



**Republic of Turkey
Burdur Mehmet Akif Ersoy University
Graduate School of Educational Sciences
Department of Foreign Language Education
English Language Teaching Master's Program**

**A COMPARATIVE STUDY ON EFL TEACHERS'
PERCEPTIONS OF AND ACTIVITIES IN PROFESSIONAL
DEVELOPMENT: THE CASES OF TURKEY, GERMANY AND
SPAIN**

**Zeynep YÜCEDAĞ
Master's Thesis**

**Thesis Supervisor
Assoc. Prof. Dr. Mustafa ŞEVİK**

Burdur, 2020

T.C.
Burdur Mehmet Akif Ersoy Üniversitesi
Eğitim Bilimleri Enstitüsü
Yabancı Diller Eğitimi Anabilim Dalı
İngiliz Dili Eğitimi Tezli Yüksek Lisans Programı

İNGİLİZCE ÖĞRETMENLERİNİN MESLEKİ GELİŞİM
KONUSUNDAKİ ALGILARI VE FAALİYETLERİ ÜZERİNE
KARŞILAŞTIRMALI BİR ÇALIŞMA: TÜRKİYE, ALMANYA VE
İSPANYA ÖRNEKLERİ

Zeynep YÜCEDAĞ
Yüksek Lisans Tezi

Tez Danışmanı
Doç. Dr. Mustafa ŞEVİK

Burdur, 2020



**BURDUR MAKÜ EĞİTİM
BİLİMLERİ ENSTİTÜSÜ**

YÜKSEK LİSANS JÜRİ ONAY FORMU

M.A.K.Ü. Eğitim Bilimleri Enstitüsü Yönetim Kurulu'nun tarih ve sayılı kararıyla oluşturulan jüri tarafından 29/06/2020 tarihinde tez savunma sınavı yapılan Zeynep YÜCEDAĞ'ın "A comparative study on EFL Teachers' Perceptions of and activities in Professional Development: The cases of Turkey, Germany and Spain" konulu tez çalışması Yabancı Diller Eğitimi Anabilim Dalı'nda YÜKSEK LİSANS tezi olarak kabul edilmiştir.

JÜRİ

ÜYE: Doç. Dr. Mustafa ŞEVİK

(Tez Danışmanı)

ÜYE: Prof. Dr. Aysun YAVUZ

ÜYE: Doç. Dr. Ali KARAKAŞ

ONAY

M.A.K.Ü Eğitim Bilimleri Enstitüsü Yönetim Kurulu'nun/...../..... tarih ve/..... sayılı kararı.

İMZA / MÜHÜR

BİLDİRİM

Tez yazma sürecinde bilimsel ve etik ilkelere uyduğumu, yararlandığım tüm kaynakları kaynak gösterme ilkelerine uygun olarak kaynakçada belirttiğimi ve bu bölümler dışındaki tüm ifadelerin şahsıma ait olduğunu taahhüt edip, tezimin kaynak göstermek koşuluyla aşağıda belirttiğim şekilde fotokopi ile çoğaltılmasına izin veriyorum.

[] Tezimin/Raporumun tamamı her yerden erişime açılabilir.

[] Tezim/Raporum sadece Mehmet Akif Ersoy Üniversitesi yerleşkelerinden erişime açılabilir.

[] Tezimin/Raporumun yıl süreyle erişime açılmasını istemiyorum. Bu sürenin sonunda uzatma için başvuruda bulunmadığım takdirde, tezimin/raporumun tamamı her yerden erişime açılabilir.

Zeynep YÜCEDAĞ

Tarih

İmza

ACKNOWLEDGEMENTS

First of all, I would like to present my gratitude to my dear advisor Assoc. Prof. Dr. Mustafa ŞEVİK for his kind and constructive feedback, great patience and understanding, invaluable assistance and guidance, and for his motivating attitude throughout my study. I feel very lucky to learn from his extensive professional and academic experience.

I would like to express my gratitude to the members of the jury of this thesis; Prof. Dr. Aysun YAVUZ and Assoc. Prof. Dr. Ali KARAKAŞ for their invaluable, constructive feedback, advice and knowledge.

I would like to thank Rosalia POZA, Julio A. ABAD who helped me in data collection phase in Spain, Silvana SÁ who helped me in the data collection phase in Germany and Nur S. KURNAZ who helped me in the data collection phase in Turkey.

I also would like to express my gratitude to English teachers in Turkey, Germany and Spain who participated in this study. Thank you for your time and for the views you have shared that enriched my study and made the work significant and enjoyable. With each response of yours, there was a potential for new perspectives to explore. My sincere thanks go to all of you.

I owe the most special thanks to my dear husband, Prof. Dr. Cengiz YÜCEDAĞ for his deepest love and patience, invaluable support and understanding and his faith in me from the very beginning to the end of this study.

And lastly, I am blowing the colourful clouds, flowers and rainbow to my dear lovely little daughter, Defne YÜCEDAĞ whose smiling face always made me happy and inspired me.

**A comparative study on EFL Teachers' Perceptions of and activities in
Professional Development: The cases of Turkey, Germany and Spain
(Master Thesis)**

Zeynep YÜCEDAĞ

ABSTRACT

In a rapidly changing world, professional development of teachers has become the focal point of the governments as the teachers are considered as the linchpin of educational settings in order to boost the students' achievements and the overall quality of education. Thus, EFL teachers are required to equip themselves with new theoretical and pedagogical knowledge in line with the advancements of the globalized world and students' increasing needs. This study aims to compare and investigate Turkish, German and Spanish EFL teachers' perceptions of and activities in professional development by interviewing. The participants of this qualitative study were 45 EFL teachers working in the capital cities of Turkey, Germany and Spain. The implementation of the study lasted approximately 5 months. The data was gathered through structured interview and analysed qualitatively. The findings of the study demonstrated that EFL teachers from three countries perceived professional development as an ongoing process. Besides, the most oft-mentioned Professional Development activities were seminars, training courses, conferences and workshops although there was a significant difference in the participation of EFL teachers from three countries. Namely, conference and workshops were stressed by only German and Spanish participants. The current study also revealed that the most frequent need areas stressed by the participants were integration of technology into class, classroom management and 21st century language teaching approaches. Furthermore, the findings of the study demonstrated that difficulty in taking official permission was the main restriction for Turkish participants unlike their colleagues from Germany and Spain. The study concluded with suggestions that EFL teachers in Turkey should be given autonomy and choice of selection regarding the professional development activities to attend like their colleagues in Germany and Spain, and also the content of the professional development activities should be reanalyzed and reorganized based on the professional needs of EFL teachers.

Key Words: English Language Teacher, Professional Development, Professional Development Activity

Page Number: 158

Supervisor: Assoc. Prof. Dr. Mustafa ŞEVİK

İngilizce Öğretmenlerinin Mesleki Gelişim Konusundaki Algıları ve Faaliyetleri Üzerine Karşılaştırmalı Bir Çalışma: Türkiye, Almanya ve İspanya Örnekleri (Yüksek Lisans Tezi)

Zeynep YÜCEDAĞ

ÖZ

Hızla değişen bir dünyada, öğretmenlerin mesleki gelişimi hükümetlerin odak noktası haline gelmiştir, çünkü öğretmenler öğrencilerin başarılarını ve genel eğitim kalitesini artırmak için eğitim ortamlarının temel noktası olarak kabul edilmektedir. Bu nedenle, İngilizce öğretmenlerinin kendilerini küreselleşmiş dünyanın gelişmeleri ve öğrencilerin artan ihtiyaçları doğrultusunda yeni teorik ve pedagojik bilgi ile donatmaları gerekmektedir. Bu çalışma, Türk, Alman ve İspanyol İngilizce öğretmenlerinin mesleki gelişim konusundaki algılarını ve faaliyetlerini görüşme yaparak karşılaştırmayı ve araştırmayı amaçlamaktadır. Bu nitel araştırmanın katılımcıları Türkiye, Almanya ve İspanya'nın başkentlerinde çalışan 45 İngilizce öğretmenleridir. Çalışmanın uygulanması yaklaşık 5 ay sürmüştür. Veriler yapılandırılmış görüşme yoluyla toplanmış ve nitel olarak analiz edilmiştir. Araştırmanın bulguları, üç ülkeden İngilizce öğretmenlerinin mesleki gelişimi sürekli bir süreç olarak algıladığını göstermiştir. Ayrıca, üç ülkeden İngilizce öğretmenlerinin katılımında önemli bir fark olmasına rağmen, en çok bahsedilen mesleki gelişim faaliyetleri seminerler, eğitim kursları, konferanslar ve çalıştaylardır. Yani konferans ve atölye çalışmaları sadece Alman ve İspanyol katılımcılar tarafından vurgulanmıştır. Bu çalışma aynı zamanda katılımcılar tarafından vurgulanan en sık ihtiyaç duyulan alanların teknolojinin sınıfa entegrasyonu, sınıf yönetimi ve 21. yüzyıl dil öğretim yaklaşımları olduğunu ortaya koymuştur. Ayrıca, çalışmanın bulguları, resmi izin almada güçlüğü, Almanya ve İspanya'daki meslektaşlarının aksine Türk katılımcılar için temel kısıtlama olduğunu göstermiştir. Çalışmada, Türkiye'deki İngilizce öğretmenlerine Almanya ve İspanya'daki meslektaşları gibi katılacakları mesleki gelişim faaliyetlerine ilişkin özerklik ve seçim hakkı verilmesi ve ayrıca mesleki gelişim faaliyetlerinin içeriklerinin İngilizce öğretmenlerinin mesleki ihtiyaçlarına göre yeniden analiz edilmesi ve yeniden düzenlenmesi gerektiği önerilmektedir.

Anahtar Kelimeler: İngilizce Öğretmeni, Mesleki Gelişim, Mesleki Gelişim Aktivitesi

Sayfa Adedi: 158

Danışman: Doç. Dr. Mustafa ŞEVİK

TABLE OF CONTENTS

BİLDİRİM	i
ABSTRACT	iii
ÖZ	iv
LIST OF ABBREVIATIONS	ix
LIST OF FIGURES	x
CHAPTER I	1
INTRODUCTION	1
1.1. Background of the Study	1
1.2. The Statement of the Problem.....	2
1.3. The Purpose of the Study	3
1.4. The Significance of the Study	4
1.5. Assumptions.....	4
1.6. Limitations	5
1.7. Definitions of Key Concepts.....	5
CHAPTER II.....	6
LITERATURE REVIEW.....	6
2.1. Teacher Professional Development	6
2.1.1. Definition of Professional Development.....	6
2.1.2. A Brief History of Professional Development	7
2.1.3. Importance of the Professional Development	8
2.1.4. Key Features of Effective Professional Development	9
2.2. Professional Development Activities.....	12
2.2.1. Definition of Professional Development Activities	12
2.2.2. Types of Professional Development Activities	12
2.2.2.1. In-Service Training Courses/Workshops	12
2.2.2.2. Peer Observation	13
2.2.2.3. Peer-Coaching	14
2.2.2.4. Case Study/Analysis.....	15
2.2.2.5. Team Teaching.....	16
2.2.2.6. Teaching Portfolios	17
2.2.2.7. Self-Monitoring.....	18
2.2.2.8. Keeping a Teaching Journal.....	18

2.2.2.9. Teacher Support Groups.....	19
2.2.2.10. Action Research	20
2.2.2.11. Analyzing Critical Incidents.....	21
2.2.2.12. Mentoring	21
2.3 Professional Development Activities in Turkey, Germany and Spain	22
2.3.1. Professional Development Activities in Turkey	22
2.3.2. Professional Development Activities in Germany	23
2.3.3. Professional Development Activities in Spain.....	24
2.4. Previous Studies	26
CHAPTER III	43
METHODOLOGY.....	43
3.1. Research Design.....	43
3.1.1. The Definition of Qualitative Research	43
3.1.2. Brief History of Qualitative Research	44
3.1.3. Types and Procedures of Qualitative Research.....	45
3.1.4. Qualitative Research Data Collection Tools	46
3.1.5. The advantages and Disadvantages of Qualitative Research	48
3.1.6. The Design of the Study.....	49
3.1.7. Reliability and Validity in Qualitative Researches	50
3.2. Research Questions	52
3.3. Participants.....	52
3.4. Procedure	57
3.4.1. Access to the Research Site.....	58
3.5. Data Collection Instruments	58
3.6. Data Analysis	59
CHAPTER IV	60
FINDINGS	60
4.1. How Do You Define Professional Development?	60
4.2. Are There Any Criteria or Obligation to Attend PD Activities?.....	63
4.3. Do You Attend the PD Activities? If YES, What Should the Content of the PD Activities Include?	65
4.4. How Would You Decide the Type of PD Activities You Attend?	69
4.5. What Kind of PD Activities Have You Joined So Far?	72

4.6. How Would You Describe the Most Effective PD Activity You Have Participated So Far?	76
4.7. How Would You Describe the Benefits of PD activities You Have Attended in terms of Your Teaching Practice, Your Students' Achievement and Overall Quality of Your School?.....	81
4.8. Have You Had the Opportunity to Apply the Skills and Knowledge You Gained during PD Activities? If YES, What Challenges Have You Faced While Applying Those Knowledge and Skills in the Classroom?	86
4.9. Were There Any Restrictions When You Want to Attend Any PD Activities? Could You Briefly Explain?	91
CHAPTER V.....	95
CONCLUSION, DISCUSSION AND RECOMMENDATIONS	95
5.1. Conclusion and Discussion	95
5.1.1. Turkish, German and Spanish EFL Teachers' Perceptions of PD	96
5.1.2. Turkish, German and Spanish EFL Teachers' Views about the Participation in PD Activities	97
5.1.3. Turkish, German and Spanish EFL Teachers' Views about the Content of PD Activities	98
5.1.4. Types of PD activities Turkish, German and Spanish EFL Teachers Attended	100
5.1.5. Turkish, German and Spanish EFL Teachers' Views on the Most Effective PD Activity	102
5.1.6. Turkish, German and Spanish EFL Teachers' Views about the Benefits of PD Activities	103
5.1.7. Turkish, German and Spanish EFL Teachers' Views about the Challenges They Faced in the Classroom	104
5.1.8. Turkish, German and Spanish EFL Teachers' Views about the Restrictions When They Want to Attend Any PD Activity	105
5.2. Recommendations	107
REFERENCES.....	110
APPENDICES	154
APPENDIX-1.....	155

CURRICULUM VITAE	157
------------------------	-----



LIST OF ABBREVIATIONS

CPD: Continuing Professional Development

EFL: English as a Foreign Language

INSET: In-service teacher training

LOE Law on Education

MONE: Ministry of National Education

PD: Professional Development



LIST OF FIGURES

<u>Figures</u>	<u>Page</u>
Figure 1. The gender distribution of the participants by country.....	53
Figure 2. The age distribution of the participants by country	54
Figure 3. The academic degree distribution of the participants by country	55
Figure 4. The academic degree distribution of the participants by gender	56
Figure 5. The teaching experience distribution of the participants by country.....	57
Figure 6. Frequencies for the perceptions of the EFL teachers on PD by country	61
Figure 7. Frequencies for the participation of the EFL teachers in PD activities by country	64
Figure 8. Frequencies for the perceptions of the EFL teachers on the content of PD activities by country	66
Figure 9. Frequencies for the basis of the EFL teachers' participation in PD activities by country	70
Figure 10. Frequencies for the type of PD activities EFL teachers attended by country	73
Figure 11. Frequencies for the description of effective PD activity of EFL teachers by country	77
Figure 12. Frequencies for the description of benefits of PD activity of EFL teachers by country	82
Figure 13. Frequencies for the challenges the EFL teachers encountered by country	87
Figure 14. Frequencies for the restriction EFL teachers faced to attend PD activity by country	92

CHAPTER I

INTRODUCTION

In this chapter; the background of the study, the statement of the problem, the purpose of the study, the significance of the study, assumptions, limitations and definitions of key concepts have been reviewed.

1.1. Background of the Study

Globalization has affected not only all aspects of human life but also educational settings in every aspect. In this global process, individuals have gained the opportunity to attain the fast spreading information more easily than they did in the past. Therefore, educational reforms have become inevitable to equip the learners with more advanced problem-solving, communication and reflective thinking skills to respond to the rising demands of the future (Devecioglu & Kurt, 2013). This requirement puts much pressure on the teachers, who are one of the cornerstones of the educational settings, to develop themselves with high levels of professional knowledge and skill, but also to keep themselves updated constantly, which makes their jobs more complex and demanding (Alfaki, 2014). In this regard, especially, English as a Foreign Language teachers (EFL) are expected to acquire new theoretical and pedagogical knowledge in line with the advancements of the globalized world since the English language as a global language is not learnt just for the traditional purposes such as the academic advancements anymore but for exchanging ideas, collaboration in international platform (Craft, 2000; Goh, 2013; Rohmah, 2005; Warschauer, 2000).

The teachers are thought to have a deep impact on the students' learning and achievements (Cunningham, 2007; Nye, Konstantopoulos & Hedges, 2004; Tomlinson, 2004; Palardy & Rumberger, 2008). In other words, the quality of the success of the students and the effectiveness of the teaching practices are based on

the professional quality of the teachers (Ben-Peretz, Kleeman, Reichenberg & Shimoni, 2013)

Similarly, Mizell (1999) stresses that “there is a strong link between “what teachers know and can do” and “what students know and do” (p.13). In this sense, PD has a vital role in improving the teachers’ teaching skills and their instructional knowledge. (Al-Asmari, 2016).

There is a general agreement among the scholars and policymakers that promoting the teachers professionally is vital for the success of the students and the educational institutions (Bautista & Ortega-Ruíz, 2015). Thus, huge amounts of money are invested on the PD activities such as in-service trainings, conferences, short seminars every year (Bautista & Ortega-Ruíz, 2015; Gersten Dimino, Jayanthi, Kim & Santoro, 2010). These are traditional PD activities which do not respond to the needs and interest of the teachers. Besides, in these traditional PD activities, the teachers are just in the role of recipients of the knowledge and are not given chances to collaborate with each other and to express their opinions. These PD activities are woefully inadequate as they are not designed in detail addressing the needs, interest of the teachers and the problems arising in the classrooms (Ball, 1995; Bautista & Ortega-Ruíz, 2015; Darling-Hammond, 2010). These kind of PD activities do not create long lasting positive influences on the teachers and bring about the changes in the beliefs, attitudes and teaching practices of the teachers (Choi & Andon, 2013)

1.2. The Statement of the Problem

Teacher professional development has become focal point in Turkey as well as in the other countries. The responsible institution for organizing PD activities for teachers is Ministry of National Education (MONE) in Turkey. The PD activities for the teachers organized by MONE are in the form of in-service training programs (INSET) based on particular subjects of education, courses, workshops, single-session seminars and conferences to inform the language teachers about the latest approaches and methods (Özdemir, 2013; Uçar & Ipek, 2006). The existing INSETs are insufficient in terms of quality and quantity as these INSETs, contents of which are repetitive and vicious, are designed disregarding the needs, interests and expectations

of the teachers. The teachers as passive attendees are expected to listen the information conveyed and take occasional notes about the presentation which does not have anything to do with their day to day educational problems and lack of feedback and follow-up activities (Dayoub & Bashiruddin, 2012; Elçiçek & Yasar 2016; Gokmenoglu Clark & Kiraz, 2016; Koç, 2016; Özdemir, 2013; Uçar & Ipek, 2006, Uztosun, 2017). In this regard, Hirsh (2001) stresses that follow-up is the indispensable part of the PD activities and a PD activity without it is “malpractice”. And they do not influence the teachers’ PD except for meeting an immediate need and reinforcement of the teachers’ practical knowledge (Dayoub & Bashiruddin, 2012; Halai 2001; Sharif 2009).

Besides, Atay (2006) states that “Current INSET programmes are often found to be unsatisfactory due to the fact that they do not provide the teachers with opportunities to be actively involved in their development and to reflect on their teaching experiences” (p.139).

It has been recognized that PD in the form of a ‘one-shot’, ‘one-size-fits-all’ seminars or conferences are not effective and do not have an ongoing influence on the development of the teachers (Yoon, Duncan, Lee, Scarloss & Shapley, 2007). Likewise, Lange (1990) stresses that professional development “is a life-long process of continual, intellectual, experiential and attitudinal growth of teachers” (p. 250). Thus, it is necessary that INSETs should be organized by both including pedagogical knowledge, the latest innovations and providing practical knowledge to be implemented in the teaching contexts of the teachers and supporting them to adapt themselves to the constantly changing demands of their teaching field (Öztürk & Aydın, 2019).

In the light of the information above, the current study aims to investigate and compare the perceptions of EFL teachers from Turkey, Germany and Spain on PD and their practices in PD activities.

1.3. The Purpose of the Study

The current study aims to compare and investigate Turkish, German and Spanish EFL teachers’ perceptions of and activities in PD.

1.4. The Significance of the Study

Both developed and developing countries concentrate on improving the quality of the teachers since it has been understood that teacher PD in turn boosts both the quality of the schools and students' learning as well as the whole education system (Dayoub & Bashiruddin, 2012). In this sense, this study is significant given the fact that it deeply investigates not only the perceptions of EFL teachers in a developing country such as Turkey but also those of EFL teachers in developed countries such as Germany and Spain on PD and their PD activities. This current study also reveals the similarities and differences by comparing the perceptions of the EFL teachers in developing and developed countries on PD and their PD activities.

This qualitative study sheds light on the policy makers while arranging the PD programs since it provides opportunity to deeply investigate the perceptions of the EFL teachers from three different countries by giving voice to their feelings and opinions. It also provides the policy makers opportunity to review what they are currently doing, and to give insights into how to develop more effective PD programmes responding the needs of the EFL teachers. It is also thought that this study will contribute to the body of knowledge on language teacher PD in Turkey, Germany and Spain.

1.5. Assumptions

In this current study, the assumptions are determined as follows;

- the researcher will be neutral towards the participants and will not direct the participants while asking the questions.
- the participants will attend the research voluntarily and be straightforward while answering the questions.
- the data collection tool used in the research and the data collected will serve the purpose of the research.

1.6. Limitations

This current study has some limitations. This study consists of 45 EFL teachers working at primary, secondary and high schools in the capital cities of Turkey, Germany, and Spain, and this current study is also limited to the views of these participants. Thus, the proportion of the participants should be increased to make a better generalization of the results of the study. Finally, the current study is limited with the data collected.

1.7. Definitions of Key Concepts

PD is described “as activities that develop an individual’s skills, knowledge, expertise and other characteristics as a teacher” (OECD, 2009, p. 49).

In-service Training (INSET) Programs: “The workshops and seminars which are directed by the officials in MONE and offered to teachers aiming to provide them knowledge relevant to their field as well as assistance in their profession” (Yılmaz, 2017, p. 5).

CHAPTER II

LITERATURE REVIEW

In this chapter, the literature on teacher PD; definition of PD, brief history of PD, principles of PD, definition of PD activities, types of PD activities, and previous studies on PD have been reviewed.

2.1. Teacher Professional Development

2.1.1. Definition of professional development. Teachers should equip themselves in terms of their pedagogical and subject-matter knowledge through professional development to be able to compete with the changes of the global world. When the literature has been reviewed, there are many definitions of professional development (Berliner, 1994; Bolam, 2000; Brandon, 2015; Day, 1999; Evans, 2002; Fenstermacher & Berliner, 1983; Fullan, 1995; Glatthorn, 1995; Guskey, 2002; Hismanoglu, 2010; Little, 1987; Postholm, 2012; Richards, 2002; Richards & Schmidt, 2003; Şener & Çokçalışkan, 2017; Villegas- Reimers, 2003)

PD is described by Little (1987) as “any activity that is intended partly or primarily to prepare paid staff members for improved performance in present or future roles in the school districts” (p. 491). Similarly, Lange (1999) defines PD as “a process of “continual intellectual, experiential, and attitudinal growth of teachers...it suggests that teachers should continue to develop in the use, change, and application of their profession” (p. 250).

Fullan (1995) describes PD as “the sum total of formal and informal learning pursued and experienced by the teacher in a compelling learning environment under conditions of complexity and dynamic change” (p. 265). According to Brandon (2015), PD is “a coherent and multi-faceted approach to an individual’s professional growth’ that involves ‘more than observations and workshops and conferences” (p. 5).

Şener and Çokçalışkan (2017) describe PD as “the development of a person’s learning experiences, which are formal or informal, throughout his/her professional life from starting point of a profession to retirement” (p. 206).

TALIS (2009) goes more in detail and argues that: “Professional development is defined as activities that develop an individual’s skills, knowledge, expertise and other characteristics as a teacher” (OECD, 2009, p. 49).

Among all, Day (1999) provides the most comprehensive definition by arguing that PD is:

“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 throughout each phase of their teaching lives” (Day, 1999, p. 27).

Considering the definitions of professional development, it might be concluded that professional development is a continuing process rather than a short-term process (Diaz-Maggioli, 2004; Murray, 2010; Şener & Çokçalışkan, 2017; Richter, Kunter, Klusmann, Lüdtke & Baumert, 2011). Thus, teachers should constantly seek to develop their teaching skills to increase their students’ achievements instead of sticking to the teaching practices learned in the first years of their careers

2.1.2. A brief history of professional development. Before the mid 90s, PD was conceived as something that teachers participated in voluntarily or with the aim of being a better teacher academically. PD, in other words, ‘staff development’ or ‘in-service training’ generally included short term workshops, seminars, conferences or courses based on a special feature of the teachers’ works without considering the aim of the teachers (Ball & Cohen, 1999; Collinson & Ono, 2001; Feiman-Nemser, 2001; Ono & Ferreira, 2010; Schwille & Dembélé, 2007; Villegas-Reimers, 2003). This traditional PD was a top-down approach and cost-effective in terms of reaching many teachers spontaneously (Eraut 1995; Leu, 2004; Hayes, 2000). In traditional top-down approach, the activities are organized in a hierarchy that is, bureaucrats, administrators identify the topic and content of the activities and teachers are viewed as only the passive recipients of the knowledge. The experts give the instructions on new policies to the teachers in inservice training seminars, workshops which are

irrelevant to the need of teachers. Then, the teachers are expected to share the knowledge acquired during the activities with their colleagues (Colbert, Brown, Choi & Thomas, 2008; Patton & Parker, 2015; Rout & Behera, 2014; Wei, Darling-Hammond, Andree, Richardson & Orphanos, 2009).

Traditional forms of PD usually failed to develop teacher knowledge and increase student achievements since they only aimed to transfer the information about the latest teaching methods and approaches or making the teachers aware of the new teaching concepts and materials without supporting the teachers to develop skills and inquire into their impact on students' learning (Grimm, Kaufman & Doty, 2014; Wei et al., 2009).

Fullan (1991) suggests that “Nothing has promised so much and has been so frustratingly wasteful as the thousands of workshops and conferences that led to no significant change in practice when the teachers returned to their classrooms” (p. 315).

Conventional “one-shot” forms of PD have been understood to be insufficient and unsuitable for the current educational reforms and the information presented were associated with the classroom reality neither theoretically nor practically. (Kriek & Grayson, 2009). Thus, there appears to be a shift from the traditional authority-led professional development to the teacher-led professional development with the current educational reforms. In this teacher-led PD approach, the activities are less formal and based on the voluntarily participation. The teachers' needs and interests are taken into consideration. The influence of the activities responding to the needs and interests of the teachers is ongoing since the teachers are given a chance to deepen their theoretical knowledge and personal beliefs about their teaching practices, to increase their awareness, reflectivity, beneficial collaboration with their colleagues, and to empower their PD (Özbilgin, Erkmen & Karaman, 2016; Wyatt & Ager, 2017).

2.1.3. Importance of the professional development. The teachers have profound impact on the student achievement (Day, 1999; Ozdemir, 2013) and their impact changes based on their teaching competency (Kane, Rockoff, & Staiger, 2006). Namely, the quality of the education can not rise above the quality of the

teacher (Barber & Mourshed, 2007). Thus, the PD of the teachers comes into prominence in terms of maintenance and enhancement of the teacher competency, student achievement, and improvement of the schools (Akiba & Liang, 2013; Day, 1999; Ozdemir, 2013). In the same vein, Smylie et al. (2001) stress that “the efforts to improve schools and student learning will not get very far if people do not take seriously the need for teacher professional development” (p.7). Similarly, Villegas-Reimers (2003) also points out that “the more professional knowledge teachers have, the higher the levels of student achievement” (p.21). From this perspective, the teachers are required to “keep pace with change, and review and renew their own knowledge, skills and visions for good teaching” (Day, 1999, p. 2). By the same token, the teachers need to revitalize their teaching skills constantly since they can not be competent relying on the knowledge, they gained at their initial training level and the basis for what teachers teach continuously alters (Richards & Farrell, 2005).

However, this is not so easy for the teachers to carry out without the institutional support. That is to say, the school principals should create the conducive environments in which the teachers are not only supported to increase their self-confidence but they are also encouraged to apply new ideas, methods and techniques in the classroom (Blase & Blase, 2001). This support is vital for the novice teachers for progressing in their professions as they encounter many challenges such as classroom management problems, curriculum and they can handle these kind of challenges with the mentoring support which enables the novice teachers to building confidence in teaching (Admiraal, Schenke, De Jong, Emmelot & Sligte, 2019) and to develop their teaching skills and reflect on their teaching practices via the feedback they receive from the experienced teacher (Holloway, 2001). Mentoring also supports the professional development of the experienced teachers (Danielson, 1999). Thus, all the teachers either experienced or novice should engage in the professional development activities without confining their PD to learning from the experience (Day, 1999).

2.1.4. Key features of effective professional development. There is a widespread consensus that PD is the indispensable component of the teaching profession (Desimone, Porter, Garet, Yoon & Birman, 2002; Knight, 2002; Darling-

Hammond, Chung Wei. & Andree, 2010). When applied effectively, PD promotes a great deal of knowledge to bring about the changes in their teaching practices and improvement in student achievement for the teachers (Darling-Hammond, Hyler & Gardner, 2017) and acts as a guide on how to use it to spur insight and professional development in their classroom (Mizell, 2010). In this sense, an effective PD has key features to be considered when implementing professional development activities (Garet, Porter, Desimone, Birman & Yoon 2001; Guskey, 2003; Hunzicker, 2011; Tatto, 1996). These key features of the effective professional development will be explained in detail below:

- The first feature of effective PD is to focus on the content which includes the thorough understanding of the subject matter knowledge and how to teach the specific types of the material to the students (Garet et al, 2001; Hunzicker, 2011; Lieberman & Pointer Mace, 2008;). Elmore (2002) states that “teachers need to have deep knowledge of their content areas” (p.3). Yet, effective PD should include not only the content of subject matter but also how to teach it (Hunzicker, 2011; Lieberman & Pointer Mace, 2008; Mundry, 2005; Porter, Garet, Desimone & Birman 2003). That is why teachers must have the knowledge of their subject matter content adequately to predict students’ misconceptions and foster student learning via various instructional strategies (King & Newmann, 2004).
- Job-embedded is another feature of effective PD. Hunzicker (2011) states that “job-embedded professional development engages teachers in learning through their daily activities and responsibilities, and requires that they take time to consider possibilities, try out new ideas, and analyze the effectiveness of their actions” (p.4). PD, directly relevant to the teachers’ needs and their daily school responsibilities and to be directly implemented in their classrooms, is more effective (Guskey, 1995; Tate, 2009; Villegas-Reimers, 2003;).
- Collaboration is also an important feature of effective PD. It addresses not only active but also interactive learning experiences with the participation in learning communities (Hunzicker, 2011). Similarly, Villegas -Reimers (2003) states that “most effective professional development occurs when there are meaningful interactions, not only among teachers themselves, but also between teachers, administrators, parents and other community members” (p.14). The teachers

receive feedback from each other and come up with new ideas and face challenges through collaboration (Kwakman, 2003; Putnam & Borko, 2000). Collaboration provides teachers opportunities to create a learning setting in which teachers find opportunities to exchange their ideas, express the important issues for them /share the struggles they face and collaborate with each other to solve their problems and learn from each other. Thus, the professional development becomes active (Guskey, 1995). Teachers consider the opportunities to come together with their colleagues, to work on common purposes actively (Lieberman & Pointer Mace, 2008). In this respect, Little (1993), summarized the advantages of collaboration suggesting that “Focused study groups, teacher collaboratives, long-term partnerships, and similar modes of professional development afforded teachers a means of locating new ideas in relation to their individual and institutional histories, practices, and circumstances” (p. 138).

- Coherence is the another key feature of effective PD. Tatro describes (1996) coherence as: “shared understandings among faculty and in the manner in which opportunities to learn have been arranged (organizationally, logistically) to achieve a common goal that of educating professional teachers with the knowledge, skills and dispositions necessary to more effectively teach diverse students”. (p.176). According to Grossman et al. (2008), coherence refers to “the degree to which central ideas regarding teaching and learning are shared by all the individuals involved in educating teachers and the degree to which learning opportunities are organized both conceptually and logistically toward those goals” (p. 274). The professional development activities should be organized well and be relevant to not only each other but also the teachers’ purpose (Garet et al, 2001).
- Duration is viewed as one of the key features of effective PD as well. Darling-Hammond et al. (2009) state that “the duration of professional development appears to be associated with stronger impact on teachers and student learning—in part, perhaps, because such sustained efforts typically include applications to practice, often supported by study groups and/or coaching” (p.9). Thus, PD activities spreading over the time enable the teachers to comprehend and analyse the content of the knowledge, pedagogy and how the students think and learn

(Bautista & Ortega-Ruiz, 2015) and reflect on their teaching practices (Hammond et al., 2017). In the same vein, Sun, Penuel, Frank, Gallagher, and Youngs (2013) found, “Teachers were more likely to provide help to others . . . if they had intensively participated in professional development of longer duration” (p. 359). The duration of the PD affects the beliefs of the teachers about the benefits of PD activity such as promoting them new knowlege to be transformed to their actual teaching practices and to develop competency (Silva & Herdeiro, 2013).

2.2. Professional Development Activities

2.2.1. Definition of professional development activities. Professional development activities are defined as the activities goals of which are to enhance the professional knowledge and skills of the teachers to increase their students’ learning (Bolam, 2000).

2.2.2. Types of professional development activities. Professional development activities become more useful if they address the needs of teachers, contribute the teachers to update their theoretical knowledge and teaching skills to feel confident about what to teach and to get great results with the students’ learning. (Ashraf & Kafi, 2017; Richards & Farrell, 2005). Professional development activities should also create opportunities for the teachers to work collaboratively with their colleagues (Priajana, 2017). Collaborative professional development activites enable to set a learning community in which teachers learn together and interact with each other more often, suggest a joint-solution for a problem faced in the classroom. The professional development activities are split into two groups: ‘individual’ and ‘collaborative’ (Richards & Farrell, 2005). Based on Richards and Farell (2005) and Hismanoglu (2010), these individual and collaborative PD activities promoting the PD of EFL teachers is explained in detail below

2.2.2.1. In-Service training courses/workshops. Amadi (2013) defines “in-service training as a workshop for employed professionals, paraprofessionals and

other practitioners to acquire new knowledge, better methods, etc. for improving their skills toward more effective, efficient and competent rendering of service in various fields and to diverse groups of people” (p.174). A useful in-service training designed as a workshop should help the professional growth of in-service teachers (Amadi, 2013). According to Richards and Farrell (2005), “a workshop is an intensive, short term learning activity that is designed to provide an opportunity to acquire specific knowledge and skills” (p.23). Workshops are one of the most frequently used and effective professional development activities for teachers (Richards et al., 2001).

According to Owen (1990), “the positive aspect concerning professional development of teachers are that the program will make sure that learning activities is planned and concentrated on empowering effective teachers to correct policies, curriculum development, teaching and views on how to achieve high productivity and students performance”. (p. 175).

Richards and Farrell (2005) indicate the advantages of workshops for language teachers:

- “Workshops can provide input from experts,
- Workshops offer teachers practical classroom applications,
- Workshops can raise teachers’ motivation,
- Workshops develop collegiality,
- Workshops can support innovations,
- Workshops are short-term and
- Workshops are flexible in organization” (p. 25).

A workshop with a topic properly chosen for the participants can be effective. The number of the participants of an effective workshop is important. The participants should have the chance to share their ideas and suggestions not only with the other participants but also the trainer of the workshop and give and receive feedback on their problems and the solution (Richards & Farrell, 2005).

2.2.2.2. Peer observation. Richards and Farrell (2005) state that “peer observation refers to a teacher or other observer closely watching and monitoring a

language lesson or part of a lesson in order to gain an understanding of some aspect of teaching, learning, or classroom interaction” (p. 85). In a traditional peer observation model, an authorised person or supervisor observes the class of a teacher and gives feedback which can be evaluative (Day, 2013). Thus, the observed teacher can develop anxiety and perceive it as a threatening experience and the peer observation prevents the performance of the observed teacher (Freeman, 1982; Williams, 1989; Crookes, 2003; Richards & Farrell, 2005). In contrast, peer observation profits both the observed and observing teachers to develop their professional skills and growth (Wragg, 1994). It provides teachers opportunity to come together to discuss the professional practice observed, to share their ideas, to get the feedback on the other’s teaching practice and to develop awareness about own teaching practices under non-evaluative, constructivist conditions. Therefore, peer observation provides social benefits for teachers and creates collegiality in the school (Cosh, 1999; Richards & Farrell, 2005).

Davis (2011) states that “peer observation can also stimulate reflection on the teaching process, development of collegial relationships between faculties, improvement of faculty morale, decreased feelings of teacher isolation, and elevation of teaching to a scholarly activity” (p. 107).

2.2.2.3. Peer-coaching. Robins (1991) describes the peer coaching as “a confidential process through which two or more professional colleagues work together to reflect on current practices; expand, refine, and build new skills; share ideas; teach one another; conduct classroom research; or solve problems in the workplace” (p. 9). In this process, the teachers who have the similar levels of instructional knowledge, teaching skills and experience, build relationship based on equality, trust and collaboration and enhance the professional growth of each other (SherYee, 2016).

Showers and Joyce (1996) stated that “teachers who had a coaching relationship that is, who shared aspects of teaching, planned together, and pooled their experiences; practiced new skills and strategies more frequently and applied them more appropriately than did their counterparts who worked alone to expand their repertoires”(p. 14).

Thorn et al. (2007) lists benefits of peer coaching as follows:

- “Reduce isolation among leaders,
- Establish collaborative norms
- Build a shared knowledge base,
- Share successful practices,
- Encourage reflective practice,
- More cohesive organizational culture and
- Transfer training to the workplace” (p. 4).

Peer coaching also reduces the need for in-service training since it provides a learning environment in which teachers can learn the new techniques and instructional practices from each other and gain insights into their own teaching through observation at their institutions (Richards & Farrell, 2005; Zwart, Wubbels, Bergen & Bolhuis, 2007).

Three different types of peer coaching are proposed: ‘technical coaching’, ‘collegial coaching’ and ‘challenge coaching’.

In ‘technical coaching’, the teacher asks for the advice and assistance of a colleague who is more experienced and competent teacher at a latest teaching approach, method or technique to apply it in the teaching practices. The colleague asked for the help evaluates his colleague implementing the approach or method in a non-threatening and supportive environment. In ‘collegial coaching’, two teachers try to clarify their current teaching practices. The more competent colleague observe the other teacher in the class and makes positive criticism about his colleague’s teaching practice. In ‘challenge coaching’, two colleagues concentrate on an issue arisen in the classroom. They cooperate to suggest a solution for the issue. One of the colleague monitors the classroom to define the reason for the issue (Benedetti, 1997; Garmston, 1987; Richards & Farrell, 2005).

2.2.2.4. Case study/analysis. Shulman (1999) defines cases as “usually accounts of practical or strategic dilemmas that confront a teacher. To be valuable to use as a case, however, the narrative should be representative of a class or type of

dilemma, problem, or quandary that arises with some frequency in teaching situations” (p. 92).

The case-studies are story-like ‘real life’ situations which refer to classroom situations in educational settings. Teachers, as one of the member of this real-life classroom situations (Shulman, 1992), can explore the specific cases and the problems arising in the classroom. These cases enable the teachers to make a connection between the theoretical knowledge and their teaching practices to handle the problems faced in the real classroom settings (Bencze et al., 2001; Richards & Farrell, 2005). Thus, they can increase their awareness of their strong and weak points in their teaching practices, and use the cases as a practical guide on how to regulate them (Triphaty, 2009). The teachers can benefit from the other PD development strategies used for more complex situations such as action researches simultaneously to investigate the depth of the factors affecting their teaching practices (Crandall, 2000; Richards & Farrell, 2005).

Researches showed that participation in the case method enables the teachers to determine the issues better, to manage their educational interventions to identify those issues and to reflect on their teaching practices (Kilbane, 2000; Welty Silverman & Lyon 1991).

2.2.2.5. Team teaching. Richards and Farrell (2005) describe “team teaching (also called pair teaching) as a process in which two or more teachers share the responsibility for teaching a class” (p.159). In the team teaching a group of teacher come together and set common goals for a class, share their responsibilities equally for designing the class, prepare their plans individually, evaluate the results together which brings about interaction between the teachers. They share their observations, discuss and decide on which approach challenges the students and which one boosts the students’ learning (Buckley, 1998; Hismanoglu, 2010; Richards & Farrell, 2005).

Team teaching has many benefits for teachers. It enables to build an interactive environment in which teachers develop a strong professional and personal relationship, learn different disciplinary approaches from each other and integrate them into their own teaching practices. Team teaching gives the teachers chance to change their roles from teaching to observing while sharing the same class. They can

learn how to plan and teach more effectively, to handle the problems in the class differently. They contribute to each other's professional growth with positive feedback.

Team teaching also contributes to the students' learning as the students find opportunity to interact with both teachers individually at the same time. In team teaching, the teachers should design their lesson plans and classroom management strategies compatible with the collaboration method among teachers (Antov & Pancheva, 2016; Richard & Farrell, 2005).

2.2.2.6. Teaching portfolios. Teaching portfolio is described as a tool for collecting the meticulously selected and permanently updated items encompassing the samples of teaching performance for the evaluation and professional development of a teacher throughout the career (Jurišević, Enever & Pižorn, 2014; Seldin, 1991; Richards & Farrell, 2005; Smith & Van Der Westhuizen, 2000; Wolf & Dietz 1998). Teaching portfolios enable teachers to reflect on their teaching practices, to see their depth of teaching skills, and which areas need developing (Richards & Farrell, 2005; Wray, 2006)

There are two different types of portfolios depending on their purpose and audience: a working portfolio and a showcase portfolio. According to Richards and Farrell (2005), "a working portfolio contains items that show how a teacher has progressed toward meeting a particular goal. A showcase portfolio, as the name suggests, is designed to show the teacher at his or her best. Thus, it contains a collection of items that have been selected to show the range and depth of skills the teacher possesses" (p.99).

There is also another alternative to the traditional portfolios for the teachers to evaluate and facilitate their teaching processes: e-portfolios. Along with the same purposes and content as the traditional portfolios, e-portfolios enable teachers to store the documents in various formats such as audio, video, graphics, animation, texts electronically and access them immediately. E-portfolios require that the teachers use the basic multimedia tools (Costantino & de Lorenzo, 2002; Richards & Farrell, 2005).

There are many benefits of teaching portfolios. They allow teachers to see their progress over the time and to evaluate to what extent they achieve their professional goals. They show the skills of them and the activities implemented in their teaching practices. They act as a guide for the teachers to see their professional development and their next action (Bokiev, Bokiev, Othman, Ismail, & and Aralas, 2017; Richards & Farrell, 2005;).

2.2.2.7. Self-monitoring. Richards and Farrell (2005) describe the self-monitoring (also called self-observation) as “a systematic approach to the observation, evaluation, and management of one’s own behavior in order to achieve a better understanding and control over the behavior” (p.34). Self-monitoring gives teachers a chance to monitor their instructional skills in their teaching performance and evaluate their behaviors which contribute to the students’ achievements or lead to the challenge for the students). As the self-monitoring is teacher initiated, it enables teachers to monitor and reflect on their practices privately and so they can gain confidence about their teaching (Kaplan & Carter, 1995; Richards & Farrell, 2005).

2.2.2.8. Keeping a teaching journal. Teaching journals, in the paper or electronic format, are the evolving documents in which teachers keep the records of their classroom events, teaching practices to use as source of evaluations and assessments of their performances (Richards & Farrell, 2005). Teacher can find out what factors affect the success of the lesson by keeping a teaching journal (Murray, 2010). Teachers can read their journal entries on a regular basis. Thus, they can develop self-awareness and make a critical analysis of what they do in class and discover alternative steps to improve their reflective practice (Goker, 2016; Murray, 2010). These journals in which teachers write their feelings about their own daily teaching experiences and reflect on their teaching performances are called ‘intrapersonal journals’ (Richards & Farrell, 2005). Teachers also can share their entries with their colleagues. Sharing the journal entries provides teachers opportunity to gain new insights into their colleagues’ teaching experiences. and to suggest solutions to the problems arising in the classroom or alternative teaching strategies (Murray, 2010; Richards & Farrell, 2005).

2.2.2.9. Teacher support groups. Richards & Farrell (2005) define teacher support group 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” (p.51). Teacher support groups is also called study groups or study circles. Teacher support group allows teachers to discuss the problems faced in their classrooms, to suggest the strategies and approaches, methods, and materials and get support and advice from each other in a collaborative and non-judgemental environment. The meetings of teacher support groups are prescheduled but are not formal. Teacher support groups are not like workshops in which there is an outside expert presenting the theoretical and practical ideas (Murray, 2010; Richards& Farrell, 2005). Teacher support groups allow teachers to create a discussion forum in which teachers participate voluntarily, to improve their knowledge, skills necessary for their development as professionals and good teaching performance as teachers (Clark, 2001; Sierra, 2007). Likewise, Birchak (1998) stresses that: “A study group is a democratic organization where teachers participate voluntarily, work collaboratively and share responsibilities and roles” (as cited in Sierra, 2007, p. 93.).

There are different types of teacher support groups: job-alike groups, school-based groups, topic-centered groups, teacher-research groups, virtual groups (Cayuso, Fegan, McAlister, 2004; Richards & Farrel, 2005). In job-alike groups, teachers teaching the same subject at different schools come together and discuss a particular issue related to what they teach. The teachers teaching different subjects and working at the same school form the school-based group and discuss a mutual interest related to their school. In topic-centered groups, teachers from different schools choose a particular topic and discuss it. In research groups, teachers having common interests, examine research on teaching and learning and meet and share and debate on their research results. Virtual groups comprise a group of language teachers who communicate and interact online (Birchak, Connor, Crawford, Kahn, Kaser, Turner, & Short, 1998; Richards & Farrell, 2005).

Overall, the teacher support groups provide teachers opportunity to create an ongoing, collaborative learning communities where they discuss their beliefs and practices, develop themselves professionally by sharing their ideas.

2.2.2.10. Action research. Shanks, Miller and Rosendale (2012) define action research as “a form of research where teachers learn to improve their practice while improving the understanding of their practice” (p.26). An action research consists of two words ‘action’ and ‘research’. The ‘research’ addresses the systematic and careful examination of teaching practices and data collection intended to clarify a problem or issue to develop teaching practice. The ‘action’ addresses the decisively and effectively acting for the solution of the problem (Richards & Farrell, 2005). Action research is conceived as a technique that allows teachers to attempt in order to change and review their teaching knowledge and students’ learning with descriptive reports, conversations, discussions with colleagues and their crucial reflections. Reflection has a basic importance in action research as the teachers act as both the participant and the practitioner role in each step of their classroom-based action researches (Vula, 2013). Thus, action research, improving teacher’s decision-making skills related to the teaching practices, turns teacher into an imaginative “problem solver”. Teacher as a ‘problem solver’ needs to commit their time for focusing on defining the problem, gathering data about the problem, designing a strategic plan, trying out the plan, and observing its impacts (Hassane, 2018). The action research process paves the way to raise awareness of teachers to their teaching practises and initiate changes in their teaching practices. Thus, they boost their students’ learning and increase the motivation of the students to learn (Atay, 2006). Teachers can share the results of their action research with the other teachers. Richards and Farrell (2005) listed the different ways of sharing the results:

- “an oral or written presentation to colleagues,
- writing an article for a teacher’s magazine,
- action research,
- communicating with an Internet forum or discussion group,
- giving a workshop,
- creating and displaying a poster about the action research and
- preparing a video presentation about the action research” (p. 184-185).

Thus, they can disseminate their results and inspire the other teachers to discover their own teaching practices by doing these action research projects or by conducting

new action research on the issues which seem to them crucial or are unique to their specific contexts (Richards & Farrell, 2005).

2.2.2.11. Analyzing critical incidents. Critical incident is interpreted as an unanticipated and spontaneous event intervening the lesson and triggering the teachers to reflect on their teaching practices (Kwan & Simpson, 2010; Richards & Farrell, 2005). On the one hand, these events can have positive impact on the lesson such as an increase in the student participation, on the other hand, they can affect the lesson negatively by hindering student participation without any reason (Farrell, 2013; Permatasari, 2018). These kind of events are common in the teaching settings, but the significance of these events are personal and they become critical only when the teacher considers them as such (Bruster & Peterson, 2013). There are many benefits of critical incident analysis. Teachers explore their emotions coinciding with the the critical incident, identify and solve the problem leading to intervene the flow of the lesson positively or negatively and reflect their teaching practice through the critical incident analysis. Critical incidents also promote the teachers to undertake responsibility of their personal professional development via their ongoing self-reflections (Shapira-Lishchinsky, 2011).

2.2.2.12. Mentoring. Mentoring is defined as “an intentional pairing of an inexperienced person with an experienced partner to guide and nurture his or her development” (Pitton, 2006, p. 1). The experienced person is generally ‘the mentor’ who supports the inexperienced person or ‘the mentee’ to improve the professional skills and competencies (Hamburg, 2013; Johnson & Ridley, 2008) as well as the improvement of their language proficiency (Diaz-Maggioli, 2013). Mentoring is a complex process which involves not only the counselling and the encouragement but also facilitating the development of the professional autonomy, judgements self-confidence and self-esteem in the course of the time (Breipohl & Hamburg, 2011; Hamburg, 2013). The relationship in mentoring is built on the reciprocal trust and respect and collegiality (Kochan & Pascarelli, 2003; Pitton, 2006). Thus, the mentee feels free to express his/her doubts and mistakes without fear of embarrassment or condemnation and the feeling of isolation (Cochran-Smith & Lytle, 1999). In the

mentoring process, the mentor also benefits. They find opportunity to renew and revitalise themselves professionally through self-reflection and the observation, giving feedback and the conversation with the mentee about teaching (Carter & Francis, 2001; Moir & Bloom, 2003) and to develop job satisfaction (Hargreaves & Fullan, 2000; Ingersoll & Strong, 2011; Schleicher, 2015)

2.3 Professional Development Activities in Turkey, Germany and Spain

In this section, professional development activities organized in Turkey, Germany and Spain will be explained briefly.

2.3.1. Professional development activities in Turkey. Turkey has a centralized educational system. Thus, the responsibility of the management and organisation of all the educational issues rests with MONE. The professional development of teachers is conducted according to the Articles 48 and 49 of the Basic Law of National Education, 214th Article of the 657th Law and the article 312 of the Presidency Decree in addition to the regulation on the INSETs of MONE. The General Directorate of Teacher Education and Development is the unit responsible for in-service teacher trainings unit in the ministry (MONE, 2018). The MONE determine the need for INSETs depending on the evaluation of the administrative reports, inspection reports, the demands of the teachers, the advices of the concerning committees, the developments in science and technology, the results of the questionnaires applied, the the decisions of the national education council, the needs of the units or institutions, the research results and the upper documents (Ünsal et al, 2012; MONE, 2018; Eurydice, 2019). The annual INSET programmes are planned and implemented by the General Directorate of Teacher Training and Development and General Directorate of Human Resources at national level. The in-service training activities based on the central, annual INSET programmes are planned and carried out by the Provincial Directorates of National Education at local level. The INSETs activities organized at central level are held in In-Service Training Institutes such as the inservice training institutes in Ankara, Aksaray, Erzurum, Mersin, Rize-Çayeli, İstanbul and Yalova-Esenköy and INSET activities organized at local level are held at schools and teachers houses (Terzi, 2014; MONE, 2018).

The in-service training activities held in the schools are regulated in accordance with the 98 articles of the Regulation for Primary Education Institutions. In this respect, the professional development activities in the form of seminars are applied three times an academic year as at the beginning of the academic year, within the academic year and at the end of the academic year and the participation in these professional development activities in the form of seminars is compulsory for the teachers (MONE, 2018). The participation in the other professional development activities except the PD activities mentioned above is volunteer based. In-service training activities are mainly implemented within the academic years and during the summer holidays. Besides, in-service training activities in schools are also held during working hours or at the weekends (Ünsal et al, 2012). Nearly all of the PD activities for the teachers take place in the form of inservice training seminars, courses, workshops and conferences. The MONE has been working on a recent professional development activity through which the EFL teachers will be sent to the United Kingdom in order to improve their four main language skills (MONE, 2019). Besides, the online in-service training courses are implemented by the MONE with the aim of supporting the professional development of all teachers when it is not possible to provide the face-to-face in-service training in the required time and area (MONE, 2018).

2.3.2. Professional development activities in Germany. Germany has a federal system and comprises 16 Federal States. Thus, the regulation of in-service teacher trainings in Germany, the content of which includes general and school pedagogy, subject-related didactics, current issues and introductions to new education trends, is not centralized and lies with these 16 Länder (States) each of which has areas of responsibility of their own. In each of these Länder (States), the Ministry of Education and Cultural Affairs are in charge of regulating the in-service trainings. The teachers are legally required to attend the in-service teacher training activities and the required participation varies depending on the requirements of each of Länder (NCEE, 2018). Thus, the Länder (States) organise the INSETs at central, regional and local levels. With the aim of organising INSETs at central level, each of Länder (States) sets up state-run- INSET institutes with different names such as state

Academy, academic institute for in-service teacher training. The duration of INSETs organised at central level generally varies from two and a half to five days. At regional level, the institutes for the INSETs and the middle-level and lower level school supervisory authorities in each state differently conduct the In-service teacher training. At local level, the responsibility for the organisation of INSETs lies with the Schulämter (lower-level school supervisory authorities). The implementation of the INSETs at regional level as a one- day session or a series of full day or afternoon and evening sessions once or several times a week varies. Besides, the INSETs in the schools in cooperation with the in-service training institutions can be conducted by each school for their teaching staff. These INSET courses within the schools are held in the afternoons or evenings. (Eurydice, 2018; KMK, 2011)

The INSETs can also be supported by the universities, higher education institutions, the churches and other non-public institutions such as foreign cultural institutions and associations. For instance, the publishing houses organize workshops about using technologies in the classroom, or motivating students to read, or the use of drama or story telling to increase the language practice at school (Eurydice, 2018).

The INSETs are generally organized in the form of seminars, study groups, workshops conferences, and colloquia. There are also INSETs regulated as remote training courses which can be received by the teachers any time via the internet. (Zhang & Hao, 2016) Attending the INSETs does not provide any change in status of the teachers while it enables them to develop competence to teach a new subject and prospective promotion (Eurydice, 2018; KMK, 2011; Tulowitzki, 2015; Zhang & Hao, 2016). However, the regular participation in PD activities have an indirect, positive impact on the application of the senior authorities such as head teaching, counselling (Eurydice, 2018).

2.3.3. Professional development activities in Spain. The priority lines of the continuous teacher development are annually set through the National Institute for Education Technologies and Teacher Training (INTEF) by the Ministry of Education and Vocational Training (MEFP). Besides, MEFP offers the CPD at state levels and makes the relevant agreement with the other institutions (university departments, institutes of education, professional associations, trade unions) educational reform

movements for this purpose. The INTEF, founded by MEFP, offers the teachers opportunity of joining the training programs consisting of online courses organized twice a year, summer face to face courses, on-site training courses such as seminars, conferences, teacher mobility programs with European countries, as well as online courses on digital competence, inclusive teaching, inquiry based learning, technology, problem solving, cross-curricula integration. for the teachers in different disciplines and levels. (Eurydice, 2019). The Law on Education (LOE) determines guidelines that should be obeyed by the CPD programmes offered by the educational authorities at state levels. The sufficiency of the knowledge and teaching methods for the development of the science and area specific teaching methodologies are taken into consideration by LOE. In addition, trainings regarding counselling; coaching, mentoring and attention to the diversity and school organization are proposed; training programmes related to ICT and foreign languages are set and innovation and programmes for the educational researches and innovations are supported (Eurydice, 2019; OECD, 2004).

The regional educational authorities are free to set their own priority guidelines for the continuous professional development programmes depending on the needs of the teachers within their jurisdiction. There exists a network of institutions called 'Teacher and Resource Centres' and used by the all regional authorities to provide training activities. These teacher and resource centers located in close distance to the schools are fully equipped in terms of resources and have teachers serving as the coordinators of the training activities. The organising and developing the scope of the training plan, promoting the collaboration among the institutions to disseminate the knowledge, catering the resources for the professional development of the teachers are under the responsibility of these institutions. The questionnaires are used to determine the needs and interests of the teachers in terms of continuing development. On-site seminars, working groups, school training projects based on the needs of the teachers are among the opportunities provided by the regional authorities. Undertaking the professional development programmes is not compulsory but affects the professional careers of the teachers serving at state schools such as merits in public competitive examinations and additional remuneration for the teachers (Eurydice, 2019) after a minimum of five or six years of teaching experience on

condition that they completed a minimum number of hours of training in officially accepted activities (OECD, 2010).

The Spanish Ministry of Education, Culture and Sport (MECD) has also established “Procomún” which is a professional social network for the teachers to exchange, discuss and disseminate their experiences and educational contents with their colleagues. This network allows the teachers to access educational resources through a tagging system, educational contexts, guidelines, and to join peer learning communities (EC, 2015).

2.4. Previous Studies

In this section, the results of the pioneering studies on the perceptions of EFL teachers on PD and PD activities have been discussed chronologically.

A qualitative study by Kwakman (2003) aimed to define the type of PD activities the EFL teachers participated in organized in their institutions and the factors influencing the participation of EFL teachers working at 10 secondary schools in Netherlands in PD activities at their institutions. The study revealed that the most common PD activities among the teachers were following up the journals, joining the collaborative discussions with their colleagues. The PD activities embedded in their daily teaching practices are effective. The most significant factor influencing the participation of EFL teachers in PD activities was individual factors. The workplace did not have direct impact on their participation.

Hismanoglu (2010) examined the perceptions of EFL teachers on PD and their PD activity preferences to take part in. The data were collected through a questionnaire with three open-ended questions responded by fifty EFL teachers. The results of the study showed that PD was considered important by most of the teachers while 30% of the teachers just cared their continuous professional development. They mostly prefer mentoring, teaching portfolios, in-service training. The collaborative PD activities except mentoring were not preferred by the EFL teachers due to the lack of communication and collaboration among the teachers in the institution.

Yuwono and Harbon (2010) conducted a qualitative research on the views of EFL teachers working in secondary schools in Indonesia about the PD. The semi

instructed interview was used as a data collection tool. 46 EFL teachers attended the research. Findings of the research suggested that EFL teachers in Indonesia viewed PD as unique to build and develop their professionalism. Their participation in PD activities could be explained base on the areas such as inner motivation for teaching profession, salaries, the social status of teaching profession, the meaning of PD for the EFL teachers and its benefit for their professional development.

Richter et al (2011) investigated the PD activities the teachers with different professional experience levels attended formally and informally. The data were collected from 1939 German secondary teachers in 198 schools. The findings demonstrated that the teachers with 7-18 years professional experience mostly preferred INSETs as a formal PD activity. There was an inverse relationship between the age and the collaboration among the teachers. Namely, the more experienced the teachers preferred engaging in the self-initiated PD activities such as following scholarly publications while the less experienced teachers tended to collaborating with their colleagues. The results also revealed that INSETs were mainly preferred by the teachers with administrative duties while the other teachers preferred informal PD activities for their professional development.

Wermke (2011) investigated the perspective of teachers from Germany and Sweden related to their PD and the effect of the workplaces on their PD. 418 teachers from Germany and Sweden responded the questionnaire. The researcher used mixed method for the data collection. The findings revealed that the teachers in both countries believed the importance of the PD. The most common PD activities among the teachers in both countries were the collaborating with the colleagues, following the scientific publications and online sources regarding their professions. Nevertheless, there was a considerable difference between the attitudes of the teachers towards their continuous professional development. While the teachers in Germany took the traditional stance in PD which means that they just relied on themselves and their colleagues in their own institutions, and the sources in their immediate surroundings, the teachers in Sweden took more modern stance in their PD such as participating courses organized by the different institutions such as universities in addition to the courses in their own workplaces. The teachers in Germany had more autonomy in

their teaching practices, compared with the teachers in Sweden where the national curriculum tests and curricula dependent on competence are influential.

In their qualitative research, Dayoub and Bashiruddin (2012) examined the professional development of EFL teachers working at secondary schools in Syria and Pakistan in which the PD of teachers is not well arranged. The self-study and case-study methods were utilized to gather data. The first researcher (Dayoub) used self-study to figure out her own PD as an EFL teacher in Syria. The second participant of the study was an EFL teacher in Pakistan. The researchers employed the a cross-case analysis to understand the situations of the professional development of EFL teachers in developing country settings. According to the findings of the research, the professional development of the participants depended on their self-initiated learning. Besides, their schools and families supported them. However, there was a lack of building CPD programs within the schools and support the EFL teacher both within their pre-service and in-service periods.

A research conducted by Büyükyavuz (2013) aimed to explore the beliefs of EFL teachers on PD based on the PD activities they attended. Sixty-four EFL teachers working at state schools in Isparta attended the study. The researcher utilised the questionnaire and semi-structured interviews as data collection tools. This study showed that although EFL teachers stated they gave importance their professional development and attended PD activities, they were not literally aware of the conceptualization of PD since they mentioned that they used the proficiency test books particularly prepared for the exams such as Foreign Language Proficiency Exam. The technology was used by the most of the participants for their PD while the action research method was not conducted. They were not eager to be monitored by their colleague in their classrooms.

Czerniawski (2013) inquired into the PD experiences of the EFL teachers from Germany, Norway, and England. Ten EFL teachers from Norway, nine EFL teachers from Germany and eight English teachers from England participated in the research. The results revealed that the mostly rated CPD activity was the peer learning communities. The participants stated that the intensive and sustained CPD activities influence their teaching practices.

In this qualitative and quantitative study, Kabilan and Veratharaju (2013) searched the needs of EFL teachers working at elementary schools in Malaysia on professional development. The researchers used a questionnaire encompassing two parts in the form of Likert scale and open-ended questions. The study revealed that the participants mostly chose the PD activities to be implemented in their actual teaching settings and to meet the needs of both the teachers and their students. The study also revealed that the PD activities should be voluntary based and designed regarding the needs of the teachers.

Korkmazgil and Seferoglu (2013) investigated the needs of EFL teachers and the PD activities they attended and the problems they challenged in Turkey. Ninety-eight EFL teachers working at public schools joined the survey which was a quantitative, descriptive study. The results of the study showed that EFL teachers mainly joined the INSETs. The EFL teachers believed that PD activities should be conducive to the development of classroom management skills, the use of technology in the classroom, application of foreign language national standards and raising cultural awareness.

In their qualitative study, Masuda, Ebersole and Barrett (2013) investigated the attitudes and enthusiasm of EFL teachers towards professional development. 16 EFL teachers with different teaching experiences were interviewed. The study revealed that PD should meet the needs of the teachers and be applicable in their actual teaching practices. The timing, accountability and financial issues affected the attitudes of the teachers towards the PD activities.

In a study by Shogair and Shaaban (2013), the most preferred PD activities among EFL teachers and technology teachers were investigated. 675 teachers working at public schools, in Gaza Strip. The descriptive analytical method was utilised in the study. The data was gathered through a questionnaire in the form of Likert scale with a list of 20 PD activities. The results indicated that the mostly followed PD activities were doing action research constantly, using social networks (Twitter, Facebook, and others) to share their ideas and experiences, and attending educational e-forum. The teachers use social networks related to their teaching fields most since using social network is so common in the country and they can easily follow their colleagues' day to day teaching practices, success and issues and express their opinions. They also find many beneficial documents enhancing their teaching practices in their classroom

in this online platform. The teachers rarely followed the PD activities such as benefit from the feedback of advisors and administrators, attending discussion groups with colleagues in their institutions as they felt that their advisors and administrators observed their teaching practices formally. While the teachers working at public schools were equally responsible for their PD, the female teachers looked for the ways to enhance their teaching practices.

In a descriptive research by Alfaki (2014), it was aimed to find out the concept of professional development and the perceptions of EFL teachers on PD in the contemporary world. The participants of the research were 40 EFL teachers working at secondary schools in North Sudan. The data were gathered via a questionnaire with rating scale questions. According to the results of the study, PD was perceived as a key factor in teachers' growth and students' achievements. In this respect, the teachers were expected to undertake the responsibility for their own PD to keep themselves constantly updated and to reflect on their teaching skills for their ongoing PD.

In her dissertation, Canözü Özbek (2014) examined the EFL teachers' preferences of PD activities and the factors affecting their choices. The research included 118 EFL teachers working at public schools. The research revealed that majority of the participants followed scientific researches, articles, the latest books, websites regarding their professions, and joined the INSETs for their PD while they did not opt for joining the courses, seminars requiring active involvement, mentoring. The participants were eager to collaborate with their colleagues concerning using mutual teaching materials, preparing exams. The teachers' preference of PD activities were based on the timing issue, personal interests and family issues.

Oruç Ertürk, Gün and Kaynardağ (2014) investigated and compared the perceptions of EFL teachers on PD and PD activities they attended and what influences their participations in PD activities. Totally 158 EFL teachers, some of whom work at state and foundation universities and at primary and secondary schools, joined the survey. The research showed that the EFL teachers did not perceive the PD differently although they worked at different types of educational institutions. The teachers thought that PD is self-initiated, namely, the PD is under the own responsibilities. The EFL teachers attended PD activities without considering

whether PD activities were suitable for their teaching experiences and workplaces. The most common PD activities engaged in were conferences, following academic journals while the least PD activities engaged in were teaching journals, classroom researches. The most significant factor preventing the teachers from attending PD activities was on the timing issue, personal interests and family issues.

Alibakhshi and Dehvari (2015) analyzed the EFL teachers' understanding of PD and the PD activities mainly engaged in. 20 EFL teachers in Iran took part in the interview. According to the research results, the participants identified PD as ongoing learning, improving the teaching skills, learning in the work, gaining knowledge to teach more effectively and keeping oneself refreshed professionally. Workshops, conferences organized by different institutions, engaging a higher education, presenting own experiences at PD events were the most common PD activities.

In her dissertation, Korkmazgil (2015) examined the needs of EFL teachers on their PD, their PD activities and the factors hindering their PD. 41 EFL teachers working at state schools in fourteen different cities attended the study. The researcher collected the data through semi-structured interview. The findings indicated that the EFL teachers' vital needs were boosting English language proficiency and speaking skills, increase the content knowledge and teaching skills, incorporating the technology into the language teaching, developing new materials and adapting into their classrooms. The factors hindering their PD were listed as the student-driven problems, the personal factors, institutional issues, the social position of the teaching profession, the lack of freedom in their teaching practices, and the prevailing top-down understanding in the educational field.

In a qualitative research by Mahmoudi and Özkan (2015), the benefits of PD activities and the perceptions of the novice and experienced teachers on PD activities were searched. The data was collected via a questionnaire and an interview. The participants were 60 EFL teachers working at the same school in Adana. The findings of the study unraveled that there was a difference between preferences of the novice and experienced teachers concerning PD activities. On the one hand, the PD activities considered as beneficial and participated by experienced teachers were mentoring, peer coaching, following professional literature, seminars, conferences,

classroom observations both in their schools and other institutions. On the other hand, novice teachers mainly engaged in courses, workshops, followed teacher networks established particularly for the PD of teachers, had informal conversations with their colleagues on new PD methods and techniques. The teachers drew on the PD activities engaged in collegially and individually.

Tawalbeh (2015) inquired into the perceptions of EFL teachers on the effectiveness of PD programs at Taif University English Language Center in Saudi Arabia. The researcher utilised a questionnaire of 4- Likert Scale and open-ended questions. The sample of the study included eventy-six EFL teachers. The results of the research demonstrated that the current PD programs did not respond to the actual needs of the teachers. The trainers of the PD programs did not have enough qualifications to address the particular teaching practices, methods that the participant teachers could employ to cope with the problems in their actual classrooms.

Yumru (2015) conducted a qualitative research to inquire into the preferences of EFL teachers for learning activities in PD course in Turkey and the most effective teacher learning activities contributing to their teaching practices. The data were collected through the professional development portfolio reports of twenty EFL teachers working at public schools and teaching experience of whom varies from 2 to 5 years. The findings demonstrated that the practical and experiential learning activities enabling the EFLteachers to monitor and evaluate their teaching practices are highly valued by the EFL teachers. The findings of the study also indicated that the PD programs should address the needs of the teachers, the features of the institutions and should build a culture of empowerment at schools as well as local teacher networks.

In a study by Agbayahoun (2016), the perceptions of EFL teachers on PD and PD models they engaged in and their PD experiences were examined. The data were gathered through a 10 item questionnarie responded by 157 EFL teachers working at secondary schools in the Republic of Benin. According to the results of the study, all the participants engaged in the the compulsory weekly school-based teacher development workshops. The majority of the participants participated in the one-shot teacher traning seminars organised by the state yearly. None of the participants was familiar with the PD activities such as conferences, peer observation, coaching,

monitoring, action-research, portfolio construction, teacher networking, and teacher professional learning communities. The study also revealed that the PD activities engaged in had no or a little impact on their actual teaching practices and their students' achievements.

With the aim of understanding the EFL teachers' beliefs on PD, PD activities, and the factors that may inhibit their PD, Al Asmari (2016) employed a questionnaire in the form of Likert scale to 121 EFL teachers from various countries in Saudi Arabia. The results of the research showed that PD was viewed as a necessary ongoing learning, a tool for improving reflective teaching. The participants believed that PD activities should include the instructional knowledge, follow-up activities, give a chance them to apply them in their classrooms. They stressed that the PD activities should be organized suitable for their policy of their workplaces to get a support from their administrators.

In a dissertation by Bachtar (2016), the beliefs of EFL teachers working at lower secondary schools in Indonesia about the key features of the good PD and the influence of the attending the PD activities and teacher study groups on the beliefs of the teachers about the change in their self efficacy level. The researcher conducted mixed method research including 4 stages. The researcher utilised the questionnaires with closed questions and open-ended questions, the observation of the teacher study groups and semi-structured interviews as data collection tool. The results of the research indicated that the views of the EFL teachers about the good PD activities were affected by their previous and present teaching experiences, the culture of Indonesia, educational system and policies in Indonesia and the educational resources. The attending the teacher study groups had positive impact on the beliefs of the teachers about their self efficacy regarding the classroom management, the implementation of new pedagogical approaches and improvement student participation in the lessons.

Koç (2016) intended to investigate the satisfaction level of EFL teachers in INSETs. 32 EFL teachers working at primary schools attended the research. An evaluation form developed by the researchers was used to gather data. The findings showed that the EFL teachers were dissatisfied with the INSETs since they were designed ignoring the needs of the teachers. In addition, the INSET activities did not provide

knowledge to be implemented in their actual classrooms and give the teachers a chance of active participation.

Özbilgin et al. (2016), in their study, aimed to understand the visions of EFL teachers in Northern Cyprus on PD, their PD experiences and their needs regarding their PD. The researchers employed an interview with 12 EFL teacher working in different 3 cities in Northern Cyprus. The findings revealed that the workplaces, experiences, of the teachers, their personal perspectives and the authorities had impact on their professional developments. The PD activities organized based on top-down approach did not address the needs and interests of the teachers. As they were aware of the inadequacy of the PD activities organized by the authorities, the teachers struggled for attending the additional European programs for their PD.

Zehir Topkaya and Çelik (2016) investigated the PD and PD activities from the perspective of 6 EFL teachers with different teaching experiences. The participants were selected purposefully. Semi-structured interview was employed for data collection. The results of the study indicated that the PD was conceived as updating one's instructional knowledge in line with the latest advances in their field, application of different teaching materials, skills and knowledge into their actual classrooms. The PD activities mostly engaged in were, INSEts, courses, seminars, following scientific researches regarding their professions, reflecting on the teaching practices and working together with the colleagues. However, INSEts were perceived as PD which meant that the participants had a conventional PD understanding.

In their quantative study, Babanoğlu and Yardımcı (2017) aimed to uncovered the beliefs of EFL teachers working at public and private schools on PD. A questionnaire in the form of Likert scale was employed to 45 public school EFL teachers and 45 private school EFL teachers. The findings showed that PD was defined as life-long learning throughout the profession, and having self-confidence in their teaching practice. The EFL teachers working at public schools were not so interested as their colleagues working at private schools. Female teachers regardless of their teachig experineces and working places were more concerned about their PD than their male colleagues.

Bharati and Chalise (2017) examined the EFL teachers' views about PD and their PD activities. The total number of the sample was 40 EFL teachers working at different

secondary schools in Chitwan district. The researchers conducted a set of questionnaire with open ended and close-ended questions. According to the results of the study, the EFL teachers viewed PD as an ongoing process in which the teachers were provided to develop their instructional knowledge and their teaching performances. The most preferred PD activities were workshops, team-teaching, teacher support groups, self-observation and case analysis while the least preferred ones were keeping teaching journals and action research.

In her dissertation, Çinkır (2017) aimed to explore the preferences of EFL teachers working at secondary schools in Seyhan and Cukurova districts of Adana regarding the PD activities enabling them to update, reflect and collaborate and their opinions about two of the most beneficial PD activities. The sampling included 95 female and 26 male EFL teachers. The data were gathered through a questionnaire adapted from Kwakman. The results revealed that the teachers preferred the PD activities which were meaningful, effective and based on the technology usage. The discussing the teaching issues and exchanging ideas with their colleagues were among two of the most beneficial PD activities.

In a qualitative research conducted by Irmawati, Widiati and Cahyono (2017), it was inquired into the types of PD activities undertaken by the EFL teachers in Indonesia to improve their pedagogical competence and their contribution to their teaching practices. The researchers collected the data through questionnaire, interview guide, observation sheet. Four EFL teachers working in Malang Regency and Batu town attended the research as participants. The findings of the research demonstrated that discussion with colleagues, taking part in the teacher association forum, seminars and workshops, courses, doing research, reading scholarly researches, searching on the internet, and team teaching were the mostly preferred PD activities. The participants developed their pedagogical competence by giving and receiving feedback, reflecting their practices, doing researches, discussing the issues with their colleagues.

With the purpose of understanding the beliefs and attitudes of EFL teachers towards PD after and before their participation in the workshops, Mohammadi and Moradi (2017) employed a questionnaire and interview to 86 Iranian EFL teachers. The researchers concluded that the participants' beliefs altered about the PD. The study showed that there was a change in the beliefs of the teachers about the PD. While

they perceived the PD as being competent in their field by pursuing individually without interaction with their colleagues, after attending the workshops, they became aware that the collaborative PD activities promoted them to strengthen their relationships with their colleagues, to trust each other, feel themselves belonging to a place, to gain confidence and to deal with the challenges all together. In addition, PD activities attended voluntarily had a long-lasting effect on the PD of the teachers since the teachers chose the PD activities relevant to their need and interests.

In this qualitative study, Priajana (2017) aimed to find out what strategies EFL teachers employed to develop themselves professionally especially with regards to their pedagogical and professional competencies. The researcher used detailed interviews, documentary sources, classroom observation, checklist and mentors' and colleagues' observations as data collection tool. 7 EFL teachers working at secondary school and high school in West Java joined the study. The findings of the study demonstrated that EFL teachers pursued their PD by attending self-initiated, institutional and non-institutional PD activities. The self-initiated PD activities such as individual reading, attending online teacher networks, writing articles, self-monitoring and keeping reflective teaching journal were helpful for the teachers to maintain their PD since the teachers chose based on their needs and interests. Besides, the institutional PD activities such as attending informal discussion with colleagues, peer observation, peer coaching, and classroom action research had positive impact on the teachers since they provided the teachers to build on collegial learning environment in which the teachers had a chance to discuss the recent teaching methods, approaches, gained new perspectives regarding their teaching practices. The non-institutional PD activities such as attending English teacher forums, seminars, workshops and other teachers trainings courses provided the teachers to gain broader perspectives to improve their teaching performances and their professional competencies.

In this descriptive case study, Şener and Çokçalışkan (2017) examined the beliefs of EFL teachers on PD and what PD strategies they used for their professional development. This study was comprised of 9 EFL teachers working at different high school in Mugla. The semi-structured interview was employed for data collection. According to the study results, PD was considered crucial and the participants mostly

described PD as a continuous learning to equip themselves with the latest instructional knowledge, new teaching skills to pursue their career more effectively. The most preferred PD activities by the teachers were courses, workshops, seminars, and webinars which were the most common PD activities organized in Turkish educational context. The participants stressed that attending PD activities provided them to feel more motivated and confident in their professions.

In his dissertation, Taylan (2017) investigated the attitudes of the foreign language teachers towards PD activities, how frequently they used PD strategies and the challenges faced in the implementation of PD activities. The 105 foreign language teachers working at different high schools located in 3 different districts in Izmir. The questionnaire developed by Muyan in 2013 was used to collect data. The findings of the study showed that the teachers did not implement the PD activities as much as they stressed the necessity and importance of PD for their professions. The female language teachers cared their PD more and implemented PD activities for their PD, compared to their male colleagues. Besides, the teachers continuing their higher education and French language teachers paid attention to implement PD strategies much more than their colleagues. The workload, lack of communication among the colleagues, personal motivation and institutional support were the most common challenges faced by the language teachers.

With the purpose of exploring the perceptions of EFL teachers on PD and the elements influencing their participation in PD, Topkaraoglu (2017) conducted a qualitative research. The sampling of the research included 3 EFL teachers. The data were gathered via semi-structured interviews. The findings of the research indicated that PD was perceived as the improvement of their weak teaching skills. the enthusiasm for self development, sharing the experience regardless of their teaching experience, lack of the institutional support are the significant elements in influencing their participation in PD.

Tunaz and Önem (2017) intended to find out the views of EFL teachers working in the villages with the socio-economic disadvantages in the southeast region of Turkey about CPD. 20 EFL teachers participated in their study. The interview and focus group discussion were used as data collection tool. The results of the study showed that attending PD activities has a profound impact on the quality of teaching and the

students' learning. The participants stated that they are provided limited opportunities for their CPD compared to their colleagues working in the more developed regions of Turkey. They also stated that the intensive working hours restricts their participation in PD activities. The results also revealed that the participants thought that they should take part in the planning process of PD activities for them. The lack of financial support was a vital obstacle for them to participate in PD activities.

In another dissertation by Yılmaz (2017), it was aimed to uncover the EFL teachers' beliefs about PD, the influence of PD activities on their PD and their PD needs. 36 EFL teachers working at primary, secondary and high schools in different 17 cities in Turkey participated in the study. The open-ended questionnaire and semi-structured interviews were applied to gather the data. The results of the study indicated that PD was defined as an ongoing process in which the teachers gained insight into the new perspectives, skills for their teaching practices and as keeping oneself constantly updated through their profession. Pursuing a postgraduate influenced the preferences of the EFL teachers regarding PD activities. Namely, the EFL teachers with postgraduate degree considered the PD activities as self-initiated such as following scientific researches, journals related to their professions, self-monitoring while the ones without higher educational degree perceived it as externally-driven such as INSETs. Thus, it could be concluded that holding a postgraduate promoted the teachers to gain their autonomy regarding their teaching practices and to develop sense of responsibility for their personal development. The study also demonstrated that PD strategies supported the EFL teachers to gain personal strengths and skills to be benefitted in their actual teaching settings, to find out the contemporary teaching studies, approaches, and to raise their awareness about their teaching practices. The mainly mentioned need areas were improving speaking skills, using the technology in their teaching practices effectively. Thus, the EFL teachers demanded that PD programmes be designed to meet their needs.

In the qualitative research by Yurtseven (2017), it was intended to determine the changing perceptions of EFL teachers about PD. The research was comprised of 526 EFL teachers responded the questionnaire with semi-structured sentences online. The results showed that the EFL teachers identified the PD with a specific object, a

thriving and evolving entity, and a dynamic task to challenge. In this sense, it was asserted that the teachers were aware of necessity of revitalizing themselves professionally and they perceived the PD as crucial component of their careers.

Afshar and Ghasemi (2018) inquired into the views of Iranian EFL teachers about PD. The sampling of the study consisted of 200 EFL teachers working at private language institutes in Iran. The data were gathered through a semi-structured interview conducted with 50 EFL teachers and a questionnaire applied to 200 EFL teachers. The study revealed that PD was mostly perceived as means to enable the teachers to improve both their pedagogical knowledge and their teaching skills. The participants also stated PD was an opportunity for them to share their ideas and experiences with their colleagues. The study also indicated that there was significant difference between the perception of the teachers with high experience and the teachers with less experience on PD. The high experienced teachers participated in the PD activities to enhance their teaching effectiveness, learn about the new techniques and methods to engage the students in learning, to figure out their teaching weaknesses and strengths, to collaborate with their colleagues while the low experienced teachers attended the PD activities just for learning new teaching skills.

Joshi, Gnawali and Dixon (2018) conducted a qualitative research to explore the PD strategies used by the EFL teachers in Nepal and their PD experiences. An open ended questionnaire was used as a data collection tool. 45 EFL teachers working at public and private higher secondary schools and colleges in the districts of Kathmandu and Lalitpur. The findings of the study demonstrated that the Nepalese EFL teachers perceived PD as an ongoing learning throughout their profession. As for the PD strategies, the EFL teachers mostly employed profession-related (e.g. attending conferences, workshops, seminars), peer supported, self-initiated (e.g. learning from own teaching experience and self-monitoring) and study-(research) focused (e.g. analysing the critical incidents and case methods) PD activities.

Biqiche, Chnani, and Messouab (2019) examined the reasons influencing the participation of EFL teachers working at state high schools in Morocco in PD programmes. The researchers employed a questionnaire with test items to 30 EFL teachers. The results of the study showed that the oft-mentioned obstacles were financial problems and the effectiveness of the PD programs. In this respect, the

teachers attempted to build on their own learning settings for their professional growth.

Alibakhshi (2019) aimed to examine the needs of EFL teachers about PD. The data were gathered by means of semi-structured interviews with 13 EFL teachers. The study revealed that the most important PD needs of EFL teachers were teaching methods, assessment, curriculum development, educational psychology, educational technology, communication and management skills, language skills, and linguistics and meta-linguistics awareness.

Cirocki and Farrell (2019) intended to find out the concept of CPD from the perspective of EFL teachers in Indonesia about and their PD experiences. 250 EFL teachers working at secondary schools in the Eastern, Central and Western provinces of Java, Indonesia took part in the research. The researchers used the questionnaire, the reflective report and the focus group interview as data collection instrument. The research revealed that the participants defined the CPD in terms of institutional and non institutional learning, pursuing their higher education, government directed and self initiated learning. The mostly preferred CPD activities by the participants were informal conversations with their colleagues, workshops, conferences, seminars, action research.

Girma, Wubshet and Menuta (2019) aimed to explore the choices of EFL teachers regarding PD activities. The researchers applied the descriptive survey design including both quantitative and qualitative approach. The sampling of the study consisted of 31 EFL teachers, 4 CPD facilitators, 4 school administrators and 4 supervisors from four secondary schools. The researchers utilised Census method for EFL teachers, purposive sampling for CPD facilitators, school administrators and supervisors as sampling techniques. The data were gathered through questionnaire, Focus Group Discussion (FGD) and document analysis. The findings showed that the mostly preferred CPD activities by the EFL teachers were short-term trainings and workshops. The study also revealed that there was no follow-up activities and assessment on the active teacher participation in PD activities and the impact of PD activities on their actual teaching practices.

In a research by Lear (2019), the views of the EFL teachers in Mindanao, Philippines about PD and the influence of PD on their teaching practices were investigated. The

sample of the study included five experienced teachers selected depending on the teaching experience, participation in the PD activities and the enthusiasm to take part in the study. The researcher interviewed with the participants in detail by recording their voices with a tape recorder. The findings of the research revealed that the participants were concerned about their proficiency in English which lead to feeling of inadequacy. Thus, they tended to compare themselves with the novice teachers related to speaking skills. The research also demonstrated that the teachers felt that they were not supported by the policy and their schools about the difficulties regarding their professional development. Thus, they stated that the PD activities were not organized based on their needs and the engagement in the self-initiated PD activities came to foreground. The teachers were biased about the PD activities due to the teaching culture dominated by isolation and stagnation.

In a qualitative study by Utami, Prestridge, Saukah and Hamied (2019), looked into the influence of attending the CPD activities on the changes in EFL teachers' beliefs and their teaching practices. 6 EFL teachers in Indonesia took part in the study. The researchers utilised the interviews with detailed questions and observations as data collection instruments. The researchers interviewed with each participant five or six times successively within eight or nine months. The results of the study demonstrated that there was a limited association between their participation in the CPD activities and the changes in their beliefs and their teaching practices. Especially, the level of willingness of the teachers to be professional has a vital impact on the EFL teachers' participation in the CPD activities and the changes in their beliefs and their teaching practices.

Yücedağ and Karakaş (2019) aimed to uncover the perceptions of in-service EFL teachers in Burdur on PD and PD activities. The data were collected by a questionnaire including 5 open-ended questions responded by 18 EFL teachers working at different public schools. The results of the research indicated that the majority of the EFL teachers defined the PD as a continuous process of improving and increasing skills through their professions. The oft-stated PD activities were INSETs, international and national projects such as eTwinning, Erasmus, following scholarly publications. The financial problems, poor technological infrastructures in

their institution and problems posed by the administrators were the challenges the teachers mainly mentioned.



CHAPTER III

METHODOLOGY

In this chapter, research design, research questions, participants, procedure, data collection instruments, and data analysis have been reviewed respectively.

3.1. Research Design

Research design is defined as the overall road map of the researcher (Akhtar, 2016; Thyer, 1993; Zikmun 1988). Besides, Selltiz, Deutsch and Cook (1962) defined the research design as “the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure” (p. 50).

Research design has some essential elements which can be listed briefly (Akhtar, 2016) as follows:

- a definite statement of the research problem,
- a clear plan of the techniques to be implemented for the data collection,
- the settings and the population for the research,
- timeline and
- methods to be used for the data analysis.

Selecting a research design is a vital phase in the whole research process. In this sense, the researchers have to be meticulous in the selection of the research design.

In the current study, it was aimed to investigate and compare the concept of PD and and PD activities from the perspective of EFL teachers from Turkey, Germany and Spain. The qualitative research method was utilised to examine the opinions of the participants in detail.

3.1.1. The definition of qualitative research. There are many definitions of the qualitative research in the literature (Burns & Grove, 2009; Creswell, 2009;

Denzin & Lincoln 1994; Kerlinger, 1986; McMillan & Schumacher, 1993; Punch, 2013; Williams, 2007).

Astalin stated (2013) that, “Qualitative research is a systematic scientific inquiry which seeks to build a holistic, largely narrative, description to inform the researcher’s understanding of a social or cultural phenomenon” (p.118).

3.1.2. Brief history of qualitative research. Qualitative research emerged as an alternative method to the quantitative research in early decades of the 20th century and was used first by anthropologists and sociologists (Mohajan, 2018). The period until 1945 is called as the conventional age of the qualitative research. The researchers using qualitative research aimed to explain the social phenomena objectively. The principles of the qualitative research were dominated by the quantitative research. The period between 1950 and 1970 is called the golden age in which the researchers started to analyse the data through coding materials obtained from the observations and also attempted to use various modern methods of qualitative research such as grounded theory, ethnography (Garfinkel, 1967; Glaser & Strauss, 1967; Spradley, 1980). Between 1970 and 1986, the researchers started to gain new interpretive perspectives such as hermeneutics, structuralism, semiotics, phenomenology, cultural studies. The initial software programs and packages for computer-supported data analysis were evolved during this period of the time (Geertz, 1973). The data analysis centered on the interpretation rather than linear models. The period between 1990 and 1995 called the post modern qualitative research period in which the theories began to be expressed as narratives or the theories were replaced with the narratives. The tendency emerged towards local narratives with small scale theories fitting the specific problems from the ideological narratives. The post-experimental investigation was conducted between 1995 and 2000. The qualitative research connected with the democratic policies and became more popular (Denzin & Lincoln, 2005). The period between 2000 and 2010 was a period of great controversial. In this period, three new qualitative journals, which contributed to the further development of the qualitative research, emerged: ‘Qualitative Inquiry, Qualitative Studies in Education, and Qualitative Research’. 2010 and onwards is called the future period in which scientists face the

methodological backlash related to the social movement based on evidence (Denzin & Lincoln, 2005; Given, 2008).

3.1.3. Types and procedures of qualitative research. The qualitative research enables the researcher to find out and deeply understand the social phenomenon. Thus, the researcher draws a holistic picture of the situation in its natural setting, analyzes it inductively, and accounts for the findings of the research in detail and in a persuasive way (Creswell, 2002). In the process of conducting qualitative research, there are various methods for the researcher to use such as grounded theory, ethnography, content analysis, phenomenological study and case studies (Creswell, 2002; Leedy & Ormrod, 2001; Williams, 2007). These five methods recommended by Leedy and Ormrod (2001) are explained as follows:

- Grounded theory enables the researcher to develop a theory depending on the data collected systematically (Glaser, 1978; Coates, 2004; Ary, Cheser Jacobs, Razavieh & Sorensen, 2010). The researchers develop a theory in the process of the data collection (Hossain, 2011).
- Ethnography differs from the case study since an entire group sharing a common culture is studied in ethnographies (Williams, 2007, p. 14). Creswell (2003) defines the ethnography study “in which the researcher studies an intact cultural group in a natural setting over a prolonged period of time by collecting, primarily, observational data” (p14). In ethnographies, the researcher aims to explore how the culture and behavior relate to each other in their natural settings (Ary, Jacobs, Razavieh & Sorensen, 2010). Ethnography studies necessitate various data collecting procedures such as observing the setting over an extended period of time, interviews with the group sharing the common culture, and analysing the cultural documents (Hossain, 2011).
- Content analysis is defined by Leedy and Ormrod (2001) as “a detailed and systematic examination of the contents of a particular body of materials for the purpose of identifying patterns, themes, or biases” (p. 155). In the content analysis, various written and oral forms used in human communication such as books, films, newspapers are investigated to determine the specific

patterns, biases and themes emerging in the human communications (Williams, 2007).

- Phenomenological study is defined by Leedy & Ormrod (2001) as “to understand an experience from the participants’ point of view” (p.157). The researcher aims to interpret the central meaning of the experiences of the participants attending in the study (Ary et al., 2010).
- Case study is described by Creswell (2003) as “researcher explores in depth a program, an event, an activity, a process, or one or more individuals” (p.15). The case study allows the researchers to ascertain why the behavior is done by the individuals and how and why it changes in the course of the time (Ary et al, 2010). In the case study, the cases can be single or multiple. In multiple case studies, the researchers examine the cases individually and then compare the cases with each other and investigates the differences and similarities of the cases involving in the research (Astalin, 2013). The multiple case studies are reliable as they enable the researchers to explore the problem from a broad perspective (Mohajan, 2018).

In this current study, case study was used as a research design to figure out the perceptions of EFL teachers from Turkey, Germany and Spain on PD and PD activities.

3.1.4. Qualitative research data collection tools. In qualitative researches, many research tools are used based on the nature, the subject and the aim of the research. The data collection tool to be used becomes clear after the researcher defines the subject of the research. Data collection tool acts as a guide for the researcher to decide how to reach the aim of the research. Observation, the document analysis and interviews, are the most common data collection tools used in the qualitative research (Ary et al, 2010; Ekiz, 2003). These data collection tools are briefly explained as follows:

- Observation is one of the basic data collection tool used to collect data in the qualitative research. The observation is a data collection tool used to gather the data in the natural setting of the behavior. The researcher aims to find out the complex occurrence of the behavior in its natural setting (Ary et al, 2010.)

The observations are based on the narration to express the setting and the behavior (Ekiz, 2003).

- Document analysis is a data collection tool used to collect the formal or non-formal documents and to review and evaluate these documents (Bowen, 2009). Document analysis can be in written form such as novels, journals, meeting minutes, logs, announcements, policy statements, newspapers, transcripts, marriage records, diaries, budgets, letters, e-mail messages, etc. or nonwritten records such as photographs, audiotapes, videotapes, computer images, websites, musical performances, televised political speeches, YouTube videos, real world settings, etc. (Ary et al, 2010).
- Interview is the most common data collection tool used to reveal the thoughts, perceptions, perspectives, feelings, attitudes of people about a certain situation (Ary et al, 2010) and the factors influencing their behaviors in their own words (Ekiz, 2003). The interviews help the researcher to obtain the information which cannot be provided through observation, or they can help the researcher to verify the observations (Ary et al, 2010). The interviews are divided into three groups by structure: structured interviews, semi-structured interviews and unstructured interviews (Ekiz, 2003). In the structured interviews, the researcher chooses the area of his/her interest and formulates the questions in the form of open-ended or close-ended in advance to elicit specific response or answer from the interviewees (Kumar, 2011). The interview can be face to face, on the phone conversations or online (Silverman, 2014). The researcher adheres to the questions during the research. In other words, the researcher does not ask new questions or change the order of the questions to follow up the replies of the interviewees (Ary et al, 2010). The main advantage of the structured interview is that it provides the uniformity for the information gathered which enables the researcher to compare the data clearly since the same questions are asked to all the interviewees (Kumar, 2011). The researcher (as interviewer) has a neutral role and acts friendly and informal but does not reflect his/her opinion in the interview (Ary et al, 2010).

In the current study, the structured interview was implemented face to face through the interview form with the standardized open-ended questions sequence of which was predetermined. In the interview, the researcher asked the same question in the same order to the participants which allows the researcher to compare the replies of the participants.

3.1.5. The advantages and disadvantages of qualitative research. The scientific method is vital for the researchers to explore the new theories, interpret the facts inserted in the reality. Thus, the researchers decide on the appropriate research methodology based on the scientific purpose of them (Flanagan, 2013; Queirós, Faria & Almeida, 2017). If the researchers aim to investigate the social phenomenon, beliefs, values, the relationships and the social processes the best choice for them is qualitative research (Atieno, 2009, Maxwell, 2013). In this process, qualitative research has many advantages as follows:

- Qualitative research allows the researchers to examine the the participants' feelings, opinions and experiences regarding an issue in depth and to interpret the underlying meanings (Denzin, 1989; Rahman, 2017). In this respect, it enables the researcher to access the data on complex issues and to understand them in-depth (Rahman, 2017; Mohajan, 2018).
- Qualitative research, in an interpretivist position (Astalin, 2013), helps the researchers to understand the social phenomenon in its natural setting holistically (Rahman, 2017).
- Qualitative research enables the researchers to explore the inner feelings and experiences of the participants and to find out how they shape in and through the culture in the course of time (Corbin & Strauss, 2008; Rahman,2017).
- Qualitative research provides the opportunity for the researchers to directly interact with the participants through direct observation, unstructured interviews to collect the data in detail (Cohen et al., 2011; Rahman, 2017). Thus, the researcher finds opportunity to explore the issues missed by the positivistic researches (Mohajan, 2018).
- Qualitative research, as a flexible approach, gives the reseachers chance to manipulate any variables for the improvement of the responses in order to

gain more useful insights (Rahman, 2017). In other words, it allows the researcher flexibility in terms of directing the framework of their research in line with the new information and findings emerged (Mohajan, 2018).

- Qualitative research permits the researchers to work with the small numbers of the participants (Mohajan, 2018) This is because the qualitative researches focus on the in-depth understanding of a social issue or how and why this issue occurs and shapes in the society (Sandelowski, 1995).

Beyond its advantages above, the qualitative research has also disadvantages, as follows;

- Conducting a qualitative research takes a long time since the analysis of the data such as transcribing the interviews, identifying the themes requires long term (Rahman, 2017).
- The results of the qualitative research cannot be generalized to the wider populations due to the gathering of the data from the small numbers of the participant or cases (Mohajan, 2018; Rahman, 2017).
- Qualitative research cannot be replicated easily due to the constantly changing social, economical and political conditions and their impacts on the result of the research (Mohajan, 2018).
- In qualitative research, the personality and biases of the researcher can have impact on the results of the research. Thus, the results of the qualitative researches are viewed as subjective (Creswell, 2013; Rahman, 2017). Namely, the researcher under the influence of the unconscious belief can downplay the contrary data obtained and refrain from explaining the unimportant results (Given, 2008).

Finally, the choice of the research method is under the responsibility of the researcher. Thus, the researcher should take into consideration the benefits and limitations of the each research method depending the nature of the study (Queirós et al., 2017).

3.1.6. The design of the study. In the current study, it was aimed to investigate and compare the concept of PD and PD activities from the perspective of

EFL teachers from Turkey, Germany and Spain. As Jones (1985) states that "People develop over their lives a personal framework of beliefs and values with which they selectively and subjectively build meaning and significance in events. It is this framework ... that the qualitative researcher is interested in learning about" (p. 49), so the researcher of the current study utilise the qualitative research to inquire about and to uncover the views of EFL teachers related to the PD and their PD activities. As with the data collection tool to be used in the qualitative research, Lavrakas (2008) points out that structured interviews "enable all respondents to receive the same stimuli (question and response wording) in the same way. This technique minimizes the impact of the interviewer such that any differences observed can be attributed to differences among respondents and not to interviewer behavior" (p.365). In this regard, the structured interview was used as a tool of data collection in the current study. And the researcher developed an open ended-questions after a meticulous investigation of the related previous studies (Ceylan, 2015; Hismanoglu, 2010; Yilmaz, 2017, OECD, 2009) to be used in the structured interview implemented to 45 EFL teachers from Turkey, Germany and Spain in order to shed light on the meanings assigned to the concept of PD and to uncover the PD activities that they engaged in. As stated by Woodside (2010), "Case study research is an inquiry that focuses on describing, understanding, predicting and/or controlling the individual" (p1). From this perspective, the case study method was selected since the researcher aimed to figure out the perceptions of the EFL teachers on PD and the PD activities that they attended. The data collection process took 5 months. After the implementation of the structured interview, the data were analyzed qualitatively.

3.1.7. Reliability and validity in qualitative researches. It is doubtless to say that trustworthiness has utmost importance in all researches. In qualitative researches, the best-known criteria defined by Lincoln and Guba (1985) were established to judge their trustworthiness. These are credibility, transferability, dependability and confirmability. According to Lincoln and Guba (1985), these four criteria are the components of the trustworthiness which shows the quality and soundness of a qualitative inquiry.

Credibility is the first criterion to establish trustworthiness in a qualitative research (Lincoln & Guba, 1985). It basically asks for the researcher to clearly associate the findings of the research with reality to show the truth of the research findings. There are some techniques suggested by Merriam (1998) to ensure credibility: triangulation, member checks, peer examination, long-term observation, participatory or collaborative modes of research and researcher's biases techniques. In addition to these, Shenton (2004) suggested some other techniques that a researcher might use to provide the credibility of the findings of the research such as the adoption of well-established research methods, negative case analysis, reflective commentary, debriefing sessions, prolonged engagement, credibility of the researcher, random sampling, ensuring honesty iterative questioning, thick description, and examination of other research.

Transferability is the second criterion to establish trustworthiness in a qualitative research. It refers to the degree which the results of a qualitative research can be generalized to other contexts. A researcher might enhance transferability by providing sufficient detail of the context such as the context and participants of the study, research design, the methodology, data collection and analysis procedures for the readers to transfer (Firestone, 1993; Lincoln & Guba, 1985).

Dependability is the third criterion to establish trustworthiness in a qualitative research. It refers to the consistency of the results of the research with the data (Merriam, 1998). According to Shenton (2004), a researcher should express the research design, data collection and analysis processes in detail to provide dependability.

Confirmability, the fourth criterion to establish trustworthiness in a qualitative research, refers to the extent which the results could be confirmed by others (Shenton, 2004)

In the light of the information above, in this current study, the researcher aimed to ensure trustworthiness through the interview with only volunteer participants; member checks and collaboration with the colleagues with PhD degrees during the data analysis; peer examination; description of the context and participants of the study, research design, the methodology, data collection and analysis procedures in detail.

3.2. Research Questions

This qualitative study more specifically, aims to respond to the following questions:

1. How do Turkish, German and Spanish EFL teachers perceive PD?
2. What do Turkish, German and Spanish EFL teachers think about the participation PD activities (obligatory, voluntary based, or criteria)?
3. What kind of PD activities have Turkish, German and Spanish EFL teachers joined so far? And Is there a difference in their involvement in PD activities they joined according to their countries?
4. How do Turkish, German and Spanish EFL teachers describe the most effective PD activity they have participated so far?
5. What do Turkish, German and Spanish EFL teachers think about the benefits of PD activities in terms of their teaching practice, their students' achievement and overall quality of their school?
6. What challenges do Turkish, German and Spanish EFL teachers face while applying those knowledge and skills in the classroom?
7. What restrictions do Turkish, German and Spanish EFL Teachers encounter when they want to attend any PD activities?

In order to respond the research questions above, the researcher benefited from qualitative research design including a structured interview with 9 open-ended questions.

3.3. Participants

In the current study, purposeful sampling was employed. The EFL teachers from Ankara, Berlin and Madrid were asked if they would voluntarily take part in this research. And 5 primary school EFL teachers from Turkey, Germany and Spain; 5 secondary school EFL teachers from Turkey, Germany and Spain; and 5 high school EFL teachers from Turkey, Germany and Spain voluntarily participated in the current study. Thus, a total of 15 primary school EFL teachers, 15 secondary school EFL teachers, 15 high school EFL teachers participated in the study, making a grand total of 45 EFL teacher participants.

The gender distribution of the participants by country is presented in Figure 1.

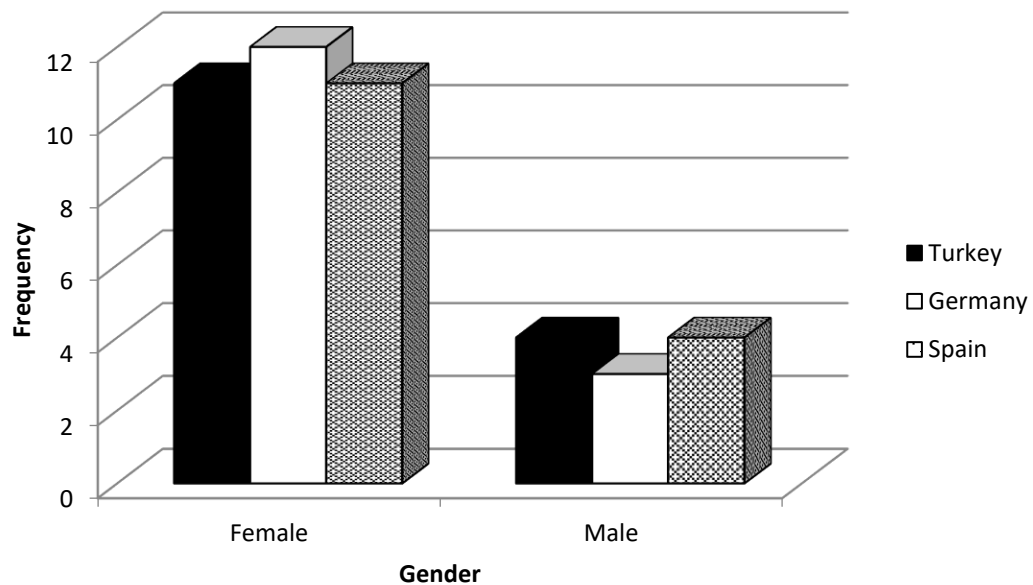


Figure 1. The gender distribution of the participants

As figure 1 presents, out of 45 participants, 34 participants are female and 11 participants are male. Out of 34 female participants, 11 participants are from Turkey, 12 participants are from Germany and 11 participants are from Spain. In addition, out of 11 male participants, 4 participants are from Turkey, 3 participants are from Germany and 4 participants are from Spain. In other words, 76 % of the participants are female and 24% of the participants are male. The age distribution of the participants by country is shown in the figure 2.

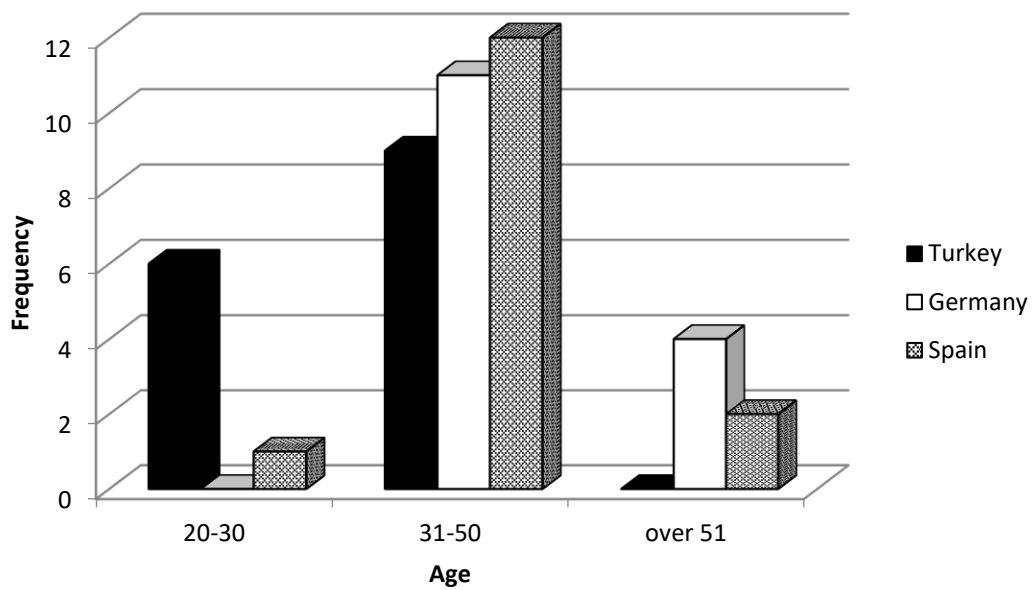


Figure 2. The age distribution of the participants

As shown in figure 2, out of 45 participants, 7 participants are at the ages between 20 and 30, 32 participants are at the ages between 31 and 50, 6 participants are at the age of over 51. As seen in Figure 2, the participants from Germany and Spain are mainly over 31 compared to the participants from Turkey. The academic degree distribution of the participants by country is shown in figure 3.

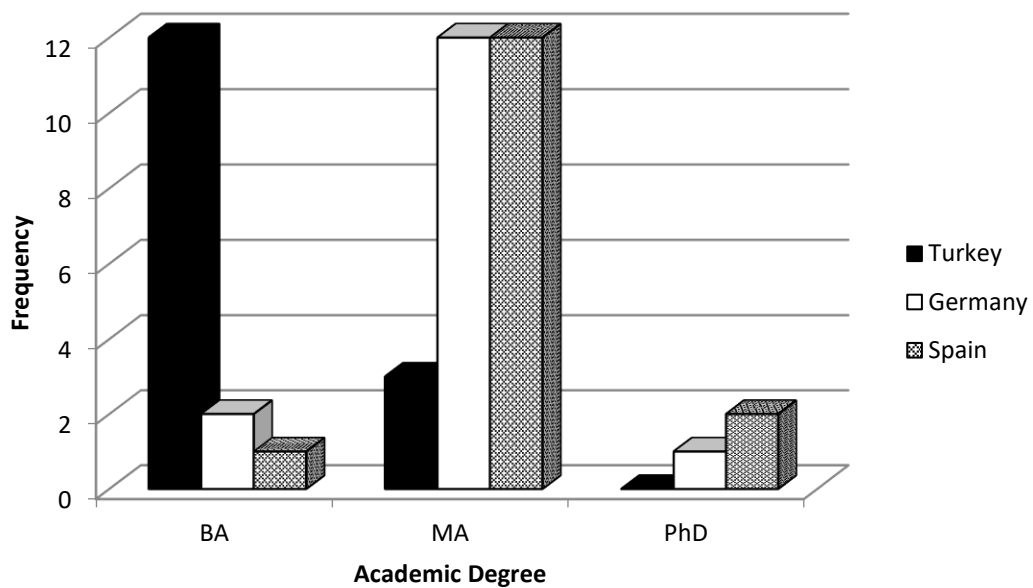


Figure 3. The academic degree distribution of the participants by country

As Figure 3 indicates, out of 45 participants, 15 participants have BA degrees, 27 participants have MA degrees and 3 participants have PhD degrees. Out of 15 participants with BA degrees, 12 participants are from Turkey, 2 participants are from Germany and 1 participant is from Spain. Out of 27 participants with MA degree, 3 participants are from Turkey, 12 participants are from Germany and 12 participants are from Spain. Out of 3 participants with PhD degrees, 1 participant is from Germany and 2 participants are from Spain. Based on the information in Figure 3, two thirds (30) of the participants have pursued a postgraduate study.

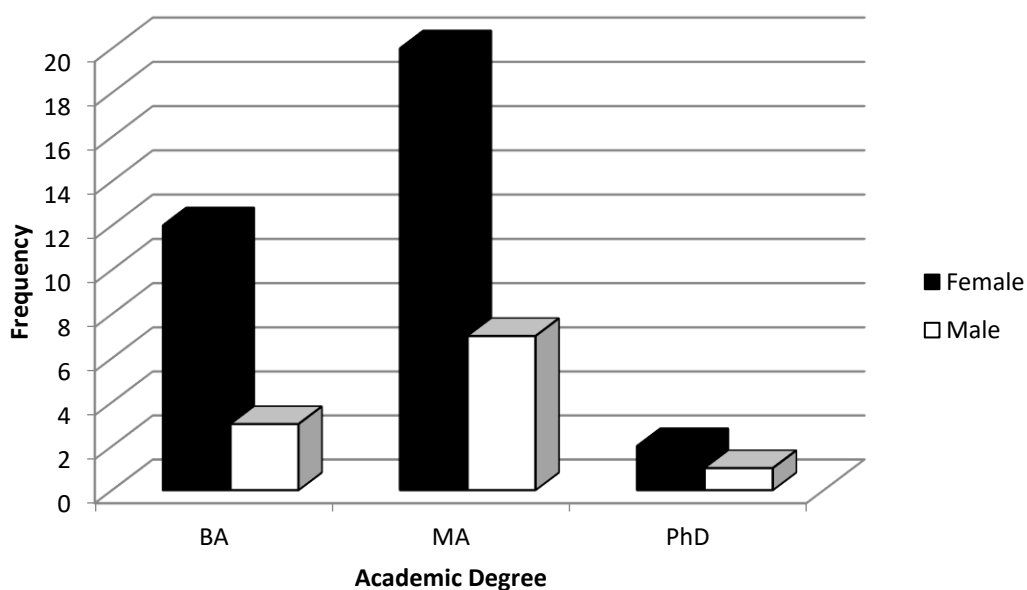


Figure 4. The academic degree distribution of the participants by gender

As shown in Figure 4, out of 15 participants with BA degrees, 12 participants are female and 3 participants are male. Out of 27 participants with MA degrees, 20 participants are female 7 participants are male. Out of 3 participants with PhD degrees, 2 participants are female and 1 participant is male. Figure 5 indicates the teaching experience distribution of the participants by country.

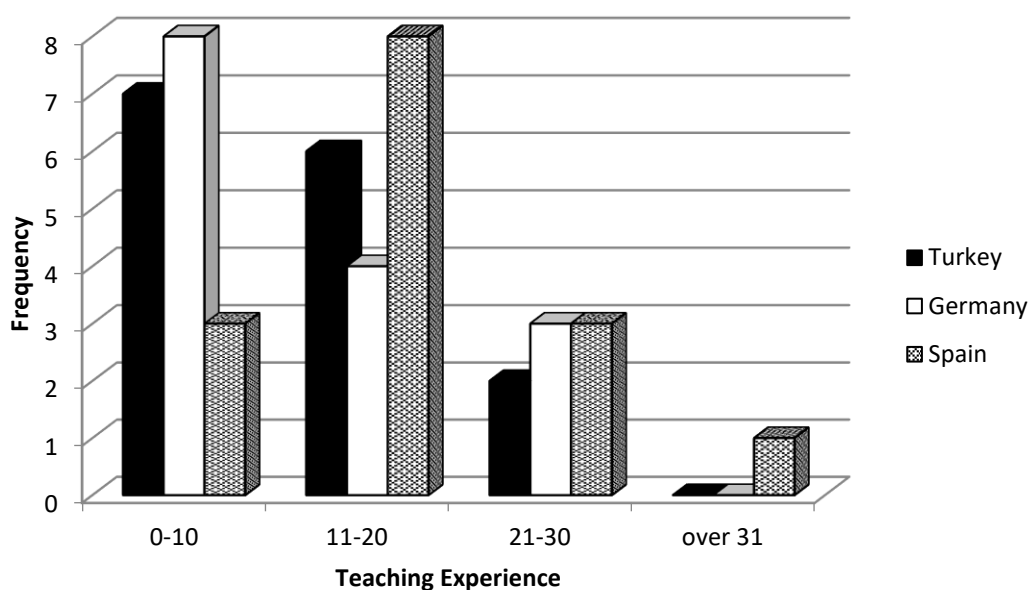


Figure 5. The teaching experience distribution of the participants by country

As with the teaching experience of the participants, it varies from 3 years to over 31 years. Out of 45 participants, 18 participants have teaching experience between 0-10 years, 18 participants have teaching experience between 11-20 years, 8 participants have teaching experience between 21-30 years. And one participant has 32 years teaching experience.

The participants were coded with their countries in order for the confidentiality of the personal information as the excerpts in the findings section in the current study were given using these codes.

3.4. Procedure

This study was conducted in 3 basic phases with the EFL teachers working in the capital cities of Turkey, Germany and Spain during the period between August and December, 2019. The researcher requested one of her colleagues with PhD degree to check the items of the interview form to make sure that the interview fitted the aim of the study. After that, the string of the implementation process began. The implementation of the study lasted approximately 5 months. The first phase of the study was that the researcher implemented the interview with 15 open-ended

questions to the volunteer EFL teachers at their workplaces in Madrid during August and September, 2019. The second phase of the study was completed with the implementation of the interview to the EFL teachers at their workplaces in Berlin during the period October and November, 2019. The last phase of the study was completed with the implementation of the interview to the EFL teachers in their workplaces in Ankara in December, 2019. The interview was carried out face to face. The researcher intended to make audio recordings of participants, however; the participants did not wish to be recorded during the interview. Thus, the researcher wrote down the replies of the participants. Each interview took approximately half an hour.

3.4.1. Access to the research site. The researcher had comenius and etwinning partners from Germany and Spain with whom she did comenius projects called ‘healthy life and healthy culture’, ‘seven colors in unique hard’ and etwinning projects called ‘me and my life’, ‘career games’, ‘e-dictionary in English’, ‘let’s set up our e-library’, and “comparing newspapers” between the years 2009 and 2018. She requested them to help her to access the research sites. By this means, the researcher gained access to six public schools (2 primary schools, 2 secondary schools and 2 high schools) in Berlin, Germany and five public schools (1 primary school, 2 secondary schools and 2 high schools) in Madrid, Spain. The researcher and the participants agreed on the arranged day of the interview and the researcher interviewed the participants accordingly. To gain access to Turkish schools, the researcher used her previous colleagues who were working in Ankara. By the help of the colleagues, the researcher gained access to four public schools (2 primary school, 1 secondary school and 1 high school). The researcher travelled to Ankara for the interview.

3.5. Data Collection Instruments

In the current study, a structured interview with 15 open-ended questions (see appendix 1) was used as data collection instrument to find out the meanings assigned to the concept of professional development and to uncover the professional development activities that they engaged in without the influence of the researcher.

The interview form consisted of two sections. The first section comprised of the questions related to the demographic information about the respondents' age, gender, teaching experience, school type they work, academic degree and teaching experience. In the second section, there were nine open-ended questions to reveal their beliefs on professional development and their professional activities and the challenges encountered. The researcher paid attention to the fact that the participants felt sincere, correct and expressed their opinions freely during the interviews.

3.6. Data Analysis

In the current study, the content analysis was selected for analysis of the data gathered to gain insights into the perceptions of EFL teachers from Turkey, Germany and Spain on the concept of PD and their PD activities. Content analysis is to categorize the the textual data into the conceptual categorizes in order to determine the characteristics of patterns and relationships between variables or themes (Given, 2008).

The data gathered through the interview were classified into manageable chunks and then coded for the key themes. The specific characteristics gained from each of nine questions were next categorized by focusing on the similarities across the replies of all the participants. A contingency table (crosstabulation) analysis was initialized to check whether the value of one variable is associated with, or contingent upon, that of another. A crosstabulation analysis, one of the more commonly used analytic methods in the social sciences, is a joint frequency distribution of cases depending on two or more categorical variables (Michael, 2019). The results of crosstabulation analysis were presented through bar graphs for each question. Crosstabulation analysis and bar graphs were performed using the computer software Statistical Package for the Social Sciences (SPSS), version 22 and Microsoft Excel.

CHAPTER IV

FINDINGS

In this chapter, the findings of the study based on the interview questions will be presented in figures and provided with sample quotations from the interviews.

4.1. How Do You Define Professional Development?

The following nine key themes, listed alphabetically below, emerged regarding to how the respondents define PD:

- A lifelong/an ongoing process,
- A necessary element of profession,
- Being up to date and keep up with the current changes in the field,
- Gained with experience,
- Gained with the collaboration with the colleagues,
- Gained with the participation in trainings,
- Gained with pursuing a postgraduate study and
- Personal effort and
- Self-questioning and reflecting on teaching practices.

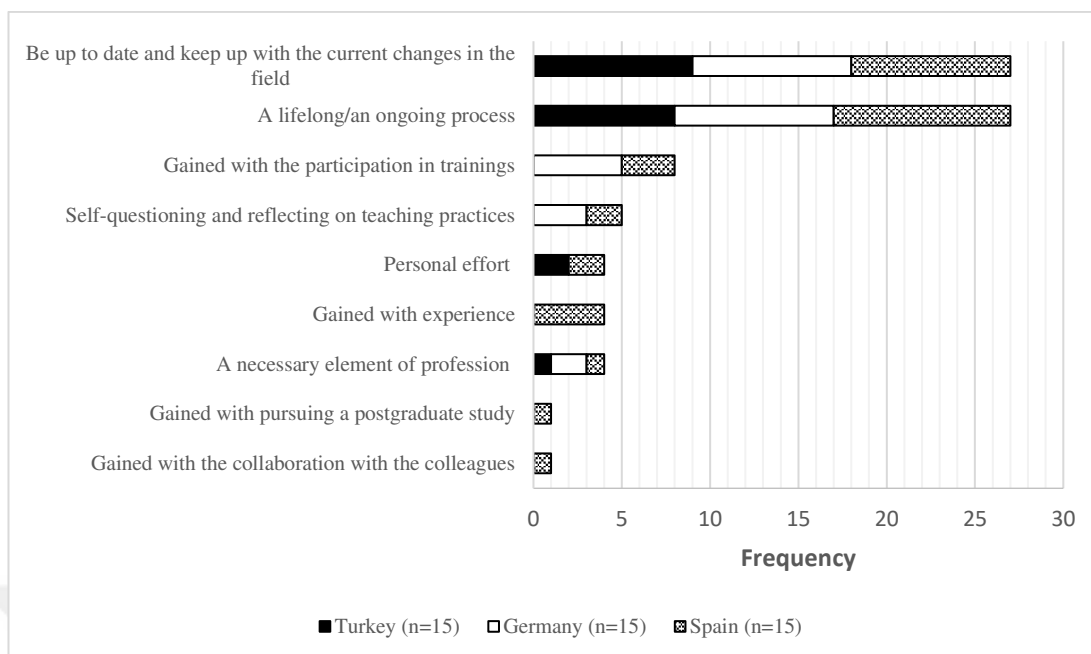


Figure 6. Frequencies for the perceptions of the EFL teachers on PD by country

Figure 6 illustrates the nine key themes in order of frequency, from high to low. As shown in Figure 6, the two most frequent key themes were “A lifelong/an ongoing process” and “Be up to date and keep up with the current changes in the field”. The key theme: “A lifelong/an ongoing process” was provided by 8 participants from Turkey, 9 participants from Germany and 10 participants from Spain. The following quotations clearly represent the respondents’ views on this issue:

“PD is for me an ongoing process for professional growth to be competent in the field until retirement” (TR- 12).

“I think PD is a life long learning for teachers to shape their existing knowledge while acquiring new teaching methods and skills in their field” (DE-1).

“I can say that PD is not a short term learning but a life long learning to develop our professional knowledge, skills and competence ...etc. using specialized training, attending course or just by the experience of teaching itself” (ES-3).

The next most frequent key theme “Be up to date and keep up with the current changes in the field” was provided by 8 respondents from each country. The following quotations clearly represent the respondents’ views on this issue:

“As a teacher, I believe we should keep ourselves up to date constantly. I can define PD as being up to date my teaching knowledge and skills by following the recent changes in my teaching branch” (TR-2).

“I can define PD as updating my professional skills and keeping up with the current changes in the profession in a fast paced growing world” (DE-3).

“To me, PD is to keep up to date with the latest trends in the language teaching and learning in order to offer the best teaching experience for the student” (ES-6).

As seen Figure 6, the next key theme “Gained with the participation in trainings” was provided by 5 German participants and 3 Spanish participants. The following quotations clearly represent the respondents’ views on this issue:

“I would define PD as attending activities such as seminars, workshops, online webinars or even a simple sessions of colleagues sitting down and discussing challenges to be encountered” (DE-15).

“PD can be defined as attending a formal training or education that all the teachers should have in order to develop themselves professionally” (ES-9).

The least frequent key themes “Gained with the pursuing a postgraduate study”, “Gained with the collaboration with the colleagues”, “Personal effort”, “A necessary element of profession”, “Gained with experience” and “Self-questioning and reflecting on teaching practices”. Each of the key themes “Gained with the pursuing a postgraduate study” and “Gained with the collaboration with the colleagues” was provided by 1 Spanish participant. The key theme “Personal effort” was provided by 2 Turkish participants and 2 Spanish participants. The next least frequent key theme “A necessary element of profession” was provided by 1 Turkish participant, 2 German participants and 1 Spanish participant. Another the least frequent key theme “Gained with experience” was provided by 4 Spanish participants. And the other least frequent key theme “Self-questioning and reflecting on teaching practices” was

provided by 3 German participants and 2 Spanish participants. The following quotations clearly represent the respondents' views on this issue:

"PD is a necessary element of the teaching job to be able to keep pace with the changes in 21st century" (TR-5).

"To me, PD means continuous personal effort of a teacher to promote her teaching skills and to keep herself update in ELT field" (TR-11).

"As a teacher, I can describe PD as a teacher's questioning and evaluating herself and her teaching constantly to develop herself" (DE-9).

"PD is essential to keep you updated as a teacher in a fast paced growing world" (DE-13).

"PD is a teacher's personal endeavour to become a better teacher" (ES-2).

"I believe that PD is fundamental element of teaching because we as teachers are required to carry out our role effectively as much as we can" (ES-10).

"PD is gained with the practice with the students in the classrooms over the years" (ES-11).

"PD is an ongoing evaluation and reflecting of a teacher's teaching practices to reveal her strengths and weaknesses in the profession and thus she can develop herself professionally" (ES-13).

4.2. Are There Any Criteria or Obligation to Attend PD Activities?

The following six key themes, listed alphabetically below, emerged regarding to the criteria or obligation to attend PD activities:

- At least one PD activity per year,
- At least two PD activity per year,
- No criteria or obligation,
- Obligatory based on the desire for the promotion on the salary every 6 years,
- Obligatory based on the organization of Ministry of Education and
- Obligatory based on the suggestion of the school manager.

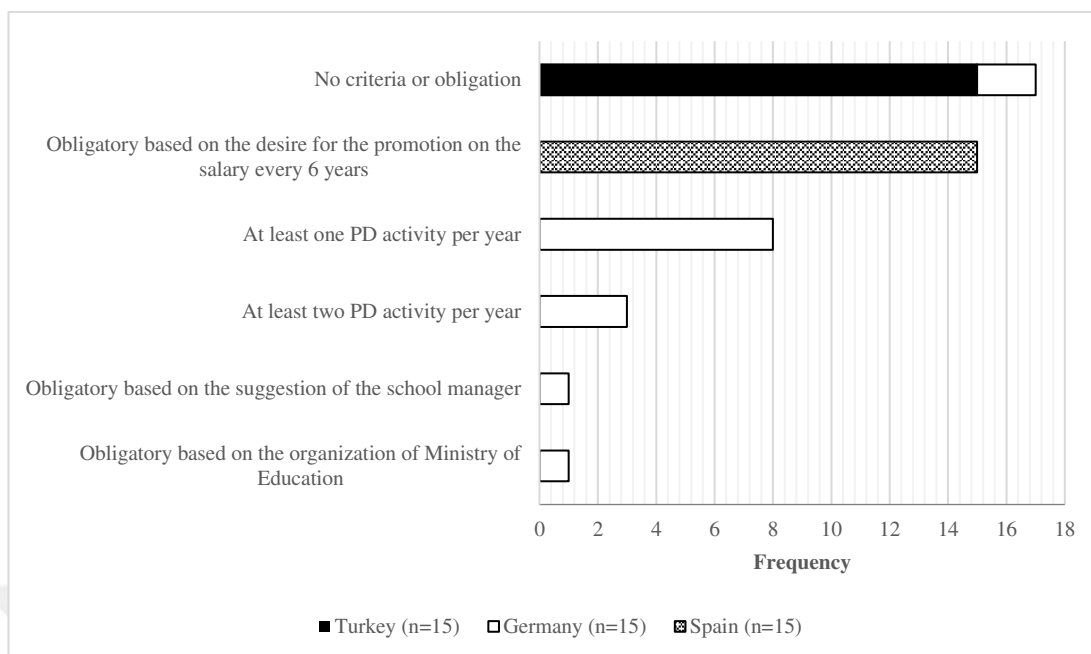


Figure 7. Frequencies for the participation of the EFL teachers in PD activities by country

Figure 7 illustrates the six key themes in order of frequency, from high to low. As shown in Figure 7, the two most frequent key themes were “No criteria or obligation” and “Obligatory based on the desire for the promotion on the salary every 6 years”. The key theme “No criteria or obligation to attend PD activities” was provided by 15 Turkish participants and 2 German participants. The next most frequent key theme “Obligatory based on the desire for the promotion on the salary every 6 years” was provided by all 15 Spanish participants. The following quotations clearly represent the respondents’ views on this issue:

“There is no formal criteria or obligatory to attend PD activity but I always choose the PD activities with clear schedule and topic, reliable coordinator” (TR-3).

“In our school, most PD activities are not compulsory. They only become if the school manager feels that we need to work on a certain skill that could help us improve the quality of the lesson” (DE-15).

“I can say that it is obligatory to take part in PD (completing 90 hours of training) if I want to get an extra promotion every six years” (ES-13).

The next key theme “At least one PD per academic year” was provided by 8 German participants. The following quotations clearly represent the respondents’ views on this issue:

“Formally, we are required to attend a PD activity per year but in real life there is no obligation since we attend the PD activities regularly to improve ourselves” (DE-5).

As seen in Figure 7, the least frequent key themes were “At least two PD activities per academic year”, “Obligatory based on the organization of Ministry of Education”, and “Obligatory based on the suggestion of the school manager”. The least frequent key theme “At least two PD activities per academic year” was provided by 3 German participants. Each of the other least frequent key themes “Obligatory based on the organization of Ministry of Education”, and “Obligatory based on the suggestion of the school manager” was provided only by 1 German participant. The following quotations clearly represent the respondents’ views on this issue:

“Obligatory. We have to join at least two PD activities per year. The others are based on our volunteering” (DE-2).

“No obligatory for attending all PD activities but we are required to attend the PD activities organised by ministry of education” (DE-11).

“In our school, most PD activities are not compulsory. They only become if the school manager feels that we need to work on a certain skill that could help us improve the quality of the lesson” (DE-15).

4.3. Do You Attend the PD Activities? If YES, What Should the Content of the PD Activities Include?

The following twelve key themes, listed alphabetically below, emerged regarding to the content of the PD activities to be included:

- 21st century language teaching approaches,
- Classroom management,
- Communication skills,
- Culture and language relationships,

- Feedback and evaluation on teaching practices,
- Implementing successful and effective group works,
- Integration of technology into class,
- Knowing the psychological needs of students,
- Knowledge of English,
- Professional self-development,
- Stress management and
- Teaching methods for primary groups.

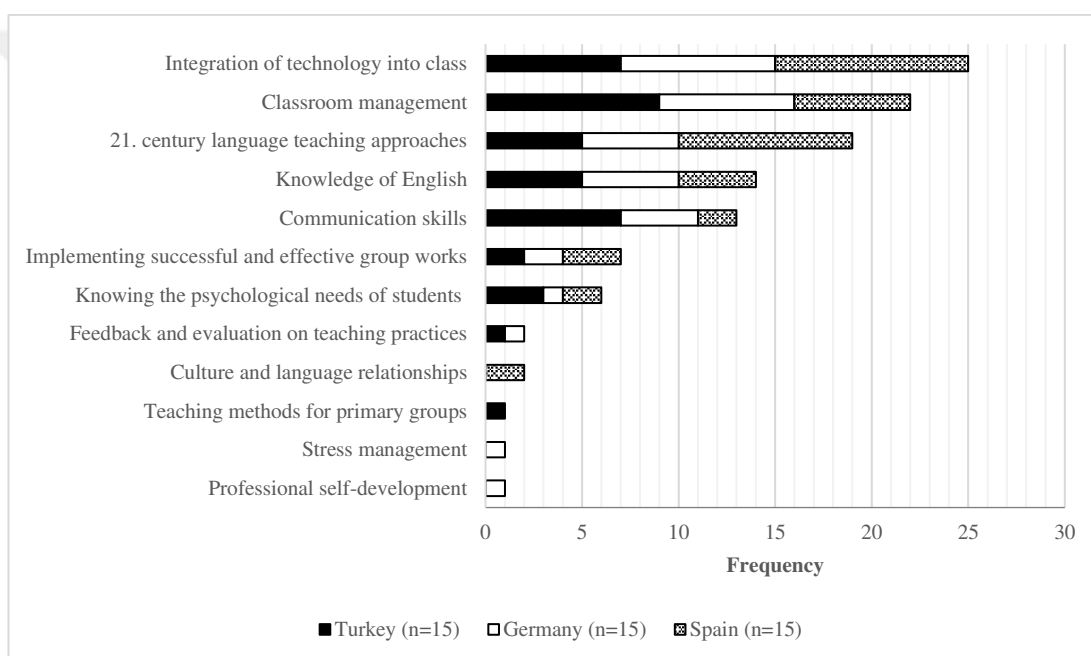


Figure 8. Frequencies for the perceptions of the EFL teachers on the content of PD activities by country

Figure 8 illustrates the twelve key themes in order of frequency, from high to low. As shown in Figure 8, the most frequent three key themes were “Integration of technology into class”, “Classroom management” and “21st century language teaching approaches”. The key theme “Integration of technology into class” was provided by 7 Turkish participants, 8 German participants and 10 Spanish participants. The next most frequent key theme “Classroom management” was provided by 9 Turkish participants, 7 German participants and 6 Spanish participants.

And the other most frequent key theme “21st century language teaching approaches” was provided by 5 Turkish participants, 5 German participants and 9 Spanish participants. Furthermore, as considered the replies of the participants from three countries regarding the content of the PD activity, “Classroom management” was an outstanding reply for Turkish participants while “Integration of technology into class” was the leading reply for German and Spanish ones (Figure 8). The following quotations clearly represent the respondents’ views on this issue:

“Of course, I attend PD activities. The content of PD activities should include the integration of technology into class, 21st century language teaching approaches and classroom management” (TR-7).

“Yes, I do. I think that the content of PD activities should include 21st century language teaching approaches, communication skills and integration of technology into class” (DE-6).

“Yes, I attend PD activities both in person and online. In my opinion, 21st century language teaching approaches, classroom management and integration of technology into class should be in the content of PD activities” (ES-5).

“Yes, I attend and I think the content of PD activities had better include 21st century language teaching approaches, communication skills and integration of technology into class and knowledge of English” (ES-8).

The next key themes were “Knowledge of English”, “Communication skills” “Implementing successful and effective group works” and “Knowing the psychological needs of students”. The key theme “Knowledge of English” was provided by 5 Turkish participants, 5 German participants and 4 Spanish participants. The key theme “Communication skills” was provided by 7 Turkish participants, 4 German participants and 2 Spanish participants. The key theme “Implementing successful and effective group works” was provided by 2 Turkish participants and 2 German participants and 3 Spanish participants. The key theme “Knowing the psychological needs of students” was provided by 3 Turkish participants, 1 German participant and 2 Spanish participants. The following quotations clearly represent the respondents’ views on this issue:

“Yes, the communication skills and effective ways of implementing group works should be included in the content of PD activity” (TR-2).

“Yes I attend. The content of PD activities should include knowledge of English because an English teacher should be proficient in the subject she teaches” (TR-3).

“Yes, sure I have been attending them. The psychological needs of the students, communication skills and 21st century language teaching approaches and classroom management should be included in the content of PD activities” (TR-8).

Sure, there should be the psychological needs of the students in the content of PD activity” (DE-4)

“Yes. The content of PD activities should include classroom management, communication skills and knowledge of English” (DE-7).

Yes, In my opinion, the content of PD activity should include the knowledge of English language, communication skills” (ES-1).

“Of course, I attend. I think there should be how to apply successful and effective group works in the classrooms, knowledge of English and communication skills” (ES-12).

“Yes, I do. To me, the content of PD activities should include the psychological needs of students in order to support their learning best” (ES-15).

The least frequent key themes “Stress management”, “Professional self-development”, “Feedback and evaluation on teaching practices” and “Culture and language relationships. Each of the key themes “Stress management” and “Professional self-development”, were provided by 1 German participant while the key theme “Feedback and evaluation on teaching practices” was provided by 1 Turkish participant and 1 German participant. The other least frequent key theme “Culture and language relationships” was provided by 2 Spanish participants. The following quotations clearly represent the respondents’ views on this issue:

“Yes. In my opinion, the content of PD activities should include feedback and evaluation on teaching practices because we as teachers in Turkey do not know how to give neutral feedback and evaluate teaching practices effectively”(TR-11).

“Yes, I do. All the above mentioned and also the content of PD activities should include stress management” (DE-1).

“Sure, 21st century language teaching approaches, feedback and evaluation on the teaching practices and integration of should be included in the content of PD activities” (DE-8).

“The content of PD activities should include the classroom management and Professional self development” (DE-12).

“Yes, I usually join the PD activities and the content of PD activities should include “knowledge of English, and culture and language relationships” (ES-6).

4.4. How Would You Decide the Type of PD Activities You Attend?

The following seven key themes, listed alphabetically below, emerged regarding to how the respondednts decide the type of PD activity to be attended:

- Expense of the PD activty,
- Location of PD activity,
- Personal interest,
- Professional needs,
- Students’ needs,
- Trainer and
- Work Schedule.

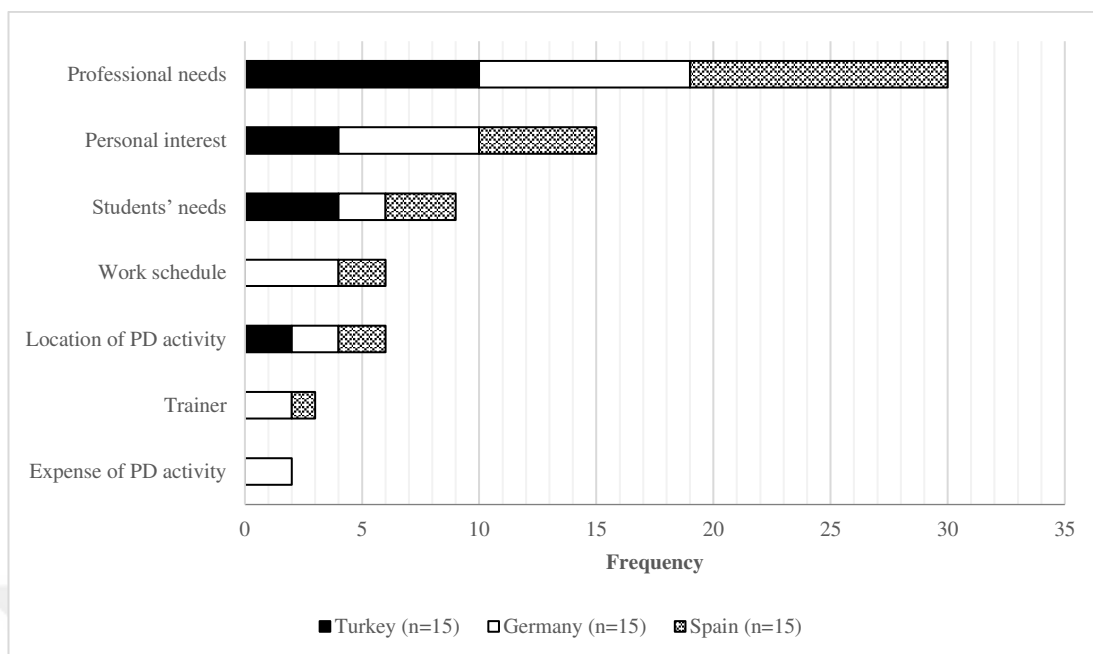


Figure 9. Frequencies for the basis of the EFL teachers' participation in PD activities by country

Figure 9 illustrates the seven key themes in order of frequency, from high to low. All the participants stated that they joined the PD activities voluntarily, however; they pointed out different basis while deciding the type of PD activities to attend. Thus, the most frequent two key themes were "Professional needs" and "Personal interest". The key theme "Professional needs" was provided by 10 Turkish participants, 9 German participants and 11 Spanish participants. The next most frequent key theme "Personal interest" was provided by 4 Turkish participants, 6 German participants and 5 Spanish participants. The following quotations clearly represent the respondents' views on this issue:

"I join the PD activities as a volunteer. I choose the PD activities to join on the basis of my personal interest and professional needs" (TR-11).

"Voluntarily. Firstly, I assess my professional needs and personal interests and then I choose the PD activities to attend" (DE-5).

"I join the activities on a voluntary basis. And I decide the PD activities to join depending on my professional needs and personal interest" (ES-1).

The next key themes were “Students’ needs”, “Work schedule”, and “Location of PD activity”. The key theme “Students’ needs” was provided by 4 Turkish participants, 2 German participants and 3 Spanish participants. Another key theme “Work schedule” was provided by 4 German participants and 2 Spanish participants. The other key theme “location of PD activity” was provided by 2 participants from each country. The following quotations clearly represent the respondents’ views on this issue:

“I attend the PD activities voluntarily and I choose the activities based on the needs of my students and my professional needs” (TR-6).

“I generally choose them voluntarily but I decide to attend PD activities based on the location of PD activity” (TR-10).

“I join the PD activities totally voluntarily and I choose the PD activities by checking their location and based on my workschedule” (DE-6).

“Totally voluntarily. I decide to join the PD activities based on students’ needs” (DE-13).

“Totally voluntarily. I choose the PD activity based on its participation fee and the location” (ES-7).

“Voluntarily. I always pick the PD activities to participate in depending on my students’ needs” (ES-14).

The least key themes were “Trainer” and “Expense of PD activity”. The key theme “Trainer” was provided by 2 German participants and 1 Spanish participant. The other key theme “Expense of PD activity” was provided by 2 German participants. The following quotations clearly represent the respondents’ views on this issue:

“I join the PD activities totally voluntarily and I pick the PD activities by checking their cost and location” (DE-8).

“I voluntarily attend the PD activities based on my work schedule and the trainers at the workshop” (DE-15).

“Totally voluntarily. I choose the PD activity based on its participation fee and the location” (ES-7).

4.5. What Kind of PD Activities Have You Joined So Far?

The following sixteen key themes, listed alphabetically below, emerged regarding to the types of PD activities the respondents attended:

- Conferences,
- E-twining projects,
- Informal dialogue with colleagues,
- In-service seminars,
- Mentoring,
- Observation visits to other schools,
- Online courses,
- PD courses under Erasmus+ program,
- Peer coaching,
- Peer observation,
- Pursuing higher education,
- Reading articles relating to field,
- Self-monitoring,
- Training courses,
- Webinars and
- Workshops.

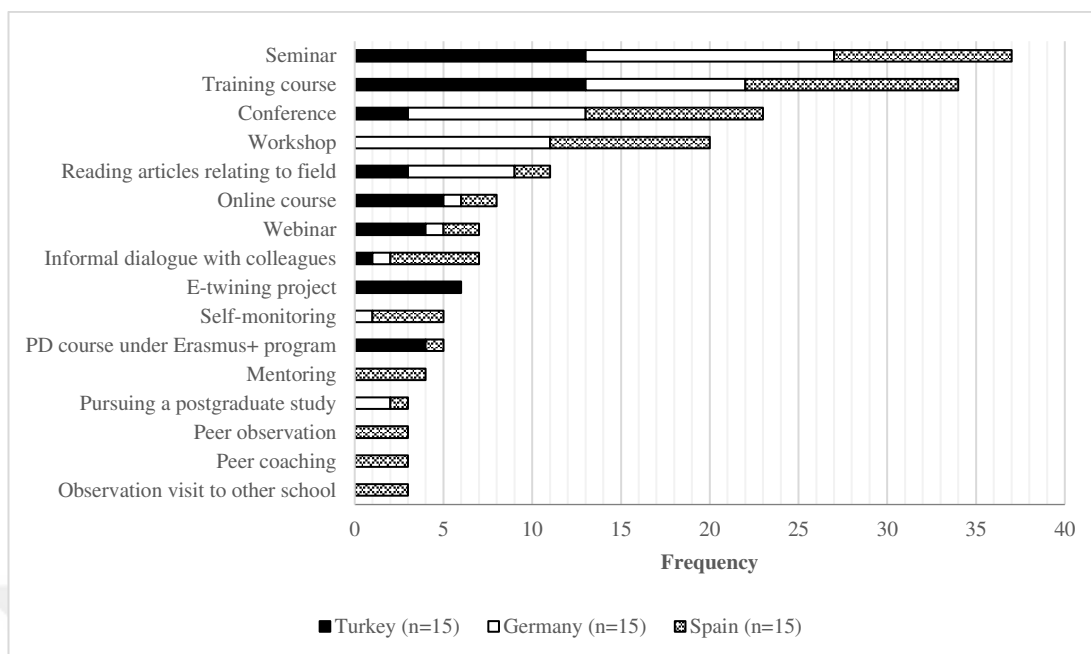


Figure 10. Frequencies for the type of PD activities EFL teachers attended by country

Figure 10 illustrates the sixteen key themes in order of frequency, from high to low. The most frequent key themes were “Seminar”, “Training course”, “Conference” and “Workshop”. The key theme “Seminar” was provided by 13 Turkish participants, 14 German participants and 10 Spanish participants. The key theme “Training course” was provided by 13 Turkish participants, 9 German participants and 12 Spanish participants. Another the most frequent key theme “Conference” was provided by 3 Turkish participants, 10 German participants and 10 Spanish participants. The other most frequent key theme “Workshop” was provided by 11 German participants and 9 Spanish participants. Moreover, as considered the replies of the participants from three countries regarding the type of the PD activity, Spanish and German participants attended “training course” and “seminar” more, respectively while Turkish participants attended both of these activities more (Figure 10). The following quotations clearly represent the respondents’ views on this issue:

“I always attend many seminars, teacher training courses and all of them enrich my teaching skills” (TR-6).

“I have attended many workshops, seminars, conferences and training courses about teaching methodology, recognizing students’ needs, using online teaching materials and communication skills so far” (DE-13).

“I joined various training courses, conferences, seminars and workshops so far” (ES-9).

The next key themes were “Reading articles relating to field”, “Online course”, “Webinar”, “Informal dialogue with colleagues” and “Etwinning projects” The key them “Reading articles relating to field” was provided by 3 Turkish participants, 6 German participants and 2 Spanish participants. The key theme “Online course” was provided by 5 Turkish participants, 1 German participant and 2 Spanish participants. The key theme “Webinar” was provided by 4 Turkish participants, 1 German participant and 2 Spanish participants. The key theme “Informal dialogue with colleagues” was provided by 1 Turkish participant, 1 German participant and 5 Spanish participants. The key theme “Etwinning projects” was provided by 6 Turkish participants. The following quotations clearly represent the respondents’ views on this issue:

“I normally join in service training courses, seminars. Besides, I read the articles regarding my branch and discuss on an issue with my colleagues informally” (TR-3).

“I always attend the seminars and training courses and I also do etwinning and erasmus plus projects which helped me exchange ideas with EFL teachers from different countries” (TR-7).

“I have attended in service training courses, webinars and online PD courses” (TR-8)

“I usually attend the workshops, seminars and conferences. I also have in informal conversation with my colleagues in my workplace about the teaching issues” (DE-2).

“I pursue my postgraduate study and read the articles which are relevant to my teaching field as well as attending various seminars, training course, teaching conferences and workshops” (DE-10).

“ I follow the articles on my field, attend the conferences, training course, workshops and online PD courses”(DE-14).

“I have attended some webinars, training courses and online PD courses” (ES-6).

“In my school, we usually have informal dialogue with our colleagues. Besides, I join the webinars as well as the face to face workshops and training courses” (ES-14).

The least frequent key themes were “Self-monitoring”, “PD course under Erasmus+ program”, “Mentoring”, “Pursuing a postgraduate study”, “Peer observation”, “Peer coaching” and “Observation visit to other schools”. The key theme “Self-monitoring” was provided by 1 German participant and 4 Spanish participants. The key theme “PD course under Erasmus+ program” was supported by 4 Turkish participants and 1 Spanish participant. The key theme “Mentoring” was provided by 4 Spanish participants. The key theme “Pursuing a postgraduate study” was provided by 2 German participants and 1 Spanish participant. Each of the other least frequent key themes “Peer coaching”, “Peer observation” and “Observation visit to other schools” were provided by 3 Spanish participants. And the key theme “Pursuing a postgraduate study” was provided by 2 German participants and 1 Spanish participant. The following quotations clearly represent the respondents’ views on this issue:

“I participated in seminars, workshops. In addition to these PD activities, I monitor my own teaching practices by recording my practices” (DE-6).

“I pursue my postgraduate study and read the articles which are relevant to my teaching field as well as attending various seminars, training course, teaching conferences and workshops” (DE-10).

“I have participated in peer observation, workshops and also I am holding my MA education nowadays for my Professional development” (ES-3).

“I joined peer coaching, peer observation and mentoring programs in my school as well as attending the one day courses and seminar organized by various publishing houses” (ES-8).

“I visited other schools near my workplace to visit the colleagues as well as observing my colleagues in my workplace and monitor my own teaching practices by using self-monitoring checklist” (ES-10).

“I attended the PD courses abroad under Erasmus plus program other than attending seminars and workshops in my city” (ES-12).

4.6. How Would You Describe the Most Effective PD Activity You Have Participated So Far?

The following fourteen key themes, listed alphabetically below, emerged regarding to the description of the most effective PD the respondents attended:

- Active participation,
- Applicability in actual teaching practices,
- Coherent organization,
- Collaboration with colleagues,
- Enough time to direct own learning,
- Fulfilling professional needs,
- Increase in the teacher’s competency,
- Motivation and inspiration
- On voluntary basis,
- Organization of the PD activity in the workplace.
- Receiving direct feedback from colleagues,
- Sharing teaching experiences with the participants,
- The increase in the students’ success and
- The self- reflection on teaching practices,

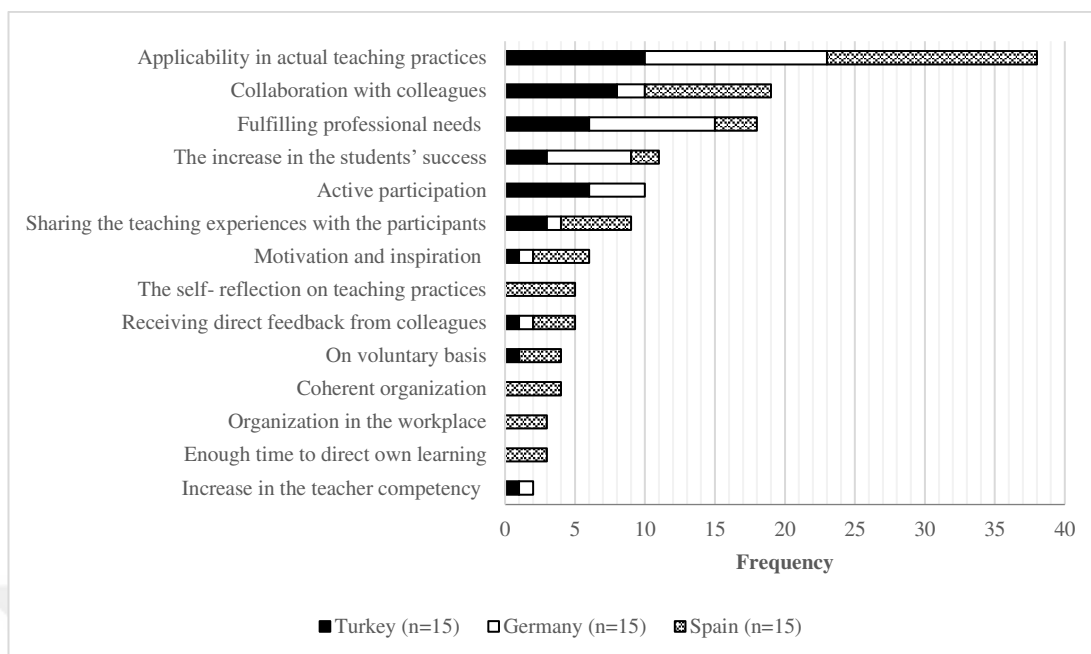


Figure 11. Frequencies for the description of effective PD activity of EFL teachers by country

Figure 11 illustrates the fourteen key themes in order of frequency, from high to low. The most frequent key theme was “applicability in actual teaching practices” which was provided by 10 Turkish participants, 13 German participants and 15 Spanish participants. The following quotations clearly represent the respondents’ views on this issue:

“I can say that PD activity is effective if I can apply the knowledge I gained during the PD activity in order to motivate the students and make them involve in the lesson more actively and also effective PD activity should enable me to collaborate with my colleagues” (TR-1).

“I think that effective PD activity should be the ones where I would be able to leave with a handful of practical classroom ideas to put into practice and the ones that allow me enough time to apply it” (DE-5).

“An effective PD activity is the one that is practical and full of realistic activities for me to implement in my teaching practices” (ES-2).

The next key themes were “Collaboration with colleagues”, “Fulfilling professional needs”, “The increase in the students’ success”, “Sharing the teaching experiences

with the participants”, “Active participation” and “Motivation and inspiration”. The key theme “Collaboration with colleagues” was provided by 8 Turkish participants, 2 German participants and 9 Spanish participants. The key theme “Fulfilling professional needs” was provided by 6 Turkish participants, 9 German participants and 3 Spanish participants. And the key theme “The increase in the students’ success” was provided by 3 Turkish participants, 6 German participants and 2 Spanish participants. The key theme “Sharing the teaching experiences with the participants” was provided by 3 Turkish participants, 1 German participant and 5 Spanish participants. The key theme “Active participation” was provided by 6 Turkish participants and 4 German participants. And the other key theme “Motivation and inspiration” was provided by 1 Turkish participant and 1 German participant and 4 Spanish participants. The following quotations clearly represent the respondents’ views on this issue:

“In my view, effective PD should present the knowledge and skills to be used in my lessons to inspire the students to participate in the lessons and get higher grades” (TR-2).

“Effective PD activity should motivate me to use the knowledge and skills in my actual teaching practices. For instance, I attended an online PD activity on using pictures in online teaching. This online PD activity was so inspiring for me that I started to create my own teaching materials” (TR-3).

“I think that PD activity is effective if the examples of real life experiences in teaching for the participants to solve their problems encountered in their teaching practices are shared during PD activity” (TR-7).

“For me, effective PD activity is the one that I can apply voluntarily because I can choose the PD activity addressing my professional needs. On the other hand, PD activities which I have to attend are, to me, waste of time as they do not respond to my professional needs” (TR-9).

“I attended a course which was really useful for me because I was really active and was allowed to share my ideas with the other participants and the trainer” (TR-12).

“An effective PD activity should meet my professional needs and present the knowledge to be implemented in my teaching practices” (DE-1).

“I believe that effective PD activity provides me the knowledge to be applicable in my actual teaching practices and to collaborate with my colleagues at my school” (DE-2).

“To me, effective PD activity should present various activities I can apply in my classroom to increase my students’ success” (DE-7).

“For me, effective PD activity should provide inspiring and motivating knowledge for me to use in my classrooms” (DE 12).

“I believe that PD activity is effective as long as the presenter of the PD activity shares his/her real life teaching experiences with us in order to make the PD session more concrete and also s/he should allow us to participate in the session more actively by sharing our experiences and exchange our ideas on different teaching issues” (DE-13).

“I would say that the PD activity in which I collaborate with my colleagues on various teaching issues such as preparing a new teaching material, carrying out a new teaching skill in our school etc is effective” (ES-4).

“To me, an effective PD is the activity that addresses my professional needs and that provides increase in the students’ achievements after applying it in the classroom” (ES-7).

“I think effective PD activity should inspire me to create my teaching materials based on my students’ needs and language levels” (ES-13).

The least frequent key themes were “The self-reflection on teaching practices”, “Receiving direct feedback from colleagues”, “Coherent organization”, “On voluntary basis”, “Organization in the workplace”, “Increase in the teacher competency”, and “Enough time to direct own learning”. The key theme “The self-reflection on teaching practices” was provided by 4 Spanish participants. The key theme “Receiving direct feedback from colleagues” was supported by 1 Turkish, 1 German participant and 3 Spanish participants. The key theme “Coherent organization” was supported by 4 Spanish participants. The key theme “On voluntary basis” was provided by 1 Turkish participant and 3 Spanish participants. The key

themes “Organization in the workplace” and “Enough time to direct own learning” were provided by 3 Spanish participants. And the other key theme “Increase in the teacher competency” was provided by 1 Turkish participant and 1 German participant. The following quotations clearly represent the respondents’ views on this issue:

“For me, effective PD activity is the one that I can apply voluntarily because I can choose the PD activity addressing my professional needs. On the other hand, PD activities which I have to attend are waste of time as they do not respond to my professional needs” (TR-9).

“I think that effective PD activity should be the ones where I would be able to leave with a handful of practical classroom ideas to put into practice and the ones that allow me enough time to apply it” (DE-5).

“For me, the effective PD activity was that we as participants took the roles to be teacher and the student and we received direct feedback from the participants regarding our teaching practices” (DE-15).

“I can describe the effective PD activity as the one that is designed and organized logically and meets my professional needs” (ES-3).

“I would say that effective PD activity should enable me to collaborate with my colleagues and receive direct feedback from them about my teaching practices or new teaching application” (ES-4).

“I think that PD activity is effective if it is voluntary based and it makes me evaluate and reorganise my teaching practices based on the needs of the students” (ES-5).

“I believe that PD activity can be effective if it provides knowledge and information me to create my own teaching materials to be used in my classes” (ES-9).

4.7. How Would You Describe the Benefits of PD activities You Have Attended in terms of Your Teaching Practice, Your Students' Achievement and Overall Quality of Your School?

The following twelve key themes, listed alphabetically below, emerged regarding to the the benefits of PD in terms of the respondents' teaching practice, their students' achievement and the overall quality of ther schools:

- Being competent in the teaching practices,
- Being updated with the new teaching methods and techniques,
- Creating new teaching perspective,
- Encouragement for the implementation of the new teaching methods and techniques,
- Gaining self-confidence in the teaching,
- Increase in Satisfaction of the parents about the school,
- Increase in the desire for PD,
- Increase in the quality of the education in the school and the attraction of the school,
- Increase in the students' grades,
- Increase in the students' motivation and participation in the lesson,
- Increase in the students' responsibility for their own learning,
- Reflecting on and reorganizing the teaching practices,

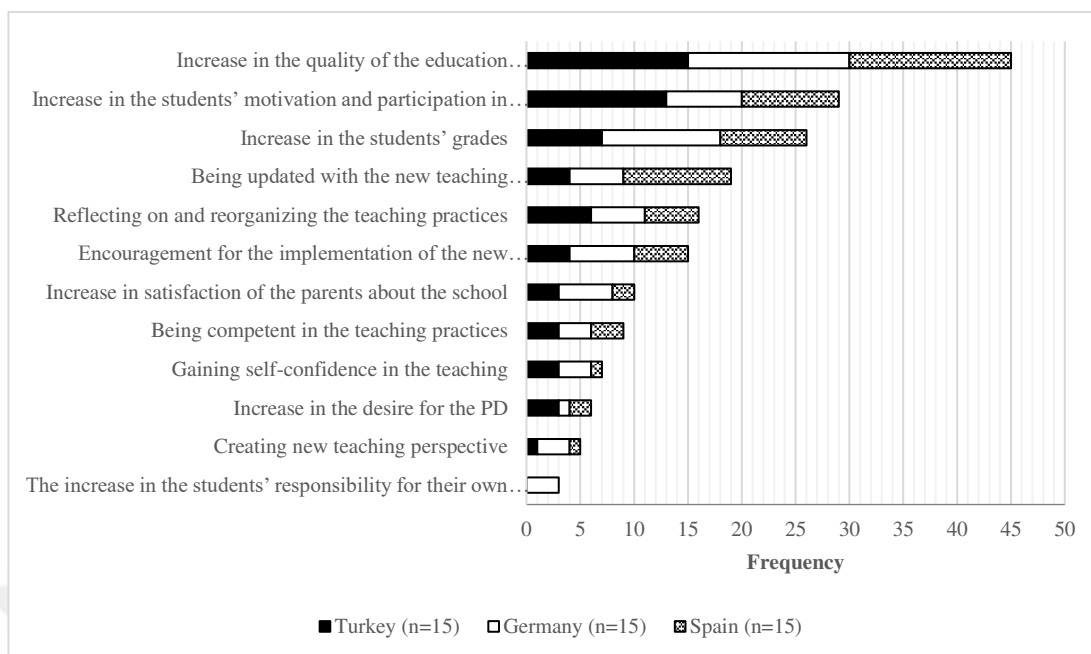


Figure 12. Frequencies for the description of benefits of PD activity of EFL teachers by country

Figure 12 illustrates the twelve key themes in order of frequency, from high to low. The most frequent key themes were “Increase in the quality of the education in the school and the attraction of the school”, “Increase in the students’ motivation and participation in the lesson” and “Increase in the students’ grades”. The key theme “Increase in the quality of the education in the school and the attraction of the school” was supported by all the participants from each of the three countries. The other key theme “Increase in the students’ motivation and participation in the lesson” was provided by 13 Turkish participants, 7 German participants and 9 Spanish participants. On the other hand, the key theme “Increase in the students’ grades” was provided by 7 Turkish participants, 11 German participants and 8 Spanish participants. The following quotations clearly represent the respondents’ views on this issue:

“After attending PD activity, I felt that I updated my teaching knowledge by learning different new teaching skills and I felt encouraged to use these in my teaching performance and I started to apply more student centered activities and my students began to have fun and engage in the lesson more so they changed their attitudes towards the lesson and became more successful in the

lesson. These changes lead to the increase in the educational quality of the school (TR-11)

“Participation in PD activity opens new horizons for my teaching and broadens my teaching knowledge. I implemented what I learnt during the PD session and those lead to increase in my students learning and they developed positive attitudes towards my lesson. As for the benefits for my school, I can say that the quality of the school increases since the teachers in the school become competent in their branches and use effective teaching methods they learnt from the different PD activities they attended and so the school becomes more attractive compared to the other schools” (TR-13).

“Attending PD activity helped me to learn how to prepare my students for gaining their responsibility for their learning. I implemented what I learnt in my classroom and I observed that my students became more active in setting goals for their own learning and designing activities. They became more successful in the lesson. Thus, these lead to increase in the quality of the education in the school and the attraction of the school and the parents get more satisfied with school” (DE-9).

“To me, attending a PD activity has many benefits such as learning the latest language teaching methods, reflection on one’s teaching practices and knowledge. After attending PD activity, I always feel I can refresh and revise my educational plans, create new teaching perspectives and activities that contribute my teaching performance. So, my students’ participation in activities in my lesson increases and their grades increase too. These positive changes bring about the increase in the quality of education in the school and so the school attracts more students” (DE-11).

“PD activities are very effective for the teaching and learning environment in my classrooms. They help me to increase the students’ learning capacities in a high quality teaching environment and they get better results from the exams. As for the benefits for the school, there will be general innovation in the teaching practices in the school and the school will turn into a school with high quality education and teaching staff (ES-11).

The next key themes were “Being updated with the new teaching methods and techniques”, “Reflecting on and reorganizing the teaching practices”, “Encouragement for the implementation of the new teaching methods and techniques”, “Increase in Satisfaction of the parents about the school”, “Being competent in the teaching practices”, “Gaining self-confidence in the teaching” and “Increase in the desire for PD”. The key theme “Being updated with the new teaching methods and techniques” was provided by 4 Turkish participant, 5 German participants and 10 Spanish participants. The key theme “Reflecting on and reorganizing the teaching practices” was 6 Turkish participants and 5 German participants and 5 Spanish participants. And the key theme “Encouragement for the implementation of the new teaching methods and techniques” was supported by 4 Turkish participants, 6 German participants and 5 Spanish participants. The other key theme “Increase in Satisfaction of the parents about the school” was supported by 3 Turkish participants, 5 German participants and 2 Spanish participants. The key theme “Being competent in the teaching practices” was provided by 3 Turkish participants, 3 German participants and 3 Spanish participants. The key theme “Gaining self-confidence in the teaching” was provided by 3 Turkish participants, 3 German participants and 1 Spanish participant. On the other hand, the key theme “Increase in the desire for PD” was supported by 3 Turkish participants, 1 German participant and 2 Spanish participants. The following quotations clearly represent the respondents’ views on this issue:

“Attending PD activities provided me to renew my teaching knowledge and evaluate and reorganise my teaching practices and so my lessons became more enjoyable for both me and my students and also these activities changed the flow of the lessons by removing the monotony. I can say that these have positive impact on the school’s education quality” (TR-10).

“After attending PD activity, I felt that I updated my teaching knowledge by learning different new teaching skills and I felt encouraged to use these in my teaching performance and I started to apply more student centered activities and my students began to have fun and engage in the lesson more so they changed their attitudes towards the lesson and became more successful in the

lesson. These changes lead to the increase in the educational quality of the school (TR-11).

“There are numerous benefits. Firstly, I improve my teaching practices, I begin to use the current teaching methods taking into consideration my students’ levels and so my students become more motivated to participate in the lessons actively and the they learn and the more confident I feel in my implementation current teaching methods. This leads to the safisfaction of the parents with their students’ success in the lesson. All these affect the overall quality of the school” (TR-14).

“Attending PD activity encouraged me to apply the new teaching methods and techniques in my teaching practices and to analyse my own teaching practices in order to be really effective in the lessons. Thus, my students motivated and involved in the lessons more actively and they got higher grades. As for the benefits of the school, I can say that the school becomes a quality educational institution so the parents got more satisfied with their children’s education in this institution” (DE-10).

“The participation in PD activities provides the opportunities to me to be aware of the current teaching methods and techniques that I can use in my classroom. And I reflect on and reorganize my teaching practices. My students become more motivated when I use different, up to date teaching methods. Their grades increase and their parents feel happier with their children’s success. The school, in turn, turns into an institution with high quality education” (ES-8).

The least frequent key themes were “Creating new teaching perspective” and “Increase in the students’ motivation and participation in the lesson”. The key theme “Creating new teaching perspective” was provided by 1 Turkish participant, 3 German participants and 1 Spanish participant. The other least frequent key theme “The increase in the students’ responsibility for their own for their own learning” was provided by only 3 German participants. The following quotations clearly represent the respondents’ views on this issue:

“First of all, it brought me to the point of evaluating myself professionally. Then I became more willing to improve myself professionally. This desire changed me and my perspective in terms of teaching practices which in turn increase the students’ learning and their grades. All these successive changes influence the quality of the school in terms of education in the school” (TR-4).

To me, attending a PD activity has many benefits such as learning the latest language teaching methods, reflection on one’s teaching practices and knowledge. After attending PD activity, I always feel I can refresh and revise my educational plans, create new teaching perspectives and activities that contribute my teaching performance. So, my students’ participation in activities in my lesson increases and their grades increase too. These positive changes bring about the increase in the quality of education in the school and so the school attracts more students” (DE-11).

“Attending PD activities enabled me to learn about more extra curricular activities, it increased my motivation regarding teaching and I gained self confidence. These lead to change in my teaching practices and increase in the students’ motivation to attend the lessons more actively and in their grades. These, in turn, brought about the quality of education in the school” (DE-12).

4.8. Have You Had the Opportunity to Apply the Skills and Knowledge You Gained during PD Activities? If YES, What Challenges Have You Faced While Applying Those Knowledge and Skills in the Classroom?

The following fifteen key themes, listed alphabetically below, emerged regarding to the challenges the respondents encountered while applying the knowledge and skills in their classrooms:

- Discouragement by the colleagues,
- Intensive subject in the curriculum,
- Lack of student’s motivation,
- Lack of the facilities,
- Lack of time,

- No challenge,
- Number of students in the class,
- Parents,
- Students with different cultural backgrounds,
- Technological deficiencies,
- The national exams (education system requires) students have to prepare,
- The problems regarding classroom management,
- Unfamiliarity of the students with new teaching methods and techniques,
- Unsuitability of the school culture and
- Unsuitability of the student's level.

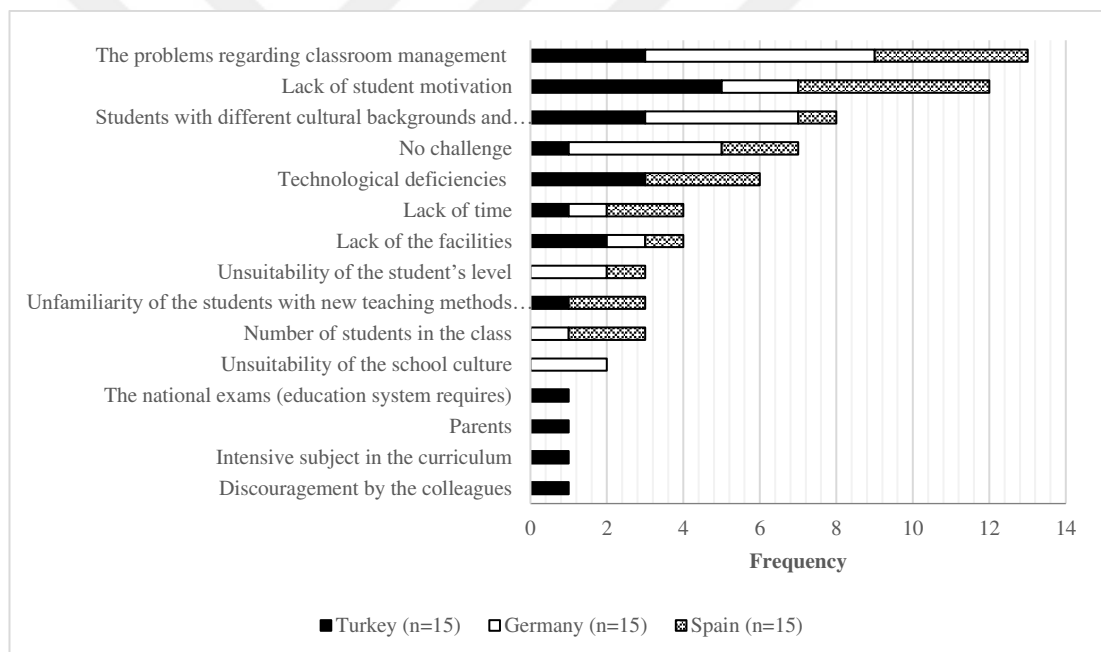


Figure 13. Frequencies for the challenges the EFL teachers encountered by country

Figure 13 illustrates the fifteen key themes in order of frequency, from high to low. The most frequent key themes were “The problems regarding classroom management”, “Lack of student’s motivation”, and “Students with different cultural backgrounds”. The key theme “The problems regarding classroom management” was provided by 3 Turkish participants, 6 German participants and 4 Spanish participants. The next most frequent key theme “Lack of student’s motivation” was provided by 5

Turkish participants, 2 German participants and 5 Spanish participants. The other most frequent key theme “Students with different cultural backgrounds” was provided by 3 Turkish participants, 4 German participants and 1 Spanish participant. The following quotations clearly represent the respondents’ views on this issue:

“I had difficulty in applying them in my classrooms because my classroom is like a metropolitan city with the students with different cultural backgrounds” (TR-2).

“Of course, I faced challenges. For instance, once I wanted to apply the activities I learnt in a PD session. And I had difficulty in classroom management as some students in classroom resisted to participate in these new activities despite my efforts to make them attend them (TR-7).

“I really get excited to implement them in my classrooms but when it comes to implement them in the classroom, I really have difficulty in motivating some of the students who were traditional to participate in the activities and so the discipline problems arise” (TR-13).

“Yes, I have definitely applied many of the skills I gained from the PD activities but some came with challenges such as the students with different cultural backgrounds. For example, Asian students do not speak as freely as their western classmates during the class. It is typical for them to wait until the teacher is done and then they ask questions at the end of the lessons. It was difficult for me to make them participate in the lessons actively” (DE-15).

“I have difficulty in implementing the activities in the class because of the large number of the students with different levels of English. While implementing them in a class with large numbers of students, the classroom management problems occur” (ES-4).

“The students can sometimes be reluctant to attend the activities which they are not familiar, So I need to struggle for motivating them to attend” (ES-7).

“The biggest challenge is the students with different cultural backgrounds. While applying them in my classroom, I have to adapt them by focusing on

their cultural backgrounds in order to make them attend these new activities, otherwise they do not join them” (ES-14).

The next key themes were “No challenge”, “Technological deficiencies”, “Lack of the facilities”, “Unsuitability of the school culture”, “Unsuitability of the student’s level”, “Unfamiliarity of the students with new teaching methods and techniques” and “The number of the students”. The key theme “No challenge” was provided by 1 Turkish participant, 4 German participants and 2 Spanish participants. The key theme “Technological deficiencies” was provided by 3 Turkish participants and 3 Spanish participants. The key theme “lack of the facilities” was provided by 2 Turkish participants and 1 German participant and 1 Spanish participant. The key theme “Unsuitability of the student’s level” was provided by 2 German participants and 1 Spanish participant. The another key theme “Unfamiliarity of the students with new teaching methods and techniques” was provided by 1 Turkish participant and 2 Spanish participants. The other key theme “Number of the students” was provided by 1 German participant and 2 Spanish participants. The following quotations clearly represent the respondents’ views on this issue:

“The only challenge I faced was the problem with the internet connection while applying them in the classroom” (TR-6).

“No, I did not face any special challenge when I apply the knowledge and skills in my classroom” (TR-8).

“The most important challenge for me is the lack of facilities in the school like projectors, “insufficient numbers of computers for the students” (TR-15).

“In my classroom, there are 25 students and I sometimes face the problems on classroom management while applying them in my classroom” (DE-1).

“When I would like to apply them in my classroom, I face some challenges such as the students’ language levels. Besides, the culture of the school which determines the application of the teaching practices can sometimes be challenge” (DE-2).

“The biggest challenge is for me the lack of time to apply them in the classroom” (DE-5).

“I have not faced any challenge so far while applying them in my classrooms since my students ask for new ideas” (DE-7).

“The most important problem is the technological deficiencies such as computers, digital whiteboards...etc. They do not always work so I can not apply the activities properly” (ES-3).

“I have difficulty in implementing the activities in the class because of the large number of the students with different levels of English. While implementing them in a class with large numbers of students, the classroom management problems occur” (ES-4).

“I have not faced any challenge so far because our school management provides us rich technological teaching resources for any new teaching method and my students adapt the activities so easily” (ES-11).

“Sometimes it is difficult to prepare the materials for the activities in limited time and to implement them in a class with 25 students with different cultural backgrounds” (ES-12).

The least frequent key themes were “Unsuitability of the school culture”, “The national exams (education system requires)”, “Intensive subject in the curriculum”, “Discouragement by the colleagues” and “Parents”. The key theme “Unsuitability of the school culture”, was provided by 2 German participants. Each of the key themes “The national exams (education requires)”, “Discouragement by the colleagues”, “Intensive subject in the curriculum” and “Parents” was provided by 1 Turkish participant. The following quotations clearly represent the respondents’ views on this issue:

“I mostly try to apply the skills and knowledge in PD activities, but sometimes my colleagues with traditional teaching practices try to discourage me to apply them with their sarcastic speeches” (TR-1).

“Yes, I tried to apply them in my class. But although I believe that they contribute my students’ language development, their parents think that it is not helpful for their childrens’ test solving skills for the preparation for the national exams. And they complained about me to my school managers. So I had to quit applying them” (TR-5).

“Yes, the intensive subject in the curriculum and the students with different cultural backgrounds and learning styles make the application of the knowledge I gained during PD activity difficult” (TR-12).

“When I would like to apply them in my classroom, I face some challenges such as the number of the students in the class, students’ language levels. Besides, the culture of the school which determines the application of the teaching practices can sometimes be challenge” (DE-2).

4.9. Were There Any Restrictions When You Want to Attend Any PD Activities? Could You Briefly Explain?

The following twelve key themes, listed alphabetically below, emerged regarding the restrictions the respondents encountered while applying to attend any PD activities:

- Conflict with the work schedule,
- Difficulty in taking official permission,
- Dissatisfaction of the parents,
- Familial issues,
- Financial restrictions,
- Lack of cooperation between teachers,
- Lack of suitable PD activity,
- Lack of time,
- Location of the PD activity,
- No restriction,
- Prerequisite for the participation in the PD and
- Workload at school.

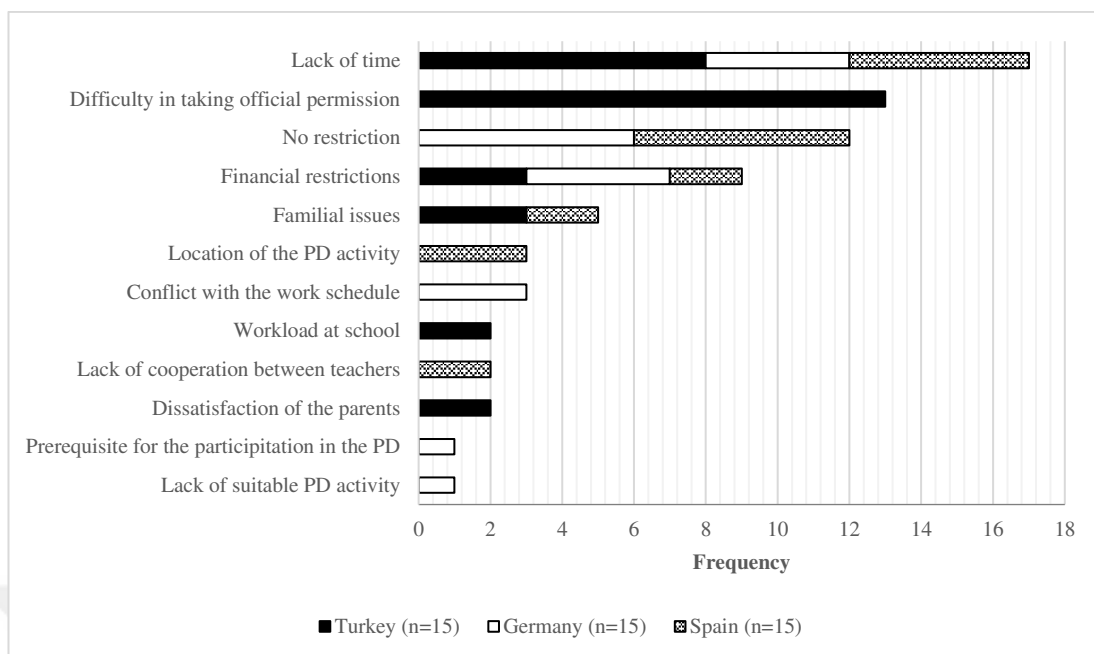


Figure 14. Frequencies for the restriction EFL teachers faced to attend PD activity by country

Figure 14 illustrates the twelve key themes in order of frequency, from high to low. The most frequent key themes were “Lack of time”, “Difficulty in taking official permission”, and “No restriction”. The key theme “Lack of time” was provided by 8 Turkish participants, 4 German participants and 5 Spanish participants. The next most frequent key theme “Difficulty in taking official permission” was provided by 13 Turkish participants. The other most frequent key theme “No restriction” was provided by 6 German and 6 Spanish participants. The following quotations clearly represent the respondents’ views on this issue:

“Normally, the time and the school managers are the two big restrictions so I prefer to attend online PD activities as they are flexible in terms of time and I feel more relaxed to apply for them without psychological stress of taking official permission from my school manager” (TR-3).

“Yes, lack of time and gaining formal permission from my school manager. We need to attend these kind of activities organised in summer otherwise it is a bit difficult for us to get permission from our school principals for participating PD activities organised in academic year” (TR-10).

“Time. I need to find a PD activity to attend in a suitable time frame” (DE-10).

“I haven’t faced any restriction when I want to attend any PD activity, even I am always supported by my school managers” (DE-11).

“No, there were not restrictions when I want to attend any PD activity. I am lucky about that” (ES-2).

“Lack of time. I sometimes have difficulty in finding a enough and suitable time to attend PD activities” (ES-6).

The next key themes were “Financial Restriction”, “Familial issues”, “Location of the PD activity” and “Conflict with the work schedule”. The key theme “Financial Restriction” was provided by 3 Turkish participants, 4 German participants and 2 Spanish participants. The key theme “Familial issues” was provided by 3 Turkish participants and 2 Spanish participants. The key theme “Location of the PD activity” was provided by 3 Spanish participants. The other key theme “Conflict with the work schedule” was provided by 3 German participants. The following quotations clearly represent the respondents’ views on this issue:

“Yes, lack of time and financial issues. We need to attend these kind of activities in summer otherwise it is a bit difficult for us to get permission from our school principals and I think we should be supported financially to attend PD activities especially the ones organised in different cities” (TR-6).

“There are two restrictions for me: negative attitudes of the school manager and familial issues. My school manager is always reluctant to give me the permission to attend a PD activity in the educational year. Besides, As I am married, it is difficult for me to attend PD activities organised in different cities” (TR-13).

“I could say two important restrictions for me: the PD courses conflict with my workschedule and the expense of the PD activities which are the most expected ones” (DE-8).

“Sometimes PD activities are organised in the cities far from where I live and I can’t attend them. And some PD activities are usually after school in my spare time and in my spare time I have other familial duties to do” (ES-1).

“The financial restriction. For example, PD activities can be pretty expensive as is the case with CELTA certificate intensive courses or Master’s Degree, so I can not sometime attend them ” (ES-8).

The least frequent key themes were “Lack of cooperation between teachers”, “Workload at school”, “Dissatisfaction of the parents”, “Lack of suitable PD activity” and “Prerequisite for the participation in the PD”. The key theme “Lack of cooperation between teachers” was provided by 2 Spanish participants. Each of the key themes “Workload at school” and “Dissatisfaction of the parents” were provided by 2 Turkish participants. Each of the other key themes “Lack of suitable PD activity” and “Prerequisite for the participation in the PD” were provided by 1 German participants. The following quotations clearly represent the respondents’ views on this issue:

“Yes, now I was expected to be in a seminar today but I could not join it because it lasts five days. So the school principal and the parents were not happy that I would not be at school for 5 days. I had to stay at school. From now on, I’ve decided to apply just for online ones” (TR-5).

“Teachers are overloaded with unnecessary official documents as well as intensive work schedule. If we have more time, we will not face any restrictions to attend PD activity (TR-12).

“I found a PD activity to attend and while applying for it, I saw that my academic degree was not suitable for participation. Not all the PD activities are accessible to the teachers with BA. And the most expected PD activities are mostly the most expensive ones. Sometimes I can not afford them” (DE-2).

“Sometimes I can not find suitable PD activities addressing my personal interest” (DE-7).

“The lack of cooperation between the teachers. There are PD activities which can only be carried out with the participation of several teachers and you want to join them but it is not possible if your colleagues do not join. That is frustrating” (ES-3).

CHAPTER V

CONCLUSION, DISCUSSION AND RECOMMENDATIONS

In this chapter, the findings of the current study will be discussed in the light of the research questions and the literature and the recommendations will be drawn accordingly.

5.1. Conclusion and Discussion

The aim of the current study was to aim to investigate and compare the concept of PD and PD activities from the perspectives of EFL teachers from Turkey, Germany and Spain. To this end, structured interview was employed with the participants from three countries on arranged days.

The characteristics of effective PD and teacher PD have been discussed extensively in the literature and most of these extensive researches are in the quantitative research methods which do not allow to reveal the in-depth understanding of the participants on an issue or the occurrence and shape this issue in the society (Sandelowski, 1995). However, there has been little qualitative research centering on the PD of EFL teachers working at public schools in Turkey, their involvement in PD activities, the challenges and restrictions encountered. Besides, there has been little qualitative research on comparison of this issue across developing and developed countries. In this regard, this qualitative study provides significant contribution to the body of knowledge on language teacher PD in Turkey.

In order to gain deeper insights into the conclusions considering the research questions of the current study, the findings will be discussed in the light of relevant literature.

5.1.1. Turkish, German and Spanish EFL teachers' perceptions of PD.

In the current study, we should look into the responses of the participants to the first question in the interview “How do you define PD?” in order to discover EFL teachers' perceptions of PD. The two most frequent definitions “a lifelong/an ongoing process” and “Be up to date and keep up with the current changes in the field” emerged regarding to their perceptions of PD. Therefore, it can be concluded that the EFL teachers from three countries are aware of the fact that they should continuously improve themselves and keep themselves up- to-date to maintain their competency in their profession throughout their careers. This result of the current study aligns with the results of a number of studies carried out in different countries (Alfaki, 2014; Al Asmari, 2016; Alibakhshi & Dehvari, 2015; Atay, 2006; Babanoğlu & Yardımcı, 2017; Bharati & Chalise, 2017; Joshi, Gnawali & Dixon, 2018; Karakaş & Yücedağ, 2020; Sener & Cokcaliskan, 2017; Yılmaz, 2017; Yücedağ & Karakas, 2019; Zehir Topkaya & Çelik, 2017). On the contrary, these results contradict with those of a study conducted by Büyükyavuz (2013). Her study revealed that although EFL teachers gave importance to their PD and attended PD activities, they were not literally aware of the conceptualization of PD since they mentioned that they used the proficiency test books particularly prepared for the linguistic proficiency exams such as Foreign Language Proficiency Exam for their PD.

Another definition “gained with the participation in trainings” conceived by German and Spanish participants in this study is also supported by earlier studies conducted by Alshumaimeri and Almohaisen (2017) in Saudi Arabia and by Czerniawski (2013) in Norway, Germany and England. This difference among the participants from Turkey and those of other two countries could stem from the fact that Turkish participants found the PD activities centrally organised insufficient and ineffective due to the reasons such as obligatory and inactive participation in PD activities, lack of addressing their professional needs, unqualified trainers. In this regard, Büyükyavuz and Inal (2008) found out that the participants stressed the ineffectiveness of the PD activities organized by MONE.

5.1.2. Turkish, German and Spanish EFL teachers' views about the participation in PD activities. In the present study, we should look into the responses of the participants to the second question in the interview “Are there any criteria or obligation to attend PD activities?” in order to discover EFL teachers' views about the criteria/obligation to take part in PD activities. The most frequent responses of the participants from three countries differed as “no criteria or obligation to take part in PD activities”, “at least two PD activity per year” and “obligatory based on the desire for the promotion on the salary every 6 year” regarding to the criteria/obligation to take part in PD activities.

The most frequently highlighted response of Turkish participants was “no criteria or obligation to take part in PD activities”. However, traditional PD activities in the form of seminars three times during the academic year as at the beginning of the academic year, within the academic year and at the end of the academic year arranged by MONE are compulsory for all teachers to attend (MONE,2018). In this regard, it could be concluded that Turkish participants took the PD activities they applied to join voluntarily into consideration rather than the compulsory PD activities above while replying the interview question.

The most frequent responses of German participants were “At least one PD activity per year”, and “At least two PD activities per year”. Besides, “no criteria or obligation”, “obligatory based on the organization of Ministry of Education” and “obligatory based on the suggestion of the school manager” were the other responses. These differences in their responses could result from the autonomy given to the school managements by the Ministry of Education and Cultural Affairs in each Länder (States). In other words, the school management can also conduct PD activities for their teaching staff in their schools under the control of Land Ministries of Education (Martin, 2015; OECD, 2004) and decide on the staff to attend PD activities (Eurydice, 2018; KMK, 2011). As for Spanish participants, the most frequent response “obligatory based on the desire for the promotion on the salary every 6 year” emerged as criteria or obligation to participate in PD activities. This result of the current study corresponded to the results of TALIS report (OECD, 2010).

On the other hand, considering the interview question “How would you decide the type of PD activities you attend?” all the participants highlighted their voluntary involvement in PD activities. However, it appeared that they decided on the PD activities to attend based on various leading factors. “Professional needs” and “personal interest” emerged as the most frequent factors for the participants from three countries to attend any PD activity. Similarly, in their researches, Kabilan and Veratharaju (2013), Mohammadi and Moradi (2017) and Priajana (2017) found out that participants decided to attend the PD activities based on their professional needs and personal interests. Furthermore, “students’ needs” is also conceived in this current study. In this regard, many researchers (Doran, 2014; Fisherman, Marx, Best, & Tal, 2003; Garet et al., 2001; Reeves, 2010) suggested that students’ learning needs could be only determined by their teachers and the knowledge and classroom practices of the teachers had significant impact on their students’ learning.

Besides, “expense of PD activity” was a determinant factor for German and Spanish participants while Turkish participants did not state “expense of PD activity” as a determinant factor. Correspondingly, in a research conducted by Saberi and Amiri (2016), participants stressed the high cost of PD activities as factor in their decision on the participation in PD activities. “Work schedule” was also another factor for the German and Spanish teachers. This result was supported by TALIS report (OECD, 2009). In addition, the “Location of PD activity” was another determinant factor for few participants from three countries. Similarly, Kabadayı (2013) highlighted that the location was a decisive factor for the participants to attend PD activities, however; TALIS report indicated that location was not a determinant factor for the participants regardless of whether their workplaces are far or near to the location of PD activity (OECD, 2010).

5.1.3. Turkish, German and Spanish EFL teachers’ views about the content of PD activities. Regarding the needs of participants for the content of professional development activity, the interview question “Do you attend the PD activities? If YES, what should the content of the PD activities include?” should be examined. In this respect, “Integration of technology into class”, “Classroom management” and “21st century language teaching approaches” emerged as the most

frequent responses regarding to the content of PD activity. Besides, “Classroom management” was highly stressed by the participants working at primary school while “Integration of technology into class” was mainly supported by the participants working at secondary and high schools.

The result of the current study on “Integration of technology into class” aligns with the previous researches (Eksi, 2010; Korkmazgil, 2015; Özen, 1997; Yagci, 2014; Yılmaz, 2017;). Similarly, importance and benefits of integration of technology into language classroom were stressed by many researchers (Acer & Kimura, 2012; Akbari, Simons, & Egtesad, 2011; Biesenbach-Lucas, Meloni & Weasenforth, 2000; Blackstone, Spiri, & Naganuma, 2007; Boas, 2011; Boonmoh, 2009; Boonmoh, 2012; Cuthell, 2003; Eaton, 2010; Kabilan, Ahmad, & Abidin, 2010; Keyuravong & Maneekhao, 2006; Kobayashi, 2006; Koieczny, 2007; Li & Cumming, 2001; Lewis, 2009; Murry, Hourigan & Jeanneau, 2007; Rezaee & Oladi, 2008; Ruhe, 2008; Schmid, 2010; Schmid & Whyte, 2012; Sharma & Barrett, 2007; Son, 2008; Stevenson & Liu, 2010; Sun, 2009; Torres, 2000; Tsukamoto, Nuspliger & Senzaki, 2009; Wang & Vasquez, 2012; Weschler & Pitts, 2000; Xu & Moloney, 2011; Yilmaz & Saglam, 2011; Zorko, 2009) in order to facilitate the students’ success in language learning in terms of improvement of four main language skills.

On the other hand, the result of the current study regarding to the need for “integration of classroom management” into the content of PD activities was supported by the previous researches (Alan, 2003; Baker, 2005; Brophy, 2006; Jones, 2006; Korkmazgil & Seferoğlu, 2013; Küçüksüleymanoğlu, 2006; Nahal, 2010; National Research Council, 2010; Stough, 2006; Stough, Montague, Williams-Diehm, & Landmark, 2006).

Besides, the current study indicated that “21. century language teaching approaches” should be included in the content of PD activities. This result of the study showed similarities with those of the previous studies (Black, 2009; Chang & Tung, 2009; Dupuy, 2011 Eksi, 2010; Korkmazgil, 2015). It might therefore be concluded that the participants were aware the fact that they needed to enrich their pedagogical processes and instructional practices in order to provide their students with the practices and processes centering on acquiring and improving creativity, critical

thinking, collaboration, media literacy, initiative, and social and cross-cultural skills in line with the demands of 21 st century.

“Knowledge of English” as the content of PD activity has also been indicated by participants from three countries. This result of the current study has been supported by previous researches (Aydoğan & Çilsal, 2007; Bailey, Curtis, & Nunan, 2001; Cooper et al., 2004; Doff, 1987; Kömür, 2010; Lange, 1990; Murdoch, 1994; Topkaya & Yavuz, 2005). In line with the result of the current study and those of aforementioned previous researches, Fillmore and Snow (2000) concluded that even native EFL teachers were concerned about their own knowledge of grammar and lexicon thinking. It might therefore be interpreted that EFL teachers either native or non-native speakers of English believe that they feel more confident about and perform their profession more effectively and efficiently in all teaching contexts and at all levels as long as they have high level of language proficiency.

Besides, “communication skills” was stressed to be included in the content of PD activities. Similar results have been pointed out by the previous studies (Igawa, 2008; Kabadayı, 2013, Korkmazgil, 2015; Lehmann & Weber, 2015). However, it might be concluded that there could be differences between their views on content of PD activities regarding “communication skills” as considered the speaking proficiency in English of the participants from Turkey, Germany and Spain. German and Spanish participants might have considered the methods how to make their students acquire communication skills in their language lessons while Turkish participants might take their speaking proficiency in English into consideration as well as the improvement of their students’ communication skills. Correspondingly, in their research, Lehmann and Weber (2015) pointed out that EFL teachers from Germany gave a greater priority to the communication skill development of their students allowing them to speak freely in English in comparison with the EFL teachers from Chile. On the other hand, in the earlier researches by Kabadayı (2013) and Korkmazgil (2015), Turkish EFL teachers stressed that their communication proficiency in English decreased over time due to the lack of opportunity for sufficient practice.

5.1.4. Types of PD activities Turkish, German and Spanish EFL teachers attended. We should look into the interview question “What kind of PD activities

have you joined so far?” in order to find out the PD involvement of the participants from three countries. All participants stated that they attended PD activities regularly. The most common PD activities engaged in were “Seminar”, “Training course” and “Conference”. As considered the distribution of the involvement of the participants by country, “Seminar”, and “Training course” were mostly used by the participants from three countries while “Conference” was mainly stated by German and Spanish participants and “Workshop” was stated as PD activities only by German and Spanish participants. Regarding to the most common PD activities involved, similar results have been pointed out by the previous studies (Alibakhshi & Dehvari, 2015; Boyle, While & Boyle, 2004; Canözü Özbek, 2014; Cirocki and Farrell, 2019; Irmawati, Widiati and Cahyono; 2017; Ekşi, 2010; Joshi, Gnawali & Dixon, 2018; Korkmazgil & Seferoglu; 2013; Mahmoudi & Özkan; 2015; Oruç Ertürk, Gün & Kaynardağ, 2014; Richter et al, 2011; Şener & Çokçalışkan, 2017; Yılmaz, 2017; Yücedağ & Karakaş, 2019; Zehir Topkaya and Çelik, 2016). On the contrary, these results of the current study have not been consistent with the previous research conducted by Alshumaimeri and Almohaisen (2017), it was determined that the oft-mentioned PD activities engaged in were “discussing lessons with supervisors” and “observing other teachers' lessons (peer observation)”. This difference resulted from the requirement of Ministry of Education for the Saudi EFL teachers.

As considered the PD activities involvement of the participants from three countries, German participants mostly preferred to attend “Seminar”, “Workshop” organised by the publishing houses, and “reading articles relating to the field”. It could be implied that German participants were more autonomous and more traditional in their PD involvement, which meant that their PD was more isolated, compared to the Turkish and Spanish participants. In the same vein, Wermke (2011) found that German participants took more autonomous and traditional attitude for their professional development such as attending one-shot workshops organized by various publishing houses and reading scientific books and articles in comparison with the Swedish participants who took more modern attitudes for their professional development such as attending courses organised by universities for long periods and group works.

On the other hand, PD activities as school based and team group work such as “Observation visit to other schools”, “Mentoring”, “Peer coaching” and “Peer

observation” were used only by few Spanish participants. In this sense, similar results have been indicated by the previous researches (Manzanares & Galván; Bovaira, 2012; OECD, 2009).

As for Turkish participants, they also attended “etwinning projects” and “PD courses under Erasmus plus for their PD” as well as the PD activities aforementioned. Similarly, in a research by Yücedağ and Karakaş (2019), it was found out that the participants mentioned “national and international projects (eTwinning, KI, Erasmus, Comenius, etc)” as PD activities with the aim of collaborating, exchanging teaching experiences with the colleagues from different countries.

5.1.5. Turkish, German and Spanish EFL teachers’ views on the most effective PD activity. In the current study, the interview question “How would you describe the most effective PD activity you have participated so far?” aimed to unveil the views of the participants about effective PD activity. The expression “Applicability in actual teaching practices” was the most frequent response of the participants from three countries. Besides, the participants stated that they paid attention to whether PD activity fulfilled their professional needs and enabled them to collaborate with their peers. These results of the current study have been consistent with the previous researches (Al Asmari, 2016; Armour & Yelling, 2007; Bartleton, 2018; Birjandi & Derakhshan, 2010; Gabriel, Day, & Allington 2011; Hustler, McNamara, Jarvis, Londra, & Campbell 2003; Mohammadi & Moradi, 2017; Powell, Terrell, Furey, & ScottEvans, 2003). The results of the present study also indicated that “active participation and sharing teaching experiences with other participants” were important for the participants regarding to the effective PD activity. This result of the study has been echoed in the previous remarks that Armour and Yelling (2007) and Aslam and Nisa (2019) made about the effective PD activity. On the other hand, regarding their teaching practices or skills “receiving direct feedback from colleagues” was another factor for the participants in order to improve their teaching knowledge and skills and to guide themselves. This result has been supported by Daloglu (2004).

In addition, the current study showed that some participants stressed that effective PD activity should be “voluntary based”, “increase the teacher competency” and thus

boost the students' achievements in the lesson. This result of the study has been in line with the previous studies (Daloglu, 2004; Guskey & Yoon, 2009; Kabilan & Veratharaju, 2013). Few participants highlighted that effective PD activity should provide them to "self-reflect on teaching practices". This result has been congruent with that of researches by Kosmas (2017) and Zuljan (2018). In this respect, Hunzicker (2011) pointed out that PD could be effective as long as it would be ongoing, supportive, collaborative, instructionally-focused, coherent, and job-embedded.

In the light of the results of the study, it can be asserted that participants from three countries were aware of the principles of effective PD activity despite slight differences in their views on the effective PD activity.

5.1.6. Turkish, German and Spanish EFL teachers' views about the benefits of PD activities. It is necessary to look at the interview question "How would you describe the benefits of PD activities you have attended in terms of your teaching practice, your students' achievement and overall quality of your school?" in order to discover the views of the participants about the benefits of PD activities in terms of their teaching practice, their students' achievement and overall quality of their schools.

As considered the benefits of attending PD activities in terms of teaching practices, "Being updated with the new teaching methods and techniques" and "Reflecting on and reorganizing the teaching practices" were the most frequent expressions by the participants from three countries. Similarly, a number of previous studies have indicated that the teachers revised and updated their teaching knowledge after attending PD activities (Bal Gezegin & Solak, 2016; Karakaş & Yücedağ, 2020; McLinden, McCall, Hinton, & Weston. 2006; McNicholl & Noone 2007; Miller and Glover 2007 Wilde 2005, Yücedağ & Karakaş, 2019).

With regard to the benefits of attending PD activity for the students' learning, "Increase in the students' motivation and participation in the lesson" and "Increase in the students' grades" were the most frequent expressions by the participants from three countries. This result of the current study has been supported by the earlier researches by Cordingley, Bell, Isham, Evans, and Firth (2007), Hodge and Krumm,

(2009), Marek and Methven (1991), McCutchen, Abbott, Green, Beretvas, Cox, Potter, Quiroga, and Gray (2002), Opfer and Pedder (2010), Talbert and McLaughlin (1994), Tienken (2003) Vogt and Rogalla, (2009); and Yoon, Duncan, Yu Lee, Scarloss and Shaple (2007).

As for the overall quality of their schools, “Increase in the quality of the education in the school and the attraction of the school” has been the most frequent view about the benefits of participants’ involvement in PD activities. This result of the current study has been supported by suggestions of earlier researches (Bubb & Earley, 2007; Craft, 2000; Desimone, 2009; Harland & Kinder 1997; Harris, 2002; Özdemir, 2013; Vandenberghe, 2002). In this respect, Day (1999) and Hargreaves (1994) have consistently highlighted that PD of the teacher was a crucial element of success and the development of the schools.

5.1.7. Turkish, German and Spanish EFL teachers’ views about the challenges they faced in the classroom. In the current study, the interview question “Have you had the opportunity to apply the skills and knowledge you gained during PD activities? If YES, what challenges have you faced while applying those knowledge and skills in the classroom?” aimed to disclose the views of the participants about effective PD activity. “The problems regarding “classroom management” and “Lack of student motivation” were the outstanding challenges faced by the participants from three countries. These results of the current study have been in congruent with the previous researches by Aydın and Bahçe (2001), Kayıkçı (2009), Korkmazgil (2015), McPhillimy (1996), Mumary (2017), Soleimani and Razmjoo (2016), Yagcı (2014) and Yazdanmehr and Akbari (2015). This result might stem from the hesitation of the students to get involved in the lesson, their negative attitude towards English or lack of intrinsic motivation for learning English. What is more, new PD activities the EFL teachers tried to implement in their classrooms might not have aroused their students’ interest and behavior and discipline problems might arise. Besides, the participants have also put forward “students with different cultural backgrounds and learning styles” as a challenge. This result has echoed in the previous research by Li, Baker and Marshall (2004).

In addition to the aforementioned challenges, “Technological deficiencies” were also stated as challenge by Turkish and Spanish participants. This result has been in line with the earlier researches by Çelik and Aytın (2014), Dashtestani, (2014), Korkmazgil (2015), Kazemi and Narafshan, (2014), Merç (2015) and Yücedağ and Karakaş (2019).

“Lack of the facilities” has also emerged as a challenge the participants of the current study faced. This result has been in line with the previous studies (Ceylan, 2015; Fatiloro, 2015; Garton, Copland & Burns, 2014; Karakaş & Yücedağ, 2020; Lyons, 2012; Mumary, 2017; Nurkamto, 2003; Wilms, 2000; Yücedağ & Karakaş, 2019). Another challenge the participants of the current study encountered was “Number of students in the class”. In congruence with this result, Akbari (2015), Atas (2018), Baker and Westrup (2000), Emery (2012) and Nurkamto (2003), in their researches listed “crowded classroom” as challenge the participants faced.

“The national exams (education system requires)” was also another challenge Turkish participants faced. Similarly, Yagcı (2014) disclosed that the national exams that the students were to take and these were the challenges EFL teachers faced when they attempted to apply what is learnt during PD activities. Furthermore, Akbari (2015) pointed out that ELF teacher in Iran were expected to prepare their students for the examinations and to get higher scores in those examinations.

5.1.8. Turkish, German and Spanish EFL teachers’ views about the restrictions when they want to attend any PD activity. We should look into the interview question “Were there any restrictions when you want to attend any PD activities? Could you briefly explain?” in order to discover the views of the participants about the restrictions encountered when they want to attend any PD activity. “Lack of time”, “Difficulty in taking official permission” and “No restriction” were the most frequent restrictions the participants encountered when they want to attend any PD activity.

As considered these outstanding replies, “lack of time” was stated by the participants from three countries while “no restriction” was mentioned only by German and Spanish participants and “Difficulty in taking official permission” was stressed only by Turkish participants. In the same vein, earlier researches by Archibald et al.

(2011), Canözü Özbek (2014), Ekşi (2010), Kabadayı (2013), Karaaslan (2003); Masuda et al (2013), Oruç Ertürk, Gün and Kaynardağ (2014), Taylan (2017), Tulowitzki, Krüger and Roller (2018); Utami (2019) stressed timing issue as the restriction.

When it comes to the expression “no restriction”, German teachers’ involvement in PD activities is intrinsically motivated (Tulowitzki et al, 2018) and they are more autonomus (Wermke, 2011) related to attending PD activities. As for the Spanish participants, their participation in PD activities is optional (Eurydice, 2019) but apparently linked to career advancement in career and increase in salary (OECD, 2010). In this respect, it might be concluded that German participants have not considered the formal obligation for attending PD activities as a duty for them but as a necessary component of their professions so they stated no restriction for their involment in any PD activity while Spanish participants may have not encountered any restriction for attending any PD activity because of being optional to attend PD activity formally but clearly linked to salary increase and advancement in their careers.

“Difficulty in taking official permission” as restriction obtained from only the replies of Turkish participants has echoed in the results of earlier studies by Gebhard (1998), Kabadayı (2013), Karaaslan (2003), Karakaş & Yücedağ, (2020), Muyan (2013), Taylan (2017), Yagcı (2014), Yücedağ and Karakaş (2019) and Zerey (2018). This result may have stemmed from the central education system and bureaucracy in education in Turkey. And it clearly seems that all Turkish participants consider “lack of institutional support” as a vital hindrance of their participation in PD activities.

“Financial restriction”and “familial issues”, external factors, were the next restrictions faced by the participants along with the ones mentioned above. This result of the study has been consistent with those of the previous studies (Canözü Özbek, 2014; Karakaş & Yücedağ, 2020; Masuda, Ebersole & Barrett, 2013; Oruç Ertürk, Gün & Kaynardağ, 2014; Taylan, 2017; Tunaz & Önem 2017; Utamai, 2019; Yasar, 2019; Yücedağ & Karakaş, 2019). However, in the previous researches (Muyan, 2013; Zerey, 2018), “lack of self-motivation”, internal factor, was a crucial factor hindering the EFL teachers’ involvement in PD activities.

Besides, “workload”, “conflict with work schedule” and “lack of cooperation between teachers” have also emerged as restrictions in the current study. These restrictions stated in the current study have been parallel to the previous studies by Borg (2009), Muyan (2013), Taylan (2017) and Zerey (2018).

The results of the study also indicated “location of PD activity” was another factor hindering the participants’ involvement in PD activities. Similarly, in the earlier studies by Ekşi (2010) and Kabadayı (2013), it was concluded that “location” constrained the EFL teachers’ participation in PD activities.

5.2. Recommendations

In the light of the findings of the current study and the relevant literature on teacher PD, the recommendations will be drawn as follows:

- Official permission issue should be solved.

Considering the results of the current study, all Turkish participants reiterated “difficulty in taking official permission” as the most significant restriction although their colleagues from Germany and Spain are supported by their school managements or did not encounter such restriction. In this regard, it can be suggested that the school managements in Turkey should support the teachers for their involvement in PD activities as their counterparts in developed countries: Germany and Spain. What is more, they should provide necessary opportunities for teachers to be able to attend PD activities.

- The content of the PD activities should be reanalysed.

Based on the results of the study, PD activities in Turkey do not address the teachers’ professional, personal needs and the problems encountered in their actual teaching practices since the organisation of PD activities in Turkey are based on top down approach, highly centralized system unlike that in developed countries: Germany and Spain. In this respect, the policymakers should give priority to identify the needs, beliefs and characteristics of the teachers who play crucial role in educational setting and quality of the education. In this respect, a comprehensive professional needs analysis should be conducted so that EFL teachers can benefit from the PD activities more effectively and efficiently. Furthermore, The PD activities in which teachers

can discover their teaching practices, share their experiences with their colleagues on various topics and keep themselves updated should be offered.

- Autonomy and choice of selection should be given to the teachers.

Considering the results of the current study, some Turkish participants stated that participation in PD activities should be not be compulsory for them. Thus, it is suggested that Turkish EFL teachers should be given the autonomy and choice of selection regarding the PD activities to attend like their colleagues in Germany and Spain. Thus, Turkish EFL teachers can take initiatives on their PD based on their professional and personal needs and the needs of their students to be an effective teachers. Additionally, obligatory participation in PD activities should be solved as these kind of PD activities do not contribute to ongoing PD of teachers. That is, the teachers just attend them because of obligation. Thus, there should be volunteering for the participation in PD activities because volunteerism provides the teachers to increase in their self-confidence, to develop their teaching skills, competencies and knowledge better.

- Inset PD activities should not be restricted to traditional forms such as seminars and courses.

The findings of the study suggest that PD activities where teachers can apply individually and as teams such as “visits to other schools”, “peer coaching”, “peer observation”, “team teaching”, “teaching portfolios”, “pursuing postgraduate degree” and “self-monitoring” should be included as well as seminars, courses in Turkey just as those in developed countries Germany and Spain.

- In-depth and longitudinal studies need to be carried out.

This qualitative study aimed to investigate and compare the concept of professional development and PD activities from the perspective of EFL teachers from Turkey, Germany and Spain. However, this study has limitations aforementioned. Thus, future studies are recommended. More in-depth qualitative and longitudinal future studies can be conducted with the participation of more EFL teachers from different cities as well as those working in the capitals of these three countries. Moreover, this study is limited to the perceptions of the participants and in future studies, the

observation of the actual teaching practices of the participants can also be included in order to find out differences between their perceived needs and observed needs.

- Administrators' views should be explored.

When we look into literature in PD, it catches the eye that administrators' views are very rare. Therefore, in future studies, administrators' views should be taken into consideration in order to reveal the discrepancies between the views of teachers and administrators on the teacher PD and to have a better understanding.

- Incentive and motivating factors should be provided.

It can be suggested that MONE officials should provide the teachers additional remunerations on condition of completing the required hours per year of every six years as in the case in Spain. This salary support can increase their motivation to engage more in PD activities.

REFERENCES

- Admiraal, W., Schenke, W., De Jong, L., Emmelot, Y. & Sligte, H. (2019) Schools as professional learning communities: what can schools do to support professional development of their teachers?, *Professional Development in Education*, 1-15. doi: 10.1080/19415257.2019.1665573.
- Afshar, A. S. & Ghasemi, S. (2018). Developing and validating a model for exploring Iranian EFL teachers' perception of professional development. *Journal of Teaching Language Skills (JTLS)* 37(3), 169-210. doi: 10.22099/jtls.2019.32064.2629.
- Agbayahoun, J. P. (2016). Teacher professional development: EFL teachers' experiences in the Republic of Benin. *International Journal of English Linguistic*, 6(4), 144-152. doi:10.5539/ijel.v6n4p144.
- Akhtar, M. I. (2016). Research in social science: Interdisciplinary perspectives. *Research Design*, 68-84.
- Akiba, M. & Liang, G. (2013). Effects of teacher professional learning activities on student achievement growth. *Journal of Educational Research*, 109(1), 99-110.
- Al Asmari, A. (2016). Continuous professional development of English language teachers: Perception and practices. *Advances in Language and Literary Studies*, 7(3), 117-124. doi:10.7575/aiac.alls.v.7n.3p.117.
- Alan, B. (2003). *Novice teachers perceptions of an in-service teacher training course at Anadolu University*. (Master's thesis, unpublished). Ankara: Bilkent University. Retrieved from <https://tez.yok.gov.tr>.
- Alfaki, I. M. (2014). Professional development in English language teaching: A teachers' view. *British Journal of Education*, 2(7), 32-49.

- Alibakhshi, G. & Dehvari, N. (2015). EFL teachers' perceptions of continuing professional development: A case of Iranian high school teachers. *Profile Issues in Teachers' Professional Development*, 17(2), 29-42. doi:10.15446/profile.v17n2.44374.
- Alibakhshi, G. (2019) In-service training professional development needs of Iranian teachers of English as foreign language: A qualitative research study. *Teaching English Language*, 13(2), 95-119.
- Alshumaimeri, A. Y. & Almohaisen, M. F. (2017). Saudi EFL teachers' perceptions of professional development activities. *Journal of Education & Social Policy*, 7(1), 185-193.
- Antov, P. & Pancheva, T. (2016). *Interdisciplinary team teaching for engineering specialities*. Paper presented in conference: XVII International Scientific Conference Management and Sustainable Development. 59-65. Retrieved from http://oldweb.ltu.bg/jmsd/files/volumes/msd_57.pdf.
- Armour, K. M. & Yelling, M. (2007). Effective professional development for physical education teachers: The role of informal, collaborative learning. *Journal of Teaching in Physical Education*, 26, 177-200.
- Ary, D., Jacobs, L., C., Razavieh, A. & Sorensen C. K. (2010). *Introduction to Research in Education*. (8th Edition). Wadsworth Publishing.
- Aslam, R. & Nisa, N. (2019). Perceptions and practices of science teachers about professional development at secondary school level: A phenomenological study. *International Journal of Academic Pedagogical Research (IJAPR)*, 3(1), 9-15.
- Astalin, P. K. (2013). Qualitative research designs: A conceptual framework. *International Journal of Social Science & Interdisciplinary Research*, 2(1), 118-124.

- Atieno, O. (2009). An analysis of the strengths and limitation of qualitative and quantitative research paradigms. *Problems of Education in the 21st Century*, 13, 13-18.
- Aydın, B. ve Bahçe, A. (2001). *Cases from sts.* (Paper presented at the International ELT Conference-2001 on "Searching for Quality in ELT). Eastern Mediterranean University, Gazimagusa.
- Aydoğan, D. ve Çılsal Z. (2007). Yabancı dil öğretmenlerinin yetistirilme süreci (Türkiye ve diğer ülkeler), *Erciyes Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 22, 179-197.
- Babanoğlu, M. P. & Yardımcı, A. (2017). Turkish state and private school EFL teachers' perceptions on professional development. *Çukurova University Faculty of Education Journal*, 46(2), 789-803. doi: 10.14812/cuefd.305210.
- Bachtıar, (2016). *Indonesian EFL Teachers' perceptions of the influence and role of professional development and teacher study groups on teachers' self-efficacy: A mixed methods study.* (unpublished PhD dissertation). Massey University, Manawatu, New Zealand. Retrieved from <https://mro.massey.ac.nz/handle/10179/12191>.
- Bailey, K., Curtis, A. & Nunan, D. (2001). *Pursuing professional development.* London: Heinle and Heinle.
- Baker, J. & Westrup, H. (2000). *The English language teacher's handbook.* London, UK: Continuum.
- Baker, P. H. (2005). Managing student behavior: How ready are teachers to meet the challenge? *American Secondary Education*, 33(3), 51–64.
- Bal Gezegin, B. ve Solak, E. (2016). Professional development in English language teaching. In I. Yaman, E. Ekmekçi & M. Şenel (Eds.), *Current Trends in ELT* (pp. 240-255). Ankara, Turkey: NÜANS Publishing.

- Ball, D. L. & Cohen, D. K. (1999). Developing practice, developing practitioners: toward practice-based theory of professional education. In: G Sykes & L Darling-Hammond (eds). *Teaching as the learning profession: handbook of policy and practice*. San Francisco: Jossey Bass.
- Bartleton, L. (2018). A case study of teachers' perceptions of the impact of continuing professional. *e-Journal of the British Education Studies*, 9(2), 82-109.
- Bautista, A. & Ortega-Ruiz, R. (2015). Teacher Professional development: International perspectives and approaches. *Psychology, Society, & Education*, 7(3), 240-251.
- Bencze, L., Hewitt, J. & Pedretti, E. (2001). Multi-media case methods in preservice science education: enabling an apprenticeship for praxis. *Research in Science Education*, 31, 191–209.
- Ben-Peretz, M., Kleeman, S., Reichenberg, R. & Shimoni, S. (Eds.). (2013). *Teacher educators as members of an evolving profession*. Maryland: Rowman & Littlefield.
- Benedetti, T. (1997). Enhancing teaching and teacher education with peer coaching. *TESOL Journal* 7(1), 41-42.
- Berliner, D. (1994). Expertise: The wonders of exemplary performance. In J. N. Mangiery & C. C. Block (Eds.), *Creating powerful thinking in teachers and students* (pp.161–186). Fort Worth, TX: Holt, Rinehart & Winston.
- Bharati, P. & Chalise, S. (2017). Teacher development: strategies and perception. *Saptagandaki Journal*, 8, 69-78. doi:10.3126/sj.v8i0.18464.
- Biesenbach-Lucas, S., Meloni, C. & Weasenforth, D. (2000). Use of cohesive features in ESL students' e-mail and word-processed texts: A comparative study. *Computer Assisted Language Learning*, 13(3), 221-237.

- Birchak, B., Connor, C., Crawford, K. M., Kahn, L. H., Kaser, S., Turner, S. & Short, K. G. (1998). *Teacher study groups: Building community through dialogue and reflection*. Urbana, IL: National Council of Teachers of English.
- Birjandi, P. & Derakhshan, H. A. (2010). Teachers' perceptions of the present and optimum status of the in-service EFL teacher preparation programs. *English Language Teaching*, 3(4), 47-57.
- Bigiche, A., Chnani, H. & Messouab, I. (2019). Quality assurance in teacher professional development programs: A case study of EFL Teachers in Moroccan Public High schools. *IOSR Journal of Humanities And Social Science*. 24(5), 46-52.
- Black, R. (2009). English-Language learners, fan communities, and 21st-Century skills. *Journal of Adolescent and Adult Literacy*, 52(8), 688-697.
- Blackstone, B., Spiri, J. & Naganuma, N. (2007). Blogs in English Language teaching and learning: Pedagogical uses and student responses. *Reflections on English Language Teaching*, 6(2), 1-20.
- Blase, J. & Blase, J (2001). The teacher's principal. *Journal of Staff Development*, 22(1), 22-25.
- Boas, I. V. (2011). Process writing and the Internet: Blogs and Ning networks in the classroom. *English Teaching Forum*, 49(2), 26-33.
- Bokiev, U., Bokiev, D., Othman, M., Ismail, L. & Aralas, D. (2017). Online teaching portfolio as a catalyst for professional development. *International Journal of Academic Research in Business and Social Sciences*.7, 440-452, doi: 10.6007/ijarbss/v7-i14/3680.
- Bolam, R. (2000). Emerging policy trends: some implications for continuing professional development. *Journal of In-Service Education*, 26(2), 267-280, doi: 10.1080/13674580000200113.

- Boonmoh, A. (2009). *The use of pocket electronic dictionaries by Thai learners of English*. (unpublished PhD thesis), University of Warwick. England. Retrieved from <http://wrap.warwick.ac.uk/>.
- Borg, S. (2009). English language teachers' conceptions of research. *Applied Linguistics*, 30(3), 358-388.
- Bowen, G. A. (2009). Document analysis as a qualitative research method. *Qualitative Research Journal*, 9 (2), 27-40. doi 10.3316/qrj0902027.
- Boyle, B., While, D. & Boyle, T. (2004). A longitudinal study of teacher change: what makes professional development effective?. *The Curriculum Journal*, 15(1), 45-68.
- Brandon, K. (2015). *Guide to best practice in managing professional development in ELICOS*. Sydney: English Australia.
- Breipohl, W. & Hamburg, I. (2011). *Mentoring and diversity coaching on the job*. In *Lifelong learning for competitiveness, employability and social inclusion: international conference*, 11-13 November 2011, Craiova, Romania. Editura Universitaria, pp. 42-47.
- Brophy, J. (2006). History of research on classroom management. In C. M. Evertson & C. S. Weinstein (Eds.), *Handbook of classroom management: Research, practice, and contemporary issues* (pp. 17-43). Mahwah, NJ: Erlbaum.
- Bruster, B. G. & Peterson, B. R. (2013). Using critical incidents in teaching to promote reflective practice. *Reflective Practice: International and Multidisciplinary Perspectives*, 14(2), 170-182.
- Bubb, S. & Earley, P. (2007). *Leading and managing CPD: developing people, developing schools*. London: Paul Chapman Publishing.
- Burns, N. & Grove, S. K. (2009). *The Practice of Nursing Research: Appraisal, Synthesis, and Generation of Evidence* (6th Ed.). St. Louis, Mo: Saunders/Elsevier.

- Büyükyavuz, O. & İnal, S. (2008). A descriptive study on Turkish Teachers of English regarding their professional needs, efforts for development and available resources. *The Asian EFL Journal*, 10, 215-234.
- Büyükyavuz, O. (2013). Professional development for Turkish teachers of English: Is it a must or luxury?. *Procedia - Social and Behavioral Sciences*. 89, 363 – 367.
- Canözü Özbek, M. (2014). *The profile and the continuous professional development activity choice of english language teachers and the factors influencing their choice*. (unpublished Master dissertation). Çağ University. Mersin. Retrieved from <https://tez.yok.gov.tr/UlusalTezMerkezi/>
- Carter, M. & Francis, R. (2001). Mentoring and beginning teachers' workplace learning. *Asia-Pacific Journal of Teacher Education*, 29(3), 249-261.
- Cayuso, E., Fegan, C. & McAlister, D. (2004). *Designing Teacher Study Groups: A Guide for Success*. Gainesville, FL: Maupin House.
- Chang, S. Y. & Tung, C. A. (2009). Incorporating 21st century skills into business English instruction. *Feng Chia Journal of Humanities and Social Sciences*, 19, 255-286. Retrieved from <http://www.cohss.fcu.edu.tw/wSite/publicfile/Attachment/f1263802406519.pdf>
- Choi, T. & Andon, N. (2013). Can a teacher certification scheme change ELT classroom practice?. *ELT Journal*, 68(1), 12-21.
- Clark, C. (2001). Good conversations. In C. Clark (Ed.), *Talking Shop: Authentic Conversation and Teacher Learning* (pp. 26-28). New York: Teachers College Press.
- Coates, V. (2004). Qualitative research: a source of evidence to inform nursing practice?. *Journal of Diabetes Nursing*. 8(9), 329-334.
- Cochran-Smith, M. & Lytle, S. (1999). Relationships of knowledge and practice: Teacher learning in communities. *Review of Research in Education*, 24, 249-305.

- Cohen, L., Manion, L. & Morrison, K. (2011). *Research methods in education* (7th ed.). London: Routledge.
- Colbert, J. R., Brown, S. C. & Thomas, S. (2008, Spring). An investigation of the impacts of teacher-driven professional development on pedagogy and student learning. *Teacher Education Quarterly*, 35, 135-154.
- Coleman, J. A. (2006). English-medium teaching in European higher education. *Language Teaching*, 39(1), 1-14.
- Collinson, V. & Ono, Y. (2001). Professional development of teachers in United States and Japan. *European Journal of Teacher Education*, 24: 223-248.
- Cooper, T., Hall, J., Hawkins, A., LaFleur, R., Rossbacher, B., Tesser, C., Walz, J. & Young, M. (2004). How foreign language teachers in Georgia evaluate their professional preparation: A call for action. *Foreign Language Annals*, 37(1), 37-48.
- Corbin, J. & Strauss, A. (2008). *Basics of qualitative research*. London: SAGE Publications Ltd.
- Cordingley, P., M. Bell, C. Isham, Evans, D. & Firth, A. (2007). *What do specialists do in CPD programmes for which there is evidence of positive outcomes for pupils and teachers?* London: EPPI-Centre.
- Costantino, P. M. & De Lorenzo, M. N. (2002). *Developing a professional teaching portfolio: A guide to success*. Boston: Allyn and Bacon publishing.
- Craft, A. (2000). *Continuing Professional Development: A practical guide for teachers and schools*. London: Routledge Falmer.
- Creswell, J. W. (2003). *Research Design: Qualitative, Quantitative and Mixed Method Approaches* (2nd Ed.). Los Angeles: SAGE Publications.
- Creswell, J. W. (2013). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications.

- Cirocki, A. & Farrell, T. S. C. (2019) Professional development of secondary school EFL teachers: Voices from Indonesia. *System*, 85, 102-111. doi:10.1016/j.system.2019.102111.
- Crookes, G. (2003). *A practicum in TESOL*. Cambridge: Cambridge University Press.
- Crystal, D. (1997). *English as a Global Language*. London: Cambridge University Press.
- Cunningham, C. L. (2007). *Toward better early childhood education, links between professional development and language and literacy practices*. (unpublished dissertation). The University of Michigan Ann Arbor. Retrieved from <http://search.proquest.com/docview/304847891>.
- Cuthell, J. P. (2003). Interactive whiteboards: New tools, new pedagogies, new Learning? Reflections from teachers. Retrieved from <http://www.virtuallearning.org.uk/wp-content/uploads/2010/12/Interactive-whiteboard-survey.pdf>.
- Czerniawski, G. (2013). Professional development for professional learners: teachers' experiences in Norway, Germany and England. *Journal of Education for Teaching*, 39(4), 383–399. doi:10.1080/02607476.2013.769339
- Çağanağa, Ç. K. & Kaymakamoğlu, S. (2015). Developing with residual practice in EFL classrooms. *TOJET: The Turkish Online Journal of Educational Technology*. 2, 150-154.
- Çelik, S. & Aytın, K. (2014). Teachers' views on digital educational tools in English language learning: Benefits and challenges in the Turkish Context. *The Electronic Journal for English as a Second Language*, 18(2), 1-18.
- Çinkır, G. (2017). *Professional development of secondary EFL teachers: Lessons from Turkey*. (Unpublished Master Dissertation). Çag University. Mersin. Retrieved from <https://tez.yok.gov.tr/UlusalTezMerkezi/>

- Daloglu, A. (2004). A professional development program for primary school English language teachers in Turkey: designing a materials bank. *International Journal of Educational Development*, 24, 677–690.
- Danielson, C. (1999). Mentoring beginning teachers: The case for mentoring. *Teaching and Change*, 6(3), 251–257.
- Darling-Hammond, L. & McLaughlin, M. W. (1995). Policies that support professional development in an era of reform. *Phi Delta Kappan*, 76, 597-604.
- Darling-Hammond, L. (2005). Teaching as a profession: lessons in teacher preparation and professional development. *Phi delta kappan*, 87 (3), 237–240.
- Darling-Hammond, L., Wei, R. C., Andree, A., Richardson, N. & Orphanos, S. (2009). *Professional learning in the learning profession*, 9. Washington, DC: National Staff Development Council.
- Darling-Hammond, L., Chung Wei, R. & Andree, A. (2010). How high-achieving countries develop great teachers. *Stanford Center for Opportunity Policy in Education Research Brief*, 1-8.
- Darling-Hammond, L., Hyler, M. E. & Gardner, M. (2017). *Effective Teacher Professional Development*. Palo Alto, CA: Learning Policy Institute.
- Dashtestani, R. (2014). English as a foreign language teachers' perspectives on implementing online instruction in the Iranian EFL context. *Research in Learning Technology*, 22. doi: 10.3402/rlt.v22.20142.
- Davis, T. S. (2011). Peer observation: A faculty initiative. *Currents in Pharmacy Teaching and Learning*, 3(2), 106–115.
- Day, C. (1999). Professional development and reflective practice: purposes, processes and partnerships. *Pedagogy, Culture & Society*, 7(2), 221-233.
- Dayoub, R. & Bashiruddin, A. (2012): Exploring English-language teachers' professional development in developing countries: cases from Syria and

Pakistan. *Professional Development in Education*, 38(4), 1-23
doi:10.1080/19415257.2011.649986.

Denzin, N. K. (1989). *Interpretive interactionism*. Newbury Park, CA: Sage.

Denzin, N. K. & Lincoln, Y. S. (1994). (eds) *Handbook of Qualitative Research*, Thousand Oaks, CA, Sage.

Denzin, N. K. & Lincoln, Y. S. (2005). Introduction: The Discipline and Practice of Qualitative Research. In N. K. Denzin & Y. S. Lincoln (Eds.). *The SAGE Handbook of Qualitative Research* (3rd Ed.), pp. 1–32. Thousand Oaks, CA: SAGE.

Desimone, L. M., Porter, A. C., Garet, M. S., Yoon, K. S. & Birman, B. F. (2002). Effects of professional development on teachers' instruction: Results from a three-year longitudinal study. *Educational Evaluation and Policy Analysis*, 24(2), 81-112.

Desimone, L. M. (2009). Improving impact studies of teachers' professional development: toward better conceptualizations and measures. *Educational Researcher*, 38(3), 181-199.

Devecioglu Y. & Kurt, I. (2013). Educating Teachers for the Global World. *International Journal of Humanities and Social Science*. 3(19), 115-124.

Diaz-Maggioli, G. (2004). *Teacher-centered professional development*. Association for Supervision and Curriculum Development Alexandria, Virginia USA.

Doff, A. (1987). *Training materials as an instrument of methodological change*. In R. Bowers (ed.), *Language teacher education: An integrated programme for ELT teacher training*. *ELT Documents*, 125, (pp. 67-71). Basingstoke, UK: Macmillan for Modern English Publications.

Dupuy, B. (2011). CLIL: Achieving its goals through a multiliteracies framework. *Latin American journal of content and language integrated learning*, 4(2), 21-32.

- Eaton, S. E. (2010). *Using skype in the second and foreign language classroom*. Paper presented at the Social Media Workshop "Get Your ACT(FL) Together Online: Standards Based Language Instruction via Social Media", Language Acquisition Resource Center, San Diego State University.
- Ekiz, D. (2003). *Eğitimde araştırma yöntem ve metotlarına giriş* Ankara: Anı yayıncılık.
- Ekşi, G. (2010). *An assessment of the professional development needs of English language instructors working at a state university*. (unpublished Master's thesis). Middle Eastern Technical University, Ankara. Retrieved from <https://tez.yok.gov.tr/UlusalTezMerkezi/>.
- Emery, H. (2012). A global study of primary English teachers' qualifications, training and career development. *ELT Research Papers*, 1-32.
- European Comission (2015) Shaping career-long perspectives on teaching A guide on policies to improve initial teacher education. ET2020 Working Group on Schools Policy (2014/15). Retrieved from <https://www.schooleducationgateway.eu/downloads/files/Shaping/career-long/perspectives/on/teaching.pdf>.
- Eurydice (2018). Continuing professional development for teachers working in early childhood and school education. Retrieved from https://eacea.ec.europa.eu/national-policies/eurydice/content/continuing-professional-development-teachers-working-early-childhood-and-school-education-28_en.
- Eurydice (2019). The teachers and education staff. Retrieved from: https://eacea.ec.europa.eu/national-policies/eurydice/content/teachers-and-education-staff-78_en.
- Farrell, S. C. Thomas. (2013). Critical incidents analysis through narrative reflective practice: A case study. *Iranian Journal of Language Teaching Research*, 1(1), 79-89.

- Fatiloru, O. F. (2015). Tackling the challenges of teaching English language as second language (ESL) in Nigeria. *IOSR Journal of Research & Method in Education (IOSR-JRME)*, 5(2), 26-30.
- Feiman-Nemser S 2001. From preparation to practice: designing a continuum to strengthen and sustain teaching. *Teachers College Record*, 103:1013-1055.
- Fenstermacher, G. D. & Berliner, D. C. (1983). *A conceptual framework for the analysis of staff development*, N-2046-NIE, The Rand Corporation, Santa Monica, California.
- Fillmore, L. W. & Snow, C. E. (2000). What teachers need to know about language? (ERIC Clearinghouse on Languages and Linguistics, Special Report). Retrieved from <http://www.cal.org/resources/digest/0006fillmore.html>.
- Fisherman, B. J., Marx, R. W., Best, S. & Tal, R. T. (2003). Linking teacher and student learning to improve professional development in systemic reform. *Teaching and Teacher Education*, 19(6), 643-658.
- Flanagan, T. (2013). The scientific method and why it matters. *C2C Journal*, 7(1), 4-6.
- Freeman, D. (1982). Observing teachers: Three approaches to in-service training and development. *TESOL Quarterly*, 16(1), 21-27.
- Gabriel, R., Day, J. P. & Allington, R. (2011). Exemplary teacher voices on their own development. *Phi Delta Kappan*, 92(8), 37-41.
- Garet, M. S., Porter, A. C., Desimone, L., Birman, B. F. & Yoon, K. S. (2001). What makes professional development effective? Results from a national sample of teachers. *American Educational Research Journal*, 38(4), 915-945.
- Garfinkel, H. (1967). *Studies in ethnomethodology*. Englewood Cliffs, NJ: Prentice Hall.

- Garmston R. (1987). How administrators support peer coaching. *Educational Leadership*, 44(5), 18–26.
- Garton, S., Copland, F. & Burns, A. (2011). *Investigating global practices in teaching English for young learners: Project report*. London, England: BritishCouncil.
- Gebhard, M. (1998). A case for professional development schools. *TESOL Journal*, 32(3), 501–510.
- Geertz, C. (1973). *The interpretation of cultures: Selected essays*. New York: Basic Books.
- Gersten, R., Dimino, J., Jayanthi, M., Kim, J. S. & Santoro, L. E. (2010). Teacher study group: Impact of the professional development model on reading instruction and student outcomes in first grade classrooms. *American Educational Research Journal*, 47(3), 694-739.
- Girma, D., Wubshet, H. & Menuta, F. (2019). English teachers' preferences of professional development activities in four secondary schools of Gurage Zone. *IOSR Journal of Humanities and Social Science*, 24(1), 33-42.
- Given, L. M. (2008). *The SAGE encyclopedia of qualitative research methods* (Vol. 1-2) The USA: Sage Publications.
- Glaser, B. G. & Strauss, A. (1967). *The discovery of grounded theory: Strategies for qualitative research*. New York, NY: Aldine De Gruyter.
- Glaser, B. (1978). *Theoretical sensitivity: Advances in methodology of grounded theory*. San Francisco, CA: University of California Press.
- Glatthorn, A. (1995). Teacher development. In L. Anderson (Ed.), *International Encyclopedia of Teaching and Teachers Education*, (2nd ed.). London: Pergamon Press.

- Goh, C. C. (2013). Globalization and teacher development for spoken English instruction. *Indonesian Journal of Applied Linguistics*, 3(1), 29-38. Retrieved from <http://ejournal.upi.edu/index.php/IJAL/article/view/188/133>.
- Gokmenoglu, T., Clark, C. & Kiraz, E. (2016). Professional development needs of Turkish teachers in an era of national reforms. *Australian Journal of Teacher Education*, 41(1). Retrieved from <http://ro.ecu.edu.au/ajte/vol41/iss1/7>.
- Grimm, E., Kaufman, T. & Doty, D. (2014). Rethinking classroom observation. *Educational Leadership*, 71(8), 24-29.
- Graddol, D. (2006). *English next: Why global English may mean the end of 'English as a foreign language'*. Sine loco: British Council.
- Hargreaves, A. (1994). *Changing teachers: Changing times*. London: Cassell.
- Halai, A. (2001). On becoming a 'professional development teacher': a case from Pakistan. *Mathematics education review*, 14(1), 31-43.
- Hamburg, I. (2013). *Facilitating learning and knowledge transfer through Mentoring*. 5th International Conference on Computer Supported Education. 219-222.
- Hanushek, E. A. & Rivkin, S. G. (2010). The quality and distribution of teachers under the no child left behind Act. *Journal of Economic Perspectives* 24(3), 133-50 doi: 10.1257/jep.24.3.133.
- Hargreaves, A. & Fullan, M. (2000). Mentoring in the new millennium. *Journal of Theory into Practice*, 39(1), 50-57.
- Harland, J. & K. Kinder (1997). Teachers' continuing professional development: framing a model of outcomes. *British Journal of In-service Education*, 23(1), 71 - 84.

- Harris, A. (2002). *Leadership in schools facing challenging circumstances*. Paper presented in international congress of school effectiveness and school improvement, Copenhagen.
- Hismanoglu, M. (2010). Effective professional development strategies of English language teachers. *Procedia Social and Behavioral Sciences*, 2, 990-995.
- Hodge, C. L. & Krumm, B. L. (2009). NCLB: A study of its effects on rural schools- School administrators rate service options for students with disabilities. *Rural Special Education Quarterly*, 28(1), 20-27.
- Hoffmann, C. (2000). The Spread of English and the Growth of Multilingualism with English in Europe. In J. Cenoz & U. Jessner (Eds.), *English in Europe: The Acquisition of a Third Language* (pp. 1-21). Clevedon: Multilingual Matters.
- Holloway, J. H. (2001). The benefits of mentoring. Educational leadership: *journal of the Department of Supervision and Curriculum Development*, N.E.A 58(8), 85-86.
- Hossain, D. M. (2011) Qualitative research process, *Postmodern Openings*, 2(7), 143-156.
- Hunzicker, J. L. (2011). Effective professional development for teachers: A checklist. *Professional Development in Education*, 37(2), 177-179.
- Hustler, D., McNamara, O., Jarvis, J., Mary Londra, M. & Campbell, A. (2003). *Teachers' perceptions of continuing professional development*. Department for education and skills publication. Nottingham.
- Ingersoll, R. & Strong, M. (2011). The impact of induction and mentoring programs for beginning teachers: A criticalreview of the research. *Review of Education Research*, 81(2), 201–233.
- Irmawati, D. I., Widiati, U. & Cahyono, B. Y. (2017). How do Indonesian professional English teachers develop their pedagogical competence in

teaching implementation?. *Arab World English Journal*, 8(2), 293-307.
doi:10.24093/awej/vol8no2.21.

Johnson, W. B. & Ridley, C. R. (2008). *The elements of mentoring*. Palgrave Macmillan, New York.

Jones, S. (1985). 'Depth interviewing', in R. Walker (ed.) *Applied qualitative research* Gower, Aldershot.

Jones, V. (2006). How do teachers learn to be effective classroom managers? In C. M. Evertson & C. S. Weinstein (Eds.), *Handbook of classroom management: Research, practice, and contemporary issues* (pp. 887–907). Mahwah, NJ: Erlbaum.

Joshi, K. D., Gnawali, L. & Dixon, M. (2018). Experience of professional development strategies: Context of Nepalese EFL teachers. *Pakistan Journal of Education*. 35(2), 53-78.

Jurišević, M., Enever, J. & Pižorn, K. (2014) Triple tool effect: Professional Portfolios in Teaching Foreign Languages, *Porta Linguarum*, 21, 7-24.

Kabadayı, B. (2013). *A Study On Professional Development Needs Of EFL Instructors Working At A Foundation University*. (Master's thesis, unpublished). Çağ University. Mersin. Retrieved from <https://tez.yok.gov.tr/UlusalTezMerkezi/>

Kabilan, M. K., Ahmad, N. & Abidin, A. F. Z. (2010). Facebook: an online environment for learning of English in institutions of higher education? *Internet and Higher Education*, 13, 179-187.

Kabilan, M. K. & Veratharaju, K. (2013). Professional development needs of primary school English-language teachers in Malaysia. *Professional Development in Education*, 39(3), 330-351, doi:10.1080/19415257.2012.762418.

- Kane, T. J., Rockoff, J. E. & Staiger, D. O. (2006). *What does certification tell us about teacher effectiveness? Evidence from New York City* (NBER Working Paper No. 12155). Cambridge, MA: National Bureau of Economic Research.
- Kaplan, J. S. & Carter, J. (1995). *Beyond behavior modification: A cognitivebehavioral approach to behavior management in the school* (3rd ed.). Austin, TX: PRO-ED.
- Karaaslan, A. D. (2003). *Teachers' perception of self-initiated professional development a case study on Baskent University English language teachers*. (Master's thesis unpublished) Middle East Technical University. Ankara. Retrieved from <https://tez.yok.gov.tr/UlusalTezMerkezi/>.
- Karakaş, A. & Yücedağ, Z. (2020). Professional Development: In-service English language teachers' perceptions and activities in a small Turkish city. In Genç, Z., S., and Kaçar, I., S (Eds.) *TESOL in the 21st century: challenges and opportunities*, Peter Lang Publishing.
- Kayıkçı, K. (2009). The effect of classroom management skills of elementary school teachers on undesirable discipline behavior of students. *Procedia Social and Behavioral Sciences*, 1, 1215-1225.
- Kazemi, A. & Narafshan, M. H. (2014). Technology and English language teaching (ELT). *Advances in Language and Literary Studies*, 5(6), 60-67.
- Kerlinger, F. N. (1986) *Foundations of Behavioral Research* (3rd edn), New York, Holt, Rinehart and Winston.
- Keyuravong, S. & Maneekhao, K. (2006). Using e-Mail consultations in a large class. *rEFLECTIONS*, 9, 50-66.
- Kilbane, C. R. (2000). *Preservice teachers' use of multimedia cases*. (Unpublished doctoral dissertation), University of Virginia, Charlottesville.
- King, B. & Newmann, F. (2004). Key link: Successful professional development must consider school capacity. *Journal of Staff Development*, 25(1), 26-30.

- KMK. (2011). *The Education System in the Federal Republic of Germany 2010/2011*. Documentation and Education Information Service, Bonn.
- Knight, P. (2002). A systemic approach to professional development: learning as practice. *Teaching and Teacher Education*, 18(3), 229-241.
- Koç, E. M. (2016). A general investigation of the in-service training of English language teachers at elementary schools in Turkey. *International Electronic Journal of Elementary Education*, 8(3), 455-466.
- Kochan F. K. & Pascarelli, J. T. (2003). *Global perspectives on mentoring: Transforming contexts, communities, and cultures*. Charlotte, NC: Information Sage Publishing.
- Kohl, A. G. (2005). *The professional development needs of K-12 ESL and foreign language teachers: a descriptive study*. (Unpublished doctoral dissertation). The University of North Carolina at Chapel Hill, NC.
- Koieczny, P. (2007). Wikis and Wikipedia as a teaching tool. *International Journal of Instructional Technology and Distance Learning*, 4(1), 15-34.
- Korkmazgil, S. & Seferoğlu, G. (2013). Exploring non-native English teachers' professional development practices. *Boğaziçi Üniversitesi Eğitim Dergisi*, 30(1), 1-9.
- Korkmazgil, S. (2015). *An investigation into Turkish English language teachers' perceived professional development needs, practices and challenges*. (Unpublished Doctoral Dissertation), Middle East Technical University, Ankara. Retrieved from <https://tez.yok.gov.tr/UlusalTezMerkezi/>
- Kosmas, P. (2017). Online sharing of knowledge among in-service teachers for professional development purposes. *Proceedings of the 2017 9th International Conference on Education Technology and Computers - ICETC 2017*, (162-166), Spain.

- Kömür, S. (2010). Teaching knowledge and teacher competencies: a case study of Turkish preservice English teachers. *Teaching Education*, 21 (3), 279-296.
- Kriek, J. & Grayson, D. (2009). A holistic professional development model for South African physical science teachers. *South African J. Educ.*, 29, 185-203.
- Kumar, R. (2011). *Research Methodology a step-by-step guide for beginners*. 3rd edits. Sage publishing.
- Küçüksüleymanoğlu, R. (2006). In-service training of ELT teachers in Turkey between 1998-2005. *Uludağ Üniversitesi Eğitim Fakültesi Dergisi*, 19, 359-369.
- Kwakman, K. (2003). Factors affecting teachers' participation in professional learning activities. *Teaching and Teacher Education*, 19(2), 149-70.
- Kwan, T. & Simpson, R. (2010). Becoming a critically reflective teacher: To face the challenge of education reform in Hong kong, *International Journal of Arts and Sciences*, 3(11),416-437.
- Lange, D. L. (1990). A blueprint for a teacher development program. In J. C. Richards & D. Nunan (Eds.), *Second Language Teacher Education*, (pp. 245-268). NY: Cambridge University Press.
- Lavrakas, P. J. (2008). *Encyclopedia of Survey Research Method* (Vol 1& 2), The USA, Sage Publications.
- Lear, M. F. (2019). Voices of English teachers on professional development. *The Asian ESP Journal*, 15(1.2), 202 –228.
- Leedy, P. & Ormrod, J. (2001). *Practical research: Planning and design* (7th ed.). Upper Saddle River, NJ: Merrill Prentice Hall. Thousand Oaks: SAGE Publications.

- Lehmann, T. & Weber, T. (2015). English-teachers' teaching perspectives and their use of methods to foster students' communicative competence: A comparison between Chile and Germany. *The Journal of Language Teaching and Learning*, 5(2), 22-36.
- Lewis, G. (2009). *Bringing technology into the classroom*. Oxford: Oxford University Press.
- Li, J. & Cumming, A. (2001). Word processing and second language writing: A longitudinal case study. *International Journal of English Studies*, 1(2), 127-152.
- Li, M., Baker, T. & Marshall, K. (2004). *Exporting education*. The open polytechnic, New Zealand. Retrieved from <http://www.openpolytechnic.ac.nz/aboutus/corporateinformation/publications/research/auresearch5.html>.
- Lieberman, A. & Pointer Mace, D. (2008). Teacher learning: the key to education reform. *Journal of Teacher Education*, 59(3), 226-234.
- Lincoln, Y. S. & Guba, E. G. (1985). *Naturalistic inquiry*. Beverly Hills, CA: Sage.
- Little, J. W. (1987). Teachers as colleagues. In V. Richardson-Koehler (Ed.), *Educators' handbook: A research perspective*, 491–518, New York: Longman
- Little, J. W. (1993). Teachers' professional development in a climate of educational reform. *Educational Evaluation and Policy Analysis*, 15(2), 129-151.
- Lyons. (2012). Do school facilities really impact a child's education. An introduction to the Issues. Retrieved from SchoolFacilities.com/pdf/school%20Facilities%20facilities%202012-01pdf.
- Mahmoudi, F. & Özkan, Y. (2015). Exploring experienced and novice teachers' perceptions about professional development activities. *Procedia - Social and Behavioral Sciences*, 199, 57–64.

- Manzanares, A. & Galván-Bovaira, A. (2012). La formación permanente del profesorado de educación infantil y primaria a través de los centros de profesores. Un modelo de evaluación. *Revista de Educación*, 359, 431-455 doi: 10-4438/1988-592x-re-2010-359-101.
- Marek, E. A. & Methven, S. B. (1991). Effects of the learning cycle upon student and classroom teacher performance. *Journal of Research in Science Teaching*, 28(1), 41-53.
- Martin, E. (2015). Pathways that converge in teacher professional development: Are they present in Spain? (trans. into English by A. Bautista & J. Wong). *Psychology, Society and Education*, 7(3), 327-342.
- Masuda, A. M., Ebersole, M. M. & Barrett, D. (2013). A qualitative inquiry: Teachers' attitudes and willingness to engage in professional development Experiences at different career stages. *Delta Kappa Gamma Bulletin*, 79(2), 6-14.
- Maxwell, J. A. (2005). *Qualitative Research Design: An Interactive Approach* (2nd edition). Thousand Oaks, CA: Sage.
- Maxwell, J. A. (2013). *Qualitative research design: An interactive approach*. (3rd ed.) The USA. Sage Publications.
- Merriam, S. B. (1998). *Qualitative research and case studies applications in education*. San Francisco: Jossey-Bass Publications.
- McCutchen, D., Abbott, R. D., Green, L. B., Beretvas, S. N., Cox, S., Potter, N. S., Quiroga, T. & Gray, A. L. (2002). Beginning literacy: Links among teacher knowledge, teacher practice, and student learning. *Journal of Learning Disabilities*, 35(1), 69-86.
- McPhillimy, B. (1996). *Controlling your class*. West Sussex: John Willey & Sons Ltd.

- McLinden, M. T., McCall, S., Hinton, D. & Weston, A. (2006). Developing online problem-based resources for the professional development of teachers of children with visual impairment. *Open Learning*, 21(3), 237–51.
- McMillan, J. H. & Schumacher, S. (1993). *Research in education: A conceptual understanding*. New York: Harper Collins.
- McNicholl, J. & M. Noone. (2007). Teaching and learning at a level within a modular context: A collaborative project with biology teachers. (*Paper presented at the British Educational Research Association Annual Conference, September 5–8, at the Institute of Education, University of London, UK.*)
- Merç, A. (2015). Using technology in the classroom: A study with Turkish pre-service EFL teachers. *The Turkish Online Journal of Educational Technology*, 14(2), 229-240.
- Michael, R. S. (2019). Crosstabulation & chi square. Indiana University. Retrieved from http://www.indiana.edu/~educy520/sec5982/week_12/chi_sq_summary01102.pdf.
- Miller, D. & D. Glover. (2007). Into the unknown: The professional development induction experience of secondary mathematics teachers using interactive whiteboard technology. *Learning, Media and Technology*, 32(3), 319–31.
- Mizell, H. (2010). *Why professional development matters*. United States of America: Learning Forward.
- Mohajan, H. (2018). Qualitative research methodology in social sciences and related subjects. *Journal of Economic Development, Environment and People*, 7(1), 23-48.
- MONE (2018). Mesleki gelişim faaliyetleri. [*Professional development activities*]. Retrieved from <https://oygm.meb.gov.tr/www/mesleki-gelisim-tanitim/icerik/7>
- MONE (2019). İngilizce öğretmenlerinin mesleki gelişimi için önemli adım [*An important step for the professional development of EFL teachers*]. Retrieved

from <https://www.meb.gov.tr/ingilizce-ogretmenlerinin-mesleki-gelisimi-icin-onemli-adim/haber/19333/tr>

- Mohammadi, M. & Moradi, K. (2017). Exploring change in EFL teachers' perceptions of professional development. *Journal of Teacher Education for Sustainability*, 19(1), 22-42. doi: 10.1515/jtes-2017-0002
- Moir, E. & Bloom, G. (2003). Fostering leadership through mentoring. educational leadership: *Journal of The Department of Supervision and Curriculum Development, N.E.A*, 60(8), 58-60.
- Mumary, A. (2017). Challenges in teaching English faced by English teachers at MTsN Taliwang, Indonesia *Journal of Foreign Language Teaching & Learning*, 2(2), 54-67.
- Mundry, S. (2005). Changing perspectives in professional development. *Science Educator*, 14(1), 9-15.
- Murdoch, G. (1994). Language development provision in teacher training curricula. *ELT Journal*, 48, 253-265.
- Murray, A. (2010). Empowering teachers through professional development. *English Teaching Forum*, 1, 2-11.
- Murry, L., Hourigan, T. & Heanneau, C. (2007). Blog writing integration for academic language learning purposes: Towards an assessment framework. *IBERICA*, 14, 9-32.
- Nahal, S. P. (2010). Voices from the field: Perspectives of first-year teachers on the disconnect between teacher preparation programs and the realities of the classroom. *Research in Higher Education*, 8, 1–19.
- National Research Council. (2010). *Preparing teachers: Building evidence for sound policy. Committee on the Study of Teacher Preparation Programs in the United States, Center for Education, Division of Behavioral and Social Sciences and Education*. Washington, DC: National Academies Press.

- NCEE (2018). Germany: Teacher and Principal Quality. Retrieved from <http://ncee.org/what-we-do/center-on-international-education-benchmarking/top-performing-countries/germany-overview/germany-teacher-and-principal-quality-2/>.
- Nurkamto, J. (2003). Problema pengajaran bahasa Inggris di Indonesia. *Jurnal Ilmiah Masyarakat Linguistik Indonesia*, 21(2), 288-307.
- Nye, B., Konstantopoulos, S. & Hedges, L. V. (2004). How large are teacher effects? *Educational Evaluation and Policy Analysis*, 26(3), 237–257.
- OECD (2004). Attracting, developing and retaining effective teachers country note: Spain. Retrieved from <http://www.oecd.org/spain/32185669.pdf>.
- OECD (2010). Teachers' professional development europe in international comparison an analysis of teachers' professional development based on the OECD's Teaching and Learning International Survey (TALIS). Retrieved from https://ris.utwente.nl/ws/portalfiles/portal/5146421/NC8010244ENC_002.pdf.
- OECD (2009). The professional development of teachers. Chapter 3, pp. 46-86, Retrieved from: <https://www.oecd.org/berlin/43541636.pdf>.
- OECD (2016). OECD Review of policies to improve the effectiveness of resource use in schools. Country background report Spain, Retrieved from: [http://www.oecd.org/education/school/CBR/Spain/English version.pdf](http://www.oecd.org/education/school/CBR/Spain/English%20version.pdf).
- Opfer, V. D. & Pedder, D. (2010) 'Benefits, status and effectiveness of Continuous Professional Development for teachers in England', *Curriculum Journal*, 21(4), 413-431.
- Oruç Ertürk, N., Gün, B. ve Kaynardağ, A. (2014). Exploring language teachers' perceptions of teacher development in Turkish context. *CBU Sosyal Bilimler Dergisi*. 12(4), 19-33.doi: 10.18026/cbusos.76737.

- Owen, J. M. (1990). Perspectives from Down Under in Joyce, B (ed), *School Culture Through Staff Development, Alexandria: American Schools Curriculum Development*. ASCD.
- Özen, G. (1997). *A needs assessment of in-service teacher training programs for professional development at the freshman unit of Bilkent University*. (unpublished Master's thesis). Bilkent University, Ankara. Retrieved from <https://tez.yok.gov.tr/UlusalTezMerkezi/>.
- Özbilgin, A., Erkmen, B. & Karaman, A. C. (2016). English language teacher professional development: When institutional frameworks fall short, *The Inonu University Journal of the Faculty of Education*, 17(1), 55-65. doi: 10.17679/iuefd.17152899.
- Özdemir, S. M. (2013). Exploring the Turkish teachers' professional development experiences and their needs for professional development. *Mevlana International Journal of Education (MIJE)*. 3(4), 250-264. doi:10.13054/mije.13.56.3.4.
- Öztürk, G. ve Aydın, B. (2019). English language teacher education in Turkey: why do we fail and what policy reforms are needed?. *Anadolu Journal of Educational Sciences International*, 9(1), 181-213. doi: 10.18039/ajesi.52084.
- Palardy, G. J. & Rumberger, R. W. (2008). Teacher effectiveness in first grade, the importance of background qualifications, attitudes, and instructional practices for student learning. *Educational Evaluation and Policy Analysis*, 30(2), 111-140.
- Patton, K. & Parker, M. (2015). "I learned more at lunchtime": guideposts for reimagining professional development. *Journal of Physical Education, Recreation & Dance*, 86(1), 23-30.
- Pitton, D. E. (2006). *Mentoring novice teachers: Fostering a dialogue process* (2nd ed.). Thousand Oaks, CA: Corwin Press. 1-7.

- Porter, A., Garet, M., Desimone, L. & Birman, B. (2003). Providing effective professional development: Lessons from the Eisenhower program. *Science Educator*, 12(1), 23-40.
- Powell, E., Terrell, I., Furey, S. & ScottEvans, A. (2003). Teachers' perceptions of the impact of CPD: an institutional case study ed. *Journal of In-service Education*, 29(3), 389-404.
- Priajana, N. (2017). Continuing professional development activities for English teachers. *ELT-Echo*, 2(1), 37-48. doi: 10.24235/eltecho.v2i1.1592.
- Putnam, R. T. & Borko, H. (2000), "What do new views of knowledge and thinking have to say about research on teacher learning?", *Educational Researcher*, 29(1), 4-15.
- Queirós, A., Faria, D. & Almeida, F. (2017) Strengths and limitations of qualitative and quantitative research methods. *European Journal of Education Studies*, 3(9), 369-386.
- Rahman, Md. S. (2007). The advantages and disadvantages of using qualitative and quantitative approaches and methods in language "testing and assessment" research: A literature review. *Journal of Education and Learning*; 6(1), 102-112.
- Reeves, D. (2010). *Transforming professional development into student results*. ASCD.
- Rezaee, A. A. & Oladi, S. (2008). The effect of blogging on language learners' improvement in social interactions and writing proficiency. *Iranian Journal of Language Studies*, 2(1), 73-88.
- Richards, J. C. & Schmidt, R. (2003). *Longman dictionary of language teaching and applied linguistics*. Beijing: Foreign Language Teaching and Research Press.
- Richter, D., Kunter, M., Klusmann, U., Lüdtke, O. & Baumert, J. (2011). Professional development across the teaching career: Teachers' uptake of

- formal and informal learning opportunities. *Teaching and Teacher Education*, 27, 116-126. doi:10.1016/j.tate.2010.07.008.
- Rohmah, Z. (2005). English as a global language: Its historical past and its future. *Bahasa dan Seni*, 33(1), 106-117.
- Rout, S. & Behera, S. K. (2014). Constructivist approach in teacher professional development: An overview. *American Journal of Educational Research*, 2(12A), 8-12.
- Ruhe, V. (1998). E-Mail exchanges: Teaching language, culture, and technology for the 21st Century. *TESL Canada Journal*, 16 (1), 88-95.
- Saberi, L. & Amiri, F. (2016). A qualitative study of Iranian EFL university teachers' attitude towards professional development. *Journal of Language Teaching and Research*, 7(3), 591-598. doi:10.17507/jltr.0703.22.
- Sandelowski, M. (1995). Focus on qualitative methods sample size in qualitative research. *Research in Nursing & Health*, 18, 179-183.
- Shapira-Lishchinsky, O. (2011). Teachers' critical incidents: ethical dilemmas in teaching practice. *teaching and teacher education: An International Journal of Research and Studies*, 27(3), 648-656. Elsevier Ltd. Retrieved from <https://www.learntechlib.org/p/76104/>.
- Schleicher, A. (2015). *Schools for 21st-century learners: Strong leaders, confident teachers, innovative approaches*. *International Summit on the Teaching Profession*. Paris, France: OECD Publishing.
- Schmid, E. C. (2010). Developing competencies for using the interactive whiteboard to implement communicative language teaching in the english as a foreign language classroom. *Technology, Pedagogy and Education*, 19(2), 159-172.
- Schmid, E. C. & Whyte, S. (2012). Interactive whiteboards in state school settings: teacher responses to socio-constructivist hegemonies. *Language Learning and Technology*, 16(2), 65-86.

- Schwille, J. & Dembélé, M. (2007). *Global perspectives on teacher learning: improving policy and practice*. Paris: UNESCO International Institute for Educational Planning.
- Seldin, P. (1991). *The teaching portfolio: A practical guide to improved performance and promotion/tenure decisions*. Bolton, MA: Anker.
- Selltiz, J., Deutsch, M. & Cook, S. (1962). *Research methods in social relations* (rev. edn), New York, Holt, Rinehart and Winston.
- Shanks, J., Miller, L. & Rosendale, S. (2012): Action research in a professional development school setting to support teacher candidate self-efficacy, *SRATE Journal Summer*, 21(2), 26-32.
- Sharif, A. (2009). *Exploring a principal's decision-making process with regard to professional development of teachers engendering a culture of professional development in the school*. (Unpublished master dissertation). Aga Khan University Institute for Educational Development, Karachi.
- Sharma, P. & Barret, B. (2007). *Blended Learning: Using Technology in and Beyond the Language Classroom*. Oxford: Macmillan Education.
- Shenton, A. K. (2004). Strategies for ensuring trustworthiness in qualitative research projects. *Education for Information*, 22(2), 63-75.
- Shoqair, M. S. A. & Shaaban, S. S. A. (2013). Strategies of professional development for EFL and technology teachers. *Education Journal*. 2(6), 249-255. doi: 10.11648/j.edu.20130206.17.
- Showers, B. & Joyce, B. (1996). The evolution of peer coaching. *Educational Leadership*, 53(6), 12-16.
- Shulman, L. S. (1992). *Toward a pedagogy of cases*. In J. H. Shulman (Ed.), *Case methods in teacher education* (pp. 254). New York: Teachers College Press.

- Sierra, A. M. (2007). The Professional Development of a Facilitator through a Study Group. In M.L. Cardenas (Ed.), *Profile Issues in Teachers` Professional Development*. (pp. 91-101). Bogota, Colombia: Universidad Nacional de Colombia Facultad de Ciencias Humanas Departamento de Lenguas Extranjeras.
- Silva, A. M. & Herdeiro, R. (2013). The work, perceptions and professional development of teachers. *Teacher Education*, 25(2), 184-201. doi: 10.1080/10476210.2012.759554.
- Silverman, D. (2014). *Interpreing the qualitative data*. London, Sage Publishing.
- Smith, K. & Van der Westhuizen, G. (2000). "Teachers' portfolio reflections: A comparative study". *The Journal of Teacher Development*, 4(3), 339–351.
- Smylie, M. A., Allensworth, E., Greenberg, R. C., Harris, R. & Luppescu, S. (2001). *Teacher professional development in Chicago: Supporting effective practice*. (Report of the Chicago Annenberg Research Project). Chicago.
- Soleimani, N. & Razmjoo, A. (2016) Classroom management challenges: An account of EFL teachers at private language institutes. *Anatolian Journal of Education*, 1(1),51-69.
- Son, J.-B. (2008). Using Web-based language learning activities in the ESL classroom. *International Journal of Pedagogies and Learning*, 4(4), 34-43.
- Sparks, D., Loucks-Horsley, S. (1989). Five models of staff development. *Journal of staff development*, 10(4), 40-57.
- Spradley, J. P. (1980). *Participant Observation*. New York: Fort Worth, Harcourt Brace Johanovich College Publishers.
- Stevenson, M. P. & Liu, M. (2010). Learning a language with web 2.0: exploring the use of social networking features of foreign language learning websites. *CALICO Journal*, 27(2), 233-259.

- Stough, L., Montague, M., Williams-Diehm, K. & Landmark, L. (2006). The effectiveness of different models of classroom management instruction. (Paper presented at the annual meeting of the American Educational Research Association), San Francisco.
- Sun, M., Penuel, W. R., Frank, K. A., Gallagher, H. A. & Youngs, P. (2013). Shaping professional development to promote the diffusion of instructional expertise among teachers. *Educational Evaluation and Policy Analysis*, 35, 344-369. doi:10-3102/0162373713482763.
- Sun, Y.-C. (2009). Voice Blog: An Exploratory Study of Language Learning. *Language Learning & Technology*, 13(2), 88-103.
- Şener, S. ve Çokçalışkan, A. (2017). English language teachers' perceptions on professional development: A case study of in-service teachers in Muğla. *ELT Research Journal*, 6(2), 205-217.
- Talbert, J. E. & McLaughlin, M. W. (1994). Teacher professionalism in local school contexts, *American Journal of Education*, 102, 123-153.
- Tate, M. L. (2009). Workshops: Extend learning beyond your presentation with these brain- friendly strategies. *Journal of Staff Development*, 30(1), 44-46.
- Tatto, M. T. (1996). "Examining Values and Beliefs about Teaching Diverse Students: Understanding the Challenges for Teacher Education." *Educational Evaluation and Policy Analysis* 18(2), 155-180.
- Tawalbeh, T. I. (2015). Instructors' Perceived Effectiveness of Current Professional Development Programs at Taif University English Language Center. *English Language Teaching*, 8(11), 117-130.
- Taylan, I. (2017). *The opinions of the high school language teachers towards the professional development activities*. (Unpublished Master dissertation). Usak University, Usak. Retrieved from <https://tez.yok.gov.tr/UlusalTezMerkezi/>

- Terzi, Ç. (2014) European Union education policies and continuing professional development of teachers in Turkey. *International Online Journal of Education and Teaching* 1(4), 297-307.
- Thyer, B. A. (1993). 'Single-systems research design', in R. M. Grinnell (eds), *Social Work Research and Evaluation* (4th edn), Itasca, IL, F.E. Peacock, 94–117.
- Topkaraoğlu, M. (2017). EFL teachers' professional development efforts: A view from Turkey. *Educational Research Association the International Journal of Research in Teacher Education*, 8(1), 1-31.
- Topkaya, E. ve Yavuz, A. (2005). A study on student teachers' perceptions of their acquired competencies. *Fourth International ELT Research Conference: Reflecting on Insights from ELT Research* (26-28 Mayıs). Çanakkale: Çanakkale Onsekiz Mart Üniversitesi. Retrieved from <https://tez.yok.gov.tr/UlusalTezMerkezi/>
- Torres, M. I. P. (2000). The word processor in the english classroom (part 1). a visual and colourful way of working with vocabulary. *GRETA Revista para profesores de inglés*, 8(1), 30-34.
- Triphaty, M. J. (2009). Case methodology in teaching & research: A critical review. *Indian Journal of Industrial Relations*, 44(4), 660-671.
- Tsukamoto, M., Nuspliger, B. & Senzaki, Y. (2009). Using skype to connect a classroom to the world: providing students an authentic language experience within the classroom. *CamTESOL Conference on English Language Teaching: Selected Papers*, 5, 162-168.
- Tulowitzki, P. (2015). The development of educational leadership and teaching professions in Germany. *ECPS Journal*, 45-55. doi: 10.7358/ecps-2015-011-tulo.
- Tulowitzki, P., Krüger, M. & Roller, M. (2018). Education Policies, the Teaching Profession and Teacher Training in Germany—The Ever-Evolving 16-Piece

Mosaic. Normand, R., Min Liu, M., Carvalho, L., M., Oliveira, D., A., LeVasseur, L. (eds). *Education Policies and the Restructuring of the Educational Profession Global and Comparative Perspectives*. Beijing, China: Educational Science Publishing House, 71-87.

Tunaz, M. ve Önem, E. E. (2017). ELT teachers working in underprivileged districts of Turkey and their perspective of continuous professional development opportunities. *Journal of Human Sciences*, 14(3), 2483-2494. doi:10.14687/jhs.v14i3.4689.

Uçar, R. ve İpek, C. (2006) The views of primary schools administrators and teachers about in-service training programs in the Turkish educational system, *Yüzüncü Yıl Üniversitesi, Eğitim Fakültesi Dergisi*, 3(1), 34-53.

Utami, I.G.A.L.P., Prestridge, S., Saukah, A. & Hamied, F.A. (2019). Continuing professional development and teachers' perceptions and practices - a tenable relationship. *Indonesian Journal of Applied Linguistics*, 9, 108-118. doi: 10.17509/ijal.v9i1.12463.

Utami, I.G.A.L.P. (2019). English teachers' personally-initiated learning (PIL): their professional development preferences. *Journal of Culture, English Language, Teaching & Literature*, 19(1), 89-106. /doi.org/10.24167/celt.v19i1.

Uztosun, M. S. (2017): In-service teacher education in Turkey: English language teachers' perspectives, *Professional Development in Education*, 557-569 doi: 10.1080/19415257.2017.137498.

Ünsal, N., Kaplan, S. & Ertürkmen, M. A. (2012). In-service training from past to today. directorate of teacher training and development. Retrived from https://www.academia.edu/38310739/MEB_Dünden_Bugüne_Hizmetici_Eğitim.pdf

Vandenberghe, R. (2002). Teachers' professional development as the core of school improvement. *International Journal of Educational Research*, 37(8), 653-659.

- Villegas-Reimers, E. (2003). *Teacher professional development: An international review of the literature*. Paris: UNESCO, International Institute for Educational Planning.
- Vogt, F. & Rogalla, M. (2009). Developing adaptive teaching competency through coaching. *Teaching and Teacher Education*, 25, 1051-1060. doi: 10.1016/j.tate.2009.04.002.
- Wang, S. & Vasquez, C. (2012). Web 2.0 and second language learning: What Does the research tell us? *CALICO Journal*, 29(3), 412-430.
- Wermke, W. (2011). Continuing professional development in context: Teachers' continuing professional development culture in Germany and Sweden. *Professional Development in Education*, 37(5), 665-683. doi: 10.1080/19415257.2010.533573.
- Weschler, R. & Pitts, C. (2000). An experiment using electronic dictionaries with efl students. *The Internet TESL Journal*, 6(8). Retrieved from <http://iteslj.org/Articles/Weschler-ElectroDict.html>.
- Wei, R. C., Darling-Hammond, L., Andree, A., Richardson, N. & Orphanos, S. (2009). Professional learning in the learning profession: A status report on teacher development in the United States and abroad. Dallas, TX: National Staff Development Council.
- Welty, W. H., Silverman, R. & Lyon, S. (1991). *Student outcomes from teaching with cases*. Unpublished manuscript, Pace University, Center for Case Studies in Teacher Education, White Plains, NY.
- Wilde, J. (2005). 'Doing the undoable'. Professional development in schools in Special Measures. NCSL work in progress. Nottingham: National College of School Leadership.
- Williams, M. (1989). A developmental view of classroom observations. *ELT Journal* 43(2), 85-91.

- Williams, C. (2007). Research methods. *Journal of Business & Economic Research*, 5(3), 65-72.
- Willms, J. D. (2000). Standards of care: investments to improve children's educational outcomes in latin america. Paper presented at the "year 2000 Conference of Early Childhood Development" Sponsored by the World Bank, Washington, D.C.
- Wolf, K. & Dietz, M. (1998). "Teaching portfolios: Purposes and possibilities". *Teacher Education Quarterly*, 25(1), 9-22.
- Woodside, A. G. (2010). *Case study research: Theory, methods, practice*. Bingley, UK: Emerald Group Pub. Ltd., ebrary Inc.
- Wragg, E. C. (1994). *An introduction to classroom observation*. London: Routledge.
- Wray, S. (2006). Teaching portfolios, community, and pre-service teachers' Professional development. *Teaching and Teacher Education*, 23, 1139–1152.
- Wyatt, M. & On'cevska, A. E. (2017). Teachers' cognitions regarding continuing professional development. *ELT Journal*, 71(2), 171-185 doi:10.1093/elt/ccw059.
- Xu, H. L. & Moloney, R. (2011). Perceptions of Interactive Whiteboard Pedagogy in the Teaching of Chinese Language. *Australasian Journal of Educational Technology*, 27(2), 307-325.
- Yaşar, P. (2019). *English language instructors' attitudes towards professional development and their engagement in self-initiated professional development*. (Unpublished Master thesis). Karadeniz Technical University. Trabzon. Retrieved from <https://tez.yok.gov.tr/UlusalTezMerkezi/>.
- Yilmaz, H. ve Sağlam, D. (2011). Impact of Discussion Boards 2to the Success of English Lesson. *Journal of Language Teaching and Research*, (1), 26-31.

- Yılmaz, A. (2017). *An Investigation into Professional Development Perceptions of Turkish Teachers of English As A Foreign Language* (Unpublished Master Dissertation). Cag University, Mersin. Retrieved from <https://tez.yok.gov.tr/UlusalTezMerkezi/>.
- Yoon, K. S., Duncan, T., Lee, S. W.-Y., Scarloss, B. & Shapley, K. (2007). *Reviewing the evidence on how teacher professional development affects student achievement* (Issues & Answers Report, REL 2007–No. 033). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southwest. Retrieved from <http://ies.ed.gov/ncee/edlabs>.
- Yumru, H. (2015). EFL Teachers' Preferences for Teacher Learning Activities in a Professional Development Course. *Procedia - Social and Behavioral Sciences*, 199. *The Proceedings of the 1st GlobELT Conference on Teaching and Learning English as an Additional Language*, (178-183), Antalya.
- Yurtseven, N. (2017). The investigation of teachers' metaphoric perceptions about professional development. *Journal of Education and Learning*, 6(2), 120-131.
- Yuwono, G. I. & Harbon, L. (2010). English teacher professionalism and professional development: Some common issues in Indonesia. *The Asian EFL Journal Quarterly: Special Issue on English Language Teacher Education and Development*, 12(3), 145-163.
- Yücedağ, Z. & Karakaş, A. (2019). Professional development perceptions and activities of In-Service English Language Teachers in Burdur. *Proceedings of International Language Teacher Education Conference*, (197-208), Antalya.
- Zakaria, E. & Daud, M. Y. (2009). Assessing mathematics teachers' professional development needs. *Eur. J. Soc. Sci.*, 8, 225-231.

- Zehir Topkaya, E. & Çelik, H. (2016). Non-native English language teachers' perceptions of professional development: Implications for career stages. *Procedia-Social and Behavioral Sciences*, 232, 5-11.
- Zerey, Ö. G. (2018). Attitudes and perceptions of efl instructors regarding self-directed professional development. *International Journal of Language Academy*, 6(1), 49-66.
- Zhang, J. (2015). Professional development of English teachers in second language teaching. *Theory and Practice in Language Studies*, 5(11), 2382-2386. doi: 10.17507/tpls.0511.24.
- Zhang, Y. & Hao, C. (2016). Comparative study of in-service teacher education between China and Germany. educational process: *International Journal*, 5(3), 212 - 222.
- Zikmund, W. (1988). *Business Research Methods*, Chicago: The Dryden press.
- Zorko, V. (2009). Factors Affecting the Way Students Collaborate in a Wiki for English language learning. *Australasian Journal of Educational Technology*, 25(5), 645-665.
- Zuljan, M. V. (2018). Factors of teachers' professional development. In Tatkovic, N, Ph.D., Šuran, F., Dikovi, M.(Eds.), *Reaching Horizons in Contemporary Education* (9-31). Juraj Dobrila University of Pula, Croatia.
- Zwart, R. C. T. Wubbels, T., Bergen, T. C. M. & S. Bolhuis, S. (2007). Experienced teacher learning within the context of reciprocal peer coaching. *Teachers and Teaching*. 13(2), 165-187, doi: 10.1080/13540600601152520.

TÜRKÇE GENİŞLETİLMİŞ ÖZET

GİRİŞ

Küreselleşme sadece insan yaşamının tüm yönlerini değil, her yönüyle eğitim ortamlarını da etkilemiştir. Bu küreselleşme sürecinde, bireyler hızlı yayılan bilgilere geçmişte olduğundan daha kolay ulaşma fırsatı elde etmişlerdir. Bu nedenle, geleceğin artan taleplerine cevap vermek için öğrencileri daha ileri problem çözme, iletişim ve yansıtıcı düşünme becerileri ile donatmak için eğitim reformları kaçınılmaz hale gelmiştir (Devecioğlu ve Kurt, 2013). Bu gereklilik, eğitim ortamlarının temel taşlarından biri olan öğretmenlere, yüksek düzeyde mesleki bilgi ve beceri ile kendilerini geliştirmeleri, aynı zamanda kendilerini sürekli güncel tutmaları, işlerini daha karmaşık ve talepkar hale getirmeleri için büyük baskı oluşturmaktadır (Alfaki, 2014). Bu bağlamda, özellikle, İngilizce öğretmenlerinin, küresel bir dil olarak İngilizce dili sadece akademik başarı gibi geleneksel amaçlar için öğrenilmediği ve aynı zamanda uluslararası platformda fikir alışverişinde bulunmak ve işbirliği yapmak için öğrenildiğinden, küreselleşmiş dünyanın gelişmeleri doğrultusunda yeni teorik ve pedagojik bilgi edinmeleri beklenmektedir (Craft, 2000; Goh, 2013; Rohmah, 2005; Warschauer, 2000). Ayrıca, öğretmenlerin öğrencilerin öğrenme ve başarıları üzerinde derin bir etkisi olduğu düşünülmektedir (Cunningham, 2007; Nye, Konstantopoulos & Hedges, 2004; Tomlinson, 2004; Palardy ve Rumberger, 2008). Diğer bir deyişle, öğrencilerin başarısının kalitesi ve öğretim uygulamalarının etkinliği öğretmenlerin mesleki kalitesine dayanmaktadır (Ben-Peretz, Kleeman, Reichenberg ve Shimoni, 2013). Bu yüzden, akademisyenler ve kural koyucu kişiler arasında, öğretmenlerin profesyonel olarak desteklemek öğrencilerin ve eğitim kurumlarının başarısı için hayati önem taşıdığına dair genel bir anlaşma vardır (Bautista ve Ortega-Ruíz, 2015). Bu nedenle, her yıl Hizmet içi eğitimler, konferanslar, kısa seminerler gibi mesleki gelişim faaliyetlerine büyük miktarlarda yatırım yapılmaktadır (Bautista ve Ortega-Ruíz, 2015; Gersten Dimino, Jayanthi, Kim ve Santoro, 2010). Öğretmen mesleki gelişim ile ilgili alan yazın incelendiğinde (Dayoub & Bashiruddin, 2012; Elçiçek & Yasar 2016; Gokmenoglu Clark & Kiraz, 2016; Koç, 2016; Özdemir, 2013; Uçar & Ipek, 2006, Uztosun,

2017), bunlar, öğretmenlerin ihtiyaç ve ilgilerine cevap vermeyen geleneksel mesleki gelişim aktiviteleridir.

Problem Durumu

Öğretmenlerin mesleki gelişimi diğer ülkelerde olduğu gibi Türkiye'de de odak noktası haline gelmiştir. Öğretmenler için mesleki gelişim aktivitelerini organize etmekten sorumlu kurum, Milli Eğitim Bakanlığı'dır (MEB). MEB tarafından öğretmenlere yönelik düzenlenen mesleki gelişim faaliyetleri, İngilizce öğretmenlerini en son yaklaşımlar ve yöntemler hakkında bilgilendirmek için eğitimde belirli konulara dayanan kurs, çalıştay, tek oturumluk seminer ve konferanslar gibi hizmet içi eğitim programları biçimindedir (Özdemir, 2013; Uçar ve İpek, 2006). Mevcut hizmetiçi eğitim programları nitelik ve nicelik bakımından yetersizdir çünkü içerikleri tekrarlayıcı ve kısır olan bu hizmetiçi eğitimler, öğretmenlerin ihtiyaç, ilgi ve beklentilerini dikkate almayacak şekilde tasarlanmıştır.

Yukarıdaki bilgiler ışığında, bu çalışma, Türkiye, Almanya ve İspanya'nın başkanlerinde çalışan İngilizce öğretmenlerinin mesleki gelişim ve mesleki gelişim faaliyetleri hakkındaki algılarını araştırmayı ve karşılaştırmayı amaçlamaktadır.

Araştırmanın Amacı

Bu çalışma, Türk, Alman ve İspanyol İngilizce öğretmenlerinin mesleki gelişim konusundaki algılarını ve faaliyetlerini yüz yüze görüşme yaparak karşılaştırmayı ve araştırmayı amaçlamaktadır.

Alt Problemler

Bu nitel çalışma daha spesifik olarak aşağıdaki sorulara cevap vermeyi amaçlamaktadır.

- 1- Türk, Alman ve İspanyol İngilizce öğretmenleri mesleki gelişimi nasıl algılar?
- 2- Türk, Alman ve İspanyol İngilizce öğretmenleri mesleki gelişim etkinliklerine katılım hakkında ne düşünmektedirler (zorunluluk, gönüllülük ve kriter)?

- 3- Türk, Alman ve İspanyol İngilizce öğretmenlerinin son zamanlarda düzenlenen sürekli mesleki gelişim etkinliklerine katılma durukatıldıkları mesleki gelişim aktiviteleri nelerdir ve katıldıkları sürekli mesleki gelişim etkinliklerinde öğretmenlerin ülkesine göre farklılaşmakta mıdır?
- 4- Türk, Alman ve İspanyol İngilizce öğretmenleri şimdiye kadar katıldıkları en etkili PD aktivitesini nasıl tanımlamaktadırlar?
- 5- Türk, Alman ve İspanyol İngilizce öğretmenleri mesleki gelişim faaliyetlerine katılımlarının öğretmenlik uygulamaları, öğrencilerin başarısı ve okulun genel kalitesi açısından faydaları ne düşünmektedirler?
- 6- Türk, Alman ve İspanyol İngilizce öğretmenleri mesleki gelişim etkinliklerinden elde ettikleri bilgi ve becerileri sınıfta uygularken ne gibi zorluklarla karşılaşmaktadırlar?
- 7- Türk, Alman ve İspanyol İngilizce öğretmenleri herhangi bir mesleki gelişim faaliyetine katılmak istediklerinde hangi kısıtlamalarla karşılaşmaktadırlar?

Araştırmanın Önemi

Hem gelişmiş hem de gelişmekte olan ülkeler, öğretmenlerin mesleki gelişiminin hem okulların hem de öğrencilerin öğrenme kalitesini ve tüm eğitim sistemini artırdığı anlaşıldığı için öğretmenlerin kalitesini artırmaya odaklanmaktadır (Dayoub ve Bashiruddin, 2012). Bu anlamda, sadece Türkiye gibi gelişmekte olan bir ülkede İngilizce öğretmenlerinin değil, aynı zamanda Almanya ve İspanya gibi gelişmiş ülkelerdeki İngilizce öğretmenlerinin mesleki gelişim ve mesleki gelişim aktiviteleri hakkındaki algılarını derinlemesine incelemesi nedeniyle bu çalışma önemlidir. Bu çalışma aynı zamanda gelişmekte olan ve gelişmiş ülkelerdeki İngilizce öğretmenlerinin mesleki gelişim ve mesleki gelişim aktiviteleri hakkındaki algılarını karşılaştırarak benzerlikleri ve farklılıkları ortaya koyması açısından da önemlidir. Ayrıca, bu çalışma Türkiye’de öğretmenlere yönelik karar mercileri olan kişilere şu anda ne yaptıklarını gözden geçirme ve İngilizce öğretmenlerinin ihtiyaçlarına cevap veren daha etkili mesleki gelişim programlarının nasıl geliştirileceğine dair fikir verme fırsatı sunduğu ve Türkiye'deki İngilizce öğretmenlerinin mesleki gelişimi ile ilgili alan yazına katkıda bulunduğu için önemlidir.

YÖNTEM

Araştırmanın Yöntemi

Bu çalışmada, katılımcıların görüşlerini detaylı olarak incelemek için nitel araştırma yöntemi kullanılmıştır.

Çalışma Grubu

Bu çalışmaya Türkiye, Almanya ve İspanya'nın başkentlerinde çalışan 45 İngilizce öğretmenini katılmıştır. 45 katılımcının 34'ünü kadın ve 11'ini erkek katılımcı oluşturmaktadır.

Veri Toplama Araçları

Bu çalışma 2019-2020 eğitim öğretim yılında Ağustos, Aralık, 2019 tarihleri arasında Türkiye, Almanya ve İspanya'nın başkentlerinde çalışan EFL öğretmenleriyle 3 temel aşamada gerçekleştirilmiştir. Çalışmanın uygulanması yaklaşık 5 ay sürmüştür. Araştırmanın ilk aşamasında araştırmacının, gönüllü İngilizce öğretmenlerine Ağustos ve Eylül 2019'da Madrid'deki işyerlerinde 15 açık uçlu soru ile röportajı gerçekleştirilmiştir. Çalışmanın ikinci aşaması Ekim ve Kasım, 2019 döneminde Berlin'deki iş yerlerinde İngilizce öğretmenlerine görüşmenin uygulanmasıyla tamamlanmıştır. Çalışmanın son aşaması, Aralık 2019'da Ankara'daki işyerlerinde İngilizce öğretmenlerine yapılan mülakatla tamamlanmıştır. Araştırmacı başlangıçta katılımcıların ses kayıtlarını almayı amaçlamıştır; ancak katılımcılar görüşme sırasında kayıt alınmasını istememişlerdir. Böylece araştırmacı katılımcıların cevaplarını birebir yazmıştır. Her görüşme yaklaşık yarım saat sürmüştür.

BULGULAR

Araştırmanın bulguları, üç ülkeden İngilizce öğretmenlerinin mesleki gelişimi sürekli bir süreç olarak algıladıklarını göstermiştir. Ayrıca, üç ülkeden İngilizce

öğretmenlerinin cevaplarında önemli bir fark olmasına rağmen, en çok bahsedilen mesleki gelişim faaliyetleri seminerler, eğitim kursları, konferanslar ve çalıştaylardır. Bu çalışma, katılımcıların vurguladıkları en sık ihtiyaç duyulan alanların teknolojinin sınıfa entegrasyonu, sınıf yönetimi ve 21. yüzyıl dil öğretim yaklaşımları olduğunu da ortaya koymuştur. Ayrıca, çalışmanın bulguları, resmi izin almada güçlüğün, Almanya ve İspanya'daki meslektaşlarının aksine Türk katılımcılar için temel kısıtlama olduğunu göstermiştir

SONUÇ, TARTIŞMA VE ÖNERİLER

Bu çalışmada, İngilizce öğretmenlerinin mesleki gelişimin sürekli bir süreç olarak algıladıkları ortaya çıkmıştır. Mevcut çalışmanın bu sonucu, farklı ülkelerde yapılan bir dizi çalışmanın sonuçlarıyla uyumludur (Alfaki, 2014; Al Asmari, 2016; Alibakhshi & Dehvari, 2015; Atay, 2006; Babanoğlu & Yardımcı, 2017; Bharati & Chalise, 2017; Joshi, Gnawali & Dixon, 2018; Karakaş & Yücedağ, 2020; Sener & Cokcaliskan, 2017; Yılmaz, 2017; Yücedağ & Karakas, 2019; Zehir Topkaya & Çelik, 2017).

Bu çalışmanın sonucuna göre, katılımcılar mesleki ihtiyaç ve kişisel ilgilerine bağlı olarak katılacakları mesleki gelişim etkinliklerini seçmektedirler. Bu sonuç, alan yazındaki önceki çalışmaların sonuçları ile uyumludur (Kabilan ve Veratharaju, 2013; Mohammadi ve Moradi, 2017; Priajana, 2017). Diğer taraftan Alman ve İspanyol İngilizce öğretmenleri için mesleki gelişim aktivitesinin masrafı belirleyici faktör olarak öne çıkmıştır. Bu sonuca uygun olarak, Saberi ve Amiri (2016) tarafından yapılan bir araştırmada katılımcılar, PD faaliyetlerine katılım kararlarında faktör olarak PD faaliyetlerinin yüksek maliyetini vurgulamışlardır.

Ayrıca bu çalışmanın sonucuna göre, Alman ve İspanyol İngilizce öğretmenleri çalışma cetvellerine göre katılacakları mesleki gelişim aktivitelerini belirlemektedirler. Bu sonuç TALIS raporu ile desteklenmiştir (OECD, 2009).

Bu çalışmanın sonucu katılımcıların en yaygın olarak katıldıkları mesleki gelişim aktivitelerinin Seminer, Eğitim kursu ve Konferans olduğunu göstermiştir. Bu sonuç, daha önceki çalışmaların sonuçlarıyla benzerlik göstermiştir (Alibakhshi & Dehvari, 2015; Boyle, While & Boyle, 2004; Canözü Özbek, 2014; Cirocki and Farrell, 2019;

Irmawati, Widiati and Cahyono; 2017; Ekşi, 2010; Joshi, Gnawali & Dixon, 2018; Korkmazgil & Seferoglu; 2013; Mahmoudi & Özkan; 2015; Oruç Ertürk, Gün & Kaynardağ, 2014; Richter et al, 2011; Şener & Çokçalışkan, 2017; Yılmaz,2017; Yücedağ & Karakaş, 2019; Zehir Topkaya and Çelik, 2016).

Çalışmanın diğer bir sonucu da katılımcıların en etkili mesleki gelişim etkinliği ile ilgili gerçek öğretim uygulamalarında uygulanabilirlik ifadesi olarak ortaya çıkmıştır. Ayrıca, katılımcılar PD faaliyetinin profesyonel ihtiyaçlarını karşılayıp karşılamadığına dikkat ettiklerini ve akranlarıyla işbirliği yapmalarını sağladıklarını belirtmişlerdir. Mevcut çalışmanın bu sonuçları önceki araştırmalarla tutarlılık göstermektedir (Al Asmari, 2016; Armour & Yelling, 2007; Bartleton, 2018; Birjandi & Derakhshan, 2010; Gabriel, Day, & Allington 2011; Hustler, McNamara, Jarvis, Londra, & Campbell 2003; Mohammadi & Moradi, 2017; Powell, Terrell, Furey, & ScottEvans, 2003).

Çalışmanın sonucuna göre, mesleki gelişim aktivitelerine katılımın faydaları ile ilgili olarak “yeni öğretim yöntem ve teknikleri ile güncellenmek” ve “öğretim uygulamalarına odaklanmak ve bunları yeniden düzenlemek” üç ülkeden katılımcılar tarafından en sık kullanılan ifadeler olmuştur. Çalışmanın bu sonucu daha önceki bazı çalışmaların sonuçları ile benzerlik göstermiştir (Bal Gezegin & Solak, 2016; Karakaş & Yücedağ, 2020; McLinden, McCall, Hinton, & Weston. 2006; McNicholl & Noone 2007; Miller and Glover 2007 Wilde 2005, Yücedağ & Karakaş, 2019). Çalışmanın sonucuna göre, katılımcıların mesleki gelişim aktivitelerinden edindikleri bilgi ve becerileri sınıta uygularlarken sınıf yönetimi ile ilgili sorunlar” ve “Öğrenci motivasyonu eksikliği” en önemli karşılaştıkları zorluklardır. Çalışmanın bu sonuçları, Aydın ve Bahçe (2001), Kayıkçı (2009), Korkmazgil (2015), McPhillimy (1996), Mumary (2017), Soleimani ve Razmjoo (2016), Yağcı (2014) ve Yazdanmehr ve Akbari (2015) tarafından yapılan daha önceki araştırmalarla uyumludur.

Çalışmanın diğer bir sonucuna göre, katılımcıların herhangi bir mesleki gelişim faaliyetine katılmak istediklerinde karşılaştıkları en sık kısıtlamalar “Zaman eksikliği”, “Resmi izin alma zorluğu” ve “Kısıtlama yok” olarak ortaya çıkmıştır. Aynı şekilde, Archibald ve ark. (2011), Canözü Özbek (2014), Ekşi (2010), Kabadayı (2013), Karaaslan (2003); Masuda ve diğerleri (2013), Oruç Ertürk, Gün

ve Kaynardağ (2014), Taylan (2017), Tulowitzki, Krüger ve Roller (2018); Utami (2019) çalışmalarında zamanlama konusunu kısıtlama olarak vurgulamışlardır. “Resmi izin alma zorluğu”, sadece Türk katılımcıların cevaplarından elde edilen kısıtlama olarak Gebhard (1998), Kabadayı (2013), Karaaslan (2003), Karakaş & Yücedağ, (2020), Muyan (2013), Taylan (2017), Yagcı (2014), Yücedağ and Karakaş (2019) and Zerey (2018) tarafından yapılan daha önceki çalışmaların sonuçlarında bahsedilmiştir.

Araştırmanın sonucunda, Türkiye'deki okul yönetimlerinin, Almanya ve İspanya gibi gelişmiş ülkelerdeki meslektaşları gibi mesleki gelişim aktivitelerine katılımları için öğretmenleri desteklemeleri önerilmektedir. Ayrıca, mesleki gelişim faaliyetlerinin içeriklerinin İngilizce öğretmenlerinin mesleki ihtiyaçlarına göre yeniden analiz edilmesi ve yeniden düzenlenmesi gerektiği önerilmektedir.



APPENDICES

APPENDIX-1

INTERVIEW FORM

This study is conducted by Zeynep YÜCEDAĞ, an English Language Teacher at Cumhuriyet Anatolian School in Burdur, Turkey and MA student at Burdur Mehmet Akif Ersoy University. The aim of the study is to investigate the EFL teachers' perceptions and opinions about professional development as well as their professional development activities. The data collected from this study will be used in the researcher's master thesis.

Your participation in the study is completely voluntary and no information about identities of the participants will be revealed. Your answers will remain confidential; however, if you feel uneasy while answering the questions of the interview, please feel free to withdraw.

Please be straightforward to provide accurate data since the study is significant as it can supply information that might contribute to the language teachers' professional development. Thank you for your attention and participation in advance.

Section 1 Demographic Information

1. Country:

2. Gender: Female Male

3. Age:

4. Degree of Education: BA MA PhD

5. How long have you been teaching English?

6. Which school do you work for? Primary School Secondary School
High School

Section 2 Interview questions

1. How do you define Professional Development?

2. Are there any criteria or obligation to attend Professional Development activities?

3. Do you attend the Professional Development activities? If YES, what should the content of the Professional Development activities include? (i.e. communication skills, classroom management, knowledge of language etc.)

4. How would you decide the type of PD activities you attend?

5. What kind of PD activities have you joined so far?

6. How would you describe the most effective PD activity you have participated so far?

7. How would you describe the benefits of PD activities you have attended in terms of your teaching practice, your students' achievement and overall quality of your school?

8. Have you had the opportunity to apply the skills and knowledge you gained during PD activities? If YES, what challenges have you faced while applying those knowledge and skills in the classroom?

9. Were there any restrictions when you want to attend any PD activities? Could you briefly explain?

CURRICULUM VITAE

Name Surname: Zeynep YÜCEDAĞ
Title: English Teacher
Place and date of birth: Turgutlu, 1985
Marital status: Married
E-mail: xeynepu85@gmail.com

Educational Background

Degree	Department	Faculty/Institute	University	Year
Bachelor	Foreign Language Education/English Language Teaching	Education	Uludag University	2007
Master of Arts	Foreign Language Education/English Language Teaching	Educational Sciences	Burdur Mehmet Akif Ersoy University	2020

Teaching Experience:

School	Year
Manisa Turgutlu Rotary Secondary School	2007-2008
Mus Bulanık Mollakent Secondary School	2008-2011
Manisa Demirci Ziya Gokalp Nurettin Kelem Secondary School	2011-2014
Manisa Turgutlu Gazi Secondary School	2014-2017
Burdur Cumhuriyet Anatolian High School	2017- present

Traineeship under Erasmus plus Program: English teacher at Association of Gundalf, Madrid, Spain, July-September, 2019

Research Articles:

Published in international refereed journals:

Yücedağ, Z., & Karakaş, A. (2019). High school language division students perceptions of English as a Lingua Franca. *Focus on ELT Journal*, 1(1), 27–42.

Proceedings:

Yücedağ, Z., & Karakaş, A. (2019). *Professional development perceptions and activities of in service English language teachers in Burdur*. Presented at the International Language Teacher Education Conference (ILTERG Conference, Antalya)

Book chapters:

Karakaş, A. & **Yücedağ, Z.** (2020). Professional Development: In-service English Language Teachers' Perceptions and Activities in a Small Turkish City. In Genç, Z.S. & Kaçar, I.S. (Eds.) *TESOL in the 21st century: challenges and opportunities*, Peter Lang Publishing.

National Books

Salta, S., Güçmen Umutlu, A. & **Uzun, Z.** (2016). More and More Test book 5. Kurmay ELT publishing, Ankara.

Uzun, Z. (2017). New More and More Test book 5. Kurmay ELT publishing. Ankara