

T. R.
GAZİANTEP UNIVERSITY
GRADUATE SCHOOL OF EDUCATIONAL SCIENCES
DEPARTMENT OF FOREIGN LANGUAGES TEACHING
ENGLISH LANGUAGE TEACHING PROGRAM

An Analysis of Lesson Observation through Peer-coaching in a Continuing Professional Development Program: Teachers' Perceptions of Professional Development, Efficiency and Feedback

Master of Arts Thesis

MEHMET SALİH YOĞUN

Gaziantep
June, 2020

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Supervisor: Assoc. Prof. Dr. Mehmet BARDAKÇI

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June, 2020

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Thesis Title : An Analysis of Lesson Observation through Peer-coaching in a Continuing Professional Development Program: Teachers' Perceptions of Professional Development, Efficiency and Feedback
Thesis Date : 10.06.2020

I certify that this thesis satisfies all the requirements as a thesis for the degree of Master of Arts.

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It is approved that this thesis has been written in compliance with the formatting rules laid down by the Graduate School Educational Sciences.

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RESEARCH ETHICS DECLARATION

The information contained here is, to the best of my knowledge and belief, accurate. I have read the University's current research ethics guidelines, and accept responsibility for the conduct of the procedures set out in the attached application in accordance with these guidelines, the University's policy on conflict of interest and any other condition laid down by the Gaziantep University Research Ethics Committee or its Sub-Committees. I have attempted to identify all the risks related to this research that may arise in conducting this research, and acknowledge my obligations and the rights of the participants.

I have declared any affiliation or financial interest in this research or its outcomes or any other circumstances which might present a perceived, potential or actual conflict of interest, in accordance with Gaziantep University policy on Conflicts of Interest.

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DEDICATION

To my lovely family.



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ÖZET

SÜREKLİ MESLEKİ GELİŞİM PROGRAMINDA AKRAN KOÇLUĞU YOLUYLA DERS GÖZLEMİNİN ANALİZİ: ÖĞRETMENLERİN MESLEKİ GELİŞİM ALGILARI, ETKİLİLİK VE GERİ BİLDİRİM

Yoğun, Mehmet Salih
Yüksek Lisans, İngiliz Dili Eğitimi
Tez Danışmanı: Doç. Dr. Mehmet BARDAKÇI
Haziran-2020, 110 sayfa

Öğretmenlerin sürekli mesleki gelişimi hem mesleki tatmin hem de öğrencilerin akademik gelişimleri açısından önemli faktörlerden bir tanesidir. Bu noktada profesyonel yaşamları boyunca öğretmenlerin kendi öğrenme süreçlerinden sorumlu olmalarının ve profesyonellik algılarını doğru yönlendirmelerinin belirlenen hedeflere ulaşılmasındaki ayırt edici rolü inkâr edilemez.

Bu bağlamda bu çalışmanın amacı öğretmenlerin sürekli mesleki gelişim algılarını ve akran koçluğunun mesleki gelişim konusundaki algılarını ne yönde etkilediğini belirlemektir. Çalışmanın amacı doğrultusunda nitel veri toplama yöntemi ve durum çalışması tasarımı kullanılmıştır. Bu çalışmaya bir vakıf üniversitesinin Yabancı Diller Yüksekokulu'nda görev alan 9'u kadın 7'si erkek olmak üzere toplam 16 öğretim görevlisi katılmıştır. Toplanan nitel veriler Creswell'in (2012) tümevarımsal içerik analizi yöntemi ile analiz edilmiştir.

Araştırma neticesinde ortaya çıkan bulgular akran koçluğu süreci öncesinde öğretmenlerin sürekli mesleki gelişimleri konusundaki algılarını 4 temel başlıkta ortaya koymaktadır. Bunlar (1) hayat boyu öğrenme, (2) güncelliğini korumak, (3) becerilerin gelişimi ve (4) ekip oluşturma süreci olarak sıralanmıştır. Uygulama sonrasında belirtilen algılara kendi kendini yönlendirme başlığı da eklenmiştir. Ayrıca akran koçluğu sürecinden sonra sürekli mesleki gelişimi güncelliğini korumak, becerilerin gelişimi ve ekip oluşturma süreci olarak algılayan katılımcıların sayısında artış gözlemlenirken hayat boyu öğrenme algısını belirten katılımcı sayısında değişiklik gözlemlenmemiştir. Algılar içerisinde en anlamlı değişim en yüksek artış oranıyla ekip oluşturma sürecinde gözlemlenirken bunu ikinci en yüksek artış oranıyla becerilerin gelişimi algısı takip etmiştir. Ayrıca elde edilen bulgulara göre katılımcıların büyük bir çoğunluğu akran koçluğunun mesleki gelişim süreçlerinde etkili olduğunu belirtmişlerdir.

Anahtar Kelimeler: Sürekli Mesleki Gelişim, Akran Koçluğu, Profesyonellik, Etkililik.

ABSTRACT

AN ANALYSIS OF LESSON OBSERVATION THROUGH PEER-COACHING IN A CONTINUING PROFESSIONAL DEVELOPMENT PROGRAM: TEACHERS' PERCEPTIONS OF PROFESSIONAL DEVELOPMENT, EFFICIENCY AND FEEDBACK

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Teachers' continuing professional development is one of the significant factors both in terms of their job satisfaction and students' academic progress. At this point, it cannot be denied that being responsible for their own learning process during their professional life and managing their perceptions in a proper way have determining roles in achieving the predetermined goals for teachers.

In this respect, the purpose of present study was to investigate the teachers' perceptions of continuing professional development and observe to what extend peer-coaching effects their perceptions of professional development. A qualitative research case study design was applied for the present study in accordance with its purpose. 16 instructors (9 female and 6 male) working at the School of Foreign Languages in a private university took part in this study as participants. Collected data was analyzed with Creswell's (2012) inductive content analysis.

The findings reached as a result of the study revealed that teachers' perceptions of continuing professional development before peer-coaching process were categorized under four headings. They were (1) lifelong learning, (2) staying up to date, (3) skills development, and (4) team-building process. As a result of the peer-coaching process, a new concept as self-leadership emerged. It was also observed that while the number of participants perceiving the CPD as staying up to date, skills development and team-building process increased, the number of participants perceiving the CPD as lifelong learning remained the same. It was observed that the most meaningful change occurred in perceptions was team-building process with the highest increase followed by skills development with the second highest increase. Additionally, according to the findings, the majority of the participants stated that peer-coaching model was efficient on their professional development processes.

Keywords: Continuing Professional Development, Peer-coaching, Professionalism, Efficiency

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LIST OF ABBREVIATIONS

CPD: Continuing Professional Development

PD: Professional Development

EFL: English as a Foreign Language

SFL: School of Foreign Languages



CHAPTER I

INTRODUCTION

1.0. Presentation

This chapter provides information about the current study with regard to its statement of the problem, aims, research questions, significance, assumptions, and limitation.

1.1. Statement of the Problem

Learning to teach English is an incomplete and on-going process that requires teachers to update their pedagogical knowledge and improve their abilities of teaching and creating productive and meaningful environments to guide students for their learning processes. In order to provide the teachers with collaborative and effective settings, much focus has been oriented towards Continuing Professional Development (CPD) units thanks to the research conducted in this area. However, the convenient design and approaches of CPD haven't been studied adequately. In this respect, lesson observation creates great opportunities for teachers to identify and support their professional development (PD) needs which can mediate further understanding of their awareness of themselves and classroom facilities.

In view of the fact that most studies in the literature supported that the teachers' perception of PD, beliefs, initial-knowledge base and classroom facilities are main components to be considered while meditating such professional development units (Day, 1999; Clarke & Hollingsworth, 2002; Sowder, 2007; Zehetmeier & Krainer, 2011; Goldsmith, Doerr & Lewis, 2014). Opportunities for teacher professional development are vital for teachers both to improve themselves in order to better understand their capacity and competences and satisfy the needs of learners and the institutions they work for.

As stated by Richards (2017) the professional teaching environments comprise of teachers with different educational, cultural, social and socio-economic backgrounds experiencing at distinctive stages. Taking account of the fact that language teaching and learning process is an on-going process and the educational (curriculum, student needs, a new governmental teaching strategy) and technological changes effect this process, it is inevitable to be in need of involving in a well-organized professional development program which will support teachers' identity that plays crucial roles (Richards & Farrell, 2005). Teachers are required to respond well to the expectations occurring as a result of these changes and improvement observed in education-related areas. CPD units also give support to both institutions to reach their pre-determined goals and objectives and teachers to discover themselves and enhance their teaching abilities. That is how teachers can have better understanding of their learners and their own capacity (Bailey, 1992).

Lesson observation is a challenging procedure both for the observee and the observer. It is difficult for the observee because confronting with the feedback given by the observer and dealing with and overcoming undesired classroom activities are demanding. It is difficult for the observer because creating an environment in which meaningful and nonthreatening learning conditions are constituted. However, the teachers may not be objective towards their facilities and way of teaching in the classroom which makes it more crucial to have an observer as a source of data collection in order to determine the points to be changed and the points seen as strengths (Richard, 2017). Therefore, lesson observation creates a great opportunity for both the observer and the observee for a mutual learning environment which can be supported through involving in a CPD program designed by taking teachers' development needs into consideration.

Richards and Farrell (2005) pointed out that the studies conducted on professional development attach importance on facilities such as action research, peer observation and journal writings. However, they haven't focused on hands-on and functional activities that can empower teachers' abilities to create more meaningful and productive learning environment for their learners. The teachers require the techniques and in class activities that they can easily apply and get maximum amount of gains out of them rather than receiving theoretical knowledge. In addition, Crandall and Miller (2013) stated that the studies generally focus on

professional development programs shaped according to the needs of institutions rather than each individual teacher's needs. The current study will meet the deficits stated by involving the teachers' perception and needs in the process helping them become more aware of themselves and their learners as well. As Murphey (2000) stated being a better professional and learning how to teach better depend on how actively teachers involve in decision making process of such professional development programs.

1.2. The Aim of the Study

Considering that there is no perfect match between each individual teacher's needs and any teacher development system, the designed CPD unit should supply a variety of tools to ensure that these needs are satisfied as effective as possible which require good planning and engagement of the teachers. In order to fulfill this objective, teacher development system should take teachers' needs, perception of professional development, and feedback into consideration. In this respect, the purpose of this thesis is to identify the importance of the establishment of a CPD unit designed to foster self-reflection and self-evaluation of teaching facilities through lesson observation and peer-coaching. It also aims to raise teachers' awareness and understanding the nature of classroom learning and teaching processes and encourage for further discovery of their capacities. Finally, it sets a target to contribute scientifically in the field of language teaching process.

1.3. The Statement of Research Questions

The present thesis study seeks to address this special issue by attempting to answer the following questions:

Research Question 1. How do EFL teachers perceive continuing professional development before the peer-coaching process?

Research Question 2. How do EFL teachers perceive continuing professional development after the peer-coaching process?

Research Question 3. What do EFL teachers think about the efficiency of the peer-coaching?

1.4. The Significance of the Study

The significance of the current study is its attempt in creating an awareness for the language teachers of the effectiveness of being observed in a CPD program in order to enhance their professional identity to provide learners with more productive and meaningful environments to achieve predetermined objectives and aims. The offered design for the CPD program may serve as a good model for other educational institutions and play to language teachers' strengths by encouraging them to identify their crucial identity roles in learning and teaching processes.

Considering the possible positive outcomes of the research, the study will serve as an important source of the knowledge and contribute in promoting language learning process which is a target desired by all stakeholders. In addition, thanks to the developmental opportunities provided for the teachers, the reflection will directly be observed as students' learning achievement since such trainings may result in better learning settings for them. Similarly, this model may help the managers at schools reach their objectives and become more aware of the importance of such professional development events organized within the institutions.

Furthermore, this research may encourage teachers to take more responsibility in their professional development and involve in both the process of identification of issues to be considered while designing an appropriate CPD program to meet teachers' needs and expectations and the process of decision making as the main component of such training programs is the individual teacher.

Being involved in such observations and trainings could also ensure that the educational institutions aim at regular self-evaluation, sustainable pedagogical development and quality assurance which appeal both students and the society. Thanks to the model designed in the research, both the teachers and the institutions might have a quality cycle for both the educational service offered to the students and the teachers with respect to their professional development journey. Considering the fact that this journey involves lifelong learnings, this thesis will shed light on an important area which is the professional development process of language teachers.

1.5. Assumptions

The following assumptions were made for the purpose of the study:

The participants of the study are thought to provide accurate information related to the data collection tools used at the beginning of the study with the open-ended question and at the end of the study with a reflective paper.

It was assumed that the study was conducted in a comfortable environment to clear away the anxiety of the participants so that they did not hesitate to attend the study. They were given an option not to attend the study. They were informed that they could reject to attend the study or leave it if they didn't want to go on.

1.6. Limitation

In our study, one limitation can be stated:

The only limitation is that the study was conducted in one university. This study could be applied in some other universities as well in order to gather more data. Therefore, the findings cannot be generalized for other higher education institutions.

1.7. Definition of Key Terms

Professionalism: Professionalism is defined as “an ideal to which individuals and occupational groups aspire, in order to distinguish themselves from other workers” (Pratte & Rury, 1991, p 60).

Continuing Professional Development: Echeverri-Sucerquia, Arias, and Gómez (2014) have clarified that the concept of continuing professional development is not only related to acquiring new knowledge and skill or implementing the best practices in the classroom but also an improvement of better understanding of himself of herself as a teacher and realizing the environment.

Teacher Development: Richards and Farrell (2005) define teacher development as “general growth not focused on a specific job [and] serves a longer-term goal” (p. 4) that requires teachers to deal with more complex and challenging teaching practices.

Coaching: Whitmore (2009, p. 10) has described the concept as “coaching is unlocking people's potential to maximize their own performance”.

Peer-Coaching: Peer-coaching is defined as a way to learn from each other in a collaborative way (Lieberman, 1995; Murray, 2010), also as a way to “affirm one's

own practices”, or “learn new strategies from feedback” (Graham & Oliver, 2012, p. 6).



CHAPTER II

LITERATURE REVIEW

2.0. Presentation

This chapter discusses the concepts such as professionalism, language teacher professionalism, continuing professional development, coaching and lesson observation in detail with an overview of previous studies related to the topics stated above. It also reveals the review of the literature regarding the peer-coaching process.

2.1. Professionalism

Teacher education programs that are planned and applied in educational contexts aim to provide teachers with the required knowledge and abilities to satisfy the learners' needs and enhance their teaching skills. It is vital for the teachers, as the agents of their own academic career paths, to be actively involved in such challenging professional development events and locate themselves in the centre of the processes as professional practitioners. The way they describe the concept of professionalism and the steps that need to be taken to gain the characteristics of the term professionalism should be the major issues of teacher training programs. Although professionalism serves as an outstanding function within the scope of teaching and learning processes, a universally consent definition of professionalism has not been observed in teacher training programs yet (Creasy, 2015).

Although the term has not been clearly defined, related literature has revealed some common features of professionalism. Pratte and Rury (1991) have pointed out that a professional demonstrates ideal behaviours reflecting their abilities and pedagogical content knowledge of the area of specialization that make them different than other individuals. Additionally, Grady, Helbling and Lubeck (2008) state that professionals are committed to play an active role in their area of expertise and take significant decisions for their own continuing professional enhancement

thanks to the experience and authority they have. Creasy (2015) also has added that professionals possess some other common traits such as having exclusive subject matter knowledge that they make use of in order to take healthy decisions related to points in their specific field of expertise, receiving trainings organized elaborately, acquiring unique characteristics that are associated with their field, and having a high level of responsibility for the standards identified for the relevant profession despite the lack of consensus built. Taking the above stated explanations into consideration, we can conclude that professionalism is a sophisticated concept including different and complex structures which make it challenging to reach a solid decision in terms of the definition of professionalism (Brehm, Breen, Brown, Long, Smith & Wall, 2006).

Professionalism is a multifaceted concept including different points of view in particular areas. Helsby (1995) and Troman (1996) share a common view that professionalism is a socially interpreted structure and an issue affected by geography and culture. It can be argued that the professionalism is divergently perceived in different geographical areas as a natural result of distinctive points of view and human-specific reasons. Also, Helsby (1995) accentuates that cultural differences can create different perceptions of professionalism which may undergo several changes in time. Considering the social repercussion of professionalism, Evans (2008) recommends some more detailed and informative scientific studies to be done to reach an in-depth analysis of the services offered by the professionals to the society they live in and the possible ways of providing better services.

As a consequence of studies conducted by some researchers, professionalism has been described with the attitudes and behaviours that an individual displays towards their profession (Boyt, Lusch, & Naylor, 2001). Considering the fact that a person who acts well during the time allocated for the profession and maintains a positive attitude to all stakeholders of the job can be identified as a real professional. Grady et al. (2008) approaches the concept of professionalism as a person's being knowledgeable with abilities and requirements of the specific area of expertise and being motivated and committed for actively taking responsibility for his or her own personal and professional growth. Professionalism is not a point to be reached spontaneously, rather it is a process that requires individuals to make a big investment for their future career plans and be responsible for the

decisions taken, and maintain their constructive attitudes towards their profession and students as well.

2.1.1. Historical Development of Teacher Professionalism

Another perspective developed for the concept of teacher professionalism involves its historical development process in four phases starting from pre-professional era to post-professional era (Hargreaves, 2000).

2.1.1.1. Pre-professional Phase

During the first phase called as pre-professional phase, the educational system provided was seen as in simple terms a mediator to describe historical knowledge. What made pre-professional phase different from the following phase was the problem of singleness on teaching process and unassailable conditions as the core principle.

2.1.1.2. Autonomous Phase

During the autonomous phase, the importance of teacher professionalism showed an increase by means of the investment done in education and the progress observed in terms of teachers' status at the same time. The core principles that receive attention were the motivation in searching effective in-class teaching practices supported with pedagogical knowledge and the value of students' learning process which promoted teachers to fully concentrate on these concepts and make a great effort in developing their skills and existing knowledge (Olson, James, & Lang, 1999; Hargreaves, 2000). Those approaches enabled the progression of high level qualifications and naturally the professionalization in the profession of teaching (Hargreaves, 2000). What the teachers did during this phase couldn't move beyond individual development due to the lack of collaboration between them. The teachers gave the impression of being in a competition, not sharing the skills and knowledge they acquired to enhance their professional characteristics which caused the development to be limited to singularity rather than a collaborative process.

2.1.1.3. Collegial Phase

The challenges stated above called forth a new era which is described as collegial professional phase. The concept of teacher professionalism started to increase its importance which naturally opened up an opportunity for an increase in

terms of the teachers' perception of professionalism and professional development process (Ifanti & Fotopoulou, 2011). To fulfil requirements of collegial professional phase teachers were supposed to improve their skills and knowledge and be open to the new ideas both with regards to pedagogical content knowledge and social skills and relationships to facilitate communication within all stakeholders. Novelty in educational contexts become the fundamental factor and the concept of professional development placed teachers' perception of professionalism back. Thanks to the collaborative works among teachers in professional teacher training programs, teachers displayed an outstanding performance over challenges occurred both in classrooms and curriculum changes.

2.1.1.4. Post-modern Phase

The improvement observed in professional development and increasing demands in educational needs promoted a new age movement called as post-modern phase as well (Hargreaves, 2000). In the post-professional phase, the coding of teaching process changed and the teachers were required to involve other stakeholders in decision-making process (Whitty, 2006) and hereby satisfy their needs and expectations. These processes made it essential for teachers to be more flexible, reachable, and democratic as an educator and improve their skills and knowledge.

2.1.2. Categories of Professionalism

After a detailed literature review on professionalism, it can be seen that researches have tried to explain the meaning behind the concept by categorizing it into several points and providing more details by demonstrating with examples. Brehm et al. (2006), for example, comes up with three categories to define professionalism.

2.1.2.1. Professional Parameters

The first category is called as professional parameters that mainly deal with ethical and legal dimensions related to educational and instructional issues and contexts that each professional is required to abide by such as local and common laws. In this respect, professionalism is associated with the degree of individuals' loyalty to the lawful parameters.

2.1.2.2. Professional Behaviours

The second category is defined as professional behaviours that are easy to observed and evaluated by the stakeholders of the process. The professionals in this respect are expected to display proper conducts such as building rapport with the students in a school context or customers in a work context, pursuing healthy relationships and communication with all the stakeholders, providing a role model both in terms of appearance and behaviours for the other professionals and being punctual. In addition, guiding the intended population and satisfying stakeholders' needs can be evaluated within this category.

2.1.2.3. Professional Responsibilities

The third and final category is described as professional responsibilities that a professional should be careful about. Teachers, as an example for a profession, are not only responsible for their students. They should demonstrate required responsibility to the society, other teachers, the profession itself and their own personal and professional development as well. Being volunteer for the sake of school or the society they live in, representing the school by attending outdoor events and serving as active individuals for the benefits of the environment they belong to can be evaluated as part of professional responsibilities of teachers.

2.1.3. Common Characteristics of Professionalism

The relevant studies have also focussed on the necessary characteristics of a profession in order to define the concept of professionalism. Within this context, Gorman and Sandefur (2011) have touched upon some attributions to explicate a real profession.

2.1.3.1. Expert Knowledge

According to Gorman and Sandefur (2011), one of the significant factors related to the concept of professionalism is expert knowledge, which is claimed to be a big challenge in the related literature for the schools to reach teachers that are well-trained and prepared before starting working in an educational context. Furthermore, recruiting teachers having satisfactory experience is another forcing factor.

In order to come up with solutions to the above stated challenges, a well-prepared and comprehensive pre-service education programs should be designed to

promote required expert knowledge in a profession. Additionally, a facilitative induction program can be organized to guide teachers or professionals in other professions. Induction is referred as reinforcement, coaching or orientation activities aiming at supporting novice teachers or those comparatively new to the profession environment (Ingersoll & Strong, 2011).

2.1.3.2. Teacher Autonomy

Gorman and Sandefur (2011) have mentioned another factor concerning professionalism which is autonomy. Teacher autonomy should be encouraged to foster teachers' ability of creativity and self-leadership which will enable better students' achievements. For a profession, not only the level of autonomy the professionals have but also how they assign value and meaning to the autonomy itself should be prioritized. The professional teachers are supposed to act autonomously during pre, while and post procedures of teaching. Respecting teachers' autonomy in the process of lesson planning, self-reflection and creativity can offer teachers an opportunity to design the teaching and learning process with a more constructive manner.

2.1.3.3. School Culture

School culture is another outstanding factor determining the success of a profession (Gorman & Sandefur, 2011). The organization professionals work for is an environment in which they gain experience of socialization through teaching, collaboration and communication. Being committed to collaborate and acting as a team can result in positive outcomes. At this point, teachers can depend on the experience and subject matter knowledge of conversant teachers although they generally prefer trusting teacher development programs (Torres & Weiner, 2018). These features are crucial with regards to professionals' perceptions of each of these characteristics as perceptions may play an important role in determining and reaching the success.

As a result of the research conducted by Kılınç, Cemaloğlu and Savaş (2015), it has been demonstrated that teachers' professional behaviours possess a positive correlation with improvement of schools, professional improvement of teachers and collaboration among teachers. Furthermore, it was confirmed that improvement in educational organization is a natural result of teacher

professionalism. As a conclusion, it can be argued that professional language teachers are motivated and commitment to develop their personal and professional abilities, knowledge and behaviours in order to provide students with effective environments in which they can learn well and achieve the goals of the educational programs (Carlgren, 1999).

2.2. Language Teacher Professionalism

The studies on the term professionalism do not date back a long time on educational literature and language education processes and they see the professionalism as a notion in conjunction with an occupation and the term professionalization which is a matter of debate in terms of the definition of it (Raymond, 2006). Hargreaves (2000) describes it as a process aiming at enforcing high standard implementations for the sake of promoting more communicative and meaningful practices. Agezo (2009) has supported the same opinion by stating that professionals are called for more commitment for a high quality of work. Professionalism is also associated with the efforts involving a researcher's logic and work system (Kincheloe, 2004).

The concept of professionalism and related factors determining the characteristics of the term play important roles in the process of quality assurance of teaching and learning a second or foreign language. For desired academic outcomes succeeded by the students and satisfying predetermined aims and objectives of any program offered, professional language teachers are expected to display appropriate behaviours and attitudes. That is why Etzioni (1969) perceives professionalism as an issue symbolizing the required qualifications of a good language teacher. The qualities of an ideal teacher are associated with the term professionalism. In a similar manner, a teacher who can implement in-class practices and tasks efficiently and productively, care about students' individual differences and foster their language education learning process satisfactorily can be referred as real professionals. This process ends up with different crucial concepts related to the professionalism such as the qualities of an ideal teacher, teacher training and development procedures and effective teachers (Janssen, 2018). For this reason, professionalism should be constituted as a milestone in teacher education and development continuum as taking it as a mission is required.

2.2.1. Definition of Language Teacher Professionalism

As a result of the studies done in educational literature to define the concept of teacher professionalism, several researchers have emphasised the challenge of reaching a clear and universally accepted definition owing to the fact that it involves subsistent characteristics and changing explanations (Evans, 2008; Hargreaves & Goodson, 1996; Helsby, 1995). Considering the fact that the notion of teacher professionalism and good teachers' behaviours and attitudes that won general approval by all the stakeholders are associated with each other, many researchers have sat sight on teacher professional behaviours in their studies recently. These studies mainly focussed on the connection of teacher professional behaviours and attitudes with the culture adopted in school (Kılınç, 2014), the process of development both in terms of school and the teachers (Cansoy & Parlar, 2016; Hoque, Alam & Abdullah, 2011), the burnout level of professionals (Çelik, 2015), trust and reliability that the managements have as well as teacher self-sufficiency (Koşar, 2015), and the bureaucratic system that schools possess (Cerit, 2012).

Additionally, Tschannen-Moran, Parish and DiPaola (2006) have related the term teacher professionalism with teachers' motivation and engagement in their profession, the ability of collaborating with their colleagues in a harmony, having respect with each other and providing help when needed for the school culture, the motivation of active involvement in their job by displaying required behaviours and attitudes towards developing the school and the quality of education. In his research on teacher professionalism, Shulman (1987) has focussed on the references of being a professional teacher by elaborating the qualities involved. The knowledge of curriculum, content and general pedagogy content is positively in line with being an ideal professional teacher. The more knowledge a teacher has on these points, the more professional behaviours the teacher demonstrates.

More studies have focussed on the concept of teacher professionalism recently due to the fact that it has a crucial role in enhancing and maintaining high quality standards for the teaching profession and on promoting the teachers' competences, abilities and subject matter knowledge for the purpose of satisfying the different needs of students and other stakeholders properly and efficiently (Demirkasımoğlu, 2010).

Day (1999) looks at teacher professionalism from a different approach by stating that it is aligned with producing effective in-class instruction applications, maintaining an appropriate and meaningful environment that students can learn efficiently and carrying out communicative and rewarding learning experience designs for the students by promoting professional knowledge, development and abilities. By creating rich academic contents it is aimed at encouraging learners to be exposed to the language education process, learn by doing, and improve their command of language skills.

2.2.2. Features of Language Teacher Professionalism

Quality of in-class activities and teachers' high-standard teaching skills are also closely and positively associated with teachers' professional behaviours (Cohen & Hill, 2000). Guskey (1986) has supported these opinions by adding that strategies and techniques used in classroom to manage students and the lesson are correlated with teachers' professional behaviours. Furthermore, some researchers have emphasised the importance of enhancement in student learning and academic success in conjunction with the notion of teachers' professional behaviours and attitudes (Hoque, Alam, & Abdullah, 2011; McDonald, Son, Hindman & Morrison, 2005; Poekert, 2012). Studies have also focussed on the positive correlation between teachers' professional behaviours and teacher job satisfaction (Altinkurt & Yılmaz, 2014) and feeling the trust and reliability in colleagues teachers work together in harmony in an educational context (Dean, 2011). As a summary of the above stated outcomes, Hargreaves (2000) has stated that teachers' professional behaviours and attitudes play significant roles in promoting higher teaching and learning standards that result in better academic results and more qualified ways of in-class activities and meaningful and effective classroom environments in which students can show their abilities and knowledge monumentally.

In a research conducted by Sockett (1993) it has been stated that there are five factors constituting the term professionalism and they are (1) personality, (2) being motivated and determined for positive change and continuing development, (3) subject matter knowledge, (4) pedagogical content knowledge and (5) conditions related to rules and profession relationships above and beyond the classroom environment. Tichenor and Tichenor (2005) have also supported Sockett's study by

stating that active involvement in educational contexts that are within and beyond classroom environments can speed up the process of language teacher professionalism. To put it another way, teacher professionalism is a complex structure involving multi dimensions. Afterwards, some other concepts like behaviours, attitude and communication as a social skill have been added to the list by Kramer (2003). According to Kramer, these three notions include a great number of features and conducts that professional teachers should possess both in their professional and personal life such as being punctual and good listener, working collaboratively with colleagues, members of management and parents, and pursuing professional development process.

Teacher professionalism is also analysed by Evans (2011) within three dimensions under the titles of behaviour, attitude and intellectuality. The aspect of behaviour deals with the level of the teachers' ability to satisfy the necessities of the occupation. That is to say we can evaluate the issues such as the preparation process of the courses, plans made to apply in the classroom, the application of the plan and reflection process of the implementation and finally decisions taken for further applications within this content. The second, attitude, dimension focusses on the perception and thoughts the teacher has with regards to the profession. The last dimension which is called as intellectuality deals with cognitive skills such as the acquisition of required subject matter knowledge, pedagogical knowledge and competences by the teacher which are essential for the profession, continuing professional development process, having an authority and expertise in the field and keeping the developments and change in the field up-to-date.

Some researchers examined the notion of teacher professionalism in connection with different concepts and approaches. For instance, Evans (2011) has figured out that teacher professionalism includes a dimension of ability focussing on enhancing learning process, an attitude dimension dealing with the teaching profession and a cognitive dimension involving qualifications, being innovative and carrying out the assessment of better teaching skills. Furthermore, it was stated by Lai and Lo (2007) that teacher professional behaviours present some clear aspects that are in close relationships such as (1) knowledge on different learning and teaching strategies, (2) the expertise and accountability that symbolize teachers'

duties and responsibilities, and (3) teacher autonomy that stands for innovative sense of teachers in their profession.

Another perspective developed by Rizvi and Elliot (2005) has described teacher professionalism within the contexts of teachers' qualifications, ability of collaboration and the leadership. All these above stated qualities can take place as a result of continuing development by means of professional development events, working collaboratively, teacher training programs, class observation and evaluation of students' progress in learning (Hoque, Alam & Abdullah, 2011), teachers' commitment and motivation in improving themselves (Murphy & Calway, 2008), fostering subject matter knowledge, making a significant contribution to the schools and affective labour power (Altinkurt & Yılmaz, 2014). Considering the importance of concepts, teacher professionalism serves as a determinant factor in reaching success as a result of student learning process (Timperley, 2008).

2.2.3. Teacher Leadership

Thanks to the enhancement observed in teacher professionalism, it is believed that leadership in teachers may expand which will facilitate teachers' perception of professionalism and effective teaching in a positive way (Grant, 2006). Within such contexts, leadership behaviours and attitudes may be encouraged as the teachers will be more willing to take responsibility in decision making and implementation processes. The concept of autonomy in teacher professionalism is a significant concern in education literature as well (Furlong, 2001).

Professional teachers are required to take responsibility for the improvement of the organization they work for and encourage other colleagues to cooperate for the sake of their personal and professional development. Such appreciated behaviours displayed by teachers inside and outside the classroom are associated with the term teacher leadership and it involves taking part in the organization of professional learning environment and leading the way, motivating and supporting each other, and creating an effective environment in which productive teaching applications are designed, conducted and evaluated for the purpose of improving the quality of education offered (Katzenmeyer & Moller, 2009). Can (2009) has also added that teacher leadership is defined as being eager to contribute to the development of

teaching and learning processes in organizations, taking part in projects and fostering teachers' professional development procedures.

In their study, Harris and Muijs (2003) have focussed on the fact that leader teachers can serve as a coach for the students and teachers, pioneer collaborative practises in school and contribute to the development of teaching and learning systems and encourage usage of effective teaching techniques and methods. That is why Katzenmeyer and Moller (2009) believe that leader teachers' attitude and behaviours play a significant role in term of forming constructive working conditions. In addition, it is expressed that teacher leadership behaviours are correlated with an efficient learning environment in schools, a healthy relationship among teachers, continuing professional development, and a positive change and perception in administration (Fullan, 1994). Day, Flores, and Viana (2007) defend these opinions and point out that professional teachers who display leadership behaviours tend to volunteer in actively participating of decision making and implementation processes. Accordingly, the teachers doing their job with a professional approach provide more benefits for their organizations and fell more job satisfaction.

Stronge (2002) suggests that professional and leadership behaviour and attitudes can be promoted both for experienced teachers via high-standard continuing professional development activities that are rich in diversity and for novice teachers through class observation, receiving oral and written feedback from colleagues, enhancing social relationships and actively involving in permanent learning processes. In this respect, teachers and management should have the same vision in order to enhance any attempts done for the sake of teacher professionalism and development of the school as the concept of success can be reached through collaborative studies done by both parties (Marzano, Walters & McNulty, 2005).

2.2.4. Qualities of a Good Language Teacher

Teacher quality is another concept that is in line with teacher professionalism and the studies on teacher quality in teaching English include expertise, pedagogical knowledge, experience and beliefs as well as the external factor like students' behaviours and class size (Darling-Hammond & Bradsford, 2005; Hanushek & Rivkin, 2007; Johnson, 2006; Wright, 2012). External factors

such as technological advancement, political and social status of the country and scientific development may cause the concept of teacher professionalism to change slowly over time and in different contexts (Sachs, 2001). The term professionalism is in a responsive manner to these kind of changes and at the same time can be shaped easily which creates a mutual effect.

Kunter et al. (2013) deals with competences that a professional is required to have and they involve maintaining motivation, subject matter knowledge, a positive perception and attitude, and abilities to teach efficiently. Connelly, Clandinin, and He (1997) have handled the issue by focusing on knowledge in application instead of passive knowledge. In his study, Richards (2010) have tried to combine all the outstanding features of an ideal language teacher, and consequently, he has emphasised some characteristics to identify an experienced and qualified teacher. (1) A good language teacher has a brilliant command of language proficiency supported with subject matter knowledge. (2) In addition, an ideal language teacher is equipped with effective teaching skills and promote a learner-centered approach to satisfy the students' needs. (3) Professionalism and having a good command of knowledge in different contexts are also associated with the notion of a good language teacher. (4) Finally, teacher's identity is another crucial factor defining an ideal language teacher (Richards, 2010).

As for the professional necessities and obligations, Stronge (2002) has put forward that there are some features that a professional language teacher should have and display such as the ability of managing classroom both academically and administratively. (1) In order to achieve the aims and objectives of each lesson a teacher is required to create an appropriate teaching and learning environments in which students can practice and produce the target language communicatively which necessitates expertise of the teacher in terms of managing the variables in classrooms. (2) Being organized and well-prepared for the instruction process is another requirement a teacher is supposed to possess. Anticipating all possibilities, coming up with solutions and alternatives for unexpected happenings and planning the instruction and implementing the practices decided before the lesson will result in a purposeful and meaningful environment created by the teacher to foster students' learning process and minimize the obstacles that can be observed during the instruction. (3) The last feature is observing the learners' progress and helping them

to fulfil their potential by providing them with feedback and guidance. These features are all crucial to enhance students' academic achievement, foster the quality of education provided and create a positive environment for all stakeholders of the process.

Wise (1989) describes professional teachers as:

...who have a firm grasp of the subjects they teach and are true to the intellectual demands of their disciplines. They are able to analyze the needs of the students for whom they are responsible. They know the standards of practice of their profession. They know that they are accountable for meeting the needs of their students (p. 304-305).

When we address the definition stated by Wise, we realize that it is essential for a professional teacher to have authority in the subject matter knowledge and the cognitive skills that the profession requires. Considering the fact that the students are placed in the centre of educational practices, a professional teacher should satisfy both the students' needs and the demands of the profession. We should note a professional teacher can achieve these by applying an effective teaching method in the classroom and feeling accountable for their students' learning process. In this respect, the professional teachers are required to challenge themselves systematically and reflect on what and how the students can learn best (Timperley, Wilson, Barrar & Fung, 2007). Monitoring the students' progress regularly and systematically, giving them necessary formative feedback related to their academic and non-academic procedures and guiding them appropriately and professionally are irreplaceable and undeniable factors to be thought carefully.

2.3. Continuing Professional Development

One of the crucial goals of the educational system is to provide students with an effective environment in which they can realize their potentials and study with determination to improve their skills and knowledge. Achieving these goals is a challenging process that requires all stakeholders to fulfil their duties for the sake of making a systematic progress. Making change in this respect involves taking responsibilities of student learning and active participation of each member of the organization. At this point, professional teachers need to be supported with a long-

term professional development activities and a collaborative approach in order to foster such a significant improvement.

Researchers have focussed on the concept of teachers' continuing professional development in different manners. However, the principal component that these studies emphasised is that the process of continuing professional development mainly deals with teachers' needs and their learning phases. In order to equip teachers with required knowledge and skills for the purpose of school improvement and student learning, they should be provided a chance to continue their own learning process and enhance their competences which are cognitive, social and emotional because teachers' only aim is not to teach but also learn how to learn better.

Another essential point for teachers is that teachers are required to turn their knowledge into practice so that students take maximum advantage of teaching and learning processes. Professional development events in this regard facilitate teachers' deeper understanding of their own potential and strengths. Because the process of professional learning is challenging, school culture and commitment to improvement should be promoted in educational environments. Avalos (2011) has emphasised that in order to encourage teachers' participation in such activities and convince them with a constructive perception, the goals, needs and expectations of teachers and students should be stated clearly which will motivate all the stakeholders.

Considering the fact that creating such an effective environment in which professional development practices are applied, the members of the school culture need to have the required attitudes and approaches and increase and maintain their motivation to be involved actively in this process (Frattura & Capper, 2006; McLeskey & Waldron, 2002; Sari, 2007; Stanovich & Jordan, 2002).

2.3.1. Definition of CPD

The concept of professional development is associated with many different attributes and characteristics. For instance, Showers, Joyce, and Bennett (1987) have pointed out that the objective of professional improvement is to foster subject matter knowledge and keep it better and better to provide support for newly applied practices and methods till they become a routine in daily life. Additionally,

professional development is considered as one of the keystones for a significant change (Fishman, Marx, Best, & Tal, 2003).

Professional development ensures a collaborative setting which eases the possibility of social interactions among teachers. In such an atmosphere, teachers can cope with feeling alone and deal with any problem occurred inside and outside classroom thanks to the support taken from colleagues through professional development (Murray, 2010). Moreover, it should be realized by the teachers that involving in professional development process is a continual process that will always promote a learning context for them throughout their profession. For supporting this argument Yates states (2007) that “their continuing education and training is . . . central to the achievement of quality learning” (p. 2). In order to sustain high quality in teaching, teachers need to engage in professional development activities that are designed considering their needs and skills.

Professional development is defined as the “opportunities for staff who are already working in the sector to update or enhance their practices” (OECD, 2012, p. 144). Graduating from a program and receiving a diploma as a result do not mean that teachers know everything and there is no need for them to be involved in learning communities any more. Considering the developments observed in educational, technological, sociocultural and political areas, change is inevitable. At this point, it is a must for teachers to catch up with changes and improve their knowledge and skills to satisfy changing needs and expectations of all stakeholders. Because of this reason, the common concern in nearly all programs designed to support teacher education is professional development (Phillipson, Cooper & Phillipson, 2015). Taking natural structure of an ordinary organization aiming at training and improvement into consideration, teachers’ professional learning procedure is complicated and challenging due to many factors associated with the process itself. In spite of this puzzling situation, Avalos (2011) claims that teachers are the cornerstones in the centre of process and they are both effecting professional development and effected by it. Depending on the context, teachers may be in a position to change something while their practices, perception, skills and knowledge may be changed due to the development facilities.

Diaz-Maggioli (2003) has also added that the process of learning for teachers in professional development programs is progressing and teachers in this context willingly play an active role and search for possibilities to acquire new skills and knowledge so that they can modify their teaching approaches to satisfactorily meet their students' needs and expectations. He has supported this argument by stating that professional development is a gradually changing process involving teachers' self-explanation of themselves, reflection and improvement that encouraged with practices and experiences.

2.3.2. Importance of CPD

Because of a great number of variables in each learning environment, teaching practice necessitates practical education and a wide range of techniques and approaches to be used by teachers, and thus it is essential to combine experiential learning with teacher professional development programs (Wang, Coleman, Coley, & Phelps, 2003) despite the fact that the requirements and expectations may differ greatly from a country to another one (Ronfeldt & Reininger, 2012). Chale (1983) believes that in school context where students' low achievement is observed in national examination system, teachers cannot increase their level of success by only changing classroom content. According to Chale, the most determining factor effecting the success of students is that the teachers are not provided with enough professional development facilities and that is why they are not equipped with required pedagogical skills that make them unable to prepare effective teaching procedures. To deal with this problem, Albanese and Mitchell (1993) have suggested that in order to train teachers well, a carefully designed course work and field experience in content areas is needed to implement good practices in the classroom and combine theoretical knowledge with practice.

Barber and Mourshed's (2007) research focusing on twenty five national school programs has aimed at analysing the reasons of effectiveness in a school system. Within this study there are top ten performers according to the OECD's PISA criteria and a group of lower countries in the PISA rankings. As a result of their study, it was concluded that three important factors created all the difference to enhanced student achievement: (a) recruiting the most appropriate teachers in the schools, (b) supporting these teachers' skills and knowledge to care more about

students' learning, and (c) creating an educational system providing the best environment and teaching methods for each child by caring about their individual differences (Barber & Mourshed, 2007).

Many researchers have emphasised the importance of continuing professional development programs and their attributes through their studies. For example, Schlager, Fusco, Barab, Kling and Gray (2004) have stated that the reason why teachers take part in such development activities is to improve their skills and knowledge and conduct more effective lessons thanks to the shared experiences through collaboration among teachers in order to reach better student achievement and meet students' needs. This process naturally results in being a better teacher from the point of professional teachers. Furthermore, Earley and Bubb (2004) have explained that teacher professional development can be defined as a lifelong process that supports teachers' learning and improvement for the purpose of educating students more effectively and properly through active collaboration with experienced and qualified professionals. They also added that by means of a shared culture in schools teachers can stabilize the demands of all stakeholders such as students, school, teachers, policy makers, etc. Cárdenas Beltrán and Nieto Cruz (2010) have supported these arguments by adding that professional development deals with teachers' characteristics in their private life and career, the working climate, their future academic plans and experiences rather than just focusing on training.

According to Villegas-Reimers (2003), the concept of professional development is closely associated with two parallel themes one of which is career development gained through experienced teachers' course of professional life and the next is staff development involving improvement of teachers by means of in-service programs. In general, professional development programs aim to enhance teachers' learning process and improvement in their professional roles and responsibilities (Villegas-Reimers, 2003). In order to ensure the efficiency of the professional programs offered to teachers, there are some requirements that should be satisfied by the decision-makers. Some studies have been conducted to determine the efficacy of such professional development activities (Garet, Porter, Desimone, Birman, & Yoon, 2001).

Goris, Konstantinidis, Kilvinski and Dogan (2019) have emphasised that the frequent improvement observed in different areas such as technology and education resulted in new and different possibilities for continuing professional development programs in language teaching domain. Sociocultural changes, impacts of scientific and technological improvement, the interpretation of international exams results bring along some outstanding concerns that push schools for more investments on continuing professional development and fostering the quality of education given to the students (Fitzpatrick, 1994; Gould, 2005; US Department of Education, [ED], 1998). Additionally, Attwell (2007) and Drexler (2010) have highlighted the significance of the ongoing feature of teacher learning process and teachers' essential role in taking decisions related to their own learning opportunities. By means of taking responsibility, teachers encourage their autonomy in planning, implementing, and evaluating their teaching philosophy.

2.3.3. Qualities of a Good CPD Program

In order to create a constructive perception of teacher learning process and design a successful professional development program, the policy makers and decision takers should be careful about the qualities and concepts associated with the process. Considering that each teacher's distinctive needs and the uniqueness of each teaching environment, Villegas-Reimers (2003) has suggested that a combination of different models and a variety of activities should be used to accomplish the objectives satisfactorily. It cannot be thought that one model or one type of professional development practice will fix all the problems observed in classrooms and foster teachers' learning in a desired way. That is why when an organization decides to establish a unit for this purpose, there are several concerns that should be taken into consideration. One of the essential issues is that almost all of the studies focus on teachers' active involvement in the process which necessitates that teachers' ideas and suggestions related to the process itself should be taken serious. The results of the studies have demonstrated that when teachers are encouraged to have a voice in choosing activities that are most appropriate for them, they show a significant progress in knowledge of subject matter, dedication to teaching, methods and techniques they use in the classroom and student achievement (Moor, Halsey, Jones, Martin, Stott & Brown, 2005; Cordingley, Bell, Thomason & Firth, 2005; White, Lim & Chiew, 2006).

Another point to be considered while designing a professional development program is that the organization should make a plan of many trainings for each topic as teachers will need repetitions to acquire a new skill and time to experience it again and again until it becomes a part of the daily practice. Knowles (1973) has also supported this argument by reflecting that rehearsal and positive reinforcement are crucial for teacher learning process. UNESCO (1990) has made an investigation in fifteen countries on teacher professional development and suggested that education provided for teachers should focus on each individual teacher's needs. Working at the same organization does not mean that each teacher needs the same support. Instead, because of being at different career stages and experiencing various settings their perception towards process and area of needs can be quite distinctive. An individualized approach in this respect can help teachers improve their abilities and knowledge. To sum up, it should be considered that designing an appropriate teacher professional development program is a complicated issue that requires a great number of circumstances to be taken into account. However, it is worthwhile to be involved in such processes due to the fact that teachers can catch up with observed changes and advancements in education and related areas (UNESCO, 1990).

In order to ensure the efficiency of the teacher professional development programs, researchers claimed that there are some common characteristics aligned with the process. For example, Richardson (2003) shared a list of features connected with the successful and effective teaching learning: (a) long term goals with follow-up process, (b) promoting team-building activities, (c) possessing a shared and convinced vision as a teaching team, (d) taking the support of management, (e) contribution taken from outside experts, (f) appreciating teachers' current attitudes, beliefs and in-class practices, and (g) taking advantages of outside trainings for development. Additionally, according to Walter and Briggs (2012) the most crucial professional development programs that create better outcomes are: (1) classroom and observation based, (2) bringing outside experts from outside the organization, (3) promoting teachers' autonomy and participation to take decision on their learning process, (4) providing teachers with an environment in which they can collaborate, (5) taking maximum advantages of coaching and mentoring, (6) lifelong learning process, and (7) backed by the efficient management leadership.

Effective professional development programs are also associated with some qualities as a result of the studies done by some researchers (Bull & Buechler, 1997; Desimone, 2009). These qualities involve: (a) being an individualized approach, (b) making use of coaching and follow-up procedures, (c) requiring and encouraging a collaborative study, and (d) the ability of turning the newly learned subjects into practice in classroom environments. When teachers engage in professional development program, they update their knowledge and equip themselves with new skills which result in a change in terms of teachers' effective teaching strategies and learners' academic progress. In this respect, Stover, Kissel, Haagm, and Shoniker (2011) have stated that teachers should be supported to take responsibility of their own learning in order to create a significant change and show progress. And an essential factor determining the success of a professional development program is the concept of trust in relationships among the stakeholders (Stover et al., 2011).

As a result of many studies conducted on the efficacy of teacher professional development programs, the below stated properties are associated with quality, successful and good teacher development programs: (1) it is a school-based structure, (2) collaboration and cooperation are encouraged, (3) a learning culture supported by teachers, (4) a systematic and planned process, (5) teachers as active and reflective learners, and (6) satisfying students' and institutions' aims and objectives (Cohen & Hill, 2001; Desimone, Porter, Garet, Yoon, & Birman, 2002; Diaz-Maggioli, 2004; Generation Ready, 2013; SEDL, 1997; UNESCO, 2015).

As a result of 9 well-organized studies, Garet and other colleagues (2001) have determined some significant features of professional development programs (a) supporting with workshops focussing on teachers' needs and (b) required contribution can be made by outside experts. Additionally, (c) the process should be ongoing and (d) backed up by follow-up support dealing with activities in contexts. And finally, (e) content of the professional program is attributed as an important factor. Supporting these features, Guskey (2002) mentions three aspects of teacher professional development programs: (1) Change does not occur immediately, it requires time to happen, (2) it is not one shot activity rather it is a continual learning process, and (3) the process is challenging and extorsive. In parallel with Guskey, Gulamhussein (2013) has suggested that the process on professional development is not a one-time session or focusing on just providing basic information about a new

methodology or approach. On the contrary, it is a challenging process that creates outstanding changes in teachers' behaviours, attitudes and teaching methodology for the sake of achieving better outcomes in terms of students' learning and progress.

2.3.4. Different Models of CPD

Considering the fact that each organization has its own nature and characteristics, there is not a CPD program that can satisfy all needs and requirements. Instead, there are quite complex and distinctive needs that require different types of CPD models. In this respect, a school having a deep understanding of its context and teachers' needs and abilities should design a specific approach that suits best. In order for teachers to be effective, they need to improve, search for a better approach, and update themselves about the issues related to their changing contexts.

Several researchers have suggested different models to help organizations and all stakeholders to establish a well-designed and prepared teacher education program for the purposes of enhancing teachers' subject matter knowledge and classroom applications as well as promoting students' learning process. For example, Guskey (2002) has suggested the importance of keeping progress in student learning at the centre of an effective teacher education program. In this context, change in students is a determining concern for real teacher change. Guskey (2002) affirms that "significant change in teachers' attitudes and beliefs occurs primarily after they gain evidence of improvements in student learning (p. 383)." Similarly, Kennedy (2005) points out that considering the changing needs and characteristics of the learning environment, models for teacher education should be increasingly chosen and applied as the main objective in a professional development program is to equip teachers with necessary teaching devices to make them individuals shaping and deciding their own practice, taking decision for student learning and analysing outcomes for a reflective approach. This procedure requires teachers to develop their autonomy for a more productive teaching structure.

Another model for a CPD program is suggested by Diaz-Maggioli (2004). He affirms that teacher improvement is considered as an ongoing and cooperative process in which teachers are asked to enhance their practices by carefully analysing students' requirements and needs and accommodating their teaching routine

accordingly. Wallace (1991) makes a suggestion by promoting reflective model that combines both experience involving the practice part and scientific areas of teaching involving the theoretical part in professional development process. Apart from the models stated above, developmental trainings may be designed with a variety of activities such as small group meetings, workshops, conferences, online or face to face lectures or discussions, official visits to other education programs for the purpose of providing teachers with the most appropriate way of improvement and enhancing student learning through professional practices (Maxwell, Feild, & Clifford, 2006; Sheridan, Edwards, Marvin & Knoche, 2009). Teachers should be encouraged to choose the activities they want to be involved for a better outcome as a result of the teacher education program.

The effectiveness of continuing professional development programs offered at schools has been a focus point for several studies in which the concept of effectiveness is associated with some frameworks. For example, Hord (1997, 2004) mentions about five significant dimensions for the teaching organizations to be designed as effective learning communities and they involve: (1) a shared culture in which all teachers have the same vision and beliefs, (2) having a management that supports learning process of teachers, (3) working in collaboration, (4) creating appropriate work conditions and climate, and (5) exchanging of ideas and experiences resulted from classroom practices.

A different approach for effective professional development process has been suggested by DuFour, DuFour and Eaker (2008). According to this model, an effective learning community involves: (a) having common objectives related to students' academic success, (b) a collaborative structure in which teachers learn from each other, (c) being open to the new applications in teaching and learning processes, (d) learning by doing, (e) being motivated for continual development, and (f) reflection on the observable outcomes. Working in collaboration, taking responsibility for student learning and having a shared school culture seem to be common points in these two different models. Cohen and Brown (2013) have supported this argument by stating that an appropriate environment, the concept of working together and continuing professional development programs can foster teachers' ability of concentrating on students' achievement and progress.

2.3.5. Studies on CPD

The study conducted to identify the impacts of teacher professional development activities on teachers' abilities of better classroom practices demonstrated positive outcomes and teachers were able to implement the strategies and techniques with a higher level of efficiency (Babinski, Amendum, Knotek, Sanchez & Malone, 2018). In addition, Babinski et al., (2018) suggests that with a collaborative approach to the professional development process thanks to the effective feedback and reflection, teachers can enhance their teaching skills so that they satisfy the students' academic needs. The findings of a study conducted by Gomez Palacio, Gomez Vargaz and Pulgarin Taborda (2019) have showed that assistant instructors are of the opinion that coaching should be offered to all foreign language teachers as a productive and useful developmental strategy. Furthermore, they have also added that two significant concepts, trust and intrinsic motivation, are defined as determining factors when decision-makers apply coaching as a strategy and self-leadership is considered as an essential concern when teachers took decision and responsibility in their own learning process. The study conducted by Goris, Konstantinidis, Kilvinski and Dogan (2019) has revealed growth in terms of the importance of services, tools and other connections which promote learning and their impacts on students' direct (Goria & Konstantinidis, 2017) and indirect experience (Goria, 2016).

As a result of the study conducted by Novozhenina and Pinzon (2018) the participants stated that they received positive outcomes as a result of the professional development program they took part in by applying the things and concepts that they learned in the classroom environments, stating that the program was useful for their daily routines and improving to a certain extent with regards to their reflection abilities.

As a consequence of three articles written on the outcomes of professional development (Fishman, Marx, Best, & Tal, 2003; Lovett, Lacerenza, de Palma, Benson, Steinbach & Frijters, 2008; Vogt & Rogalla, 2009), it has been reported a significant progress in student reading results in the first case, science learning in the second study, and student achievement in general in the third case due to the fact that teachers accommodated their teaching styles according to the students' individual

needs. Other studies also added that the teachers' level of job satisfaction, understanding of curriculum design and self-efficacy increased considerably after receiving support in a professional development program (Lovett et al., 2008; Nielsen, Barry, & Staab, 2008; Nir & Bogler, 2008). Additionally, Sammons, Sylva, Melhuish, Siraj-Blatchford, Taggart and Barreau (2008) have studied with more than 2500 children aged 3-11 in the UK and have reported that thanks to the teachers' classroom facilities children's academic success and social and behavioural improvement showed a meaningful change which is associated with the importance of an effective teaching. Similarly, van de Grift (2007), as a result of the study conducted in 854 classrooms in four European countries, has affirmed that students' involvement, attitude and behaviours were positively affected by quality teaching of maths. The meaningful changes occurring as a result of teachers' involvement in continuing professional development result in improvement in terms of many aspects.

As a result of a case study conducted by Alibakhshi and Dehvari (2015) to analyze Iranian high school teachers' perception of continuous professional development processes, it has been stated by the participants that they understand from the concept of CPD as (a) skill development, (b) continuous learning, (c) keeping up-to-date, (d) learning for pleasure, and (e) teachers' professional revitalization. The common point within these items is that the process of teacher professional development includes a form of learning.

2.4. Coaching

The concept of coaching for teachers within a professional development process is considered as "an apprenticeship model of an experienced mentor who help other teachers become more effective, reflective and evaluative in their daily work with children through individualized, ongoing, and intensive professional development" (Sandefur, Warren, Gamble, Holcombe, & Hicks, 2010, p. 88). The role of a coach is to raise an awareness in above stated characteristics to promote teachers' development and students' success. Sandefur et al. (2010) states that teachers' previous education or experience may not be utilized well to close the gap between the knowledge they have and the classroom facilities they apply. For this reason, making use of coaching in continuing professional development programs

can help teachers improve the quality of their teaching styles. Joyce and Showers (2002) have affirmed that coaching can play a more directive role by telling teachers how they can modify their approach to implement more effective practices and sometimes a reflective role by encouraging teachers' to utilize self-reflection to improve knowledge and abilities for better teaching processes. According to Sandefur et al. (2010), literature on coaching has emphasised the feature of being directive which is more charming to new teachers while less likely to influence experienced teachers' practice. On the other hand, reflective approach is defined as a more cooperative structure as the coaches and coachees emphasise on teaching issues and enhance meaningful changes in process together (Deussen, Coskie, Robison, & Autio, 2007).

It is not clear yet when, where and in which area the concept of coaching has shown up (Ortiz de Zárate, 2010; Ravier, 2005). According to Brock as cited in Krapu (2016) coaching is a multidisciplinary process that is associated with several fields, and that is why Latham (2007) believes that it requires more studies to be done to define the concept clearly. In spite of uncertainty in terms of the origin, coaching is defined as a crucial tool that provide teachers with many opportunities to advance their academic career swiftly and effectively (Brock as cited in Krapu, 2016). When we go back to find out first attempts of coaching, it can be observed that the well-known philosopher Socrates executed approximately the same practices and behaviours that a coach performs now which signifies that the birth of coaching is a contribution made in academic and non-academic environments (Brock as cited in Krapu, 2016).

Many studies related to coaching lay emphasis on the nature of learning that intrinsically calls forth a meaningful change in perceptions and teaching skills and a higher possibility of succeeding the objectives and goals (Hargrove, 2003; Hurd, 2002; Whitmore, 2002; Whitworth, Kimsey-House & Sandahl, 1998; Wilkins, 2000). Hurd (2002) supports this argument by stating in her phenomenological study on coaching that "coaching creates the conditions for learning and behaviour change" (p. 124) describing it as a lifelong learning process. Whitworth et al. (1998) has identified coaching as a continuing process of learning and taking actions in order to cause a desired change and as a result defines a coach's main purpose as "deepen the learning" (p. 5).

After a detailed literature review on peer coaching, it can be observed that several studies have been conducted to define the concept of coaching and its essential components to establish an efficient and formative environment for teachers to advance their lifelong learning processes. For example, according to Zeus and Skiffington (2002, p. 20), coaching is “a vehicle and a platform for learning”. In addition, this continual period is considered as a “holistic multifaceted approach to learning and change” (Skiffington & Zeus, 2003, p. 30), a “forum for learning” (Creane, 2002, p. iv) and a “personal education pathway” (Duff, 2002, p. 7). The common point emphasised in these definitions is that coaching provides a rewarding setting for teachers to learn and equip themselves with new abilities and knowledge as well as to carry out more effective teaching practices in the classroom to ensure meaningful changes in students’ cognitive skills and behaviours.

Coaching can play a significant role in achieving the goals of a professional development program owing to the fact that it helps individual teacher’s development a lot. Desimone (2009), in this respect, mentions about two essential constituents for an effective and successful teacher development program with regard to coaching. The first important part calls attention to content and active learning for teachers. Active learning in coaching involves productive and constructive feedback, interactive conversations done with colleagues, and sessions focussing on problem solving process. The second component in effective professional development includes the opportunity of cooperative participation as a result of which teachers can work together with teachers from the same school. The processes of active involvement and participation of all teachers provide teachers with updated knowledge and changing behaviours and attitudes. Accordingly, teachers can change their teaching practices in a meaningful way and help students learn better and enhance academic success.

2.4.1. Peer-Coaching

According to Showers and Joyce (1996), the first research on peer-coaching was conducted in 80s when low quality applications of in-service training activities were observed. As a result of this study, the term peer-coaching was considered as a tool by means of which teachers “shared aspects of teaching, planned together, and pooled their experiences” (1996, p. 14). It is clear that when a teacher plans the

content and process of a lesson with a colleague by sharing their knowledge, skills and experience, the teaching practices will be more effective and successful compared to a teacher trying to do all these things alone. Richards and Farrell (2005) describes the concept of peer-coaching as a collaborative activity in which a teacher and a colleague investigate their in-class practices.

Díaz-Maggioli (2012) explains peer-coaching as the processes of looking and learning, thinking and learning, participating and learning. It can be concluded that the parties in peer-coaching experience learn from each other by observing, reflecting and actively involving which makes the process beyond a simple technique. De Sousa Santos (2007, 2009) states that it is a process investigating the depth of teachers' experiences and knowledges through productive talks they have about their practices.

Kennedy and Shiel (2010) have emphasized that in order to foster teachers' opinions and trust in their in-class activities observations, the support provided by a colleague and progressive feedback play essential roles. At this point, Denton and Hasbrouck (2009), Kennedy and Shiel (2010), Miller, Harris, and Watanabe (1991) have asserted peer-coaching as it ensures mutual support between two colleagues in terms of promoting their professional development and teaching facilities, strategies and techniques. Kohler, Good, Crilley, and Shearer (2001) have stressed that peer-coaching caters for a comfortable learning setting so that teachers can experience new practices, reflect and develop their effective capacities.

Jarvis, Dempsey, Gutierrez, Lewis, Rouleau and Stone (2017) have set forth peer-coaching ensures all participants with effective, context-related learning facilities that help the process of schools' improvement. They have also added that all teachers are required to be in an attempt for developing themselves as learning is a lifelong process. Murray (2010) describes peer-coaching as a cooperative approach in which teachers involved see themselves as equals. Therefore, he believes a coach is a "partner who offers constructive criticism in a non-judgmental way" (p. 7). Additionally, Slater and Simmons (2001) defines peer-coaching as a process by means of which "professional colleagues work together to reflect on current practices; expand, refine, and build new skills; share ideas, teach one another; conduct classroom research; or solve problems in the workplace" (p. 68).

2.4.1.1. Basic Characteristics of Peer-Coaching

As an essential component of teachers' professional development process peer-coaching ensures a meaningful and effective learning environment in the classrooms both for the teachers and learners. Bruce Joyce and Beverly Showers (2002) have investigated the main components effecting the success of a professional development program in their work by looking at three expected consequences of it which are knowledge, skill and transfer. They have concluded that transfer is a required component which effects students' learning and requires theories, demonstration, practice and peer-coaching. They also add that peer-coaching is a required process for teachers to work on the observed problems in the classroom and come up with appropriate solutions to them collaboratively. Kohler et al., (2001) has also supported this argument by stating that when teachers are actively involved in a peer-coaching environment, support, possibility for meaningful changes and trust increase.

Creswell (2007) defines peer-coaching sessions as “new and creative data collection methods” (p. 129). Goldvarg and Perel de Goldvarg (2011) state that these sessions are confidential, privacy and goal-driven dialogues between a coach and a coachee. Martínez Cardona and Pulgarín Taborda (2016) express that peer-coaching secures teachers with an effective setting to investigate the unity of stakeholders. Vermont Agency of Education (2016) has identified the sources of success as in-class teaching practice, students' success, teacher efficacy and the improvement of coaches.

International Literacy Association (2006) affirms that peer-coaching is an outstanding form of professional learning opportunities and expresses that effective peer-coaching models include some features such as (a) an ongoing practice requiring support, communication and collaboration, (b) careful analysis of data obtained via observations, (c) a reflective approach, (d) the ability of problem solving in a collaborative manner, (e) building strong relationships among colleagues and (f) dialogues created by the colleagues on teaching facilities and systematic changes. In this respect, some researchers have focussed on the goals of coaching in a professional development process in two main areas. (1) Promoting in-class teaching facilities with an emphasis on evidence-based practices showing to be

highly effective (Knight, 2009; Kretlow & Bartholomew, 2010; Neufeld & Roper, 2003; Snyder, Hemmeter & Fox, 2015). (2) Improving students' academic success and behaviours (Joyce & Showers, 2002; Kretlow & Bartholomew, 2010; Snyder et al., 2015). Jarvis et al. (2017) has stated that peer-coaching process requires both the head and the heart in order to achieve the objectives. That is why teachers are required to have a deep understanding of research-based facilities and good relationship with colleagues.

Grant (2001) has explained the peer-coaching cycle as follows: (a) The first step is to set the goals of the process. (b) Then the actions should be decided and taken in order to reach the goals by using different types of observations, monitoring the situations happening in the classrooms and assessing and analysing them carefully. (c) The capabilities and creativity of the teachers should be developed for a better vision of teaching. (d) Finally, keeping the teachers in a supportive environment and providing constructive feedback will help stakeholders achieve the goals. Darling-Hammond, Wei, Andree, Richardson, and Orphanos (2009) support this cycle by stating that in order to improve the teachers' professional development, an intensive, ongoing and student-learning focus should be established.

In order to establish a good peer-coaching process, coaches are supposed to have some features. Neufeld et al. (2003) states that coaches should build a trusting relationship with the coachees they are responsible to support. Vermont Agency of Education (2016) affirms that the coaches should have a deep understanding of research-oriented applications and they are spending most of their time with coachees to improve their teaching skills. According to Knight (2008) the coaches are good at effective communication thanks to their features like empathy and being good listeners. Jarvis et al. (2017) adds that coaches engage their colleagues in decision making process in order to help them better realize how their learning process improve and how this improvement helps school reach the goals and objectives effectively.

2.4.1.2. Types of Peer-Coaching

Although the main purpose of most developmental approaches in different contexts is the same, each teaching environment follows different styles of peer-coaching that fit their particular circumstances. In this respect, researchers have

focussed on different types of peer-coaching. For example, Garmston (1987) has proposed three different types of coaching and they are (1) technical coaching, (2) collegial coaching and (3) challenge coaching. Technical coaching ensures collegiality and provides many chances for professional conversations in which constructive feedback and evaluation are placed in a high degree. The main objective is to give a non-threatening and supportive feedback. Collegial coaching invites both the coach and coaches to reflect on issues related to teaching practises, have professional talks and help each other to feel as effective teachers. Challenge coaching helps teachers to come up with solutions to the problems observed in the classrooms. What makes it different from the others is that it is done with small groups rather than in pairs.

According to Shanklin (2006) effective literacy coaching involves some crucial components such as (a) collaborative conversations among teachers, (b) data-based teacher and student learning, (c) ongoing professional learning opportunities which foster teachers' abilities to satisfy learners' needs, (d) being observation-based and (e) being supportive and constructive. As it can be concluded from the above stated features, literacy coaching ensures an effective environment in which both teachers and students can improve. Their teaching skills, motivation level as well as self-confidence will be positively affected due to a reflective and mutually promotive approach.

Casey (2006) states that the main aim of instructional coaching model is to help students progress in their studies as a result of effective teaching practices thanks to the support done to foster teachers' capacities. Knight (2007) supports this argument by explaining that instructional coaches' essential role is to collaborate with colleagues to apply research-based facilities and involve in reflective practices.

There are also some different kinds of branches of coaching in educational contexts. For instance, cognitive coaching is applied to help teachers reflect on their teaching practices. Costa (1992), Costa and Garmston (1994) and Garmston (1993) have emphasized that cognitive coaching ensures self-monitoring and evaluation of teaching facilities in the classroom to promote student learning. Additionally, peer-coaching is associated with two other forms in education as well and they are expert coaching and reciprocal coaching. According to Zeus and Skiffington (2002) expert

coaching involves an unequal setting while reciprocal coaching is carried out in an equal relationship involving observation, feedback, support, reflection and learning..

2.4.1.3. Studies on Peer-Coaching

Some studies on the effects of peer-coaching have been done and it has been observed that instructional coaching has a correlation with the advancement in teacher efficacy (Cantrell & Hughes, 2008), progress in teaching skills teaching (Neuman & Cunningham, 2009), and better academic results by the students in standardised exams (Campbell & Malkus, 2011). According to the research conducted by Van, Leap, Mao and Cnudde (2018) the results have shown that coaching has an important effect on fostering the abilities of teacher trainers as coaching leads teachers to apply newly learned practices in the classroom deeply and frequently.

Kohler, Crilley, Shearer, and Good (1997) have investigated the effect of peer coaching on four teachers. Teachers are asked to apply a new approach firstly, and then apply it again with the help of a qualified coach this time and finally apply it again alone. The researchers then analyze the organization of the facilities, types of materials they use and teachers' instructions as well as students' engagement and interactions. They have concluded that teachers carry out some changes in their lessons as a result of collaborative approach with their coach.

Sparks and Bruder (1987) have stated that as a result of their study on peer-coaching teachers are more motivated to apply new techniques of facilities in the classroom and their collegiality has improved. Through this research, teachers have stated that the existence of a coach promotes a constructive and effective environment and the feeling of trust among them.

Hammond and Moore (2018) have pointed out that the participants in their study have showed a positive and significant improvement on their professional development processes under favour of coaching sessions, oral and written feedbacks of their classroom practices and the new decisions taken by teachers in consideration of their self-reflection procedure.

As a result of the study conducted by Vumilia and Semali (2016), the teachers have gained significant advantages thanks to the professional development

events they have been provided. Another research done by Ozmen (2019) has demonstrated significant improvement for the participants taking part in the teacher professional development activities thanks to the coaching trainings, workshops and meaningful communication tools.

2.5. Lesson Observation

One of the crucial goals of designing a CPD program in an educational context is to identify teachers' individual development needs for the purpose of promoting their professional learning process. At this point, lesson observation plays an essential role as it naturally provides the coach and coachee with evidence-based information to be dealt with.

Some researchers have attempted to define the concept of observation in their studies. Kretlow and Bartholomew (2010), Neuman and Cunningham (2009), Stormont and Reinke (2012) and Snyder et al. (2015) define observation as a process in which the teacher is watched directly in the classroom. They also state that main aim of lesson observation is to provide teachers with feedback on the performance so that they can engage in developmental activities. As can be concluded from the sentences above, a coach can make use of the findings of the observation in modelling activities so that a learning environment can be designed for teachers.

Additionally, Gall and Acheson (2011) and Joyce and Showers (2002) have emphasized that lesson observation is a crucial point for finding out the changes which teachers intended to create for a better teaching and learning setting. In this respect, the observers, who can be peers, outside experts, experienced teachers or managers, are supposed to identify the strengths and weaknesses of observees and provide them with necessary feedback to make a meaningful change in their teaching abilities and practices. Showers, Joyce and Bennett (1987) also point out that some features such as trust and respect should be established between a coach and coachee to reach desired outcomes as a result of observation process.

A study conducted by Cansoy and Parlar (2017) suggests that in order to come up with solutions to the problems observed in classrooms, small group meetings and an environment that teachers can exchange their experiences and opinions can be organized. In addition, teachers can observe each other's courses and

through effective feedback and reflection processes they can take better actions for the future classroom practices.

2.5.1. The Importance of Lesson Observation

Lesson observation plays a crucial role both for the pre-service teachers to gain experience in real-life context and in-service teachers to learn from their own practices in the classroom. Teachers can better understand their in-class facilities and promote their teaching skills in a more effective way through the lesson observation procedure as a result of which they reach evidence based information. In addition to these, teachers can develop their reflection abilities thanks to the observations done in the classroom, so that they have a chance to modify their teaching to satisfy their learners' needs and expectations well. As a result of lesson observation and reflection, teachers can come up with more innovative practises to successfully meet changing needs of all stakeholders. Morales, Flores and Trajtemberg (2019) point out that teachers attempt to enhance their teaching skills to identify the things occurring in the classroom that ensure innovation. Mann and Walsh (2017) highly recommend that teachers should make use of the in-class practises and evidences realized in consequence of lesson observation in order to foster their reflective abilities.

Thanks to the lesson observations, teachers can easily determine any teaching problems in their classroom as they work on the evidence based outcomes. With the help of a careful analysis and reflection, they can find a way out to deal with these problems and organize a better planned and conducted lessons to enhance their students' learning processes. Hart (2002), Wilkins and Brand (2004) state that the main aim of the lesson observation is to underline the importance of increased awareness of teachers in terms of identifying their weaknesses and strengths in their professional development process for the purpose of making a huge contribution to their progress in this direction.

2.5.2. Types of Lesson Observation

It is clear that people have different purposes for lesson observation and accordingly need different types of observation to achieve their goals and objectives. Bailey (2006) mentions five different types of lesson observation and they are; (1) surprise observation in which the observee is not informed of the date and the time of the observation, (2) announced observation in which the teachers are informed before

the observation, (3) negotiated observation in which observee and observer agree together on when, how and for how long the observation should continue, (4) invited observation where the observee requests for a purposeful observation, and (5) unseen observation where the observer is not in the classroom but discuss observee's own issues related to their lessons.

In addition, Cangelosi (1991) refers five different types of lesson observation as well and they are (1) structured observation, (2) ecological observation, (3) ethnographic observation, (4) informal observation, and (5) observation based on an in-class rating scale.



CHAPTER III

METHODOLOGY

3.0. Presentation

This chapter provides information about the current study with regard to its research design, research population and sampling, data collection procedures and instruments, its context, and data analysis.

3.1. Methodology and Procedures

The current study intended to examine the EFL teachers' perception of continuing professional development and see the effects of lesson observations with the help of a peer-coach within a CPD program that took 15 teaching weeks.

In the light of the data collected, the below stated research questions were intended to be answered.

1. How do EFL teachers perceive continuing professional development before the peer-coaching process?
2. How do EFL teachers perceive continuing professional development after the peer-coaching process?
3. What do EFL teachers think about the efficiency of the peer-coaching?

3.2. Research Design

A qualitative research case study design was applied for the present study. A qualitative case study design was chosen for the present study because as stated by Woods and Calanzaro (1980) it was intended to make a comprehensive and scientific search of a group of teachers for the purpose of examining in-depth data relevant to many variables. Additionally, Merriam (2009) states that thanks to the chances researchers have to investigate participants' opinions in detail, the qualitative research constitutes a significant source to reach scientific information.

In order to investigate the answers of the above stated research questions required information was collected in three specific moments. Before peer-coaching process, the participants were given an open-ended question (Appendix I) that inquired their perceptions of continuing professional development. During peer-coaching process, the participants were observed five times by their coaches and at the end of each observation the observees were asked to write a short reflective paper. The data collected as a result of the short reflection written by the observees was used only for processual purposes such as helping observees to have a chance to modify their teaching in a more productive and effective way, helping observers to see the progress made thanks to the observation process and deciding for further implementations. Bailey's (2006) negotiated observation type was conducted in this respect. Then the coaches gave both written and oral feedback to the participants together with decisions taken for the upcoming process. The written feedback was formed with the help of notes taken during the observation and the feedback was given a day after the observation so that the observee had time to reflect and the observer had time to write the feedback. The coaches kept a teacher progress-sheet (Appendix II) involving their opinions on the lesson observations for each participant. The purpose for keeping this teacher progress-sheet was to provide both observer and observee with a source for guidance during the peer-coaching process. Accordingly, the data gathered here was used only for processual purposes. After peer-coaching process, the participants were asked to write a reflective paper in which they shared their perceptions of CPD and opinions on the efficiency of peer-coaching process that took for 15 teaching weeks.

3.3. Research Population and Sampling

The participants of the present study were 16 instructors (9 female and 7 male) working at School of Foreign Languages at a private university. As for the teaching experience, 9 of the participants have been teaching between 1-5 years, 6 of the participants have been teaching between 5-10 years and only one of the participants has been teaching more than 10 years.

As for the sampling, all instructors working at the School of Foreign Languages participated in the program designed by CPD Unit. Therefore, participants were chosen upon convenience. As Creswell (2012) states in

convenience sampling the participants are chosen as they volunteer and are convenient to be studied with. The permission for data collection was taken both from the rectorate of the university (Appendix III) and each participant (Appendix IV).

3.4. Data Collection Procedures and Instruments

After receiving required permissions for data collection, the participants were asked to share their perceptions of CPD through an open-ended question in order to investigate the teachers' perceptions of CPD before the peer-coaching process. Additionally, reflective paper was used to search for the teachers' perceptions of CPD after the peer-coaching process and observe whether the peer-coaching process was effective. The participants were asked to submit their ideas without being directed or manipulated and no further explanation was made except for required notifications.

As for the peer-coaching process, the lesson observation procedure was divided into three main phases. The first one was pre-observing in which the coach and the coachee came together before the observation to discuss lesson plan and the date and time of the observation. By doing so, we tried to minimize the anxiety of the coachees and at the same time help the coach learn the content of the lesson to be observed. The second phase was while-observation which involved the action of observing the coachees in real environment with the help of lesson observation form. During the peer-coaching process, the participants were observed by the peer-coaches with the help of lesson observation form (Appendix V) designed by Richards and Farrell (2005) that was introduced to all participants beforehand. The form used to observe lessons involved nine parts and the categories are: (1) Planning and preparation, (2) Instructing and lesson objective scaffolding, (3) Learning, (4) Assessing, (5) Interpersonal dynamics, (6) Language, content and digital literacy, (7) Attentiveness to institutional regulations, (8) Learners' performance and (9) Commitment to professionalism. The data written on this form was used for reflection and feedback processes. Additionally, the data gathered as a result of the observations was recorded as a written document that was signed by both parties. The lesson observation form was used to decide about the in-service educations that conducted by both outside experts and CPD members. Thanks to the teacher

progress-sheets kept online, further steps and follow-up processes were decided depending on the participants' needs. The last phase was called as post-observation which included a chance for reflection and feedback given both orally and written. In the last phase, priorities, further steps and follow-up procedures were evaluated by both parties and agreed development points were given importance for upcoming observations.

We collected required data by implementing two different instruments on the purpose of investigating research questions. They were all conducted considering the permission taken from the participants and the university as well.

3.4.1. Open-ended Question

The present study necessitated instruments that can be used for qualitative research so that EFL teachers' perceptions of CPD and their opinions on the efficiency of peer-coaching process could be investigated deeply. In this respect, open-ended question was used to elicit information and search for the answers of research questions which helped us to reach proper evaluation of participants' opinions. The reason for choosing this instrument is that in a qualitative research participants are able to voice their opinions and experiences without facing any drawbacks that might be occurred because of the researcher or previous research results (Creswell, 2012).

3.4.2. Reflective Paper

According to Cengiz and Karataş (2014) reflective writing provides teachers with a chance for self-evaluation as well as to analyze the issues with different approaches. For this purpose, the participants were given a chance to evaluate the peer-coaching process via writing a reflective paper (Appendix VI) after 15 teaching weeks.

3.5. The Context of the Study

The present study was applied to the EFL teachers working for an English language teaching program offered by a private university between September 2019 and January 2020. The School of Foreign Languages (SFL) is responsible for providing students registering to a department in which the medium of instruction is at least 30% or totally in English with one-year English preparatory program. In this

respect, students registering to the departments of Civil Engineering, Computer Engineering, Electrical and Electronics Engineering, Political Science and International Relations, International Trade and Logistics, and English Language Teaching are required to study English for one year in order to have a chance to go on their education in uttered departments. The medium of instruction is at least 30% English in the department of International Trade and Logistics while it is totally in English in the other departments.

A continuing professional development unit was established for three essential purposes at the beginning of 2019-2020 academic year with the participation of all academic staff at the SFL. (1) It was aimed at identifying the teachers' academic and professional needs. (2) The defined needs would be satisfied and teachers' development would be supported. (3) Finally, it was aimed to check the quality of teaching and learning processes.

Three members of academic staff were chosen as coaches considering their academic backgrounds, qualifications and certificates they had related to the teacher training issues. In addition to that, they were given special seminars and trainings by outside experts on how to observe lesson, how to teach each skill efficiently, how to establish an environment based on mutual respect and trust, and how to give effective oral and written feedback. Based on peer-coaching process, the teachers observed/were observed many times to foster teachers' learning and changing processes.

As for the objectives of the CPD Unit, it was aimed at (1) guiding teachers to promote their own learning and development process on an ongoing basis by observing, exchanging ideas and experience and reflecting on what have been learnt, (2) encouraging teachers to enhance their knowledge, skills and professional identities, and (3) placing a high value on learning facilities and opportunities that involve job development, job satisfaction and formal trainings.

The duties and responsibilities of the CPD Unit include (a) contributing to the development and application of annual academic and strategic plans, (b) implementing quality assurance measures to maintain a high standard of education offered to the students, and (c) organizing and promoting the annual professional

development program liaising with external service providers and internal colleagues for the purpose of satisfying agreed objectives and aims.

3.6. Data Analysis

As for the data analysis of both the open-ended question and reflective paper, Creswell's (2012) inductive content analysis cyclical model was used. Chinn and Kramer (1999) define inductive content analysis as a process in which researchers move from small details to the general idea as a result of which they reach a general concept by combining these specific details.

There are some steps involved in coding the data and Creswell (2012) suggests the following six ones: (1) All of the transcriptions should be read carefully to get a sense of the whole study. (2) The text should be divided into segments of information with codes. (3) The segments of information with codes needed to be labelled. (4) Overlap and redundancy of codes should be reduced. (5) The list of codes should be taken and all the transcriptions should be checked again to see whether new codes emerge. At the same time quotes from the participants that support the codes should be defined as well. (6) Finally, the codes that are frequently stated should be converted into themes to be explained in details.

During the data analysis process two researchers were involved to get reliable findings. They worked on the participants' papers individually by following the steps stated above. At the end of individual analysis, they compared their findings and found out the agreed themes to be explained in detail. The points that were not shared by both researchers were negotiated, but they weren't taken into consideration if the researchers couldn't agree with each other.

While implementing a qualitative research design, the coding technique requires the establishment of inter-rater reliability that ensures the trustworthiness of the research conducted when multiple researchers are included in the process. Lincoln and Guba (1985) states that it is essential for the researchers to apply the most appropriate practices for data analysis to secure correctly interpretation of data collected through qualitative research for the purpose of ensuring trustworthiness and quality of the study. Walther, Sochacka and Kellam (2013) offer inter-rater reliability as a means of "continuous dialogue between researchers to maintain consistency of the coding" (p. 650).

Miles and Huberman (1994) point out that the inter-rater reliability of 80% agreement between researchers involved in coding on 95% of the codes is a sufficient agreement among coders. For the current study, the formula described in Miles and Huberman (1994) was used and the agreement between coders was calculated as 82.35%.



CHAPTER IV

FINDINGS

4.0. Presentation

In this chapter, the qualitative findings of the study are presented and described with regard to each research question.

4.1. Findings Related to the First Research Question

How do EFL teachers perceive continuing professional development before the peer-coaching process?

The research question aspired after investigating the EFL teachers' perceptions of continuing professional development and as a result of the data analysis process, four main themes emerged.

Table 1

Teachers' Perceptions of CPD before the Peer-coaching Process

Perceptions of CPD	f	%
Lifelong learning	13	81
Staying up to date	11	69
Skills development	10	63
Teaching abilities	8	
Meeting students' and institutional needs	5	
Subject-area knowledge	4	
Technological advancement	2	
Quality assurance	2	
Team-building process	8	50
Collaboration and communication	6	
A shared learning culture	3	

As it could be observed in Table 1, the most frequently stated concept (81%) was that teachers associated CPD with the lifelong learning process. They believed that professional development was a concept starting with the beginning of career and continuing until the end of professional life. For example, participant 2 stated that *'The process of professional development acquires a perception of educational profession as **a never ending process**'*. Similarly, participant 7 defined CPD concept as *'I believe that professional development is an indispensable part of being a teacher, and it is **a never ending process** especially for teachers'*. Additionally, participant 13 stated that *'I see professional development as **a path starting but never-ending**'*. Considering above stated quotes by three participants, it could be understood that they emphasized continuing professional development as a process that continues throughout the teachers' academic career.

Finally, participant 11 pointed out that *'In my opinion, professional development is a process which starts at the beginning of the career of a teacher and it continues until the end of the professional life. First of all, a teacher should always **stay as a learner**'*. At this point, the participant attached importance to the fact that the teachers continue learning during this never ending process which means that classrooms are instructional environments not only for the students but also for the teachers. Each teaching experience may cause the teachers to reflect and modify their teaching facilities in a way that they meet learners' needs efficiently. All the quotes stated by the participants called attention to the importance of CPD as it involved a key source of learning for teachers involved in such developmental activities.

Table 1 confirmed that secondly most mentioned concept related to the CPD (69%) was staying up to date. The participants stated that thanks to the opportunities they might be provided with the help of CPD facilities they could learn about new methods and approaches used in different parts of the world. For example, participant 1 defined professional development as *'In my opinion, professional development means **keeping up with the time, the world and the needs of the world**'*. The participant drew attention to the fact that the world is continuously changing and naturally the needs and expectations of the stakeholders in teaching and learning processes are changing as well. In this respect, the teachers are supposed to equip themselves with the modern techniques and applications in order

to meet the requirements of changing world in a more efficient and professional way. Similarly, participant 4 explained that *'I always think that I need to **learn more about my field because the new things come up day by day**. The professional development process might be a key for this. In this process, in my humble opinion, we need to be educated well with different kinds of activities such as workshops, seminars, and conferences'*. As stated by the participant, teachers can update their knowledge and abilities through some professional development facilities such as workshop and trainings to be able to learn new things to be applied in classroom environment.

Additionally, participant 8 pointed out that *'Besides, **I like to check newly introduced method over the world** and follow the system in the other countries and other teaching environments. Even if it may not be so easy to apply some activities, at least we can maybe make students realize that there are more things they can do out of the class to reach their goal of learning English'*. At this point, the participant attached importance to the fact that staying up to date is not an issue just for the teachers but at the same time for the students. The learners can be supported and encouraged to learn what happens in other countries so that they can try the same in their own learning process as well. Therefore, staying up to date was recognized as an important tool to achieve their goals and objectives.

Furthermore, participant 11 mentioned an important point as *'In daily life, everything changes over time and people need to **adapt themselves to these changes to survive**. As teachers, what was thought to be correct a decade ago might be incorrect in today's world. That's why we as teachers also need to adapt to changes and develop ourselves professionally to be helpful to our students and to the institutions where we work'*. In this respect, the participant highlighted the necessity of staying up to date by stating that any valid information at the present may turn into wrong information after some time. These changes that might occur due to the advancement in technology, education and science require teachers to adapt and improve professionally to survive.

Finally, participant 12 stated that *'The skills I need in this changing world always need to be updated, so professional development is the one and only concept to **stay up to date**. If I have necessary skills and knowledge in the place I work, I would not feel insecure and have the negative feeling of lack'*. According to the

participant, staying up to date was associated with the required skill to feel comfortable and motivated towards the workplace and professional development was recognized as a significant tool to feel safe. As a result, participants saw the CPD opportunity as a significant key to be connected with the world and so that they could equip themselves better to satisfy both students' and institutions' needs.

Thirdly most mentioned concept related to the CPD (63%) was skills development. The concept of skills development was addressed under five sub-headings and they were development in (1) teaching abilities, (2) subject-area knowledge, (3) quality assurance, (4) technological advancement, and (5) meeting students' and institutional needs.

Skills development from different perspectives was an essential component of the CPD process when the participants' quotes were checked carefully. For example, participant 7 stated that *'In my concern, **empowering teaching skills** by being aware of the present and past views, **changes in technology**, teaching techniques and generations and by **analysing the students' needs on the spotlight of this awareness** is the essence of professional development. I am trying to create my own professional development path on this idea'*. At this point, the participant mentioned the importance of the continuing professional development as a tool that fosters teachers' teaching skills with the awareness of technological advancement. Moreover, the necessity of analysing the learners' needs was valued as a part of the CPD process.

Additionally, participant 10 explained that *'Developing an effective means of supporting and retaining teachers is crucial to **creating a quality learning environment for students** and a supportive work environment for teachers. Professional development is necessary to fill in the gaps in the skill sets of teachers, and to continue to **develop the expertise of them**'*. As it can be understood from the participant's quote, quality assurance can be maintained by the CPD facilities that the teachers are offered. In this way, they could be provided with an environment in which teachers can collaborate and support each other. As a natural result of this process, the quality of education offered to the students can be assured by the school managements and the teachers. Additionally, the participant stated that professional

development facilities are required in order to help teachers develop their expertise and enhance their teaching skills.

Finally, participant 15 emphasized that *‘Professional development is one of the most significant processes during academic and teaching life. **In order to improve ourselves in terms of teaching skills**, we need to actively participate in this process. It is not only about improving teaching skills, **it is also about improving teachers’ effectiveness and knowledge**’*. As stated by the participant, professional development events were associated with active involvement of the teachers and by doing so they could improve their effectiveness in the classroom and enhance their subject-area knowledge. Accordingly, the teachers could meet both the learners’ and institutions’ needs in a more productive and effective way. Therefore, active involvement in PD facilities was believed to be essential for satisfying the stakeholders’ needs and expectations. As a result, it could be concluded that participants associated the developments in different skills with the facilities offered thanks to the CPD program.

Table 1 also affirmed that half of the participants identified the concept of CPD as a team-building process. The learning environment created with the participation of all teachers in the institution ensured collegiality that led to a more productive and meaningful setting for sharing. Team-building process was evaluated under two sub-headings and they were (1) collaboration and communication and (2) a shared learning culture. Participant 3 pointed out that *‘To be more specific, observations and peer work have mainly concentrated on the notion of **sharing** that may help teachers to **exchange some ideas, experiences, methods, techniques**, or even we may trigger some questions in teachers’ minds that they were not aware of them’*. As stated by the participant, a shared learning culture and environment could be established through lesson observation and peer-coaching since the process requires the colleagues to express their opinions on the facilities conducted in the classroom which could lead them to increase the level of collegiality.

Additionally, participant 13 explained that *‘That’s why, I regard attending seminars, **sharing classroom experience with the colleagues, adding a new perspective in teaching** are some of the examples that each teacher, who believes that they are professionals, does’*. At this point, the participant drew attention to the

importance of PD activities on a shared learning culture through which teachers might design better lessons as a result of self-evaluation.

Finally, participant 16 emphasized that *'Also, I can say that PD is a life-long learning process through teaching. During this process, **collaboration with my administration, my colleagues and maybe more importantly, with my students is prolific for me.** Although I am the one who will plan my own professional development process, I believe that the **collaboration and interaction with the stakeholders** mentioned above have a very important role in implementing my professional development plan'*. Apart from being a lifelong learning process, CPD was associated with the concepts of communication and collaboration with all stakeholders involved in teaching and learning procedures. The participant wanted to draw attention to the fact that although the planning of professional development was recognized as an individual process, the role that collaboration and communication among colleagues took could be underestimated.

As could be seen clearly from the quotes stated above, the participants believed that continuing professional development process was not a journey taken in an isolated way. Instead, it required a shared and valued environment in which teachers enjoyed learning from each other and reached the predetermined goals and objectives all together as a team through communication and collaboration.

4.2. Findings Related to the Second Research Question

How do EFL teachers perceive continuing professional development after the peer-coaching process?

Table 2

Teachers' Perceptions of CPD after the Peer-coaching Process

Perceptions of CPD	f before Peer-coaching	f after Peer-coaching
Lifelong learning	13	13
Staying up to date	11	12
Skills development	10	13
Team-building process	8	12
Self-leadership		12
Feedback and reflection		9
Self-evaluation and awareness		8
Active involvement		6
Learning by doing		3

The research question intended to determine whether peer-coaching process created any change in EFL teachers' perceptions of the CPD. As a result of analysis done on the reflective papers written by the participants at the end of peer-coaching process, the changes occurred in consequence of this process were demonstrated in Table 2. As could be understood from the table that the perceptions stated before the peer-coaching process were emphasized again by the participants. We could observe that while the number of participants perceiving the CPD as staying up to date, skills development and team-building process increased, the number of participants perceiving the CPD as lifelong learning remained the same. It was observed that the most meaningful change occurred in perceptions was team-building process with an increasement of 50% followed by the perception of skills development with an increasement of 33%.

Table 2 also confirmed that a new theme emerged as named self-leadership as a result of analysis of reflective papers written by the participants at the end of the peer-coaching process that took 15 teaching weeks. Within this theme, the participants frequently stated four sub-headings and they were (1) self-evaluation and

awareness, (2) feedback and reflection, (3) active involvement and (4) learning by doing.

It could be concluded that the peer-coaching process resulted in more awareness for teachers in terms of their role as a determining factor. For example, participant 1 stated the effects of feedback and reflection processes with his quote *'Since I was the organiser of all the events that took place during these 15 weeks (such as lesson plans, material selection, managing activities, etc.) I felt that I **enjoyed more autonomy** in whatever I would do not only in a particular lesson but in subsequent lessons as well. Apart from the feedback I got from the observers, I found enough time to **reflect upon** what I've done/I could have done in the lesson. **Self-reflection** accelerated my pace into professional development'*. As a result of the peer-coaching process, the participant felt more autonomy both in designing and implementing the course. Moreover, thanks to the self-reflection process, the participant believed that the professional and academic improvements could be observed.

Additionally, participant 6 emphasized the importance of active involvement by stating *'In addition, helping my partner with whom I work has been one of the elements that I pay attention to in this process. **Taking an active part in the professional development unit** was entirely in line with my desire because I've never perceived that it is a biased process that led the professional development unit to judge what I did in classes'*. At this point, the participant felt motivated and committed because of taking an active role in peer-coaching process.

As for laying stress on self-awareness along with the active involvement, participant 8 explained that *'It is **an ongoing nonstop active process in which I keep figuring new things out** in each and every lesson I attend. It is surprising to discover very small but crucial details in time in terms of teaching in the class, managing the class or testing different skills'*. It can be concluded that the participant started to discover some issues emerging in the classroom that she was unable to identify before the peer-coaching process. Additionally, the participant felt more comfortable with classroom management and evaluating students' actions and attitudes in the classroom environment.

Furthermore, participant 12 stated that *'The feedback has affected my self-awareness in a positive way and I think it will influence my actions and behaviors in the long term'*. As it could be understood from the quote clearly, the participant expanded the level of self-awareness thanks to the oral and written feedback in such an effective way that she was determined to make some meaningful changes in her facilities and behaviors in the upcoming years. To conclude, the peer-coaching process resulted in positive changes.

Finally, participant 15 drew attention to the concept of learning by doing by stating that *'With the help of the professional development, teachers are more likely to solve the problems they face during their teaching careers'*. In this respect, the participant believed that they would be able to come up with appropriate solutions to the problems they might face as they felt more autonomy in learning by doing with the help of their leadership traits. All in all, the participants believe that they should be responsible for their own learning process by satisfying the requirements of a good leadership.

4.3. Findings Related to the Third Research Question

What do EFL teachers think about the efficiency of the peer-coaching?

The research question aimed at defining whether the peer-coaching model applied was efficient or not for the EFL teachers and as a result of the data analysis of reflective papers written by the participants at the end of peer-coaching process, the below stated table emerged.

Table 3

Efficiency of Peer-coaching Model

Efficiency of Peer-coaching Model	Number of Participants	%
Efficient	13	81
A collaborative process	10	
Effective feedback	9	
Increased teaching skills	8	
Professional improvement	6	
Inefficient	1	6
Nonconstructive feedback	1	
Neutral	2	13
Self-coaching	1	
Insufficiency	1	

Table 3 clearly demonstrated that most of the teachers (81%) found the peer-coaching process quite efficient. They stated positive comments on the facilities they had during the process and the outcomes they gained as a result of the procedure. The frequently stated concepts that are associated with the efficiency of peer-coaching process were addressed under four sub-headings and they were (1) a collaborative process, (2) effective feedback, (3) increased teaching skills, and (4) professional improvement.

It could be understood from Table 3 that, most of the participants perceived peer-coaching as an effective tool for their continuing professional development process. For example, participant 1 stated that *‘I realized during the 15 weeks that I developed myself mostly in terms of organizing things related to my teaching. Letting a peer into your class to observe your teaching and give feedback on it is simply like a mirror reflecting your own image back to you. I am very positive about having this model during 15 weeks. What made this model more effective was the fact that our peers changed after the first 8-week period of teaching, which enabled me to obtain a wider perspective from different colleagues’*. The participant benefited from the effective feedback given by the observers and reflection processes which were crucial components of peer-coaching. By means of a collaborative process, the participant improved himself in terms of organizing things connected with a better

teaching process. Similarly, participant 10 emphasized the importance of feedback and suggestions by stating that *'Pertaining to the peer-coaching that we had during the past 15 weeks, I think **they were positive and beneficial** because it's always good and more effective to have an extra set of eyes to **give constructive feedback, or even suggestions** if everything went well. The CPD Unit and its members are doing a good job in filling the gaps that might occur when one of the teachers have some shortcomings in the educational process'*.

Additionally, participant 3 explained that *'Peer-coaching is a positive process especially when two teachers trust each other. It is based on mutual respect, sharing benefits and believing that **this process will give its fruitful results for the sake of upgrading teaching skills and experience after all. It was very effective since it was constructive feedback**'*. Not only the academic sharing but also the relationship between the coach and coachee played an outstanding role in the success of the peer-coaching practise. As it could be observed that the peer-coaching process was associated with fruitful results that occurred as a consequence of professional improvement.

Finally, participant 16 pointed out that *'Having a coach before, while and after teaching surely brings some **more responsibilities** and not necessarily connected with your experience it brings some anxiety and more care together with it, but **the anxiety I had was fully positive for me which helped me to conduct more aim-achieved courses**'*. Thanks to the support received by the observers, the participant emphasized the importance of implementing more productive facilities with the help of increased teaching skills. To conclude all stated above, the majority of the participants evaluated the peer-coaching program as an efficient way of fostering teachers' professional development as well as their abilities of working collaboratively.

It was clear from Table 3 that, only one participant stated negative comments on the peer-coaching program applied for 15 teaching weeks. Participant 4 stated that *'I don't think that it was really effective. It is nice to have a certain schedule and pre-post observations forms but **the feedback was not constructive**'*. The reason why the participant found the process as an ineffective one was the way the feedback was given. To support this argument, the participant added that *'The*

written feedback was more detailed than the oral feedback but **it was problematic since the negative ones were given but there was nothing about how to improve it.** *If the mistake was given, the feedback about how to fix it should be given*'. It could be concluded that giving constructive and meaningful feedback was one of the essential key points of the process and that was why it should have been treated well by both parties.

Finally, as could be deduced from Table 3, two participants stated neutral opinions on the peer-coaching process verbalizing that it had both advantages and disadvantages. To make it apparent, participant 5 stated that *'In addition, I can consider the peer-coaching model as a neutral not because there is a problem in the coach but in my point of view I see that self-coaching in such cases could be more efficient as I did with myself from the beginning of the term'*. The participant believed that rather than having a peer-coach, it was more useful to act as a self-coach by paying attention to being the only one as responsible for the learning process. Additionally, participant 7 emphasized that *'However, I feel neutral about the peer-coaching model. I am really for the idea of peer or supervisor observation and feedback processes, and I feel positive about this application. On the other hand, the observations haven't been done in the same class or for the same lesson, so both observer and observee couldn't get a clear idea if there is any improvement or not'*. As it could be concluded from the participant's quote, the participant mentioned the insufficiency of the peer-coaching process due to schedule followed by observers for the observations. All in all, they believed that the concept of peer-coaching was normally associated with the positive outcomes, but for this process they weren't been able to take enough advantages of the situation.

CHAPTER V

DISCUSSION

5.0. Presentation

In this chapter, the findings of the current study are discussed in detail. This chapter presents the discussion of each research question in this study by being compared and contrasted with the previously conducted studies in the literature.

5.1. How do EFL teachers perceive continuing professional development before the peer-coaching process?

The findings of the current study have revealed some significant similarities and differences with the previously conducted studies in the literature. For example, when we compare and contrast the present study with the research applied by Alibakhshi and Dehvari (2015) that aimed at investigating Iranian high school teachers' perceptions of CPD, we can state that 3 themes showed similarities and they are (1) skills development, (2) continuous learning, and (3) keeping up to date. As for the differences, in their study it was found out that teachers perceived CPD as learning for pleasure and teachers' professional revitalization while in the present study two different themes emerged as team-building process and self-leadership.

The study conducted by Richardson (2003) is also align with the current study as both state that a successful CPD program promotes team-building facilities. Additionally, a similarity between the current study and the research conducted by Sparks and Bruder (1987) emerged with regards to the improved collegiality as an effect of peer-coaching process. The participants in both studies stated that thanks to the constructive and meaningful environment created by the coach and teachers, their collaboration and collegiality improved.

The findings of the study conducted by Yalçın Arslan and Ilin (2013) were align with the findings of the current study as both studies illustrated that the teachers

found peer-coaching as an effective model for them to enhance their teaching abilities and facilities.

5.2. How do EFL teachers perceive continuing professional development after the peer-coaching process?

A similarity between the present study and the studies conducted by Babinski et al. (2018) and Neuman and Cunningham (2009) emerged with regards to CPD's positive outcomes on teachers' better classroom activities applied in a more efficient way. Some of the participants in the present study supported this argument with the quotes in their reflective papers that they wrote after the implementation process. For instance, participant 1 pointed out that *'The "pre" stuff includes designing lesson plan for each lesson and the more I design lesson plans, I've felt that the more mentally and physically organized and prepared I become. Similarly, the "post" stuff contains a feedback session either by the peer or through a self-reflection and this bridges how I performed my first lesson and how I will perform my second lesson. Additionally, this period of 15 weeks has made me more focus on my content and encouraged me to find more and more interesting stuff to integrate into my content just because I know I will be observed by a third party in class. Even the idea of being observed has made me more organized and precautionary against all possible problems'*. Furthermore, participant 3 supported that by stating *'For me, the term professional development is associated with a wide variety of specialized training, formal education, or advanced professional learning intended to help administrators, teachers, and other educators improve their professional knowledge, competence, skill, and effectiveness'*.

Additionally, the current study correlates positively with the study conducted by Murphy and Calway (2008) in which professional development activities were associated with teachers' commitment and motivation in improving themselves. Some participants in the current study stated in their reflective papers that they feel more motivated and committed for their own learning processes. To illustrate, participant 14 stated that *'I think the feedback that I received from the CPD members motivated me. I learned not only my weak parts about my teaching but also I noticed my strengths'*. Similarly, participant 16 supported that by explaining *'Maybe the most beneficial part of peer-coaching was the reflection and*

feedback sessions of the program because my thinking on my own class and the feedback mostly matched. This helped me to focus on the “puzzles” in my teaching and find a solution for them following invaluable feedback by the coach in a more committed way’.

As a result of the study conducted by Walter and Briggs (2012), it was stated that successful CPD facilities result in fostering teachers’ autonomy and the present study is accordant with this outcome. To support this, the participant 1 clearly stated that *‘Since I was the organiser of all the events that took place during these 15 weeks (such as lesson plans, material selection, managing activities, etc.) I felt that I enjoyed more autonomy in whatever I would do not only in a particular lesson but in subsequent lessons as well’*. It could be concluded that the peer-coaching process helped the teacher to feel more autonomy in designing and planning processes of the courses.

Additionally, the present study corresponds to the studies conducted by Novozhenina and Pinzon (2018) and Hammond and Moore (2018) with regards to the effect of CPD facilities on improving reflection abilities. To confirm that, participant 16 stated that *‘So, this 15-week experience with full of better planned courses and follow up feedback and reflection reinforced my teaching abilities and method to a great extent’*.

The study conducted by Kohler et al. (1997) indicated that teachers carried out some changes in their lessons as a result of collaborative process with the help of their coaches. Similarly, the current study showed a similar finding as the participants stated that they developed their skills in different areas as a result of changes occurred by favour of peer-coaching. For example, participant 8 clearly emphasised the importance of changes occurred by stating *‘Peer-coaching helps us to see the gaps in our lesson plan, giving instructions, classroom management. Deciding on the parts to work on like giving introduction or applying a certain type of activity help us to be more effective in our following classes’*.

A study conducted by Ercan and Ivanova (2020) revealed some significant similarities with the current study as both pointed out that the teachers are the ones who are responsible for their own learning process in a continuing professional development process. The current study indicated that teachers took the

responsibility thanks to their active involvement during the peer-coaching process and they learned by doing.

5.3. What do EFL teachers think about the efficiency of the peer-coaching?

The findings of the study conducted by Gomez Palacio, Gomez Vargaz and Pulgarin Taborda (2019) supported the findings of the current study in terms of the efficiency of coaching as a development tool for language teachers. The present study demonstrated that most of the participants found peer-coaching as an efficient model helping teachers equip with better teaching skills and develop to satisfy learners' needs.

Another similarity between the study conducted by Ercan and Ivanova (2020) and the current study emerged with regards to the efficiency of professional development activities such as seminars and workshops. In both studies, the participants emphasized the efficiency of peer-coaching model and benefitted from attending these trainings and reflecting what they learned in real teaching environments.

CHAPTER VI

CONCLUSION AND RECOMMENDATIONS

6.0. Presentation

In this chapter, a summary of the current study is provided. The recommendations for further studies and some practical implications for educational settings are discussed.

6.1. Conclusion

The present study intended to investigate teachers' perceptions of continuing professional development and observe whether peer-coaching process would be efficient and change their perceptions in the light of three research questions. The qualitative data was analyzed with the collaborative evaluation of two researchers and the findings revealed some significant outcomes.

The first research question aimed at finding out teachers' perceptions of CPD before the peer-coaching process and the perceptions emerged under four headings. They are (1) lifelong learning, (2) staying up to date, (3) skills development, and (4) team building process. The most frequently stated perception was lifelong learning. The participants stated that they perceive their professional development as a process that continue until the end of their academic career. The secondly most mentioned perception was related to the necessity of keeping themselves up to date in order to satisfy changing needs of all stakeholders in teaching and learning processes. Skills development was the thirdly most frequently stated perception by the participants with five sub-headings and they were development in (a) teaching skills, (b) subject-area knowledge, (c) quality assurance, (d) technological advancement, and (e) meeting students' and institutional needs. The participants stressed that they associated CPD with better equipment of required skills as stated above. Finally, the last perception that was frequently mentioned by the participants was that they identified CPD with a team-building process with two

sub-headings and they were (a) collaboration and communication and (b) a shared learning culture. The participants stated that an environment in which teachers could learn from each other and enhance the collegiality was associated with the opportunities they were provided through CPD events.

The second research question aspired after searching whether there would be a significant change in the perceptions emerged before the peer-coaching process and a new perception emerged after the peer-coaching process. The reflective papers written by the participants at the end of peer-coaching process revealed that a new perception defined as self-leadership with the sub-headings such as feedback and reflection, self-evaluation and awareness, active involvement and learning by doing emerged. The participants perceived CPD process as a tool that stimulated them to show more autonomy both in designing and conducting the courses and be more responsible for their own learning process as a result of peer-coaching process. The reflective papers also indicated that while the number of participants perceiving the CPD as lifelong learning remained the same, the number of participants perceiving the CPD as staying up to date, skills development and team-building process increased. While the most meaningful change was observed with the perception of team-building process with the highest increase, there was a significant increase in terms of the number of participants stating the perception of skills development.

The third and last research question aspired to investigate whether the peer-coaching would be recognized as an efficient process or not. The analysis of reflective papers demonstrated that the majority of the participants found it efficient in their learning process because of four main reasons which are (a) a collaborative process, (b) effective feedback, (c) increased teaching skills, and (d) professional improvement. The reflective papers also indicated that there was only one participant perceiving the peer-coaching process as an inefficient tool due to nonconstructive feedback. Finally, two of the participants reported that they were neutral in terms of the efficiency of peer-coaching process because of the preference of self-coaching and insufficiency in terms of taking advantages from the process.

As a result of the current study, it was aimed that the number of qualified and experienced teachers may increase which will eventually contribute to other educational contexts thanks to the conferences, seminars or workshops organized for

their academic staff's improvement. Learners educated in such environments where teachers are supported with observations, peer-coaching process and trainings may contribute to the society they live in more thanks to the qualities and educational practicum they have received.

6.2. Recommendations for Further Research

The current study clearly indicated that teachers are in need of continuing professional development facilities as they believe that the learning process never ends and they need to refresh their knowledge to keep up with changing needs of institutions and learners. Considering the findings of previously conducted studies (Altinkurt & Yılmaz, 2014; Dean, 2011; Timperley, 2008; Walter & Briggs, 2012; Babinski et al., 2018; Wang et al., 2003) and the present study, involving in carefully designed and planned CPD programs resulted in meaningful and positive outcomes both for the teachers and the students' academic progress.

Relying on the consequences of the study, below stated recommendations can be made for further research that will be applied in the future:

- 1) The current qualitative study included 16 participants. It could be conducted with a lower number of participants in order to reach more comprehensive data supported with an interview session as well.
- 2) The present study was conducted for 15 teaching weeks. It could be applied for a longer period of time to observe the possible changes that might occur.
- 3) The participants were observed five times through the peer-coaching process. The number of observations could be decreased or increased to observe changes.
- 4) In this study, the coaches were chosen from the academic staff of the university. The outside expert coaches could be invited to conduct the present study to see possible changes.
- 5) The current study was conducted at a higher education setting. It could be conducted at high school or primary school contexts as well.
- 6) The relationship between the concept of CPD and self-leadership, team-building process and teacher autonomy could be investigated in a more comprehensive manner with a longer period of time.

The present study is, without any doubt, comprehensive, informative and evidential. It is necessary that more studies should be conducted on the theoretical and practical applications. It is hoped that the current study will contribute scientifically in the field of foreign language teaching by raising all stakeholders' awareness of the dynamics in the nature of learning and teaching processes.

6.3. Implications

The findings of the current study evidently demonstrated that EFL teachers need to be supported professionally and academically in order to be able to satisfy changing needs of all stakeholders taking part in the teaching and learning processes.

Considering the outcomes of the present study, below stated practical implications can be taken into consideration:

- 1) Continuing professional development can be included and taught within the programs designed by the Council of Higher Education for the faculties of education in order to create and expand the awareness of the importance of lifelong learning and professional development.
- 2) Continuing Professional Development Units can be established with the help of the Ministry of National Education in each city for the purpose of supporting teachers' learning processes by conducting lesson observations through peer-coaching. In-service trainings can be designed and applied accordingly.
- 3) School management and policy makers at educational institutions can design an appropriate CPD structure for their own learning and teaching environment focusing on individual teacher's needs and expectations to foster their abilities and expand their knowledge of expertise.
- 4) School managements and policy makers at educational institutions can motivate the teachers by involving them in decision-making process and giving them more responsibility and autonomy both in the phases of lesson design and application.
- 5) The curriculum designers at each educational setting can arrange and modify the syllabi followed in a way that the teachers have enough time to deal with their professional development facilities through lesson observations and peer-coaching.

- 6) The universities in each city can take the responsibility of creating a bridge between their teacher candidates and the schools by providing opportunities for lesson observations to raise an awareness of CPD units and programs.
- 7) Teachers can be encouraged and supported to take more responsibility both for their own learning and their colleagues' learning by being provided with opportunities to be involved in professional development events designed by the policy makers and school managements.



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APPENDICES

Appendix I: Open-ended Question

The findings of open-ended question will be used only for a scientific study and your personal information will be kept confidential. Thank you for your contribution and support by participating this study.

Gender:

Years of Experience:

How do you perceive your continuing professional development process?

Appendix II: Teacher Progress-sheet

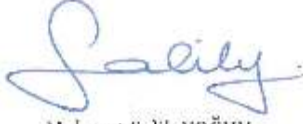
	Date of pre-observation	Date of observation	Topic of the lesson	Observer	Strengths observed	Areas for improvement	Actions taken for remedy	Observer's reflection
1	21.10.2019	23.10.2019	Reading		authentic materials, using the board & grading language	TTT, giving instruction & Setting time	work on S-S interaction, use imperatives & consider the time for each activity	the main aim was achieved; still, we should consider some classroom issues that could hinder the process of learning
2	15.11.2019	18.11.2019	Communicative activity		staging activities and monitoring	Being accurate & giving feedback	slow down when we speak & giving feedback after freer activities	The lesson was so basic since it includes slots for speaking; still, information should be accurate because students copy us
3	06.12.2019	09.12.2019	Writing		extra material and stimuli, encouraging Sts' by positive feedback	time management and monitoring Sts' use of L2	activities that fit to 45min lesson, asking and encouraging STs' to use English. Explain them that participation in native language is not enough	the main aim was partially achieved because the explanatory part was effective but there was no time for evaluation on STs' understanding
4	07.01.2020	09.01.2020	Vocabulary		Time management and creative extra material	Monitoring Sts' use of L2	asking and encouraging STs' to use English. Explain them that participation in native language is not enough	The main aim was successfully achieved in all aspects
5	10.01.2020	13.01.2020	Writing		effective explanations, extra materials and Sts' individual support	time management and monitoring STs' use of L2	Sts' productive part should be conducted earlier in the lesson after a shorter explanatory part	the main aim was partially achieved because the explanatory part was effective but there was no time for evaluation on STs' understanding

Appendix III: Permission Form from University

12.09.2019

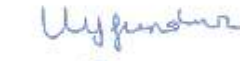
TÜRKİYE CUMHURİYETİ
HASAN KALYONCU ÜNİVERSİTESİ REKTÖRLÜĞÜNE

Gaziantep Üniversitesi Eğitim Bilimleri Enstitüsü İngiliz Dili Eğitimi Bölümü'nde tezli yüksek lisans eğitimi almaktayım. *Sürekli Mesleki Gelişim Programında Ders Gözleminin Analizi: Öğretmenlerin mesleki gelişim algısı, etkililik ve geri dönüt* başlıklı tezim için veri toplamak amacıyla Yabancı Diller Yüksekokulunda görev alan öğretim görevlilerinin ekte sunulan açık uçlu sorunun yer aldığı anketi cevaplayabilmesi ve ders gözlem formunun kullanılması noktasında gerekli izinlerin verilmesini tensiplerinize arz ederim.


Mehmet Salih YOGUN

Ek 1: Anket

Ek 2: Ders Gözlem Formu



Prof. Dr. Edibe SOZEN
Hasan Kalyoncu Üniversitesi
Rektör Vekili

T.C.	
Hasan Kalyoncu Üniversitesi	
Tarih: 13-09-2019	
Sayı: 343	
Bölge: 13	

Appendix IV: Permission Form from Each Participant

BİLGİLENDİRİLMİŞ ONAM FORMU

Bu formun amacı katılmanız rica edilen araştırma ile ilgili olarak sizi bilgilendirmek ve katılmanız ile ilgili izin almaktır.

Bu kapsamda "Sürekli Mesleki Gelişim Programında Ders Gözleminin Analizi: öğretmenlerin mesleki gelişim algısı, etkililik ve geri bildirim" başlıklı araştırma "Hasan Kalyoncu Üniversitesi Yabancı Diller Yüksekokulu Öğretim Görevlileri" tarafından gönüllü katılımcılarla yürütülmektedir. Araştırma sırasında sizden alınacak bilgiler gizli tutulacak ve sadece araştırma amaçlı kullanılacaktır. Araştırma sürecinde konu ile ilgili her türlü soru ve görüşleriniz için aşağıda iletişim bilgisi bulunan araştırmacıyla görüşebilirsiniz. Bu araştırmaya katılmama hakkınız bulunmaktadır. Aynı zamanda çalışmaya katıldıktan sonra çalışmadan çıkabilirsiniz. Bu formu onaylamanız, araştırmaya katılım için onam verdiğiniz anlamına gelecektir.

Araştırmayla İlgili Bilgiler:

Araştırmanın Amacı: Hasan Kalyoncu Üniversitesi Yabancı Diller Yüksekokulu'nda görev alan öğretim görevlilerinin mesleki gelişim algılarını tespit etmek; ders gözlemlerinin ve geri bildirim süreçlerinin uygulama neticesinde ne ölçüde etkili olduğunu tespit etmektir.

Araştırmanın Nedeni: Sürekli Mesleki Gelişim Birimi bünyesinde yapılan ders gözlemlerinin ve geri bildirim öğretim görevlilerinin mesleki gelişim algıları üzerinde ne ölçüde etkili olduğunun belirlenmesi ve örnek bir model olarak diğer eğitim kurumları tarafından da uygulanıp uygulanamayacağını tespit etmektir.

Süresi: 2019-2020 akademik yılı güz Dönemi boyunca

Araştırmanın Yürütüleceği Yer: Hasan Kalyoncu Üniversitesi Yabancı Diller Yüksekokulu

Çalışmaya Katılım Onayı:

Katılmam beklenen çalışmanın amacını, nedenini, katılmam gereken süreyi ve yeri ile ilgili bilgileri okudum ve gönüllü olarak çalışma süresince üzerime düşen sorumlulukları anladım. Çalışma ile ilgili ayrıntılı açıklamalar sözlü olarak araştırmacı tarafından yapıldı. Bu çalışma ile ilgili faydalar ve riskler ile ilgili bilgilendirildim.

Bu araştırmaya kendi isteğimle, hiçbir baskı ve zorlama olmaksızın katılmayı kabul ediyorum.

Katılımcının

Adı-Soyadı:
İmzası:

Araştırmacının

Adı-Soyadı: Mehmet Salih YOĞUN
E-posta: msalih.yogun@hku.edu.tr
İmzası:

Appendix V: Lesson Observation Form

Name of Observee:

Date:

Name of Observer:

Class:

To the observer: for each of the criteria below, check the appropriate column

F – Fully, M – Most of the time, P – Partially; NA – Non applicable

A	Planning - Evidence of effective lesson planning and preparation	F	M	P	No	NA
1	The lesson was logically sequenced.					
2	The activities were suitable for the age, level and needs of the group.					
3	The activities were directly related to the aims and objectives of the lesson.					
4	The class contained a variety of activities appropriate for the different learning styles (visual receptive, audio-receptive, and motor-receptive).					
5	Practice in different language skills was provided.					
6	The teacher designed student-centred activities.					

B	Instructing - Effective language and lesson objective scaffolding	F	M	P	No	NA
1	The teacher made the aims and objectives of the lesson clear to the learner and provided linguistic scaffolding.					
2	The lesson was well paced.					
3	Instructions and explanations were brief and clear.					
4	The textbook and materials were effectively integrated into the class (realia, flash cards games and a variety of media skills, such as Internet access, audio visual aids, broadcast communications, etc).					
5	The teacher was able to adjust instruction when the lesson was not working.					
6	The teacher used resources and strategies that build on learners' reasoning, problem solving and critical thinking skills, helping them become independent learners.					
7	The board was effectively used as a teaching tool.					

C	Learning	F	M	P	No	NA
1	Genuine communicative interaction took place.					
2	The teacher encouraged the students to use the target language all the time, / The teacher spoke in the target language all the time.					
3	Student participation was encouraged through questions, examples, definitions, explanations, comments and peer correction.					
4	Student talk was maximized and teacher's was minimized, when possible.					
5	The teacher fostered collaborative learning by means of effective pair-work / group-work activities.					

D	Assessing	F	M	P	No	NA
1	Students' errors were monitored and corrected effectively.					
2	Student performance was effectively monitored, throughout the class, to check if the lesson objectives were being reached.					

E	Interpersonal Dynamics - Supportive environment that engages all learners	F	M	P	No	NA
1	The teacher demonstrated awareness of individual students' needs.					
2	The teacher made a conscious effort to pay attention to all students equally.					
3	The teacher praised and encouraged the students.					
4	The teacher used gestures, body language and/or humour to enliven the class.					
5	The teacher modelled and promoted respectful, caring interactions which helped maintain a classroom atmosphere that was conducive to learning.					
6	The seating arrangement was appropriate for each activity and allowed accessibility to the teacher.					
7	The teacher made an effort to keep students attentive, engaged and interested throughout the class.					

F	Language, content, culture and digital literacy	F	M	P	No	NA
1	The teacher spoke clearly and loudly enough for all to hear. /The teacher adjusted his/her speech to the English-language level of the learner.					
2	The teacher used correct English grammar and pronunciation.					
3	The teacher developed the student's awareness of the L2 culture. / The teacher maintained/modelled an impartial attitude towards cultural differences and/or conflicts.					
4	The teacher was able to use the technological resources available in the classroom, coherently integrating them to enhance learning through the careful design and management of the activities and tasks to meet curricular goals and objectives.					

G	Attentiveness to institutional regulations	F	M	P	No	NA
1	The class started / ended on time.					
2	The teacher adopted an exemplary posture in class (e.g. dress code, physical decorum, etc.).					
3	Teacher enforced institutional regulations and expectations regarding students' attitudes (e.g. gum chewing, slouching, using the cell phone, etc.).					

H	The Learners - Learners' performance and attitude in class	F	M	P	No	NA
1	The learners were motivated and participated in all activities.					
2	The learners used the target language among themselves and with the teacher.					
3	The learners related very well with the group and the teacher.					
4	The learners consistently used relatively correct English and demonstrated ability in self-correction.					

I	Commitment to Professionalism: Pre- and Post-conferences - Engagement in the observation process	F	M	P	No
1	During the pre-observation conference, the teacher was able to clearly describe the lesson objectives and establish expectations for student behaviour.				
2	During the post-observation conference, the teacher demonstrated ability to reflect on his/her teaching practice and awareness of how stated objectives were accomplished.				

Appendix VI: A Sample Reflective Paper

❖ Please write a reflective article on your experience related to peer-coaching process.

I personally perceive my professional development process effective. When we say professional development, it conceives both personal and academic development. As much as I can do, I try to enrich this environment with academically beneficial events, conferences and workshops. It is very good to have them in our institution, as they are qualified and sponsored by a well-known institution. I try to learn new things for applying in the class, new methods and approaches help me in this respect. Sharing different ideas and discussing the problems with our colleagues help us to deal with these kind of problems, and sharing the perspectives.

I have to say that we have a long way to increase the efficacy of this model. I like to share the opinions, guidance and different methods, but the observer should observe the interactions between the teacher and his students to determine the effectiveness of the lesson. One lesson may not reflect the accurate picture of the teaching ability of the teacher or the students'. It sometimes can create negative perception on the students. They may think that there might be a problem related to them or the teacher. Even if we state the real reason of these observations and they should be done in order to the effectiveness of the teaching period, they may think that there can be another reason behind it.

I should say that I couldn't get effective feedback, and it didn't help me to increase my knowledge, broaden my perspective toward new developments and appliance of the techniques. Actually, the most critical section is the feedback and peer discussion, but we couldn't get feedback on time. It might be because many observations created hardship for the observers to give feedback to the teachers, or create much weigh upon the observer.

VITAE

Mehmet Salih YOĞUN was born in Batman in 1986. He graduated from the Department of English Language Teaching, Faculty of Education at Dicle University, Diyarbakır in 2009. He has been working as an instructor at the School of Foreign Languages, Hasan Kalyoncu University since 2010. He has been serving as the Director of School of Foreign Languages since 2015.

ÖZGEÇMİŞ

Mehmet Salih YOĞUN 1986 yılında Batman’da doğdu. Diyarbakır Dicle Üniversitesi Eğitim Fakültesi İngilizce Öğretmenliği Bölümü’nden 2009 yılında mezun oldu. 2010 yılından beri Hasan Kalyoncu Üniversitesi Yabancı Diller Yüksekokulu’nda öğretim görevlisi olarak çalışmaktadır. 2015 yılından beri Yabancı Diller Yüksekokulu Müdürü olarak görev yapmaktadır.