



**INVESTIGATING THE PROFESSIONAL
DEVELOPMENT PERCEPTIONS OF
EXPERIENCED EFL TEACHERS,
ADMINISTRATORS AND PROFESSIONAL
DEVELOPMENT UNIT MEMBERS
WORKING AT A STATE UNIVERSITY**

Yüksek Lisans Tezi

Merve IŞIK BEYSİR

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OF EXPERIENCED EFL TEACHERS, ADMINISTRATORS AND
PROFESSIONAL DEVELOPMENT UNIT MEMBERS WORKING AT A
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Merve IŞIK BEYSİR

MASTER’S THESIS

Department of Foreign Language Education

MA in English Language Teaching Programme

Supervisor: Prof. Dr. Özgür YILDIRIM

Anadolu University

Graduate School of Anadolu University

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JÜRİ VE ENSTİTÜ ONAYI

Merve IŞIK BEYSİR'in "Bir Devlet Üniversitesinde Çalışan Tecrübeli İngilizce Öğretmenleri, Yöneticiler ve Mesleki Gelişim Birimi Üyelerinin Mesleki Gelişim Algılarının İncelenmesi" başlıklı tezi 09/05/2025 tarihinde aşağıdaki jüri tarafından değerlendirilerek "Anadolu Üniversitesi Lisansüstü Eğitim-Öğretim ve Sınav Yönetmeliği'nin ilgili maddeleri uyarınca, Yabancı Diller Eğitimi Ana Bilim dalı İngilizce Eğitimi Programında Yüksek Lisans tezi olarak kabul edilmiştir.

		<u>Ünvanı Adı Soyadı</u>	<u>İmza</u>
Üye (Danışman)	:	Prof. Dr. Özgür Yıldırım	
Üye	:	Prof. Dr. Ali Merç	
Üye	:	Dr. Öğr. Üy. Mustafa SARIOĞLU	

Prof. Dr. Nafiz Öncü CAN

Anadolu Üniversitesi

Lisansüstü Eğitim Enstitüsü Müdürü

ABSTRACT

INVESTIGATING THE PROFESSIONAL DEVELOPMENT PERCEPTIONS OF EXPERIENCED EFL TEACHERS, ADMINISTRATORS AND PROFESSIONAL DEVELOPMENT UNIT MEMBERS WORKING AT A STATE UNIVERSITY

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Graduate School of Anadolu University, May 2025

Supervisor: Prof. Dr. Özgür YILDIRIM

This study aims to assess the professional development perceptions of experienced EFL teachers, administrators and professional development unit members working at a state university. To this end, convergent mixed method design was utilized to gain a better understanding of the research question. Professional Development Questionnaire developed by Ekşi (2010) was employed to the teachers in the quantitative phase of the study while semi-structured interviews were conducted with teachers, administrators and professional development unit members within the institution in the qualitative phase of the study. For the analysis of quantitative data, descriptive statistics was performed and mean scores, standard deviations and frequencies were calculated through SPSS. Qualitative data was analysed through content analysis. The findings indicated that the participants have overall positive attitude toward professional development. All the participants shared similar perception regarding the professional development needs, activities, barriers and delivery methods and formats. Based on the findings, the current study provides some implications for all the stakeholders, and limitations and further suggestions for future studies.

Key Words: Professional development, teacher education, needs assessment, in-service training, English language teaching.

ÖZET

BİR DEVLET ÜNİVERSİTESİNDE ÇALIŞAN TECRÜBELİ İNGİLİZCE ÖĞRETMENLERİ, YÖNETİCİLER VE MESLEKİ GELİŞİM BİRİMİ ÜYELERİNİN MESLEKİ GELİŞİM ALGILARININ İNCELENMESİ

Merve IŞIK BEYSİR

Yabancı Diller Eğitimi Ana Bilim Dalı

İngiliz Dili Eğitimi Programı

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Danışman: Prof. Dr. Özgür YILDIRIM

Bu çalışmanın amacı, bir devlet üniversitesinde çalışan tecrübeli İngilizce öğretmenlerinin, yöneticilerin ve mesleki gelişim birimi üyelerinin mesleki gelişim algılarını değerlendirmektir. Bu amaçla, araştırma sorusunu daha iyi anlamak için yakınsak karma yöntem tasarımı kullanılmıştır. Çalışmanın nicel aşamasında Ekşi (2010) tarafından geliştirilen Mesleki Gelişim Anketi öğretmenlere uygulanmış, nitel aşamasında ise kurumdaki öğretmenler, yöneticiler ve mesleki gelişim birimi üyeleri ile yarı yapılandırılmış görüşmeler yapılmıştır. Nicel verilerin analizi için betimsel istatistikler yapılmış ve SPSS aracılığıyla ortalama puanlar, standart sapmalar ve frekanslar hesaplanmıştır. Nitel veriler ise içerik analizi yoluyla analiz edilmiştir. Bulgular, katılımcıların mesleki gelişime yönelik genel olarak olumlu bir tutuma sahip olduğunu göstermiştir. Tüm katılımcılar mesleki gelişim ihtiyaçları, faaliyetleri, engelleri ve aktarım yöntem ve formatlarına ilişkin benzer algıları paylaşmıştır. Bulgulara dayanarak, mevcut çalışma tüm paydaşlar için bazı çıkarımlar, çalışmaya ait sınırlamalar ve gelecekteki çalışmalar için öneriler sunmaktadır.

Anahtar Sözcükler: Mesleki gelişim, öğretmen eğitimi, ihtiyaç değerlendirmesi, hizmet içi eğitim, İngiliz dili eğitimi.



*To my daughter,
Eylül*

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ETİK İLKE VE KURALLARA UYGUNLUK BEYANNAMESİ

Bu tezin bana ait, özgün bir çalışma olduğunu; çalışmamın hazırlık, veri toplama, analiz ve bilgilerin sunumu olmak üzere tüm aşamalarında bilimsel etik ilke ve kurallara uygun davrandığımı; bu çalışma kapsamında elde edilen tüm veri ve bilgiler için kaynak gösterdiğimi ve bu kaynaklara kaynakçada yer verdiğimi; bu çalışmamın Anadolu Üniversitesi tarafından kullanılan “Bilimsel İntihal Tespit Programı”yla tarandığını ve hiçbir şekilde “intihal içermediğini” beyan ederim. Herhangi bir zamanda, çalışmamla ilgili yaptığım bu beyana aykırı bir durumun saptanması durumunda, ortaya çıkacak tüm ahlaki ve hukuki sonuçları kabul ettiğimi bildiririm.

Merve IŞIK BEYSİR

STATEMENT OF COMPLIANCE WITH ETHICAL PRINCIPLES AND RULES

I hereby truthfully declare that this thesis is an original work prepared by me; that I have behaved in accordance with the scientific ethical principles and rules throughout the stages of preparation, data collection, analysis and presentation of my work; that I have cited the sources of all the data and information that could be obtained within the scope of this study, and included these sources in the references section; and that this study has been scanned for plagiarism with “Scientific Plagiarism Detection Program” used by Anadolu University, and that “it does not have any plagiarism” whatsoever. I also declare that, if a case contrary to my declaration is detected in my work at any time, I hereby express my consent to all the ethical and legal consequences that are involved.

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16/05/2025

ÜRETKEN YAPAY ZEKÂ KULLANIM BEYANI

Bu tez çalışmasının hazırlanması, yürütülmesi, verilerin analizi vb. aşamalarının herhangi birinde üretken yapay zekâ programlarından yararlanmadığımı beyan ederim.

Merve IŞIK BEYSİR



16/05/2025

DECLARATION OF GENERATIVE ARTIFICIAL INTELLIGENCE USAGE

I declare that I have not used generative artificial intelligence programs at any stage of the preparation, execution, data analysis, etc. of this study.

Merve IŞIK BEYSİR



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LIST OF ABBREVIATIONS

AI	: Artificial Intelligence
CELTA	: Certificate in Teaching English to Speakers of Other Languages
CoHE	: Council of Higher Education
CPD	: Continuous Professional Development
DELTA	: Diploma in Teaching English to Speakers of Other Languages
EFL	: English as a Foreign Language
ELT	: English Language Teaching
INSET	: In-service Teacher Education Programs
MoNE	: Ministry of National Education
PD	: Professional Development
SPSS	: Statistical Package for the Social Sciences
TESOL	: Teaching English to Speakers of Other Languages

1 INTRODUCTION

An overview of the thesis's structure is provided in this chapter. First, background knowledge related to study is provided. Next, the statement of the problem, the purpose, the research questions, the significance of the study and study limitations are presented. Finally, definitions for key terms that are utilized throughout the study are provided.

1.1 Background of the Study

“An education system is only as good as its teachers”.

(UNESCO, 2014, p.1)

In today's world, where everything is changing and developing rapidly, education has gained more significance, and since teachers are accepted as the key stakeholder of the education field, the value of teacher education has increased for the improvement of education and the world. Prior to the awareness of teacher cognition, teacher education was centred mainly on a transmission-based approach, where instructors were not seen as active thinkers who develop their own teaching strategies, but rather as merely receivers of field knowledge. Standardized education and training were implemented with little regard for individual differences, including beliefs and past experiences. With this viewpoint, a one-size-fits-all approach was sought in order to provide effective classroom teaching practices, which resulted in teacher development that is unrelated to real classroom practices. With the recognition of teacher cognition in 1990s, a revolutionary shift in the field of teacher education resulted from the realization that teachers are not just “empty vessels waiting to be filled with theoretical and pedagogical skills” (Freeman and Johnson, 1998, p. 401), but they are the owners of their own distinctive, individual, and experiential beliefs, ideas, and practices (Nunan and Carter, 2001). Due to this change in the education field, teacher learning has reached its utmost importance, and it now matters just as much how they think and learn as what they know.

With the aim of improving education systems through teacher learning and development, teachers, as one of the key stakeholders in the educational field, must adopt lifelong learning and pursue career-long professional development to play an active role in the development of themselves, students and institutions in their own fields of education. To highlight the role of teachers as both passive receivers of knowledge and active providers in the educational development, Villegas-Reimers (2003) highlights,

Societies are finally acknowledging that teachers are not only one of the “variables” that need to be changed in order to improve their education systems, but they are also the most significant change agents in these reforms. This double role of teachers in educational reforms – being both subjects and objects of change – makes the field of teacher professional development a growing and challenging area, and one that has received major attention during the past few years (p.7).

Therefore, teachers have “a need, as never before, to update and improve their skills through professional development” (Craft, 2000, p.6) and in terms of language teaching, this professional development need for language teachers is particularly evident. “The field of second language teaching has undergone through many fluctuations and shifts over the years, according to Celce-Murcia (2001, p. 3), illustrating the fact that language teaching differs from other areas of education in that change occurs frequently. Since English has become the universal language, EFL teachers are expected to be more skilled professionals who use cutting-edge methods and approaches to keep up with the current trends in the field and further their careers. As Tsui and Tollefson (2007) states,

Globalization is affected by two inseparable mediational tools, technology and English; proficiencies in these tools have been referred to as global literacy skills. In order to respond to the rapid changes brought about by globalization, all countries have been trying to ensure that they are adequately equipped with these two skills. The challenge posed by globalization for non-English-speaking countries is dire because one of the most important mediational tools is not their native tongue. The intensity, simultaneity, and immediacy of interaction and knowledge generation have rendered obsolete the reliance on translation and have made a lingua franca indispensable (p.1).

To this end, “in order to be in harmony with continuously changing student profiles and needs, educational paradigms, knowledge, concepts, instructional technologies and philosophies in the field, English language teachers need more than ever to update their professional knowledge and skills” (Diaz-Maggioli, 2003, p.31).

Professional development, as used in the teaching profession, can be broadly defined as any strategy, activity, or program intended to modify teachers’ attitudes and practices in order to raise student accomplishment (Guskey, 2002). In this knowledge era, governments and policy makers require students to possess a great degree of information, skills, and competence to be ready to face future challenges, given the globalization of the world and technological advancements, and teachers are burdened greatly by this, which makes their work more challenging and complicated (Yılmaz, 2017). To overcome

this challenge, teachers are expected to improve their methods and meet the evolving requirements of their students with the support of professional development (Darling-Hammond et al., 2017). It is also highly important for teachers to serve as role models for their students, as enthusiastic lifelong learners; therefore, teachers cannot overlook their own development. Since their main responsibility is fostering their students' disposition toward lifelong learning, teachers must show dedication and excitement for ongoing learning (Day, 1999). Furthermore, professional development can have a domino effect, with improved student accomplishment leading to an improved learning environment (Villegas-Reimers, 2003). Therefore, professional growth is essential for an educational transformation to be successful.

Depending on institutional structures and policies, different countries have different approaches to meet the needs of teachers in terms of professional development. Nonetheless, there is a similar pattern to these activities: they either use top-down or bottom-up approaches (Özbilgin et al., 2016). Top-down, formal, and organized approaches are typically provided by administrations or related agencies. Since the management requires instructors to participate in these programs regardless of their needs or interests, they frequently evoke unfavourable attitudes toward professional development. Conversely, less structured and teacher-centred professional development activities are more common in bottom-up approaches. Additionally, teachers voluntarily enrol in these self-initiated courses with the goal of improving their own learning and the practices of teaching (Richard and Farrell, 2005). On the other hand, even though the bottom-up methods are more favoured, there is no “one right answer” in terms of effective professional development programs due to the component of “context” (Guskey, 1994, p.7). “There will be collection of answers, each specific to context” and there is a need to “find the optimal mix – that assortment of professional development processes and technologies that will work best in a particular setting” (Guskey, 1994, p.7). Therefore, more research is needed regarding professional development of teachers in different contexts to discover optimal approach to meet the needs and expectations of all the stakeholders, namely teachers, students and administrators in their own institutional context.

1.2 Statement of the Problem

Due to its use as a worldwide language for communication, learning English has become both a privileged status and a requirement for many educational institutions all around the world over the past 20 years. In Türkiye, English language teaching is also provided in both public and private schools from elementary to higher education. However, the desired quality and performance have not been met in all educational levels in Turkish context (Seferoğlu, 2006). As stated by Day (1999), “Teachers are at the heart of the educational process. The greater the importance attached to education as a whole the higher is the priority that must be accorded to the teachers responsible for that education” (p.1). Therefore, it would be worthwhile to shine light on teachers and their professional development. As Guskey (1994) argues, “We cannot improve schools without improving the skills and abilities of the teachers within them” (p.9).

In terms of teacher education, Gümüşlüoğlu (2016) also emphasizes the necessity for teachers to continuously improve themselves through on-going professional development programs in order to meet institutional and individual goals and enhance their teaching performance, regardless of how qualified their pre-service education is. On the other hand, some veteran teachers have the misconception that experience is the most important thing in their profession and only pre-service or novice in-service teachers need professional development. However, veteran teachers may not keep up with the latest approaches and developments in the field because of their outdated knowledge and abilities, or their knowledge and pedagogical skills may no longer align with the student needs or goals of the institutions as qualifications become obsolete far too quickly because of the developments in the industry (Richards and Farrell, 2005). Additionally, policy makers and administrators tend to offer more professional development programs for novice teachers in Turkish educational context, which results in less engagement of experienced teachers in professional development programs. On the other hand, teaching is a dynamic process, and experience does not guarantee expertise in teaching (Tsui, 2003). Therefore, it is important to be aware of the possibility of resistance to change to be able to assist experienced teachers who are reluctant to participate in on-going professional development activities.

Despite the growing awareness about the professional development and noteworthy attempts to promote continuous professional development nationwide and all around the

world, there is a considerable dissatisfaction among teachers regarding professional development programs. Traditional programs require teachers to attend “one-shot” or “sit-and-get” top-down activities in the format of conferences, seminars and workshops etc. where teachers are passive and experts in the area deliver the predetermined knowledge and skills which teachers are then expected to practice in teaching contexts. However, these type of professional development practices are decontextualized and provide undifferentiated learning and does not allow teachers to differentiate their teaching in order to meet the different needs of teachers and learners in their own institutional contexts.

As this is the case, “to ensure immediate benefit from in-service development activities, such programs need to be school-embedded, and the aims of the programs need to be identified by the teachers who will be participating in them” as Daloğlu (2004, p.688) remarked. Furthermore, teachers indicate more tendency to make positive changes in their pedagogical practices and advance their teaching abilities when professional development programs are closely tied to their personal experiences, expectations, and needs. Therefore, context – specific needs analysis is crucial in organizing and planning professional development programs. However, it also needs to be acknowledged that the ideal in a given situation fluctuates with time. Similar to the people who shape them, contexts are dynamic. They change with reaction to a range of self-initiated or environmental variables. Thus, it is highly important to do needs assessment at certain intervals and offer different programs in the same context based on the changing needs.

This study is carried out in a tertiary level context in Türkiye, where English is taught as a foreign language. The school of foreign languages offers English courses for students for a year with the aim of preparing them for their academic studies and future careers. There is a professional development unit within the school to provide teachers with the professional development support they need to meet the needs of students and expectations of the institution. When it is considered that teachers’ needs are unique in their own context, it is highly important to uncover their practices, needs, preferences and expectations regarding professional development in each specific context. When it is done, professional development unit can offer professional development programs which teachers need to change their beliefs and practices positively, improve student outcomes and contribute institutional growth.

1.3 Purpose of the Study

The main purpose of the study is to assess the professional development perceptions of experienced EFL teachers, administrators and professional development unit members. To this end, the study aims to identify the perceptions regarding professional development programs; the most common professional development activities teachers engage in; the barriers that hinder teachers from engaging in professional development activities; teaching skills/areas which require professional development in terms of teaching and assessment; teachers' professional development needs areas in English language teaching; preferences for the delivery formats and methods of professional development programs from the perspectives of experienced EFL teachers, administrators and professional development unit members.

1.4 Significance of the Study

Teacher professional development has been widely emphasized in the literature and numerous studies on the professional development of teachers have been conducted within this scope. While several studies were conducted to reveal teachers' views on in-service trainings and professional development programs currently offered in their institutions (Alan, 2003; Gültekin, 2007; Uçar-Duzan, 2006), some studies were conducted to identify teachers' needs in the field of professional development (Korkmazgil, 2015; Şentuna, 2002; Turan, 2022). First, this study is important in both revealing teachers' professional development activities which they participate in and identifying their needs, preferences and challenges with its multi-faceted scope.

Next, many studies have been conducted at primary and secondary school levels in Turkish school context (Başaran, 2020; Çalışkan, 2021; Daloğlu, 2004; Zerey, 2018), where Ministry of National Education (MoNE) offer in-service trainings which teachers are obliged to attend. Conducting a study at tertiary level where teacher professional development is mostly self-initiated and voluntary basis is of great importance to gain a better understanding of a real situation since effective professional development is a self-initiated, individualized on-going learning process.

Additionally, this study is conducted in tertiary-level context where teachers voluntarily participate in professional development programs which are offered by professional development unit within the institution. Therefore, this study may also be helpful to both administrators and professional development unit within the school and other schools

which already have professional development units or are planning to establish their own units since it may offer firsthand knowledge of both the extent teachers engage in professional development programs and their preferences, needs and challenges regarding professional development. As Diaz-Maggioli (2003, p.4) states, “programs which involve participants in the planning, organization, management, delivery and evaluation of all actions in which they are expected to participate have more chances of success than those planned to use a top-down approach” and in these programs “administrators make decisions in lieu of teachers”. The results of the current study may serve as a model and they can therefore provide teachers with more specialized support and learning opportunities, which may result in more effective practices, higher-quality instruction and student outcomes, and institutional development.

Furthermore, this study is important in a way that it creates awareness that professional development is a lifelong process since it is carried out with experienced teachers. As Day and Sach (2004, p. 3) argues, “higher expectations for higher quality teaching demands teachers who are well qualified, highly motivated, knowledgeable and skilful, not only at the point of entry into teaching but also throughout their careers”. Therefore, experienced teachers also need to keep learning new things throughout their careers because teaching has a vital role in students’ learning (Villegas-Reimers, 2003). They need to reflect on their practices to identify what works and what doesn’t work in their classrooms since what work for one class or one year might need to be modified for a different group of students at another time (Mundry, 2005). However, experienced teachers may not show as much willingness for professional development as novice teachers because of some professional challenges such as “burn-out”. With the participants who are all experienced teachers, the findings will help to shed light particularly on the challenges and reasons for experienced teachers not to attend professional development activities. Accordingly, administrators and teacher educators may offer engaging professional development programs to motivate the experienced teachers and meet their needs to keep up with the current developments in the field.

In addition, majority of the studies involve solely teachers as study participants with the aim of identifying their perceptions regarding their professional development practices, needs and challenges. However, professional development is a process which requires collaboration among the stakeholders in the field of education. Institutional growth is

closely tied to teachers' professional development. (UNESCO, 2014). Therefore, revealing administrators' perceptions regarding teachers' professional development is highly important to assess whether their expectations are in congruent with teachers' needs. Moreover, the professional development programs to be offered to teachers are generally decided by professional development unit members in the institution. Therefore, it is important to identify the perceptions of the unit members regarding the needs of teachers in order to carry out the programs to meet the needs and expectations of teachers. To the best of my knowledge, the current study will be the first study to explore teachers' needs, challenges and preferences for professional development by including the views of three key stakeholders: experienced teachers, administrators and professional development unit staff at a public school in Türkiye.

Another distinguishing aspect of this study is the comprehensive examination of numerous crucial facets associated with professional development. In addition to opinions regarding professional development, barriers to teacher participation in professional development activities, needs areas, modes of delivery of professional development programs are also within the scope of the study and this multi-faceted perspective will provide fruitful data for program planners to plan the ideal professional development programs for teachers accordingly.

Last, in the literature, while quantitative studies are generally conducted to reveal the needs, challenges and preferences regarding professional development (Güçlü, 2018; Ekşi, 2010; İlkimen, 2021; Karaaslan, 2003), qualitative studies are preferred for the evaluation of an implemented professional development program (Çalışkan, 2021; Çetin, 2022; Korkmazgil, 2015). This study adopts mixed-method study to provide a more generalizable and thorough grasp of the study problem as mixed-methods research incorporates the advantages of both quantitative and qualitative data gathering methodologies (Creswell, 2012).

To summarize, this study distinguishes itself from similar research in the literature by the number of participants, its implementation within a state context, the involvement of fully experienced lecturers, and the inclusion of perspectives from three stakeholders, thereby making a significant contribution to the field.

1.5 Research Questions

With the call for more broader scope studies on context-specific professional development, there have been still paucity of research regarding professional development of experienced EFL teachers at tertiary level. To this end, this study attempts to address the following research question:

What are the perceptions of experienced EFL teachers, administrators and professional development unit members in terms of:

- a) professional development programs?
- b) professional development activities that teachers attend?
- c) the factors that hinder teachers' attendance to professional development activities?
- d) teachers' professional development needs areas?
- e) preferences for delivery formats and methods of professional development programs?

1.6 Limitations of the Study

In this study, the data is obtained from the participants working at a tertiary-level state school in Türkiye. The findings are limited to one context and may not be generalizable to other contexts. Moreover, the needs and perceptions of the study participants are subject to alter at any point due to the dynamic nature of needs. In light of that, the scope of this study is restricted to the precise time period for data collection. Finally, this study presents self-reported data of the participants; therefore, it can only be assumed that the participants reflect their sincere and truthful perceptions.

1.7 Definition of Key Terms

Experienced Teacher: An experienced teacher is typically characterized as an educator with at least five years of classroom teaching experience (Tsui, 2003).

Professional Development (PD): Professional development of teachers refers to systematic attempts, which involve any activity, approach, or program designed to help teachers adjust their beliefs and teaching practices to help students perform better (Guskey, 2002).

Professional Development Programs: It is a series of activities which are systematically organized in order to improve the quality of teachers' performance and promote personal development.

Professional Development Activities: It is any kind of activity which aims to improve teachers' performance, such as conferences, observation, action research etc.

Needs Assessment (NA): In the study's context, needs assessment refers to the process of acknowledging teachers' performance and the level of performance they aspire to or are expected to meet (Smith, 1989).



2 LITERATURE REVIEW

2.1 The Definition of Professional Development

Due to global educational reforms in the past few years, professional development of teachers has drawn a lot of attention. Professional development “in a broad sense refers to the development of a person in his or her professional role” (Villegas-Reimers, 2003, p.11). According to Glatthorn (1995), it more precisely refers to “the professional growth a teacher achieves as a result of gaining increased experience and examining his or her teaching systematically” (p.41). Desimone et al. (2002) also puts emphasis on the improvement of teacher knowledge and practice and defines professional development as “...an essential mechanism for deepening teachers’ content knowledge and developing their teaching practices” (p.81). With the emphasis on the career-long process, Fullan (1991) defines professional development as “the sum of total formal and informal learning experiences throughout one’s career from pre-service education to retirement” (p.326).

On the other hand, majority of definitions of professional development emphasize that enhancing professional knowledge leads to improved student accomplishment. Guskey (2000) regards professional development as “process and activities designed to enhance the professional knowledge, skills, and attitudes of educators so that they might in turn improve the learning of students” (p.16), which is consistent with this notion. According to Diaz-Maggioli (2004), professional development is “a career-long process in which educators fine-tune their teaching to meet student needs” (p.5), which highlights the importance of taking students’ needs into account in the planning process of professional development programs’ content. Day (1999) aims to include all facets of professional development in his definition and explains,

Professional development consists of all natural learning experiences and those conscious and planned activities which are intended to be of direct or indirect benefit to the individual, group or school and which contribute, through these, to the quality of education in the classroom. It is the process by which, alone and with others, teachers review, renew and extend their commitment as change agents to the moral purposes of teaching; and by which they acquire and develop critically the knowledge, skills and emotional intelligence essential to good professional thinking, planning and practice with children, young people and colleagues through each phase of their teaching lives (Day, 1999, p.4).

Considering all of the definitions proposed by different researchers, it can be concluded that professional development encompasses all kinds of endeavours aimed at fostering teachers' development, which benefits both the organizations they work for and the students they teach. Professional development is now regarded as a "career-long" process rather than a "one-shot, short-term" event, as some educators have noted. Given the intricacy of the process and the fact that context affects outcomes in addition to content, it is also possible to conclude that the "one size fits all" approach has to be reevaluated.

2.2 Teacher Education, Training and Development

The late 20th century emphasis on teacher education necessitated a shift in attention to effective teacher education as the primary means of improving the quality of teachers' performance. "Language teacher education serves to link what is known in the field with what is done in the classroom" (Freeman, 1989, p.30). According to Freeman (1989), the goal of educating language teachers is to transform the way they make decisions, with a focus on their knowledge, abilities, attitudes, and awareness of their own selves, their students, and current advancements in the profession.

Within the scope of teacher education, teacher training and development are two fundamental teaching strategies that aim to change teachers' actions for the improvement of education (Richards and Farrell, 2005). Even though training and development serve the same purpose, they differ in the strategies they use to accomplish that goal. Freeman (1989) makes a distinction between these two strategies in terms of content, timing and decision-makers and regard training as "a strategy for direct intervention by the collaborator, to work on specific aspects of the teacher's teaching. The intervention is focused on specific outcomes that can be achieved through a clear sequence of steps, commonly within a specified period of time" (Freeman, 1989, p.39). Therefore, training involves activities that are specifically focused on a teacher's current responsibilities and usually has short-term and immediate objectives (Richards and Farrell, 2005). Teachers attend these activities with an external motive. "The content of training is usually determined by experts and is often available in standard training formats or through prescriptions in methodology books" (Richards and Farrell, 2005, p.3). Some examples of goals from a training perspective are presented below:

- Learning how to use effective strategies to open a lesson

- Adapting the textbook to match the class
- Learning how to use group activities in a lesson
- Using effective questioning techniques
- Using classroom aids and resources (e.g., video)
- Techniques for giving learners feedback on performance (p.3)

On the other hand, “development generally refers to general growth not focused on a specific job. It serves a longer-term goal and seeks to facilitate growth of teachers’ understanding of teaching and of themselves as teachers” (Richards and Farrell, 2005, p.4). Therefore, professional development differs from training mainly in terms of content, timing and decision-makers as Freeman (1989) suggested. Unlike training, teachers are the decision makers in professional development and they determine the program content to attend according to the needs of themselves and their context. On the other hand, the content of the trainings is designed by external experts and mainly standardized trainings are offered to all teachers with different needs and interests, and these trainings are generally mandatory to attend. In addition, rather than focusing on specific teaching skills or strategies, reflective practices are placed more in teachers’ professional development to make a change in their beliefs and practices in the long term while short-term trainings generally provide hands-on experience on specific needs and skills. Furthermore, “The distinction is that training or education is something that can be presented or managed by others; whereas development is something that can be done only by and for oneself” (Wallace, 1991, p.3). Therefore, teacher development is typically a process that is initiated by teachers and primarily driven by their own professional and personal needs; therefore, teachers have the autonomy on their own professional development. In teacher development, internal motive triggers teachers to attend professional development programs. However, in trainings, institutional needs as well as those arising from a particular course or curriculum are considered. Moreover, professional development is a career-long process, and teachers are expected to develop professionally throughout their careers since teaching is a dynamic process and teachers are expected to keep up with the changes in the field while mainly one-shot trainings are offered for teachers. Woodward (1991) summarizes the aspects of training and development to provide a comprehensive overview of the issue (p.147). Table 2.1

indicates the key differences between training and development proposed by Woodward (1991).

Table 2.1

The Teacher Training and Teacher Development Associations Scale

Teacher Training	Teacher Development
Compulsory	Voluntary
Competency-based	Holistic
Short-term	Long-term
One-off	On-going
Temporary	Continual
External agenda	Internal agenda
Skill/technique and knowledge-based	Awareness based, angled towards personal growth and the development of attitudes / insights
Compulsory for entry to the profession	Non-compulsory
Top-down	Bottom-up
Product / certificate weighed	Process-weighed
Means you can get a job	Means you can stay interested in your job
Done with experts	Done with peers

Source: Woodward, 1991

In conclusion, teacher training and teacher professional development are different strategies; however, they complement each other and serve the same purpose. As teaching is a lifetime practice, teachers ought to continue professional development for their personal needs even while they occasionally obtain training to fulfil the needs of the institution and students in their own contexts.

2.3 Language Teacher Development

Language teaching has undergone significant changes due to the paradigm shifts in the education field in the last decades (Richards and Farrell, 2005). According to Johnson (2009), “this shift did not occur in isolation but was influenced by epistemological shifts in how various intellectual traditions had come to conceptualize human learning” and an “interpretative epistemological perspective” replaces a “positivist epistemological perspective” (p.7). According to positivism, learning is a cognitive process that is independent of social and physical environments. Conversely, interpretative viewpoints respect socio-constructivism and consider the intricacy of teaching and learning procedures, as well as the teachers’ backgrounds and experiences.

These paradigm shifts have also resulted in changes in the roles of teachers and learners. Rather than just transmitters of the knowledge to learners, teachers have gained the role of facilitator and mentoring and become responsible for providing an optimal learning environment for learners. The responsibilities of learners have also changed from passive recipients of information to active contributors and co-creators of learning. Therefore, there has been a shift from content based to practice-based teaching (Freeman, 2001) and teachers have started to provide the ideal learning environment based on the experiences obtained from teaching practices.

With a great deal of pressure as a result of all these developments, language teachers are expected to constantly upgrade their teaching abilities and content knowledge to satisfy all of the demands of the profession and develop professionally. The shifts in language teaching and learning have brought changes in traditional professional development models as well. As Johnson (2009) states, “top-down professional development models...have begun to give way to alternative professional development structures that allow for self-directed, collaborative, inquiry-based learning that is directly relevant to teachers’ classroom lives” (p. 95). According to Richards and Farrell (2005), the aims of language teacher development are:

- Understanding how the process of second language development occurs
- Understanding how our roles change according to the learners we are teaching
- Understanding the kinds of decision making that occur during lessons
- Reviewing our own theories and principles of language teaching
- Developing an understanding of different styles of teaching
- Determining learners’ perceptions of classroom activities (p.4).

Mann (2005) also highlights the key traits of language teacher development and asserts that language teacher development (a) is a bottom-up process, and (b) values teachers’ opinion about needs, and (c) performs better with institutional support and recognition, and (d) is an ongoing process, (e) is an act of expressing an inner world of intentional decisions made in response to the teaching context’s outside world, and (f) encompasses personal, moral, and value aspects and is broader than professional development and (g) can be promoted and incorporated into training and education programs (p. 105).

With all the advancements in the area of teaching languages, it is now widely acknowledged that teaching is not about transmitting the knowledge or learning cannot be accomplished by solely receiving the knowledge. During the teaching and learning process, a number of factors must be considered such as teachers' and learners' beliefs and needs and the context. Therefore, language teacher development must change to adopt a more socio-constructivist, contextually aware and individualized perspective to provide teachers with opportunities to create the optimum learning environment for students in their own educational contexts.

2.4 From Traditional to Visionary Professional Development

Professional development for teachers has been widely recognized in the last decades and there has been a collective agreement that professional development should be an indispensable part of teachers in their lifelong careers. Despite the fact that there have been many professional development attempts for teachers with the primary aim of improving student learning (Diaz-Maggioli, 2004), these programs are frequently criticized for not producing the intended results. Diaz-Maggioli (2004) criticizes professional development practices for the following characteristics that the traditional professional development practices involve (p.2-5):

- 1. Top-down decision making:** Professional development activities are arranged by outsider experts or administrators rather than addressing the needs of teachers, which lays a burden on teachers.
- 2. The idea that teachers need to be “fixed”:** This idea lies on the false belief that students are not successful because their teachers do not know how to teach. Therefore, teachers are accepted as a problem to be solved in student achievement.
- 3. Lack of ownership of the professional development process and its results:** Teachers do not feel the ownership for professional development activities and question why they have to attend these activities since teachers are not involved in the process even though they are aimed to change.
- 4. The technocratic nature of professional development content:** Teachers are expected to practice what they are taught in their classrooms. However, the knowledge they receive is applicable to certain contexts and teachers need more effort than transferring the received knowledge to their own contexts.

5. **Universal application of classroom practices regardless of subject, student age, or level of cognitive development:** Each educational context is unique in different variables such as subject and students. Therefore, “one-size-fits-all” would not be effective at all.
6. **Lack of variety in the delivery modes of professional development:** In student learning, differentiated instruction is expected from teachers. However, in teacher learning, program designers insist on offering one type of professional development which is generally workshop.
7. **Inaccessibility of professional development opportunities:** Since teachers are not involved in the planning process of professional development activities, their actual needs may not be met, and they may not practice the received knowledge in their classrooms.
8. **Little or no support in transferring professional development ideas to the classroom:** Teachers are provided almost no guidance in transferring the theoretical knowledge that they are provided in professional development programs to their real classrooms, and they generally fail since it is challenging for them to fill in the gap between theory and practice.
9. **Standardized approaches to professional development that disregard the varied needs and experiences of teachers:** Standardized programs are offered to teachers with the belief that teachers should indicate the same performance, which disregards the individual needs and experiences.
10. **Lack of systematic evaluation of professional development:** Due to complex nature of teacher development, professional development programs generally are not evaluated. However, it would not be possible to probe the effectiveness of these programs without any assessment. In addition, it cannot be expected from teachers to keep practicing the knowledge they gain through professional development without proving the effectiveness of the programs.
11. **Little or no acknowledgement of the learning characteristics of teachers among professional development planners:** Program planners disregard individual differences in learning styles of teachers. Therefore, the way programs are provided may not address the teachers, resulting in another reason for failure.

After revising the characteristics of ineffective activities, Diaz-Maggioli (2004) proposes his own view of professional development displayed in Table 2.2 below.

Table 2.2

Traditional vs. Visionary Professional Development

Characteristics of Traditional Professional Development	Characteristics of Visionary Professional Development
Top-down decision making	Collaborative decision making
A “fix-it” approach	A growth-driven approach
Lack of program ownership among teachers	Collective construction of programs
Prescriptive ideas	Inquiry-based ideas
One-size-fits-all techniques	Tailor-made techniques
Fixed and untimely delivery methods	Varied and timely delivery methods
Little or no follow-up	Adequate support systems
Decontextualized programs	Context-specific programs
Lack of proper evaluation	Proactive assessment
Pedagogical (child-centred) instruction	Andragogical (adult-centred) instruction

Source: Diaz-Maggioli, 2004, p. 6.

It has been discussed that there is no one correct way in order to provide professional development for teachers (Guskey, 1994). However, program planners must consider the settings’ uniqueness, address the diverse and distinctive needs of teachers, involve teachers in the whole process, offer variety in activities, provide support in teachers’ practices, address individual differences in needs, experiences and styles, evaluate programs to prove the effectiveness to find the optimal mix for effective professional development (Diaz-Maggioli, 2004).

2.5 Effective Professional Development

Since the area of education is always evolving, professional development activities cannot be confined to a particular definition or set of practices. The essential components of professional development can take on diverse shapes as needs, context, teachers, and learners do. Guskey noted (1994),

There is no “one right answer” or “one best way”. Rather, there are a multitude of ways, all adapted to the complex and dynamic characteristics of specific contexts. Success, therefore, rests in finding the optimal mix of process elements and technologies that then can be carefully, sensibly, and thoughtfully applied in a particular setting (p.24).

As a result, a strategy that works well for one class might not be suitable for a different set of students or teachers at a different time. To acquire the optimal mix, Guskey (1994,

p.10-23) proposes some guidelines for effective professional development. First, professional development needs to be school-embedded, and the change needs to be in both teachers and institutions. For this change, finding the ideal combination of organizational and individual procedures that will support success in a given situation is crucial. Moreover, there can be long term goals for institutions, but it is preferable to gradually introduce a new program rather than expecting its full implementation all at once if significant changes are necessary (Fullan, 1991). Furthermore, it is important to involve all the stakeholders in an institution in the planning of professional development programs; otherwise, they would feel isolated and show no enthusiasm to be part of these programs. If all the burden is on just one of the stakeholders, they may feel burnout as well. Therefore, teamwork balance among all the stakeholders is highly valued in this process. Besides planning and implementing professional development programs, evaluation needs to be involved as a part of this process as well. Feedback indicates where problems are still present and what progress has been made. The educational approach then can be revised using this knowledge as guidance to yield even higher improvements. Another important point that is highlighted by Guskey (1994) for the implementation process is that follow-up guidance, support and pressure are necessary for teachers to make a connection between theory and practice and practice what they learn from the programs in their classrooms. Teachers may come up with unanticipated problems in their teaching practices or they may not know how to implement the knowledge conveyed through professional development programs. At that point, Guskey (1994) believes that support and a little pressure from the institution may help teachers tolerate the occasional failure and continue their practices. Finally, Guskey (1994) highlights the importance of integrating programs. As teaching is a dynamic process and the innovations are evolving, new programs are offered to keep up with the innovations. The problem is that each new program is accepted as unrelated to the current programs and seen as short-term innovations. “Veteran teachers frequently calm the fears of their less experienced colleagues who express concern about implementing a new program with the advice, “Don’t worry; this too shall pass” (Guskey, 1994, p.21). Therefore, professional development programs should not only propose innovations but also explain how these innovations can be integrated with current practices. In line with the principles proposed by Guskey (1994), Borg (2015) offers ten features of effective professional development:

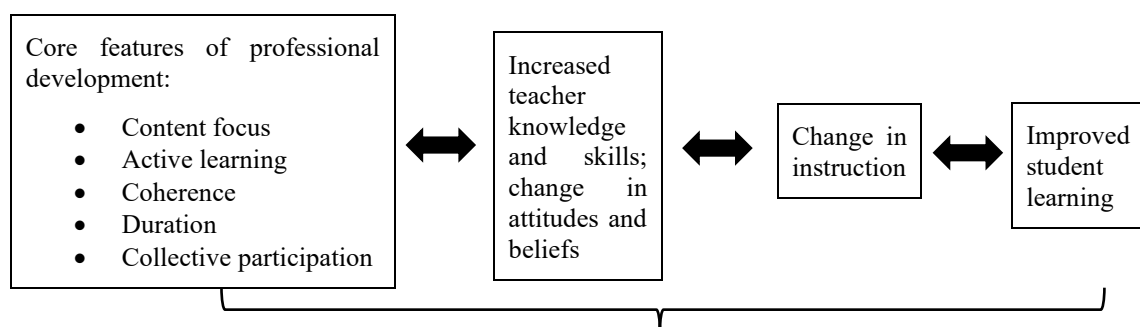
- relevance to the needs of teachers and their students

- teacher involvement in decisions about content and process
- teacher collaboration
- support from the school leadership
- exploration and reflection with attention to both practices and beliefs
- internal and/or external support for teachers (e.g. through mentoring)
- job-embeddedness (i.e. PD is situated in schools and classrooms)
- contextual alignment (with reference to the institutional, educational, social and cultural milieu)
- critical engagement with received knowledge
- valuing of teachers' experience and knowledge (p.6).

Desimone (2009) proposes a professional development model for researchers to conduct professional development impact studies. “The model represents interactive, non-recursive relationships between the critical features of professional development, teacher knowledge and beliefs, classroom practice, and student outcomes” (Desimone, 2009, p.184). This framework outlines five “core features” of effective professional development which are “content focus, active learning, coherence, duration, and collective participation”, which are represented in Figure 2.1 below.

Figure 2.1

Proposed Core Conceptual Framework for Studying the Effects of Professional Development on Teachers and Students



Source: Desimone, 2009, p.185.

As the most influential core feature of effective professional development, content focus refers to subject matter content and how students learn it. The activities which focus on subject matter result in improvement in practices and student outcomes. Active learning is about teachers' active involvement in the process of professional development from

planning to evaluation as opposed to the traditional sit-learn type of professional development programs. The feature of coherence highlights the consistency between what teachers believe and what they learn. Coherence also involves the congruity between policies and reforms and the scope of professional development activities. Duration, as the fourth core feature, stands both for a time spent for each activity and frequency of appliance. The last feature, collective participation can be achieved through the participation of teachers from the same school. The interaction among the teachers helps them work and learn collaboratively. According to Desimone (2009), the core features of professional development have a domino effect that influences students as well as teachers. Effective professional development which involves these key features enhances teachers' theoretical knowledge and skills, which influences their professional attitudes and results in change in their practices. The change in the learning environment leads to improved student learning. Furthermore, two-sided arrows in Figure 2.1 highlight the nonlinear nature of this process.

Based on the review of thorough research on professional development that has changed teachers' classroom practices and improved student results, Darling-Hammond et al. (2017) also identify the components of effective professional development programs which are in line with the core features proposed by Desimone (2009). First of all, the reviewed studies uncovered that effective professional development programs need to be content-focused. The content of the programs should be school-embedded and needs to be decided based on the specific curricula and needs of the stakeholders in the relevant context. Another important point that is highlighted in the relevant literature is active learning of teachers. It is about teachers' engagement in professional development activities, and it is also “an “umbrella” element that often incorporates the elements of collaboration, coaching, feedback, and reflection and the use of models and modelling” (Darling-Hammond et al., 2017, p.7). Moreover, 32 out of 35 studies revealed the significance of collaboration in effective professional learning. It has been discovered that cooperative methods work well for encouraging school change that goes beyond individual classroom improvements. Furthermore, teacher learning and student achievement have been found to be positively impacted by professional development that makes use of models of effective practice since these models assist teachers in developing a practice vision that serves as a foundation for their own development. The role of coaching and expert support in implementation of new method and curricula is also

highlighted based on the relevant literature. Although it is often absent from traditional “sit-and-get trainings”, feedback and reflection have also been proposed as another crucial component of visionary professional development programs. As a last feature, sustained duration is suggested as “by promoting learning over time, both within and between sessions, PD that is sustained may lead to many more hours of learning than is indicated by seat time alone” (Darling-Hammond et al., 2017, p.16).

It is hard to pinpoint the specific components of effective professional development program due to the context’s strong and ever-changing influence. Programs that aim to achieve similar objectives and have a shared vision might require rather different approaches to be successful. Therefore, the best that can be provided are procedural guidelines that seem to be essential to find “the optimal mix” which is unique to each context.

2.6 Professional Development Activities

In the literature, professional development activities are classified based on different assumptions and different types of activities are offered to teachers considering the classifications.

2.6.1 Classification of professional development activities

The literature on professional development for teachers indicates that there are different types of professional development activities that teachers could engage in to further their careers. Garet et al. (2001) developed a comprehensive framework after surveying more than a thousand teachers engaged in various professional development activities. Its core components are content-oriented learning, active learning, and coherence; its structural features are duration, form, and participation. With respect to each of these components, the following professional development activities are outlined: lesson study, action research, coaching/mentoring, workshops/seminars, and case discussions.

Richards and Farrell (2005) developed another framework based on several assumptions. First of all, teachers have varying levels of knowledge, competence and experience in their own contexts. They can take ownership of their own professional development. Therefore, they need ongoing opportunities to update their knowledge and school support to develop professionally. Based on these assumptions, four categories are used by Richards and Farrell (2005) to group professional development activities: individual,

group-based, one-on-one, and institutional. Table 2.3 lists different sorts of activities for each group:

Table 2.3

Teacher Professional Development Activities

Individual	One-to-one	Group-based	Institutional
Self-monitoring	Peer coaching	Case studies	Workshops
Journal writing	Peer observation	Action research	Action research
Critical incidents	Critical friendships	Journal writing	Teacher support groups
Teaching portfolios	Action research	Teacher support groups	
Action research	Critical incidents		
	Team-teaching		

Source: Richards and Farrell, 2005, p. 14.

Another classification is done by the Organization for Economic Co-operation and Development (OECD) in the Teaching and Learning International Survey (TALIS). Based on the results of the survey, The OECD TALIS (2009) proposed two primary classifications of learning: 1) more structured and organized, and 2) more informal and self-directed. When it came to self-directed activities, informal dialogue to improve teaching was the most popular worldwide while courses and workshops were determined to be the most preferred structured activities.

Borg (2017) classified professional development activities as either training-based or practice-based. Activities that fall within the former category are typically regarded as top-down since they involve formal events like lectures, workshops, and seminars. On the other hand, the latter are typically less formal and use a bottom-up approach because they entail activities like action research, mentoring, teacher support groups, or peer observation that are created and executed by teachers themselves (Borg, 2017). Teacher involvement, reflection and collaboration are highly valued in practice-based professional development activities. However, training-based activities are criticized since the content is externally determined and don't address the real needs of teachers. Rather than providing teachers with opportunity to learn from their own experiences, they are centred on teaching them on what behaviour is appropriate (Borg, 2017). Teachers are more likely to alter their pedagogical practices and enhance their teaching abilities, however, when professional development programs are directly tied to their personal experiences, expectations, and needs (Darling-Hammond & McLaughlin, 1995). As a result, contemporary professional development methods place a higher importance on practice-

based professional development activities that incorporate learning via reflective practices.

In conclusion, as Guskey (2000) states, “it’s unlikely that any single model will prove effective for all individuals under all conditions. The appropriateness of any particular model varies depending on the goals, the content, and the context for implementation” (p. 29).

2.6.2 Types of professional development activities

Literature has provided a plethora of activities for teachers to improve their teaching abilities and understand their profession. Based on the literature (Guskey, 2000; Richards and Farrell, 2005; OECD TALIS, 2009), the most common professional development activities are briefly explained below:

A *workshop* is “an intensive, short-term learning activity that is designed to provide an opportunity to acquire specific knowledge and skills” (Richards & Farrell, 2005, p.23). Workshops are presented by an expert with the aim of providing hands-on experience for teachers to apply in their classrooms and acknowledged to be advantageous in certain aspects. First of all, they offer practical classroom applications for teachers. Input is provided by experts and workshops are feasible in terms of flexibility of time and place and short-term duration. When a workshop is designed, certain points need to be considered. According to Richards and Farrell (2005), content should address the needs of the teachers, the number of the participants needs to be limited, and the expert are supposed to be knowledgeable about the subject matter. What is more important is that the process should include follow-up and evaluation. If teachers are not given opportunities to implement what they learn as a follow-up or if the process doesn’t involve evaluation, the effectiveness of the activities cannot be determined, and future planning may not be designed appropriately.

A *seminar* is “a session or series of sessions in which a group of experienced people discuss an issue and exchange information and experience” (Richards & Farrell, 2005, p.24). Similar to a workshop, a seminar is typically facilitated by a subject-matter expert; but, in the case of a seminar, the attendees may possess similar degrees of expertise. Because of its hectic schedule, these events don’t always result in higher learning outcomes. Diaz-Maggioli (2004) offers some recommendations for turning such events into effective learning experiences: a) Reviewing conference/seminar content carefully

and creating hopes, b) taking field notes during the events and c) writing up a summary after the events and reflecting on them.

Self-monitoring is the systematic observation of oneself to evaluate own teaching practices. This type of activity is important in raising teachers' awareness of their strengths and weaknesses. It can be done through some methods such as lesson report, audio-recording or videorecording of a lesson (Richards & Farrell, 2005).

Keeping *a teaching journal* is another type of individual activity to evaluate one's own teaching with a critical eye to identify strengths and weaknesses in one's teaching. "It can be used to monitor their own practices, to provide a record of their teaching for others to read, and to document successful teaching experiences" (Richards & Farrell, 2005, p.70). Besides individual learning, reading and commenting on a teacher's diary can help mentors, colleagues, and supervisors promote reflective thinking. Teachers need to consider the goal, content and allocated time in journal writing process.

A teaching portfolio is a collection of documents about works of a teacher. The portfolio can function as a foundation for self-evaluation as well as an element of the teacher's evaluation. *A working portfolio* and a *showcase portfolio* are two different kinds of portfolios that represent distinctions in their intended audience and purpose. Working portfolio demonstrates a teacher's progress toward a certain objective while a showcase portfolio which could be a part of an application for a new position or promotion aims to highlight the teacher's best qualities (Richards & Farrell, 2005).

A teacher support group can be defined as "two or more teachers collaborating to achieve either their individual or shared goals or both on the assumption that working with a group is usually more effective than working on one's own" (Richards & Farrell, 2005, p.51). Teacher support or study groups are highly valued since they create a collaboration among teachers in an institution.

As a reflective approach, *peer observation* is the process of teachers' observing each other's classroom to develop professionally. Teachers who participate in peer observations have the opportunity to learn new teaching techniques, reflect on their own methods through observation of other practices, foster collegiality, and take advantage of the social advantages of the practice by receiving feedback from peers (Richards & Farrell, 2005). The cooperation of two teachers to enhance their teaching skills is known as *peer coaching*. Throughout the process, one of the teachers assumes the role of a coach,

offering the other teacher constructive feedback along with supportive comments considering the predetermined goals. *Mentoring* is another reflective type of activity which generally consists of one novice and one experienced teacher. Mentor teachers help their less experienced colleagues by providing models, adaptation, assistance, and education.

Team teaching involves two teachers working together in one classroom at the same time. The shared responsibility involves planning, teaching and follow-up evaluation. Successful team teaching depends on “trust” and “mutual respect”, and it fosters collegiality between the teachers in the team (Richards & Farrell, 2005). Teachers have a chance to observe each other during the teaching process and this gives them opportunities to gain new perspectives in their teaching practices.

Adapting a bottom-up approach, *action research* is a method of self-initiated development which “involves the collection and analysis of data related to some aspect of our professional practice” (Wallace, 1998, p.16). It mainly involves four stages: planning, action, observation and reflection (Richard & Farrell, 2005, p.174). Therefore, it requires time, commitment and collaboration to find an effective solution to a classroom problem.

2.7 Professional Development Practices in Türkiye

Professional development practices have been evolving in the education field due to the ongoing shifts in the field. Recognizing the value of professional development, Turkish educational institutions provide a range of professional development programs at various educational levels. One of the most common professional development practices at K-12 level is formal in-service trainings (INSET). These trainings are offered by Ministry of National Education (MoNE) and mandatory to attend for K-12 teachers.

The trainings organized by MoNE are generally conducted as one-shot workshops and seminars with the aim of updating teachers with the recent developments in the curricula and educational field. However, in-service training programs that the Turkish Ministry of Education provided for EFL teachers between 1998 and 2005 were insufficient in number when compared to the overall number of INSET programs, according to a study by Küçükşüleymanoğlu (2006). In addition, these trainings are provided mainly with a top-down approach and neglect the contextual needs of teachers, which results in failure of the training (Daloğlu, 2004).

The Council of Higher Education, which is accountable for tertiary level education in Türkiye, does not offer any professional development programs for tertiary level teachers. Tertiary level teachers are engaged in both self-initiated professional development and programs organized by their own institutions. In Türkiye, language teaching at tertiary level is mainly offered in Schools of Foreign Languages. These schools offer one year language education to prepare students for their department and future academic careers. Borg (2015) describes the teaching of English as a “national activity” (p. 7) in School of Foreign Languages in Türkiye and highlights the important role that professional development and teachers play in raising the standard of English language teaching. Several preparatory schools at some universities such as Anadolu University, Bilkent University, Middle East Technical University have their own professional development units, and these units offer both induction and professional development programs for novice and veteran in-service teachers. The professional development activities involve both top-down activities such as conferences and also bottom-up reflective practices such as action research, mentoring and team-teaching.

To increase the professional competence and abilities of English instructors, a strategy titled 2023 Education Vision was established by MoNE. As part of the 2023 Education Vision, the British Council and MoNE signed a contract in September 2019 to help language teachers become proficient in the language and advance their careers by improving the quality of in-service trainings for K–12 EFL teachers. Furthermore, more graduate programs are offered to English language teachers at many universities and Council of Higher Education (CoHE) also made it mandatory for EFL instructors to have an MA degree to apply for teaching posts at preparation programs of universities. However, the relationship between graduate education and teaching is still up for debate, and no thorough research has been done on the subject.

In addition, there are many organizations and associations all around the world for teachers to share their experiences to develop professionally. British Council, International Training Institute, International Association for Teachers of English as a Foreign Language (IATEFL), Institution for English Language Education (INGED), Turkish American Association, The Turco-British Association, International Teacher Training Organization (ITTO), European Association for Language Testing and Assessment (EALTA), Teaching English to Speakers of Other Languages (TESOL) in

Türkiye are some organizations which offer professional development programs in Türkiye. As a Cambridge English training centre, International Training Institute offers CELTA (Certificate in Teaching English to Speakers of Other Languages) and DELTA (Diploma in Teaching English to Speakers of Other Languages) courses for language teachers in Türkiye. With CELTA, it is aimed for teachers to acquire both theoretical knowledge and practical skills to be applied in the classroom. DELTA consists of three modules which consist of an exam, portfolio and assignment, and participant teachers obtain certificate for each module. The certificates are globally recognized, and EFL teachers are qualified to teach English to others with these certificates.

English language instructors can also attend several national and international symposiums, congresses, and conferences that are hosted either by universities or private institutions. Language teachers can stay up to date with the recent developments in the field by participating professional development events such as seminars, workshops, panels which are generally sponsored by publishers. As another international opportunity, teachers can attend Erasmus program which is funded by European Union. Teachers go to different institutions and organizations in Europe to acquire subject-matter training and network with colleagues overseas in order to exchange experiences. Mevlâna Exchange program which is established by Council of Higher Education of Türkiye is another noteworthy experience opportunity for teachers to visit organizations which are not limited to Europe.

2.8 Barriers to Professional Development in Türkiye

Despite the increasing importance given to professional development and the variety of professional development programs offered, both the participation rate and the benefits obtained from participation are still insufficient in Türkiye. Based on the studies in the field, hindrance factors which can be attributed for this failure can be categorized as factors related to professional development programs, personal factors and institution-related or organizational factors. One of the mostly mentioned factors for inefficient programs is the content of the professional development programs (Çalışkan, 2021; Özbilgin et al., 2016). The fact that the content of the programs is not context-based, determined by external experts and generally does not address the interests and needs of teachers has caused teachers to have a negative attitude towards these programs and they have a tendency not to participate in them and even if they participate they do not get the

necessary efficiency from the ones they do participate in (Seferoğlu, 2004). According to TALIS 2009 report, only 25% of teachers who engaged in professional development activities asserted that the related activities are highly successful (OECD, 2009).

In some studies, another factor for non-participation in professional development programs was revealed as unqualified trainers offering these programs (Gençtürk, 2019; Sarıçoban & Ünlü, 2019). Besides unqualified trainers, inconvenient date and place have also been also mentioned as reasons for not attending professional development (Ekşi, 2010; Gençtürk, 2019; Kabadayı, 2013; Önalın & Gürsoy, 2020). Cost of the programs is another concern for Turkish teachers (Gençtürk, 2019; Yaşar, 2019) because teachers are poorly paid no matter how experienced they are as TED Center for Education and Science Policy (TEDMEM) (2023) reported. As the salaries of teachers are low and the programs are not generally funded by the institutions or government, affording professional development programs may be a challenge for teachers.

In the Turkish context, K-12 level teachers are obliged to attend in-service trainings only two times annually and there is no governmental compulsory professional development program for tertiary level teachers. Therefore, self-initiated professional development is the basic form of attendance since teachers' professional development should be an inherently driven process of personal growth, as stated by Day (1999). However, teachers may not show any motivation and enthusiasm to attend these non-compulsory programs because of some personal and institutional reasons (Çalışkan, 2021; Muyan, 2013; Sarıyıldız, 2017).

Despite having the necessary motivation to participate in professional development, teachers sometimes may not be able to engage in professional development activities due to time concerns. While most of these time constraints are due to heavy workload, sometimes personal responsibilities such as family responsibilities may prevent teachers from allocating time for these activities. In Türkiye, there are few teachers per student, and it is not feasible for teachers to take time off for professional development due to the excessive number of lessons they are required to deliver and other responsibilities such as paperwork and administrative responsibilities (Eroğlu & Donmuş-Kaya, 2021). In fact, heavy workload has been mentioned as the biggest factor to hinder teachers to attend professional development activities, particularly in private institutions in the related

literature (Ayar, 2019; Çalışkan, 2021; Çevik, 2024; Kabadayı, 2013; Karaaslan, 2003; Sadıç, 2015; Sarıyıldız, 2017; Zerey, 2018).

It is unfortunate that although institutions have high expectations for the professional development of their teachers, studies have indicated that they do not provide sufficient support to teachers in this regard (Çevik, 2024; Çoban et al., 2017; Korkmazgil, 2015; Yüksel, 2021; Zerey, 2018). Teachers mentioned that they could not participate in professional development activities despite their personal motivation because they could not get enough support from their institutions in terms of time, flexibility and finance. On the other hand, it is well known that teachers' perceptions of a positive, supportive work environment would significantly increase their desire to engage in professional development (Liu et al., 2014).

It can be concluded that teachers are not the only ones responsible for the professional development of teachers, nor are they the only reason why teachers do not participate in these activities. Therefore, rather than simply expecting teachers to participate in these programs, it is crucial to identify the factors that prevent participation and provide all necessary support from program educators, administrators and the government to minimize these factors. The most effective way to identify these factors is to conduct a needs assessment study within each institution at certain intervals since needs are context-specific and changing through time.

2.9 Needs Assessment (NA)

A need can be defined as “a discrepancy or gap between “what is”, or the present state of affairs in regard to the group and situation of interest, and “what should be”, or “a desired state of affairs” (Witkin & Altshuld, 1995, p.4). Given this interpretation, the gap between teachers' actual and desired performance in a range of teaching tasks can be used to define their professional development needs.

A needs assessment plays a pivotal role in designing a professional development activity. Needs assessment is the process of recognizing teachers' performance and the level of performance they aspire to or are expected to achieve (Smith, 1989). With the help of needs assessment based on the teachers' needs, trainers can design the content of professional development programs accordingly. Incorporating participants into decisions about implementation of programs, content, and evaluation can help ensure more trainee involvement (England, 1998). Moreover, teachers indicate more satisfaction

and enthusiasm for professional development programs when their needs and expectations are considered. If they don't relate the professional development activities to themselves and believe they would be beneficial for their professional development, they can end up opposing them. Effective teacher development programs, according to Daloğlu (2004), also directly address institutional needs. Besides teachers' personal needs, the expectations of institutions where teachers work are also needed to be taken into consideration and two sources of needs which come from the teachers and institutions may guide the trainers in designing professional development programs. Thus, in order for in-service development initiatives to have an immediate positive impact, they must be school-integrated and tailored to the specific needs of the participating teachers and institutions.

As for the needs assessment process, Altschuld and Witkin (2000) proposed a model with three phases which are preassessment, assessment, and postassessment. The preassessment phase is devoted to gathering and classifying the existing knowledge already available on the subject. The researchers are guided by the results of this first phase when deciding what data to gather for the assessment phase. Phase 2 involves the process of deciding what more data will be gathered, outlining the methods for collecting it, analysing and interpreting it, examining the reasons behind needs, and making decisions about phase 3. In Phase 3, known as postassessment, priorities are determined, and an action plan is created, conducted and assessed.

Using a variety of data gathering methods, involving questionnaires, interviews, and observations, a needs assessment can be carried out in an educational setting with various stakeholders, including teachers, administrators and teacher educators to identify the professional development needs of teachers. Teachers' current field knowledge and performances may become apparent during the preassessment phase of the process, and during the assessment phase, teachers' professional development needs and institutions' expectations can be determined for teachers. Administrators and, if any, the institution's professional development unit may utilize the needs assessment to design and provide professional development programs for teachers in the postassessment phase.

2.10 Studies on Professional Development

The area of teaching English to speakers of other languages has seen significant advancements and growth in recent years as a result of globalization. The need for EFL

teacher development may therefore be highlighted by the growing demands on English language teaching. In response to this growing need, researchers began to carry out studies all around the world, and the results of these studies have had a significant impact on all parties involved in the field of education.

2.10.1 Related studies abroad

With the rising importance of professional development, there have been many attempts to conduct professional development studies. Some of these studies are impact studies which have been carried out to examine the effect of professional development activities on teachers' beliefs and practices, students' outcomes and institutional growth. Within the scope of these studies, Bailey et al. (1998) conducted a study at tertiary level to experience reflective teaching collaboratively through utilizing different types of activities. The study was carried out at a university context in Hong Kong. Nunan compiled a teaching portfolio while Curtis and Bailey were videotaped during their team-teaching practice. Bailey also kept a teaching journal which was read by Nunan and Curtis. The longitudinal process of collecting data helped them trace their development over time. Working collaboratively also provided opportunity for them to learn from each other. Another important point regarding this study was that since it was a part of self-initiated professional development, teachers were eagerly engaged in the activities despite their heavy workload. This study was important for emphasizing reflective thinking and teaching and working collaboratively as well.

Powell et al. (2003) conducted a study in primary and secondary level contexts in the UK to examine the impact of continuing professional development activities at individual and institutional level. With this aim, the perceptions of teachers and administrators were investigated through a mixed method research design. Based on the data obtained from the survey and the interviews, it was revealed that teachers believe continuing professional development activities helped them improve their knowledge, confidence and classroom practices. The teachers also mentioned the positive impact of professional development on student outcomes in the long term. Even though institutional support was revealed in the perceptions, the impact at institutional level was stated as less significant. The administrators also shared the same viewpoint regarding the positive impact on teachers' practices and students' success.

Kennedy (2011) conducted another study to examine the perceptions toward collaborative professional development in Scotland. The barriers to professional development were also investigated within the scope of the study. A survey and interviews were utilized as data collection tools and the findings indicated that there is a growing orientation towards a sustained and embedded collaborative learning which addresses teachers' common needs and interests, but still there are some hindering factors for teachers to attend such as time, relevant subject, and online learning.

Needs assessment studies have also been carried out within the scope of professional development studies with the aim of revealing the needs of teachers and plan the programs based on these needs. Kohl (2005) conducted a study to reveal the needs of foreign language teachers in North Carolina. Teachers stated their professional needs in language skills, technology use and working with students who have special needs. This study was replicated by Anderson (2008) in South Carolina and yielded similar results. Technology and language skills development were revealed as the most needed areas in the related study. Moreover, moderate level of need for professional development was observed among teachers while teachers with high level of competence or experience indicated less enthusiasm for professional development.

In the Thai context, Wall (2008) tried to reveal the perceived and observed needs of high school English teachers by utilizing survey, interviews and Teaching Knowledge Test (TKT). The results highlighted teachers' need for more in-service trainings about teaching methodologies and lesson planning. Teachers also mentioned their reasons for not utilizing professional development support, some of which are lack of time, cost, and insufficient materials. More importantly, it was revealed that teachers may have observable needs which they are not aware or don't perceive as needs.

In the Malaysian context, Kabilan and Veratharaju (2013) conducted a needs analysis study with English language teachers in primary schools. The study lasted for 6 months, and the data was collected through a questionnaire. The findings revealed that teachers prefer professional development activities which address both their own needs and students' needs. The teachers also stated their willingness to actively involve in the whole process of designing professional development activities. Increasing pedagogical knowledge and learning new theories were among the needs stated by the teachers. The teachers also highlighted the significance of assessment of professional development

programs for future plannings. Activities which are based on volunteerism were also supported by the teachers.

In Northern Cyprus, Özbilgin et al. (2016) aimed to reveal the needs and experiences of EFL teachers regarding professional development through a case study. The findings indicated that teachers generally are not satisfied with current professional development practices provided by the government. They stated their needs for workshops and conferences, but they highlighted that these activities ought to address their needs; otherwise, they would be time-consuming and useless. Reflective teaching, following new trends and developments in the field, and improving pedagogical knowledge and skills appeared as the needs areas. The teachers also criticized the government for the lack of political and financial support.

In Fiji, Mohan (2016) conducted another case study to identify the needs of both experienced and novice teachers in one rural and one urban school district through semi-structured interviews. Both experienced and novice teachers believed that professional development is crucial to keep up with the new knowledge and methodology. The novice teachers also stated that they benefit from experience of veteran teachers. The professional development needs differ based on the experience. Novice teachers' prevalent needs emerged as classroom management, teaching strategies and school culture while experienced teachers stated that they need professional development to learn more about new policies and methods and latest technology.

Another needs analysis study in high schools was conducted in Erbil. İbrahim and Kavlu (2020) investigated the professional development needs of English teachers who work in public and private high schools through a survey. New teaching methods, subject knowledge, classroom management and developing new materials were among the uncovered needs areas in the study. The study also aimed to reveal the problems related to professional development activities. The teachers were asked about the factors that hinder them from engaging in professional development activities. Most stated reasons emerged as unavailability of professional development programs and lack of resources. Cost and lack of time were also put forward as barriers to professional development participation. Teachers' motivational reasons for participating in professional development were also examined within the scope of the study. Learning new strategies,

students' progress, career advancement and job satisfaction were highlighted as motivational factors by the participant teachers.

Besides needs assessment, barriers for teachers to attend professional development activities have also been investigated in the related literature. In Netherlands, Kwakman (2003) conducted a study to discover personal (e.g. emotional exhaustion, loss of personal accomplishment), task-related (e.g. work pressure, job variety) and work-related (e.g. collegial support, management support) factors which serve as barriers for teachers to participate in professional development activities. The findings put forward that personal factors predict the participation of teacher better than task-related or work-related factors.

Personal factors were revealed as the main barrier in another study as well. This mixed method study was conducted by Wan and Lam (2010) in two primary schools in Hong Kong. Besides personal factor, "time, heavy workload, financial factor, CPD provider, and school support" were also mentioned by teachers as barriers (p. 11). In the study, it was highlighted that same factors serve as facilitating factors as well. Additionally, government support was also stated as another facilitating factor.

Some professional development studies have been conducted with a broader perspective and teachers' professional development perceptions, their needs and hindrance factors have been investigated in a study in Iran. Abbasi (2015) assessed the self-initiated professional development perceptions of EFL teachers in the Iranian context. The data was collected through a questionnaire developed by the researcher. The teachers agreed to take responsibility of their own development. Reflection and collaboration were also supported by the teachers. As collaborative activities, sharing experiences with colleagues and asking for help were stated as the most dominant activities the teachers utilize. However, peer observation was mentioned as the least favourable one. The hindering factors were also asked to teachers within the scope of the study and finance and excessive workload were revealed as the most prevalent factors for teachers.

Badri et al. (2016) presented the findings of the TALIS 2013 survey to learn more about the obstacles faced by secondary school teachers in Abu Dhabi as well as their opinions of the needs and effects of professional development. Using new technology and teaching students with special needs emerged as the most needed areas. Cost, work schedule and family responsibilities were among the shared barriers by the participants. Regarding

activities, the teachers indicated highest participation in workshops while observation emerged as the least stated activity type in the study.

Yücedağ and Sevik (2021) carried out a large-scale qualitative study to investigate the professional development perceptions of 45 EFL teachers in Türkiye, Germany and Spain. All the teachers shared the common view regarding the career-long professional development. The teachers view professional development as a need to keep up with current developments in the field. “Integration of technology into class”, “Classroom management” and “21st century language teaching approaches” were stated as the most preferable content of professional development programs. Conferences, seminars and training courses were the most common professional development activities that participant teachers regularly attend. The teachers highlighted the importance of active participation, collaboration and applicability in the classroom practices for effective professional development. “Lack of time” was revealed as the most common hindrance factor for teachers to participate in professional development activities. Turkish EFL teacher also mentioned their difficulty in taking permission officially. According to findings, “cost”, “family issues”, “location of professional development activities” and “workload” were among the other reasons for teachers not attending professional development activities.

2.10.2 Related studies in Türkiye

With the recognition of English language teachers’ role in the success of students, educational institutions, governments, professional development of teachers have been valued highly in Türkiye as well and studies with diverse perspectives have been conducted regarding the professional development of EFL teachers. The related studies are presented below in common themes.

2.10.2.1 Studies on impact of professional development programs

In Türkiye, professional development practices at schools are provided mostly as in-service trainings and there have been some impact studies conducted to reveal the effectiveness of in-service trainings. Küçüksüleymanoğlu (2006) conducted one of the most comprehensive studies in this scope. In-service training programs organized for English language teachers by the MoNE from 1998 to 2005 were examined and the study sample consisted of a variety of teachers from different contexts for the study. The examination of trainings revealed the fact that the number of trainings offered to ELT

teachers were very low in number considering the total number of trainings provided by MoNE. The participant teachers were not satisfied with the content of the programs as well since the content was the same for all the teachers with different needs. Küçüksüleymanoğlu (2006) suggested that more trainings should be offered to teachers in all cities and the content of the programs should be determined based on the needs of the teachers in the relevant context. Furthermore, the trainings should be practice-based so that teachers can implement what they learn in their classroom practices.

Uztosun (2017) also aimed to evaluate the impact of in-service trainings which were offered by MoNE with a large-scale study involving more participants. The data were collected from 2476 EFL teachers via an online survey. Based on the data, the training programs were found ineffective due to some reasons such as limited number of programs, unqualified trainers, inconvenient date/ time and limited practical focus. The study offered some implications for future planning of INSET programs.

Daloğlu (2004) carried out a study to assess a specific in-service training program which was designed to meet the material bank needs of teachers who work in a private primary school. First, needs analysis was conducted and the teachers stated their needs related to material development curriculum. The training was designed based on the needs and employed to a group of teachers. The institution supported the teachers for the training in different ways such as lowering their weekly teaching hours. One member of the trainee group was responsible for conveying what they learn to other teachers in the institution. The teachers' feedback was received during and after the training. The findings indicated that the program was found highly effective as it was based on the needs and applicable to classroom context. The teachers were also motivated in the end since the training involved all the teachers and created a sense of community.

Uçar-Duzan (2006) assessed the effectiveness of another in-service training which was provided for recently recruited teachers working in preparatory program of Middle East Technical University. The participants consisted of novice teachers who participated in the training sessions, experienced teachers and teacher trainers. The data was collected through questionnaires and semi-structured interviews. The findings obtained from the data indicated that novice teachers indicated high satisfaction regarding the training that they received. The trainees also stated they need further training in the areas of assessment, language instruction, classroom management, and resource use. According

to the study's findings, trainees must specifically strengthen their practical teaching abilities which are their immediate needs in the current teaching environment rather than language skills they already possess. Another important finding of the study was that experienced teachers indicated no need for in-service training, which was not supported by the trainers who believe that all teachers need training no matter how experienced they are.

Another study in preparatory program was conducted by Güçlü (2018). Professional development activities which EFL teachers working in School of Foreign Languages engage in were examined. The impact of teachers' background such as educational level, years of experience, age and teaching certificates on their professional development perceptions was also investigated within the scope of the study. An online survey was employed to collect the data, and the survey consisted of five parts, which are "commitment, recognition, preferences, effectiveness, and motivation" of EFL teachers. No significant difference was revealed related to age or teaching experience while obtaining a graduate degree or doing courses such as CELTA affected their perception considerably. The activities that teachers generally engage in were found as workshops, reading online materials, idea sharing with colleagues and reflecting on their own teaching.

In her study, Dewan-Türüdü (2019) specifically focused on teacher interaction in a professional development program by evaluating teachers' reasons for joining the program and the contributions of the program in terms of interaction. The data were triangulated with surveys, interviews, video-recordings and observations. Teachers' participation motives were revealed as a sense of community and reflective teaching. Overall, the participants benefitted from the program. The teachers also stated that they prefer programs which are not mandatory and are based on the needs of teachers and institution. Workload appeared as an obstacle for teachers to attend professional development activities.

2.10.2.2 Studies on self-initiated professional development

Ineffective in-service trainings provided by the institutions and the government have led teachers to pursue self-initiated professional development and there have been attempts to investigate perceptions regarding self-initiated professional development. Sarıyıldız (2017) conducted quantitative research to examine the perceptions of EFL teachers

toward self-initiated professional development. The study focused on the differences between novice and experienced teachers regarding their perceptions, practices and challenges they experience regarding professional development. Both experienced and novice teachers agreed on the importance of professional development. Experienced teachers emphasized the voluntary participation more. Novice teachers generally attend activities such as observation, action research and reading relevant literature while experienced teachers generally prefer short-term activities such as workshops and seminars. Most of the teachers stated their preference for sharing experiences with their colleagues as well. The common barriers for both group of teachers emerged as lack of motivation, heavy workload and finance.

Zerey (2018) aimed to assess the self-initiated professional development perceptions of EFL teachers working at 7 different state universities by utilizing a questionnaire and interviews. According to the findings, the teachers indicated positive attitude regarding professional development and they highly value collaborative activities, action research and reflective teaching as professional development practices. However, the teachers stated that they encounter some barriers such as lack of motivation, lack of institutional support and excessive workload to practice professional development activities.

Yaşar (2019) conducted another study in a similar but broader context by involving more universities to examine the attitudes of EFL teachers regarding self-initiated professional development by adopting a mixed method research design. The participants were selected from 31 different universities and the findings revealed a positive attitude towards self-initiated professional development. However, their actual participation was low in general with a higher participation of female teachers. Collaborative activities were favoured most by the teachers and teachers generally prefer experience sharing. The teachers also stated that they need programs to follow new developments in ELT, use of drama in their teaching and increase student motivation. Cost, lack of time, family responsibilities and workload were among the reasons mentioned by the teachers as barriers to participate in professional development activities.

As a recent study, Hamamcıoğlu (2023) investigated tertiary-level EFL teachers' perceptions regarding self-initiated professional development. The study pursued mixed method research design, and the data were collected through a questionnaire and interviews. It was uncovered that teachers favoured collaboration and sharing experiences

with their colleagues and attending workshops were found as the most common activity while action research and coaching were the least preferred activities. The teachers regard effective professional development activities to be needs-based and practical. The importance of administrative support was also emphasized in the study to increase teachers' motivation to engage in professional development activities.

2.10.2.3 Studies on needs assessment

Revealing the impact of professional development programs and witnessing the ineffectiveness of the programs, the researchers have started to uncover the needs of teachers through needs assessments studies as well since the most prevalent reason for the failure of the programs is the content of the programs which are not based on teachers' needs. Şentuna (2002) conducted a large-scale study in preparatory schools of eighteen state universities. The study aimed to reveal in-service training needs and interests of novice and experienced EFL teachers through a questionnaire. According to results, novice teachers indicated higher enthusiasm for in-service trainings compared to experienced teachers in general. The teachers indicated their training interests in increasing learners' motivation and language awareness, new teaching methods and materials, encouraging interaction, and teaching speaking, reading and vocabulary.

Alan (2003) conducted a similar study to assess the perceptions of tertiary level EFL teachers regarding in-service trainings. In the study, the participants were only novice teachers working at a state university. The participants were delivered a survey after each workshop, and they were also interviewed afterwards. The teachers had a positive view regarding the workshops. The workshops on classroom management, speaking assessment, and grammar instruction and testing were thought to be the most beneficial for the participants' real teaching while the workshops on vocabulary development, reading instruction, and material development were thought to be the least beneficial by the participants. Classroom management, assessment and textbook use were stated as needs areas by the teachers to receive more training.

Another tertiary level context study was conducted by Gültekin (2007) to examine the perceptions of EFL teachers related to in-service trainings at tertiary level. A questionnaire and video-recordings of the lessons were utilized for the teachers and the teachers whose lessons were recorded were also interviewed. The director of the preparatory school was interviewed as well. The teachers highlighted their awareness

about the importance of professional development to keep up with the recent developments in the field. Teaching students how to speak and pronounce words correctly, correcting students' writing and oral communication, encouraging student independence, addressing classroom management issues, teaching mixed-ability groups, increasing students' linguistic awareness, and having them reflect on their own experiences emerged as the needs areas. A statistical difference was found between novice and experienced teachers in terms of stated needs. Experienced teachers stated their needs in teaching vocabulary and grammar and written and oral correction while classroom management, raising students' awareness and lesson planning emerged as more important needs for novice teachers. Based on the findings, in-service training model was proposed to the department.

Turan (2022) carried out a broader scope of study at tertiary level to examine the training needs of preparatory program teachers by involving seventeen universities in Ankara. The study employed mixed method research design, and the data was collected through needs assessment questionnaire and interviews. The qualitative part of the study involved teacher trainers and school administrators besides teachers. All the teachers agreed that in-service training is essential for their professional development. The most needed area emerged as "Guidance and Special Education" in the study. Preferences for delivery method were also assessed, and the teachers believe that trainings should be compulsory, and they prefer workshops conducted on weekdays by expert trainers. With this study, it was aimed to provide a framework for in-service training for language teachers in Türkiye.

Involving other levels of educational institutions, Başaran (2020) conducted a needs assessment study in primary, secondary and high school levels of Ministry of National Education schools. The data was collected through a questionnaire and semi-structured interviews to reveal the needs of teachers. Based on the needs, an online in-service training program was aimed to be suggested. Needs assessment revealed that the teachers indicated the most need in classroom management, methodology, teaching speaking, technology integration and material development and adaptation.

2.10.2.4 Studies on barriers to professional development

Due to many internal and external obstacles to teachers' attendance, conducting needs assessment and providing professional development programs based on those needs may

not ensure that teachers will participate in these programs. Teachers may encounter some internal and external barriers to participate in professional development programs. İyidoğan (2011) carried out a study in primary and secondary schools to investigate teachers' reasons for engaging in professional developments or not through semi-structured interviews. The participants consisted of merely six experienced teachers, and they were selected from different backgrounds based on the survey which was employed to fifty-two teachers and the study participant teachers were interviewed three times at various intervals. Teachers' perception regarding professional development was also examined and the teachers showed enthusiasm toward professional development even though they feel discouraged because of the changes in educational system and not feeling well in their profession. Some of the teachers also mentioned their family responsibilities as a barrier. On the other hand, all the teachers indicated high level of intrinsic motivation, and regardless of their age, experience or responsibilities, they stated that they try to engage in professional development activities because they feel commitment to their profession.

At tertiary level, Sadıç (2015) explored the hindrance factors for teachers working at state and foundation universities as well as the professional development activities that teachers engage in. Excessive workload, lack of institutional support, lack of motivation and finance were stated as major reasons for not attending professional development activities. As for the activities, the teachers from both type of universities favoured collaborative activities such as peer coaching and peer observation. According to the findings, workshops are also commonly utilized by the participants.

With a qualitative study design, Yüksel (2021) also examined the challenges that tertiary level EFL teachers experience regarding professional development. The study was conducted in the preparatory program of a foundation university and eight teachers were interviewed for data collection. The findings obtained from the interviews and researcher's field notes were categorized as individual and context-specific factors. Lack of motivation, personal characteristics and family responsibilities emerged as personal barriers whereas contextual factors included lack of institutional support, mandatory trainings and heavy workload. The teachers stated their preferences for voluntary trainings which would provide them more autonomy. Lack of student motivation was also

proposed as a barrier since teachers lose their own motivation to attend professional development activities when students show no enthusiasm to learn in the classroom.

2.10.2.5 Multifaceted studies on professional development

More comprehensive studies that address more aspects of professional development have also been conducted in the Turkish context. One of the pioneer studies with a broad scope was conducted by Ekşi (2010). Ekşi (2010) developed a questionnaire which was utilized in many other studies to assess EFL teachers' professional development perceptions, needs, attendance barriers, activities, and preferences for delivery methods regarding professional development. The findings indicated that teachers had a positive attitude toward professional development. The most common activity was “sharing experiences with colleagues”, and “joining an online ELT discussion group” was revealed as the least common activity type. As hindrance factors, the teachers mentioned the inconveniency of date, time and location. “Lack of self-motivation” was the least significant factor in the list. In terms of skills-based needs, writing emerged as the most difficult skill to teach and assess. The participant teachers stated their needs in ELT in “New theories and practices of ELT” and “Use of technology”. Regarding their delivery preferences, teachers prefer optional activities which are conducted as workshops in their own institution once a month.

Another quantitative study to examine the professional development needs, practices, challenges and preferences of teachers working at a foundation university in Gaziantep was conducted by Kabadayı (2013) by employing Ekşi's (2010) questionnaire. The results showed that professional development programs help teachers improve their teaching confidence and practices. The teachers generally share experiences with colleagues and reflect on their own teaching. The teachers prefer to receive trainings as workshops. Inconvenient date / time and heavy workload appeared as hindrance factors. Speaking and writing emerged as the most difficult skills to teach, and the teachers also stated their needs to learn about new theories and practices.

Çoban et al. (2017) conducted a mixed method study to uncover the perceptions, practices, needs and challenges of EFL teachers working at a state university in Ankara by adding the qualitative part besides the questionnaire developed by Ekşi (2010). Experience sharing, asking for help and reflection are the main activities that participants generally engage in. Hindrance factors for teachers were also examined and the teachers

stated inconvenient date / time of the programs, excessive workload and intensive pacing as barriers to attend professional development activities. The teachers explained that they need training in teaching and assessing writing and speaking in terms of skills. They also stated their needs in classroom research and learning about new theories and practices in the field. The teachers would like to receive programs as workshops and seminars, and they believe that attendance should be optional. Their preferences for the duration and location of the programs were also stated as 60-minute trainings done in the host institution every two months.

Nal (2023) also conducted a similar study at a foundation university by employing the questionnaire developed by Ekşi (2010). The participants of the study were the teachers working as EFL instructors working at tertiary level. The data was collected through the questionnaire and semi-structured interviews. The findings yielded similar results with the earlier studies (Arıcı, 2019; Ekşi, 2010). The teachers shared their positive attitudes regarding professional development. “Sharing experiences with colleagues” was stated as the most preferred activity. “Heavy workload” emerged as the most prevalent barrier. “Speaking” and “Writing” were found the most difficult skills to teach and assess. In addition, “Test development”, “Assessment and evaluation” and “New theories and practices of ELT” were the most common needs according to the results. The ideal activities could be regarded as “optional workshops carried out in their own institution” based on the preferences of the teachers. The impact of “years of teaching” was also investigated within the scope of the study, but no significant difference was found based on the experience.

Arıcı (2019) conducted another mixed method study regarding continuing professional development perceptions and needs of EFL teachers in a preparatory school of a private university by using the adapted version of Ekşi’s (2010) survey for the quantitative part of the study. However, Arıcı (2019) increased the scope of the study by expanding the participants. After employing a questionnaire with teachers, administrators and professional development coordinator were interviewed besides teachers. The findings revealed that both the teachers and administrators perceive professional development as ongoing, dynamic and teacher-centred process. According to the data provided, the teachers generally share their ideas with their colleagues and ask for help as current professional development activities. Needs assessment was also conducted within the

scope of the study and the common needs stated by the teachers and administrators were revealed as “Testing, teaching skills, using drama, new practices in ELT, finding and designing materials”. “Teaching and assessing pronunciation, “Using drama” and “Teaching writing” were also mentioned as needs by the teachers. “Classroom management” was also revealed as an important need in the interviews. In terms of skills needs, “Teaching pronunciation” was the most stated one in the survey while it was stated as “Teaching listening” in the interviews. Barriers to attend the activities were also revealed and the teachers stated that “Heavy workload”, “Intensive pacing” and “Inconvenient date / time” were the most significant barriers for teachers according to survey results. “Lack of self-motivation” was one of the least mentioned hindrance factors, which indicated that the barriers are generally external for the teachers. Teachers’ preferences for delivery methods were also investigated and it was revealed that the majority of the teachers preferred optional format, and workshop was stated as the most preferred type of activity. The teachers preferred to receive activities in their own institution but from an outsider expert. The frequency of once a month was ideal for teachers and the preferred time for the activities were weekday afternoon.

Gençtürk (2019) also utilized Ekşi’s (2019) questionnaire to examine the perceptions and needs of EFL teachers, but this study was not limited to tertiary level. Gençtürk (2019) assessed the professional development needs of EFL teachers who work at different contexts from primary to tertiary levels. Within the scope of the study, teachers’ professional development activities, needs and challenges were identified. The differences between both foundation and state schools and different levels of schools were also analysed statistically. The findings showed that the most popular professional development activities among teachers are asking for help from other teachers, reflective teaching, exchanging experiences with colleagues, and observing other teachers. The most needed professional development areas emerged as “Using games in ELT”, “Determining learner characteristics”, “Using technology in ELT”, and “Boosting student motivation”. Excessive workload, expenses, inexperienced trainers, a lack of institutional support, and inconvenient dates and times were stated as the most frequent reasons why instructors refrain from participating in professional development programs. The differences between different levels appeared mostly at the elementary and university levels. Time management, creating supplemental materials, employing games in ELT,

determining student characteristics, classroom management, and lesson planning emerged as the primary areas where these disparities arise.

Muyan (2013) conducted a quantitative study to reveal both teachers' practices regarding professional development activities and challenges for teachers to attend the activities. The study was carried out at a state university in Türkiye and the participants consisted of 122 EFL teachers who work in School of Foreign Languages of the university. The findings indicated that the teachers don't implement what they learn in trainings even though they are aware of the significance of these activities for their profession. In terms of professional development activities, workshops emerged as the most common one while keeping a journal and teaching portfolios were stated as the least practiced ones. Barriers to attend professional development activities were also investigated within the scope of the study and lack of motivation and heavy workload were discovered as the most stated hindrance factors. The impact of gender and teaching experience was also analysed, and the results indicated that female teachers tend to attend more trainings. In addition, novice teachers preferred to attend collaborative and reflective activities such as team teaching while experienced teachers prefer workshops more.

Karaaslan (2013) yielded similar results by examining the perceptions of tertiary-level EFL teachers regarding self-initiated professional development. The results of the survey revealed that teachers agreed on the importance of professional development to improve their teaching. However, their participation rate was found insufficient, which was congruent with Muyan's (2013) findings. Reflective practices such as action research and peer observation were found as the least favourable activities. In line with the findings of Muyan's (2013) study, female teachers and novice teachers showed more enthusiasm and participation for the activities. The teachers' reasons for not attending activities were also investigated and it was revealed that workload, lack of motivation and institutional support were the main barriers for teachers to attend professional development activities.

Korkmazgil (2015) adopted a qualitative research design to investigate the professional development practices, needs, challenges of ELT teachers who work in public schools in 14 different cities. The data was collected through semi-structured interviews. According to the findings, the greatest level of needs was identified in relation to improving teachers' speaking and language proficiency, expanding their knowledge in ELT methodology, integrating technology into language instruction, and developing and adapting

instructional materials. It was also discovered that compared to instructors with higher reported language proficiency, those with lower perceived proficiency in English appeared to require more professional development. Five categories were used to group the reported obstacles: contextual variables, teacher-related issues, student-related difficulties, educational system-related issues, and the social standing of teachers. The teachers also mentioned their lack of autonomy over their classroom practices and the importance of trainings which are needs-based and involve teachers was also highlighted in the study.

Çalışkan (2021) carried out another qualitative study to examine the professional development perceptions of 13 EFL teachers who work at different K-12 schools in Türkiye. The participants were interviewed regarding their needs, their motivations and challenges for them to attend PD activities. The teachers regard professional development as a way to improve themselves to increase student outcomes. They have intrinsic motivation to attend activities, and they prefer collaboration with their colleagues to improve themselves professionally. The teachers stated their needs to receive trainings which are based on their needs and applicable to their teaching environment. Heavy workload and curriculum were mentioned as barriers for them to attend professional development activities.

Yılmaz (2017) conducted another study which involve primary, secondary and tertiary level public schools in different cities in Türkiye by adopting a mixed method research design. Within the scope of the study, EFL teachers' professional development activities, perceptions and needs were investigated. The effect of professional development activities and post graduate studies on teachers' professional growth was also examined through a questionnaire and interviews, and teachers shared their positive attitude regarding their impact. According to results of the study, in-service training was found as the most prevalent type of activity that teachers engage in. The teachers regarded professional development as lifelong process to improve themselves. As for the needs areas, the teachers mentioned teaching speaking and increasing student motivation.

Karakaş and Yücedağ (2020) also investigated in-service EFL teachers' professional development perceptions and practice in different schools from primary to high schools in a small city but the study was conducted through a survey which consisted of open-ended questions. The results indicated that teachers perceive professional development

as an ongoing process to increase their self-confidence and job satisfaction. Common activities emerged as workshops and seminars among the teachers. Hindrance factors were also revealed and lack of time and institutional support, finance and technological infrastructure were stated as the most prevalent barriers.

İlkimen (2021) involved both public and private schools in the study which was conducted to assess the needs, practices and preferences of EFL teachers working at different public and private schools. The findings of the survey indicated that the teachers mostly prefer short term, face to face workshops and seminars which are voluntary based, conducted in their own institution as a group work activity. Needs assessment of the study revealed that teaching and assessing speaking is the most difficult skills for teachers to need help. The teachers also stated their needs in new theories and practices, increasing learner motivation and skill-integrated teaching. “Unqualified trainers”, “Inconvenient date/time of programs”, “Cost” and “Heavy workload” emerged as the main barriers for teachers to attend professional development activities.

Ayar (2019) carried out a similar study at university level with a broader scope by involving teachers, administrators and professional development unit members to explore needs, practices and challenges of ELT teachers who work in School of Foreign Languages at state and foundation universities with regard to professional development activities offered in their own institutions. The teachers working at foundation universities indicated more positive attitude toward professional development as the content of the programs in these universities meet the teachers’ needs better. Increasing student motivation appeared as the most immediate need in both types of schools. Teaching integrated skills was the second need in state schools while it was using technology for teachers working at foundation universities. At state universities, funding and scheduling were major obstacles, but at foundation universities, workload appeared to be the main problem despite the frequency of events. The administrators working at state universities were aware of the insufficient professional development opportunities for their teachers and they put forward finance as the reason for this situation.

Çetin (2022) also involved the perceptions of teachers, administrators and professional development unit members in another tertiary level study which was conducted regarding EFL teachers’ online professional development practices during emergency remote teaching. The study was conducted with eighteen participants from six different

foundation universities. The administrators believed that online professional development was needs-driven and increased teacher empowerment. Professional development unit members regarded this process as survival and the teachers perceived this process as a failure since there was a gap between the theory-based trainings and practice. All the participants shared their common view regarding the flexibility of online professional development programs.

As a recent study, Çevik (2024) conducted a quantitative study to explore teachers' perceptions regarding professional development, professional development activities and the hindrance factors to participate. The participants were selected from different schools around Türkiye. A gap was discovered between the value attached to the professional development programs and actual participation rate. The teachers stated their reasons for this low participation as excessive workload, finance and lack of institutional support. More collaborative activities such as action research and peer observation were demanded by the teachers.

To sum up, the impact studies in the literature indicated that the in-service trainings and professional development programs offered to Turkish EFL teachers were mostly regarded ineffective by the teachers and one reason was that the programs are not context-specific, and don't address teachers' needs. With this awareness, some researchers attempted to conduct needs assessment studies, and these studies also resulted in different findings in terms of teachers' professional development needs, which highlighted the importance of context's uniqueness. Therefore, the findings of the studies implied that more studies ought to be conducted in different contexts. Moreover, there have been attempts to uncover barriers for teachers to attend professional development activities to understand the reason behind low participation of teachers in professional development activities. With these attempts, it was revealed that there are some context-related and program-related reasons besides personal reasons for teachers' participation, which shows that administrators and program designers also play a role in teachers' engagement in professional development. Their responsibility in teachers' professional development also highlight the importance of involving administrators and trainers as participants in the professional development studies to reveal the similarities and differences between the perceptions of the stakeholders in the same context. The design of the previous research also varies, and the mixed-method studies revealed that there may be differences

between the quantitative and qualitative findings. Therefore, to get a deeper understanding of the professional development, it would be suggested to involve both quantitative and qualitative data collection in further studies.

Overall, there have been many attempts to explore professional development perceptions both in Türkiye and abroad. Various facets of professional development were investigated in a variety of contexts. Previous studies indicated that professional development is a multifaceted concept and to provide an effective professional development, it needs to be studied with a broader scope in a variety of contexts from different perspectives. With the call for more comprehensive studies in different contexts, the current study will attempt to contribute to the literature by investigating tertiary level EFL teachers' professional development needs, practices, challenges and preferences in a specific context from a larger perspective, involving teachers, administrators and professional development unit in the institution through a mixed method research design.

2.11 Chapter Summary

This chapter provided a comprehensive overview of the literature on professional development. The significance of language teacher development was emphasized, and the notion of professional development was introduced. Furthermore, the distinction between training and development was made clear. Additionally, features of effective professional development were offered, along with arguments against traditional professional development. Common professional development activities were presented, and various professional development activities that Turkish EFL instructors at various levels participate in were also detailed. Based on the research conducted in the Turkish setting, potential obstacles to teachers' participation in professional development activities were also identified. Needs assessment was discussed and its significance for designing professional development programs in various contexts was advanced in relation to the literature that emphasizes the value of pursuing professional development based on teachers' needs. Based on their scopes, studies carried out both in Türkiye and abroad and that addressed various facets of teacher professional development were discussed in the last section.

3 METHODOLOGY

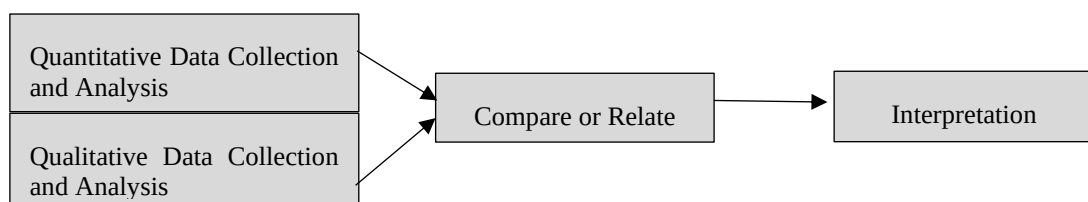
The methodological framework of the study is covered in this chapter. First, the design of the study is presented, and the research context is explained. The demographic data of the participants is then displayed. Next, the professional development questionnaire and semi-structured interviews and the data collection process employed in this study are described. After explaining the data collection procedure, the chapter concludes with a comprehensive overview of data analysis.

3.1 Research Design

This study aims to assess the perceptions of experienced teachers, administrators and professional development unit members regarding teachers' professional development practices, needs, barriers and preferences in a tertiary level context. With this aim, mixed method research design was utilized. The process of gathering, analysing, and “mixing” quantitative and qualitative methodologies in one study or a number of studies to comprehend a research problem is known as a mixed-method research design (Creswell & Plano Clark, 2011). “The basic assumption is that the uses of both quantitative and qualitative methods, in combination, provide a better understanding of the research problem and question than either method by itself” (Creswell, 2012, p.535) since the benefits of one data collection method outweigh the drawbacks of the other. The study employed convergent (sometimes referred to as parallel or concurrent) mixed methods design. Figure 3.1 below provides an overview of the convergent mixed-method research design.

Figure 3. 1

Convergent (or parallel or concurrent) mixed-method research design



Source: Creswell, 2012, p.541.

As Figure 3.1 illustrates, the objective of this design is to collect both qualitative and quantitative data simultaneously, integrate the data by comparing and relating, and interpret the results to understand a study problem (Creswell, 2012). The design is based on the QUAN + QUAL combination among the nine varieties suggested by Dörnyei

(2007) and researchers value both qualitative and quantitative data equally in this kind of study design. This combination is typically used to determine whether qualitative and quantitative results produce similar or different outcomes (Creswell, 2012). In accordance with convergent parallel design, quantitative data was collected from the questionnaire and analysed statistically whereas the semi-structured interviews were utilized for the phase of qualitative data collection and analysis in the study. After collecting and analysing the data gathered through the questionnaire and semi-structured interviews, both of the findings were interpreted together through comparison and interpretation.

3.2 Research Context

The research was carried out in a School of Foreign Languages at a state university. This school offers intense language programs in the following languages: English, German, Russian, and French. Beginner (D), elementary (C), pre-intermediate (B) and intermediate (A) are the four English language proficiency levels offered by the preparatory program. For all levels, the weekly allotted instruction time is 24 hours. The school has face-to-face instruction, and the medium of instruction is English. Teachers follow the syllabus designed by the curriculum unit and teach skills using an integrated approach through course books and digital resources. In addition, material preparation unit prepares supplementary materials in line with the coursebooks and the syllabus.

All the students need to take a proficiency exam test at the beginning of the term, and if they score more than 60, they can start their departments; otherwise, they are required to take placement test and they are placed in the appropriate language level classroom according to their test results. Both students enrolled in departments where English is the medium of teaching and those who voluntarily want to attend the preparatory school in order to advance their English language skills are included in the preparatory program. The one-term assessment procedure consists of six tasks, four quizzes, four reading assignments, one midterm and one final exam. At the end of one-year preparatory program education, the students are required to take Test of English exam and if their score is higher than 60, they have right to continue their education in their departments.

The education in the English preparatory program is provided by 115 EFL instructors with a variety of ages, teaching experience, and educational degrees. EFL teachers are graduates of Translation and Interpreting, English Literature, and, most notably, English Language Teaching programs. The majority of the teachers have an MA or BA degrees

in ELT, and some have certificates such as CELTA and DELTA as well. Each term, they teach at a different proficiency level. Depending on their school responsibilities, their weekly teaching burden can vary from eight to twelve hours. This school has different units within its structure such as curriculum, testing, technology, and student clubs and the majority of the teachers at this school willingly participate in these units.

3.2.1 Professional development unit

The professional development unit has been serving for in-service EFL teachers within the School of Foreign Languages since 2012. This unit is responsible for both induction programs for novice teachers and professional development programs for more experienced in-service teachers. The institution has not hired any new EFL teachers for almost ten years; thus, it has been providing professional development programs for experienced teachers currently. The unit has five members working in the unit voluntarily, and the unit members are also the teachers actively teaching in the preparatory program. They hold different degrees and certificates such as MA degree, CELTA or DELTA.

The unit informs participants for the professional development activities around. Through a bulletin, the unit not only announces upcoming courses, webinars and workshops but also shares books and articles related to different professional development issues each month. The unit sometimes invites outside expert to the school for seminars and workshops based on the teachers' needs. All the activities announced or provided by the unit are not compulsory and teachers participate in them voluntarily. However, the unit asks for teachers' feedback via an e-mail for the activities organized by them and prepare regular reports to present administrators.

Due to the accreditation process that the school has been in for two years, the unit has been functioning more active for the last two years. The unit has recently created a blog in which there are four sections: "It works in the classroom", "Forum-Question of the month", "Professional Development Bulletin Archive" and "Upcoming Professional Development Activities". In "It Works in the Classroom" section, professional development unit members share their practical ideas that are helpful in the classroom and teachers are also welcome to share their own practice-based classroom activities. In "Forum - Question of the Month" section, teachers may share their ideas and opinions on a question each month on the blog page to see different approaches and question their own approach. Teachers can see the current professional development bulletin as well as

previous bulletins chronologically in the “Professional Development Bulletins” section. Lastly, teachers are informed for the upcoming professional development activities all around the world through “Upcoming Professional Development Activities” section.

When the study context is considered, it is utmost important to have a professional unit working for the development of teachers. The teachers in this school are all experienced, which may cause a risk of burnout. Therefore, teachers may not have self-motivation to pursue self-initiated professional development or know where to start since it has been years for them to learn theoretical knowledge in their formal education. In addition, the school has a great number of teachers, which provides a great chance to form community and learn from each other. In conclusion, professional development unit is a one of the core units in this context to guide the teachers in their career-long learning journey.

3.3 Participants

With the aim of investigating professional development perceptions of tertiary level EFL teachers, convenience sampling was utilized for the selection of questionnaire participants. As the most common non-probability sampling type (Dörnyei & Taguchi, 2009), it is based on selecting respondents based on their availability and convenience (Babbie, 1990). The sample of the study was English language instructors who are actively teaching English at various levels at Anadolu University School of Foreign Languages (AUSFL) in 2024-2025 academic year. Among 115 teachers who were invited to participate in the study via email, 103 teachers volunteered to complete the questionnaire in the study. Table 3.1 indicates the demographic information of the participants in detail.

Regarding the gender, female participants ($n = 75$) outnumbered the male participant teachers ($n = 28$). All the teachers were above 30 years, and more than half of the participants were between the age of 40 and 49 ($n = 57$). The number of teachers who is more than 50 was 14.

Considering the teaching experiences, it can be claimed that all the teachers are experienced teachers with a teaching experience of minimum 6 years as teachers with 5 years or more classroom experience are regarded as experienced teachers in the literature (Tsui, 2003). 27 teachers had between 11-15 year of teaching experience whereas the number for teaching experience of 16 and 20 years was 23. Almost half of the participants ($n = 48$) had more than 20 years of experience. Teachers’ experience at this institution

was also asked and the number of participants working for 6-10 years at the institution was 9 whereas the number for 11-15 years teaching experience was 30. 27 teachers have been working at the institution for 16-20 years and there are 37 teachers who have been teaching more than 20 years in the study context.

As for the graduation programs, English Language Teaching program was the most prevalent one ($n = 79$) among the teachers. 13 teachers studied Literature and the number for the programs of Translation and Interpreting and Linguistics was 6 and 5 respectively. When the last completed degrees of the teachers considered, more than half of the participants ($n = 55$) had MA degree. 39 teachers held BA degree while the number for PhD degree was only 9 for the participants.

Table 3.1

Demographic Information of the Questionnaire Participants

Demographic Information	Category	Frequency	Percentage
Gender	Female	75	72.8
	Male	28	27.2
Age	30-39	32	31.1
	40-49	57	55.3
	50+	14	13.6
Teaching Experience	6-10	5	4.9
	11-15	27	26.2
	16-20	23	22.3
	20+	48	46.6
Experience at this institution	6-10	9	8.7
	11-15	30	29.1
	16-20	27	26.2
	20+	37	35.9
Graduation Program	English Language Teaching	79	76.7
	Literature (English or American)	13	12.6
	Translation and Interpreting	6	5.8
	English Linguistics	5	4.9
Educational Level	BA	39	37.9
	MA	55	53.4
	PhD	9	8.7

The certificates that the teachers held and in-service trainings and programs that they attended were also asked in the first part of the questionnaire. Table 3.2 indicates the number of relevant certificates and programs.

Table 3.2

Teaching Certificates, In-service Trainings and Professional Development Programs

Category	Frequency	Percentage
Teaching Certificates	63	61.1
CELTA	49	47.6
DELTA	15	14.6
Pedagogic Formation	9	8.7
TESOL	4	3.9
In-service trainings / PD programs	64	62.1

Out of 103 participants, 63 teachers stated that they had different teaching certificates. 49 teachers held CELTA whereas the number for DELTA was 15. Additionally, 9 teachers had pedagogic formation certificate and quite a limited number of teachers ($n = 4$) held TESOL before. In addition, it was revealed that 64 teachers have attended a variety of in-service trainings and professional development programs before. The teachers were asked to specify the trainings and programs that they have attended. While a few teachers stated that they don't remember the names exactly, some of the trainings and programs stated in the questionnaire were about technology use, learner motivation, teaching and assessing skills, testing and evaluation and material development.

For the qualitative part of the study, semi-structured interviews were utilized, and the participants were selected on a voluntary basis. At the end of the professional development questionnaire, the participants were asked if they would like to participate in a short interview and thirty teachers volunteered to participate. Out of these teachers, the researcher tried to utilize one of the purposive sampling methods, maximum variation sampling to diversify the sample for more comprehensive representation of the sample. Eighteen teachers were selected for the interviews considering different variables such as teaching experience, educational degree and graduation program. Two vice directors were also interviewed, and four professional development unit members were involved in the qualitative data collection process as well. The information regarding the interview participants is presented in Table 3.3 below.

Table 3.3*Information on Interview Participants*

Interviewees	Age	Gender	Program of Graduation	Educational Degree	Years of Experience	Certificates
Teachers						
1	34	Female	Trans.&Int.	BA	12	CELTA
2	53	Male	ELT	MA	28	--
3	44	Female	Literature	BA	21	CELTA
4	37	Male	ELT	MA	13	CELTA, TESOL
5	35	Female	Literature	MA	13	CELTA
6	41	Male	Literature	BA	16	--
7	48	Female	ELT	PhD	26	CELTA
8	37	Female	ELT	MA	15	--
9	36	Male	ELT	BA	13	CELTA
10	36	Female	ELT	PhD	14	--
11	42	Female	ELT	BA	19	CELTA, TESOL
12	44	Female	ELT	MA	23	--
13	38	Female	ELT	PhD	16	DELTA, TESOL
14	58	Male	Linguistics	BA	30	--
15	46	Female	ELT	BA	24	CELTA, DELTA
16	42	Female	Trans.&Int.	MA	20	CELTA
17	40	Female	Literature	BA	18	CELTA
18	33	Female	ELT	BA	10	CELTA, DELTA
Administrators						
1	50	Male	ELT	MA	24	CELTA
2	49	Male	ELT	MA	27	--
Professional Development Unit Members						
1	35	Female	ELT	BA	12	CELTA, DELTA
2	34	Male	ELT	BA	12	CELTA, TESOL
3	42	Male	Literature	MA	20	CELTA, DELTA
4	43	Female	ELT	PhD	20	CELTA

As Table 3.3 indicates, the number of female teachers ($n = 15$) outweigh the number of male teachers ($n = 9$). Out of eighteen teacher participants, eleven teachers are the graduates of English Language Teaching program while four teachers graduated from the English Language and Literature program. Two of the teachers are graduates of Translation and Interpreting while Linguistics is the graduation program for only one teacher. Half of the teachers held BA degree while six teachers held MA degree. Only

three teachers completed their PhDs. The year of teaching experience ranges from ten to thirty. As teaching certificates, eleven teachers held CELTA, two teachers completed DELTA and three teachers have TESOL.

Two directors who were in the position of vice principal were interviewed within the scope of the study. Their ages were fifty and forty-nine. Both of them were male and they graduated from the department of English Language Teaching. Their last completed degree was MA, and they are currently doing their PhDs. One of the directors have been teaching for 24 years and have been in the current administrative position for 3 years. He held CELTA. The other director has twenty-seven year of teaching experience and 4-year of administrative experience.

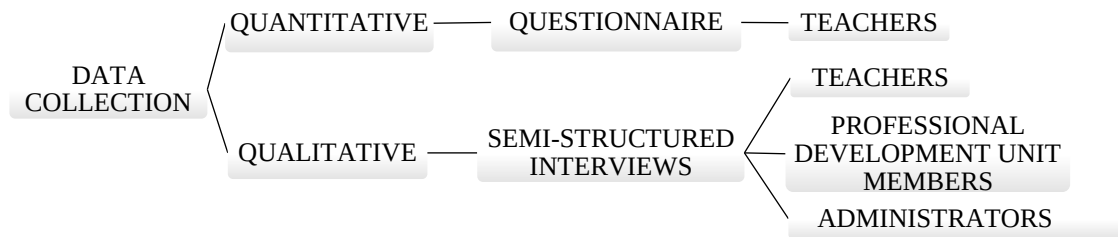
Out of five teachers who are currently working in the professional development unit, four of them were interviewed. One of the unit members wasn't volunteered for the interview because of her personal responsibilities. Two of the interviewees were male and the other half were female. The range of their age was between thirty-four and forty-three. Three of the unit members were graduates of English Language Teaching and one of them graduated from English Language and Literature department. Two of the members held BA degree and are currently doing their MA in the ELT program. One of the members completed MA degree and one of them held PhD degree. As for the teaching certificates, all the members held CELTA, and DELTA was completed by two of them. One of the unit members held TESOL as well as CELTA.

3.4 Data Collection Tools

With the aim of investigating professional development perceptions of EFL teachers, administrators and professional development unit members, the study utilized mixed-method research design. For quantitative part of the study, a questionnaire was employed and the qualitative part involved semi-structured interviews which were conducted with teachers, administrators and professional development unit members within the institution. Figure 3.2 presents the summary of data collection tools and the relevant participants.

Figure 3.2

Data Collection Tools



3.4.1 Professional development questionnaire

For the quantitative part of the study, the adapted version of professional development questionnaire which was developed by Ekşi (2010) and adapted by Arıcı (2019) was utilized. After obtaining the necessary consents from questionnaire developers, each item on the questionnaire was reviewed. Some items were removed, modified or added based on the literature and the context of the study.

After initial examination and necessary adaptation, the questionnaire was sent to the experts in the field to ensure the validity of the adapted version of the questionnaire. After consulting with three ELT professors, three instructors actively working in the study context, two institution administrators, and two members of the institution's professional development unit, the questionnaire was revised and finalized based on feedback provided by experts in the field.

The questionnaire which was utilized in the current study consists of 5 main parts with 83 items in total (Appendix-1). Table 3.4 indicates the parts of the questionnaire.

Table 3.4

Parts of the Questionnaire

Parts	Content
Part I	Demographic Information
Part II	Perceptions about Professional Development Programs
Part III	Professional Development Activities and Hindrance Factors
Part IV	Needs areas in Professional Development
Part V	Preferences for Delivery Methods and Preferences

The questionnaire has different parts and participants were asked to either rate each item on a 5-point scale or check all the items that apply. There is also an open-ended question for asking teachers to state if they would like to add anything about the related part at the

end of each part. In the first part of the questionnaire, the demographic information such as age, gender, teaching experience, educational degree was asked. In addition, teachers were asked to state if they have any certificates or attended any professional development programs before. The second part of the questionnaire has 6 items (e.g., “Attending professional development programs makes me feel more confident while teaching”, “Professional development programs make me reconsider my teaching methods”) to reveal the perceptions of teachers regarding professional development programs. The third part of the questionnaire involves two sections with 27 items. In the first section, teachers were presented some professional development activities (e.g., “Participating in workshops”, “Asking colleagues for help”, “Keeping journals”) and asked to rate each activity in terms of frequency from never (1) to always (5) on a 5-point scale. In the second section, some hindrance factors (e.g., “Heavy workload”, “Lack of motivation”, “Cost”) were provided and teachers were asked to rate each factor in terms of frequency from never (1) to always (5) on the scale. The fourth part of the questionnaire was formed to assess professional development needs of teachers and includes three sections. Section one and two were about teachers’ degree of needs in teaching and assessing skills (e.g., “Teaching listening”, “Assessing writing”) and in section three, teachers were given needs areas in ELT (e.g., “Giving constructive feedback”, “Adapting existing materials”, “Classroom management”) and required to indicate their degree of need for each area from no need (1) to very high (5) on the Likert scale. The last part of the questionnaire involves options regarding teachers’ preferences for delivery methods and formats such as preferred time, place, length, speaker of professional development programs and teachers were asked to check all the items that apply based on their preferences. At the end of the questionnaire, the participants were invited to participate in an interview and contact information were gathered for the ones who accept the invitation.

For the reliability of the questionnaire, the Cronbach alpha coefficient was calculated and found as .943, which indicates a good value being more than .70 which is considered to be acceptable value (Dörnyei & Taguchi, 2009). Part I included demographic information and Part V included items that check all that apply; thus, Cronbach alpha was not calculated for these parts. Table 3.5 indicates the Cronbach alpha value for each part and subsections.

Table 3.5*Cronbach Alpha Values for Parts of the Questionnaire*

Parts	Cronbach Alpha
Part II	.944
Part III	.827
Section I	.892
Section II	.744
Part IV	.966
Section I	.883
Section II	.914
Section III	.953

As Table 3.5 suggests, Cronbach alpha value for each part and section ranged from .744 to .966, indicating that all the parts have the acknowledged standard of acceptable value (Dörnyei & Taguchi, 2009).

3.4.2 Semi-structured interviews

The study also included a qualitative part to gain a deeper understanding of how people perceive professional development. As a data collection tool, interview was preferred for the qualitative part of the study since “interviews can allow researchers to investigate phenomena that are not directly observable, such as learners’ self-reported perceptions or attitudes” (Mackey and Gass, 2015, p.225). Interviews also allow researchers to collect data for further discussion of beliefs and experiences, which is not generally possible with structured questionnaires. Additionally, semi-structured interviews allow researchers to carefully review their responses and have flexibility in how the interview goes (Opie, 2004).

With the aim of gaining in depth understanding of professional development perceptions, three different types of semi-structured interviews were conducted with the voluntary teachers, administrators and professional development unit members in the institution. The questions were prepared in line with the scope of the questionnaire to answer the research questions. After the initial draft of the questions prepared based on the literature, the interview questions were sent to the experts to ensure the validity of the questions. After obtaining the feedback from three professors in the field, three instructors actively working in the institution, two administrators of the institution and the two members of the institution’s professional development unit, the questions were finalized to be used in

the qualitative part of the study and both the researcher's interview protocol involving interview questions (Appendices 2, 3, 4, 5, 6, and 7) and the participants' consent form were prepared. The interviews were conducted in Turkish to provide opportunity for teachers to hinder language barrier and express themselves in their native language clearly. The interviews were arranged based on participants' convenience and conducted face to face at the institution. They were audio-recorded and transcribed verbatim for the analysis.

The teachers were asked about their perceptions regarding both professional development and their professional development needs, practices, barriers and preferences. The administrators were also interviewed, and their perceptions were also gathered regarding professional development practices, needs and challenges of teachers in the institution. Within the scope of the study, professional development unit members were also interviewed to see their perspective for the teachers' professional development perceptions, practices, and needs. Therefore, the similarities and differences between the perceptions of three important stakeholders in the institution were examined thoroughly with the qualitative data obtained from the interviews.

3.5 Data Collection Procedure

After finalizing the data collection tools, approval of ethics committee (Appendix-8) was obtained from Anadolu University Graduate School at the beginning of the 2024-2025 academic year. Later, the research permission was granted from the school board of Anadolu University School of Foreign Languages and ultimately the process for data collection began. The research permission document can be found in Appendix-9.

Online version of the questionnaire was prepared through Google forms with the belief that it would be more practical to reach teachers online since teachers have different weekly teaching programs. The teachers working in the preparatory program were sent an invitation email to participate in the study. At the beginning of the survey, the participants were informed regarding the purpose of the study, confidentiality of their answers and researcher's contact information. Their voluntary consent was also obtained at the beginning of the questionnaire (Appendix-10). The data collection for the quantitative part lasted for three weeks. The questionnaire was filled out by a hundred three teachers and all the responses were included in the data analysis.

At the end of the questionnaire, the participants were asked whether they would like to participate in a short interview and contact information of volunteer participants were gathered. The interviews were arranged based on teachers' personal schedules and conducted face to face at the institution. The interviews were carried out in December and lasted for four weeks. The duration of each interview changed from 15 minutes to 75 minutes. Prior to the interviews, each participant was informed of the study's purpose and their consent for their participation was obtained. The interviews were audio-recorded with the permission of the participants since audio-recording provides more accurate transcription (Creswell, 2012). The participants were informed that the transcriptions could be shared with them based on their will. After the interviews, the audio-recordings were transcribed verbatim and prepared for the data analysis.

3.6 Data Analysis Procedure

With the aim of assessing professional development perceptions of teachers, administrators and professional development unit members, convergent mixed method research design was employed, and the data was collected both quantitatively and qualitatively, and analysed separately.

For the quantitative part of the study, the data was collected from the questionnaire and analysed statistically through Statistical Package for Social Sciences (SPSS) 26. Descriptive statistics were conducted to determine the mean, standard deviation, frequency and percentage of the responses of participants for the items in the questionnaire. Frequencies and percentages were calculated for the first part of the questionnaire which included demographic information of the participants such as years of experience and program of graduation. For Part II (Professional Development Programs), Part III (Professional Development Activities and Hindrance Factors) and Part IV (Needs areas in Professional Development), both mean scores and frequencies were calculated and presented together to make more meaningful interpretations as frequency scores indicate the distribution of participants' responses and mean scores provide the overall tendency. Part V was related to the participants' preferences for delivery methods and formats such as attendance format, place, speaker and included items that the participants check all that apply. Frequency scores of the responses were calculated and presented in the related section of the findings part.

For the qualitative part of the study, content analysis was conducted and the steps proposed by Creswell (2015) was followed in the data analysis process. First, the audio-recorded data was organized in folders in the computer and transcribed verbatim. Then, the entire data was read thoroughly by the researcher to be familiarized with the data. After reading the data for a couple of times to get the general sense of the ideas expressed by the interviews, the coding process started. The data was divided into text segments and the researcher assigned code labels for each text segment. For coding process, descriptive coding, one of the coding types proposed by Saldana (2011), was employed and text segments were labelled as codes in a word or short phrases (Saldana, 2011). While labels mostly consisted of pre-determined codes (e.g., Teaching speaking, heavy workload, optional format) which were extracted from the questionnaire items, new codes which didn't fit the current coding labels (e.g., School climate, physical conditions, teacher psychology) were assigned for the data as well. Frequency of the codes stated by the participants were also calculated by the researcher and presented along with the codes to make more objective analysis and make comparisons between the quantitative and qualitative data.

For the credibility of the study, intercoder reliability was used. For this purpose, part of the data was coded by another colleague as well and the codes were compared and revised accordingly. To increase the trustworthiness, the data was triangulated by including different stakeholders, namely experienced EFL teachers, administrators and professional development unit members in the qualitative phase. To ensure the anonymity, pseudonyms were utilized, and the interviewee teachers were labelled and presented as T1, T2 etc., administrators as A1 and A2, and unit members as U1, U2 etc. in the presentation of the findings.

3.7 Chapter Summary

This chapter provided information regarding the methodology of the study. The design of the study was explained, and research context was presented briefly. After providing demographic information regarding the questionnaire and interview participants, data collection tools were introduced, and the data collection procedure was explained. The last part of the chapter involved information regarding analysis procedure of both quantitative and qualitative data.

4 FINDINGS

To address the professional development perceptions of experienced EFL teachers, administrators and professional development unit members in a tertiary level context, the quantitative data was gathered through the questionnaire which was carried out with teachers and the qualitative data was obtained from the teachers, administrators and professional development unit members. The findings of both quantitative and qualitative data are presented in accordance with the study's research question in this chapter.

4.1 Professional Development Programs

Within the scope of research question 1a, tertiary level experienced EFL teachers' perceptions regarding professional development programs were investigated through the questionnaire and semi-structured interviews. Table 4.1 indicates the findings of part two in the questionnaire which was about the perceptions of teachers regarding professional development programs.

As Table 4.1 suggests, the teachers have overall positive attitude toward professional development programs. The most agreed-upon item is that "Professional development programs help me improve my teaching skills (e.g. classroom management, technology, problem-solving, questioning techniques, time management)". More than half of the participant teachers (60.2 %) agreed on the positive impact of professional development on improving teaching skills and 20.4 % of the teachers indicated strong agreement for this item. Majority of the teachers agreed upon the contribution of professional development programs for their teaching competence (76.7%) as well. With a similar percentage, 77.7 % of the teachers stated their agreement on the perception that professional development programs are helpful in reconsidering their teaching practices. Another similar rate of agreement was identified in item five, "Professional development programs give me practical information that I can use in my classroom" 76.7 % of the teachers shared their agreement regarding the benefit of professional development programs for providing practical information. The teachers' agreement was slightly lower regarding the first item in the related part which was about the impact of programs on teachers' teaching confidence (71.9 %). The highest disagreement was found in the last item of the part "Professional development programs are relevant to my needs and interests". 9.7 % of the teachers indicated disagreement for this statement and nearly half of the teachers (42.7%) indicated neither positive nor negative view for the related item.

Table 4.1*Quantitative Analysis of Professional Development Programs*

	Items	Strongly Disagree %	Disagree %	Neutral %	Agree %	Strongly Agree %	Mean	Standard Deviation
1	Attending professional development programs makes me feel more confident while teaching.	1.9	1.9	24.3	51.5	20.4	3.86	.829
2	Professional development programs improve my teaching competence.	2.9	1.9	18.4	57.3	19.4	3.88	.844
3	Professional development programs help me improve my teaching skills.	2.9	1.0	15.5	60.2	20.4	3.94	.814
4	Professional development programs make me reconsider my teaching methods.	2.9	2.9	16.5	54.4	23.3	3.92	.882
5	Professional development programs give me practical information that I can use in my classroom.	2.9	2.9	17.5	51.5	25.2	3.93	.899
6	Professional development programs are relevant to my needs and interests.	3.9	5.8	42.7	39.8	7.8	3.42	.869

To reveal more insight regarding the professional development perceptions of the teachers, unit members and administrators, semi-structured interviews were conducted,

and the interviewees were asked about what professional development mean to them. Table 4.2 indicates the qualitative analysis of interviewee participants' perceptions regarding professional development and professional development programs.

Table 4.2

Qualitative Analysis of Professional Development Programs

Professional Development	Frequency	Participant Codes
<i>Teachers</i>		
Refreshment	9	T1, T3, T6, T7, T10, T12, T13, T15, T18
Addressing student needs	8	T1, T3, T6, T7, T9, T10, T11, T16
Keeping up with the latest trends in ELT	7	T1, T2, T4, T5, T8, T11, T17
Practical information	4	T4, T8, T10, T11
Career-long learning	4	T2, T4, T16, T18
Reconsidering teaching methods	3	T7, T9, T17
Addressing institution mission	1	T11
Cliché	1	T14
Networking	1	T16
Self-confidence	1	T15
<i>Professional Development Unit Members</i>		
Addressing student needs	4	U1, U2, U3, U4
Reconsidering teaching methods	2	U1, U2
Career-long learning	1	U3
Keeping up with the latest trends in ELT	1	U2
Refreshment	1	U4
<i>Administrators</i>		
Keeping up with the latest trends in ELT	2	A1, A2

As can be seen in Table 4.2, as experienced teachers, almost half of the teachers stated that they perceive professional development as refreshment. Since all the teachers have been working at the institution for at least ten years, they believe in the need of refreshing their field knowledge and methodology. Teacher 12 explained the importance of refreshment after teaching for long years in the same institution by stating,

As long as we continue our teaching for many years in the same institution and in similar ways, we stay in a routine. However, the incoming students are changing, but we continue to teach the same things in the same way. Therefore, this can cause us to get bored or miss some new things. Therefore, the meaning of professional development for me is that we refresh ourselves both to break that routine and to be able to cope with the changing student profile. (T12)

Teacher 10 addressed the issue of refreshment not only in terms of field knowledge but also from different dimensions by saying, “*Professional development generally means refreshment and this refreshment can be in different ways. It can be with field knowledge, by following the technology or solving psychological problems such as burnout.*” To exemplify the need for refreshment for teachers who graduate from university long time ago, Teacher 7 shared her personal experience with the following extract,

I have 26 years of service. But for example, I remember when I was a student, we were students of hardcopy. With our graduation, the internet and computers started to proliferate. I remember that I had serious conflicts with my students about softcopy, for example. I remember that I resisted that change and told my students not to use the dictionaries on the mobile phone and bring hardcopy dictionaries. Overcoming that resistance is possible both with that environmental factor, the culture of our working environment and our institution, and with the professional development activities we participate in. (T7)

While the teachers indicated lowest agreement for the item “Professional development programs are relevant to my needs and interests” in the questionnaire, addressing student needs emerged as one of the most stated points by the teachers regarding the meaning of professional development in the interviews. Teacher 10 highlighted the dynamic nature of the profession since teachers work with people by stating,

We’re not working in a lab with tubes or do experiments at work. There is a human being in front of us. There is a big difference between the children who entered university when I started teaching and those who started university now. Therefore, it is necessary to follow this human change, human development and needs. (T10)

Teacher 9 remarked the impact of technology on students’ interests and stated that the profile of students changes every year; thus, teachers need to keep up with the changing student needs due to technology. All of the unit member interviewees also touched upon student needs in their speech when they were asked for their perceptions regarding professional development. Unit member 4 pointed out the generation gap between the teachers and students by stating,

Because of the generation difference with the students, sometimes what we may not make a difference to the students. They are in different needs. It is necessary to address those needs. In the past, for example, while I used to explain certain tools to students for hours, now it does not take me 2 minutes to explain it. Again, the attention span of students is much shorter. It is necessary to change the exercises and activities by considering these

attention spans from time to time. In other words, as the students change, you have to keep up with them, otherwise it becomes very monotonous. When there is monotony in the lesson, you go in search of something to change it, and professional development emerges as a need there. (U4)

Keeping up with the latest trends was another common issue in professional development to be shared by the teachers, administrators and the unit members in the interviews. All the stakeholders believed in the importance of keeping up with the latest trends, which was an expected result since the study context consists of mostly old, experienced teachers. Teacher 4 asserted that experienced teachers need professional development programs more than novice ones because they are just practitioners, and they don't follow the latest trends in the field. In a similar vein, Teacher 11 believed that some stereotypical beliefs and habits of experienced teachers prevent them from keeping up with the requirements of the contemporary era and this situation reduces the respect for the teacher in the eyes of the students. One of the unit members (U2) remarked the gap between the teaching experience and current trends and stated that educational systems cannot keep up with the constant changes in the field and teachers are the most flexible part of the system to keep up with the latest trends in the field. He clarified his point with the following excerpt,

It is the duty of teachers to direct the education process according to the requirements of the changing world, to organize the content of our courses and to make such small moves in the program that will provide improvement from year to year, and we need professional development activities in this regard. (U2)

To build on this response, one of the administrators (A1) highlighted the importance of updating oneself to keep up with the latest developments for experienced teachers by saying,

We see that experienced teachers resist new approaches, new methods, new technology. This is due to the fact that they do not regularly improve themselves and follow new things. That is why, to a large extent, what we call the teaching profession is not something that can be learnt once and continued in the same way, especially in terms of language. Because languages are also living beings, they are also developing and changing. We need to be able to keep up with this development. (A1)

Next, more than half of the questionnaire participants (51.5%) agreed on the item that professional development programs give them practical information to be used in the classroom. The findings of the interviews supported this quantitative result as some of the

interview participant teachers stated that professional development programs provide them hands-on experience to apply in their classrooms. Regarding this issue, Teacher 4 mentioned his experience of a webinar related to writing assessment. He realized that he evaluated the writing papers holistically before the webinar, but the assessment practice he did on the webinar helped him to do more analytic assessment by altering his mind and providing opportunity to practice new experience. Teacher 11 also shared her experience about the workshop she recently attended at the institution. She said, *“There was an AI workshop yesterday. He introduced a tool to us there. We talked to a few friends and decided to experience it in our classrooms. We will discuss whether it works or not.”* Teacher 10 also mentioned the importance of sharing experiences with each other. She stated that if they have any problems in the classroom, they ask their friends whether they have the same problem and ask for any alternative ideas to solve it. She thinks that classrooms are ideal places to try and see what works and what doesn’t work.

Another point that was highlighted in the interviews was the on-going process of professional development. When the teachers were asked whether they believed in the need of professional development of experienced teachers, all the teachers agreed upon that no matter how experienced they are, they need to continue their professional development throughout their careers. Teacher 4 emphasized the importance of on-going development by stating, *“Professional development is thought as a system based on attending only one-hour trainings and then not practicing what we learn there. On the contrary, I think this is an activity that ought to be spread all through the teaching career.”* Teacher 16 also advocated for life-long learning, and she believed that teaching experience does not always mean that experienced teachers do their jobs well. She highlighted the necessity of constant updating, saying that *“As technology is constantly updated, old teaching methods become outdated and professional development activities are important to stay up to date, to refresh our fossilized knowledge and to change the wrong things.”* In a similar vein, Unit member 3 pointed out the risk of forgetting in time by stating, *“In the following years, there will be a reversal of learning. In other words, experienced teachers start to forget the things they have learnt or the period of not learning new things can begin.”* Therefore, he believes, experienced teachers ought to continue their development to close the gap. Based on the arguments, it can be concluded that the common view of the participants regarding the professional development of

experienced teachers was that the teachers need to continue learning to survive in the continuously evolving education system.

Then, in the questionnaire, more than half of the teachers (54.4%) agreed that they reconsider their teaching methods when they attend professional development programs. Similarly, some of the teachers and unit members shared the similar viewpoint in the interviews. Teacher 17 stated that professional development is a crucial way for experienced teachers to realize their mistakes in their teaching and she added, *“Experienced teachers need to continue their professional development in order to see their chronic mistakes, because I think there is no other way to see what is not working without going to such trainings.”* Similarly, Unit member 1 also mentioned the risk of developing false habits during the teaching experience and she asserted that teachers could deal with these false habits through professional development programs. Besides in-service teaching effect, Teacher 9 highlighted the impact of past learning experiences on teachers’ current teaching practices as well. He said, *“We inevitably apply the English method taught to us in our classes. If we consider that 50-year-old teachers also apply it, professional development is necessary for us to be open to new developments and to question teaching techniques.”* Unit member 2 was another interviewee who touched upon the risk of teaching in the same way for years for the experienced teachers and he explained why experienced teachers ought to reconsider their teaching practices with the following excerpt,

I think it is a very big illusion that a 30-year teacher can definitely be better than a 3-year or 5-year teacher. I mean, because there’s something Penn says. Playing the same tape for 20 years and then playing different tapes for 20 years. So, professional development can be something like that. I mean, if you played the same cassette for 20 years, you have the experience of one cassette. (U2)

As a result, it can be said that both the quantitative and qualitative data indicated that professional development programs provide teachers with opportunity to reflect on their teaching and encourage them to take action to change in a better way.

One of the incongruent findings between quantitative and qualitative data was about self-confidence of teachers. Even though 71.9% of the teachers agree that professional development programs make them feel more confident while teaching in the questionnaire, only one of the interview teachers (T15) stated that professional development programs increase her confidence in the classroom. She explained the place

of professional development in her teaching by saying, *“Professional development is such an important thing for me that if my feet are firmly on the ground in the classroom now, it is because I participated in professional development activities in the past.”*

There were some other emerging issues in the qualitative phase regarding professional development. Teacher 11 highlighted the importance of professional development not only for teachers and students, but also for the institution by saying that teachers ought to have the necessary qualifications to achieve the institution’s mission and they need to continue their professional development during their careers for this goal. Teacher 16 talked about another benefit of professional development for the institution by saying that professional development programs create community in the institution. She supported this notion by stating,

These activities also create solidarity among teachers. Learning about each other’s cases and exchanging information about them, perhaps sharing their own suggestions, contributes to the development of a network and the institution as a kind of informal professional development. (T16)

When both the quantitative and qualitative findings are considered, it can be concluded that teachers, administrators and unit members have an overall positive attitude toward professional development programs. Only one of the experienced teachers shared his negative view regarding professional development. When he was asked about professional development, Teacher 14 said, *“For me, this kind of thing is like the rediscovery of America because it revolves around the same things. I mean, the core is the same. Nothing so exciting happens as much as before. So, it feels very clichéd.”* Overall, the participants were aware of the importance and impact of professional development for experienced teachers’ teaching career.

4.2 Professional Development Activities

The first section of the third part of the questionnaire was aimed to answer research question 1b. To this end, the teacher participants were provided with common professional development activities and asked to rate the activities in terms of the frequency from one to five based on their attendance. Table 4.3 illustrates the extent and types of common professional development activities that teachers attend.

Table 4.3*Quantitative Analysis of Professional Development Activities*

	Items	Never %	Rarely %	Sometimes %	Often %	Always %	Mean	Standard Deviation
1	Reading ELT articles, magazines or books	6.8	43.7	35.9	10.7	2.9	2.59	.879
2	Participating in training programs	8.7	41.7	37.9	8.7	2.9	2.55	.883
3	Participating in workshops	4.9	32.0	47.6	11.7	3.9	2.78	.862
4	Participating in seminars	13.6	36.9	40.8	4.9	3.9	2.49	.927
5	Participating in conferences	21.4	43.7	30.1	2.9	1.9	2.20	.878
6	Conducting classroom / action research	31.1	40.8	23.3	3.9	1.0	2.03	.891
7	Asking colleagues for help	--	8.7	31.1	46.6	13.6	3.65	.825
8	Sharing experiences with colleagues	--	2.9	20.4	52.4	24.3	3.98	.754
9	Observing other teachers	16.5	53.4	25.2	3.9	1.0	2.19	.793
10	Being observed and receiving feedback	19.4	58.3	18.4	2.9	1.0	2.08	.763
11	Joining / following a teacher association	42.7	35.0	15.5	5.8	1.0	1.87	.946
12	Joining / following a special interest group	47.6	34.0	16.5	1.0	1.0	1.74	.840
13	Joining / following an online ELT discussion group	40.8	42.7	11.7	2.9	1.9	1.83	.890
14	Team-teaching	58.3	26.2	13.6	1.0	1.0	1.60	.832

Table 4.3 (continued) *Quantitative Analysis of Professional Development Activities*

15	Keeping journals	56.3	32.0	8.7	1.0	1.9	1.60	.844
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When the mean scores and percentages are analysed, it can be concluded that the most common activity among teachers is “Sharing experiences with colleagues” ($M = 3.98$, $SD = .754$), and it is followed by “Asking colleagues for help” ($M = 3.65$, $SD = .825$). It is identified that 52.4 % of the participants often share experiences with colleagues and 46.6 % of the teachers often ask for help from their colleagues. Additionally, almost half of the participants stated that they sometimes participate in workshops and seminars (47.6% and 40.8 % respectively). More than half of the participants stated that they never practice team-teaching (58.3%) and keeping journals (56.3%). Observing other teachers and being observed are also activities that are rarely conducted by more than half of the teachers (53.4% and 58.3 % respectively). Almost half of the teachers stated that they never follow any teacher association (42.7%), interest (47.6 %) or discussion groups (40.8%).

During the interviews, the administrators and unit members were asked how they would like to provide professional development activities to the teachers, and the teachers were asked what types of professional development activities they prefer to receive. Table 4.4 indicates the extent the interview participants prefer different professional development activities.

Table 4.4*Qualitative Analysis of Professional Development Activities*

Professional Development Activities	Frequency	Participant Codes
<i>Teachers</i>		
Workshops	10	T1, T3, T5, T7, T11, T13, T15, T16, T17, T18
Experience sharing	8	T2, T3, T4, T8, T11, T12, T17, T18
Online courses	3	T1, T7, T11
Reading ELT articles	3	T8, T9, T15
Webinars	2	T11, T17
Reflection	2	T3, T4
Seminars	1	T10
<i>Professional Development Unit Members</i>		
Webinars	4	U1, U2, U3, U4
Workshops	4	U1, U2, U3, U4

Table 4.4 (continued) *Qualitative Analysis of Professional Development Activities*

Group discussion	2	U2, U4
Peer observation	2	U1, U3
<i>Administrators</i>		
Workshops	2	A1, A2

As the most stated professional development activity type in the qualitative part of the study, most of the interview participants were agreed on the benefits of workshops, which indicated congruent finding in the quantitative part of the study with having the second highest mean score ($M = 2.78$, $SD = .867$). The qualitative findings revealed that workshops were favoured by the participants since they provide hands-on experience to teachers for their practice in the classroom. For this issue, Teacher 16 said, *“I am a little more pragmatic. I like workshops that can eliminate my current needs or offer me easy solutions. I love hands-on experiences.”* Moreover, Teacher 11 highlighted the importance of the opportunity of practicing in the workshops and said that teachers can practice what they learn in the workshop; therefore, they have the opportunity to see whether it works or not before the classroom. Bring this notion one step further, Teacher 5 asserted that the content of the workshops is generally more potential to be applied in the classroom. She also drew attention to the interactive nature of the workshops by saying, *“My first preference would be for workshops because they are much more active and dynamic; therefore, keep my interest and perception more open.”* Administrator 1 shared his view to support this argument by stating,

We have seen that meetings in which the audience can also participate are more productive. Therefore, professional development events have recently started to be held more in the style of workshops rather than seminars. The biggest reason for this, as I said, is that we have seen that it is more beneficial for the participants to actively participate, that is, to experience and learn something with hands-on experience. (A1)

In the questionnaire, the teachers mostly preferred informal professional development activities such as experience sharing and asking for help and the qualitative data supported this tendency as well. Six teachers found exchanging ideas with other teachers very practical. Teacher 11 stated that they, as teachers working in the institution, are a very dynamic group and it becomes inevitable to pursue professional development at least informally because everyone is open to share ideas with others in the institution. She stated that when they come together during the breaks in the office, they chat about their

practices, and they discuss what goes right and wrong in the classroom. Teacher 4 also mentioned the benefits of being a part of community and she added that they teach the same things, but they have different ways to teach; therefore, other teachers help them learn new perspectives in their teaching practices. Teacher 18 was another participant who touched upon the place of experience sharing in the institution and she said it is very common to share teaching experiences with other teachers who teach in the same level. She expressed that they could share their ideas in 15-minutes breaks and try the idea in the next class hour. Since the unit members and administrators were asked about formal professional development activities to organize, none of them mentioned experience sharing in the interviews as expectedly.

As another professional development method, reading materials related to ELT didn't emerge as one of the most preferred professional development activities in the quantitative part. Almost half of the participants stated that they rarely read ELT materials. In a similar vein, reading something in ELT was stated by only three teachers during the interviews. Teacher 8 focused on the flexibility of reading, and she said that she could read about ELT at anytime and anywhere based on her convenience. Teacher 9 also supported this point of view, and he stated that he preferred reading to learn about something since he doesn't have so much time to attend formal activities because of family responsibilities. He also added that *"I do more individual activities, I read more to fulfil my own needs in the classroom. Otherwise, the activities done for everyone may not address my needs."* Teacher 15 mentioned that she follows the blog of the professional development unit as a source, and she tries to read everything on the blog when she has time. It was shared by the unit members that professional development unit created the blog with the same intention of the teachers. They offered the blog to provide both flexibility and different opportunities for different needs of the teachers. Unit member 3 explained their intention of creating the blog with the following excerpt,

When we did an activity, very few were participating, and it was not very efficient. We also did activities on Zoom, but there was very little participation. We said that since there were no new staff anymore, we thought that people were not very interested in the same things happening with the same staff; therefore, everyone should do their professional development in their own time, but there are many resources. We started to issue the bulletin so that they can at least look at the things we recommend. We have a monthly bulletin. Teachers can access to different types of activities in the blog, and they can access the resources they want according to their needs whenever they want. (U3)

As a reflective practice, the teachers were asked whether they keep journals in the questionnaire, and more than half of the participants stated that they never keep journals. It was revealed as one of the least preferred activity types in the quantitative findings. Similarly, only two teachers stated in the qualitative part that though not in the journal form, reflection has place in their teaching practices. Teacher 4 stated that reflection is a part of his teaching, and he said, *“Even sitting down and saying how this lesson went after the lesson is actually a professional development activity and I do it all the time. You know, maybe I don’t keep a diary, but I think about how the lesson went that day.”* Teacher 3 also stated that she thinks about strengths and weaknesses of the lesson of the day as a routine and she added that she puts on some sticky notes related to things to consider and change on the related part of the book for future teaching practices. Therefore, reflection takes place orally as a form of critical thinking by few teachers in the institution.

Interestingly, seminar was preferred as a professional development activity only by Teacher 10 in the interviews even though nearly half of the questionnaire participants stated that they sometimes participate in seminars. The reason that she shared for this preference was that she feels more comfortable as an introvert person when she is in the position of just listener.

In terms of online activities, Teacher 1 shared her experience of attending online course about testing and assessment. She stated that she was required to attend this course because of her duty in the testing office of the institution. Teacher 7 and Teacher 11 stated they sometimes attend Massive Open Online Courses (MOOCS) as an online course, and they find them well-designed and effective even though they don’t prefer online activities in general. Teacher 7 shared her past experience of one of these courses by stating,

I attended a MOOC about the use of AI. There, too, the syllabus was so well organised that there was nothing synchronized. They were all asynchronous lessons. I enjoyed that programme very much. There was a very detailed material that addressed today’s needs very well, and I enjoyed doing that course. But they added interaction into it. They made it all around the world. Teachers from all over the world participate in the study and they have opened a forum there. After each study, everyone comments to each other. This is how they used a social environment as engaging and energizing people. I can’t be very motivated in online studies normally. (T7)

Besides MOOCS, Teacher 11 also stated that she enjoys watching recorded webinars on online platforms, which provides her flexibility with her busy personal life and this idea

of flexibility was also shared for podcasts by Teacher 17. She stated, *“I also have a busy life. I mean, I may not be able to participate in such a time-set thing, but I can listen to a video or a podcast even while doing something else and take notes.”* Professional development unit members also mentioned webinars as an online professional development activity type in the interviews. They stated that webinars wouldn’t be their first preference. They mostly arranged webinars during the pandemic, but they were not satisfied with the participation rate. On the other hand, Unit member 2 still favours webinars because of the physical limitations of the institution. He also touched upon the point that webinars provide opportunities to get training from different trainers all around the world, since it may not be possible to invite these trainers to the institution because of some limitations such as time and money. However, he also agreed on the point that teachers’ participation is generally low for webinars.

As a formal form of experience sharing, two of the unit members mentioned group discussion activities which were conducted in the institution. Unit member 4 stated they organize small discussion groups to exchange practical ideas to be used in the classroom. Unit member 2 highlighted the importance of this negotiation for a preparatory school by saying,

Sometimes we make discussions. And usually, our orientation is as follows. Since we are currently not a research school, but a school where the work is done in practice, where teaching is done, we are doing discussion groups for 5–10-minute practices, especially in the style that we can call direct and practical, which may have an impact on the teaching practices of the teachers. Thus, we are not on the theoretical side of the work. We are trying to approach more from the practical side. Because we are a practical school. (U2)

Another professional development activity that emerged in the qualitative analysis was observation. Two of the unit members mentioned that they encourage teachers to engage in peer observation and guide them in this process. The unit members stated that a number of teachers attended this type of activity last academic year. However, these teachers were not among the participants in the interviews since none of the participant teachers in the qualitative phase mentioned that they have attended such kind of professional development activity. This aligns with the quantitative finding regarding observing other teachers and being observed by others. In the quantitative phase, more than half of the teachers stated that they rarely attend observation activities and statistics indicate that only one percent of the teachers participates in observation activities.

4.3 Hindrance Factors to Professional Development Participation

The second section of the third part of the questionnaire involved 12 items related to barriers to professional development for teachers and the participant teachers were asked to indicate the extent to which these factors are barriers for them to attend professional development activities within the scope of research question 1c. Table 4.5 presents the mean scores and percentages of the items related to hindrance factors for teachers based on the quantitative analysis.

Table 4.5

Quantitative Analysis of Barriers to Professional Development Activities

	Items	Never %	Rarely %	Sometimes %	Often %	Always %	Mean	Standard Deviation
1	Heavy workload	23.3	23.3	35.0	14.6	3.9	2.52	1.119
2	Lack of motivation	7.8	16.5	38.8	30.1	6.8	3.12	1.022
3	Limited institutional support	13.6	18.4	36.9	18.4	12.6	2.98	1.196
4	Intensive pacing	7.8	19.4	40.8	26.2	5.8	3.03	1.004
5	Inconvenient date / time of professional development activities	5.8	13.6	52.4	27.2	1.0	3.04	.827
6	Inconvenient location of professional development activities	8.7	19.4	46.6	24.3	1.0	2.89	.907
7	Cost	7.8	7.8	32.0	35.0	17.5	3.47	1.110
8	Unqualified trainers	22.3	33.0	35.9	6.8	1.9	2.33	.964
9	Unrealistic content	4.9	21.4	45.6	23.3	4.9	3.02	.918

Table 4.5 (continued) *Quantitative Analysis of Barriers to Professional Development Activities*

10	Lack of information about upcoming professional development activities	18.4	27.2	44.7	6.8	2.9	2.49	.969
11	Stress of being evaluated / receiving negative feedback	25.2	28.2	37.9	8.7	--	2.30	.948
12	Family responsibilities	18.4	18.4	26.2	25.2	11.7	2.93	1.285

According to the mean scores of the items, the most agreed barrier for teachers was found as “Cost” ($M = 3.47$, $SD = 1.110$). 35% of the participants believe that cost is often the reason for them not to attend professional development activities. “Lack of motivation” was stated as the second important hindrance factor for teachers ($M = 3.12$, $SD = 1.022$). In addition, “Inconvenient date / time of professional development activities” was among the most stated barriers for teachers ($M = 3.04$, $SD = .827$). While “Intensive pacing was found slightly higher as a barrier ($M = 3.03$, $SD = 1.004$), “Heavy workload” was identified as one of the least stated hindrance factors ($M = 2.52$, $SD = 1.119$). The findings indicated the lowest mean score for the item related to fear of being evaluated and getting negative feedback ($M = 2.30$, $SD = .948$), followed by the factor related to qualification of the trainers ($M = 2.33$, $SD = .964$). Almost half of the participants (45.6%) sometimes see the mismatch between the teaching context and the content of the activities as a reason for not attending the activities. For the quarter of the participants (25.2%), personal responsibilities such as family are often seen as a barrier for teachers to actively participate in professional development activities. Approximately half of the participants (44,7 %) stated that they sometimes do not know about the upcoming professional development activities, and this could be a barrier for them. For a number of participants, (12,6 %) limited institutional support is always a problem, around the same number of participants (13,6 %) stated that it is never a barrier for their participation in professional development activities.

To obtain more insight, the teachers, administrators and unit members were asked about the barriers for teachers to attend professional development activities in the interviews as

well. Table 4.6 shows the barriers that emerged in the interviews for professional development participation of teachers.

Table 4.6

Qualitative Analysis of Barriers to Professional Development Activities

Barriers	Frequency	Participant Codes
<i>Teachers</i>		
Inconvenient time	8	T2, T4, T7, T10, T11, T13, T16, T18
Irrelevancy to needs / interests	8	T2, T3, T5, T6, T7, T8, T9, T17
Family responsibilities	7	T5, T7, T9, T10, T12, T13, T15
Lack of motivation	6	T4, T5, T14, T15, T17, T18
Workload	4	T1, T5, T15, T18
Cost	3	T13, T15, T16
Lack of student motivation	3	T5, T6, T14
Attendance format	2	T7, T15
Comfort zone	2	T1, T12
Intensive pacing	2	T12, T18
Physical conditions	2	T3, T8
School climate	2	T9, T10
Unrealistic content	2	T6, T14
Limited institutional support	1	T15
Past PD experiences	1	T17
Personality	1	T5
Stress of being evaluated	1	T12
Unqualified trainers	1	T12
<i>Professional Development Unit Members</i>		
Cost	3	U1, U2, U3
Limited institutional support	3	U1, U2, U3
Lack of motivation	3	U1, U2, U4
Family responsibilities	1	U4
Irrelevancy to needs / interests	1	U4
Physical conditions	1	U1
School climate	1	U2
<i>Administrators</i>		
Family responsibilities	2	A1, A2
Inconvenient time	2	A1, A2
Attendance format	1	A2
Irrelevancy to needs / interests	1	A2

Table 4.6 (continued) *Qualitative Analysis of Barriers to Professional Development Activities*

Personality	1	A1
Physical conditions	1	A2
Uneasiness about technology	1	A1

When the qualitative data was analysed, it was identified that one of the most stated barriers by the teachers in the qualitative phase of the study was inconvenient time of the programs, which was in line with the quantitative findings. Referring to the programs conducted by professional development unit, Teacher 4 and Teacher 18 mentioned that the programs are generally conducted after the classes in the afternoon, and they cannot attend them since they are currently doing their PhDs, and they have classes in their programs. For the activities conducted in the institution, Teacher 10 also added that if the activities start late or last long, this could be the reason for teachers not to attend since some teachers have to leave early for some personal reasons. Shifting focus, Teacher 16 mentioned another aspect of this time barrier. Since they are not permitted to leave the town during the academic year, she brought attention to the institution's permission issue, which prevents them from attending events held outside of the institution. Both administrators also touched upon the inconveniency of the date and time of the professional development activities and touched upon the situation that the activities are generally conducted in the afternoon, when the teachers generally prefer to spend their time for their personal needs after the classes.

In align with the previous research in the related literature, one of the most recurring themes during the interviews was irrelevancy of activities to the needs and interests of the teachers. Teacher 5 stated *"If I think that I am already doing well and there is no need to learn anything new for the time being about a certain aspect, I feel no need to attend activities."* Similarly, Teacher 3 noted that attending an activity solely for a signature is pointless, and she believes that if teachers participate in an event that does not align with their needs and interests, it diminishes its effectiveness. Regarding the issue of mismatch, another perspective was shared by Teacher 2, and it was related to different educational backgrounds of teachers. To exemplify, he said,

In our institution, a lot of work is carried out every year under the name of professional development, but the profile of the target group is confused here. In other words, with a wholesale approach, there is no distinction between the graduates of literature, translation and interpreting and language teaching or bachelor's and master's degree graduates.

There are big mistakes here. In other words, they are trying to impose on me something that I have already learnt in the second or third year of university in the applied linguistics course or in the methodology course in the third year, as if I am learning it for the first time. I don't like to be put in the same category with a person who has never received this education. We, that is, people who are now experienced and whose competence in this field is now acknowledged with diplomas, may have other needs. (T2)

Unit member 4 discussed this issue of hindrance factors from the point of teaching experience and she stated that teachers may develop a perspective that they do not need professional development activities with the feeling that they have nothing left to learn since they have teaching experience of many years. In a similar tone, Administrator 2 also put forward this barrier as one of the potential reasons for teachers not to attend professional development activities in the institution.

Moving to another significant barrier, the participant teachers cited family responsibilities as another hindrance factor. This barrier also emerged as one of the most stated ones in the questionnaire since all the teachers are over 30 and many of them have children. Teacher 7 mentioned that teachers may not attend activities for certain periods in their lives because of temporary situations and she was one of these teachers in the previous year. On a similar tone, having two little children, Teacher 9 stated that he cannot attend activities conducted in the afternoons since he needs to leave school after classes to take care of the children. Teacher 10 claimed that family responsibility is even more serious barrier for female teachers by saying,

Nowadays, my responsibilities outside of work come first. Of course, there are also extra burdens that come with being a woman, such as family burdens and taking care of children, so no matter how much we try to accept women and men as equal in working life today, unfortunately this is not true. It would be a utopian approach. Even gender alone can affect it. Marital status can affect it as well. (T10)

Similarly, Unit member 4 and both administrators also regard family responsibilities as a barrier for teachers since they are aware of the institutional context and profile of the teachers. The administrators accepted that most of the teachers have children or older parents to take care; therefore, they generally spend their afternoons for personal responsibilities.

Shifting focus, another significant barrier that emerged was lack of motivation. In line with the quantitative findings, lack of motivation was emphasized by majority of the

teachers in the interviews as another considerable hindrance factor. The teachers expressed some potential reasons for teachers to lose their motivation for professional development. To begin with, it was emphasized that some teachers lack motivation because they are either not open to new developments, or they believe that there are no new developments in the field of ELT anymore. Teacher 17 stated that most of the experienced teachers have the misconception that they have all the necessary knowledge to teach, and they don't need to develop more. Teacher 4 exemplified this notion with the following excerpt,

First, we need to convince people that this is going to help them. Look, if you agree with this, we do not challenge your opinion. We are approaching what you are doing from a different angle. Try this one, maybe you'll like it too. First of all, we need to be open to development, but unfortunately people think that they have nothing new to learn based on their experience and they are not motivated for these activities as well. (T4)

As one of the most experienced teachers, what Teacher 14 expressed in the interviews illustrated this perspective. He stated that learning something new in ELT is like rediscovery of America and he believes that there is nothing new to learn in the field and he is not motivated to attend these activities.

By drawing attention to another reason for losing motivation, Teacher 15 expressed that limited institutional support may result in lack of motivation by saying, "*He may feel unappreciated. And that changes the inner voice. When that person's inner voice changes, motivation drops and people lose their faith.*" Teacher 5 also expressed her thoughts regarding losing faith; however, she put forward students for teachers to lose their faiths and expressed, "*For people like me, who have lost their faith, we do these professional development things, but it is not possible to apply this with students who are unwilling to learn, and therefore we may feel mentally blocked.*" As a synthesis of all the reasons aforementioned above for losing motivation, Teacher 18 summarized her thoughts with the following excerpt,

Lack of intrinsic motivation, you know, we talked about experience. Yes, experience is very powerful at once, but at some point, some people have reached saturation. At least this is my observation. The lecturer has no intrinsic motivation left, maybe he is just filling his retirement day. His life perspective has changed a lot, and he thinks that the student should try harder. You know, he does not see it as a 2-sided balance, he may think that the students will learn, they have to strive, and therefore their style is very strict at this point. They may have such lines and frames. (T18)

On the other side of the coin, neither of the administrators mentioned lack of motivation as a barrier for teachers while unit members shared the same notion with the teachers, and they agreed on the effect of motivation on the low participation rate of teachers. Unit member 4 blamed the institution for teachers' lack of motivation and he shared an experience that the teachers in the institution had a couple of years ago and the following excerpt illustrates his notion regarding this issue in a detailed way,

Especially after the separation of our university, we entered a painful process for 5 years and there was a question mark in our lives. So, what about our school? Then, you know, we came here from there. The conditions we had in the old school could not be provided here. These, of course, caused people's sense of belonging to the institution to weaken over time, and people were not motivated to do better and more for their institution anymore. So, naturally, it was reflected on the development at work and people lost their motivation for professional development and started to only attend classes. (U4)

In addition to lack of self-motivation, some teachers also mentioned students' low motivation as a barrier for them to attend professional development programs. Teacher 5 pointed out that even if teachers join professional development activities and learn different methods, students are so demotivated that even the best teaching method doesn't work in the classroom. She added that teachers start to think that there is no need to develop professionally for this profile of students. To build on this notion, Teacher 6 shared his concern regarding the change in the students in the last years. He stated that most of the students have many manner problems, and they don't care about learning a language; therefore, teachers lose their motivation and faith to teach something to students who even don't know how to behave in the classroom. Teacher 14 also expressed his disappointment regarding students' motivation to learn and how students lower his motivation with their unwillingness by saying,

The student profile is now different. There are students who are less interested now. You enter the classroom with the activities you prepared with such excitement. It demotivates you a little more. You know, I was well prepared, I did it, I say okay. I walk in the door of the classroom. Here you go, it deflates like a balloon. I was excited, I did it. I prepared, but what happened? I wasn't satisfied. These also reduce motivation. (T14)

Another barrier surfaced in the interviews was workload of the teachers. While heavy workload was stated by minority of the teachers in the quantitative data, it emerged as the fifth most stated barrier in the qualitative data. When the weekly teaching hours were considered, it was an expected quantitative result and the teachers who stated workload

as a barrier in the interviews had other duties in the institution. Teacher 15 stated that she had to finish a report about the unit she is working and was not able to attend an activity conducted in the institution even though she really wanted to attend. Teacher 1, 5 and 18 also stated that they may not be able to attend these activities since professional development activities are held in the afternoons after classes, when they are usually busy with their unit responsibilities such as preparing exams. “Heavy workload” was not put forward as a barrier by the other two stakeholders, namely, unit members and administrators since they probably consider teachers’ weekly teaching hours as workload.

Moving to the most stated barrier in the quantitative phase of the study, three participant teachers pointed out that they cannot afford professional development programs which are conducted outside the institution. Teacher 13 stated that it has become impossible for teachers to attend professional development programs conducted abroad since teachers have to pay in foreign currency and she has to attend online programs for this reason. More strongly, Teacher 15 argued that institutions don’t support the teachers economically, therefore, the administrators ought not to wait for their teachers to pay for themselves to attend these programs. Besides the cost of the programs, Teacher 16 also brought up the issue of other expenditures such as accommodation and transportation. She stated that she used to attend conferences and seminars a lot, but now it is not possible for her to afford them on her own. In a similar tone, unit members also regard cost as one of the deterrent factors for teachers to attend professional development programs. Unit member 3 had the same tone with the teachers and asserted that cost has a barrier role for teachers to attend programs outside the institution. For the programs they offer as a professional development unit, Unit member 1 stated that they don’t get any financial support since they work in a state university and have limited resources; therefore, they have to offer free courses and programs for teachers. Unit member 2 also shared the same concern and he pointed out that they used to offer more courses and programs, but now the economy is bad and the relations with the publishing companies are not good as it used to be. This situation, he added, limits them in terms of offering qualified programs.

As another barrier, two opposite perspectives were revealed regarding attendance format by two teachers in the interviews. Teacher 7 believed that all the teachers have enough consciousness and experience to decide what they need to develop professionally, and she pointed out, *“There should not be rules that require top-down, compulsory*

participation for experienced teacher groups like us, these are repulsive, and teachers do not participate even if they would participate.” Teacher 15 regarded attendance format on the other side of the coin and she believed that attendance on a voluntary basis is a barrier for teachers in contrast to compulsory attendance. She previously worked in a private higher education institution and participated in mandatory programs that the institution requires teachers to attend in order to maintain certain standards. She advised administrators to make participation in professional development programs mandatory for teachers, stating that it is essential for them to attend in order to reach the standardization in the institution. She sees optional participation as an obstacle for teachers as she believes that teachers sometimes skip activities when they are not obliged to. Administrator 2 voiced a similar opinion, stating that low program participation rates are caused by the teachers’ freedom to attend professional development programs.

As another barrier, a shared experience by two teachers was about comfort zone of the teachers in the interviews. Teacher 1 believed that some experienced teachers insist on doing what they know, and they don’t want to question their teaching or take risks of trying new methods. The following excerpt illustrates her perspective of resistant teachers,

It may be related to the teachers’ perspective on their own teaching methods. Because I think professional development programmes make teachers question what they do. Therefore, some teachers may be very sure of what they are doing and do not want to change anything. In other words, he may be resistant because it is a little bit about being open to innovations, about trying something new, about taking the risk of how it will go, or he may not want to take that uncertainty in the classroom when trying something for the first time. You know, he may not want to question himself, he may be resistant to change. (T1)

Bringing this notion one step further, Teacher 12 also mentioned the risk of change for other teachers in the institution as well. She stated that sometimes she doesn’t want to try something new and keep doing what she does because of the responsibility she has for other teachers as a partner. The following excerpt is provided to illustrate her perspective in a detailed way,

You know, sometimes I may not prefer to take risks as a habit of being in this routine. Rather than taking risks, I can do it in the classic habitual way and say yes, I feel comfortable, and the students understand this. If something new I will try does not work, I may not be able to tolerate that loss of time because we share the class, and I may be

indebted to my partner 2 hours, 3 hours and so on in terms of keeping up with the subject. Whether the students like it or not, or whether they are motivated or not is also a risk. Here, you know, thinking about these things, there may be things that I say this is good, but I don't try. I just continue doing things in the way I always do. (T12)

Another hindrance factor that was stated both in quantitative and qualitative phase of the study was intensive pacing. In the quantitative phase, almost half of the teachers stated that they sometimes see the pace as a barrier in terms of applying what they learn in professional development programs and this finding was put forward by two teachers in the qualitative phase. Teacher 12 stated that they need to catch up with the syllabus and cover certain topics; therefore, it is difficult for them to try new methods or do extra activities in the classroom. She went on to say that teachers don't feel the need to participate in professional development programs because they know they won't have the flexibility to put what they learn into practice because of hectic syllabus. According to Teacher 18, educators are stuck in a hamster wheel, being unable to try new things and simply follow the curriculum. At that point, learning new concepts in professional development programs seems pointless to teachers.

A barrier not presented to the participants in the quantitative data but mentioned by the three stakeholders in the qualitative data was the physical conditions of the institution. Teacher 8 stated that she couldn't attend one of the activities conducted in the institution because of the limitation of the number of the participants. Unit member 1 shared the same concern for the teachers and explained that they have to limit the number of the participants since there is no big meeting room in the institution. Agreeing upon the same concern, Administrator 2 suggested an idea of conducting the same activity more than once in different times due to physical conditions.

As an institution-related barrier, two of the teachers stated that school climate may hinder teachers' attendance to professional development activities. Teacher 9 illustrates his perspective of the climate in the institution with the following excerpt,

For the last 5 or 6 years, there is such a thing like dead soil, that is, calmness, stagnation, there is a perception that everything goes with the flow, there is no need for extra. Teachers are satisfied with what they teach and how they do it. Teachers want to leave school as soon as the classes are over. This affects everyone, and no one wants to stay at school to attend professional development activities. (T9)

Bringing this notion one step further, Unit member 2 stated that teachers create negative echo chambers with each other in the teachers' rest room. Additionally, he discussed, *"There is such a bloody picture that it is as if we are not doing a good job, the students, the book, the curriculum are bad, we are trying in vain, everyone is complaining, and no one wants to improve themselves and they spread this negativity to each other."* To build on the issue of the relationships between teachers, Teacher 10 stated that if teachers have personal issues with other teachers at the institution and would rather not to be in the same setting, they might not be willing to attend activities.

As a program related barrier, unrealistic content was stated as one of the common barriers in the quantitative phase of the study and almost half of the teachers stated that unrealistic content is sometimes a barrier for their preference to attend professional development programs. In qualitative phase of the study, this barrier was not highlighted as much and only two of the teachers mentioned the content of the programs does not match with their teaching purposes and practices. According to Teacher 14, theoretical knowledge acquired in professional development programs is typically not applicable to teaching practices and does not always fit into the context. Following the same line of reasoning, Teacher 6 claimed that while the activities are designed to assist teachers in teaching English for general purposes, they are not relevant to the institution's setting. He claimed although instructors must teach English for academic purposes of learning, professional development programs do not adequately educate them to teach academic English.

Limited institutional support emerged as another barrier in both quantitative and qualitative data. In the interviews, several teachers discussed that they have difficulty in affording professional development programs individually and Teacher 15 touched upon this issue and stated that teachers cannot attend professional development programs outside the institution since the institution has not supported the teachers financially any more. Unit members shared this opinion and Unit member 2 proposed that administrators should encourage instructors to engage in professional development activities since he believes that teachers feel honoured and gain a feeling of community if the institution encourages them to participate in these events. In her response, Unit member 1 also underlined the concern that teachers do not receive adequate support from the institution and that they would wonder why they should pay for their own expenses if the organization does not help them. Unit member 1 discussed the issue of institutional

support in terms of awards by stating that the lack of an awarding system at the institution for teachers who engage in professional development activities deters teachers from pursuing further professional development.

As a miscellaneous barrier, Teacher 17 put forward past professional development experiences in her speech. She expressed that the activities which were conducted in the institution have repeated themselves for years and this situation may cause teachers to think that there will be the same things in their minds and there is no need for them to participate.

Personality of the teachers were stated as another potential barrier by Teacher 5. To illustrate this notion, she said, *“Some people are introverts by personality and may not want to participate in activities that require interaction and teamwork, such as workshops.”* In the same vein, Administrator 1 stated that teachers may feel uncomfortable about being with the speaker or other people in the same environment. In addition to anxiety of being other people, he also added that teacher may feel uneasy about technology, and this may cause them to avoid participating in online activities.

As another psychological factor, stress of being evaluated, which has the lowest mean score in the questionnaire, was asserted as a barrier by one of the teachers. Teacher 12 believed that cultural context influences teacher engagement, and she supported this notion by saying, *“I think we don’t have enough professional perspective as a culture. Although we try to be academic and objective in activities such as observation, people’s concerns outweigh in cultural terms.”* According to her, teachers may be prejudiced against these kinds of activities and run the risk of viewing the evaluation as a personal criticism rather than a professional assessment.

As having the second lowest mean score in the quantitative data analysis, unqualified trainer was mentioned as another barrier by Teacher 12 in the interview. She expressed her thoughts regarding this issue by saying, *“I also saw that the knowledge of the person who made the speech did not go beyond what I had seen in my undergraduate education. This was sad and created a prejudice against the next activities.”*

In summary, the quantitative findings about the obstacles instructors face when attending professional development activities were expanded upon and supported by the barriers that were proposed during the qualitative phase with a few emerging barriers.

4.4 Professional Development Needs Areas

In the fourth part of the questionnaire, the participants were asked to identify their professional development needs areas within the scope of research question 1d. This part consists of 3 sections. In the first two sections, the participants were asked to identify their needs in teaching and assessing skills. In the last section, the teachers were provided some needs areas in ELT and asked to determine the degree of need for each area.

4.4.1 Needs in teaching and assessing skills

Teachers' professional development needs regarding teaching and assessing skills were investigated within the first two sections of the fourth part of the questionnaire. Table 4.7 indicates the extent teachers need to develop teaching skills.

Table 4.7

Quantitative Analysis of Skills Teaching Needs

	Items	No need %	Low %	Moderate %	High %	Very high %	Mean	Standard Deviation
1	Teaching reading	21.4	36.9	34.0	5.8	1.9	2.30	.938
2	Teaching writing	22.3	35.9	30.1	9.7	1.9	2.33	.994
3	Teaching listening	12.6	31.1	39.8	11.7	4.9	2.65	1.007
4	Teaching speaking	20.4	35.0	31.1	10.7	2.9	2.41	1.024
5	Teaching grammar	29.1	45.6	21.4	1.9	1.9	2.02	.874
6	Teaching vocabulary	19.4	43.7	27.2	7.8	1.9	2.29	.935
7	Teaching pronunciation	11.7	23.3	40.8	18.4	5.8	2.83	1.049

According to Table 4.7, the teachers overall indicate moderate need for teaching skills with mean scores ranging from 2.02 to 2.83. "Teaching pronunciation" emerged as the most stated needs area in skills teaching ($M = 2.83$, $SD = 1.049$). 40.8 % of the participants stated that they have moderate professional development need in pronunciation instruction. "Teaching listening" appeared to be the second most needed skill to be

improved for teachers ($M = 2.65$, $SD = 1.007$) and it was followed by writing instruction ($M = 2.33$, $SD = .994$). The participants indicated the lowest need in grammar teaching ($M = 2.02$, $SD = .874$). 29.1 % of the teachers stated that they have no professional development need for teaching grammar. Almost half of the teachers (43.7 %) indicated low need for vocabulary teaching as well.

In section two of the related part, needs for assessing skills were also investigated and Table 4.8 shows the percentages and mean scores based on the statistical analysis of the questionnaire.

Table 4.8

Quantitative Analysis of Skills Assessment Needs

	Items	No need %	Low %	Moderate %	High %	Very high %	Mean	Standard Deviation
1	Assessing reading	25.2	44.7	21.4	6.8	1.9	2.16	.947
2	Assessing writing	23.3	35.9	25.2	12.6	2.9	2.36	1.065
3	Assessing listening	24.3	35.9	25.2	12.6	1.9	2.32	1.040
4	Assessing speaking	22.3	34.0	25.2	16.5	1.9	2.42	1.071
5	Assessing grammar	41.7	40.8	11.7	3.9	1.9	1.83	.919
6	Assessing vocabulary	40.8	39.8	9.7	6.8	2.9	1.91	1.020
7	Assessing pronunciation	17.5	31.1	28.2	17.5	5.8	2.63	1.138

When the mean scores are analysed in Table 4.8, it can be concluded that the participants indicated moderate need for assessing skills with the mean scores ranging between 1.83 to 2.42, which is in line with the findings of teaching skills. Similar to teaching, assessing pronunciation was identified as the most stated need for professional development ($M = 2.63$, $SD = 1.138$). In terms of assessment, speaking emerged as the second most needed skill to assess ($M = 2.42$, $SD = 1.071$). A quarter of the participants (25.2 %) indicated that they have moderate need to improve their assessment skills for speaking. Similarly,

assessing writing was also identified as one of the most needed skills for assessment ($M = 2.36$, $SD = 1.065$). Furthermore, the teachers indicated the same percentage (25.2 %) for moderate need for assessing listening, speaking and writing. Grammar was found to be the skill which teachers think they have the least professional development need for assessment ($M = 1.83$, $SD = .919$) and it was followed by vocabulary assessment ($M = 1.91$, $SD = 1.020$). More than 40 % of the participants stated that they feel no need for professional development in terms of assessing grammar and vocabulary (41.7 % and 40.8 respectively).

Teachers' needs in terms of teaching and assessing skills were also covered in the qualitative phase to provide more insight for the quantitative findings. Table 4.9 indicates the extent to which teachers need professional development in skill teaching and assessment.

Table 4.9

Qualitative Analysis of Skills Needs

Skills Needs	Frequency	Participant Codes
<i>Teachers</i>		
Pronunciation	10	T1, T4, T5, T8, T9, T10, T13, T15, T17, T18
Speaking	7	T1, T5, T10, T12, T15, T17, T18
Writing	6	T1, T5, T9, T12, T14, T17
Grammar	3	T1, T4, T15
Vocabulary	3	T7, T11, T17
<i>Professional Development Unit Members</i>		
Pronunciation	3	U1, U2, U3
Listening	1	U3
Speaking	1	U3
Writing	1	U3
Vocabulary	1	U3
<i>Administrators</i>		

The questionnaire indicated that teaching and assessing pronunciation was the most needed area, and the qualitative data confirmed this finding. According to ten out of the eighteen teachers, more training is required for teachers to teach pronunciation. Teacher 4 asserted that pronunciation is a challenging area for Turkish teachers since they teach how to pronounce the words in a language which is not native for them as well. To build

on this response, Teacher 1 added that pronunciation is the most important but ignored teaching area and elaborated by saying, *“We do not live in a country where this language is spoken as a second language. In addition, we cannot go abroad much anymore. We need activities related to the use of this language. That’s why I would say pronunciation.”* Teacher 10 agreed upon this notion and added that even speaking a foreign language is anxiety provoking for non-native teachers, it is highly challenging for students to speak with the accurate pronunciation. Regarding the issue, Teacher 9 shared a personal experience that he had with students. He stated that when he does pronunciation activities in the coursebook, students inform him that other teachers skip the parts related to pronunciation in the coursebook and he explained this issue with the grammar-oriented approach of the teachers in the institution. In a similar tone, unit members shared the same concern regarding pronunciation. Unit member 2 emphasized the inconsistency in the perspective of teachers regarding teaching and assessing pronunciation by stating,

Pronunciation is important to increase students’ language awareness. However, most of our teachers skip pronunciation parts in the classes, then when we come to the end of the semester, we say that our student is striving for fluency. We do not teach this in the lesson, so how can we expect from the student to be fluent in the exams? (U2)

As one of the most stated skills in the quantitative part, speaking came up as the second most stated skill to teach and assess for teachers to develop professionally in the qualitative part. Seven teachers stated their notion regarding the need for professional development for teaching and assessing speaking. Teacher 1 put forward the argument that there is something wrong in teaching productive skills since students cannot produce the language even though teachers have been teaching them for years. Teacher 10 highlighted the difficulty of speaking a foreign language for people, specifically for Turkish people culturally, and she stated that teaching how to speak a foreign language is even more challenging. On a similar note, Teacher 12 discussed the difficulty of planning a speaking activity in a systematic way. She shared her concern regarding following steps for planning, conducting and evaluating speaking production of the students by exemplifying this argument with the following excerpt,

We have a lot of materials at our fingertips, whether online or not, and when the student does an exercise, showing his/her mistake on paper makes both the student and the teacher happy. You know, it provides professional satisfaction. But speaking is more demanding and requires a much better planning and it is a little more challenging to deal with speaking in terms of providing discipline or developing students concretely. (T12)

Regarding assessing speaking, Teacher 18 touched upon the standardization issue by saying,

I don't think we all agree on what exactly we expect from a level. Everyone's criteria change a little. Teachers have their own internal criteria. Yes, we follow a rubric, but how should we approach it? When we have a speaking task, we get confused about exactly how much follow up we should ask or even to the point of how much we should help. We don't pursue standardization that much. (T18)

Bringing this argument one step further, Teacher 15 shared an anecdote which serves as evidence for the standardization issue,

I think we have not created a common language about the level of students and what we expect from them. The other day I noticed that my students' speaking exam grades were low. I am not arguing that they are perfect, but I think that they have an appropriate competence according to the level they are at. I think that the teachers who assess them do not grade the students according to the level they are at, but according to the level of competence they have in their minds. That's why, we need to have standardization regarding our expectations from students at a certain level. (T15)

After pronunciation and speaking, teachers reported professional development need for teaching and assessing writing and this finding was supported by qualitative findings as well. Regarding teaching writing, Teacher 1 expressed her individual need and stated that she does not feel comfortable about following the steps for teaching writing since she does not favour writing individually. Teacher 14 put forward the way teachers teach writing as the inadequacy in teaching writing. He explained that the teachers follow a coursebook which covers skills in an integrated way, and he believes that integrated skill teaching is a lost for writing teaching. He stated that in the past writing was taught separately and portfolios were prepared, the students were asked to write in three drafts and got detailed feedback. He expressed that all this made the teaching process effective; however, now teachers cannot spend enough time for teaching and assessing this skill. Teacher 9 touched upon the changes in the assessment issue. He stated that in the past, they conducted norming sessions face to face for assessing papers in the exam times and it was more effective. Now, teachers don't have such meetings, and this results in disagreement in marking. In a similar tone, Teacher 5 suggested that teachers ought to be trained for using clear cut criteria to assess writing by highlighting the importance of finding a common ground. Unit member 3 expressed similar views regarding teaching and assessing speaking and writing by saying "*I think speaking is not just talking but also*

organizing that activity and giving feedback. It is also true for writing. It needs to be production-based and feedback to students' production would be more effective."

The results of the questionnaire indicate that teachers' professional growth in teaching and evaluating grammar is the least mentioned need. No need was stated for grammar by the unit members and administrators as well in the qualitative part; however, three teachers indicated professional development need for grammar teaching during the interviews. Teacher 1 pointed out that teachers are on a routine in terms of grammar teaching by adopting one approach for years; however, she expressed that teachers need to change their approaches to keep up with the other changes in the field. More strongly, Teacher 4 is of the opinion that teachers really favour grammar teaching but what they teach is not grammar. He believes that grammar is not just about giving rules and providing mechanical activities. It is more than that and teachers need to get training regarding grammar teaching. By focusing on the controversy among teachers' beliefs of grammar teaching, Teacher 15 illustrates her perspective by stating,

Some of us think that grammar is very important, some of us say that it is fine without grammar. This is about how we were taught in our past. In short, it is about teachers' beliefs. Because of different beliefs, there is tension in the meetings, like you give a lot of importance to grammar, you don't give any importance to grammar, so maybe we can get training to find a common point about this grammar teaching. (T15)

Regarding the second least stated need area in the questionnaire, need for teaching vocabulary was put forward by three teachers in the interviews. The teachers shared the same spirit and believed that as experienced and old teachers, the institution's teachers need to keep up with the new terminology in the field so that they can teach what students need. Teacher 7 remarked the disadvantage of teaching the same level and exposure to the mistakes in students' production, which brought up the risk of forgetting the right terminology. She stated that she tries to refresh herself in terms of vocabulary by watching series or attending programs conducted by native speakers. Teacher 11 added that there is a generation gap between the teachers and students, and this may create problems for teachers to understand the language of the students. She elaborated on this notion by saying, *"Language changes a lot and since I don't use social media a lot, sometimes I cannot understand what students are talking about, or because they are exposed to different TV series, sometimes I may not know the words they ask."* On the other hand, Unit member 3 took a different approach in vocabulary teaching, emphasizing the value

of teaching students active vocabulary. For students to be able to utilize the terminology in their writing and speech, he said that teachers ought to teach vocabulary and give students plenty of opportunity to recycle it.

Listening was the second most stated skill as teachers' professional development needs areas in the questionnaire; nevertheless, none of the teachers stated professional development need for teaching listening in the interviews. It was only brought up by unit member 3 that teachers are unsure of whether they are teaching or assessing listening. He claimed that even though they claim to teach using the coursebook's listening exercises, teachers evaluate their students; as a result, they require training on effective listening instruction. Teaching and assessing reading had higher score than grammar and vocabulary in the quantitative part; however, it was not among any of the skills that all the stakeholders mentioned in the qualitative part of the study.

As one of the stakeholders, both administrators stated no specific need for any skills for the teachers in the institution. Administrator 2 just expressed that every teacher has a favourite skill, and this may change how they teach that skill. The following excerpt illustrates his notion in a detailed way,

Everyone has a favourite skill, so for example, when I teach speaking skills or do activities related to it, I may not enjoy myself very much in the classroom. I may not be able to engage the students for various reasons, but I may also feel more confident while teaching writing and think that I am more useful to the students. I think this shows that there is a difference in teachers. For example, even when we are doing our exams, some teachers say, 'Don't give me a speaking task, let me assess the writing paper'. For example, some of them say that they hate grading the writing paper. Let me do a speaking exam, you know. Therefore, even in this evaluation phase, it shows that there are differences, and that different people have different approaches. You know, some people put these skills as favourites while others put them at the bottom. This is probably reflected in people's practices in the classroom. Perhaps they may focus more on grammar production, while others may be more focused on speaking activities. (A2)

Overall, the qualitative findings regarding teachers' professional development needs in skill teaching and assessment were in line with the quantitative findings and it was concluded that teachers still need professional development for skill teaching and evaluation no matter how experienced they are and how long they have been teaching these skills.

4.4.2 Needs areas in ELT

In the last section of the part related to needs assessment, the teachers were provided with some areas in ELT and asked to rate their degree of professional development need for each area. Table 4.10 illustrates the extent teachers need professional help for a variety of areas in language teaching.

Table 4.10

Quantitative Analysis of Needs Areas in ELT

	Items	No need %	Low %	Moderate %	High %	Very high %	Mean	Standard Deviation
1	Lesson planning	35.0	40.8	17.5	5.8	1.0	1.97	.923
2	Classroom management	41.7	42.7	10.7	3.9	1.0	1.80	.856
3	Identifying learner characteristics	24.3	33.0	29.1	10.7	2.9	2.35	1.054
4	Syllabus design	21.4	27.2	36.9	12.6	1.9	2.47	1.027
5	Increasing student motivation	18.4	22.3	35.9	20.4	2.9	2.67	1.088
6	Test development	12.6	28.2	35.0	20.4	3.9	2.75	1.045
7	Assessment and evaluation	13.6	26.2	35.0	20.4	4.9	2.77	1.077
8	Giving constructive feedback	27.2	27.2	31.1	13.6	1.0	2.34	1.053
9	Using technology in ELT	10.7	12.6	39.8	29.1	7.8	3.11	1.075
10	Using games in ELT	10.7	27.2	34.0	23.3	4.9	2.84	1.055
11	Story telling	17.5	30.1	32.0	15.5	4.9	2.60	1.097
12	Using drama in ELT	14.6	15.5	28.2	31.1	10.7	3.08	1.218
13	New theories and practices of ELT	2.9	19.4	40.8	28.2	8.7	3.20	.953
14	Teaching integrated skills	21.4	31.1	35.0	8.7	3.9	2.43	1.044

Table 4.10 (continued) *Quantitative Analysis of Needs Areas in ELT*

15	Conducting classroom / action research	10.7	28.2	38.8	17.5	4.9	2.78	1.019
16	Preparing supplementary materials for speaking	23.3	30.1	33.0	9.7	3.9	2.41	1.070
17	Preparing supplementary materials for listening	16.5	32.0	26.2	22.3	2.9	2.63	1.094
18	Preparing supplementary materials for writing	24.3	32.0	32.0	7.8	3.9	2.35	1.054
19	Preparing supplementary materials for reading	25.2	39.8	25.2	5.8	3.9	2.23	1.021
20	Preparing supplementary materials for grammar	34.0	40.8	18.4	3.9	2.9	2.01	.975
21	Preparing supplementary materials for vocabulary	27.2	40.8	22.3	5.8	3.9	2.18	1.027
22	Preparing supplementary materials for pronunciation	10.7	27.2	36.9	19.4	5.8	2.83	1.052
23	Preparing students for exams	19.4	8.7	36.9	25.2	9.7	2.97	1.232
24	Adapting existing materials	20.4	37.9	28.2	11.7	1.9	2.37	1.000
25	Understanding CEFR / GSE	36.9	33.0	23.3	5.8	1.0	2.01	.965
26	Managing work-related stress and burnout	25.2	33.0	29.1	6.8	5.8	2.35	1.109
27	Time management in the classroom	38.8	38.8	16.5	3.9	1.9	1.91	.940

When the mean values of items related to needs areas in ELT are assessed, it can be concluded that teachers indicated the highest need for the item “New theories and practices of ELT” ($M = 3.20$, $SD = .953$). 28.2 % of the participants indicated high need for new theories and practices and the percentage for moderate need for this area was 40.8%. Technology use in the field of ELT emerged as the second most needed professional development area ($M = 3.11$, $SD = 1.075$). The highest percentage for high

need belongs to the item related to drama use in ELT (31.1 %). With regard to preparing supplementary materials, the most stated needed skills appeared as pronunciation ($M = 2.83$, $SD = 1.052$) and listening ($M = 2.63$, $SD = 1.094$) respectively. The lowest needed skill to prepare supplementary materials for was identified as grammar ($M = 2.01$, $SD = .975$). 34 % percent of the participants indicated no need for preparing supplementary materials for grammar teaching. The participants indicated the lowest professional development need for classroom management ($M = 1.80$, $SD = .856$) and the second lowest need was uncovered as lesson planning ($M = 1.97$, $SD = .923$) in the quantitative data. 41.7 % of the participant teachers stated no professional development need for classroom management and the ratio was 35 % for lesson planning. A quarter of the participants (25.2 %) stated no professional development need for dealing with work-related stress and 38.8 % of the participant teachers indicated no need for managing time in the classroom. Providing feedback was also identified as one of the least needed areas for teachers ($M = 2.34$, $SD = 1.053$). Only 1 % of the participants indicated very high need for giving effective feedback. The participants were asked to identify teachers' needs areas in ELT in the qualitative phase of the study as well. The findings related to this issue are presented in Table 4.11 below.

Table 4.11

Qualitative Analysis of Needs Areas in ELT

Needs in ELT	Frequency	Participant Codes
<i>Teachers</i>		
Technology	13	T1, T2, T3, T6, T8, T9, T10, T12, T13, T15, T16, T17, T18
Identifying learner characteristics	6	T3, T5, T6, T8, T9, T15
Assessment	5	T1, T10, T16, T17, T18
Supporting autonomous learning	3	T2, T6, T15
Classroom management	2	T4, T10
Preparing supplementary materials	2	T5, T17
Adapting materials	1	T12
Giving constructive feedback	1	T5
Increasing student motivation	1	T3
New theories	1	T1
Teaching English for academic purposes	1	T6
<i>Professional Development Unit Members</i>		
Technology	2	U1, U4

Table 4.11 (continued) *Qualitative Analysis of Needs Areas in ELT*

Giving constructive feedback	1	U3
Increasing student motivation	1	U4
New theories	1	U1
Preparing supplementary materials	1	U4
Teacher psychology	1	U2
<i>Administrators</i>		
Technology	2	A1, A2

As the second most stated need in the quantitative part, technology emerged as the most stated need area in the qualitative part. This notion of need was shared by all three stakeholders in the interviews as well. Thirteen teachers agreed upon professional development need in the use of technology. Teacher 6 pointed out the context of the institution and stated that majority of the teachers are old, and they are not good at using even basic technology such as printers. Therefore, he strongly believes that teachers need training in terms of technology. Teacher 13 also stressed that how things work in the school has changed and the following excerpt illustrates his notion,

I think we constantly need development in the field of technology. Because something is constantly being renewed and added. This is also the case in ELT. I think we need continuous technological renewal and training. I will give a small example. For example, years ago we used to do everything on pen and paper, now we use excel to evaluate writing exams. What a small thing, but when you look at it, it is a big change for us. Maybe there are even more different things, but we can't use them now. Or there can be a lot of things that you can play games in the classroom, activities that we can do, things that will increase the performance of the students in the lesson. These activities are applications that can be used, but I think we do not have much knowledge about them. Neither as a school nor as a person. Technology is always a subject that we need to be up to date, and I think we are not up to date enough. (T13)

Teacher 16 brought up the issue of generation gap between the students and teachers and pointed out that teachers are far behind the technology while the students were born in the technology. She asserted that teachers need technology to address students by saying,

I think there is nothing to be rediscovered in ELT anymore. So, there is no need to rediscover America. What our learners are doing now is spending time on social media and technology. There is something called brain decay. All our students spend time on TikTok and Instagram. How can I engage them? But not with these old methods, how can I engage them with current methods and technology, how can I engage them in the language they understand? (T16)

In relation to the latest development in technology, two of the teachers touched on the artificial intelligence technology in the interviews. Teacher 1 expressed her concern regarding the effective use of artificial intelligence and stated that even though she would like to involve artificial intelligence tools in her teaching, she is worried about the misuse of it by students. She stated her need to get training for effective use of artificial intelligence. Teacher 2 exemplified how he uses artificial intelligence by saying, *“While our teachers told us to practice speaking exams in front of the mirror, I tell them to download AI and have a chat with it because this generation is not much more friendly.”* He added that teachers need to learn more about the use of artificial intelligence and include them in the lessons. Unit members verified this response and stated that technology was one of the most stated needs in the needs analysis survey that they conducted. The unit members all believe that technology is an indispensable part of teaching and teachers need to develop themselves more to keep up with the trends in the technology. Unit member 4 suggested professional development activities to teach teachers to prepare materials with artificial intelligence to engage students more in the activities. In a similar tone, both of the administrators agreed on the need of using technology in ELT. To emphasize the need to keep up with the latest technology and student needs, Administrator 1 summarized his perspective with the following words,

There is a need for professional development especially in terms of technology. Technology is advancing so fast that we are often unable to follow it. The fact that we cannot do the things that our students can do can also affect our lesson flows in the classroom. Therefore, I think technology should be followed more for experienced teachers. In the field of ELT, of course, everything is now connected with technology. For example, the most popular topic of recent times is AI. In other words, how artificial intelligence can be transferred to our teaching, how it can support us, how we can prevent misuse of artificial intelligence in the classroom have become our professional development topics. That is the important point. (A1)

As a learner-related need, identifying learner characteristics was identified as the second most stated need in the qualitative phase even though the quantitative findings indicated no significant need for it. Six of the teachers highlighted the importance of identifying learner characteristics to address students’ needs and expectations. Two of the teachers brought up the issue of foreign students. Teacher 5 pointed out that the institution has a multicultural context, and this is a great advantage for student interaction. She suggested that teachers ought to learn how to involve this multiculturalism into the lessons and there

should be some professional development activities for teachers to benefit from the multicultural context. Teacher 8 addressed the issue of foreign students from a different perspective. With a focus on classroom management, she expressed that foreign students have more difficulty in being adapted to the school environment; therefore, teachers need to learn about the ways to understand them and help them be involved in the classroom atmosphere easily. Two of the teachers shared their concern for Turkish students as well. The importance of understanding Generation Z was underlined by Teacher 15. She claimed that teachers occasionally find it difficult to establish rapport with students because of the gap in generations and this negatively impacts the classroom dynamic. Teacher 9 also touched upon the age difference and shared his personal experience with the students by saying *“I talked to one student last semester. He said that he was very happy when I became their teacher. Students prefer younger, more active teachers who can keep up with the students.”* Besides classroom management, Teacher 3 also highlighted the different learning styles of new generation and asserted that it is highly important for experienced teachers to prevail how students learn to address them.

Another significant need that emerged in both quantitative and qualitative part was assessment and evaluation. In line with the quantitative finding, teachers mentioned the need of development in assessment in the interviews as well. Teacher 17 stated that teaching and assessment are two important pillars in ELT and Teacher 1 added that teachers need to both adapt their teaching and assessment methods based on the needs of students. In addition, training for the teachers who work in the testing unit was suggested by two teachers. Teacher 10 stated that assessment requires expertise; therefore, testing unit members ought to attend activities to ensure the standard in the assessment. Teacher 16 shared this need as a member of the testing unit, but she voiced her worries about the programs’ expense, saying the institution should provide financial help for the testing unit members. Regarding the in-term assessment, Teacher 18 discussed the integration of technology into the assessment procedure. She suggested using alternative assessment and integrating artificial intelligence in this assessment process. The following excerpt illustrates her argument in a detailed way,

Students are using artificial intelligence tools. Maybe we shouldn’t push these tools out of the classroom so much. I mean, as we tell students not to use it, they use it. But if we look at it like this, which one of us does not use it, students can also use it. Then, instead of pushing them, instead of saying no, I wonder which parts of them can we include in

this? If we look at it, I think it is about embracing technology, especially AI, in an embracing way. The first thing that comes to my mind is to provide a little more variety technologically, but we should provide it in every field, that is, in the classroom. This is also in testing and assignment. You know, if the child can do something, let him/her do it, but in which dimension, maybe we should think about that. (T18)

As one of the desired learner characteristics, supporting autonomous learning emerged as another need by three teachers in the interviews. Teacher 6 emphasized that autonomous learning is important as much as learning in the classroom and technology plays a significant role in autonomous learning. He exemplified this issue by saying, *“We have no time in the classroom. I tell students to open the artificial intelligence ChatGPT and ask it to correct their sentences. This is a very good method for autonomous learning.”* He added that there was no such thing in their time and students are lucky since it is something like a private tutor for free. In a similar tone, Teacher 15 believed that new generation likes being autonomous in every area; therefore, teachers ought to guide them to learn autonomously as well. She pointed out that when students are passive learners whom the information is directly provided by the teachers, the learning fades away; thus, teachers need to teach students to search for information on their own and she believed that there are many sources of information for students to reach easily nowadays. She supported this notion by saying, *“There are many alternative sources and ways to learn today, and these are at students’ fingertips. Teachers don’t have enough sources and time to reach all of them. The new generation has the power to decide on their own.”*

Another professional development need was identified as classroom management in the study. In the quantitative part of the study, classroom management emerged as the least needed area by the questionnaire participants. Considering that all the teachers are experienced teachers, this finding was an expected one since classroom management is generally accepted as a challenge for novice teachers. However, in the interviews, two of the teachers remarked professional development need about classroom management for experienced teachers as well. By highlighting the age difference between experienced teachers and students, Teacher 10 had the strong opinion that these teachers need to attend programs to help them understand new generation student psychology. She expressed that it is more difficult for experienced teachers to address young students’ needs and interests, which may cause management problems in the classroom. On a similar note, Teacher 4 touched upon the psychology of the students and stated that students psychology is not

taught in formal teacher education; therefore, teachers ought to be provided professional development activities to guide them in this issue. To illustrate his perspective, the following excerpt is provided,

You know, not how to teach a language in the classroom, but how to manage the class, how to guide the students, how to communicate with them outside the classroom. This is not a subject taught in undergraduate and graduate programmes. It is a bit like finding your own way in the dark, so it would be better to have something like tips and tricks. Because we also have students with psychological problems. How should we guide them sometimes? You know, we don't know them. You know, we heard bad news at the beginning of the year, you know, about the health of the students, we don't know how to handle them. Maybe it is not directly related to teaching, but I think it can make me a better teacher professionally. (T4)

As another needs area, teachers were asked to identify their needs in preparing supplementary materials for different skills in the questionnaire and the highest need was identified for listening and pronunciation. In the interviews, two of the teachers stated professional development need for preparing supplementary materials without specifying any skill. Teacher 5 touched upon the unrealistic content of the coursebooks and mentioned that the content of the book does not fit the context all the time; therefore, teachers ought to prepare some extra materials for their students to engage them in the content. In a similar tone, Teacher 17 believed in the necessity of supplementary materials for the coursebooks; however, she suggested that preparing materials requires expertise; therefore, there should be a professional unit for this within the institution and the teachers in the unit ought to be trained for this through professional development programs. In the same vein, in her discussion on the significance of developing supplementary materials, Unit member 4 remarked that teachers must learn how to create materials using artificial intelligence because the standard activities in the coursebooks could no longer be able to meet the demands and interests of the students. Additionally, adapting existing materials was also stated by one of the teachers in the interviews. Teacher 12 suggested that existing materials can be adapted based on the students' profile and teachers ought to be flexible at this point since they teach students with different needs in different levels. This flexibility issue also came to the agenda by Teacher 5; however, she shared some concern regarding standardization on this issue.

In addition to preparing materials, feedback is also another concern for teachers in teaching process. Even though most of the teachers didn't find giving constructive

feedback as an appealing need in the quantitative phase of the study, one of the teachers mentioned the importance of providing effective feedback in the interviews. Teacher 5 stated that providing feedback is important as much as teaching and teachers need to have a command of details regarding feedback process such as when, how and to what extent to be involved in this process. In the same spirit, Unit member 3 supported the significant impact of effective feedback in the teaching and learning process and asserted that teachers need to be trained for giving constructive feedback for students' errors to help them learn from their mistakes.

Student motivation was stated as another concern for a couple of teachers in the questionnaire and this need was also highlighted by one of the teachers and unit members in the interviews. Teacher 3 pointed out that low student motivation is one of the most challenging issues for teachers in the institution nowadays and added that their lack of motivation also lowers teachers' motivation, and this results in burnout. She strongly believes in professional support to handle with this motivation issue. Unit member 4 agreed on the same concern and suggested, "*The motivation of new students is very low, and we have to make use of technology at every stage of teaching in order to engage them in the lesson.*" Therefore, she sees professional development as a must in terms of learning how to use technology to engage students in the learning process.

The most stated needs area in the quantitative phase emerged as learning new theories. On the other side of the coin, this need was stated by only one of the teachers in the qualitative part. Teacher 1 touched on the issue of teacher profile and put forward that the institution's teachers are too old to keep up with the latest methods in the field. Therefore, she expressed need for the teachers to continue their professional development to update themselves with the new developments in the field. Unit member 1 supported this argument and stated that teachers ought to learn and try new methodologies in their teaching practices to break the routine and refresh their field knowledge.

Another needs area that was not involved in the questionnaire but emerged in the interviews was teaching English for academic purposes. Teacher 6 drew attention to the issue of purpose of teaching English and stated that teachers teach English for general purposes in the institution and the syllabus and coursebook guide teachers in this way. However, he strongly believes that students need to be taught English for academic purposes and added, "*As teachers who work in preparatory school, we need to prepare*

our students for their academic studies in their departments. Therefore, it is a must to have training for this issue.”

A striking needs area which was put forward by Unit member 2 was on teacher psychology. He is of the strong opinion that addressing the issue of teacher psychology has utmost importance for healthy school climate. His perspective is illustrated with the following excerpt,

In terms of teacher psychology, I think that boredom is widespread in our school. In fact, there is no sustainable or healthy mentality, and this is a very sad situation, and this is, you know, maybe he is aware of it, but there are certain ways to do this, and these need to be taught. Especially in this age, I think education on psychology is a general need. There are studies on mindfulness, there are workshops, these are really the norm in this country now, and we need to go to an arrangement in such a way that it can be done in a workshop or something like that, and even beyond the workshop, we need to go to an arrangement in a way that will impose it into the school climate in a way that will be practiced in daily conversations. Because otherwise people do not enjoy what they do and even start to hate it. This, of course, naturally prevents the quality of the work, whether they are experts, whether they have a doctorate, whether they have certificates, or whether they speak with a magnificent accent, from providing the necessary standard in practice. So, I think that training should be given on this subject. (U2)

Overall, it can be concluded that the findings of the quantitative data were in line with the qualitative data regarding professional development needs areas in ELT. Additionally, several participants mentioned other emerging need areas based on their individual requirements.

4.5 Preferences for Delivery Methods and Formats of Professional Development Programs

Within the scope of the research question 1e of the study, EFL teachers' preferences for delivery methods and formats were also identified through the questionnaire and interviews. In the last part of the questionnaire, teachers were presented with different options regarding preferred program format, place, speaker, time, frequency and length, and the teachers were asked to check all the options that apply to their preferences. Table 4.12 presents the frequency of the preferences for delivery methods and formats of professional development programs.

Table 4.12*Quantitative Analysis of Preferences for Delivery Methods and Formats*

<i>Items</i>	<i>f</i>	<i>%</i>
Preferred attendance format		
Optional	97	94.2
Compulsory	6	5.8
Preferred delivery format		
Seminar	55	53.4
Workshop	88	85.4
Group Discussion	41	39.8
Preferred place		
At my institution	82	79.6
At another institution in Eskişehir	32	31.1
At another institution in Türkiye	31	30.1
Online	69	67.0
Abroad	48	46.6
Preferred speaker		
A colleague from my institution	33	32.0
A group of colleagues from my institution	37	35.9
A trainer of expert from an outside institution	92	89.3
A colleague from my institution and a trainer from an outside institution	50	48.5
Preferred time		
Weekday morning	42	40.8
Weekday afternoon	73	70.9
Weekend	19	18.4
Preferred frequency		
More than once a week	2	1.9
Once a week	13	12.6
Once in two weeks	16	15.5
Once a month	51	49.5
Once in two months	30	29.1
Once a semester	18	17.5
Once an academic year	13	12.6
Preferred length of each session		
30 minutes	26	25.2
45 minutes	58	56.3
60 minutes	49	47.6
90 minutes	12	11.7
More than 90 minutes	2	1.9

As can be seen in Table 4.12, 94.2 % of the teachers prefer to attend professional development programs on a voluntary basis ($n = 97$). Only 5.8 % of the participant teachers stated that the programs ought to be compulsory ($n = 6$). In terms of delivery formats, “workshops” emerged as the most preferred format ($n = 88$), and more than half of the participants (53.4%) also stated their preference for seminars ($n = 55$). Group discussion was the least preferred format among the delivery format options ($n = 41$). For the location of programs, a great number of the teachers (79.6%) preferred to attend at their own institution ($n = 82$). Attending professional development programs online appeared as the second most preferred format by the participants ($n = 69$). 46.6 % of the participants stated their preferences for obtaining programs abroad ($n = 48$). The percentages for preferences of attending programs in another institution in Eskişehir or in another city were almost same (31.1 % and 30.1% respectively). With regard to preferred speaker, 89.3 % of the teachers stated their preference for a trainer from an outside institution ($n = 92$). Almost half of the participants (48.5 %) also selected the item “A colleague from my institution and a trainer from an outside institution” as the preferred speaker ($n = 50$). The participants’ preference rate for a colleague or a group of colleagues from their own institution as a speaker of the program was lower (32.0 % and 35.9 % respectively). As for the preferred time of the programs, overall, the participants prefer weekdays to weekend. The most preferred time for programs was identified as “weekday afternoons” ($n = 73$) and 40.8 % of the participants agreed to attend programs on weekday mornings ($n = 42$). Only 18.4 % of the participants preferred to participate in the programs at the weekend ($n = 19$). The teachers were also asked to state their preference for the frequency of attendance and almost half of the teachers (49.5%) indicated that they prefer to attend professional development programs once a month ($n = 51$). The second preferred frequency of attendance was stated as “once in two months” by 29.1% of the teachers and it was followed by “once a semester” (17.5%). The least preferred frequency of attendance appeared as “more than once a week” ($n = 2$). Besides frequency, the preferred length of each section was also identified through the questionnaire, and more than half of the participants (56.3 %) stated their preference for the ideal length as 45 minutes ($n = 58$). A length of 60 minutes was also favoured by almost half of the participants (47.6%), and it was followed by “30 minutes” by a quarter of the participants (25.2%). Only 2 of the teachers (1.9%) preferred a session of a professional development program lasting more than 90 minutes.

Within the scope of the study, preferences of teachers, administrators and unit members regarding delivery methods and formats were also investigated qualitatively to reveal more insight regarding the issue and Table 4.13 indicates the qualitative analysis of preferred methods and formats with their frequencies.

Table 4.13

Qualitative Analysis of Preferred Delivery Methods and Formats

Delivery methods and Formats	Frequency	Participant Codes
<i>Attendance format</i>		
Optional	11	T1, T2, T8, T9, T10, T11, T12, T14, T16, U1, U3
Optional & compulsory	9	T3, T4, T5, T6, T7, T13, T17, T18, U4
Compulsory	3	T15, U2, A2
<i>Delivery format</i>		
Workshop	17	T1, T4, T5, T7, T9, T10, T13, T14, T15, T16, T17, T18, U1, U2, U4, A1, A2
Group discussion	7	T2, T8, T9, U1, U2, U4, A2
<i>Place</i>		
Outside the institution	15	T2, T3, T4, T5, T9, T11, T13, T14, T15, T17, T18, U1, U2, U3, A2
Online	13	T3, T4, T6, T7, T8, T12, T16, T17, T18, U1, U2, U3, U4
Inside & outside the institution	8	T1, T7, T8, T10, T12, T16, U4, A1
Inside the institution	1	T6
<i>Speaker</i>		
From inside & outside the institution	14	T1, T2, T5, T8, T9, T10, T11, T12, T15, T16, T18, U1, U4, A2
From an outside institution	7	T3, T4, T13, T14, T17, U2, A1
From the inside institution	3	T6, T7, U3
<i>Time</i>		
Weekday	17	T1, T2, T3, T5, T7, T8, T9, T10, T11, T13, T14, T15, T17, U1, U4, A1, A2
Weekday & weekend	6	T4, T6, T16, T18, U2, U3
<i>Frequency</i>		
Once a month	14	T1, T3, T5, T8, T9, T10, T11, T12, T17, U1, U2, U3, U4, A1
Once in two months	3	T4, T13, T18
<i>Length of a session</i>		
60 minutes	11	T1, T3, T4, T7, T8, T9, T11, T12, T15, U1, U4
45 minutes	10	T2, T5, T8, T10, T13, T14, T17, T18, U2, A2
30 minutes	5	T2, T14, T16, A1, A2

4.5.1 Attendance format

Regarding delivery method and formats, the participants were first asked to state their preference for the attendance format in the interviews. Attendance on voluntary basis was favoured by majority of the teachers in the questionnaire and in congruent with the

quantitative data, half of the participant teachers and two of the unit members also indicated their agreement on voluntary participation in the interviews. Teacher 1 stated that if teachers attend programs compulsorily, it will not be effective, and they will not apply what they learn in their classroom. Correspondingly, Teacher 10 expressed that it is not ethical to force teachers to attend certain programs without knowing their actual needs. Regarding teacher needs, Teacher 11 put forward that every teacher has different needs and the teachers in the institution are experienced enough to be aware of their needs. Therefore, she finds compulsory programs for such experienced teachers ineffective and time-consuming. This concern was shared by Teacher 12 as well and the following excerpt summarizes her thoughts regarding this issue,

Maybe my friend is individually very well-equipped and may have experienced and learnt the things to be explained there. For example, we have a lot of friends who have a master's degree. I need development in a subject they have mastered, but if we make it compulsory, my friends who know this would waste their time. Or, as I said, I don't want to say that someone who does this work, especially if someone from outside the school comes and does this work for us, he may not have a good command of the audience, and therefore it is a pity if he tells us something we have already done, so it should be optional. (T12)

Unit member 1 was also on the side of voluntary participation. She believes in self-initiated professional development and support voluntary basis programs even though she is aware of the risk of low participation as a unit. More strongly, Unit member 3 owned the opinion that compulsory programs are harmful for both motivated teachers and professional development unit by saying,

When it is compulsory, it loses its effect. It needs to be done to a much larger group. Therefore, there is less interaction. The environment created by those who do not want it is not very good in my opinion; it does not contribute much to learning and a reaction occurs. That is not a healthy thing for the working environment, that reaction, I don't want to experience it as a unit because these teachers blame us for this type of participation. (U3)

There were eight teachers who stated that professional development activities can be either compulsory or voluntary based on the content of the program and needs of the institution. Teacher 5 remarked that if any common needs arise with a needs analysis conducted in the institution, the institution can ask teachers to participate in activities related to the institution's need. Teacher 18 also shared the same notion and stated that there can be some compulsory activities to attend for teachers to keep standardization in

the institution. If a new method or application is planned in the institution, it ought to be a must for all teachers to get training about the new program, she added. However, both of the teachers agreed on the point that teachers ought to decide on which activity to attend based on their individual needs except for common needs. Teacher 17 touched upon the issue from a different perspective and suggested that institution can provide a variety of activities for teachers and ask teachers to attend a certain number of them, but teachers can decide on which one to attend by considering their individual needs. Or the institution can make some activities compulsory and some of them optional to attend for teachers. Teacher 7 addressed the issue in terms of program content as well and pointed out that based on the content of the program, attendance format can be determined for the teachers. The following excerpt illustrates her argument saliently,

Now, for example, if you say the use of technology, if you come up with a new theory or if you say that it is a theory we use but it needs to be reinforced, make it compulsory, you know, as an administration. But the ice breaker workshop, for example. I mean, as I said, there are those who need it, there are those who do not need it, when you make it compulsory even though they do not need it, people develop a reaction against the institution. This time, the motivation of friends may decrease while even participating in the appropriate content. Therefore, our needs as a group are already very clear. We are a very homogenous group. At this point, if there is a really radical change, we can all be obliged. But other than that, I think we are mature and have the autonomy to have right decisions. (T7)

Additionally, she stated that low attendance does not imply a lack of motivation among teachers. It implies that the training is solely necessary for participant teachers. According to her, teachers are aware of their own needs and interests, and if they require professional growth in any area, they can pursue it. In line with the teachers' perspectives, Unit member 4 expressed that teachers indicate resistance when they are required to participate in professional development activities even though they don't require professional help. She did, however, clarify that the institution may decide to make attendance mandatory if it interferes with the way that instruction is conducted. When he was asked whether professional development programs should be presented compulsory or voluntarily to the teachers, Administrator 1 expressed that it is a big dilemma by saying, "*Compulsory things are not very useful. When it was optional, we saw that our teachers avoided it. It is necessary to establish a balance between the two, but none of us have achieved it yet.*"

With a low rate, six of the teachers stated their preference for compulsory attendance in the questionnaire and this number was only one for teachers in the interview, and one administrator and one unit member also expressed their agreement on compulsory attendance. To illustrate her perspective, Teacher 15 stated that she worked in a private institution before and attended compulsory programs. She pointed out that attending such programs are crucial to provide standardization in an institution. Therefore, she suggested compulsory programs for teachers to form common professional language among themselves. Unit member 2 also touched upon this standardization issue and elaborated by saying, *“It is not very logical to claim that the standard of work done by ensuring the participation of people who are interested is healthy. Professional development is basically a need. It’s not a hobby like chess.”* He suggested taking step to do something for teachers to adopt professional development as a must and part of their teaching. Administrator 2 also supported the idea of compulsory attendance by illustrating, *“If he is a 27-year teacher like me, he should not stay with the education he received years ago. Certainly, his/her experience may add something to him/her, but he/she should be informed about current developments in some way.”* Bringing this thought one step further, he discussed the other side of the coin and stated,

Sometimes we organize an event, and the attendance is very low. This is demotivating for the person making the presentation, maybe you will not be able to invite him/her again for the next one, i.e. he/she will not come. In this sense, it is not a very good thing for your organisation. A high level of participation should also be something to be expected. When you look at it, this is something that is in the interests of the staff, the students and the institution. (A2)

4.5.2 Delivery format

Within the scope of the study, preferred delivery format was also asked to the participants in both phases of the study. Workshops were favoured by majority of the participants in the questionnaire and in line with this rate, seventeen participants indicated their preference for workshops in the interviews as well. It was identified that workshops were preferred for a couple of reasons. First, the teachers touched upon the issue of interactive atmosphere. It was emphasized that in workshops, teachers as participants are also actively involved in the process, and they feel sense of community. Regarding interactive participation, Teacher 15 stated that she learns by doing; therefore, she finds workshops very effective for her learning. This opportunity of practice in workshops was another

important advantage for teachers. Correspondingly, Teacher 18 described her experience at the most recent workshop she attended, noting that she gained various useful ideas from her peers. Some of the instructors emphasized the chance to apply theoretical knowledge in the workshops as an example of practical ideas. They think that this will provide teachers an opportunity to put what they've learned into practice before class and determine what works and what doesn't. Additionally, administrators expressed a preference for offering workshops to teachers as professional development activities and the primary factor influencing their choices was the workshops' content. They found it useful and practical to deliver activities in a workshop format since they felt that workshops typically give teachers hands-on experience that they can use in their classroom.

As another delivery format, group discussion was also brought up by three teachers in the interviews. Teacher 2 pointed out the group dynamic in the institution and suggested professional development activities to be in small groups for the exchange of ideas by saying, *"I think it is good for everyone to take the floor, because, people like me, who have given such years, should now pass the microphone to this side, and maybe experienced lecturers need to interact with young lecturers."* Teacher 8 also favoured group discussion by stating the reason that if group discussion was held with the teachers in the institution, the content would address the needs of the students and teachers in the institution, which makes the activity more effective and meaningful. Unit members also agreed on the benefit of group discussion for the institution. Unit member 2 put forward the issue of practicality of discussions for their preference as a unit and explained, *"Since we are a school where the work is done in practice, we are trying to think 5-10 minutes activities, etc., which are direct practical quick fix, for teaching practices of the teachers."*

4.5.3 Place

When the participants were asked to indicate their preference for place, the option of online programs were selected by sixty-nine participants in the questionnaire and the data in the qualitative phase supported this number. Thirteen interview participants stated their preference for online programs for a variety of reasons. First of all, online programs are preferred for being timesaving and cost-saving for teachers. Teacher 8 pointed out that attending face-to-face programs requires time and money and highlighted the advantage of online programs by saying, *"Participating in a conference or seminar in another place,*

of course, requires travelling physically from one place to another and spending money, but on the other hand, participation will be much easier when it is online.” Teacher 3 agreed on the flexibility of time and stated that online programs ease the time management and teachers can attend programs wherever and whenever they want. She also touched on the issue of opportunity for attending programs held by foreign speakers and institutions by exemplifying, *“Publishing houses, for example, Oxford, have education series. For example, I don’t normally have the chance to go to England and attend them.”* Teacher 18 also mentioned the advantage of online programs in terms of reaching people abroad and the following excerpt illustrates her perspective,

For example, I will attend one online training today. Online has such a beauty, I think there are now very cult people in the field. It is almost impossible for me to come together with these cult names. Well, how can I allocate budget and time to attend their training abroad? It is very difficult. But in such online events, I find it valuable to be able to hear a couple of sentences from the leading names of the field. Therefore, I like online events organised by such publishing houses or different platforms for reasons such as lack of time and money. (T18)

As another advantage of online programs held with foreign participants, Teacher 11 remarked the interaction between the participants in online programs and illustrates her strong opinion regarding this issue with the following excerpt,

The interaction there is very nice. We always must produce a group project by correspondence with each other. You encounter people from different countries of the world with different perspectives and experiences. Then you say, what are there in the field and how lucky I am, or I should do this or that, that’s why I like it so much online. Because not only the demographic thing is here. I mean, you have the chance to learn from everywhere without any limits and it is also very important for your language development. Because you also see how English is used in different cultures. That’s why I love these self-paced online courses. (T11)

Besides the advantage of interaction, Teacher 11 also touched upon the issue of flexibility of these programs in terms of reaching them repeatedly by stating that she sometimes rewatches the recordings of online programs she has attended before. Teacher 12 also mentioned this flexibility and stated that she likes the idea of watching the recordings of online programs many times. She also pointed out another advantage of these recordings by adding that she can see the references of speakers on the recording or check them for further information and sources. Teacher 4 addressed flexibility from a different

perspective and said, *“In online education, if I am not interested, I can leave that training, but if we are doing something like pair work or group work in a face-to-face workshop, I need to complete the work I attended”* and she found this obligation as ineffective and time-consuming.

With the focus on the context, two of the teachers touched on the issue of physical conditions and suggested online programs for the teachers in the institution. Teacher 4 stated that there is no meeting room for teachers to attend programs in the institution; therefore, it is more practical to attend online programs at their home. Teacher 6 showed agreement on this issue and stated that there are no offices for teachers to wait for the activities and thus teachers don't want to stay at school for the activities. If the activities are presented online, he added, teachers can attend them wherever they want, and this comfort may increase the participation rate.

Unit members also favoured online programs for similar benefits and Unit member 3 mentioned another benefit for online preference. He stated that teachers obtain certificates from online programs and they like sharing these certificates on their social networks. Despite acknowledging that they occasionally plan online programs due to time and space constraints, neither administrator prefers online programs. They lost faith in the efficacy of online education because of the online classes during the pandemic.

The participants were also provided alternatives for their institution, outside institution in Türkiye and abroad as for places in the questionnaire and outside institution was preferred with a higher rate of abroad. In the interviews, Teacher 2 emphasized that it is a scientific need for every academician to attend programs abroad annually and Unit member 4 highlighted that this need is more important for language instructors since it is a great opportunity for them to attend activities abroad to practice the language.

Furthermore, two of the teachers stated that programs held inside the institution may affect teachers negatively. Teacher 15 remarked that teachers in the same institution shared a common viewpoint and they have more pessimistic perspective since they are in their own work environment and work-related issues such as following syllabus and preparing exams affect the atmosphere negatively. Outside the institution, she added, teachers are freer and motivated since they are in a new environment with new people with different perspectives. Teacher 9 also supported this perspective and stated that teachers in the same institution shared the same vision and mission; therefore, they had

similar perspectives, which may lead them to think that there is nothing new to learn from each other. That's why, he believed, different institution brings different perspectives, and this motivates teachers to attend outside institution activities. Unit member 2 also touched upon the issue of negative attitude toward inside professional development activities and as a reason for this attitude, he asserted that ease of access to the programs in the institution demotivates teachers. He illustrates his perspective by saying,

Sometimes I think that easy access is a problem. When you look at it like this for our students, they don't do much in the lesson. I think this is because, okay, they are not for professional development, but when you look at the result, there is still a learning process. We organise activities in our school, but our teachers do not participate. The fact that it is so accessible affects them not to be enthusiastic about it. (U2)

He added that it would be more motivated for teachers to attend activities in other cities or abroad rather than an afternoon activity that they can attend after lunch at school. He believed that when the institution sends teachers to other institutions for professional development programs, it is more encouraging for teachers, and these affect the school climate better since teachers are honoured by the institution. Teacher 3 also touched upon the benefit of this institutional support by saying,

If I do not receive any support from my school, I think that my school does not think about its own students and my motivation. The feeling of loneliness also makes me unhappy, but when the school supports such a thing, I feel I am valuable. I have a school that strives for my development. It is also motivating. Of course, it affects the quality of the institution and its students. So, my priority, of course, if possible, is to struggle abroad or in different cities for these reasons. (T3)

To build on these responses, Teacher 11 put forward that attending activities outside the institution does not only provide benefit for teachers, but it also contributes to the institution in the end by stating, *"You will exchange ideas with different people and see the pros and cons in your organisation. After that, you will be able to come and transfer all these here. Therefore, it is a high source of motivation."* She discussed the issue from a different perspective as well and stated that attending activities outside the institution motivates teachers in terms of travelling to other places, seeing new cultures and meeting new people. This advantage was also mentioned by Teacher 17, and she remarked that travelling itself motivates teachers because people like change and through these activities, they have chance to create some social and professional networks with other people. Administrator 2 agreed upon the advantage of outside activities for similar

reasons. He stated that it is undeniable that travelling to new places and meeting new people attract everyone and this is also motivating for teachers as well.

Six of the participant teachers indicated their preference for both inside and outside programs for different advantages. Teacher 12 stated that teachers may affect each other in a negative way when they attend professional development programs together in their own institution. Since they are in the same context and share similar problems, this may cause chain negativity in the learning environment. Therefore, she stated, change in the atmosphere may motivate teachers better; however, she mentioned the negative side of this change and stated that the context is different in different institutions; therefore, what is presented may not be applicable to teachers' own context. Teacher 7 addressed these differences in the perspective in a positive way and stated that different ideas may open different doors to the teachers, and they can find solutions for their problems for which they cannot find with their colleagues in the institution. On the other hand, she mentioned positive aspects of inside programs as well. She stated that attending programs inside the institution helps teachers stay in their comfort zone and she believes that this comfort is very important especially for some intensive professional development programs by exemplifying with the following excerpt,

I think that in terms of intensity, these events are at the point where people feel comfortable with themselves, where they can meet their other needs and routines comfortably, because, for example, CELTA is a very serious intensive programme. If I had not been in my own home, in my own school, I would not have been able to give what that programme asked of me in such a highly motivated way. (T7)

The comfort of attending programs in the same institution was also highlighted by Teacher 10 by explaining *"You really want to participate, but you may not have the opportunity to leave your environment. Then, of course, it can be very advantageous to do it in the building where I teach in the afternoon after the class."* This idea of practicality was agreed by Teacher 16 as well. She pointed out that institutions do not support teachers financially; therefore, attending programs inside the institution would be more economical and timesaving. However, both teachers held similar opinions about how outside programs might boost instructors' motivation. They thought that teachers' motivation varied depending on whether they attended the same program within or outside the institution since they are more driven in an unfamiliar atmosphere. Interestingly, spending more time for outside programs was considered as a positive

factor by Teacher 1 in the interviews. She illustrates her perspective by stating, *“Outside events can be more motivating because when you go from one place to another and spend time on it, you take it more seriously and work harder in return for this time and effort.”*

The advantages and disadvantages of inside and outside programs were also discussed by unit members and administrators. According to Unit member 4, both programs may be beneficial based on several variables, including the program’s content and the needs of the teachers. She claimed that while activities involving the institution’s teachers are more relevant and practical to institution context, encountering people from different backgrounds opens teachers eyes to new ideas and encourages them to try out new methods. Administrator 1 discussed the issue from a similar perspective and stated that both options could be evaluated based on the purpose. The following excerpt is provided to illustrate his point of view,

If we want to provide this training to all teachers in the institution at the same time, of course, it will be much more beneficial in every sense. Both in terms of time and finance, but if we want to train certain teachers on certain subjects and then use them as trainers here in our institution, if we want to evaluate them, then it can be in other institutions or abroad. (A1)

On the other hand, outside programs which are held abroad are strictly objected by one of the teachers with the reason of contextual differences. Teacher 6 illustrates his perspective with the following extract,

For Türkiye, the quality and profile of our students is different, and the profile of students abroad is different. We are a state school. Many of the students who come here come from a wide variety of socio-economic backgrounds, but when you go to Harvard, everyone has an Apple laptop, which means an Apple laptop is something like \$ 4,000. You know, what the people at Harvard are doing there is of no use to me. Because what will I say when I come here? Take out your laptops, let’s do an activity here. How do we want this? It is not suitable for our student profile. (T6)

4.5.4 Speaker

The participants of the study were also asked about the preferred speaker of the programs. In the quantitative phase, almost half of the participants stated their preference for speakers from both the institution and outside institution and this finding was in congruent with the finding of qualitative data. Stating that it does not make a difference whether the trainer is from inside or outside the institution, majority of interviewee participants stated

that the criterion that will make a difference in their preferences is the competence of the speaker. Teacher 10 expressed her opinion regarding the issue by saying, *“I would rather listen to a more competent person whom I see every day and learn from him/her than listen to a new person who is less competent.”* This perspective was also acknowledged by Teacher 11 and exemplified by saying *“We had a guest speaker last time. No one from our group attended, but this time, although it was from within the organisation, we all attended because we respected the competence of our friend.”* Administrator 2 also stated that a speaker from an outside institution may raise curiosity at first, but in the end, what makes the difference is the competence of the speaker. Sharing the same viewpoint, Teacher 16 touched upon the issue of native speaker and stated that even though being a qualified speaker is the primary criterion, being a native speaker can make a positive difference as a speaker. Therefore, foreign speakers may attract teachers more. Unit member 1 discussed the positive sides of both types of speakers and expressed that inside trainers can address the needs better since they are in the same context while trainers from outside institution bring new perspectives.

When the results are analysed, the quantitative data revealed that the ratio for speakers from an outside institution outweigh the preference rate for inside speakers. The qualitative findings revealed similar results with higher stated preference for external speakers. Some of the interview participants indicated their preference for speakers from outside institution and their reason for this preference was not about the competence of the speaker. The participants mostly discussed the psychological effects of external speakers. Teacher 17 addressed the issue of curiosity and said that while you may feel that a speaker you have known for a long time won't say anything new, outside speakers pique your interest since you don't know what they will say or what kind of person they are. Teacher 4 also shared this notion and asserted that teachers tend to take it more seriously when the speaker is from an outside institution. She continued to explain that while teachers at the same institution face similar issues and come up with similar solutions, an outside speaker can also be helpful in introducing fresh viewpoints to the situation. The idea of bringing novel perspectives was also mentioned by Teacher 13. She expressed that speakers from other institutions bring their ideas from their context and the chance of trying something different in their own contexts may excite teachers. With inside speakers, Teacher 3 asserted that there may be no excitement since all the teachers know each other and there can be prejudice in that they are at the same institution;

therefore, they have the same competency and there is nothing to learn from each other. This misbelief was also mentioned by Unit member 2. The following extract illustrates his perspective for this issue,

I think there are handicaps of being within the same school. Since people automatically put themselves in the same place in the professional development level with the person with whom they do the same job, they may not realise that those people may be kilometres and continents ahead of them in terms of professional development and they may not appreciate it, or they may have the illusion of seeing themselves as direct equals. That's why we are trying to ensure that trainers are from the outside institution. (U2)

On the other side of the spectrum, the familiarity between the perspectives of the teachers in the same institution was favoured by some teachers. Teacher 7 stated that when she witnessed how teachers from the same institution offer some suggestions as trainers, she develops the sense that she can solve her problems by following the inside trainer's suggestions since the speaker is aware of the needs and problems in the context. She also added that she feels more comfortable with the internal speakers, and this brings more effectiveness in the process of professional development programs. The issue of similar perspectives was also addressed by Teacher 6 and he put forward that foreign speakers do not know Turkish context; therefore, they may not propose feasible solutions. He strongly believes that Turkish trainers can address the needs better since familiarity of the context brings familiarity of the perspectives. Unit member 3 mentioned the same concern and shared his experience regarding the issue by stating,

In previous years, there were many external speakers at the end of the semester, and in many of them, we were having this kind of conversation among ourselves. Alright, his remarks are sound, but he has no understanding of our situations. We stated that we were unable to engage in these activities with the present student. All of them were obligatory activities, and at the time, our institution hosted many external speakers who gave speeches or seminars. Perhaps that would have remained a somewhat unfavourable experience for us. (U3)

To sum up, almost all the participants agreed on that speakers inside the institution have the same perspective. For some, this similarity is perceived as positive, while for others it is perceived as negative, and it is thought that an outside eye-opening new window is a more effective problem-solving method. On the other hand, some participants claimed that what makes a speaker effective is not where he/she comes from, but what qualities he/she has.

4.5.5 Time

Preferred time for professional development programs was also investigated both quantitatively and qualitatively and the findings of both data overall indicated congruency. Majority of the teachers indicated their preference for weekday, specifically for weekday afternoons. In the interviews, two main reasons were identified for teachers' preferences of weekday afternoons. One of the reasons was that teachers have other personal and family responsibilities, and they prefer to spend their weekends for these responsibilities. Teacher 11 emphasized the importance of spending weekends for personal life by saying *"Work should stay at work, and we should stay at home at the weekends."* Teacher 13 added that weekend programs sometimes can be a barrier for teachers since they may not attend the activities that they want to participate in because of personal responsibilities. And the second reason for the feasibility of weekday programs was identified as weekly teaching programs of the teachers. This issue was highlighted by several teachers in the interviews. They pointed out that there are no classes in three afternoons of weekdays; therefore, professional development programs can easily be arranged on these days. Furthermore, Teacher 13 added that same programs can be arranged for different afternoons; thus, teachers can attend the latter if they miss the earlier one.

Weekday programs were also revealed as both administrators and two of the unit members' preference. Like teachers' perspectives, the administrators shared the notion that teachers ought to spend weekends for their personal issues, and work-related issues in their professional life need to be dealt with in working hours. Administrator 2 stated that if a professional development activity is to be organised within the organisation, it would be wise to have it during working hours on weekdays, not on weekends and as a reason, he added, *"What is the reason why we want to ensure that a teacher develops himself/herself professionally? To contribute to the institution. Since such a thing concerns the institution, it ought to be on weekdays."*

In line with the questionnaire results, minority of the interview participants stated their preference for weekend programs as well as weekdays. Six participants stated that it would not be a problem for them to attend weekend programs. What was common about these participants was that they are all single and have no family responsibilities. Even though they prefer weekday activities for the ones conducted at the institution, they stated

that they can attend online programs at the weekends as well. This attitude was also supported by Unit member 3. He stated, *“If it is to be face-to-face activity that we will organise, it should be during working hours at school, but if it is online, there is no harm in it being at the weekend.”* In conclusion, the participants regard professional development as a part of their profession and indicate tendency to engage in professional development in their working hours.

4.5.6 Frequency

Preferred frequency of the programs was also investigated within the scope of the study and while majority of the questionnaire participants stated their preference for “Once a month”, “Once a week” and “Once an academic year” were the least stated frequency options. Qualitative findings were in line with these results. Most of the interview participants found the frequency of “Once a month” ideal for professional development programs and they stated that once a week is too frequent while once an academic year is not good to keep teachers on track. On a similar basis, unit members stated that they tend to organize their professional development facilities such as publishing bulletin and organizing workshops and observation monthly. While finding a frequency of one month appropriate, Administrator 1 added that the day of the programmes organised during a month could be varied since teachers have different teaching programs. On the other hand, Administrator 2 stated that the frequency of the activities needs to be determined by the needs of the teachers; therefore, it would not be right to define certain schedule for activities. He illustrates his perspective with the following extract,

I think this is something to be determined with a needs analysis; otherwise, I think this is not something like let's do an activity every week or every 2 weeks or once a month just for the sake of doing activities. But of course, sometimes things like this do not happen, that is, the more activities we do, the more we work, but it is not something to be done just for that. Honestly, I can't say how much there should be in an ideal period, I mean, I can't say anything about that. I think it depends a little bit on the need, as I said. (A2)

In addition, three teachers indicated their preference for “Once in two weeks” regarding the frequency of the activities, which was in line with the rate in the questionnaire. These teachers shared their concern regarding the frequency of a month and stated that teachers may have lose their attention in the procedure with this frequency and they believed that since the participation is optional and teachers do not have to attend all of them,

organizing activities in once in two weeks could be ideal to keep the teachers on track in terms of professional development.

4.5.7 Duration

The participants were questioned about the optimal duration of a professional development program session as a last question about the delivery format. 45 and 60 minutes were the preferred durations, according to most of the survey respondents. The results of the interview also showed that the preferred duration ranged from 30 to 60 minutes. They clarified that, while considering the attention span, a 30- to 45-minute session is best for programs and that, regardless of how engaging the program is, it shouldn't be longer than 60 minutes. Otherwise, they asserted that it loses its effectiveness. If it is a comprehensive all-day program, there should be coffee breaks between the slots for teachers to socialize and network with other participants.

4.6 Chapter Summary

The data gathered from the questionnaire and interviews was presented in this chapter. Tables with statistical analysis were provided for the quantitative results, and tables with codes and frequencies, accompanied by extracts, were used to illustrate the qualitative findings. The findings of both quantitative and qualitative data were compared, related and interpreted together. Table 4.14 indicates the summary of the most pivotal findings in the study below.

Table 4.14

Summary of the Quantitative and Qualitative Findings

Professional Development	Quantitative Findings	Qualitative Findings
<i>Programs</i>		<i>Teachers</i>
	Improving teaching skills	Refreshment
	Giving practical information	Addressing student needs
	Reconsidering teaching methods	Keeping up with the latest trends
		Practical Information
		<i>Unit Members</i>
		Addressing student needs
		Reconsidering teaching methods
		<i>Administrators</i>
		Keeping up with the latest trends

Table 4.14 (continued) *Summary of the Quantitative and Qualitative Findings*

<i>Activities</i>		<i>Teachers</i>
	Experience sharing	Workshops
	Asking colleagues for help	Experience sharing
	Participating in workshops	<i>Unit Members</i>
	Reading ELT articles	Webinars
		Workshops
		<i>Administrators</i>
		Workshops
<i>Hindrance Factors</i>		<i>Teachers</i>
	Cost	Inconvenient date / time
	Lack of motivation	Irrelevancy to needs / interests
	Inconvenient date / time	Family responsibilities
		Lack of motivation
		<i>Unit Members</i>
		Cost
		Limited institutional support
		Lack of motivation
		<i>Administrators</i>
		Family responsibilities
		Inconvenient date / time
<i>Needs in Skills</i>		<i>Teachers</i>
	Pronunciation	Pronunciation
	Listening	Speaking
	Speaking	Writing
		<i>Unit Members</i>
		Pronunciation
		<i>Administrators</i>

<i>Needs in ELT</i>		<i>Teachers</i>
	New theories and practices of ELT	Using technology in ELT
	Using technology in ELT	Identifying learner characteristics
	Using drama in ELT	Assessment
		<i>Unit Members</i>

Table 4.14 (continued) *Summary of the Quantitative and Qualitative Findings*

		Using technology in ELT
		<i>Administrators</i>
		Using technology in ELT
<i>Delivery methods and Formats</i>		
Attendance format	Optional	Optional
Delivery format	Workshop	Workshop
Place	At the institution	At another institution
	Online	Online
Speaker	From outside institution	From inside and outside institution
Time	Weekday afternoon	Weekday
Frequency	Once a month	Once a month
Length	45–60 minutes	45-60 minutes

5 DISCUSSION, CONCLUSION, IMPLICATIONS AND FURTHER SUGGESTIONS

An overview of the current study is provided in this chapter. First, the results obtained through the analysis of both quantitative and qualitative data are discussed in relation to other studies in the literature. Next, the summary of the study is presented along with main findings. After, implications are discussed in the light of the findings. Last, the study's limitations are covered, followed by recommendations for further research.

5.1 Discussion

Following the research questions and referring to other relevant studies carried out in the field, the findings obtained through the analysis of both quantitative and qualitative data are discussed below.

5.1.1 Professional development programs

Within the scope of research question 1a, the institution's experienced teachers', professional development unit members' and administrators' perceptions regarding professional development and professional development programs were revealed through the questionnaire and semi-structured interviews. In the second part of the questionnaire, the teachers were provided some items regarding professional development programs and asked to share their perceptions of the programs. The high mean scores indicated that the teachers have overall positive attitude regarding professional development programs. This positive perception was reflected in similar studies in the related literature as well (Arıcı, 2019; Çevik, 2024; Ekşi, 2010; Gültekin, 2007; Karaaslan, 2003; Nal, 2023; Sarıçoban & Ünlü, 2019). The teachers mostly agreed upon the items about programs' benefits on improving their teaching skills, giving them practical information and reconsidering their teaching methods. The literature supported this finding since professional development was regarded as a process to enhance teaching skill and knowledge (Day, 1999; Guskey, 2000). Improving teaching skills was also highlighted as the most stated item and reconsidering teaching method emerged as one of the most agreed upon items in other studies in which the adapted version of the study questionnaire was applied (Arıcı, 2019; Ekşi, 2010; Nal, 2023). This congruency was not seen in the item related to programs' impact on providing practical information. The findings of the current study indicated that teachers considerably believed that professional development programs provide them practical information to be used in teaching practices. This

finding is in alignment with Hamamcıoğlu's (2023) study. Conversely, several studies (Arıcı, 2019; Ekşi, 2010; Kabaday, 2013; Nal, 2023) yielded opposite findings regarding this issue and providing practical information emerged as one of the least agreed upon items in these studies. Diaz-Maggioli (2004) also regards traditional professional development programs ineffective in filling the gap between theory and practice. In line with this item, relevancy to teachers' needs and interests was also stated as the most disagreed upon item in the aforementioned studies and this report aligns with the related finding in the current study. The teachers in the current study indicated the lowest agreement regarding the relevancy of programs to their needs and interests. The underlying reason for teachers' beliefs regarding this irrelevancy might be top-down decision making and one-size fits all approach. Diaz-Maggioli (2004) criticized professional development programs since the content of the programs are generally arranged by outsider experts and same content is generally presented for different contexts regardless of the individual needs and interests in these unique contexts. As Guskey (1994) proposes, programs need to be school-embedded and success in professional development can be achieved if optimal mix of programs are applied in a particular setting. The importance of relevancy was also highlighted by some other pioneer researchers in the related literature (Borg, 2015; Desimone, 2009). Therefore, with the lowest mean score in the study, the finding of this item can be accepted as evidence of negative attitude regarding professional development programs.

In the qualitative phase of the study, all the stakeholders were asked about their perceptions regarding professional development and professional development programs. All of their opinions had one thing in common: they all felt that professional development help teachers keep updated with the latest developments. Considering that all the teachers are experienced, staying update with current methods plays a pivotal role in the study context. This finding is in alignment with previous studies in the related literature. (Arıcı, 2019; Hamamcıoğlu, 2023; Mohan, 2016; Nal, 2023). Mohan (2016) carried out a study with both experienced and novice teachers in Fiji and learning more about latest trends and methods was put forward regarding the meaning of professional development by the experienced teachers. Nal (2023) also found that instructors place an emphasis on being up to date with the current developments and that professional development is seen as a dynamic process. Since lecturers work with university students, it was asserted that simply adhering to the most recent methods in the field is insufficient; they also need to

stay up to date with current practices of the era. Similarly, Yılmaz (2017) conducted a study in primary, secondary and tertiary level contexts, and on-going process of professional development was highlighted and updating oneself in the field was the most mentioned notion regarding the definition of professional development in the study. Thus, it can be said that professional development encompasses the idea of refreshing oneself and being updated of the most recent advancements for experienced teachers.

The significance of responding to students' needs and interests was another important professional development argument that teachers and unit members supported since there is a generation gap between the teachers and the learners in the study context and it was reflected in different contexts in some other research studies as well (e.g., Kabilan & Veratharaju, 2013). Kabilan and Veratharaju (2013) revealed that identifying students' needs is the most important factor to consider in developing a professional development program. Evidence for the notion of addressing students' needs could be traced in the related literature. Borg (2015) offers ten features of effective professional development and addressing students' and teachers' needs is one of these characteristics. By suggesting that the content of professional development programs must be based on stakeholders' needs in a context, Darling-Hammond et al. (2017) proposed a component of effective professional development and emphasized the significance of content-focused professional development programs.

As one of the most stated items in the questionnaire, providing practical information also emerged in the qualitative phase of the study regarding professional development programs. This report aligns with the previous research in the literature (e.g., Hamamcıoğlu, 2023; Powell et al., 2003). Powell et al. (2003) involved both the teachers and administrators at primary and secondary level contexts in their study and the participants stated that professional development programs both increase their theoretical knowledge and help them improve their classroom practices. The participants noted that they can apply the theoretical knowledge that they learn through professional development programs, and this improves their classroom practices.

When the participants were asked whether experienced teachers need professional development in the interviews, they all stated that professional development is a career-long process, and experienced teachers also need to pursue professional development. The notion of lifelong learning is also reflected in similar research studies (Arıcı, 2019;

Güçlü, 2018; Karakaş & Yücedağ, 2020; Yılmaz, 2017; Yücedağ & Sevik, 2021). In the same spirit, professional development is defined as a career-long process by the pioneer researchers in the related literature (Day, 1999; Diaz-Maggioli, 2004; Fullan, 1991).

In conclusion, the findings of the study regarding professional development perceptions are reflected in the similar research studies to a large extent and evidenced by the leading researchers in the literature.

5.1.2 Professional development activities

In order to answer research question 1b, the third part of the questionnaire asked the teachers to describe the kind of professional development activities they attend and the frequency of such events, providing them with a variety of options. The teachers indicated tendency to attend informal activities. “Sharing experiences with colleagues” and “Asking colleagues for help” were the most stated items in the questionnaire, as evidenced by the qualitative findings as well. The preference for informal activities was reflected in similar research studies in the field (Arıcı, 2019; Ayar, 2019; Çoban et al., 2017; Ekşi, 2010; Gençtürk, 2019; Kabadayı, 2013; Karaaslan, 2003; Nal, 2023; Önkol, 2011; Sariçoban & Ünlü, 2019). There could be several reasons for teachers to prefer informal activities to formal ones. When the barriers that were revealed in the study are considered, it can be concluded that teachers may not prefer to attend formal activities more due to reasons about programs such as inconvenient date, time or cost or some personal reasons such as heavy workload, family responsibilities and lack of motivation. Additionally, as all of the teachers are experienced teachers, asking for help and exchanging experiences is expected when the study setting is considered. Furthermore, all the teachers have been working in the institution more than ten years; therefore, they have known each other for a long time, which creates a comfortable school climate. This gives them a great chance to support one another. This conclusion was further reinforced by the qualitative data. The participants talked about the school’s positive culture and stated that all of the teachers are willing to share their knowledge and have the experience to help each other. Collaborative activities were emphasized in Karaaslan’s (2003) study as well. Karaaslan (2003) stated that teachers can improve their knowledge and skills by working collaboratively and receiving support from their peers. Kennedy (2011) has evidenced that interactions among coworkers have a beneficial effect on their continuous professional development. By making distinction between training and development,

Woodward (1991) also highlights the aspect of collaboration in teacher development by asserting that development can be done with peers while training is done with experts. Diaz-Maggioli (2004) also counted teacher collaboration among the components of effective professional development programs. Besides collaboration, Borg (2015) puts forward the idea of valuing teacher experience and knowledge as one of the core features of effective professional development.

Participating in workshops is the most stated formal professional development activity in the questionnaire and this finding aligns with the qualitative finding of the study. In the interviews, the participant teachers indicated their preference for workshops for a number of reasons including the fact that they provide practical information and have interactive nature. These reasons can also explain the low rate of preference for seminars and conferences in which the participants are in a listener position with no interaction and the content is theoretical rather than practical. Administrators and members of professional development units were also asked what kind of professional development activities they would like to offer teachers. Both parties responded that workshops were their preferred option, and they gave similar justifications for their preference. Ample evidence can be found for the place of workshops in the related literature as well. The finding of the current study regarding workshops is in alignment with a number of previous research in the field (Ekşi, 2010; Gültekin, 2007; Kabadayı, 2013; Nal, 2023; Özbilgin et al., 2016). According to the survey of OECD TALIS (2009), workshops were determined as the most preferred activity type. Gültekin (2007) conducted a study with novice and experienced instructors at a preparatory school and in line with the finding of the current study, experienced teachers in that study indicated their preference for workshops and seminars. For the same reasons of practicality and interactivity, the participants in Nal's (2023) study also stated their preference for workshops as well. In the context of Cyprus, Özbilgin et al. (2016) conducted a qualitative study with 12 teachers in three different cities and the interview participants stated that workshops are beneficial for them; nevertheless, they may be time-consuming if they are not relevant to the needs of the teachers. The same concern was also shared with the participants of the current study. As evidence for the justifications of interview participants for their preference, workshops are defined as short-term learning activities which provide hands-on experience to teachers in an interactive atmosphere in the literature (Richards and Farrell, 2005). For effective workshops, Richards and Farrell (2005) suggested that the content needs to be

designed based on needs of teachers, experts should be knowledgeable and there ought to be follow up part for participants to apply what they learn. On the other hand, Borg (2017) classified the activities as training-based and practice-based. As one of the training-based activities, workshops are criticized as they are externally determined and do not address the needs of the teachers. There are also a number of research studies which revealed different findings from the current study in terms of participating workshops (Arıcı, 2019; Karakaş & Yücedağ, 2020; Sarıçoban & Ünlü, 2019; Sarıyıldız, 2017). In their study, Sarıçoban and Ünlü (2019) revealed that participation for workshops is low, and the participant teachers tend to prefer individual activities such as reading ELT materials and reflecting their own performance by stating that the content of the seminars and workshops do not address their needs.

As an individual activity, reading ELT materials is ranked fourth on the questionnaire, and teachers cited it as the third most frequently mentioned activity in the interviews. This finding was also reflected in similar research studies which were conducted in consecutive years (Çoban et al., 2017; Güçlü, 2018; Önalın and Gürsoy, 2020; Sarıçoban & Ünlü, 2019; Sarıyıldız, 2017). Güçlü (2018) conducted a study in the same study context in 2018 and the participants stated their engagement in reading ELT materials, and they indicated their preference for online materials. Sarıyıldız (2017) conducted a study with both novice and experienced teachers. Reading ELT materials was also ranked high in the study; however, it was preferred by novice teachers rather than experienced teachers in contrast to the experienced participant teachers of the current study. In the qualitative phase of the study, reading was stated as one of the preferred activities and they all mentioned the flexibility dimension of this individual activity. They stated that they prefer reading materials since they can read whenever and wherever they want, which allows them to be flexible with their hectic schedules and family responsibilities. This flexibility was also highlighted by professional development unit members in the interviews. They claimed that the reason they created their blog website was to provide teachers with the opportunity to read and learn anything they choose, at any time, and from any location. This opportunity may also be the factor for this preference since not all the teachers have access to published and online materials in different institutions. There may be thousands of resources, specifically online materials and the unit members filter the sources for the teachers and share only related materials and links, which may also ease teachers' engagement in such kind of activity.

In the questionnaire, observation emerged as one of the activities that teachers rarely do. On the other hand, none of the participant teachers stated their experience of observation activities in the interviews. Only two of the unit members mentioned that they encourage teachers for peer-observation on a voluntary basis. However, the findings indicated that it was not favoured by the teachers in the institution, which was in alignment with similar research studies in the field (Abbasi, 2015; Güçlü, 2018; Gültekin, 2007; Karaaslan, 2003). In teaching contexts, experienced teachers are generally observed by novice teachers or novice teachers could be observed by administrators, specifically in private institutions. The teachers in the current study are all experienced and work in a state school; thus, it was an expected result. In the Iranian context, Abbasi (2015) revealed that even though the participant teachers were enthusiastic about collaborative activities such as experience sharing, peer observation was not ranked high among them. In Gültekin's (2007) study, peer observation was also identified as one of the least favoured activities by both novice and experienced teachers. In the interviews, one of the novice teachers explained her reason as the fear of being criticised for not preferring being observed. On the other hand, one of the experienced teachers touched upon the issue from the perspective of observer and asserted that observers need to be knowledgeable and organize the observation process in a structured way. Similarly, Karaaslan (2003) yielded the finding of low participation rate for observation activities in a tertiary level context. As a reason for low participation, Karaaslan (2003) puts forward that the participant teachers may feel resistant for suggestions, and they feel like they are observed to be evaluated and criticised, which may trigger negative feelings. Expertise and professionalism of the observer was also highlighted by one of the participants in Karaaslan's study (2003). Conversely, several research studies yielded different findings from the findings of the current study regarding observation (Arıcı, 2019; Gençtürk, 2019; Sadiç, 2015). Arıcı (2019) conducted a study at a foundation university and there is a formative assessment based on the observations of teachers' practices, and this could explain the reason for high involvement in observation activities in the related study. In Sadiç's (2015) study conducted in two different universities, peer observation and peer coaching were highly valued by the teachers and Sadiç (2015) proposed positive collegial relationship as a reason for high rank of preference as the success of peer observation is based on the development of strong collegial relationship (Richards and Farrell, 2005).

As a reflective practice, keeping journals has ranked one of the lowest among professional development activities in the questionnaire. In the interviews, two of the teachers stated that they reflected on their teaching practices informally by either taking some notes on the coursebook or thinking about the lesson of the day with a critical eye. One of them mentioned that when she started her profession, she used to keep a journal. In fact, this is typically the case in the teaching profession. Keeping journals is typically regarded as an activity for novice teachers. Journal keeping can be done “to provide a record of their teaching for others to read, and to document successful teaching experiences” (Richards and Farrell, 2005, p.70). When the study context is considered, all the teachers are experienced; therefore, there is no mentoring system. Furthermore, it is a state university and there is no performance evaluation system; therefore, teachers do not need to record or document their practices formally for mentors or administrators. Lastly, almost all the teachers have family responsibilities such as child and older parents and they may not prefer keeping a journal as it may be time-consuming activity (Richards and Farrell, 2005). In another study conducted with both novice and experienced teachers, Gültekin (2007) also revealed teachers’ low preference rate for diary keeping in the study questionnaire and in the interviews, the study participants stated that they do not find keeping diary beneficial because of its subjective nature. They asserted that it is a challenge for teachers to write about their own practices with a critical eye and they believe that there are just facts in diaries but not the critical reflection of the experiences. Strikingly, in similar studies (Ekşi, 2010; Gençtürk, 2019; Kabadayı, 2013), reflecting own teaching has ranked the second highest order in the studies’ questionnaires. However, based just on the low journal-keeping score, it would be unhealthy to conclude that the teachers in this study do not reflect on their teaching. It is only possible to draw the conclusion that teachers do not like journaling as a means of reflecting on their instruction.

Another reflective practice that is not favoured by the study participants emerged as team-teaching. The underlying reason might be related to the experience of the teachers. The teachers may have the perception that they are experienced enough to teach, and they do not need any more assistance from other teachers. This perception was also reflected in Muyan’s (2013) study. Muyan (2013) found out that novice teachers prefer team-teaching as they need more guidance from more experienced teachers while experienced teachers prefer short-term activities such as workshops. Time could be another hindering factor

for teachers in team-teaching. In the study context, teachers have different weekly teaching schedules, and it would be a challenge for them to arrange their teaching on the same days. It also requires longitudinal process unlike one slot workshops, which may also hinder teachers from trying it. In Chinese context, Bailey et al. (1998) conducted such longitudinal study applying team teaching and journal keeping and the study findings indicated positive impacts of these activities on teachers' practices. The advantages of team-teaching are obvious, but it is also true that it takes a lot of time and work, which may also be the cause of low participation of teachers with personal responsibilities in the study context.

In summary, the quantitative data findings are overall consistent with the qualitative findings on professional development activities, and the outcomes of the current study were supported by earlier research specifically with experienced teachers in tertiary-level settings, though with some differences.

5.1.3 Hindrance factors to professional development participation

Within the scope of research question 1c, barriers for teachers to attend professional development activities were investigated in both phases of the study. The quantitative data revealed cost as the most stated barrier for the teachers. During the interviews, the unit members and teachers also brought up the issue of finance. This concern was reflected in many research studies in Turkish context as well (Çevik, 2024; Ekşi, 2010; Gençtürk, 2019; Karakaş & Yücedağ, 2020; Nal, 2023; Sarıyıldız, 2017; Yaşar, 2019). Majority of the studies were conducted in recent years and when the country's economy is considered in the recent years, financial concern is an expected result for Turkish teachers. All public organisations are acting within austerity measures and educational institutions do not support teachers financially to a larger extent anymore. As evidence for the economic situation in the country, cost was listed as one of the main barriers for teachers to pursue their professional development in TALIS 2018 report (OECD, 2019). In conclusion, with limited institutional support and low salaries, teachers cannot afford professional development activities, specifically the ones that happen abroad. In the interviews, some teachers mentioned that the institution used to send them out of the institution for seminars and conferences, but now there is no institutional financial support, and it is not possible for teachers to pay for the programs, specifically in foreign currency. To illustrate, in the past, the institution funded the CELTA and DELTA

certificate programs for teachers, and many of them completed them. However, the institution has not been funding these activities for a while, and nearly no teachers have participated since then, demonstrating that cost is a deterrent factor for teachers. The unit members also mentioned organizational financial limitations lately in the country and stated that they have to offer free courses and programs for the teachers, which may lower the quality of the programs. Similar findings were also obtained in a Thai context by Wall (2008), who found that teachers' low pay and limited institutional support prevent them from affording professional development programs.

Lack of motivation ranked the second highest barrier for teachers in the questionnaire and one third of the interview teacher participants and almost all of the unit members mentioned motivation loss as a hindrance factor as well. Several potential reasons were put forward for motivation loss in the interviews. The biggest threat for the motivation loss can be regarded as experience. As the study is conducted in an educational context with experienced teachers, teachers may have the misconception that there is nothing new to learn in the field, evidenced in the interviews. Low student motivation may also have a negative impact on teachers' motivation as mentioned in the interviews. On the other hand, the unit members blamed administrators and their limited support for teachers' motivation loss. No financial support or incentive from the institution is provided for the teachers, which demotivates them in terms of professional development. Several studies (Çalışkan, 2021; Karaaslan, 2003; Muyan, 2013; Sadıç, 2015; Sarıyıldız, 2017) yielded similar findings. Çalışkan (2021) conducted a study in K-12 schools and identified the irrelevant content of the programs offered by MoNE and administration as the reason for low motivation. Karaaslan (2003) asserted that institutional support will not work if teachers are not self-motivated to develop. Similarly, the related literature has evidenced the importance of teacher motivation and willingness in professional development. Day (1999) argues that teachers cannot develop if they do not want as professional development cannot be done by force; it is a self-initiated process, and teachers decide to develop or not. This-self initiated process may explain the low motivation in the context. The current study is conducted in a state university, where teachers are neither forced to participate in professional development programs nor provided external motivation sources. In foundation institutions, scenario may be different and the previous research (Arıcı, 2019; Kabadayı, 2013; Nal, 2023) which were conducted in foundation institutions has evidenced that lack of motivation is not a leading barrier to professional development

since teachers have external motivation such as performance evaluation in such institutions. A study by Sadıç (2015) provides evidence for the motivational differences between state and foundation universities. The findings indicated that in the state university, a lack of motivation was a major obstacle, but it wasn't as significant for foundation university teachers. On the other hand, generalization would not be right regarding the issue as there have been research studies which were conducted in state schools but yielded different findings from the current study (Çoban et al., 2017; Ekşi, 2010). In contrast to the current study, lack of self-motivation was found as the least important barrier in Ekşi's (2010) study, which was conducted with preparatory school instructors at a state university. Therefore, even though motivation has a direct impact on professional development involvement, motivation itself is not enough to explain teachers' participation in professional development programs since there are different variables which affects motivation indirectly. To address the relationship between motivation and professional development, Schieb and Karabenick (2011) (as cited in Muyan, 2013) point out that "although there is a growing body of literature to date, it is thus evident that the systematic examination of teacher motivation and professional development (PD) has only begun, and that more research is needed to understand how education reforms affect teacher motivation in general, and motivation for PD in particular" (p.19).

As one of the program related factors, the third most often mentioned obstacle in the questionnaire was the programs' inconvenient date and time. The teachers and the administrators cited it as the most common obstacle in the interviews, and they also discussed this problem with regard to the programs which are conducted in the institution. In the interviews, two reasons were proposed for the inconveniency of the programs conducted at the institution. The teachers mentioned that they cannot attend programs since they have their MA or PhD classes or unit work in the afternoons when professional development programs are generally conducted. Additionally, since teachers have distinct weekly plans, it may be less likely that they will participate if the events are held on their off days. Thus, the same programs can be offered at different times, as suggested in the interviews. Administrators added that all the teachers are at least middle-aged, and they have family responsibilities. Therefore, they generally would rather spend their time with their families to stay and join programs after classes. One of the teachers touched upon the issue of online programs and stated that some online programs are done at late hours

and because of time difference, she cannot attend them since she has a child to take care. Another teacher touched upon the permission issue and stated that they are not allowed to leave the town during the term, which hinders them to attend programs out of town. In line with this finding, inconvenient date / time was also reflected as a strong barrier in similar research studies (Arıcı, 2019; Çoban et al., 2017; Ekşi, 2010; Gençtürk, 2019; İlkimen, 2021; Kabadayı, 2013; Nal, 2023; Uztosun, 2017). Unlike the current study, however, the related studies generally attribute teachers' inconvenience to their intense workload and pacing rather than their family obligations, as reflected in this study.

As an interrelated barrier with inconvenient date / time, family responsibilities emerged as one of the most stated barriers in the questionnaire, evidenced by the qualitative findings. All the stakeholders agreed upon that family responsibilities have negative impact on teachers' participation in professional development programs. As stated in the interviews, all the teachers are over 30 and they have children or older parents to take care, and they prefer to be with their family out of teaching times. In a tertiary level context, Yüksel (2021) investigated challenges EFL teachers who work at a preparatory school face in terms of professional development and family responsibilities emerged as one of the personal factors which lowers the participation of the teachers. Similarly, Yaşar (2019) also revealed family responsibilities as a barrier in a larger scope study which was conducted with English language instructors in different 31 universities in Türkiye. In Karakaş and Yücedağ's (2020) study, marital status was identified as a determinant factor for teacher participation. In line with these findings, Badri et al. (2016) reported findings of TALIS (2013) to reveal needs, impact and barriers to professional development in Abu Dhabi and family responsibilities was reflected as one of the barriers according to the results of the quantitative and qualitative analysis. In a large-scale qualitative study, Yücedağ and Sevik (2021) investigated professional development perceptions of EFL teachers in Türkiye, Germany and Spain and within the scope of the study, barriers to professional development were also identified. Besides cost and lack of time, the participant teachers put forward family issues as a barrier for them to attend activities.

In the qualitative phase of the study, another common barrier which was shared by all the stakeholders was content of the programs. The participants stated that if content of the programs is not relevant to teachers' needs or interests, teachers are not willing to participate in them. To this end, the participants highlighted the importance of voluntary

participation by stating that attending compulsory programs which do not address their needs and interests has no meaning in such a context where teachers are experienced enough to know themselves and their needs. The related literature has evidenced that unrealistic content which is not applicable to classroom practices or irrelevant to needs or interests of the stakeholders results in ineffective professional development. Top-down professional development programs are generally criticised since they are organized by outside experts without considering the needs of teachers in a specific context. (Borg, 2015; Diaz-Maggioli, 2004; Johnson, 2006). Mann (2005) also advocates bottom-up programs which are designed based on the needs and interests of the stakeholders. Besides irrelevancy to needs and interests, Diaz-Maggioli (2004) also pinpoints the gap between theory and practice in traditional programs. If the content does not fit the context, it cannot be expected from teachers to fill this gap and apply what they learn in their own contexts. Additionally, the study context consists of teachers who have all taught for at least ten years, and the programs' content may be about their areas of expertise, which demotivates them from attending programs. Unfortunately, standard professional development programs are typically offered to teachers without considering their backgrounds. Darling-Hammond et al. (2017) also agreed upon the importance of match between the content and context for a program to be successful. This finding regarding irrelevancy of programs has been reflected in similar research studies (Arıcı, 2019; Ekşi, 2010; Kabadayı, 2013; Sarıçoban & Ünlü, 2019). One of the most thorough investigations of this type was carried out by Kücüksüleymanoğlu (2006). The Ministry of Education's in-service training programs for English language instructors from 1998 to 2005 were analysed, and the study's sample included a range of teachers from various backgrounds. The analysis of the trainings showed that, in comparison to the total number of trainings delivered by MoNE, the number of trainings offered to ELT teachers was extremely small. Since the programs' content was the same for all teachers with varying needs, the participating teachers were also dissatisfied with the content. In a similar context with the current study, Arıcı (2019) investigated tertiary level EFL teachers' perceptions regarding professional development and irrelevant content emerged as a prominent barrier to professional development. In another tertiary level context, Ekşi (2010) also revealed irrelevant content as the most stated second barrier for EFL teachers who work in a preparatory school. In Scotland, Kennedy (2011) investigated the perceptions regarding collaborative professional development and the barriers to professional development

were also investigated within the scope of the study. The participants remarked the importance of relevant content, and the administrators shared their concern in finding appropriate content for the teachers.

As for the organizational factor, the questionnaire participants indicated moderate agreement on limited institutional support and in the interviews, it was also put forward as a barrier, specifically by the unit members. In the interviews, the issue was addressed from two perspectives. The teachers and unit members remarked that there is no financial support from the institution and no incentive or encouragement from the administrators was also put forward as a barrier by the participants. The importance of institutional support is also highlighted in key traits of language teacher development in the literature (Mann, 2005). The finding of the study was reflected in similar research studies in the related literature (Çevik, 2024; Gençtürk, 2019; Karaaslan, 2003; Karakaş & Yücedağ, 2020; Sadıç, 2015; Sarıçoban & Ünlü, 2019; Yüksel, 2021; Zerey, 2018). As a recent study, Çevik (2024) studied with different teachers from different parts of Türkiye and the participant teachers remarked limited institutional support in relation to finance as a barrier. Conversely, Nal (2023) yielded different finding regarding the issue. The score for limited institution support as a barrier was identified as one of the lowest ones in the questionnaire and Nal (2023) explained that the administrators support the teachers financially to do CELTA and provide a day off for teachers to pursue their MA and PhD programs.

When the least stated barriers were analysed, stress of being evaluated / fear of receiving negative feedback was identified as the least stated hindrance factor in the questionnaire. This report could be explained by two possible underlying reasons. One possible reason may be the teaching experience of the teachers. Experience brings confidence and knowledge, and veteran teachers do not have much concern regarding receiving negative feedback. Another possible reason might be related to activities that teachers involve in. Collaborative activities such as team-teaching and peer observation requires close examination, evaluation and feedback from peers and colleagues (Richard and Farrell, 2005). Low scores on the associated items may also arise from the teachers' lack of practice with these activities in the study context. The qualitative findings also supported this report. Only one of the participant teachers asserted that Turkish teachers are not

professional enough in receiving feedback and being evaluated. Therefore, they may perceive negative evaluation personally.

Another barrier which indicated low mean score in the questionnaire was determined as lack of information about the upcoming activities. Similarly, this issue was not put forward as a barrier in the interviews. This could be explained with professional development unit within the institution. The unit has a blog page and publishes monthly bulletin for upcoming events. Therefore, the teachers are up to date with the current and upcoming events through these information sources. This barrier emerged as insignificant in similar research studies as well (Arıcı, 2019; Ekşi, 2010; Gençtürk, 2019)

Unqualified trainer was also identified as one of the insignificant barriers in the current study and mentioned as a barrier by only one of the teachers in the interviews. The guidance offered by professional development unit could be the potential reason for this low rate. As the unit members filter all the events and activities and try to offer specific programs with relevant content and qualified trainers, the teachers are unlikely to come up with unqualified trainers. The low rate emerged in some previous studies conducted in tertiary level contexts as well. (Arıcı, 2019; Gençtürk, 2019). Conversely, there are some other research studies which yielded opposite findings in terms of the importance of trainer (İlkimen, 2021; Uztosun, 2017; Sarıçoban & Ünlü, 2019). İlkimen (2021) conducted a study in both public and private schools and unqualified trainers emerged as one of the main barriers for teachers to attend professional development programs. In a large-scale study, Uztosun (2017) investigated the effectiveness of in-service trainings offered by MoNE and unqualified trainers were mentioned as one of the most important reasons for the failure of these trainings.

One of the most striking findings regarding barriers was identified as heavy workload in the study. In contrast to similar research studies in the literature, heavy workload ranked one of the lowest among the items related to barriers in the questionnaire. Furthermore, the teachers who mentioned workload as a barrier in the interviews put forward that their workload was about their MA or PhD studies, or some teachers mentioned their duties in the units. Therefore, time allocated for teaching was not regarded as a heavy workload by the teachers. This report can be understandable when the weekly teaching hours of each teacher is considered. In the study context, a teacher who has a standard teaching program with no additional duties has a day off and teach 12 hours weekly. Similarly, Ekşi (2010)

revealed heavy workload as one of the least stated barriers. The common issue regarding these two studies was that both studies were conducted in state universities, where teaching burden is lower compared to foundation universities. On the other hand, there are several research studies which revealed workload as one of the most significant barriers for teachers to attend professional development activities. The previous research conducted at foundation universities revealed workload as a significant factor for teachers not to attend professional development programs (Arıcı, 2019; Kabadayı, 2013; Karaaslan, 2003; Nal, 2023). Similar to foundation institutions, teachers have high burden in terms of workload in K-12 schools in Türkiye. Çalışkan (2021) carried out a qualitative study with teachers working in different K-12 schools and it was revealed that teachers cannot attend professional development programs even though they are motivated because of their workload and hectic curriculum. In some other research studies, which involved both public and private schools (e.g., Çevik, 2024; Sarıyıldız, 2017), excessive workload emerged as a remarkable barrier as well. Thus, making generalization regarding workload in public or private institutions would not be right. Although this is the general situation, there are also state institutions requiring high workload. The study setting might actually be considered one of the preparatory schools in Türkiye with the least amount of teaching workload. Teachers still continue to face time constraints, but these are primarily due to personal obligations rather than those associated with the institution.

5.1.4 Professional development needs areas

5.1.4.1 Professional development needs in skills teaching and assessment

Within the scope of research question 1d, teachers' professional development needs in skill teaching and assessment were investigated through the questionnaire and semi-structured interviews. In terms of both teaching and assessment, pronunciation, listening and speaking emerged as the most stated skills regarding professional development needs. In line with the quantitative findings, the interview participants indicated their highest professional development need in teaching and assessing pronunciation. As evidenced by the interviews, the underlying reason for teachers to have difficulty in pronunciation teaching and assessment could be the EFL context of the study. The interview teachers expressed that teaching pronunciation of a language which is not native to them is a challenge for teachers as English is taught as a foreign language, and even teachers have difficulty in learning the language in a non-native country. Therefore, need for

professional development in pronunciation is understandable in EFL contexts. This need was also reflected in similar research studies (Arıcı, 2019; Gültekin, 2007; Yılmaz, 2017). In a tertiary level context, Arıcı (2019) identified pronunciation as the most needed skill, and it was put forward that this high need could be associated with the ignorance of pronunciation in teaching practices. As it is not accepted as a main skill, in curriculum and coursebooks, pronunciation parts are generally ignored and skipped by the teachers. However, skipping related parts does not mean that teachers do not give importance to pronunciation, it may be related to not knowing how to teach, as expressed in the interviews. Gültekin (2007) also identified pronunciation as an emergent need for teachers in the questionnaire and the video recordings also supported this need by exemplifying pronunciation mistakes of the teachers. With a larger context, Yılmaz (2017) conducted a mixed method study with teachers working in primary, secondary and tertiary level schools. Speaking and pronunciation were identified as areas that need professional development, and Yılmaz (2017) claimed that the country's exam-based educational system would result in a lack of instruction in communication skills while teachers are proficient in structured disciplines like grammar.

Listening emerged as the second highest need in teaching and the third most important skill in terms of professional development need in assessment according to questionnaire findings in the study. On the other hand, professional development need for this skill was put forward by only one of the unit members in the qualitative data. In contrast to this scenario, even though low preference was revealed in the questionnaire of the study, the interview participants indicated high need for teaching listening in the qualitative phase in Arıcı's (2019) study. In a mixed method study, which were similarly conducted at a tertiary level foundation school, Nal (2023) uncovered that the teachers indicated moderate professional development need for teaching and assessing listening with a rank of three in the questionnaire. Korkmazgil (2015) supported this finding with the qualitative study which was conducted in 14 different public schools and speaking and listening emerged as the most ignored but pivotal skills to be taught. Korkmazgil (2015) associates the importance of speaking and listening with the current trends in language teaching and expressed that the success of language teaching depends on the communication and interaction skills of learners; therefore, teachers need to shift focus from structured skills such as grammar to more communicative skills like listening and speaking. Similar to the current study context, Ekşi (2010) conducted a study with

preparatory school teachers at a state university but yielded different findings in terms of listening teaching and assessment as listening skill indicated the second least degree of need by the teachers.

As a productive skill, speaking ranked the third most needed skill in terms of teaching and emerged as the second most needed skill in terms of assessment in the quantitative phase of the study. Need for professional support for teaching and assessing this skill was also highlighted by the interview participant teachers. Regarding teaching speaking, one of the teachers highlighted the importance of following structured stages and asserted that teachers need training to follow these stages from planning to evaluation in their speaking teaching practices. Another teacher highlighted the difficulty of speaking a foreign language for both learners and teachers and emphasised the importance of expertise in teaching the skill which is challenging for teachers as well. As another striking issue about teaching speaking in the country, it was asserted that learners have difficulty in producing language despite long years of learning experience. The study is conducted in a tertiary level context, where learners have been learning the language more than ten years, and still, they are not good at productive skills. According to Nunan (1998), since speaking entails oral communication that blends speaking and listening, most students view speaking as the most difficult skill to acquire when studying a second or foreign language. Exam-based education system and learning English in a country where the language is not spoken as a second language could explain this failure as well. Ample evidence can be found in previous research which were conducted in different contexts for this failure and professional need for teaching this productive skill (Başaran, 2020; Çoban et al., 2017; Ekşi, 2010; Gültekin, 2007; Kabadayı, 2013; Korkmazgil, 2015; Nal, 2023; Şentuna, 2002; Yılmaz, 2017). With a study conducted at K-12 schools, Başaran (2002) revealed that teachers working in different levels need training about teaching speaking and the biggest reason for teachers' challenge in teaching the skill was associated with the limited chance of practice in an EFL context. Yılmaz (2017) conducted similar research with teachers working at different levels of institutions and according to the findings of the study, the highest professional development need among skills emerged as speaking. The participants touched upon the methodological shift from grammar-based instruction to communicative approach and emphasised the need for proficiency in speaking language for teachers. To obtain this proficiency, it was proposed that teachers ought to be given opportunities for an abroad experience. Therefore, teaching speaking

requires professional support for teachers to pursue communicative language teaching so that learners can produce the language since the success of language learning depends on how fluent learners speak in that language (Korkmazgil, 2015). In terms of speaking assessment, the interview participants came up the standardization issue in the institution. The teachers mentioned that even though they have a rubric to follow in speaking tasks and exams, every teacher has inner criteria, which makes them high or low grader. Need for professional development in assessing speaking was reflected in similar research studies (Alan, 2003; Arıcı, 2019; Çoban et al., 2017; İlkimen, 2021; Kabadayı, 2013; Nal, 2023). Arıcı (2019) also revealed professional development need for speaking assessment and associated this need with holistic approach in the assessment of productive skills. In contrast to vocabulary, grammar or reading, which are generally tested with multiple choice exam formats, speaking and writing are generally evaluated holistically involving more subjective approach and this may complicate the evaluation process (Aricı, 2019). As another challenge in assessment, Nal (2023) remarked that the teachers have the role of both interlocutor and assessor in speaking exams, which may be a demanding procedure for the teachers.

In the current study, average need was revealed for writing skill based on the quantitative and qualitative data. In the interviews, the curriculum and the course based on integrated skill teaching were blamed for the deficiency in writing teaching as teachers do not have enough time and sources to allocate for teaching writing. In terms of evaluation, the teachers touched upon the issue of criteria and stated that teachers can have more trainings to reach standardization in the assessment since the writing assessment process involves subjectivity in nature. As Barton (2001) argues, assessing writing and offering feedback to students are social activities since both strategies are influenced by instructors' opinions about what constitutes good writing and effective teaching in their local and global contexts. Professional development need for teaching and assessing writing was reflected in similar research studies. On the other hand, even though speaking and writing emerged among the most difficult skills which require professional development need in the literature, need for writing skill was not much high in the current study compared to other studies conducted in similar contexts (Aricı, 2019; Çoban et al., 2017; Ekşi, 2010; Gültekin, 2007; Kabadayı, 2013; Nal, 2023). The reason for this difference might be related to study context. In the institution, grading rubric has been used for a long time in writing assessment and thus teachers are familiar with the rubric since they all have been

working in the institution more than ten years. Additionally, norming meetings were held to have command of rubric in the past and still the testing unit send a norming document for each writing exam before the assessment process begin.

When it comes to the skills which indicated the least need in the study, grammar ranked the highest and it was followed by vocabulary according to the statistics of the questionnaire analysis. Similarly, none of the unit members or administrators mentioned professional development need for grammar in the interviews. Only three teachers indicated the need for grammar teaching by highlighting that teachers adopt an approach in teaching grammar based on their beliefs and past experiences. In the interviews, it was put forward that teachers need training in grammar teaching as well to refresh their teaching practices and keep up with the current methods and approaches in the field. However, the findings of no significant need emerged for grammar teaching and assessment was in line with previous research in the literature (Arıcı, 2019; Çoban et al., 2017; Ekşi, 2010; Korkmazgil, 2015; Nal, 2023). This low need could be explained with grammar-oriented approach in language teaching in Turkish context. As Richards (2001) remarks, “language teaching behaviour cannot be separated from pedagogic models inherited from the mother tongue culture . . . in such attributes as institutional culture, attitudes to authority and knowledge, adult-child relationships, etc.” (p. 212). In general, teachers have a command of grammar teaching as exams and curriculum in the country’s education system are designed according to grammar-based approach. Strikingly, several studies yielded incongruent finding with the current study. Alan (2003) conducted a study to reveal needs for in-service trainings and grammar instruction emerged as one of the most needed areas. The study was conducted with novice teachers, which may explain the reason for this high need. However, in a study conducted with both novice and experienced teachers, Gültekin (2007) revealed that experienced teachers indicated higher need for grammar teaching than novice teachers in the study context, which also evidences why professional development programs needs to school-embedded and based on the unique needs of stakeholders in a related context.

In terms of professional development need for vocabulary, the generation gap between the students and the teachers was highlighted in the study. Since the new generation are exposed to online sources such as social media, games and TV series a lot, the experienced teachers may have difficulty in keeping up with the latest terminology in the

field. The previous research (Arıcı, 2019; Çoban et al., 2017; Kabadayı, 2013) indicated similar finding in terms of vocabulary teaching. Low professional development need for vocabulary teaching could be associated with the learner autonomy, which is regarded as a prerequisite for tertiary level learners (Balçıkanlı, 2008). In language teaching, vocabulary is one of the areas which requires learner autonomy since it is not possible to teach vocabulary in a limited class time and there are more opportunities for language exposure outside the class in terms of vocabulary.

The administrators were also asked about the teachers' need in skill teaching and assessment in the interviews. Administrator 1 stated that teachers in the institution are experienced enough to teach and assess any skill. The other administrator also did not specify any skill as a need for teachers; however, he stated that even though teachers are qualified enough to teach any skill, every teacher has a favourite skill to teach and assess.

5.1.4.2 Professional development needs areas in ELT

In addition to skills, professional development needs areas in ELT were also investigated within the scope of the study. By far the most frequently mentioned need was “New theories and practices of ELT” in the questionnaire and this finding was partly supported by the qualitative data. The study's participants consisted of experienced teachers who graduated from their graduate programs at least ten years ago and this could indicate how far they could be from the latest developments in the field. Ample evidence can also be found in the literature regarding the need for updating oneself in teaching profession as teaching is a dynamic profession and teachers have “a need, as never before, to update and improve their skills through professional development” (Craft, 2000, p.6). Celce-Murcia (2001) also remarked rapid changes in language teaching and asserted that language teachers need to keep up with the current trends in this evolving field. Diaz-Maggioli (2003) also advocated the importance of catching up the latest trends for language teachers since language is the main source to survive in globalization. Darling-Hammond et al. (2017) suggested professional development programs for teachers to overcome evolving challenges both in the field and the world. As evidenced in the literature, this high need was also reported in previous research in Turkish context as well (Arıcı, 2019; Çevik, 2024; Ekşi, 2010; Gençtürk, 2019; İlkimen, 2021; Kabadayı, 2013; Korkmazgil, 2015; Nal, 2023; Yaşar, 2019). Several studies abroad yielded similar findings regarding this issue. The finding for the need of being updated for experienced

teachers were in line with the finding of Mohan (2016). Mohan (2016) conducted a qualitative study with novice and experienced teachers in Fiji and need for current approaches were put forward by the experienced teachers in the study. In the Malaysian context, Kabilan and Veratharaju (2013) carried out a needs analysis study with teachers who work in primary schools and increasing pedagogical knowledge and learning new theories emerged as the most stated needs by the teachers. Similarly, İbrahim and Kavlu (2020) investigated needs of EFL teachers in public and private schools in Erbil and new methods emerged as the most needed area in the analysis. Conversely, Uçar- Duzan (2006) did not yield same findings in a study conducted with novice and experienced teachers. No need for keeping up with the latest developments could be understandable for novice teachers, who have fresh field knowledge while this low need was not an expected for experienced teachers. However, this feeling of no need was not only about keeping up with the latest developments. Actually, experienced teachers felt no need for any trainings or development at all in the related study.

As a needs area which was shared by all the stakeholders in the interviews, using technology in ELT ranked the second highest stated item in the questionnaire. Actually, it was the only needs area stated by the administrators. This high need could result from the teachers' age and experience. The teachers remarked the generation gap with the students who were born in technology and highlighted their strong need to develop more in technology to address new generation's needs. Using artificial intelligence effectively in teaching and assessment was also in the agenda in the interviews. This report was reflected in previous research in the Turkish context (Arıcı, 2019; Ayar, 2019; Ekşi, 2010; Çoban et al., 2017; Gençtürk, 2019; Kabadayı, 2013; Korkmazgil, 2015; Nal, 2023; Turan, 2022). Professional development need for technology use was reflected in other contexts as well. Similar to the current study, in Mohan's (2016) study, technology emerged as one of the most important needs areas by experienced teachers. Kohl (2005) conducted a needs-assessment study in North Carolina and the study was replicated by Anderson (2008) in South Carolina. Use of technology was the dominant need for teachers in both studies. With a larger-scale qualitative study, Yücedağ and Sevik (2021) investigated professional development preferences of language teachers in Türkiye, Germany and Spain and it was yielded that technology integration into teaching was among the most stated preferred content for professional development programs. In another study in which technology integration is put forward for effective teaching,

İbrahim and Kavlu (2020) remarked that teachers ought to be equipped with necessary skills and knowledge to address student needs, and technology integration into classroom teaching was put forward among these skills. As it is evidenced in the previous research, technology and language teaching go hand in hand in the field of education. As Tsui and Tollefson (2007) remarks, “Globalization is affected by two inseparable mediational tools, technology and English; proficiencies in these tools have been referred to as global literacy skills” (p.1) Therefore, to respond to the changes which result from globalization, it is vital to be equipped with these two skills and integration of technology in language teaching.

Using drama in teaching emerged as the third most stated item in the questionnaire while it was not proposed by any of the interview participants in the interviews. This incongruency was reflected in Arıcı’s (2019) study as well, and Arıcı (2019) explained this issue in that Likert scales could provide options which participants may not think of in the interviews. The yielded finding regarding drama use is in alignment with similar research studies (Arici, 2019; Ekşi, 2010; Nal, 2023; Yaşar, 2019). The aforementioned studies were all conducted in tertiary level contexts similar to the current study. Yaşar (2019) involved 31 universities in the study. The study yielded that increasing student motivation was highlighted as a need in the study and using drama was regarded as one of the best techniques to increase the motivation. Furthermore, use of drama has gained importance with the shift from grammar-oriented teaching to communicative language teaching as it increases communicative competence of the learners. As Davies (1990) argues, “Drama bridges the gap between course-book dialogues and natural usage and can also help to bridge a similar gap between the classroom and real-life situations by providing insights into how to handle tricky situations” (p.96). He added that “if the learners want to learn a language in order to make themselves understood in the target language, then drama does indeed further this end” since drama results in fluency in the target language. Learners in tertiary level are at the last stage of their education before they enter real life; therefore, training for teachers in terms of integration of drama in teaching could be beneficial to prepare students for real-life.

Identifying learner characteristics emerged as the second most stated need in the qualitative phase of the study while it indicated moderate score in the questionnaire. Besides focusing on foreign students, mainly generation gap was emphasized in the

interviews; therefore, it is highly important to understand their characteristics to address their needs and interests. Therefore, this feeling of need could be explained with age difference and multicultural school context. Gençtürk (2019) conducted a study in different levels of educational institutions and strikingly, the highest score belonged to elementary level while university level indicated the lowest score in terms of need in identifying learner characteristics. Similarly, previous tertiary-level study research (Çoban et al., 2017; Ekşi, 2010; Kabadayı, 2013) indicated low professional development need in terms of identifying learner characteristics and this could be explained with the design of the studies. All the abovementioned studies were conducted quantitatively and if the participants were provided opportunity to express their opinions qualitatively, they may mention this need as well, as in parallel with the current study.

Professional development need in assessment was another area which was seen highly important by the interview participants, and it ranked the eighth order in the questionnaire items out of twenty-six needs areas. As the institution has a testing unit to prepare the exams and offers rubric for teachers to assess, need for assessment was mostly put forward by the testing unit members. In contrast to the administrators in the current study, the administrators in Arıcı's (2019) study gave utmost importance to professional development in the area of assessment, which could be explained with contextual differences since the institution does not have a testing unit in contrast to the context of the current study. On the other hand, assessment ought not to be limited to testing and testing unit. The teachers assess the in-class tasks and assessing productive skills require expertise and standardization. Evaluating speaking and writing skills brings more holistic approach and teachers have difficulty in assessing them. Need for assessment in productive skills was reflected in Kabadayı's (2013) study as well. The standardization issue was mentioned in Nal's (2023) study. Nal (2023) also pinpointed the issue of expertise in assessment and as it was stated in the study, ELT departments generally offer one course regarding testing in a four-year undergraduate program (Hatipoğlu, 2010). Therefore, it would be beneficial for teachers to provide professional development programs on test and assessment even though the institution has a testing unit since assessment and teaching go hand in hand in language teaching. The findings of Mede and Atay (2017) also supported professional development need for test and assessment in Turkish context as the findings which were obtained from 350 EFL teachers who work in

different preparatory schools of public and private universities revealed EFL teachers' low assessment literacy levels.

The least preferred needs area in ELT emerged as classroom management in the questionnaire and only two of the teachers indicated their need in classroom management in the interviews. This low need was reflected in similar research studies (Arıcı, 2019; Çoban et al., 2017; Ekşi, 2010; Gültekin, 2007; Kabadayı, 2013). All of the aforementioned studies were conducted in tertiary level context in which teachers work with young adults; therefore, managing the classroom would be easier in these contexts. In a study conducted in different levels, Gençtürk (2019) provided evidence for this finding since need for classroom management was the highest in primary school while the lowest need emerged in tertiary level. Similarly, previous research which were carried out in K-12 schools where teachers work with teenagers revealed higher needs in classroom management (e.g., Başaran, 2020). To sum up, age of the learners could be a determinant of management need. Teaching experience could be another factor in terms of classroom management need as all the teachers in the study context have at least ten year of teaching experience, which brings management experience as well. There are some studies which yielded higher need in classroom management and these studies were conducted with novice teachers (Alan, 2003; Duzan, 2006), which could also evidence the finding that experienced teachers have lower need in classroom management.

The second lowest need was identified as lesson planning in the quantitative phase of the study and none of the interview participants mentioned this need. This report is in alignment with similar research studies (Çoban et al., 2017; Ekşi, 2010; Gençtürk, 2019; Gültekin, 2007; Kabadayı, 2013; Nal, 2023). There could be two potential reasons for this low need in the institution. One of the reasons could be the teaching experience. The teachers have been teaching in similar levels in the same institution for long years and they are used to teach the same things with the same materials. Another explanation could be the curriculum unit working within the institution. Each term, this unit prepares the curriculum in which every detail related to the content, time, extra materials etc. is provided and the teachers are just expected to follow this curriculum.

In conclusion, needs areas that emerged in the study context are overall in line with the similar research studies which involved experienced teachers and conducted in tertiary

levels. The findings could be interpreted based on the experience and age of teachers and the level of the institution.

5.1.5 Preferences for delivery methods and formats

5.1.5.1 Attendance format

The stakeholders' preferences for delivery methods and formats were also investigated in the current study within the scope of research question 1e. First, the participants were asked to indicate their preference for attendance format of professional development programs. In the questionnaire, the teachers were provided two options, namely compulsory and optional, and asked to state their preference for attendance to the programs. Almost all of the teachers indicated their preference for optional programs. The preferred attendance format was also explored in the qualitative phase of the study. Half of the teachers and two of the unit members stated their preference for optional programs. In the interviews, it was put forward that the teachers are experienced enough to be aware of their needs and interests and forcing them to attend programs which do not address their needs and interests would result in low motivated teachers and ineffective programs. In line with the current study, preference for non-compulsory programs was revealed in previous research studies in Turkish context (Arıcı, 2019; Çoban et al., 2017; Ekşi, 2010; Gültekin, 2007; Kabadayı, 2013; Küçüksüleymanoğlu, 2006; Nal, 2023; Önalın & Gürsoy, 2020). The relevant literature provides evidence for the significance of willingness in professional development. Woodward (1991) argues that professional development programs ought to be optional and puts forward that instructors who are compelled to attend will not utilize the programs. Therefore, willingness is highly valued in professional development to keep teachers interested in their jobs (Woodward, 1991). As Wallace (1991) asserts, "...development is something that can be done only by and for oneself" (p.3). Similarly, Freeman (1989) suggested that teachers need to be decision-makers in terms deciding which programs to attend according to their needs. The shift from top-down to bottom-up, self-initiated professional development also explains the importance of willingness in professional development. As Day (1999) states, effective professional development is now regarded as an inherently driven process and teachers need to take ownership of their own professional development (Richard & Farrell, 2005). On the other hand, eight teachers and one of the unit members remarked that programs could be optional, or compulsory based on the content of the programs and the needs of

the institution. It was suggested that if an institutional need arises, there is no harm in requiring teachers working in the organization to participate in these activities. Strikingly, one of the teachers, administrators and unit members stated their preference for compulsory programs in the interviews. The teacher and the unit member touched upon the issue of standardization and asserted that all the teachers in the institution need to attend certain programs to keep the standardization in the institution. The administrator also believed in the importance of compulsory attendance for the benefit of the institution. Similarly, Turan (2022) conducted a large-scale study with tertiary level teachers who work in preparatory programs to reveal their perceptions regarding in-service trainings and the participants stated their preference for compulsory in-service trainings.

5.1.5.2 Delivery format

Preferred delivery format of the program was also investigated through the questionnaire and the interviews. Majority of the teachers stated their preference for workshops and similarly, in the interviews, the participants favoured workshops more basically for the reasons of providing interactive learning environment and hands-on experience (Richards and Farrell, 2005). Workshops were revealed as the most stated delivery format in many similar research studies in Turkish context (Arıcı, 2019; Bolcal, 2017; Güçlü, 2018; Hamamcıoğlu, 2023; İlkimen, 2021; Kabadayı, 2013; Karakaş & Yücedağ, 2020; Muyan, 2013; Nal, 2023; Sadıç, 2015; Sarıyıldız, 2017; Şentuna, 2002; Turan, 2022). In congruent with the current study, Sarıyıldız (2017) revealed that experienced teachers prefer short-term activities such as workshops and seminars while novice teachers prefer reflective practices which require more time and effort. This issue was discussed in Muyan's (2013) study as well. Muyan (2013) revealed high preference for workshops and remarked that duration could be a determining factor for teachers to prefer workshops since heavy workload of the teachers lead them to attend short-term activities such as workshops. Nal (2023) conducted another tertiary level study in which workshops were favoured by the teachers, and it was discussed that the teachers put forward cost and workload as the main barriers, which could explain their preference since publishers provide free one-slot workshops for the teachers. OECD TALIS (2009) report also supported high preference of workshops since workshops were identified as the most preferred structured professional development program format. Similarly, Badri et al. (2016) shared the results of TALIS (2016) survey and according to the survey, the secondary school teachers in Abu Dhabi indicated their preference for workshops. In

Northern Cyprus, Özbilgin et al. (2016) aimed to reveal the needs and preferences of EFL teachers with regard to professional development and the teachers indicated their needs for workshops; however, they highlighted that the content of the workshops ought to be designed based on their needs.

In the study context, group discussion was also put forward as a preferred delivery format. When the study context is considered, all of the teachers have been teaching for at least ten years; therefore, they have enough experience to share each other. Furthermore, they have been teaching in the same context for long years; thus, they are familiar with the needs of the teachers, students and the institution. Group discussion could be effective in providing solutions to the problems in the institution. On the other hand, Çoban et al. (2017) examined the professional development needs of instructors working at another state university and strikingly, the participant teachers indicated the same level of preference for workshops, seminars and group discussion as a delivery format.

5.1.5.3 Place

Preferred place to attend professional development activities were examined in the study as well. The finding of the quantitative phase was not in line with the qualitative finding. The most stated preferred place in the questionnaire emerged as the own institution and it was followed by online and abroad. Family responsibilities could be a reason for teachers to prefer attending activities at their own institution. Another reason could be cost, which emerged as one of the main barriers for the teachers in the institution. The teachers mentioned accommodation and transportation expenditures besides cost of the programs as a financial barrier for them to attend activities out of the institution. Attending programs at one's own institution was also revealed as the preferred place in similar research studies (Arıcı, 2019; Çoban et al., 2017; Ekşi, 2010; Kabadayı, 2013; Nal, 2023).

Online programs emerged as the second most preferred place in the questionnaire and the qualitative data also supported this finding. Online programs were favoured by the teachers in terms of being timesaving and cost-saving in the interviews. Therefore, as in aforementioned reasons for within the institution activities, cost and time could be a determining factor for teachers to attend online programs. Some teachers also touched upon the issue of interacting trainers and teachers from all over the world through online programs. As Yang and Liu (2004) argues, online activities are growing in popularity

since they draw professionals from different places. Preference for online programs was revealed in similar research studies (Arıcı, 2019; İlkimen, 2021; Nal, 2023). On the other hand, neither of the administrators stated their preference for online programs. Considering pandemic times, they remarked that they lost their belief in the effectiveness of online programs. Conversely, Çetin (2022) yielded different finding in a study which was conducted in a tertiary level institution to examine the perceptions of teachers, administrators and professional development unit members regarding online professional development programs during the emergency remote teaching. The findings of the study indicated that administrators and unit members developed positive attitude toward online programs while the teachers perceived the process as a failure. Low preference for online programs was reflected in several studies as well (e.g., Ekşi, 2010; Kabadayı, 2013).

High preference for activities which are held outside the institution was observed in the interviews in contrast to quantitative data. Attending external programs were put forward as beneficial in terms of teacher motivation and exchange of the ideas with people from different contexts in the interviews. Bringing different perspective to the institution was also highlighted by the unit members and the administrators regarding the activities held outside the institution.

5.1.5.4 Speaker

When the participants were asked to indicate their preference for the speaker of the programs, the most preferred speaker emerged as an expert from an outside institution in the questionnaire. The majority of participants in the interviews acknowledged that a speaker might come from both inside and outside the institution, and they noted that the speaker's qualifications are more essential than their background, despite the overall trend toward outside experts. Positive attitude toward outside expert was shared by unit members and administrators as well. Outside expert was favoured in terms of increasing motivation and bringing new perspectives to the context. On the other hand, all the participants indicated agreement that qualification of the speaker makes the difference. This preference was identified in similar research studies (Arıcı, 2019; Ekşi, 2010; Kabadayı, 2013; Nal, 2023; Turan, 2022). Traditional top-down programs are criticised as they are designed by outside experts and do not generally address the needs of the stakeholders in a context (Diaz-Maggioli, 2004). On the other hand, as Guskey (1994) argues, programs need to be school embedded. Therefore, in order to fulfil the needs and

interests of an institution, the substance of the programs must be created in collaboration with its stakeholders, even if the speaker is an outside expert.

5.1.5.5 Time

Preferred time to attend programs was also investigated within the scope of the study and majority of the participants believed that programs ought to be provided during the weekdays. The findings gathered through interviews also supported this finding. When the study context is considered, this finding could be estimated since all the teachers have family responsibilities such as children or older parent to take care at the weekends. The administrators also shared the same notion and stated that teachers need to attend formal professional development activities during working hours on weekdays and they ought to spend their weekends for their personal needs. Only a couple of teachers put forward that they can attend weekend activities as well; however, these teachers are all single, which may explain the situation. Previous research conducted in similar contexts has supported this preference for weekday activities (Çoban et al., 2017; Ekşi, 2010; Kabadayı, 2013; Nal, 2023; Turan, 2022). In Arıcı's (2019) study, preference for weekday and weekend activities was identified almost equal. The workload of teachers at the foundation university where Arıcı (2019) conducted a study is more than that of teachers working in the current study context. In contrast to the institution where Arıcı (2019) did a study, the current study participants have free afternoons to attend programs, which could explain the preference difference between the two institutions' teachers.

5.1.5.6 Frequency

The frequency of the activities was also examined, and the teachers indicated their preference for "once a month" with a small number of "once in two months" responses. All the unit members and one of the administrators also shared the same notion and indicated their preference to provide activities once a month. The unit members mentioned that they already share their bulletin monthly and prefer to organize activities in the same frequency. On the other hand, it was also remarked that the frequency of the activities could change based on the needs of the teachers in the institution. In similar research studies (Arici, 2019; Ekşi, 2010; Kabadayı, 2013; Nal, 2023), "once a month" emerged as the most salient frequency as well.

5.1.5.7 Duration

When the ideal duration for one slot of a program was discussed, majority of the participants stated their preference for 45-60 minutes for each slot. Considering the attention span of a listener, the participants stated that a slot of programs such as seminars and workshops should not last more than 60 minutes and there ought to be breaks between the slots if it is a comprehensive program. Similar preference for the duration was reflected in other research studies as well (Arıcı, 2019; Ekşi, 2010; Kabadayı, 2013; Nal, 2023).

5.2 Conclusion

5.2.1 Summary of the study

The study aimed to investigate the professional development perceptions of experienced EFL teachers, administrators and professional development unit members working at a state university. Accordingly, the study aimed to investigate how EFL teachers, administrators, and members of professional development unit perceive professional development programs, the most popular professional development activities teachers participate in, the obstacles that prevent teachers from engaging in professional development activities, teachers' professional development needs in skills teaching and assessment and areas in ELT, and their preferences for the formats and methods of delivery of the professional development programs.

To this end, convergent parallel design was employed in the study. In the quantitative phase of the study, adapted version of Professional Development Questionnaire, developed by Ekşi (2010), was utilized for the teachers. In the qualitative phase of the study, the administrators and the professional development unit members were also involved, and semi-structured interviews were conducted with the three stakeholders in the institution. After collecting the quantitative and qualitative data, the quantitative data was analysed statistically by using SPSS and content analysis was utilized for the qualitative data. The findings of both data were presented through comparison and interpretation. The findings were discussed in relation to other similar research studies in the light of the literature and implications for practice and suggestions for further research were provided.

5.2.2 General conclusions

Within the scope of the research question 1a, teachers' perception regarding professional development programs was investigated through the second part of the questionnaire. The teachers indicated overall positive attitude toward professional development programs. The most agreed upon items were about the programs' advantages for enhancing their teaching abilities, providing them with useful information, and encouraging them to reevaluate their teaching strategies. In the interviews, all the participants agreed upon the professional development need for experienced teachers by highlighting the aspect of career-long professional development. As experienced teachers, the participants also regard professional development programs beneficial mainly in terms of keeping up with the current trends and addressing student needs.

The research question 1b aimed to reveal professional development activities which teachers prefer to attend. Teachers' tendency to participate in informal activities such as sharing experiences was noted, as the qualitative results also evidenced. As a formal activity, participating in workshops also emerged as one of the most stated items and all the stakeholders agreed upon workshops as a common activity in the interviews. On the other hand, strikingly, reflective practices such as keeping a journal, observation and team-teaching were put forward as the least preferred activities by the participants in both phases of the study. This finding may lead unit members and administrators question the underlying reason since reflection has started to be highly valued in teacher development.

With the research question 1c, the factors that hinder teachers' attendance to professional development activities were aimed to be uncovered. "Cost", "Lack of motivation, and "Inconvenient date / time" emerged as the most stated barriers in the questionnaire and the qualitative data supported the related finding. In addition to these barriers, family responsibilities were also highlighted as a noteworthy barrier for the teachers in the study context during the interviews. "Lack of information about the upcoming activities" and "Unqualified trainers" were suggested as the least important barriers by the teachers, which could highlight the importance of having professional development units for the institutions.

The research question 1d aimed to uncover professional development needs of the teachers. In terms of both teaching and evaluating skills, pronunciation was revealed as the area which required the highest professional development need, followed by listening

and speaking skills and the high need for the aforementioned skills was explained with EFL context. On the other hand, the teachers indicated the lowest need for grammar and vocabulary. Remarkably, the administrators stated that there is no professional development need for experienced teachers with regard to skills teaching and assessment, which raises a question regarding the opposite perceptions of the stakeholders.

The areas of professional development that teachers require in ELT were also examined within the framework of study question 1d. The most stated needs areas emerged as “New theories and practices of ELT” and “Using technology in ELT”, which could be explained with the age and experience of the participants and reflected in similar research studies as well. On the other hand, the questionnaire’s lowest mean scores belong to the items “Classroom management” and “Lesson planning” in terms of needs areas in ELT.

Within the scope of the research question 1e, preferences for delivery methods and formats were revealed by utilizing the questionnaire and semi-structured interviews. Regarding attendance format, non-compulsory attendance outweighed the compulsory attendance in the questionnaire, as evidenced in the literature and the interview participants shared the same perspective with some expressing a preference for both mandatory and optional programs. In terms of delivery format, the participants expressed a preference for workshops, with several indicating a preference for group discussions. The survey additionally examined preferred locations for professional development activities. The quantitative phase’s results did not support the qualitative findings regarding this issue. The own institution was the most frequently mentioned preferred location on the questionnaire, followed by online and overseas. On the other hand, the interview participants indicated the highest preference for activities held out of the institution, followed by online activities. Regarding the speaker of the programs, tendency for an expert from another institution was identified with the shared notion of the positive impact of external expert on teachers’ motivation. Regarding preferred time of the activities, the common viewpoint was shared for weekday activities. In terms of frequency, majority of the participants stated their preference for “Once a month” with some “Once in two months” preference. Last, the participants stated that one slot of any activities ought not to exceed one hour and breaks between the slots are preferred.

In the end, the current study revealed noteworthy findings mainly in line with the findings of similar research studies in the literature regarding the professional development

perceptions of experienced EFL teachers, professional development unit members and administrators.

5.3 Implications

The findings of the study provide some implications for all the stakeholders involved in the study. Some pedagogical suggestions derived from the study findings are provided below.

5.3.1 Implications for teachers

First of all, teachers ought to raise their consciousness regarding lifelong learning and career-long professional development and continue to develop professionally no matter how experienced they are. Therefore, they ought to be open-minded and be aware that there is always something new to learn since they work in the educational field, which is dynamic with its changing language and learners. Furthermore, pursuing self-initiated professional development which involves long-lasting bottom-up activities is highly crucial besides short top-down formal professional development programs to keep up with the developments in the field.

Next, needs assessment could be done by both teachers and trainers in the unit. Conducting a needs assessment survey could yield information about teachers' self-perceived needs. Teachers might not always be conscious of their true needs, though. In order to assist teachers in realizing their needs from a professional perspective, trainers in the unit could actively participate in this process and observe teachers in their teaching practices. Furthermore, teachers can benefit from each other's experiences through peer observation activities as practitioners. Alternatively, teachers who do not feel comfortable about being observed may record their classes to reflect on the practices. These activities provide opportunity for reflection and feedback, which are highly valued in professional development. Thus, teachers ought to be open to observation activities and regard them as a professional support for improving their teaching skills rather than a threat or criticism for themselves.

With the rising importance of communicative language teaching and developing 21st century skills, there has been shift from grammar-oriented to communicative language teaching in language learning. However, the current study indicated the highest professional development need in speaking and pronunciation in terms of perceived needs

in skills. This finding implied that less expertise brings more ignorance as teachers provide less time and effort in their skill teaching when they do not feel comfortable about how to teach. At this point, native teachers could play an active role to train other teachers in the institutions. Small workshops or speaking clubs could be organized and teachers could be provided with an opportunity to interact with native speakers to develop more expertise in teaching speaking and pronunciation in a more natural way. Furthermore, teachers ought to do their best to increase their exposure to target language and, abroad experience and digital sources could be some alternatives for them as well. Prerequisite of teaching is knowledge, and teachers need to first learn and gain expertise in the language which is also foreign for them, then they could teach it better.

As another emerging needs area, use of technology in ELT was highlighted by all the stakeholders in the study. In tertiary level institutions, teachers work with students who were born in technology. When the study context is considered, teachers are all experienced and partially old, which may lead bigger gap between the teachers and learners in terms of modern technology. Therefore, teachers have to involve technology in their teaching practices to address needs and interests of new generation. Furthermore, artificial intelligence has had an undeniable place in the field of education as in every field; therefore, teachers need to accept this fact and learn how to make the most accurate and effective use of it. Every teacher ought to embrace new developments in technology and show enthusiasm and effort to attend trainings and programs related to technology. Additionally, unit members should endeavour to provide hands-on experience through in-service trainings and workshops, and administrators ought to encourage teachers to actively use technology by providing financial assistance for trainings and technologically equipped classrooms.

Regarding professional development activities, teachers could contribute to the process by not just having a trainee role, they can act as trainers as well. The teachers are all experienced with different educational degrees and certificates. It would be highly appreciated to share their knowledge with others, which was regarded as a highly valued activity in the current study. Therefore, they could organize seminars and workshops in their own institutions for their colleagues. Alternatively, they can share their professional development experience they have had outside the institution with the institution's teachers.

Assessment is another highly appreciated aspect of professional development besides participation; therefore, teachers must also actively participate in the evaluation process of the institutions' professional development programs. Since teachers are the stakeholders who implement the theory provided by the trainers, trainers may find valuable information in their input when developing future programs. Teachers must therefore be accountable for providing administrators and professional development units with program feedback as active practitioners.

As a result, teachers are responsible for continuing professional development throughout their career. With this awareness, they should participate in formal trainings provided by the institution, considering both the needs of the students and the institution. However, they ought not to be satisfied with this, they need to continue their individual professional development and have the necessary motivation and dedication to receive the programmes that meet their own interests and needs. Teachers can reach optimum participation by diversifying delivery methods and formats based on their own convenience.

5.3.2 Implications for professional development units

First, professional development unit plays a crucial role in conveying the needs and expectations of teachers to the administrators. On the other hand, discrepancies have been identified between the perspectives of professional development unit and administrators regarding this issue. As two important stakeholders, the management and the unit members should stay in constant communication in order to reach common ground, which is the success of the teacher, students and the institution.

Regarding the study findings, first, the importance of needs assessment has been highlighted with the study as teachers stated that they prefer to attend programs which address their needs and interests. Therefore, professional development units ought to do needs assessment regularly and offer professional development programs accordingly.

Next, experience sharing and asking for help were identified among the most preferred professional development activities. Therefore, trainers ought to plan professional development activities that foster collaboration since teachers value exchanging ideas. Activities that provide opportunity for teachers to share their experiences such as group discussions and professional learning communities could be beneficial as all the teachers are experienced and a great deal of knowledge and teaching experience to share.

Then, positive impact of professional development programs on reconsidering teaching methods was also valued in the study; however, in practice, teachers indicated low participation in reflective practices. Additionally, when teachers have been teaching for long years in the same institution, they start to follow a routine, which may hinder them from realizing weaknesses in their teaching. Therefore, it is highly important for professional development units to offer reflective practices and encourage teachers to join them to provide opportunity to reconsider their teaching.

Furthermore, inconvenient date and time of the programs were identified as one of the major barriers for teachers' attendance. Therefore, in order to minimize the time and location barrier, professional development units ought to diversify their programs. Administrators and unit members could apply a survey to ask teachers their preferences for delivery formats before organizing activities. Same programs could be offered in different times as well. Additionally, the teachers in the institution have different personal responsibilities which may hinder them from staying at school in the afternoons for programs conducted in the institution. Therefore, units could offer online programs to provide teachers more flexibility in terms of delivery format.

Additionally, the professional development unit has a blog page and publishes monthly bulletin involving a variety of materials and activities for teachers to pursue their own professional development. Lack of information about upcoming activities was one of the least mentioned barriers in the study thanks to the blog and the bulletins. Additionally, according to their needs and convenience, the teachers identified what kind of activities, such as reading materials or online courses, they preferred to attend among the options. Therefore, blogs and bulletins could be a helpful idea for other institutions to support teachers in their self-initiated professional development, since instructors may not always be able to attend formal activities or may not know how and where to begin their professional development.

Last, professional development units can work collaboratively with other units in their own institutions to address teachers' needs and institutions' expectations. For instance, teaching and assessing pronunciation was revealed as one of the most stated professional development needs areas in the current study. Professional development unit could share this need with related units in the institution. Material and Testing units can prepare supplementary teaching and assessment materials for the related need. Curriculum unit

can design the syllabus and consider teachers' needs and select new coursebooks accordingly. In conclusion, the institution benefits from the professional growth of its teachers, and all units must cooperate to achieve this goal. Administrators could establish these units within their institutions if they do not have already to support teachers with professional help in their own institutions.

5.3.3 Implications for administrators

First, organizations ought to be able to establish a safe environment in which teachers can express their needs and ideas for their professional development. Teachers may develop a sense of ownership as a result of feeling acknowledged and appreciated, which could help the institution succeed as well. The feeling of being valued was also suggested by the unit members in the current study. The unit members expected the administrators to acknowledge their effort as a unit; therefore, a rewarding system could be put into practice to appreciate efforts of teachers and unit members by administrators in institutions.

In addition, institutional support was also put forward in terms of finance in the study. The school may ask for more allowance from the university for providing financial support for the teachers in terms of professional development. In fact, cost of the programs and finance were reflected as an important barrier in many other research studies in the Turkish context as well. Beyond the institutional level, steps can be taken for a state-level financial support for educational institutions in the country.

Besides, inconvenient date / time of the programs emerged as one of the most prevalent barriers for the institution's teachers. Administrators can arrange weekly teaching programs of the teachers accordingly to allocate certain time to attend programs. Alternatively, same programs can be offered to the teachers in different times. Additionally, teachers' workload can be lowered while they pursue long-term professional development such as MA or certificate programs like CELTA.

Since top-down decision-making is not likely to succeed without the support of practitioners, policymakers must benefit from teacher perspectives on a variety of educational system components. Professional development is one of these components in the education system and administrators ought to involve teachers in the organization process of professional development programs. Administrators ought to ask teachers' preferences for delivery methods and formats to maximize the participation. Furthermore, since the current study found out that instructors do not attend programs where the subject

matter is irrelevant to their needs and interests, context-specific needs assessment must be carried out and considered when deciding on the programs' content.

In relation to teachers' preference for attendance format, non-compulsory attendance was favoured in the study. Therefore, administrators ought not to force teachers to attend one size fits all programs compulsorily. Instead, they should provide space for teachers to pursue their self-initiated professional development since teachers have unique needs in their profession. Administrators could offer a variety of programs for teachers with different needs in the institution.

Finally, the administrators stated that the teachers have no need in skills teaching and assessment and there were other incongruencies between the administrators' and the teachers' perspectives even though the unit members shared similar views with the teachers, which could be explained with the needs analysis surveys conducted by the unit and informal interaction with the teachers. Therefore, administrators need to be in interaction with unit members and ought to be informed about teachers' needs and expectations regularly through the report of teachers' and unit members' feedback in tertiary level institutions. To be informed, administrators ought to take action to establish a professional development unit in schools as a bridge between teachers and them in the institution. As bottom-up professional development is favoured, programs need to be school embedded, and each school needs their own unit to provide context-specific programs.

5.4 Suggestions for Further Research

The results of this study have shed light on the professional development perceptions of experienced EFL teachers, administrators and professional development unit members working in a preparatory program at a state university. However, the study has some limitations, and the following section involves the discussion of these limitations along with a number of recommendations for further research studies.

First, the findings of the current study are limited to the context of the current study and cannot be generalized to other contexts. For future studies, study contexts could be varied based on some criteria. For instance, a study could be conducted in a foundation university which has generally different policies in terms of professional development from state universities. Larger scale studies could be conducted in K-12 schools where MoNE is responsible for offering compulsory professional development programs to

identify the similarities and differences between different educational levels. Furthermore, the study participants were all experienced teachers; therefore, future studies involving novice teachers as well may shed light upon the impact of age and experience on teachers' professional development perceptions.

Additionally, the current study uses interviews and a questionnaire to gather self-reported data on the perceived needs of English language teachers. Examining the actual classroom procedures may provide additional insight into the "observed" needs, which may differ from the "perceived" ones. Future studies could also focus on in-class needs or the relationships between perceived need and actual needs by involving research methods like observations and document analysis. Another limitation regarding biased data was about the role of the researcher as an interviewer. The interview participants may have provided expected responses to please the researcher.

Furthermore, the current study involves the perspectives of teachers, administrators and professional development unit, but investigates only teachers' professional development needs and practices. However, professional development needs to be school-embedded and involve all the stakeholders in the process. To reach an outcome of student achievement, one of the pivotal goals of professional development, institutions' needs and expectations need to be considered as well as teachers' needs. Therefore, to determine whether there is a shared understanding among the stakeholders and whether the needs coincide, future research with a wider scope encompassing the needs and expectations of administrators and professional development units might be conducted.

Besides, the study was carried out with EFL teachers; however, the preparatory program in the study context involves other languages such as Russian and German as well. Therefore, to determine the differences and overlaps between the needs of language teachers, future research incorporating other languages could be carried out.

In addition, this study aimed to reveal the barriers for teachers not to attend professional development activities. Motivational factors for teachers to attend professional development activities could also be involved in the scope of the further studies in order to provide necessary conditions to address these motivational factors and increase teacher participation.

Finally, the current study aimed to identify the needs of the teachers. Based on the needs emerged in the study, professional development programs could be designed and offered to teachers and further studies could be carried out to examine the impact of the programs.

In conclusion, professional development is specific to its own context, so it is highly suggested to conduct future studies on professional development in different contexts.

5.5 Chapter Summary

An overview of the study's main results preceded this chapter. Next, the findings of both quantitative and qualitative data were discussed in relation to the previous research studies and the findings were interpreted in light of literature in the field. Practical implications for all parties involved were then examined, and finally, given the study's limitations, recommendations for further research were provided.

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APPENDICES

APPENDIX-1. Professional Development Questionnaire

PROFESSIONAL DEVELOPMENT QUESTIONNAIRE

Dear participant

This questionnaire was designed to be used within the scope of master's thesis study at Anadolu University Graduate School, Department of Foreign Languages Education, English Language Teaching Program.

This questionnaire aims to investigate tertiary level EFL teachers' perceptions about their professional development.

Your participation and responses are extremely important to the outcomes of the study. The answers you give in the questionnaire depend entirely on your personal views and there is no right answer. It will take approximately 10 minutes to answer the questionnaire. For more information about the study, you can contact the researcher.

Completing the survey is voluntary. The data you provide will be used for scientific purposes and will not be shared with third parties in any way.

Thank you for your valuable participation and contribution to the study.

Lecturer

Merve Işık Beysir

- ☐ I agree to participate in this study with my own consent, knowing that I can leave the study if I wish, and that the information I provide will be used for scientific purposes.

PART I: DEMOGRAPHIC INFORMATION

Please provide the following demographic information. This information will be used solely for research purposes and will not be shared with any third parties.

1. What is your gender?

- ☐ Female
☐ Male
☐ Prefer not to say

2. How old are you?

- ☐ 20 – 29
☐ 30 – 39
☐ 40- 49
☐ 50 +

4. How long have you been working as a teacher?

- ☐ 1-5 years
☐ 6-10 years
☐ 11-15 years
☐ 16-20 years
☐ More than 20 years

5. How long have you been teaching at your institution?

- ☐ 1-5 years
☐ 6-10 years

- ☐ 11-15 years
- ☐ 16-20 years
- ☐ More than 20 years

6. Which department did you graduate from?

- ☐ English Language Teaching
- ☐ English Literature (English or American)
- ☐ Linguistics
- ☐ Translating and Interpreting
- ☐ Other, please specify:.....

7. What is the highest level of formal education that you have completed?

- ☐ Bachelor's degree
- ☐ Master's degree
- ☐ Doctoral degree

7. Do you have any teaching certificates?

- ☐ Yes If your answer is yes, please specify:.....
- ☐ No

8. Have you ever attended an in-service or professional development program in ELT?

- ☐ Yes
- ☐ No

If your answer is yes, please specify:

PART II: TEACHERS' PERCEPTION OF PROFESSIONAL DEVELOPMENT PROGRAMS

Professional Development Program: It is a set of activities systematically organized to improve the quality of teachers' performance and promote personal growth (e.g. workshops, courses, in-house training).

1. Please read the following statements and tick the box that most closely corresponds your opinion.

(1) Strongly Disagree (2) Disagree (3) Neutral (4) Agree (5) Strongly agree

	1 Strongly Disagree ↔ 5 Strongly Agree				
1. Attending professional development programs makes me feel more confident while teaching.	1	2	3	4	5
2. Professional development programs improve my teaching competence (teaching competence is the teacher's overall ability to manage the teaching and learning process, e.g. pedagogical knowledge, master of subject matter).	1	2	3	4	5
3. Professional development programs help me improve my teaching skills (e.g. classroom management, technology, problem-solving, questioning techniques, time management).	1	2	3	4	5
4. Professional development programs make me reconsider my teaching methods.	1	2	3	4	5
5. Professional development programs give me practical information that I can use in my classroom.	1	2	3	4	5

6. Professional development programs are relevant to my needs and interests.	1	2	3	4	5
If there are any other things that you would like to state about professional development programs, please indicate here:					

PART III: PROFESSIONAL DEVELOPMENT ACTIVITIES

1. How often do you do the following professional development activities? Please rate each activity in terms of frequency from 1 to 5.

(1) Never (2) Rarely (3) Sometimes (4) Often (5) Always

Activities	Never	Rarely	Sometimes	Often	Always
1. Reading ELT articles, magazines or books	1	2	3	4	5
2. Participating in training programs	1	2	3	4	5
3. Participating in workshops	1	2	3	4	5
4. Participating in seminars	1	2	3	4	5
5. Participating in conferences	1	2	3	4	5
6. Conducting classroom / action research (identifying a specific problem in your classroom, developing and implementing a research plan, collecting and analyzing the data, implementing changes, and reflecting on the changes)	1	2	3	4	5
7. Asking colleagues for help (related to technology, materials, etc.)	1	2	3	4	5
8. Sharing experiences with colleagues	1	2	3	4	5
9. Observing other teachers	1	2	3	4	5
10. Being observed and receiving feedback	1	2	3	4	5
11. Joining / following a teacher association (e.g. TESOL)	1	2	3	4	5
12. Joining / following a special interest group (e.g. METASIG - Measurement-Evaluation-Testing-and-Assessment Special Interest Group)	1	2	3	4	5
13. Joining / following an online ELT discussion group	1	2	3	4	5
14. Team-teaching	1	2	3	4	5
15. Keeping journals (on student engagement, classroom management, lesson flow, effectiveness of activities etc.)	1	2	3	4	5
If there are any other professional development activities you attend, please indicate here:					

2. Which of the following factors hinder you from participating in professional development activities? Please rate each factor in terms of frequency from 1 to 5.

(1) Never (2) Rarely (3) Sometimes (4) Often (5) Always

Hindrances	Never	Rarely	Sometimes	Often	Always
1. Heavy workload (e.g. lesson planning, grading, administrative tasks)	1	2	3	4	5
2. Lack of motivation	1	2	3	4	5
3. Limited institutional support	1	2	3	4	5
4. Intensive pacing (to cover a large amount of teaching material within a limited time frame)	1	2	3	4	5
5. Inconvenient date/time of professional development activities	1	2	3	4	5
6. Inconvenient location of professional development activities	1	2	3	4	5
7. Cost	1	2	3	4	5
8. Unqualified trainers	1	2	3	4	5
9. Unrealistic content (mismatch between the content of professional development programs and the teaching context)	1	2	3	4	5
10. Lack of information about the upcoming professional development activities	1	2	3	4	5
11. Stress of being evaluated / receiving negative feedback	1	2	3	4	5
12. Family responsibilities	1	2	3	4	5
If there are any other hindering factors, please indicate them here:					

PART IV: NEEDS AREAS FOR PROFESSIONAL DEVELOPMENT

1. To what extent do you need to develop the following teaching skills / areas? Please indicate the degree of need for each skill / area from 1 to 5.

Teaching Skills	No need	Low	Moderate	High	Very high
1. Teaching reading	1	2	3	4	5
2. Teaching writing	1	2	3	4	5
3. Teaching listening	1	2	3	4	5
4. Teaching speaking	1	2	3	4	5
5. Teaching grammar	1	2	3	4	5
6. Teaching vocabulary	1	2	3	4	5
7. Teaching pronunciation	1	2	3	4	5

2. To what extent do you need to develop the following assessment skills / areas? Please indicate the degree of need for each skill / area from 1 to 5.

Assessment Skills	No need	Low	Moderate	High	Very high
1. Assessing reading	1	2	3	4	5
2. Assessing writing	1	2	3	4	5
3. Assessing listening	1	2	3	4	5
4. Assessing speaking	1	2	3	4	5
5. Assessing grammar	1	2	3	4	5
6. Assessing vocabulary	1	2	3	4	5
7. Assessing pronunciation	1	2	3	4	5

3. In the following table, you are given the needs areas in English language teaching for professional development. Please indicate the degree of need for each area from 1 to 5.

Needs Areas	No need	Low	Moderate	High	Very high
1. Lesson planning	1	2	3	4	5
2. Classroom management	1	2	3	4	5
3. Identifying learner characteristics (e.g. learning styles and strategies, personality traits)	1	2	3	4	5
4. Syllabus design	1	2	3	4	5
5. Increasing student motivation	1	2	3	4	5
6. Test development	1	2	3	4	5
7. Assessment and evaluation	1	2	3	4	5
8. Giving constructive feedback	1	2	3	4	5
9. Using technology in ELT (e.g. AI tools, Web 2.0 tools, online assessment tools)	1	2	3	4	5
10. Using games in ELT	1	2	3	4	5
11. Story telling	1	2	3	4	5
12. Using drama in ELT	1	2	3	4	5
13. New theories and practices of ELT	1	2	3	4	5
14. Teaching integrated skills	1	2	3	4	5
15. Conducting classroom / action research (identifying a specific problem in your classroom, developing and implementing a research plan, collecting and analyzing the data, implementing changes, and reflecting on the changes)	1	2	3	4	5
16. Preparing supplementary materials for Speaking	1	2	3	4	5
17. Preparing supplementary materials for Listening	1	2	3	4	5
18. Preparing supplementary materials for Writing	1	2	3	4	5
19. Preparing supplementary materials for Reading	1	2	3	4	5
20. Preparing supplementary materials for Grammar	1	2	3	4	5
21. Preparing supplementary materials for Vocabulary	1	2	3	4	5
22. Preparing supplementary materials for Pronunciation	1	2	3	4	5
23. Preparing students for exams (e.g. YDS, TOEFL, IELTS)	1	2	3	4	5

24. Adapting existing materials	1	2	3	4	5
25. Understanding CEFR (Common European Framework of Reference) / GSE (Global Scale of English)	1	2	3	4	5
26. Managing work-related stress and burnout	1	2	3	4	5
27. Time management in the classroom	1	2	3	4	5
If there are any other needs areas for your professional development, please indicate here:					

PART V: PREFERENCES FOR DELIVERY METHODS AND FORMATS

In this section, please indicate the methods and formats that you would prefer to receive professional developmental activities.

1. What is your preferred attendance format for professional development programs?

- ☐ Optional
- ☐ Compulsory

2. What is your preferred delivery format for professional development programs? (please check all that apply)

- ☐ Seminar
- ☐ Workshop
- ☐ Group discussion
- ☐ Other, please specify:

3. What is your preferred place for professional development programs? (please check all that apply)

- ☐ At my institution
- ☐ At another institution in Eskişehir
- ☐ At another institution in Türkiye
- ☐ Online
- ☐ Abroad
- ☐ Other, please specify:

4. Who is your preferred speaker for professional development programs? (Please check all that apply)

- ☐ A colleague from my institution
- ☐ A group of colleagues from my institution
- ☐ A trainer or an expert from an outside institution
- ☐ A colleague from my institution and a trainer from an outside organization
- ☐ Other, please specify:

5. What is your preferred time for professional development programs? (Please check all that apply)

- ☐ Weekday morning
- ☐ Weekday afternoon
- ☐ Weekend
- ☐ Other, specify:

6. What is your preferred frequency of professional development programs? (Please check all that apply)

- ☐ More than once a week

- ☐ Once a week
- ☐ Once in two weeks
- ☐ Once a month
- ☐ Once in two months
- ☐ Once a semester
- ☐ Once an academic year
- ☐ Other, please specify:

7. What is your preferred length of time for each session? (Please check all that apply)

- ☐ 30 minutes
- ☐ 45 minutes
- ☐ 60 minutes
- ☐ 90 minutes
- ☐ More than 90 minutes
- ☐ Other, specify:

Would you like to take part in a short interview?

- ☐ Yes Your contact details (e-mail or phone number) _____
- ☐ No

This is the end of the questionnaire. Thank you for your valuable participation and contribution

APPENDIX-2. Interview Protocol for Teachers in English

Interview Protocol: Investigating EFL teachers' Perceptions of Professional Development		
Date:	Place:	Time:
Interviewer:		
Interviewee's		
Name / Pseudonym:		
Age:	Gender:	
Educational degree/Certificate:	Teaching experience:	
I. BACKGROUND		
Hello. Thank you for participating in this interview. The purpose of this study is to investigate experienced EFL teachers, professional development unit members and administrators' perceptions of professional development. I would like to hear about your thoughts and feelings regarding this issue. There are no right or wrong responses; therefore, your honesty and openness are appreciated. I assure you that any information you share with me today will be held confidential. This interview will take about 10 -15 minutes. Do you have any questions before we begin? If you feel ready, we may start.		
II. QUESTIONS		
1. What does professional development mean to you? 2. As an experienced teacher, what do you think about continuous professional development? Do you believe in the need of professional development for experienced teachers? 3. Do you think experienced teachers' professional development needs differ from the needs of novice teachers? 4. What role does professional development play in your teaching practices? How is it helpful in your teaching practices? 5. Have you participated in any professional development activities before? In what ways did they help you, if at all? 6. What kind of professional development activities do you prefer to attend? Why? 7. Is it challenging for teachers to participate in professional development programs? If yes, why? 8. In which language skills do you think teachers at this institution need professional development programs most? (e.g. listening, speaking) 9. In what teaching areas do you think teachers at this institution need professional development programs most? (classroom management, technology, new theories etc.) 10. What are your preferred delivery methods and formats for attending professional development activities? Why? 11. Is there anything that you would like to add?		
III. CLOSING		
Thank you for participating in this interview session and your valuable contributions. Your ideas will be helpful in assessing professional development perceptions of experienced EFL teachers. As I mentioned before, your responses will be kept confidential. If you wish, I may share the transcriptions with you. Do you have any questions or additional comments before we conclude? If you have any further thoughts or questions, please don't hesitate to contact me. Have a great day!		

APPENDIX-3. Interview Protocol for Teachers in Turkish

Görüşme Protokolü: Tecrübeli İngilizce Öğretmenlerinin Mesleki Gelişime Yönelik Algıları		
Tarih:	Mekan:	Zaman:
Görüşmeyi yapan:		
Görüşme yapılanın;		
Adı / Takma Adı:		
Yaşı:	Cinsiyeti:	
Eğitim düzeyi /Sertifika:	Tecrübesi:	
I. ARKA PLAN		
Merhaba. Bu görüşmeye katıldığınız için teşekkür ederim. Bu çalışmanın amacı, deneyimli İngilizce öğretmenlerinin, mesleki gelişim birimi üyelerinin ve yöneticilerin mesleki gelişim algılarını araştırmaktır. Bu konuyla ilgili düşüncelerinizi ve duygularınızı duymak istiyorum. Doğru ya da yanlış yanıt yoktur; bu nedenle dürüstlüğünüz ve açıklığınız takdir edilmektedir. Bugün benimle paylaştığınız her türlü bilginin gizli tutulacağından emin olabilirsiniz. Bu görüşme yaklaşık 10-15 dakika sürecektir. Başlamadan önce sormak istediğiniz bir şey var mı? Kendinizi hazır hissediyorsanız başlayabiliriz.		
II. SORULAR		
1. Mesleki gelişim sizin için ne anlama geliyor? 2. Deneyimli bir öğretmen olarak, sürekli mesleki gelişim hakkında ne düşünüyorsunuz? Deneyimli öğretmenler için mesleki gelişimin gerekliliğine inanıyor musunuz? 3. Sizce deneyimli öğretmenlerin mesleki gelişim ihtiyaçları yeni başlayan öğretmenlerin ihtiyaçlarından farklı mıdır? 4. Öğretmenlik uygulamalarınızda mesleki gelişim nasıl bir rol oynuyor? 5. Daha önce herhangi bir mesleki gelişim faaliyetine katıldınız mı? Eğer katıldıysanız size ne şekilde yardımcı oldular? 6. Ne tür mesleki gelişim faaliyetlerine katılmayı tercih ediyorsunuz? Neden? 7. Mesleki gelişim programlarına katılmak öğretmenler için zorlayıcı mı? Cevabınız evet ise, neden? 8. Sizce bu kurumdaki öğretmenler en çok hangi dil becerilerinde mesleki gelişim programlarına ihtiyaç duyuyor? (örn. dinleme, konuşma) 9. Sizce bu kurumdaki öğretmenler en çok hangi öğretim alanlarında mesleki gelişim programlarına ihtiyaç duyuyor? (sınıf yönetimi, teknoloji, yeni teoriler vb.) 10. Mesleki gelişim faaliyetlerine katılmak için tercih ettiğiniz aktarım yöntemleri ve formatları nelerdir? Neden tercih ediyorsunuz? 11. Eklemek istediğiniz bir şey var mı?		
III. KAPANIŞ		
Bu mülakat oturumuna katıldığınız ve değerli katkılarınız için teşekkür ederim. Fikirleriniz, deneyimli İngilizce öğretmenlerinin mesleki gelişim algılarını değerlendirmede yardımcı olacaktır. Daha önce de belirttiğim gibi, yanıtlarınız gizli tutulacaktır. Dilerseniz görüşme dökümlerini sizinle paylaşabilirim. Bitirmeden önce herhangi bir sorunuz veya yorumunuz var mı? Başka düşünceleriniz veya sorularınız olursa, lütfen bana ulaşmaktan çekinmeyin. İyi günler dilerim.		

APPENDIX- 4. Interview Protocol for Administrators in English

Interview Protocol: Investigating Administrators' Perceptions of Professional Development of Experienced EFL teachers		
Date:	Place:	Time:
Interviewer:		
Interviewee's		
Name / Pseudonym:		
Age:		
Gender:	Administrative Experience:	
Educational degree/Certificate:	Teaching experience:	
I. BACKGROUND		
Hello. Thank you for participating in this interview. The purpose of this study is to investigate experienced EFL teachers, professional development unit members and administrators' perceptions of professional development. I would like to hear about your thoughts and feelings regarding this issue. There are no right or wrong responses; therefore, your honesty and openness are appreciated. I assure you that any information you share with me today will be held confidential. This interview will take about 10 -15 minutes. Do you have any questions before we begin? If you feel ready, we may start.		
II. QUESTIONS		
1. What does professional development mean to you? 2. What role does it play in your institution? 3. In what ways does the professional development of teachers contribute to the institution's development? 4. Considering the teachers at your institution; in what areas do you believe they need professional development activities? 5. What could be the reasons for teachers not to attend professional development activities? 6. In what formats do you prefer to provide professional development activities? 7. Is there anything that you would like to add?		
III. CLOSING		
Thank you for participating in this interview session and your valuable contributions. Your ideas will be helpful in assessing professional development perceptions of experienced EFL teachers. As I mentioned before, your responses will be kept confidential. If you wish, I may share the transcriptions with you. Do you have any questions or additional comments before we conclude? If you have any further thoughts or questions, please don't hesitate to contact me. Have a great day!		

APPENDIX-5. Interview Protocol for Administrators in Turkish

Görüşme Protokolü: Yöneticilerin Mesleki Gelişime Yönelik Algıları

Tarih:

Mekan:

Zaman:

Görüşmeyi yapan:

Görüşme yapılanın;

Adı / Takma Adı:

Yaşı:

Cinsiyeti:

Yöneticilik tecrübesi:

Eğitim düzeyi /Sertifika:

Öğretmenlik tecrübesi:

I. ARKA PLAN

Merhaba. Bu görüşmeye katıldığınız için teşekkür ederim. Bu çalışmanın amacı, siz yöneticilerin mesleki gelişim algılarını araştırmaktır. Bu konuyla ilgili düşüncelerinizi ve duygularınızı duymak istiyorum. Doğru ya da yanlış yanıt yoktur; bu nedenle dürüstlüğünüz ve açıklığınız takdir edilmektedir. Bugün benimle paylaştığınız her türlü bilginin gizli tutulacağından emin olabilirsiniz. Bu görüşme yaklaşık 10-15 dakika sürecektir. Başlamadan önce sormak istediğiniz bir şey var mı? Kendinizi hazır hissediyorsanız başlayabiliriz.

II. SORULAR

1. Dil öğretmenlerinin mesleki gelişimi sizin için ne anlama geliyor?
2. Kurumunuzda mesleki gelişim nasıl bir rol oynuyor?
3. Öğretmenlerin mesleki gelişimi kurumun gelişimine ne şekilde katkıda bulunuyor?
4. Kurumunuzdaki öğretmenleri göz önünde bulundurduğunuzda, en çok hangi alanlarda mesleki gelişim faaliyetlerine ihtiyaç duyduklarını düşünüyorsunuz?
5. Öğretmenlerin mesleki gelişim faaliyetlerine katılmama nedenleri neler olabilir?
6. Mesleki gelişim faaliyetlerini hangi formatlarda sunmayı tercih ediyorsunuz?
7. Eklemek istediğiniz bir şey var mı?

III. KAPANIŞ

Bu mülakat oturumuna katıldığınız ve değerli katkılarınız için teşekkür ederim. Fikirleriniz, deneyimli İngilizce öğretmenlerinin mesleki gelişimini değerlendirmede yardımcı olacaktır. Daha önce de belirttiğim gibi, yanıtlarınız gizli tutulacaktır. Dilerseniz görüşme dökümlerini sizinle paylaşabilirim. Bitirmeden önce herhangi bir sorunuz veya yorumunuz var mı? Başka düşünceleriniz veya sorularınız olursa, lütfen bana ulaşmaktan çekinmeyin. İyi günler dilerim.

APPENDIX- 6. Interview Protocol for Professional Development Unit Members in English

Interview Protocol: Investigating PD Unit Members' Perceptions of Professional Development of Teachers		
Date:	Place:	Time:
Interviewer:		
Interviewee's		
Name / Pseudonym:		
Age:	Gender:	
Educational degree /Certificate:	Teaching experience:	
 I. BACKGROUND Hello. Thank you for participating in this interview. The purpose of this study is to investigate experienced EFL teachers, professional development unit members and administrators' perceptions of professional development of teachers. I would like to hear about your thoughts and feelings regarding this issue. There are no right or wrong responses; therefore, your honesty and openness are appreciated. I assure you that any information you share with me today will be held confidential. This interview will take about 10 -15 minutes. Do you have any questions before we begin? If you feel ready, we may start.		
 II. QUESTIONS 1. What does professional development of language teachers mean to you? 2. What do you think about the role professional development plays at your institution? 3. Considering the teachers at your institution; in what areas do you believe they need professional development activities most? 4. How do you identify the professional development needs of teachers at your institution? 5. What could be the reasons for teachers not to attend professional development activities? 6. In what formats do you prefer to organize professional development activities? 7. Do you get feedback from teachers about the organized activities? If so, could you explain the details? Do you plan the upcoming activities based on the feedback you receive? 8. How can professional development activities organized in the institution be improved? What are your suggestions? 9. Is there anything that you would like to add?		
 III. CLOSING Thank you for participating in this interview session and your valuable contributions. Your ideas will be helpful in assessing the professional development of experienced EFL teachers. As I mentioned before, your responses will be kept confidential. If you wish, I may share the transcriptions with you. Do you have any questions or additional comments before we conclude? If you have any further thoughts or questions, please don't hesitate to contact me. Have a great day!		

APPENDIX- 7. Interview Protocol for Professional Development Unit Members in Turkish

Görüşme Protokolü: Mesleki Gelişim Birimi Üyelerinin Mesleki Gelişime Yönelik Algıları		
Tarih:	Mekan:	Zaman:
Görüşmeyi yapan:		
Görüşme yapılanın;		
Adı / Takma Adı:		
Yaşı:	Cinsiyeti:	
Eğitim düzeyi/Sertifika:	Tecrübesi:	
I. ARKA PLAN		
Merhaba. Bu görüşmeye katıldığınız için teşekkür ederim. Bu çalışmanın amacı, deneyimli İngilizce öğretmenlerinin, mesleki gelişim birimi üyelerinin ve yöneticilerin mesleki gelişim algılarını araştırmaktır. Bu konuyla ilgili düşüncelerinizi ve duygularınızı duymak istiyorum. Doğru ya da yanlış yanıt yoktur; bu nedenle dürüstlüğünüz ve açıklığınız takdir edilmektedir. Bugün benimle paylaştığınız her türlü bilginin gizli tutulacağından emin olabilirsiniz. Bu görüşme yaklaşık 10-15 dakika sürecektir. Başlamadan önce sormak istediğiniz bir şey var mı? Kendinizi hazır hissediyorsanız başlayabiliriz.		
II. SORULAR		
1. Dil öğretmenlerinin mesleki gelişimi sizin için ne anlama geliyor? 2. Mesleki gelişimin kurumunuzda oynadığı rol hakkında ne düşünüyorsunuz? 3. Kurumunuzdaki öğretmenleri düşündüğünüzde, en çok hangi alanlarda mesleki gelişim faaliyetlerine ihtiyaç duyduklarını düşünüyorsunuz? 4. Kurumunuzdaki öğretmenlerin mesleki gelişim ihtiyaçlarını nasıl tespit ediyorsunuz? 5. Öğretmenlerin mesleki gelişim faaliyetlerine katılmama nedenleri neler olabilir? 6. Mesleki gelişim faaliyetlerini hangi formatlarda düzenlemeyi tercih ediyorsunuz? 7. Düzenlenen etkinlikler hakkında öğretmenlerden geri bildirim alıyor musunuz? Alıyorsanız detaylarını açıklar mısınız? Aldığınız geri bildirimlere göre gelecek etkinlikleri planlıyor musunuz? 8. Kurumunuzda yürütülen mesleki gelişim faaliyetleri nasıl geliştirilebilir? Önerileriniz nelerdir? 9. Eklemek istediğiniz bir şey var mı?		
III. KAPANIŞ		
Bu mülakat oturumuna katıldığınız ve değerli katkılarınız için teşekkür ederim. Fikirleriniz, deneyimli İngilizce öğretmenlerinin mesleki gelişimini değerlendirmede yardımcı olacaktır. Daha önce de belirttiğim gibi, yanıtlarınız gizli tutulacaktır. Dilerseniz görüşme dökümlerini sizinle paylaşabilirim. Bitirmeden önce herhangi bir sorunuz veya yorumunuz var mı? Başka düşünceleriniz veya sorularınız olursa, lütfen bana ulaşmaktan çekinmeyin. İyi günler dilerim.		

APPENDIX- 8. Ethics Committee Approval

Evrak Kayıt Tarihi: 10.09.2024

Protokol No: 780775

Tarih: 24.09.2024



ANADOLU ÜNİVERSİTESİ
SOSYAL VE BEŞERÎ BİLİMLER BİLİMSEL ARAŞTIRMA VE YAYIN ETİĞİ KURULU
KARAR BELGESİ

ÇALIŞMANIN TÜRÜ:	Yüksek Lisans Tez Çalışması
KONU:	Eğitim Bilimleri
BAŞLIK:	Bir Devlet Üniversitesinde Çalışan Tecrübeli İngilizce Öğretmenleri, Yöneticiler ve Mesleki Gelişim Birimi Üyelerinin Mesleki Gelişim Algılarının İncelenmesi
PROJE/TEZ YÜRÜTÜCÜSÜ:	Prof. Dr. Özgür YILDIRIM
TEZ YAZARI:	Merve IŞIK BEYSİR
ALT KOMİSYON GÖRÜŞÜ:	-
KARAR:	Olumlu

APPENDIX- 9. Research Permit

Ana.Üni.: 09.10.2024-796164



T.C.
ANADOLU ÜNİVERSİTESİ REKTÖRLÜĞÜ
Genel Sekreterlik
Yazı İşleri Müdürlüğü



Sayı : E-63784619-600-796164
Konu : Öğr. Gör. Merve IŞIK BEYSİR'in
Araştırma İzni

09.10.2024

DAĞITIM YERLERİNE

İlgi : Lisansüstü Eğitim Enstitüsü Müdürlüğünün 03.10.2024 tarihli ve 793792 sayılı yazısı.

İlgi'de kayıtlı yazı ile, Enstitünüz Yabancı Diller Eğitimi Anabilim Dalı İngilizce Eğitimi yüksek lisans programı öğrencisi Merve IŞIK BEYSİR'in, Prof. Dr. Özgür YILDIRIM'ın danışmanlığında yürüttüğü "Bir Devlet Üniversitesinde Çalışan Tecrübeli İngilizce Öğretmenleri, Yöneticiler ve Mesleki Gelişim Birimi Üyelerinin Mesleki Gelişim Algılarının İncelenmesi" başlıklı yüksek lisans tez çalışması kapsamında 2024-2025 öğretim yılı güz ve bahar döneminde Üniversitemiz Yabancı Diller Yüksekokulu İngilizce Hazırlık Programı öğretim elemanlarıyla gerçekleştirmesi Rektörlüğümüzce uygun görülmüştür.

Bilgilerini ve gereğini rica ederim.

Prof. Dr. Yusuf ÖZKAY
Rektör a.
Rektör Yardımcısı

Dağıtım:
Gereği:
Lisansüstü Eğitim Enstitüsü Müdürlüğüne

Bilgi:
Yabancı Diller Yüksekokulu Müdürlüğüne

Bu belge, güvenli elektronik imza ile imzalanmıştır.

Belge Doğrulama Kodu :BSC04D2A53

Belge Doğrulama Adresi : <https://www.turkiye.gov.tr/anadolu-universitesi-ebys>

Yunus Emre Kampüsü Tepebaşı/Eskişehir
Telefon No: +90 222 335 05 80/1352-1353 Faks No: +90 222 335 36 16
e-Posta: gensek@anadolu.edu.tr İnternet Adresi: www.anadolu.edu.tr
Kep Adresi: anadoluniversitesi@hs01.kep.tr

Bilgi için: Arzu ÇAKIR
Memur
Telefon No: 1352-1318



Bu belge, 5070 sayılı Elektronik İmza Kanununa göre Güvenli Elektronik İmza ile imzalanmıştır

APPENDIX- 10. Consent Form

ARAŞTIRMA GÖNÜLLÜ KATILIM FORMU

Bu çalışma, ‘Bir Devlet Üniversitesinde Çalışan Tecrübeli İngilizce Öğretmenleri, Yöneticiler ve Mesleki Gelişim Birimi Üyelerinin Mesleki Gelişim Algılarının İncelenmesi’ başlıklı bir araştırma çalışması olup bir devlet üniversitesinin İngilizce hazırlık programında görev yapmakta olan tecrübeli İngilizce öğretmenleri, yönetici ve mesleki gelişim birimi üyelerinin mesleki gelişime dair algı ve ihtiyaçlarını ortaya çıkarma amacını taşımaktadır. Çalışma, öğretim görevlisi Merve IŞIK BEYSİR tarafından yürütülmekte ve sonuçları ile dil eğitimindeki 3 önemli paydaş olan öğretmen, yönetici ve mesleki gelişim birimi üyelerinin görüşleri ortaya konacaktır ve bu konudaki ihtiyaçların analiz tespiti yapılabilecektir.

- Bu çalışmaya katılımınız gönüllülük esasına dayanmaktadır.
- Çalışmanın amacı doğrultusunda, anket ve sözlü görüşmeler yapılarak sizden veriler toplanacaktır.
- İsminizi yazmak ya da kimliğinizi açığa çıkaracak bir bilgi vermek zorunda değilsiniz.
- Araştırma kapsamında toplanan veriler, sadece bilimsel amaçlar doğrultusunda kullanılacak, araştırmanın amacı dışında ya da bir başka araştırmada kullanılmayacak ve gerekmesi halinde, sizin (yazılı) izniniz olmadan başkalarıyla paylaşılmayacaktır.
- İstemeniz halinde sizden toplanan verileri inceleme hakkınız bulunmaktadır.
- Sizden toplanan veriler gizlilik esas alınarak korunacak ve araştırma bitiminde arşivlenecek veya imha edilecektir.
- Veri toplama sürecinde/süreçlerinde size rahatsızlık verebilecek herhangi bir soru/talep olmayacaktır. Yine de katılımınız sırasında herhangi bir sebepten rahatsızlık hissederseniz çalışmadan istediğiniz zamanda ayrılabilirsiniz. Çalışmadan ayrılmanız durumunda sizden toplanan veriler çalışmadan çıkarılacak ve imha edilecektir.

Gönüllü katılım formunu okumak ve değerlendirmek üzere ayırdığınız zaman için teşekkür ederim. Çalışma hakkındaki sorularınızı Anadolu Üniversitesi Yabancı Diller Yüksekokulu İngilizce Hazırlık bölümünden Merve IŞIK BEYSİR’e yöneltebilirsiniz.

Araştırmacı Adı: Merve IŞIK BEYSİR

Adres:

İş Tel:

Cep Tel:

Bu çalışmaya tamamen kendi rızamla, istediğim takdirde çalışmadan ayrılabileceğimi bilerek verdiğim bilgilerin bilimsel amaçlarla kullanılmasını kabul ediyorum.

(Lütfen bu formu doldurup imzaladıktan sonra veri toplayan kişiye veriniz.)

Katılımcı Ad ve Soyadı:

İmza:

Tarih:

CURRICULUM VITAE

Name Surname: Merve IŞIK BEYSİR

Foreign Languages: English

Address:

E-mail:

Education

BA 2011 – English Language Teaching Programme, Middle East
Technical University, Ankara

Work Experience

2012 – present Lecturer, Anadolu University, School of Foreign Languages,
Eskişehir

2011-2012 Lecturer, Çankırı Karatekin University, Çankırı

Certificates

2016 - CELTA (Certificate in Teaching English to Speakers of Other Languages)