, principals should be informed about how crucial PD is not only for the teachers but also for their organizations.

Extrinsic factors such as getting certificates or being paid for or after the process also cultivate teachers' willingness. For a part of the participants, PD opportunities were unaffordable. Teachers should be financially backed up to get rid of economic issues and certificates should be supplied at the end of the programs.

Time is another constraint for teachers' participation. Most of the participants could not involve in the process because of Ramadan. In addition, a significant portion of the teachers who were eager to join the online sessions changed their minds because of other activities or projects coinciding with the study in terms of timing. Consequently, a proper time should be chosen enabling teachers to determine the period.

6.3. Suggestions for Further Studies

This study was limited to online sessions which were held once a week and lasted seven weeks because of the earthquake hit Turkiye seriously. The researcher had no chance to discuss how the participants applied the activities in their classes and to give feedback on the practices at the end- which is integral part of peer-coaching process- as the process carried out online. Even if the sessions had a significant impact on teachers' professional growth, classroom interactions and implementations, face to face studies are recommended to obtain better results. Besides, qualitative data were collected through weekly and overall reflections as well as interviews but they were based on teachers' statements. Classroom observations could be carried out to investigate deeply the efficacy of the program on teachers' professional growth. Interviews could be held with the students, too, to reveal whether the new applications make a difference in their learning and participation rate. Furthermore, the study was limited with 12 volunteer participants. More inclusive studies could be performed in order to draw more general conclusions. Additionally, studies designed with experimental method are advised to see the difference between the control group and experimental group. Another point is that this study was conducted in a limited time period, for seven weeks. Thus, longitudinal studies are recommended to see the efficacy of the peer-coached activities on teachers' PD and student outcomes in the long period.

In the light of these suggestions, it is thought that this study will inspire further research studies and be beneficial for stakeholders and program makers in terms of more comprehensive programs.

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APPENDICES

Appendix 1. “OECD Teaching and Learning International Survey” (TALIS)

Background Information

Gender:

Your age:

Education level:

Teaching experience:

Graduated Department (for Bachelor degree)

School level you work: Primary School Secondary School High School

Your City:

Professional Development

1. During the last 18 months, did you participate in any of the following kinds of professional development activities, and what was the impact of these activities on your development as a teacher? For each question below, please mark one choice in part (A). If you answer ‘Yes’ in part (A) then please mark one choice in part (B) to indicate how much impact it had upon your development as a teacher.

	(A) Participation		(B) Impact			
	Yes	No	No impact	A small impact	A moderate impact	A large impact
a) Courses/workshops (e.g. on subject matter or methods and/or other education-related topics)	☐ ₁	☐ ₂	☐ ₁	☐ ₂	☐ ₃	☐ ₄
b) Education conferences or seminars (where teachers and/or researchers present their research results and discuss educational problems)	☐ ₁	☐ ₂	☐ ₁	☐ ₂	☐ ₃	☐ ₄
c) Qualification programme (e.g. a degree programme)	☐ ₁	☐ ₂	☐ ₁	☐ ₂	☐ ₃	☐ ₄
d) Observation visits to other schools	☐ ₁	☐ ₂	☐ ₁	☐ ₂	☐ ₃	☐ ₄
e) Participation in a network of teachers formed specifically for the professional development of teachers	☐ ₁	☐ ₂	☐ ₁	☐ ₂	☐ ₃	☐ ₄
f) Individual or collaborative research on a topic of interest to you professionally	☐ ₁	☐ ₂	☐ ₁	☐ ₂	☐ ₃	☐ ₄
g) Mentoring and/or peer observation and coaching, as part of a formal school arrangement	☐ ₁	☐ ₂	☐ ₁	☐ ₂	☐ ₃	☐ ₄

2. In all, how many days of professional development did you attend during the last 18 months?

Please round to whole days. Write 0 (zero) if none.

Days

3. Of these, how many days were compulsory for you to attend as part of your job as a teacher?

Please round to whole days. Write 0 (zero) if none.

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Days

If you answered "0" please go to question 6.

4. For the professional development in which you participated in the last 18 months, did you receive scheduled time for undertaking the professional development that took place during regular work hours?

Please mark one choice.

- ☐₁ Yes
- ☐₂ No
- ☐₃ Did not take place during regular work hours

5. For the professional development in which you participated in the last 18 months, did you receive a salary supplement for undertaking the professional development activities that took place outside regular work hours?

Please mark one choice.

- ☐₁ Yes
- ☐₂ No
- ☐₃ Did not take place outside of regular work hours

6. Thinking about less formal professional development, during the last 18 months, did you participate in any of the following activities, and what was the impact of these activities on your development as a teacher? For each question below, please mark one choice in part (A). If you answer 'Yes' in part (A) then please mark one choice in part (B) to indicate how much impact it had upon your development as a teacher.

	(A) Participation		(B) Impact			
	Yes	No	No impact	A small impact	A moderate impact	A large impact
a) Reading professional literature (e.g. journals, evidence-based papers, thesis papers)	☐ ₁	☐ ₂	☐ ₁	☐ ₂	☐ ₃	☐ ₄
b) Engaging in informal dialogue with your colleagues on how to improve your teaching	☐ ₁	☐ ₂	☐ ₁	☐ ₂	☐ ₃	☐ ₄

7. Thinking of your own professional development needs, please indicate the extent to which you have such needs in each of the areas listed.

	No need at all	Low level of need	Moderate level of need	High level of need
a) Content and performance standards in my main subject field(s)	☐ ₁	☐ ₂	☐ ₃	☐ ₄
b) Student assessment practices	☐ ₁	☐ ₂	☐ ₃	☐ ₄
c) Classroom management	☐ ₁	☐ ₂	☐ ₃	☐ ₄
d) Knowledge and understanding of my main subject field(s)	☐ ₁	☐ ₂	☐ ₃	☐ ₄
e) Knowledge and understanding of instructional practices (knowledge mediation) in my main subject field(s)	☐ ₁	☐ ₂	☐ ₃	☐ ₄
f) ICT skills for teaching	☐ ₁	☐ ₂	☐ ₃	☐ ₄
g) Teaching students with special learning needs	☐ ₁	☐ ₂	☐ ₃	☐ ₄
h) Student discipline and behaviour problems	☐ ₁	☐ ₂	☐ ₃	☐ ₄
i) School management and administration	☐ ₁	☐ ₂	☐ ₃	☐ ₄
j) Teaching in a multicultural setting	☐ ₁	☐ ₂	☐ ₃	☐ ₄
k) Student counselling	☐ ₁	☐ ₂	☐ ₃	☐ ₄

8. In the last 18 months, did you want to participate in more professional development than you did?

☐₁ Yes

☐₂ No

9. If 'Yes' in the previous question, which of the following reasons best explain what prevented you from participating in more professional development than you did?

Please mark as many choices as appropriate.

☐₁ I did not have the pre-requisites (e.g. qualifications, experience, seniority).

☐₁ Professional development was too expensive/I could not afford it.

☐₁ There was a lack of employer support

☐₁ Professional development conflicted with my work schedule.

☐₁ I didn't have time because of family responsibilities.

☐₁ There was no suitable professional development offered.

☐₁ Other (please specify):

Appendix 2. Online Session Plans

WEEK 1: LISTENING

Subtopic: Common problems and possible solutions to teach listening more effectively

Outcomes:

1. Ps will have discussed common problems about listening practices in class
2. Ps will have come up with and shared possible solutions for listening with the other participants
3. Ps will have analysed additional solutions and strategies
4. Ps will have selected two strategies/techniques they want to use and plan how to apply in their classrooms

TIME: 40 Min



Stage	Procedure	Interaction patterns	Time
Warmer	Ice breaker: MY PERSONAL STAR The peer-coach (PC) shows a star to the Ps including numbers on each point, representing a piece of information about herself. She asks the Ps to find out what those numbers mean. She asks the participants to think and draw a star about themselves. She divides the class into groups and sends them into breakout-rooms. They try to find out each other's personal star numbers' mean and note down the most interesting things they have learnt PC asks participants about the most interesting things they have heard	PC-Ps Ps-Ps Ps-F	3 min 5 min 2 min
Introduction to Peer-Coaching	Introduction Peer-coach introduces herself first. Clarifies her role in the classroom - Asks what Peer-coaching means and elicits the answers - Talks about the aims of the sessions in short The idea of a peer-coaching is that a group of teachers meet up to learn as a result of co-operation, through sharing ideas and experiences and working together to solve common problems. These sessions aim to talk, share and solve common problems, which will improve students' learnings and classroom teachings in turn.	PC-Ps Ps -PC PC-Ps	3 min

	Lead-in: CHOOSE THE SIDE (AGREE-DISAGREE-NOT SURE) Pc requests the Ps to prepare three circles in red, green and yellow (traffic sign assessment technique). She gives instructions -I will read out some sentences. I want you to raise sign red, green or yellow according to your idea. -Red means disagreement, green means agreement and yellow means that you are not sure Pc reads aloud the sentences. Ps raises a sign in line with their ideas	P5-Pc Whole Class	5 min
Engage and Share	Listening problems and Possible solutions Pc asks Ps what are the listening problems in their classes. Ps discuss common problems for their classes. She notes down the ideas She sends them to breakout rooms to discuss how can solve those problems They discuss the solutions as whole class Classifying (10 mins) Pc show some possible solutions for listening. She gives the instructions before the activity. Here are some solutions for listening problems in the class. Read them and put the sentences into correct group. Ps do the classifying activity on their own for 2 min. Pc divides the class into groups sending them into breakout rooms Ps discuss their answers as a group The Pc and Ps check the answers all together	Whole class Individual P5-Ps Whole class	2 min 3 min 3 min 2 min 2 min 5 min 3 min
Reflect and Evaluate	She thanks teachers for attending. The pc asks three questions: - Choose two solutions you would like to apply in your classroom. Explain your reasons - How do you think this session will affect your classroom practices? - She shares a padlet link for the reflection	P5 -Pc	2 minutes

	She tells teachers that she will send a reminder on the whatsapp group about 1 week before the next meeting. She reminds them they will get a certificate after all sessions are finished.		
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TOPIC: SPEAKING

Subtopic: Error Correction

Outcomes:

1. Ps will have discussed common errors in speaking practices
2. Ps will have known some speaking correction techniques
3. Ps will have practiced some speaking correction techniques
4. Ps will have paid attention to the pronunciation and accuracy
5. Ps will have selected two strategies/techniques they want to apply in their classrooms

TIME: 40 Min

Stage	Procedure	Interaction patterns	Time
Warmer	Ice breaker: Two truths and a lie The facilitator writes two true and one wrong sentences about herself. She asks the participants to find out the lie She asks the participants to think and write two correct one false sentences about themselves. She divides the class into groups and sends them into breakout-rooms They try to find out the lies and note down the most interesting things they have learnt PC asks Ps about the most interesting things they have heard	PC-Ps Ps-Ps Ps-F	3 min 5 min 2 min
	Warmer: How do you feel about speaking? Pc shows a picture with monkeys and asks the Ps "How do they feel about their knowledge of speaking correction techniques?"	PC-Ps Ps -PC PC-Ps	3 min

Lead-in	Lead-in: TRUE or FALSE PC presents some sentences on PPT. She gives the instruction for the T/F activity. -Look at the sentences on the screen and think if they are TRUE or FALSE for a minute -Now, discuss the sentences within your groups (2 min) She divides the Ps into groups by sending them into breakout rooms They check the answers as whole class (2 min)	Ps-Pc Whole Class	5 min
Engage and Share	Speaking correction techniques PC asks Ps "Which techniques do they adopt for correcting speaking mistakes?" She introduces some techniques to correct students speaking errors PC introduces some sentences with speech errors. She asks them to identify and decide which techniques they could use to correct the mistakes. She gives a minute to Ps to think individually. She sends them to breakout rooms to discuss which techniques they should adopt to fix the errors. They discuss the solutions as whole class Paper-slide activity PC introduces paper slide-activity. She gives instructions for the activity -Choose a speaking correction technique -Research the topic -Write a script (four or five short sentences) -Draw your slides related to the technique -Film it -Share your video on padlet link	Whole class PC-Ps Individual Ps-Ps Whole class	1 min 2 min 1 min 2 min 2 min 2 min 10 min

Reflect and Evaluate	She thanks teachers for attending. The pc asks three questions: - Choose two techniques you would like to apply in your classroom. Explain your reasons - How do you think this session will affect your classroom practices? - Write your opinions on padlet	Ps -Pc	2 minutes

TOPIC: READING

Subtopic: Preparing Pre-Post-While activities

Outcomes:

1. Ps will have considered on ideas for pre-while and post activities for reading
2. Ps will have come up with ideas how to implement pre-while-post reading tasks in the classrooms
3. Ps will have adapted 'course books' reading activities for pre-while or post reading tasks
4. Ps will have chosen two ideas they want to perform in their classrooms

TIME: 40 Min

Stage	Procedure	Interaction patterns	Time
Warmer	Ice breaker: Silent Identification The peer-coach (PC) shows three pictures representing her. She asks the Ps how they describe her by looking at the pictures. She asks the participants to think and draw two pictures about themselves. They will define each other through the pictures. She divides the class into groups and sends them into breakout-rooms. Pc asks how they felt during the activity? What was good or bad?	PC-Ps	2 min
		Ps-Ps	5 min
		Ps-F	2 min
Warmer	Peer-coach checks Ps prior knowledge on pre-while-post activities. She asks: - What are pre-while-post activities? - Is it important to implement pre-while-post activities in the class? Why? - Do you cover pre-while-post activities in the class even if they are not included in the unit?	PC-Ps Ps –PC PC-Ps	3 min

	Lead-in: FILL IN THE CHART PC shares an empty chart related to pre-gist-detailed-post reading activities. She presents some tasks for pre-gist-detailed and post activities on PPT. Ps are asked to fill in the chart with the tasks. -Read the tasks on the screen and decide whether they are pre-gist-detailed or post reading tasks. One option may go to more than one group. Fill in the chart individually (2 min) - Now, discuss your answers within your groups. PC transfers the Ps into breakout rooms (2 min) They will discuss and check the answers as whole class	Ps-Pc 1 min Individually 2 min Ps-Ps 2min Whole Class 2 min
Engage and Share	Discussion: Possible activities for pre-gist-detailed-post reading PC divides the class into four as pre, gist, detailed, post. Each group will have one title to discuss. They will discuss and find out activities for pre, gist, detailed, post reading activities. She sends the Ps to breakout rooms again (4 min) They share their ideas with the rest of the class (2 min) Implementation PC divides the group into four again. She shares a text taken from Turkish MoNE, English course books. She asks the Ps to prepare pre-gist-detailed and post activities for the reading texts. Also, they will differentiate the tasks according to strong and weak students. They will present the activities to the rest of the class	Ps-Ps 4 min Whole class 2 min 10 min 5 min

Reflect and Evaluate	She thanks teachers for attending. The Pc reminds that they will write a reflection on padlet. She shares the padlet link - How do you think this session will affect your classroom practices? She reminds them they will get a certificate after all sessions are finished.	Ps -Pc		2 minutes

TOPIC: WRITING

Subtopic: Approaches to writing

Outcomes:

1. Ps will have been familiar with different approaches to writing
2. Ps will have discussed features of different approaches for writing
3. Ps will have analysed features of different approaches for writing
4. Ps will have selected two strategies/techniques they want to use in their classrooms

TIME: 40 Min

Stage	Procedure	Interaction patterns	Time
Warmer	Ice breaker: SNACK WRITING The peer-coach (PC) shows some pictures to the Ps and requests them to write sentences for those pictures. She presents some sentences to the Ps and asks them to draw pictures for those sentences. - What is the name of the activity? (snack writing) She elicits their answers	PC-Ps	5 min
	Lead in: DISCUSSION PC asks some questions to Ps about writing. - How do you feel about writing in class? - How often do you do it? - How do you do it? - How do you your students feel about writing?	PC- Ps	3 min

	She divides the class into groups and sends them to breakout rooms. They are supposed to discuss the questions as a group After discussion a spokesperson from each group expresses the group ideas to the rest of the class	Ps-PC Whole Class	2 min
Engage and Share	Introduction to writing approaches PC introduces steps of process and product writing in a scrambled way. She asks the Ps to put the sentences in order. First, they do the activity individually. She transfers them to the smaller groups later. PC and Ps check the answers together Classifying PC requests Ps to prepare some cards with three different colours (Multiple choice card technique). Blue for product writing, green for process writing and yellow for snack writing. PC reads out some sentences about writing approaches. Ps are supposed to raise a coloured card according to their opinions. Web.2 tools for writing PC illustrates some web.2 tools for writing: storybird, google forms, canva and padlet. She asks: - Have you ever used one of these web.2 tools in your classes for writing? She divides the class into four groups and sends them to breakout rooms. Each group will have a topic for studying. They will discuss how to use those tools for product, process or snack writing in the class. They will share their ideas with the rest of the class.	Ps-Ps Whole class Whole class Ps -Ps Ps- Ps	3 min 2 min 10 min 10 min 5 min
Reflect and Evaluate	She thanks teachers for attending. The PC asks Ps to write a reflection on:	Ps -PC	2 minutes

	- What idea/approach about writing do you think would be most useful for your classes? Why? - What are the contributions of this session to your teaching practices/professional development? She reminds them they will get a certificate after all sessions are finished.		
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TOPIC: GRAMMER

Subtopic: Teaching grammar (freer, guided, controlled activities)

Outcomes:

1. Ps will have been familiar with different approaches for grammar
2. Ps will have practiced different approaches for grammar
3. Ps will have selected two strategies/techniques they want to use in their classrooms

TIME: 40 Min

Stage	Procedure	Interaction patterns	Time
Warmer	SENTENCE ORDERING The peer-coach presents a scrambled sentence to the Ps and asks them to unscramble the sentence. <i>"Grammar is the way that words change their forms and combine with other words to make sentences"</i>	PC-Ps	5 min
Lead in	Discussion Pc asks if Ps agree or disagree to that definition. Elicits Ps' responses She shows two sample sentences. <i>"The cat drank the milk"</i> <i>"The milk drank the cat"</i> - Which one is more important: just making up grammatically correct sentences or making up meaningful sentences? Ps explain their ideas		2 min 3 min

Engage and Share	Different approaches for teaching grammar Jigsaw PC separates the class into three groups. Each group will study on one topic either freer, controlled or guided activities for teaching grammar. They will research the topic and discuss advantages & disadvantages of the approach within their groups. Each group will share information about their topic and advantages & disadvantages of the approach. Other Ps will fill a chart about advantages & disadvantages of the approaches. Practice Pc divides the class into groups again. She shares some sample activities with the groups and asks them to find out which activities are controlled, which ones are guided and which practices are freer. The PC and Ps check the answers all together	Group work Whole class Group work Whole class	10 min 5 min 10 min 5 min
Reflect and Evaluate	She thanks teachers for attending. The PC asks Ps to write a reflection on: - What are the contributions of this session to your teaching practices/professional development? She reminds them they will get a certificate after all sessions are finished.	Pc-Ps	2 minutes

TOPIC: VOCABULARY

Subtopic: Teaching vocabulary (vocabulary instruction tips)

Outcomes:

1. Ps will have been familiar with some vocabulary instruction tips
2. Ps will have practiced vocabulary instruction tips
3. Ps will have analysed vocabulary activities
4. Ps will have selected two strategies/techniques they want to apply in their classrooms

TIME: 40 Min

Stage	Procedure	Interaction patterns	Time
Warmer	Ice breaker: Hidden words PC shows some pictures with hidden words and asks the participants to find out the disguised words.	PC-Ps	5 min
	Lead-in: collocation matching PC requests the Ps to match the collocations with their pairs. They do the activity individually first. They will check their answers within their groups. PC and Ps check the answers as whole class. 1. Food product 2. Catch a cold 3. Keep the change 4. Go bankrupt 5. Behind time 6. Flourish a relationship	Individually Ps –Ps Whole Class	5 min

TOPIC: ASSESSMENT

Subtopic: Formative&summative assesment

Outcomes:

1. Ps will have identified the differences of summative and formative assessment tools
2. Ps will have discussed discuss 2 different formative assessment tools
3. Ps will have adapted 2 different formative assessment tools according to the context
4. Ps will have selected ideas/approaches they want to use in their classrooms

TIME: 40 Min

Stage	Procedure	Interaction patterns	Time
Warmer	Ice breaker: Creating a short text The peer-coach (PC) divides the class into groups. She gives them a sentence: "She woke up in her pink panther pictured-pyjamas". Ps will write a short text (five or six sentences) ending with the sentence. Ps read out their texts. At the end of the activity, Ps rate for the texts.	PC-Ps Whole class	10 min
	Online hang man PC and Ps play hang man game. Ps are supposed to find "ASSESSMENT"	PC-Ps	5 min
Engage and Share	Categorization Activity: PC hands out a chart to Ps. She shares some sentences about summative and formative assessment. The sentences are mixed. Ps are asked to categorize the features under correct titles.	Individual	3 min

	They do the activity individually They discuss and check the answers in their groups They check the answers Discussion Pc shares some pictures of formative assessment tools and asks if they use any of these formative assessment tools. Jigsaw PC divides the Ps into four groups. Each group will have a formative assessment technique. They will study on the tool and write down advantages/disadvantages of the technique. Each group chose a spokesperson. S/he gives information about the tool and how to apply in the class. Also, s/he talks about the pros and cons of the tool. The rest of the class listen to the spokesperson and fill in their charts. They can add more ideas at the end of the activity.	Ps-Ps Whole class Whole class Ps-Ps Ps-Ps	2 min 2 min 3 min 10 min 5 min
	Reflect and Evaluate	Ps -Pc	2 minutes
	She thanks teachers for attending. The PC padlet link for the reflection and asks the Ps to write reflection about two questions: - Choose two techniques/activities you would like to apply in your classroom. Explain your reasons - How do you think these sessions have affected your professional development in terms of classroom practices, classroom interaction and overall PD practices?		

Appendix 3. Interview Questions

Interview questions for reluctant ones
1. While filling the Google form you stated that you do not want to participate in the sessions. Can you share your reasons?
2. What motivates you to attend any PD activities if you are in need of them?
3. How do you observe yourself before-while and after attending PD activities? Describe your feelings/desires/motivations/expectations/satisfactions briefly.
4. Do you believe in the importance of sharing the experience you have in PD sessions? Why/ Why not?
5. Where/With whom/How do you share your experiences? (Student(s), colleague(s), anyone?)
6. Do you have any suggestions and/or expectations for future PD activities?

Interview questions for the ones who changed opinions
1. While filling the Google form you stated that you wanted to participate in the sessions but you didn't. Can you share your reasons? What kept you away from joining the sessions?
2. What motivates you to attend any PD activities if you are in need of them?
3. How do you observe yourself before-while and after attending PD activities? Describe your feelings/desires/motivations/expectations/satisfactions briefly.
4. Do you believe in the importance of sharing the experience you have in PD sessions? Why/ Why not?
5. Where/With whom/How do you share your experiences? (Student(s), colleague(s), anyone?)
6. Do you have any suggestions and/or expectations for future PD activities?

Interview questions for the ones who quitted
1. While filling the Google form you stated that you wanted to participate in the sessions, but you quitted after the first session. Can you share your reasons?
2. What motivates you to attend any PD activities if you are in need of them?
3. How do you observe yourself before-while and after attending PD activities? Describe your feelings/desires/motivations/expectations/satisfactions briefly.
4. Do you believe in the importance of sharing the experience you have in PD sessions? Why/ Why not?
5. Where/With whom/How do you share your experiences? (Student(s), colleague(s), anyone?)
6. Do you have any suggestions and/or expectations for future PD activities?

Interview questions for volunteers
1. While filling the Google form you stated that you wanted to participate in the sessions, and you did. Can you share your reasons before attending the PD sessions? What motivated you to join the sessions?
2.What motivates you to attend any PD activities if you are in need of them?
3. How do you observe yourself before-while and after attending PD activities? Describe your feelings/desires/motivations/expectations/satisfactions briefly.
4.Do you believe in the importance of sharing the experience you have in PD sessions? Why/ Why not?
5.Where/With whom/How do you share your experiences? (Student(s), colleague(s), anyone?
6. Do you have any suggestions and/or expectations for future PD activities?

Appendix 4. Expert View Form (Online Session Plans)

Assessment Form for Peer-Coached Sessions of Course Planning Trainings

Dear Sir,

I am a master student at Amasya University ELT Department. My thesis is on “Continuing Professional Development of EFL teachers under the influence of reflections from peer-coached course planning trainings” supervised by Assoc. Prof. Dr. Ayfer SU BERGİL. Within the scope of the study seven different online sessions will be held by the peer-coach (in this study, me as a part of Englishtogether project run by Turkish MoNE, Sabancı Foundation and British Council and as the researcher). Each of the sessions is established on a sub-category of teaching four skills, grammar and vocabulary as well as assessment. For each title, a different sub-topic is determined as they are interrelated. The sessions will be held online for forty minutes, approximately. Plans for the sessions have been attached. Yet I need your opinions as an expert to apply the plans and to grant the ethics committee approval. Would you mind examining the plans and sharing your opinions? You can use the chart below for assessment. The chart consists of four parts. In the first column, topics of the sessions are given. The sessions are divided into three main process as warm-up, engage & share and reflection & evaluation. I request you to read the plans and evaluate each process from 1 to 5. 1 is the lowest and 5 is the highest point. Would you mind adding your opinions to the last column- if you have any? If you have any questions-or more information, feel free to contact me. My contact information: 5435149222-ocukurlu.01@gmail.com

Özlem ÇUKURLU AYDIN

English Teacher

Sessions	Parts	Rate (please put a ✓ under the point)					Your ideas (if you have any)
LISTENING	Warm-up	1	2	3	4	5	
	Engage & Share	1	2	3	4	5	
	Reflection and Evaluation	1	2	3	4	5	
SPEAKING	Warm-up	1	2	3	4	5	

	Engage & Share	1	2	3	4	5		
	Reflection and Evaluation	1	2	3	4	5		
READING	Warm-up	1	2	3	4	5		
	Engage & Share	1	2	3	4	5		
	Reflection and Evaluation	1	2	3	4	5		
WRITING	Warm-up	1	2	3	4	5		
	Engage & Share	1	2	3	4	5		
	Reflection and Evaluation	1	2	3	4	5		
GRAMMAR	Warm-up	1	2	3	4	5		
	Engage & Share	1	2	3	4	5		
	Reflection and Evaluation	1	2	3	4	5		
VOCABULARY	Warm-up	1	2	3	4	5		
	Engage & Share	1	2	3	4	5		
	Reflection and Evaluation	1	2	3	4	5		
ASSESSMENT	Warm-up	1	2	3	4	5		
	Engage & Share	1	2	3	4	5		

	Reflection and Evaluation	1	2	3	4	5		



Appendix 5. Expert View Form (Interview Questions)

Dear Sir,

I am a master student at Amasya University ELT Department. My thesis is on “Continuing Professional Development of EFL teachers under the influence of reflections from peer-coached course planning trainings” supervised by Assoc. Prof. Dr. Ayfer SU BERGİL. Within the scope of the study seven different online sessions will be held by the peer-coach (in this study, me as a part of Englishtogether project run by Turkish MoNE, Sabancı Foundation and British Council and as the researcher). Before the sessions, a google form on professional development of English Teachers developed by OECD was conducted on 104 participants and they were asked to whether they would like to join those sessions or not. More than half of the participants were volunteer to take part in the sessions yet the rest of them were reluctant. In order to deepen my study, I would like to do interviews with some of those participants as reluctant ones, volunteers, the ones that quitted the study and the ones who changed their opinions. We, me and my supervisor, prepared some questions to learn those participants’ ideas in detail. Yet I need your opinions as an expert for these questions if they are suitable or not. I request you to read the interview questions rate each one from 1 to 5. 1 is the lowest and 5 is the highest point. Would you mind adding your opinions to the last column- if you have any. If you have any questions-or more information, feel free to contact me.

My contact information:

Thank you for your support and time

Özlem ÇUKURLU AYDIN

Interview questions for reluctant ones	Rate (please put a ✓ under the point)					Your ideas (if you have any)
1. While filling the Google form you stated that you do not want to participate in the sessions. Can you share your reasons?	1	2	3	4	5	
2.What motivates you to attend any PD activities if you are in need of them?	1	2	3	4	5	
3. How do you observe yourself before-while and post attending PD activities? Describe your feelings/desires/motivations/expectations/satisfactions briefly.	1	2	3	4	5	
4.Do you believe in the importance of sharing the experience you have in PD sessions? Why/ Why not?	1	2	3	4	5	
5.Where/With whom/How do you share your experiences? (Student(s), colleague(s), anyone?	1	2	3	4	5	
6.Do you have any suggestions for future PD activities? What are your expectations?	1	2	3	4	5	

Interview questions for the ones who changed opinions	Rate (please put a ✓ under the point)	Your ideas (if you have any)										
1.While filling the Google form you stated that you wanted to participate in the sessions but you didn't. Can you share your reasons? What kept you away from joining the sessions?	<table border="1"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td></td><td></td><td></td><td></td><td></td></tr> </table>	1	2	3	4	5						
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2.What motivates you to attend any PD activities if you are in need of them?	<table border="1"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td></td><td></td><td></td><td></td><td></td></tr> </table>	1	2	3	4	5						
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5.Where/With whom/How do you share your experiences? (Student(s), colleague(s), anyone?)	<table border="1"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td></td><td></td><td></td><td></td><td></td></tr> </table>	1	2	3	4	5						
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6.Do you have any suggestions for future PD activities? What are your expectations?	<table border="1"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td></td><td></td><td></td><td></td><td></td></tr> </table>	1	2	3	4	5						
1	2	3	4	5								

Interview questions for the ones who quitted	Rate (please put a ✓ under the point)	Your ideas (if you have any)										
1.While filling the Google form you stated that you wanted to participate in the sessions, but you quitted after the first session. Can you share your reasons?	<table border="1"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td></td><td></td><td></td><td></td><td></td></tr> </table>	1	2	3	4	5						
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2.What motivates you to attend any PD activities if you are in need of them?	<table border="1"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td></td><td></td><td></td><td></td><td></td></tr> </table>	1	2	3	4	5						
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3. How do you observe yourself before-while and post attending PD activities? Describe your feelings/desires/motivations/expectations/satisfactions briefly.	<table border="1"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td></td><td></td><td></td><td></td><td></td></tr> </table>	1	2	3	4	5						
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5.Where/With whom/How do you share your experiences? (Student(s), colleague(s), anyone?)	<table border="1"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td></td><td></td><td></td><td></td><td></td></tr> </table>	1	2	3	4	5						
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1	2	3	4	5								

Interview questions for volunteers	Rate (please put a ✓ under the point)	Your ideas (if you have any)										
1. While filling the Google form you stated that you wanted to participate in the sessions, and you did. Can you share your reasons before attending the PD sessions? What kept you joining the sessions?	<table border="1"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr> <td></td><td></td><td></td><td></td><td></td></tr> </table>	1	2	3	4	5						
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2.What motivates you to attend any PD activities if you are in need of them?	<table border="1"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr> <td></td><td></td><td></td><td></td><td></td></tr> </table>	1	2	3	4	5						
1	2	3	4	5								
3. How do you observe yourself before-while and post attending PD activities? Describe your feelings/desires/motivations/expectations/satisfactions briefly.	<table border="1"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr> <td></td><td></td><td></td><td></td><td></td></tr> </table>	1	2	3	4	5						
1	2	3	4	5								
4.Do you believe in the importance of sharing the experience you have in PD sessions? Why/ Why not?	<table border="1"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr> <td></td><td></td><td></td><td></td><td></td></tr> </table>	1	2	3	4	5						
1	2	3	4	5								
5.Where/With whom/How do you share your experiences? (Student(s), colleague(s), anyone?)	<table border="1"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr> <td></td><td></td><td></td><td></td><td></td></tr> </table>	1	2	3	4	5						
1	2	3	4	5								
6.Do you have any suggestions for future PD activities? What are your expectations?	<table border="1"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr> <td></td><td></td><td></td><td></td><td></td></tr> </table>	1	2	3	4	5						
1	2	3	4	5								

Appendix 6. Etik Kurul Onay Formu

Evrak Tarih ve Sayısı: 04.04.2023-124548



T.C.
AMASYA ÜNİVERSİTESİ
Bilim Etik Kurulu
Sosyal Bilimler Etik Kurulu

Sayı : E-30640013-108.01-124548
Konu : Etik Kurul Başvurusu

REKTÖRLÜK MAKAMINA
Sayın Doç. Dr. Ayfer SU BERGİL
Öğretim Üyesi

İlgi : 02.03.2023 tarihli ve 3792 sayılı yazı.

"Continuing Professional Development of EFL Teachers under the Influence of Reflections from Peer-Coached Course Planning Training / Akran Koçluğunda Ders Planlama Eğitimlerinden Yansımaların Etkisi Altında İngilizce Öğretmenlerinin Sürekli Mesleki Gelişimi" adlı araştırmanız Sosyal Bilimler Etik Kurulu tarafından bilimsel araştırma etiği yönünden incelendi ve değerlendirildi. Konu ile ilgili kurul görüşü ektedir.

Bilgilerinizi rica ederim.

Prof. Dr. Songül KEÇECİ KURT
Etik Kurul Başkanı

Ek:

- 1- Dr. Ayfer Su Bergil Başvuru Değerlendirme 3792 (1 Sayfa)
- 2- Etik kurul başvurusu (47 Sayfa)

Belge Doğrulama Kodu :BSNB209SPS Pin Kodu :94182

Belge Takip Adresi :
<https://turkiye.gov.tr/ebd?eK=5544&eD=BSNB209SPS&eS=124548>

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Bilgi için: Melike BAŞ
Unvanı: Etik Kurul Üyesi
Tel No: 1



	AMASYA ÜNİVERSİTESİ SOSYAL BİLİMLER ETİK KURUL DEĞERLENDİRME FORMU
---	---

Ek-1

Araştırmanın Başlığı: Continuing Professional Development of EFL Teachers under the Influence of Reflections from Peer-Coached Course Planning Training / Akran Koçluğunda Ders Planlama Eğitimlerinden Yansımaların Etkisi Altında İngilizce Öğretmenlerinin Sürekli Mesleki Gelişimi	
Başvuru Formunun Etik Kurula geldiği tarih	02.03.2023
Başvuru Formunun Etik Kurulda incelendiği tarih	31.03.2023
Karar tarihi	31.03.2023

SONUÇ

1.	☒ Kabul
2.	☐ Düzeltme gereklidir: Etik sorun olabilecek sorular/maddeler, süreçler ya da unsurlar bulunmaktadır. Açıklama:
3.	☐ Red Gerekçe, Görüş, Tavsiye ve Açıklamalar:

Başvuru dosyasının incelenmesinde hazır bulunan ve araştırmayla doğrudan veya dolaylı olarak ilişkisi bulunmayan Etik Kurul başkan ve üyelerinin ad,soyad ve imzaları.