

**REPUBLIC OF TURKEY
ÇUKUROVA UNIVERSITY
INSTITUTE OF SOCIAL SCIENCES
DEPARTMENT OF ENGLISH LANGUAGE TEACHING**

**AN INVESTIGATION ON POSSIBLE CONTRIBUTIONS OF THE
PROFESSIONAL DEVELOPMENT COURSE TO THE TRAINING OF THE
PROSPECTIVE ENGLISH LANGUAGE TEACHERS**

GÜLLÜ YANIK

MASTER OF ARTS

ADANA / 2022

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Supervisor: Prof. Dr. Zuhale OKAN

Member of Examining Committee: Prof. Dr. Cem CAN

Member of Examining Committee: Asst. Prof. Dr. Ömer EREN

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To ukurova University Institute of Social Sciences

We certify that this thesis is satisfactory for the award of the degree of Master of Arts in the Department of English Language Teaching.

Supervisor: Prof. Dr. Zuhall OKAN

Member of Examining Committee: Prof. Dr. Cem CAN

Member of Examining Committee: Asst. Prof. Dr. mer EREN

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ÖZET

MESLEKİ GELİŞİM DERSİNİN İNGİLİZCE ÖĞRETMEN ADAYLARININ EĞİTİMİNE OLAN OLASI KATKILARININ ARAŞTIRILMASI

Güllü YANIK

Yüksek Lisans Tezi, İngiliz Dili Eğitimi Ana Bilim

Danışman: Prof. Dr. Zuhall OKAN

Şubat 2022, 132 sayfa

Son yıllarda İngilizce öğretmenlerinin mesleki gelişimleri, öğretim sürecini daha etkin kılmak ve öğretmenlerin ilgi, yaratıcılık ve heyecanlarını kariyerlerinde devam ettirmeleri için üst düzeyde önem kazanmıştır. İngilizce öğretmenlerinin mesleki gelişimine katkıda bulunmak için bazı Sürekli Mesleki Gelişim (CPD) faaliyetleri uygulanmaktadır. Bu kadar önemli bir yere sahip olmasına rağmen, CPD faaliyetlerine İngilizce öğretmenliği eğitim programlarının müfredatında fazla yer verilmemektedir. Ayrıca, hizmet içi İngilizce öğretmenlerinin CPD algılarını, tutumlarını ve aktivitelerini ortaya çıkarmak için çok sayıda araştırma yapılırken, İngilizce öğretmen adaylarının CPD' ye ilişkin algıları üzerine yapılan çalışmalar oldukça sınırlıdır. Bu nedenle, bu araştırma öncelikle Türkiye'de Çukurova Üniversitesi'nin İngilizce Öğretmenliği bölümünde verilen nadir PD (Mesleki Gelişim) dersinin öğretmen adaylarının eğitime olası katkılarını incelemeyi amaçlamaktadır. Karma bir araştırma desni kullanılarak, derse kaydolan İngilizce öğretmen adaylarından dersten önce ve sonra hem Likert hem de açık uçlu maddelerden oluşan bir anket doldurmaları istenirken nitel veri olarak ders sırasında doldurulan yansıtma kağıtlarının yanı sıra dersten önce ve sonra yapılandırılmış görüşmeler yapılmıştır. Elde edilen verileri incelemek için SPSS 25.0 ve tematik analiz yöntemi kullanılmıştır. Bulgular, PD dersinin İngilizce Öğretmenliği mesleğinin daha iyi anlaşılması, mesleki gelişim kavramı ve PD etkinlikleri konusunda farkındalık yarattığını, ayrıca geleceğin öğretmenlerini yansıtıcı öğretim yoluyla yaşam boyu öğrenenler olmaya teşvik ettiğini ve İngilizce öğretmen adaylarının duygularını gelecekteki kariyerleri için hazır, kendine güvenen, bilinçli, rahat ve kendini adanmış olarak olumlu yönde etkilediğini ortaya koymaktadır. Bu çalışma, İngilizce öğretimindeki mesleki gelişime ve öğretmen eğitimi programlarına yönelik gelecekteki araştırmalar için

önemli çıkarımlara sahiptir.

Anahtar kelimeler: Mesleki Gelişim, Öğretmen Eğitimi, İngiliz Dili Öğretimi



ABSTRACT**AN INVESTIGATION ON POSSIBLE CONTRIBUTIONS OF THE
PROFESSIONAL DEVELOPMENT COURSE TO THE TRAINING OF THE
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In recent years, the professional development of English language teachers has gained importance at a high level to make the teaching process more effective and make teachers continue their interests, creativity and enthusiasm in their teaching careers. Some of the Continuous Professional Development (CPD) activities have been applied to contribute to the professional development of English language teachers. Although having such an essential place, CPD is not given much space in the curriculum of English Language Teaching (ELT) education programs. Besides, studies on perceptions of pre-service English language teachers on PD are quite limited while much research has been carried out to find out the PD perceptions, attitudes and activities of in-service English language teachers. Therefore, this research primarily aims to examine the possible contributions of a rare PD (Professional Development) course given in the ELT department of a Çukurova University in Turkey on the prospective teachers' education. Utilizing a mixed research approach, prospective ELT students who enrolled on the course were asked to fill out a questionnaire including both Likert-scale and open-ended items before and after the course while pre and post semi-structured interviews were conducted besides reflection papers which were filled out during the course as qualitative data. To examine the data obtained, SPSS 25.0 and thematic analysis were used. The findings unveiled that PD course raised awareness on a better understanding of ELT profession, professional development concept and PD activities, also encouraged future teachers on being lifelong learners through reflective teaching and affected prospective EFL teachers' feelings positively as prepared, confident, conscious, comfortable and committed for their future teaching careers. This study has important implications for

future research into professional development in English language teaching and teacher education programs.

Keywords: Professional Development, Teacher Education, English Language Teaching



ACKNOWLEDGEMENT

In my journey in this Master's degree program, I have learnt and been enlightened in many aspects of research and my profession. I would like to thank people helping and guiding me in this challenging yet rewarding journey.

I would like to express my gratitude to my supervisor Prof. Dr. Zuhall OKAN who has been my role model as a teacher since my undergraduate education for her invaluable support and comments which were light to my way. She encouraged and inspired me to do my best and was always available when I needed help. I also owe many thanks to my thesis committee members Prof. Dr. Cem CAN and Asst. Prof. Dr. Ömer EREN who provided invaluable feedback with their professional comments.

I would like to express my deepest appreciation to Andrey NOVOSELOV for sharing my burden, his unending encouragement and patience for me. In this exhausting process, I felt incredibly lucky to have him in my life because of his belief in me without any hesitation and having his enormous support made me finalize this challenging task. My warmest love and thanks go to my fellow friend and colleague Yasemin MAZLUM who contributed to my study with her valuable comments, has believed in me and supported me regardless of whatever I do, wherever I am and whenever I need her since we met in high school. I sincerely express my appreciation and gratefulness to my friends and colleagues Emine Demir, Serhat KOCAMAN and my colleagues in my workplace for their continuous support and contributions to my study.

Finally, I would like to dedicate this thesis to my father Ahmet YANIK and my mother Enise YANIK without whom I would not have the courage to pursue my dreams. My father has taught me to be curious to learn and work hard in life and my mother has taught me to devote myself and sacrifice for the things I pursue in life. Giving great importance to the education of girls in our society, they supported me to widen my perspective of life with education. I am forever in debt to them.

Güllü YANIK

Adana / 2022

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ABBREVIATIONS

EFL: English as a Foreign Language

ELT: English Language Teaching

INSET: In-service Education and Training

CPD: Continuing Professional Development

PD: Professional Development

MoNE: Ministry of National Education

CoHE: Council of Higher Education

SPSS: Statistical Package for Social Sciences

COVID – 19: Coronavirus Disease 2019

TESOL: Teaching English to Speakers of Other Languages



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CHAPTER I

INTRODUCTION

1.1. Introduction

This chapter presents the problem, aim, scope, and research questions of the current study. In addition, the operational definitions and abbreviations are given in this chapter.

1.2. Background of the Study

In recent years, research on the professional development of teachers has given more attention to improve the quality of education because one of the main components of teaching is teachers. Equipping teachers with the necessary knowledge and experiences for teaching is seen as vital in effective teaching. Also, a number of qualities are defined for professional teaching. For example, a professional English language teacher should have some good skills of English and pedagogy.

Change is inevitable yet also needed. According to Fullan (2007), “Teachers need to increase their capacity for dealing with change because if they do not, they are going to continue to be victimized by the relentless intrusion of external change forces” (p. 138). Richards and Farrell (2005) and Craft (2000) also underline the importance of refreshing the knowledge and skills of teachers to rapid changes and increasing standards and expectations in education. Fullan also emphasizes that teachers need to update their skills and knowledge in order to protect themselves from feelings of frustration, boredom and burnout. Therefore, Continuous Professional Development (CPD) and lifelong learning opportunities have gained an essential place in the teaching profession.

Professional development is commonly seen as a one-shot, or as a series of periodic shots aimed at progressively achieving an idealized level of teaching abilities, but as an ongoing and self-renewing process of critical reflection on and in practice established locally (Evans & Esch, 2013). Also, Guskey (2002) defines Professional development programs as “...systematic efforts to bring about change in the classroom practices of teachers, in their attitudes and beliefs, and in the learning outcomes of students” (p.381).

As far as CPD in Turkey is concerned, INSET (In-service Education and Training), a conventional approach, comes to mind first due to numerous modifications

in the education system in the last two decades (Dal, 2017). Therefore, there are several studies on the evaluation of INSET programs offered by the Ministry of National Education (MoNE) in the literature (Şahin & Yildirim, 2015; Uysal, 2012; Çimer, Çakır & Çimer, 2010; Küçüksüleymanoğlu, 2006). In those studies, it was found out that INSET programs need to be organized on the basis of the needs of teachers by gathering their opinions first rather than being passive participants of the programs. Research also suggests encouraging and supporting teachers by combining bottom-up and top-down activities in the professional development process. Wyatt and Ager (2016, p.1), for example, support that “top-down CPD can be demotivating, even in a context where some teachers may conceptualize CPD as essentially a top-down process” with the study they conducted with Macedonian English as a Foreign Language (EFL) teachers in Macedonia. They also suggested raising awareness on bottom-up CPD activities and the inclusion of bottom-up strategies in teacher education.

Alongside that research, the bottom-up CPD activities were taken as a focus by many researchers in the field. Daloğlu (2004) prepared an in-service teacher training program and conducted a study with 42 primary English Language teachers to see the role of teacher involvement in the success of professional development activities. The teachers in the study found this training more beneficial than one shot and top-down activities. Also, Atay (2008) carried out a teacher research INSET training program as a bottom-up approach in which Turkish EFL teachers were provided with relevant theoretical knowledge along with EFL guidance to research, reflect, and collaborate. In the study, although the teachers found the teacher research as demanding and complex, the program made a positive impact on their CPD.

Apart from those studies, a large and growing body of literature has investigated EFL teachers' perceptions, attitudes and needs in CPD and challenges while doing CPD activities. Zerey (2018) conducted a mixed-method study with 96 EFL instructors from seven different state universities in Turkey to reveal teachers' perceptions and general attitudes regarding their self-initiated development efforts, and PD activities. The results showed that instructors generally hold positive attitudes toward self-directed professional development. Also, they stated PD activities as critical to their development. Similar results were found by Mohammadi and Moradi (2017). 86 EFL teachers from Iran participated in the study before and after attending workshops for professional development. Alibakhshi & Dehvari (2015) explored the perceptions of Iranian EFL teachers of continuing professional development and identified their main professional

development activities. With a phenomenological research design, they interviewed 20 EFL teachers. The study concluded that the participants perceived continuing professional development to entail skills development, continuous learning, keeping up to date, learning for interest, and professional revitalization. However, in the literature, there is little study on the perceptions of pre-service teachers on PD.

Besides the perceived significance of the PD activities by EFL teachers in the literature, some studies have shown that teachers are not fully aware of the CPD activities and the concept of PD in general. For example, the study of Büyükyavuz (2013) investigated 64 Turkish EFL teachers working in public schools to find out their understanding of PD. The data for the study were collected through questionnaires and semi-structured interviews. According to her results, EFL teachers were not fully knowledgeable about PD activities and needed guidance. She suggests a course on PD to familiarize them with the concept of PD in the initial education in ELT departments. Also, the idea of introducing and encouraging PD activities in pre-service was supported by Korkmazgil & Seferoğlu (2013). They found out that EFL teachers are not aware of bottom-up PD practices as a result of their investigation with 98 EFL teachers about professional development practices in Turkey. Therefore, introducing and encouraging CPD activities both in pre-service and in-service teacher training programs seems to be an urgent need of teacher education programs in Turkey.

When the literature given on CPD of EFL teachers were considered, it can be deduced that teachers need to raise their awareness of CPD activities and can be encouraged to apply some CPD activities in their pre-service education in universities. For this concern, the “Continuing Professional Development Practicum” course by Nikki Ashcraft and Sally Ali was given in an undergraduate TESOL programme in the United Arab Emirates for pre-service EFL teachers in 2007 and many years. Ashcraft and Ali (2013) stated the objectives of this course as the following;

- Familiarise students with the resources and various professional organisations that are available to them as TESOL students and as practising teachers.
- Help students discover the benefits of continuing professional development.
- Have students select and learn about research articles in applied linguistics.
- Have students explore the importance of communicative competence in the field of professional development.
- Encourage students to attend various conferences and professional development sessions and discover how to debrief the PD experience.
- Illustrate ways of doing action research. (p.152)

The course was seen as useful in equipping students to continue learning during their teaching careers. A similar course was planned to be given to the prospective students of the ELT department at Çukurova University in Turkey in 2018. Therefore, this research aims to investigate the possible contributions of the PD course to enable ELT students to continue learning even after their graduation. This study also aims to explore the perceptions of pre-service English language teachers on PD to fill a gap that exists in the literature.

1.3. Statement of the Problem

Craft (2000) states that teachers need to update their knowledge and skills in teaching as a requirement of facing rapid changes, demands for high standards and calls for improving quality more than ever. Also, Richards and Farrell (2005) underline the necessity of regular professional development opportunities to update teachers' professional knowledge and skills. Therefore, in recent years, the professional development of teachers has gained importance at a high level to make the teaching process more effective and make teachers continue their interests, creativity and enthusiasm in their teaching professions. CPD activities like INSETs have been applied to contribute to the professional development of language teachers. Although having such an essential place in the teaching profession, CPD is not given much space in the curriculum of ELT education programs. Besides, studies on perceptions and insights of pre-service English language teachers on CPD are quite limited while much research has been carried out to find out the perceptions, attitudes and CPD activities of in-service English language teachers. Therefore, this study will focus on the pre-service teachers' perceptions of CPD activities and how a PD course contributes to their ELT education.

1.4. Aim and Scope of the Study

This research aims to examine the possible contributions of a PD course given in the ELT Department of Çukurova University in Turkey to prospective teachers' education. In this regard, pre-service English language teachers' perceptions of English language teaching professionalism, PD and CPD activities were covered during the course research. Also, this study provides an interpretive analysis of the feelings of prospective ELT teachers' before and after the course.

1.5. Research Questions

This study aims to address the following research questions:

- 1) What are the contributions of the Professional Development course on the professional development of prospective English language teachers at Çukurova University?
- 2) What are the perceptions of the participants before and after taking the course on;
 - a) a professional English language teacher,
 - b) professional development,
 - c) professional development activities?
- 3) What do the participants feel and think about their own professional development in English Language Teaching field before and after the course?

1.6. Significance of the Study

This study aims to contribute to this growing research on PD in ELT by exploring a case on preparing prospective EFL teachers to continue their learning in their future careers. A PD course in the curriculum of ELT Department at Çukurova University is a rare course that prepares prospective teachers for their PD activities in future by being informed about those activities and experiencing some of the PD activities during their education in the university. Generally, EFL teachers are informed in some methodology courses about lifelong learning issues in their career, yet it is questionable how effective it is in practice when they start their teaching career. Therefore, the research offers some critical insights into the process of this particular course and its contribution to the prospective teachers' professional development.

Another significant attempt of this research to contribute to the relevant literature is investigating prospective teachers' perceptions on PD activities. Most of the studies in the area focus on the perceptions of EFL teachers on PD. However, there are few studies given on the perceptions of prospective teachers about PD. Moreover, in the literature, there are many studies on understanding formal PD activities such as INSET offered by MoNE which follow a top-down approach to the professional development of the teachers. This current research focuses on the perceptions and attitudes of prospective teachers towards both top-down and bottom-up PD activities.

Also, the literature discusses teacher professionalism and what characteristics of

an effective English Language teacher has. This current research aims to reveal significant contributions to the body of knowledge on the English language teaching profession and professional EFL teachers in Turkey from the perspective of prospective teachers. In addition, it is sought to find out the effect of PD course on the perception of prospective English teachers towards the teaching profession and professional teachers.

1.7. Limitations

This research aims to understand the possible contributions of PD course to the professional development of pre-service ELT teachers. Therefore, this is limited to the last year students of ELT department at Çukurova University. Besides, it reveals the opinions of ELT prospective teachers on the PD activities which they learnt in the class. Alongside that, this study also seeks to provide data on perceptions of prospective ELT teachers on PD, and ELT professionalism. Nevertheless, this study focuses only on the period during the course, yet another research may take a longer period and try to answer how those participants of the course practice PD activities in their career. Also, the COVID-19 outbreak can be seen as one of the limitations to this study.

1.8. Key terms

Professional Development: It is defined as all learning experiences as well as deliberate and planned actions that are designed to benefit the individual, group, or school in some way and, as a result, improve the quality of education in the classroom and to make in the beliefs, practices and attitudes of teachers. Professional development is a wide notion that incorporates both short- and long-term objectives and helps teachers' progress in their understanding of classroom practices and their identity as teachers at all phases of their professional lives (Day, 1999).

Professional Development Activities: A numerous number of activities such as conferences, observations, action research, teacher portfolios etc. have been used to increase the quality in the practice of teachers in developing teachers professionally.

Ministry of National Education (MoNE): It is a Turkish government ministry in charge of overseeing the public and public education systems in the country as well as organising agreements and authorizations according to the national curriculum.

Mixed-Method Research: The basic goal of mixed methodological research is to conduct a study that incorporates both quantitative and qualitative data sources.

English as a Foreign Language (EFL): It refers to the teaching or learning of English in a non- English-speaking country which means English is not a native or second language, rather a foreign language.

EFL Teacher: The term relates to English language teachers who work in non-English-speaking countries where English is a foreign language, such as Turkey.

Prospective English language teachers: The term refers to the fourth-year students who study to be future English language teachers at the departments of English language teaching in Turkey.

Council of Higher Education (CoHE): The term refers to a council that designates a standardized education for public and private higher education institutions and is in charge of strategic planning, coordination, and supervision of higher education in Turkey, including the establishment and maintenance of quality assurance procedures.

CHAPTER II

REVIEW OF LITERATURE

2.1. Introduction

In this chapter, the related literature review is presented. In the first section, professionalism in teaching in general and in the field of English Language Teaching is introduced. In the following sections, PD of teachers and PD activities will be reviewed together with the related research on ELF teachers' professional development.

2.2. ELT Profession and Professionalism

In today's world, it seems to be important to be a professional in any field you work in. However, profession and professionalism terms are complicated issues to define. The term profession was defined in two views as occupational and sociological power (Leung, 2012). As an occupational view in the profession, the professionals are expected to hold specialist knowledge, expertise, commitment, and trustworthiness to the profession at high levels. From the second point of view, the profession and professionalism are shaped by the external stakeholders. Professionalism has a dynamic nature and evolves over time (Jansem, 2018; Copley, 2018; Evans, 2008; Arnon & Reichel, 2007; Hart & Marshall, 1992) because of internal and external pressures (Leung, 2012; Sachs, 2016).

Professionalism means preparing and improving oneself for serving a qualified job by learning through preservice and in-service training, reading articles and following the latest developments in the field, observations, discussions with colleagues and reflection on the experiences, etc. during all the period of professional work life (Ur, 2002).

Leung (2009) defines professionalism in two ways; sponsored and independent professionalism. Sponsored professionalism refers to the managerial view in professionalism such as teaching organisations and education ministry while independent professionalism refers more to individual attempts of teachers to develop their own beliefs and values, update their knowledge and look for new ways of their teaching with the last developments in their field. Evans (2008) states that professionalism both contributes to and reflects perceptions of the profession. That means professionalism is prescribed

standards that are affected by the real applications of those standards in daily life.

Achieving certain standards which were determined by the teaching organisations or stakeholders and improving the proficiency of the teachers through school-based training could be concluded as teaching professionalism (Demirkasımoğlu, 2010; Whitty, 2000). However, for a healthy teaching profession, it is believed that continuing individual efforts are essential. Being a competent teacher is the responsibility for the institution we work in and the society where we live. To fulfil this responsibility, teachers search for opportunities to improve the quality of the service they give to society and grow themselves professionally. The employers and organisations support some kind of professional development activities; yet it is mostly in the own commitment of the teachers themselves in their ongoing professional growth (Pettis, 2002; Murray & Christison, 2011).

Vu (2016), through a wide analysis of related literature, offered to provide a useful framework to explain the complicated nature of professionalism with the metaphor “*kaleidoscope*”. He explains that the ELT profession kaleidoscope creating a different representation of the concept with particular values and political aspects has a dynamic nature. He underlines that depending on the viewing angle of the kaleidoscope, the displaying of professionalism is shaped. Resulting from that, he claims “professionalism is a process rather than a product, and the interplay of the shaping elements (the move of the objects in the kaleidoscope) is decided by the perspectives and logics of the stakeholders involved.” (p. 154).

Alongside the attempts to define teacher professionalism, with the globalization of English language, the profession of English language teaching has drawn some required qualities in education. Wu (2010, as cited in Wang and Lin, 2013, p.7) states that the following affects the profession;

- *Professional knowledge*: it covers the understanding of theories on education, curriculum and teaching materials, and students’ learning and development.
- *Professional competence*: it refers to pedagogy, curriculum planning, and implementation, assessment, counselling, and communication skills.
- *Professional attitude*.
- *Personality*.
- *Expert knowledge in the subject*.

According to Hardy (2011), English language teaching requires specialized

requirements and standards in the field of work. Richards (2008) underlines the necessity of specialized knowledge in the field by practical experience besides academic knowledge. Andrews (2003) states that knowledge of subject matter is widely seen as being the core of a teacher's language awareness and that subject-matter knowledge is a key element of teacher professionalism language proficiency (knowledge of the language) (Richards et al., 2013). In the professional work life of an English language teacher, principles, knowledge, and skills are fundamentally integrated. If a teacher has the necessary principles, knowledge and skills of the job, it can be said that that teacher is powerful and professional in the job (Pettis, 2002).

According to Borg (2006) being an English language teacher demands distinctive qualities regarding the scope and complexity of teaching content, dynamic nature of the subject, the range of materials, methods of teaching, the rapport between teacher and learner, and the issue of native and non-native speakers.

In the issue of native speakers as English language teachers, Wang and Lin (2013) focused on recruitment systems in Japan, Korea, Hong Kong and Taiwan in terms of teaching professionalism. They came to a conclusion that only knowledge of the language is not sufficient for effective teaching and equipping English teachers with professional content knowledge and pedagogical competence is essential for the increasing professional qualities of English teachers in those countries.

For ELT professionalism, teachers are in the need of gaining several skills and competencies. However, Richards (2010) claims that professional language teaching changes from culture to culture. The cultural background and the personal history of an English teacher reflect on the way of teaching English and the perception of a professional teacher. Therefore, several published studies investigate the characteristics of a professional and effective English language teacher in the relevant literature.

Numerous studies have attempted to explain the qualities of an effective English language teacher. Brosh (1996) made research on this issue from the perspective of language teachers and students. In his study, it emerged that an effective language teacher needs to have four main characteristics as knowledge of target language, skills to explain, organise, clarify and sustain the motivation of students, no favouritism, and availability to students.

In Korea, Park and Lee (2006) carried out a similar study with 339 high school students. As a result of the study, the students stated that English language level and pedagogical skills were the most important qualities in an effective English teacher. In

Oder's (2008) study, the perceptions of professional foreign language teachers were researched from the view of stakeholders and students through interviews and free writings as qualitative research tools. The interesting finding was that the students value pedagogical competence more than others whereas school principals gave great importance to subject specialisation.

Shishavan and Sadeghi (2009) investigated the characteristics of effective teachers from the view of English language teachers from universities and high schools, and also English language students from different levels of schools in Iran. He found out that teachers gave a crucial role to English language knowledge as being effective teachers in this field. However, the students emphasized the personal traits of teachers more than field knowledge. Similar to this study, In Taiwan, Chen and Lin (2009) carried out an investigation with high school students. It was found out that an EFL teacher should have a good rapport and personality as the most significant quality. They also underlined the good instructional skills of an EFL teacher for effective teaching.

In the study of Barnes and Lock (2010) with first-year university students, the importance of pedagogical skills was also highlighted, and also the rapport, fairness, content knowledge and organization of the lessons were the most required qualities for English teachers by students. Wichadee (2010) reported that organization and communication skills and socio-affective skills were distinctive characteristics of an effective English teacher as a result of his study with four hundred university students. In a similar study, 384 university students' assumptions about the characteristics of successful English teachers in Iran were examined by Ramazani (2014). The findings revealed that the pedagogical skills of teachers are as important as their socio-affective abilities.

In Turkey, Arikan (2010) made mixed-method research with preservice and in-service English language teachers on the characteristics of an effective English language teacher. In this study, he found out that preservice and in-service teachers have a variety of expectations from an effective English language teacher. One of the common ideas by students was the rapport and ability to increase the motivation of the students. Moreover, subject matter knowledge and using course materials effectively seemed to be common qualities of an effective English teacher. After this study, a survey was conducted by Çelik et al. (2013) to investigate the topic from the perspective of 998 undergraduate university students. The most desired characteristics found by the students were pedagogy-specific awareness, personal characteristics, professional skills, and classroom behaviour. Dincer

et al. (2013) categorised the common characteristics of effective English language teachers under four categories; namely, socio-affective skills, pedagogical knowledge, subject-matter knowledge, and personality characteristics. Also, they claimed that for effective teaching, English language teachers balance those four aspects.

Given all that has been mentioned so far, one may suppose that the characteristics of professional English language teachers are an elusive issue in the field. Nonetheless, there is little research on the topic of which examined by the perspective of pre-service teachers of English. For this very aim, in this study, characteristics of professional English language teachers were searched from the eyes of pre-service teachers of English in Turkey.

2.3. Teachers' Professional Development

Today in education, teachers are required to fulfil the expectations of updating their skills according to the needs of the century as an essential element of the teaching process. Increasing the quality of teachers is mostly associated with enhancing the learning of students (Guskey, 2002; Kennedy, 2014; Swaffield, 2014; Akiba & Liang, 2016). Due to this essential place in the teaching process, the professional development of teachers has been an increasingly popular issue in teacher education.

Understanding the concept of professional development of teachers is a fundamental issue in teaching. However, there is no consensus on the definition of the term. Teacher training, teacher preparation, teacher education, teacher development, professional development, continuing professional development (CPD), and staff development terms are used interchangeably. "It is difficult to sustain watertight boundaries but there are some important differences in emphasis and articulating the slight differences" (Mann, 2005 p.104) between them. Also, Craft (2000) states that those terms are used instead of one another yet professional development can be defined as moving teachers forward in knowledge or skills. Day (1999) defines the professional development term as follows.

Professional development consists of all-natural learning experiences and those conscious and planned activities which are intended to be of direct or indirect benefit to the individual, group, or school and which contribute, through these, to the quality of education in the classroom. It is the process by which, alone and with others, teachers review, renew and extend their commitment as change agents to the moral purposes of teaching; and by which they acquire and develop critically the knowledge, skills and emotional intelligence essential to good

professional thinking, planning and practice with children, young people and colleagues through each phase of their teaching lives (p.5).

Professional development of teachers is a lifelong process including initial formal teacher training and regular opportunities and experiences such as in-service training (Villegas-Reimers, 2003) for the self-renewing process of critical reflection on teaching practice (Evans & Esch, 2013).

Professional development programs were explained by Guskey (2002, p.381) as “systematic efforts to bring about change in the classroom practices of teachers, in their attitudes and beliefs, and in the learning outcomes of students.”. Evans (2008) defines it as “a key process within the wider agenda of raising standards and increasing societal growth capacity by improving policy and practice” (p.22). Professional development involves the change to professionalism. Knowing what one is dealing with and understanding how the process goes on and how to handle it is the way of effecting those changes in education.

However, continuous professional development activities are also called as post-graduate professional development to deal with the changes, specific teaching context, and boredom after many years in the field, new demands of today and increasing the quality of students’ learning.

Besides the professional development term, teacher training is to introduce methodological topics, basic concepts, principles and new strategies in teaching for the teachers (Mann, 2005). Nunan and Richards (1990) clarify teacher training as activities focusing short term and having immediate goals to comprehend those teaching-related issues. Those training are generally top-down and given by an expert in the area such as INSETs. However, teacher development has a long-term goal of expanding the understanding of teachers on the teaching process through the reflective view in teaching.

The distinction between professional development and teacher development is not clear-cut in the literature. While professional development is career orientated and has a narrower, more instrumental way, teacher development is more about personal and moral dimensions (Mann, 2005). Also, Mann states that the staff development term is often used for professional development at the institutional and system level.

Teacher learning is also one of the terms in teacher professional development. It refers to the process in which teachers move to expertise in their area (Kelly, 2006). Teacher learning focuses on the teacher's knowledge and how it is acquired. Richards and

Farrell (2005) underline that there are some concepts of teacher learning which can overlap each other. Teacher learning is seen as *a skill learning* to expertise in teaching. In this view, several skills are needy and mastering those competencies results in successful teaching. On another side, cognitivist sees teacher learning as a *cognitive process* and draw attention to the beliefs and thoughts of teacher and the impact of those ones on their teaching. Exploring the own teaching process and own beliefs of teaching are encouraged in this view of teacher learning. In addition, teacher learning is viewed as *personal construction* of knowledge, and teachers are involved in the process by self-awareness and personal interpretation of their teaching. The last view on teacher learning is *a reflective practice* in which teachers are in the need to have a critical eye on their teaching process for a better understanding of their own teaching.

When the related literature was considered, the definition of professional development was interpreted differently. However, in this study, the definition of Day (1999) was taken as any formal and informal activities which were done to improve the current understanding, knowledge, skills for teaching at the individual, institutional, or group level. Moreover, there are several factors which affect the success of PD. Day (1993) attempted to draw following factors for the effectiveness of PD;

- teachers' psychological, social and career life histories which fashion their attitudes, expectations and behaviours;
- the levels of reflection and confrontation undertaken;
- the power and degree of external intervention upon the individual or social system;
- the levels and quality of provision of opportunities for professional development of appropriate kinds (e.g. short, problem-focused training bursts and sustained periods of critical study and reflection);
- in-house management support and recognition (school culture) through, for example, provision of time for reflection and learning support;
- intrinsic (professional) social (peer and management) and academic reward (accreditation); and
- the perceived relevance and practicality of the professional development opportunities. (p.91).

2.4. English Language Teachers' Professional Development

The field of ELT has been affected by different issues which have occurred from past to present for different reasons varying from technological to political ones. For example, it can be said that the globalization of English language has made an important effect on ELT (McKay, 2002; Matsuda, 2012). The spread of English has uncovered some

aspects of teaching and evolved English language teaching. Besides, technological changes and the digital native students took ELT at a different point. Therefore, those effects have resulted in alterations in ELT, for example, Z book usage, online classrooms, communicative strategies, designing the curriculum as multicultural and culture-sensitive, etc. They have needed to adapt themselves to the demands of the changes and specific situations.

Apart from those, in the different times of service in language teaching, a teacher needs changes. For example, novice and experienced teachers have different needs and seek different types of opportunities for developing themselves professionally (Pettis, 2002). Therefore, English language teachers are required to involve in PD activities at any time of their work lives.

As Richards puts it, “The professionalism of English teaching is seen in the growth industry devoted to providing language teachers with professional training and qualifications, in continuous attempts to develop standards for English language teaching and for English language teachers” (2010, p.119).

2.4.1. Why Do Teachers Need Professional Development?

During the career of a language teacher, professional development is demanded for many reasons. Guskey (2002) claims that teacher involvement in CPD may result in changes in one or some of the following three areas; in teachers' classroom activities, their attitudes and beliefs, and students' learning outcomes. Craft (2002) listed several purposes for involving in the PD activities in the teaching area as follows;

- to improve the job performance skills of the whole staff or groups of staff
- to improve the job performance skills of an individual teacher
- to extend the experience of an individual teacher for career development mentor promotion purposes
- to develop the professional knowledge and understanding of an individual teacher
- to extend the personal or general education of an individual
- to make staff feel valued
- to promote job satisfaction
- to develop an enhanced view of the job
- to enable teachers to anticipate and prepare for change
- to clarify the whole school or department's policy (pp. 9,10).

Richards and Farrell (2005) look at the benefits of professional development for

language teachers from individual and institutional perspectives. Individually language teachers can develop their *subject-matter knowledge, pedagogical expertise, self-awareness, understanding of learners, understanding of curriculum and materials and career advancement*. From the former perspective, language teachers' professional development provides the whole development of the institution as well. According to Joy (1991, cited in Richards and Farrell 2005), institutional development has five areas in which PD activities of teachers can enrich; namely collegiality, research, site-specific information, curriculum initiatives and instructional initiatives. It enables to develop relationships between staff and increase the teaching effectiveness by collecting data on students, schools as an evaluation of the institution. Through research at the institution level, school curriculum and teaching skills can be improved thanks to the PD of teachers.

2.5. Professional Development Models

Professional development programs have been developed for a greater impact on teacher learning and the qualities of teaching. Therefore, several PD models can be grouped for different purposes with different methods. Craft (2002) identifies Professional development activity models according to;

- purposes
- location
- length
- methods
- levels of impact (p.17).

Kennedy (2005) examines the professional development models by focusing on the perceived purposes of each model, power issues in relation to central control, individual teacher autonomy and profession-wide autonomy. She offers nine models of PD; training, award-bearing, deficit, cascade, standards-based, coaching/mentoring, community of practice, action research, and transformative models.

The training model is one of the most common versions for updating the skills and knowledge of teachers to practice them in their classrooms. It generally put the teachers in a passive role in their learning with a predetermined agenda. This predetermined agenda is prepared by an expert and delivered to the teachers (Kennedy, 2005). This model can take place as an off-site or school-based professional development programme. Off-site training is often criticised as lacking in connecting the training context to the real

classroom context in which teachers work. It enables the stakeholders to introduce new knowledge and control over the development of teachers. It also supports the standardisation with this stakeholder power as quality assurance. Briefly, in this model of PD, teachers were delivered predetermined skills and knowledge to demonstrate them in their classroom with a top-down perspective in PD. While contributing to the standardisation of PD activities, it mostly fails to address the individual PD needs of participants.

In the award bearing model, teachers complete a study program for external recognition or validation from a university as quality assurance. The discourse given in this study program has been criticised for being heavily affected by the academic view on the teaching rather than including the practical view in the classroom teaching.

The deficit model of PD is based on the idea to recover the perceived deficit of the teachers as individuals. Although it proposes to increase the teacher performance by recovering their weakness in their teaching, some researchers criticise the model by claiming that the poor teacher performance is not only resulting from individual deficits but also managerial or organisational problems. It is believed that developing teacher performance is a collective issue with all perspectives in the education rather than blaming the deficits of teachers as individuals.

The cascade model involves attending training and then sharing the information with colleagues (Day, 1999). It is the linking the school-based and off-site training together. In this model, from the same school one or two teachers get the off-site training to give the same training to the rest of the teachers in their schools (Craft, 2002). This model is applied when there is a limitation of the resources yet debated that it possesses a transmitting the skills and knowledge while mostly failing the transferring the targeted values and attitudes (Kennedy, 2005)

The standards-based model of PD aims to raise the knowledge and skills of teachers through establishing the standards. Teaching standards are believed to provide a common language, set a clear expectation on PD of teachers and ease the process for teachers in their professional learning. The underlying learning view is behaviourism due to its structure that centralises the teacher's competencies because of quality assurance and accountability. This model is criticised as a limited range of potential conceptions of teaching while having pressure on uniformity (Kennedy, 2005).

The coaching/mentoring model includes many different PD activities in which there is a one-to-one relationship between two teachers. Both coaching and mentoring are

complex activities deeply associated with the support of individual learning yet mentoring provides “counselling and professional friendship’ whereas coaching involves more skill-based experiences” (Rhodes & Beneicke, 2002, p. 301). In mentoring, a mentor offers support, encouragement, knowledge, experiences and shares materials with novice teachers (Robbins, 1995). Therefore, mentoring applies to a relation similar to apprenticeship, novice and experiences (Clutterbuck, 1991). A comprehensive definition of peer coaching is given by Robbins (1995) 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.1).

Rhodes & Beneicke (2002) offered a comprehensive term instead of those two terms as peer- networking which means two or more colleagues collaborating to share information of their practices and supporting each other in learning and their practices. That peer-networking can be in the dimension of schools or collaboration of the other schools as well.

Underlined point in this model is the importance of combining those partners in the relationship of the coaching/mentoring model. Kennedy (2005) mentions that this model can support a transmission view of PD or transformative view based on the relations of these two teachers. She explains in the transmission view teachers are initiated into the status quo by their more experienced colleagues and a transformative view where the relationship provides a supportive, but challenging forum for both intellectual and affective interrogation of practice. Because of the main principle of the model which is one to one relationship, it requires full-fledged skills of interpersonal communication (Rhodes & Beneicke, 2002).

The community of practice contains more than two individuals and confidentially is not as important as it is in the coaching/mentoring model of PD (Keneddy, 2005). However, it is also based on mutual supportive relations of individuals in a community of practice (Wenger, 1998). Wenger (1998) specifies the community of practice in three dimensions:

- What it is about—its *joint enterprise* as understood and continually renegotiated by its members;
- How it functions—the relationships of *mutual engagement* that bind members together into a social entity;

- What capability it has produced—the *shared repertoire* of communal resources (routines, sensibilities, artefacts, vocabulary, styles, etc.) that members have developed over time (p.2).

In the community, the learning can be either active and positive or passive because the mentality of the dominant members of the community can formalize the entire community practice. However, because of the joint enterprise dimension of the communities, individuals may have control over the agenda of the community. Kennedy (2005) claims that the total amount of knowledge and experiences of individuals can be increased as a result of transformation although communities of practice cause to continue dominant discourse uncritically.

The action research model of PD is a process of reflection to improve the teachers' expertise through the analysis of data collected systematically (Wallace, 1998). This model is based on the idea of improving the actions of teachers by reflecting on their own experiences and solving their problems in teaching practice through a scientific process. "Action research as a model of CPD has been acknowledged as being successful in allowing teachers to ask critical questions of their practice" (Keneddy, 2005, p. 246) for professional autonomy. Day (1999) claims that teachers can be in the role of researcher and also continue improving their practice yet Wallace (1998) says that in this model, teachers are not in the researcher role but they use action research to empower their practice of teaching. Day (1999) states that "Action research relies both on the desire of teachers to engage in reflection as a means of development and the willingness of the school in which they work to provide appropriate support" (p.35). With the support of the schools, this model allows transformative practice and empowers great autonomy (Kennedy 2005).

Table 1.

The Spectrum of CPD Models

Purpose of Model		Examples of models of CPD which may fit within this category
Transmissive	Increasing capacity for professional autonomy and teacher agency	Training models Deficit models Cascade model
Malleable		Award-bearing models Standards-based models Coaching/mentoring models Community of practice models
Transformative		Collaborative professional inquiry models

Note. Adopted from Kennedy (2014, p. 693)

The last model of Kennedy (opt.cit.) is the transformative model of CPD. He explains that it is the combination of various CPD models and processes not only to improve the practice of teaching but also to cause a debate over the agenda of education for better transformative teaching and learning.

Kennedy (2014) adapts the previously mentioned models of PD as in Table 1. She categorises models according to their purpose of them and includes a different term instead of the action research model as the collaborative professional inquiry model. She describes the model of collaborative professional inquiry as using all the models of PD in a collaborative way of identifying problems and inquiry about teachers' own practice including engaging in research. The underlying point in the framework of Kennedy (2014) is that moving from the models in the transmissive, malleable and transformative, the capacity for professional autonomy and teacher agency is increased.

Table 2.

Professional Development Models

Organizational partnership models	Small group or individual models
Professional-development schools	Supervision: traditional and clinical
Other university-school partnerships	Students' performance assessment
Other inter-institutional collaborations	Workshops, seminars, courses, etc.
Schools' networks	Case-based study
Teachers' networks	Self-directed development
Distance education	Co-operative or collegial development
	Observation of excellent practice
	Teachers' participation in new roles
	Skills-development model
	Reflective models
	Project-based models
	Portfolios
	Action research
	Use of teachers' narratives
	Generational or cascade model
	Coaching/mentoring

Note. Adopted from Villegas-Reimers (2003, p.70)

Apart from Keneddy's model, Villegas-Reimers (2003) explains the models of PD through two different groups which are shown above in Table 2. The former group of PD models is seen on the larger scale such as institutional level while the latter group includes smaller scale such as individuals. She admits that some included in the second group are seen more like types of PD rather than models of it.

2.6. Activities of Professional Development

With the changes in the education, technology, and emerging needs of students to prepare them for the era, teachers are in the need of opportunities for increasing their knowledge and improving their classroom practices. From the early age of teacher development, a numerous number of activities have been used to increase the quality in the practice of teachers through developing teachers professionally. In the following Table 3, Richards& Farrell (2005) identify PD activities in four categories as an individual, working with a colleague together, activities for groups of teachers and the ones which are appropriate for the institutional level. They state that some of these PD activities can be applied in multiple categories.

Table 3.

Professional Development Activities

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

Note. Adapted from Richards & Farrell (2005).

2.6.1. Workshops and seminars

Richards and Farrell (2005) define a workshop as an intensive, short-term activity prepared by experts to increase the knowledge and develop the skills of teachers with the desired application of knowledge into their classroom practice. Seminars and workshops are similar in the way of raising awareness on teaching issues and sharing information and experience yet workshops are designed in a way that the participants need to involve in the learning process actively and solve teaching-related problems. Apart from increasing teachers' knowledge on the specific issues, both workshops and seminars are a small break for teachers out of the classroom and a great opportunity to make connections with their colleagues. Hsu & Malkin (2013) claim that "voluntary professional development workshops allow teachers the flexibility and control over their experiences, resulting in improved confidence" (p.367) Ko, et al. (2006) criticise that workshops stay at the level of improving knowledge of teachers yet it fails to apply that knowledge in the classroom practice of teachers. Hayes (2000) suggests organising these types of PD activities in an experiential and reflective rather than transmissive form.

2.6.2. Self-monitoring

Raising awareness of one's own practice has a critical place in teacher development. In the path of reflective practice, self-monitoring allows one to observe, evaluate, and manage own practices. Using self-monitoring tools such as audio-recording or video-recording a lesson and lesson reports, a teacher can have a can have more objectivity, better understanding and control of own teaching (Richards & Farrell, 2005).

In self-monitoring, the participant takes their responsibility for learning therefore it requires self-commitment, willingness and critical reflection (Garrison, 1997). Thanks to its nonintrusive intervention and easy implementation, self-monitoring is seen as an effective tool to be helpful in the process of monitoring and modifying the behaviours of teachers in the dynamic nature of the classroom (Kalis, et al., 2007).

2.6.3. Journal writing

Many researchers have said that teachers should take control of their own PD, named as self-directed PD, for a better understanding and increasing the quality of classroom practice rather than joining imperative PD activities of institutional or educational PD policy (Day, 1999; Farrell, 2007; Garrison, 1997; Guskey, 2002; Richards & Farrell, 2005; Richards & Lockhart, 1994; Yinger & Clark, 1981). Journal writing facilitates teachers to understand what they know, what they feel, what and how they do and why they do it (Yinger & Clark, 1981). Teachers can record their experience of teaching on a regular basis for reflecting on their own practice, finding solutions for problems, and improving teaching (Farrell, 2007). This method of PD can lead to constructive behaviour changes both inside and outside the classroom as a result of reflection and critical thinking (Farrell, 2013a). Yinger & Clark (1981) explains that those systematic reflections have three parts namely, intensive regular writing, reading and reflecting on the writings and asking opinions of an outsider on the journal entries. Through those steps, teachers can question, explore and analyse their practice and it can even lead to better consulting with colleagues and mentors. However, the necessity for clear goal setting, focus and giving the required time and energy has significant importance in this process of PD. Farrell (2007) mentioned three important results of his longitudinal study with a teacher who kept a teaching journal for two years period of time. He said that the participant's awareness. Self-awareness, noticing and making time to write was prominent in his study. The participant in this study explained how she increased her self-awareness in her practice through keeping a teaching journal as a result of noticing some hidden aspects of her teaching. Also, she stated that at the beginning she was not willing to write but later on she loved this process and Farrell (2007) comments that timing and making a goal in keeping a teaching journal have a really important effect on the process. In the study of Yinger & Clark (1981), they researched the issue of journal writing from the perspective of both preservice and in-service teachers and they

concluded that journal writing may not fit for every teacher yet it is a tool for helping teachers and prospective teachers to become life-long students of their own professional development.

2.6.4. Critical incidents

A series of actions happen in the classroom yet a critical incident is a “vividly remembered event which is unplanned and unanticipated” (Brookfield, 1990, p. 84, as cited in Kılıç & Cinkara, 2020). Critical incidents help to generate insights into certain areas of teaching and learning through the documentation and analysis of those unplanned and unanticipated incidents to learn from them and raise the quality of teaching (Richards & Farrell, 2005). Some may think that incidents have an inconsiderable value at first yet they are much more influential when their review and analysis are made by the teachers. Underlying that it is not a history of teaching rather an analyse and recovery of the process, Tripp (1994) points out as:

Critical incidents that are subsequently recovered by a process of introspection are used to build up practice-specific aspects of a personal-professional history; the incidents as they occurred and were analysed at the time not only compose that history but can be used to recover it (p. 72).

Most of the research (e.g. Lengeling & Mora Pablo, 2016) indicated that negative critical incidents switched a role from demotivating teachers to a prime role in contributing to their professional learning through review and critical reflection on those incidents. Drawing on an interesting result of Farrell’s study (2008) with preservice teachers, many of their critical incidents particularly concentrated on negative rather than positive happenings in the teaching and learning of English language. However, critical incidents can be both positive and negative classroom events (Tripp, 1993, as cited in Kılıç & Cinkara, 2020) named as “teaching high” and a “teaching low” by Thiel (1999, cited in Richards & Farrell, 2005).

Critical incidents have been used as scaffolding to be reflective teachers in some studies with preservice teachers in their internship year of teaching (Burster & Peterson, 2013; Chien, 2018; Griffin, 2003). In the study of Bruster & Peterson (2013) with candidate teachers, they have found out that integrating technology gave an opportunity for the preservice teachers to communicate with others and pose more critical inquiry than writing traditional critical incidents. However, they have stated that both ways of

analysing critical incidents made the candidate teachers question and search for solutions and empower their own teaching. Richards & Farrell (2005) listed the benefits of utilizing critical incidents as PD of teachers as serving as a form of reflective practice, helping to solve problems and analysing the routines and procedures in the classroom for a better practice which was a result of Griffin's study (2003). They argue also that analysing critical incidents are a great resource for novice and experienced teachers which can lead to building a critical practitioners' community. In a well-known and unique study of Farrell (2013b) with an EFL teacher, he stated that critical incidents enable raising professional self-awareness in teaching and can be a good source of action research.

Kılıç and Cinkara (2020) draw attention to the importance of equipping preservice and in-service teachers with reflective and transformative abilities in their study with preservice teachers on using critical incidents. Also, they offer a course that consists of critical incident activity for showing its importance in PD to the teachers of the future.

2.6.5. Teaching portfolios

Another tool for promoting TPD is teaching portfolios which were described as a collection and records of information and insights about a teacher's practice from different perspectives (Wolf & Dietz, 1998; Richards & Farrell, 2005). Aiming at the advancement of reflection and professional learning (Xu, 2003), it includes different types of documents and artefacts which can include other types of PD such as a report of peer observation. Evans (1995, cited as in Richards & Farrell, 2005 p.98) defines portfolio in the following way:

A professional portfolio is an evolving collection of carefully selected or composed professional thoughts, goals, and experiences that are threaded with reflection and self-assessment. It represents who you are, what you do, why you do it, where you have been, where you are, where you want to go, and how you plan on getting there.

Keeping a teaching portfolio mirrors the visions of teachers about themselves during a certain period of their career and enables them to create more effective plans and clear long-term goals. It can be used as a self-appraisal and teacher-directed learning tool. Teaching portfolios reflect the learning enthusiasm of a teacher, or colleagues and the process of teaching besides the ability of reflective thinking of teachers (Wade & Yarbrough, 1996). Assembling a portfolio can lead to a great collaboration with other

teachers through self-assessment and reflections on their own practice (Wray, 2007). Riggs & Sandlin (2000) draws our attention to the maximum contribution volume of teacher portfolios when it stimulates a professional conversation with a colleague. In the study of Xu (2003), the collaboration of teachers through teacher portfolios resulted in promoting a school-centred PD through collaborative teaching portfolios.

Wolf & Dietz (1998) specify the teaching portfolios as reflective, collaborative, purposeful, selective and ongoing. Ultimately, the reasons for preparing a teaching portfolio decide the shape of the portfolio. Richards & Farrell (2005) call a teaching portfolio which comprises of documents showing the progress of a teacher on his/her teaching goal while a showcase portfolio has items to show the teaching skills of a teacher to the others. On the other hand, Wolf & Dietz (1998) group the teacher portfolios according to their purposes in three; namely, learning portfolio, assessment portfolio and employment portfolio. A learning portfolio facilitates ownership of professional learning through reflection while one's teaching effectiveness is shown to educational organizations in an assessment portfolio. Besides those portfolios, employment portfolios, as the name suggests, ensure the employer about the favourableness of the teacher for a position.

In the research which set out to determine the impact of teacher portfolios on PD with eight instructors in a university, Taş (2011) found that desire of EFL teachers for professional development was ascended in the process of implementing teacher portfolios. Similar to the research of Taş, Çelik (2011) also reported this PD activity has a positive influence on the ability of reflection, self-confidence, self-awareness and collaboration among colleagues. Nonetheless, Riggs & Sandlin (2000) draw a conclusion from their study with novice teachers required to form teaching portfolios in the first years of teaching can be viewed as a burden instead of professional growth for those teachers.

2.6.6. Peer observation

Peer observation is seen as a powerful learning experience of teachers (Gosling, 2000). It is described as “a teacher or other observer closely watching and monitoring a language lesson or part of a lesson to gain an understanding of some aspect of teaching, learning, or classroom interaction.” (Richards and Farrell, 2005, p.85).

Gosling (2002) proposes three distinctive models of peer observation. As first, the evaluation model attributes to the observation of senior staff to other staff for promotion

and quality assurance with an authoritarian status of evidence. Secondly, educational developers or expert teachers observe diagnosis of competency or improving teaching practices in relation to expertise and apprenticeship in the development model of peer observation. In those two models, a passive role of teachers is underlined by Cosh (1999) as following “there is an emphasis on teachers being observed, and being told about their teaching, rather than a process of active self-development through reflection, and self-awareness.” (p.23). The last model, the peer review model, aims at analysing and discussing teaching with a self and mutual reflections through observing each other. With a peer shared perception, analysis and discussions take place in a non-judgemental way by means of constructive feedback.

Regarding the peer review model of peer observation has many beneficial outcomes as followings:

- raising self-awareness of teaching approach, strengths and areas for professional development (Bell, 2001; Hendry & Oliver, 2012; Shortland, 2004);
- building and increasing collegiality in teaching rather than remaining a private activity (Bell, 2001; Bell & Mladenovic, 2008);
- encouraging experiment and reducing routinization (Cosh, 1998);
- enhancing confidence, enthusiasm and a sense of professional worth (Bell, 2001; Cosh, 1998; Shortland, 2004);
- making improvements to teaching practice (Bell, 2001; Hammersley-Fletcher & Orsmond, 2005; Hendry & Oliver, 2012);
- ongoing change as well as for skills development through critical reflections (Bell, 2001; Hammersley-Fletcher & Orsmond, 2005).

Those positive outcomes are not obtained only by the observed teacher but the observer can also learn and get new ideas of teaching by watching and reflecting on his/her teaching as well (Bell & Mladenovic, 2008; Donnelly, 2007). Especially, novice teachers benefit from peer observation through seeing more experienced teachers during their classes and also experienced teachers can get a younger eye on their daily practices of teaching.

Concerning the evaluation and development models, there are some points to be

careful about for a successful PD of teachers. It is important to highlight “dissemination of good practice rather than the locating and correcting of bad practice” (Cosh, 1998, p.175). Hammersley-Fletcher & Orsmond (2004) examined two different types of peer observations and they concluded that peer observation activities should be well-planned, well-documented with a clear purpose, techniques and supportive manner to refrain from complications in the process. Participants of peer observation should be well-trained about the process to avoid the detrimental effects of negative judgments rather than constructive feedback (Cosh, 1999). Another point is that willingness and readiness are seen to be one of the key points for a successful peer observation as an act of collaboration for developing professionally (Bell & Mladenovic, 2008). That is needed to be considered not to alleviate collegiality at present in an institution. Also, Bell & Mladenovic (2008) suggests that the participants can choose their own support colleague, the observer for being more comfortable in the process.

Bell & Mladenovic (2008) reported that by the participants of their study, peer observation was seen as a kind of evaluation that was worrisome and a source of anxiety. Both observer and observee can get stressed because of being judged or evaluated. Moreover, confidentiality is a critical issue which affects the anxiety level during the process. Partners should maintain the highest professional and ethical standards regarding confidentiality. However, Kohut et al. (2007) state that clear communication and expectations of peers ease the effects of stress and help participants to benefit from this reflective journey.

According to Richards and Farrell (2005), in the classroom only visible issues can be observed such as timing, activities, questioning techniques, participation and classroom language. Teaching principles, engagement of students, and problems during classes may remain unknown to the observer in the period of observation. The successful application of peer observation necessitates enough time, expertise and commitment to reflect on teaching practice.

2.6.7. Peer coaching

As a similar PD activity to peer observation, peer coaching is seen also as a strong chain of connections and support among colleagues which cause to boost teacher confidence, accelerate teacher learning and development professionally (Rhodes & Beneicke, 2002) and increase success of their students (Zwart, et al., 2007).

While peer coaching is seen as a collegial process whereby two teachers work voluntarily together to improve or expand their actions in teaching (Murray & Christison, 2020) through developing a professional dialogue (Hargreaves & Dawe, 1990), it can be set out in the form of mentoring in which an experienced teacher becomes a guide for an inexperienced teacher (Richards & Farrell, 2005). This process is reciprocal where each colleague supports each other to reflect on their teaching mutually or only one side of this partnership can be the recipient of the support (Huston & Weaver, 2008). According to Skinner & Welch (1996) reciprocal peer coaching is more effective than recipient one because of having a non-evaluative manner based on classroom observations. The following statement underlines that peer coaching is much more than doing and giving feedback the classroom observations.

Many believe that the essence of the coaching transaction is to offer advice to teachers following observations. Not so. Rather, teachers learn from one another while planning instruction, developing support materials, watching one another work with students and thinking together about the impact of their behaviour on their students' learning (Showers & Joyce, 1996, p. 16).

Besides building a confidential process (Robbins, 1991), To have success in peer coaching there are vital points to remark in the planning and implementation of it; Goal-Setting, Voluntary Participation, Assessment, Formative evaluation, and Institutional Support (Huston & Weaver, 2008). Many studies that search the implementation of peer coaching, their participants find this PD activity as finding time to participate in it (Donegan, et al., 2000; Skinner & Welch, 1996; Vacilotto & Cummings, 2007) besides being a beneficial tool to improve teaching practice (Arslan & İlin, 2013; Britton & Anderson, 2010). As a result of fostering reflectivity, Gonen (2016) suggests promoting peer coaching through implementing it in pre-service teacher education.

2.6.8. Action research

Since action research is not a particular academic discipline, but rather an approach to study that has evolved over time from a variety of disciplines, it has a complicated past (Brydon-Miller, et al., 2003). Many teachers consider research to be a sophisticated, statistical and scholarly practice (Borg, 2009) yet teachers may use it to help their professional growth (Borg, 2015; Stringer, 2008). Action research conducted by a teacher is intended to clarify, solve issues and improve classroom practice rather than

being research for its own sake.

Traditional teacher learning approaches such as workshops and conferences are built on models that often pull teachers out of the classroom. However, Richards & Lockhart (1994) define action research as teacher-initiated classroom investigation which seeks to increase the teachers' understanding of classroom teaching and learning and to bring about changes in classroom practice. A teacher's role is redefined in action research by giving means to be ready to improve, shifting from an outsider to be insider, in other words being a teacher to a researcher in own classroom. It is a strategy not only for illuminating issues and solving problems but also for developing a better understanding of practical teaching. Therefore, action research, also called teacher research or classroom research, is a feasible and valuable strategy for PD which teachers can perform in their classroom contexts (Borg, 2015). It can be practised individually or collaboratively (Pettis, 2002). To increase motivation to do action research, Wallace (1998) claims that one can involve in action research with colleagues in the same or different schools, in other disciplines or other countries.

In the application of action research, it consists of some phases reoccurring as an action cycle. Kemmis and McTaggart (1988, p.10, cited as in Burns, 2009) draw fundamental steps which need to be followed by teachers while realizing action research as followings;

- Develop a plan of critically informed action to improve what is already happening;
- Act and implement the plan;
- Observe the effects of critically informed action in the context in which it occurs;
- Reflect on these effects as the basis for further planning, subsequent critically informed action and so on, through a succession of stages.

Burns (1999) widened those steps as exploring research topic, identifying, planning, collecting data, analysing/reflecting, hypothesising/speculating, intervening teaching approaches, observing, reporting process and outcomes, writing a research document, and presenting. Also, those action cycles are cynical and if it is necessary, a second action cycle can be initiated. (Richards & Lockhart, 1994). By this frame, Burns (1999) underlines the value of sharing the results of the process with others.

The literature proposes a long list of possible advantages of action research for teachers (Burns, 1999; Borg, 2010, 2015; Richards & Lockhart, 1994; Stringer, 2008;

Wallace, 1998). Action research has been a good strategy to;

- enhance teachers' ability to make professional decisions on their own;
- decrease frustration and loneliness in teaching;
- allow teachers to move out of a receptive position to a more active one and empower them about curriculum changes;
- become more reflective, critical, and analytical about their teaching and curricula;
- allow teachers less reliant on external solutions to problems they face;
- foster connections between teachers and researchers.
- allow PD to be ongoing, inexpensive, integrated into teachers' routine work, personalized and practical;
- support learners more effectively in the classroom.

Despite those advantages, as noted by Borg (2010) a variety of barriers to engaging in action research emerges. First of all, non-collaborative school culture and no support from the institution affect teachers' engagement in research. Secondly, teachers' fears and being incompetent to do research has an important role while teachers believe that the findings of the research are not valuable. In addition, lack of awareness on the value of PD. Heavy workload also does not allow teachers to find time to research their classes. Besides that, their efforts are not recognized by managers or colleagues and no tangible gain is attained.

2.6.9. Critical friendships

As a part of reflective teaching, teachers are advised to make self-evaluations yet it is hard to see full of the picture or be objective to own practice. At this point, a critical friend can help to get an opinion or solve an issue in the classroom. In this way, teachers can contribute mutually to their shared growth. Hatton and Smith (1995, p.41, cited as in Farrell, 2001) clarify critical friendship as 'to engage with another person in a way which encourages talking with, questioning, and even confronting, the trusted other, in order to examine planning for teaching, implementation, and its evaluation'.

Regarding roles and responsibilities to each other in this PD activity, there is hesitancy and sensitivity even in a well-developed professional relationship. Therefore,

open discussions are vital at all stages, especially when there is a problem in the classroom (Golby & Appleby, 1995). Building in some ground rules such as defining the roles of the participants, deciding time frames, and discussing the teacher's readiness for reflection before the critical friendship begins has a positive impact on the process (Farrell, 2001).

Schuck and Russell (2005) shared their experience about being a critical friendship to one another. They underlined that “critical friend acts as a sounding board, asks challenging questions, supports reframing of events, and joins in the professional learning experience.” Also, the critiquing feature of critical friendship requires time for analysis and modifying of critiqued person’s practice. Drawing from their study, a critical friend should take chances and be as critical as possible while remaining inside the friend's comfort zone. In addition, modifying and expanding one's teaching methods is the tendency of being slower and more complicated. Therefore, it is necessary to give time to intake the critiques for teachers.

2.6.10. Team teaching

A group of teachers work purposefully, consistently, and cooperatively to help a group of students in their learning journey. Teachers work together as a team to set course goals, prepare a syllabus and lesson plans, and teach students together, and evaluate the outcomes (Buckley, 2000). Team teaching is constructed on sharing teaching experience and having critical chats on the practice. Raising the level of cooperation in teaching, new methods can be promoted to be tried out through team teaching. It allows an observation of a colleague in a natural setting while encouraging collegial instruction analysis (Sandholtz, 2000).

Baeten & Simons (2014) claim that it can be confusing for learners when there are many teachers in the classroom. Apart from that, respect, mutual trust and support between the team members are important elements of having a successful team-teaching practice. Canaran and Bayram (2020) conducted a study aiming to reveal the views of in-service English teachers on teams teaching as PD in Turkey. In the study, the English teachers found it as enhancing their level of self-awareness and very beneficial for learning from each other. Nonetheless, the effectiveness of team teaching is mostly related to the regularity and effectiveness of the gatherings with your partner.

2.6.11. Teacher support groups

As a powerful source of teacher learning and socialization (Baker-Doyle, 2011), teacher support groups, in other terms, teacher networks or teacher study groups, undertake the activities or experiences of two or more colleagues for an individual or shared goal regarding their PD rather than being a staff meeting or in-service training like workshops (Richards & Farrell, 2005). The non-judgemental environment of those groups encourages participants to reflect on their experiences objectively and explore new approaches to their work (McCotter, 2001). Overcoming isolation may increase teachers' motivation for their PD and prevent burnout of job. By boosting teachers' confidence, teachers can create different groups for commenting on and developing curriculum, designing materials, observing peers, writing and reading articles and joining trainings as groups. However, Lambson (2010) revealed that sensitivity and attentiveness to the needs have a great role in the engagement of newcomers to the study group as well as acceptance of them among the group.

2.6.12. Case studies

In teacher learning, teachers possess knowledge and expertise about teaching yet they can be the generators of knowledge through writing their cases of practice to serve as a source of information and reflection of others (Johnson & Golombek, 2002). A case is a narrative summary of a real-life event, in other words, documentation of good practice and resources for other teachers to discuss problems and reflect on them. In case analysis, collecting data about teaching practice for a period of time and utilizing the data for better understanding of the situation and to form some principles from it. Especially case analysis can help preservice and novice teachers to comprehend classroom practices better besides theoretical concepts (Kagan, 1993).

Case studies aim at growing professional intellectuality and skills by focusing on the interpretation of issues or problems in real-world experiences. A potential to build a new sense and significance of teacher experiences can result in new perspectives and evolving of practice (Johnson & Golombek, 2002).

2.7. English Language Teacher Education and Development in Turkey

Due to the emerging status of English for many years and political and economic changes in Turkey, it has been given great importance to English language education and

its development in the national curriculum. Many reform movements applied in English language teaching and to implement those reforms in practice, a significant amount of effort has been given both in pre-service and in-service teacher education (Kırkgöz, 2007).

The education faculties of universities in Turkey educate English language teachers for four years. The teacher candidates get obligatory English classes when they are not in a certain level of English before their lessons in education faculties. Apart from graduates of the education faculties, people from English/ American literature or philology departments of arts and science faculties are required to hold a pedagogical formation certificate or have a master's degree in pedagogy to be recruited as an EFL teacher in public schools. Council of Higher Education (CoHE) designates a standardized curriculum in ELT, yet every university has its own regulations of applying the curriculum by the means of materials, course books, and optional courses and so on. Therefore, ELT education may differ from each other on the basis of applying the standards of CoHE.

CoHE (2018) considers the competencies, knowledge, and attitudes which are prerequisites for being employed as teachers of English by MoNE while designing the ELT curriculum. As a first step toward standardization, MoNE (2006) released the first compilation of *general teacher competencies* which were revised in the Teacher Strategy Document of MoNE (2017). Those competencies were grouped under three categories, namely; *professional knowledge*, *professional skills*, and *attitudes and values*. *Professional knowledge* includes knowledge on legislation as well as content and pedagogical content knowledge. Planning of education and teaching, creating learning environments, managing the learning and teaching process, and assessment and evaluation are the subcategories of *professional skills*. In the *attitudes and values* theme, it was remarked to have national, moral, and universal values while it is expected to have a positive approach to students in their developmental process. Communication and cooperation with colleagues, students, school management, and parents of students are thought as a mark on the teacher competencies besides openness for personal and professional development. Apart from the general teacher competencies, MoNE (2008) published a document listing *subject-specific competencies* for ELT. In this document, as an addition to the general competencies, language competence was added. Apart from that in both documents by MoNE, PD of teachers is seen as a necessity more than a wish.

Following the Teacher Strategy Document in 2017, CoHE updated the ELT

program in 2018 which is still valid. In this program, future teachers receive lessons consisting of field knowledge, pedagogic knowledge, and general knowledge (CoHE, 2018). In the first year of teacher education, the curriculum aims to grow preservice teachers' skills in English with various classes such as speaking, listening, writing, and reading classes. In the second and third years, field knowledge classes focus on teaching English skills through understanding the methods, approaches in the various contexts of teaching English. In the last year, material development and assessment of English are taught. As for pedagogic knowledge, it has been gained through the following courses; Teaching Principles and Methods, Instructional Technologies, Turkish Education History, Research Methods in Education, Classroom Management, Ethics in Education, Measurement and Evaluation in Education, Turkish Education System, and School Management, Special Education and Inclusion and Counselling in Schools. Also in the last year, prospective teachers are required to have teaching practice in the practicum schools. What is more, another foreign language such as French or German is an obligatory course besides the Turkish language course. Besides those courses for gaining general knowledge, pre-service teachers also get some other courses like Information Technology. In addition to obligatory courses, student teachers can receive optional courses to enhance their knowledge on pedagogy, general knowledge, and the ELT field.

After graduating from the ELT programs of education faculties, EFL teachers can work in various places ranging from primary to university level students both in private and public institutions (Öztürk & Aydın, 2019). During a teaching career, teachers are expected to continue learning, adapt to the new reforms, update the current knowledge and improve teaching practice. One of the most common ways of it is to join INSET programs which have been offered by MoNE for many years besides some self-initiated PD activities.

2.8. Related Studies

With the increasing attention attached to PD, a considerable amount of literature has been published on the PD of EFL teachers. These studies focused on the perception of professionalism and PD of mostly in-service EFL teachers and insights on some PD activities where EFL teachers attended. Nevertheless, the results of these studies have revealed the evolving nature of professionalism in EFL teaching and incomplete knowledge of EFL teachers on how to improve themselves professionally and underlie

the significance of involving in PD activities. In this view, there is a necessity to educate and raise awareness of future teachers to be more reflective and develop themselves professionally.

2.8.1. Professional Development in ELT Related Studies Abroad

Several attempts have been made to investigate the perceptions of ELF teachers about various PD programs in different parts of the world (Alammari, 2019; Al Asmari, 2016; Alibakhshi & Dehvari, 2015; Avidov-Ungar, 2016; Mohammadi et al., 2015; Sharifzadeh & Khojasteh, 2018; Utami et al., 2019; Wyatt & Ager, 2016).

Alibakhshi & Dehvari (2015) investigated Iranian EFL teachers' views of ongoing professional development and described their primary PD practices. Using phenomenological research design, they had an interview with 20 EFL teachers. Continuing their professional development, according to the participants, elicit skills development, lifelong learning, staying current, learning for interest, and professional vitality. Alfaki (2014) found similar results with 40 secondary school teachers of English language in North Sudan. Similarly, with a random sample of 77 English language teachers, Alshumaimeri & Almohaisen (2017) investigated how often Saudi EFL teachers engage in professional development (PD) activities and the most popular viewpoint about PD was improvement of teachers' teaching abilities. Also, Simegn (2014) investigated secondary school EFL teachers' self-initiated professional development beliefs and practises, finding that while instructors agreed on the necessity for self-driven professional development, more practical implementations of PD activities were needed.

In 2019, Alammari conducted a qualitative study with Saudi EFL teachers and revealed that Saudi EFL teachers had less power to determine whether or not to engage in required PD activities. It was concluded that training opportunities were limited, and the PD curriculum for teachers was not adapted to their particular needs or weaknesses. The biggest barriers for EFL teachers were a lack of enthusiasm, time, and support from school leaders. It was offered to an increasing amount of PD trainings and creating PD opportunities that teachers can join comfortably.

Regarding enthusiasm and willingness in PD, the study of Utami et al. (2019) illustrated the value of teacher professional enthusiasm in teachers' desire to improve their activities. Their qualitative study comprised of 6 ESL teachers in Indonesia underlined the vital responsibility of initial training of teachers on raising enthusiasm and willingness

to develop professionally.

The study of Sharifzadeh & Khojasteh (2018) aims at identifying major professional development events that English language teachers consider to be essential to their professional development. This research showed that peer observation was one of the least rewarding behaviours while they supported collaborative teaching. Similar to that in the study of Alshumaimeri and Almohaisen (2017), the most beneficial PD activities were discussing lessons with supervisors and observing other teachers' classes.

The results of Wyatt and Ager (2016) study with 30 Macedonian EFL teachers underlines the necessity of involving in PD activities while criticizing that top-down PD programs can be frustrating even if some teachers think of PD as basically a top-down process. As another valuable outcome of the study, workshops and webinars were one of the most preferred PD activities while short academic courses were attended by the teachers. The researchers also suggested raising awareness on bottom-up CPD activities and the inclusion of bottom-up strategies in teacher education.

Mohammadi and Moradi (2017) explored change in 86 Iranian ELF teachers' perceptions of PD after attending professional development workshops. The participants in the study changed their attitudes toward self-directed professional growth positively. They offered to grant opportunities to gain a pedagogical understanding of PD and transform it into classroom experience in pre-service teacher preparation programs.

Preliminary work on PD was undertaken by Ashcraft and Ali (2013). They have taught a "Continuing Professional Growth Practicum" course for pre-service EFL teachers in an undergraduate TESOL program in the United Arab Emirates starting from 2007. With the purpose to find out the contributions of this course, they conducted a study with undergraduate students and graduate students who took this course. As a result of the course, the participants of the study reported that the course was beneficial to preparing future EFL teachers to continue learning and evolving according to the need of the era during their teaching careers.

2.8.2. Professional Development in ELT Related Studies in Turkey

By virtue of the many reforms and developments in the field of education in the last two decades, INSET trainings, a traditional paradigm, come to mind first in teacher development in Turkey. Considering that, there is a large volume of published studies determining several issues and questions have been raised about the nature, problems,

and effect of INSETs provided by MoNE to English language teachers (Çimer, 2010; Çimer, Çakır & Kırkgöz, 2007, 2008; Küçüksüleymanoğlu, 2006; Şahin & Yıldırım, 2015; Uysal, 2012; Uztosun, 2018). Almost every paper that has been written on INSETs has included a section relating to their content which was determined and designed by external authorities. According to the results of the investigations cited above, INSET programs can be structured around the needs of teachers which can be achieved by the regular needs analysis. In addition, some of this research indicates that integrating bottom-up and top-down practices in EFL teacher professional growth can be encouraged and supported.

Küçüksüleymanoğlu (2006) examined the INSET programs organised by MoNE between 1998-2005 and found the number of trainings targeting English teachers was only 122 out of 3201. Also, in his study, the number and content of INSET services for ELT teachers have been found to be inadequate by ELF teachers. The ineffectiveness of the INSETs in Turkey was also revealed in the study of Uztosun (2018). The limited number of programs, the lack of qualified trainers, and insufficient practical focus were underlined in his study. Çelik, Mačianskienė & Aytin, (2013) conducted comparative research in which they analysed the perspectives of EFL instructors working in Turkey and Lithuania. Turkish instructors evaluated their professional development experiences to be generally meaningless according to the findings. Similar results were gathered in the study of Çelik et al. (2013) with 42 Turkish university EFL instructors. Although the instructors believed that professional development was essential, the participants believed that the available career opportunities were irrelevant to their teaching practise. Uysal (2012) also underlined the lack of its impact on teachers' practices. Besides the knowledge transmission structure of INSETs, teachers' reflectivity and more practical structure of it needs to be strengthened for better teacher development. Similarly, evaluating in-service trainings from the perspective of teachers, Önalın and Gürsoy (2020) underlines demand on practical information as well as ideas for classroom application in the trainings. In their study also the teachers stated that a more practical and collaborative atmosphere can help teachers increase their professional growth. Therefore, these studies outline that integrating bottom-up and top-down practices in EFL teacher professional growth can be encouraged and supported.

Apart from top-down INSETs, many scholars in the area have concentrated on bottom-up PD programs. As noted by Daloğlu (2004) teacher involvement has an essential part in the success of PD activity. His INSET program which is based on a more

bottom-up approach was found more useful on teacher development by 42 primary EFL teachers. Similarly, one study by Atay (2008) examined action research in-service training which focused on quipping EFL teachers with research skills in their own classroom. The participants had positive perceptions of it. However, Hismanoglu's (2010) study revealed that a few English language teachers prioritise their ongoing PD even though most of them understood the value of PD. Except for mentorship, it was reported to be largely uninterested in collaborative activities because of a lack of communication, interaction, and cooperation influences with their colleagues.

Most of the studies in the literature which researched the perceptions of English language teachers were positive to PD (Irgatoglu, 2021; Eksi, 2010; Karaaslan, 2003; Küçüksüleymanoğlu, 2006; Turhan & Arikan, 2009; Ünal, 2010). However, Büyükyavuz & İnal (2008) investigated 132 in-service teachers' perceptions and practices and revealed that Turkish teachers of English were in need to be informed about what exactly PD means. At the tertiary level, Zerey (2018) conducted mixed-method research of 96 EFL instructors from different state universities to determine their perceptions and attitudes of them to self-initiated professional development. Holding a positive attitude to self-initiated PD, the instructors viewed PD activities as vital in their professional growth. Also, in the study of Babanoğlu & Yardımcı (2017), the findings showed that EFL teachers have a good attitude toward professional development themes, particularly lifelong and continuous professional growth, self-confidence, and belief in the teaching field. In line with the results of this study, Mahmoudi and Özkan (2015) discovered that professional development ideas, particularly continuing professional development, and constant and life-long learning were the important themes for both novice and experienced EFL teachers.

Regarding the perspectives of PD, the most commonly expressed descriptions were a lifelong/ongoing process and remaining up-to-date in order to preserve the professional competency of EFL teachers in Turkey throughout their careers (Atay, 2006; Babanoğlu & Yardımcı, 2017; Karakaş & Yücedağ, 2020; Şener & Çokçaliskan, 2017; Yılmaz, 2017; Yücedağ & Sevik, 2021; Zehir Topkaya & Çelik, 2016). Being open to development and willingness to learn and develop was seen to be crucial for PD by EFL teachers and instructors in Turkey in most of the studies (Çelik et al., 2013; Çelik, Mačianskienė & Aytın, 2013; Irgatoglu, 2021; Sariyildiz, 2017; Zerey, 2018).

Yumru (2015) undertook a study as part of an ELT master's program's teacher development (TD) course. Over the course of four months, 20 EFL instructors with 2-5

years of teaching experience engaged in the TD course for a total of 42 hours. Using a qualitative study approach to determine the perspectives of the most influential teacher learning activities. Self-monitoring was rated as the most significant teacher learning activity by the majority of the instructors. They learned a lot about themselves and their teaching that they hadn't considered previously. Two teachers expounded on fresh insights into what it takes to become a good teacher, stating that excellent teachers are open to feedback and willing to learn from their mistakes. In the study conducting action research was also identified as the second most significant teacher learning activity in the survey.

Different studies show that some of EFL teachers' knowledge was little on the PD activities and its concept, despite the possible benefits from such concept. In 2013, Büyükyavuz hold an investigation among the 64 Turkish teachers who teach ELF in public schools. The study aimed to find out how the teachers understand the PD concept and what do they know about PD activities. Büyükyavuz (2013) used semi-structured interviews and questionnaires to collect the data. Her study found gaps in EFL teachers' knowledge about PD activities. A course on PD and lifelong learning in the initial educations in ELT departments was suggested by Büyükyavuz as a way to familiarize EFL teachers with the PD concept.

Besides, Korkmazgil & Seferoğlu (2013) supported the idea of PD introduction in the initial education in ELT departments. Their study with 98 Turkish EFL teachers on professional development practices found that on a large scale of the teachers are ill-informed about PD practices. it was also discovered that the majority of the teachers participated in several PD activities, for instance, mandatory in-service courses and seminars, and that the perceived PD needs were mostly on improving classroom management skills, using technology, raising awareness on the target culture and so on. Given the findings of the study, only few participants joined a professional association or organisation, and it was suggested that teachers could be informed about the ways to connect with the online community of ELT in future PD programmes.

In a study that set out to determine opinions of preservice teachers on PD and preservice education, İnal & Büyükyavuz (2013) found a high willingness of the preservice teachers to join PD activities in their work life. It follows that PD concept introduction and encouraging of professional development activities in pre-service and in-service teacher training programs in Turkey might notably contribute to the ELF teachers' education programs.

CHAPTER III

METHODOLOGY

3.1. Introduction

This chapter presents the information concerning the overall research design, the settings, participants, data collection procedure, data collection tools and data analysis. All the steps taken and methods applied are given in the following sections.

3.2. Research Paradigm

It is critical to identify the concept of a paradigm in order to have a thorough idea of what a research paradigm is. Khun (1962) used it as a philosophical way of thinking while Mackenzie & Knipe (2006) define a paradigm as a worldview which is a thinking way, school of thoughts, common beliefs in the research process. This worldview embodies a discipline's ideas and values and leads to problem-solving (Creswell, 2014; Morgan, 2007; Schwandt, 2001). The way we think about a topic or issue is influenced by the research paradigm (Mertens & Hesse-Biber, 2012). “It is the conceptual lens through which the researcher examines the methodological aspects of their research project to determine the research methods that will be used and how the data will be analysed” (Kivunja and Kuyini, 2017, p.26).

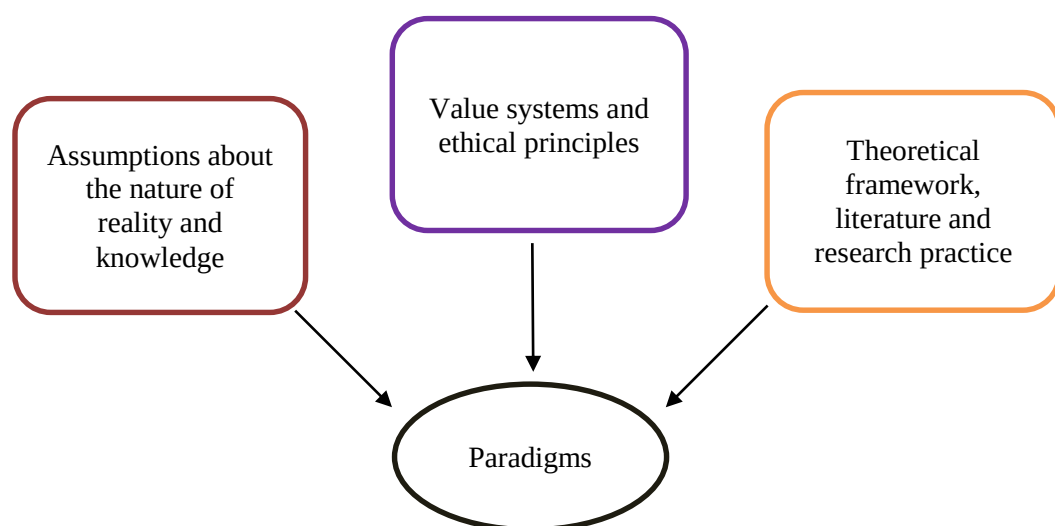


Figure 1. Factors That Influence Paradigm Selection

Source: Adapted from Chilisa and Kawulich (2012).

Three types of paradigms are highlighted in the relevant literature. The *Positivist paradigm* called as scientific method focuses on a rationalist and empiric view of philosophy to establish causal relationships. The truth is single and universal and knowledge is constructed according to objective observations and measurements (Husén, 1988). Unlike the positivist paradigm, reality is constructed socially in the *interpretivist/constructivist research paradigm*. Perspectives of individuals on a topic shape the research and research try to generate a theory or a meaning from their views of the situation (Creswell, 2014). The *pragmatic paradigm* opposes the idea of using a single method to reach the truth and hold a view which is more practical and pluralistic (Kivunja and Kuyini, 2017). In this paradigm, researchers concentrate on the research problem and employ all possible methodologies to comprehend the issue completely, therefore, the emphasis in the research is on what the problem is and how to solve that problem (Creswell, 2003).

Considering the paradigms highlighted in the literature, this study holds the pragmatic paradigm by the virtue of its multiple data collection tools and methods which is both qualitative and quantitative to discover the changing reality of the issue which depends on the participants, research settings and procedures.

3.3. Research Design

This study adopts a mixed-method design. The first phase of the research commenced by collecting quantitative data and qualitative data simultaneously to understand perceptions of prospective English teachers on characteristics of a professional English language teacher, Professional development activities and expectations of them from the Professional Development course before they took it. After the course started, a reflective paper which is a qualitative data tool was asked from participants to understand more what they think about the content of the course in which different professional development activity introduced. The third phase took place after the course completion. The participants were asked to fill out the questionnaire and have an interview about their perception of the quality of professional English language teacher, professional development activities and their opinions on the course given. All data is analysed separately first and later combined to be interpreted to answer the research questions.

This study has an intention to discover the possible contribution of a rare course about professional development. It seeks to reveal what changes participants have in perception level on the given topics after the course. Therefore, this study has f following questions and the data collection and analysis tools are elicited in the following Table 4.

Table 4.

Research Design

<i>Research questions</i>	<i>Research tools</i>	<i>Analysis tools</i>
1) What are the contributions of the Professional Development course on the professional development of prospective English language teachers at Çukurova University?	Pre/post Questionnaires including both Likert type and open-ended questions Pre/ post Interviews	SPSS 25.0 Thematic analysis Otranscribe
2) What are the perceptions of the participants before and after taking the course on; - a professional English language teacher, - professional development, - professional development activities?	Pre/post Questionnaires including both Likert type and open-ended questions Pre/ post Interviews Reflection papers	SPSS 25.0 Thematic analysis Otranscribe
3) What do the participants feel and think about their own professional development in English Language Teaching field before and after the course?	Pre/post Questionnaires including both Likert type and open-ended questions Reflection papers	SPSS 25.0 Thematic analysis Otranscribe

3.4. Research Setting

This study was conducted during the spring term in the 2019-2020 academic year in English Language Teaching Department at Çukurova University, a state university in Adana, Turkey. In this department, preservice English language teachers get four years of education with one-year English preparatory education in the School of Foreign Languages if they fail to pass the English language exam which is taken before the start of the academic year. Preservice teachers get both obligatory and elective courses comprising necessary field knowledge, pedagogic knowledge, and general knowledge in the department.

In the first year, students of the ELT department receive intensive courses on improving English language knowledge and skills such as speaking, reading, listening,

pronunciation and writing. Additionally, Introduction to Education, Sociology of Education, Psychology of Education and Philosophy of Education lessons are given as the basis of pedagogic knowledge in the first year. For the following two years, the teacher education in the department is centred on understanding theories and methodology in various contexts of teaching the English language. Besides approaches and methods in language education, English Literature, Linguistics, Critical Reading and Writing and Language Acquisition courses are given on field knowledge in the second-year teacher education. As pedagogical education, Educational Research Methods, History of the Turkish Education and English Language Teaching Programs are taken by preservice teachers. Along with those obligatory courses, Professional Knowledge, Language and Society, World Englishes and Culture, Drama in English Language Teaching and

New Approaches to English Language Teaching as elective courses are offered. Preservice English language teachers take Classroom Management, Teaching English to Young Learners, Instructional Methods in ELT, Teaching Language Skills, Literature and Language Teaching, Measurement and Evaluation and Instructional Technology and Material Development courses besides learning French as a second foreign language. As optional courses students are able to choose Teaching English for Specific Purposes, Drama Shakespeare, Sociolinguistics, Corpus Literacy in Foreign Language Teaching, Drama in ELT and Applications in Research Methods. Material development and English evaluation lessons are taught in the last year of ELT education. Also, prospective English language teachers are obliged to complete a teaching practicum. Alongside practicum experience, the ELT department provides obligatory courses in the last year of teacher education such as Turkish Educational System and School Management, Guidance, Foreign Language Teaching Material Evaluation, Psycholinguistics, Teaching Turkish as a Foreign Language, Turkish Educational System and School Management, Testing and Assessment in Foreign Language Teaching, Discussion Skills and Professional Development.

This research set out to examine the contribution of the Professional Development course given in the last term of the fourth academic year in the ELT Department of Çukurova University. This rare course will be mentioned in the following subsection in detail.

3.4.1. Professional Development Course

A professional development course is offered in ELT Department of Çukurova

University as an optional course in the last spring term of teacher education program aiming at preparing prospective English language teachers for their further career and raising awareness on lifelong learning opportunities in their career. This course is a rare course among the English language teacher development programs as PD might be considered as the latter training of English teachers such as INSETs. It was first offered two hours per week in the spring term of the 2017-2018 academic year. This research was carried out in the 2019-2020 academic year and the course was given from 10th of February until 22nd of May in 2020. While it was designed as a face-to-face class, it had to be turned into online classes after the COVID-19 outbreak had occurred.

The professional development course takes the following list of assumptions regarding the nature of teacher development which is adopted from Richards and Lockhart (1994, p. 3-4).

- An informed teacher has an extensive knowledge base about teaching.
- Much can be learned about teaching through self-inquiry.
- Much of what happens in teaching is unknown to the teacher.
- Experience is insufficient as a basis for development.
- Critical reflection can trigger a deeper understanding of teaching.

Therefore, the course content cover aims to increase the awareness of ELT students on how to be reflective teachers in their careers. It is aimed to cater to ELT students with the knowledge of activities to boost their continuing professional development during their whole career. On the spotlight of this goal, this course bestows to be familiar with professional associations, book publishers, journals, online sources such as courses, professional examinations, professional conferences, workshops, techniques for self-monitoring, teacher support groups, peer observation, researching in their own classes and creating a teaching portfolio. Also, it includes discussions and presentations on various topics related to PD (see Appendix 4).

As one of the classroom activities, students are asked to form groups and given a task to choose an appropriate English coursebook for the predetermined group of students from a list of book publishers. Later as a group, they present the book and the reasons to choose it to their friends. In such a way students get familiar with different book publishers and different coursebooks for teaching English. Another activity is about searching journals in ELT. In this activity, each student chooses and identifies a journal regarding the audience of it, how to access and what kind of information it includes. They

present their journal to other students and raise awareness on many journals in the field. Similarly, another activity is to search online or face to face seminars, conferences and workshops available in Turkey or other countries. For raising awareness on the internationally known English language exams, students were asked to search about professional examinations and identify the samples of them to have a discussion on them in the classroom with their peers later. Also, during the course, the students are asked to record their video and audio in their teaching practice in the practicum schools and bring it to the course to show and identify with their friends voluntarily. This allows them to experience reflective teaching in their practicum. Moreover, for reflective teaching, they were asked to perform a peer observation in their practicum schools to experience a collaborative way of PD. The course aims to raise awareness on action research as a PD tool and so students ask to create an action research plan for the aspect they want to improve or search in their teaching practice in the practicum. If it is feasible, they are asked to perform this action research plan to get more insights into this PD activity. Regarding the intervention of the COVID-19 pandemic, some of these activities were not possible to apply during the academic year this research took place. Therefore, students were assigned some videos including the insights of some teachers who applied the PD activities in their classrooms.

As a resource book, “Professional Development for Language Teachers: Strategies for Teacher Learning” by Richards and Farrell (2005) was used.

3.5. Participants

The participants in this study were enrolled in the course titled "Personal and Professional Development" which was given in the fourth year of the ELT Department at the Çukurova University in Adana, Turkey. For the selection of participants for the research, due to the limited amount of prospective English language teachers available and accessible, the convenience sampling method which entails selecting the closest individuals to participate in the study (Cohen, Manion & Morrison, 2002; Creswell, 2009; Dörnyei, 2007; Fraenkel, Wallen & Hyun, 2012) was used to answer the research questions.

For the quantitative part of the research, 53 (34 females and 19 males) last year students of the ELT department volunteered in the initial questionnaire before the course started. Later at the end of the course, the questionnaire was filled out by 46 (30 females

and 10 males) students because some participants were not willing to continue to participate in the study due to the COVID-19 pandemic.

In the second phase, 10 of those ELT students participated in semi-structured interviews before and after the course after being given necessary information related to research and informed about their participation. Before the course, the researcher had face to face interviews with these 10 students which were recorded. Nine of the participants in the pre-interviews were female and one was male. After the course finished, those participants were asked to join post-interviews about the course. Because of the COVID-19 pandemic, the interviews were conducted through phone calls and two participants were excluded from the study as they wished to do so. Therefore, the post-interviews were conducted with eight participants who are all female.

During the course, students were requested to fill a guided reflection paper to gather data on their perceptions and feelings about the professional development activities which were covered in the course each week. However, because of the COVID-19 pandemic, the reflection papers were asked to be filled three times in total during the course. The first reflection paper was given as a document to be filled by 45 participants, the second reflection paper was filled by 20 participants and sent through email. For the last reflection paper, nine participants were able to send their reflections on the PD activities.

3.6. Data Collection Instruments

In this study, a variety of data collection tools were applied for the triangulation of data and to have a full picture to answer research questions in various aspects. Using triangulation of both qualitative and quantitative methods improves the data dependability, validity, and credibility of the research (Mathison, 1988; Carter et al., 2014). Patton (1999) and Denzin (1978) view triangulation as a means of assuring data by broadening one or more of the four elements in research namely; the methods, investigator, theory and data source.

Table 5.

Details about Data Collection Tools

Data Collection Tools	Details about Data Collection Tools
Pre-Questionnaire	53 voluntary participants Both Likert-scale items and open-ended questions included Analysed using by SPSS 25.0 Coding and thematic analysis applied
Pre-Interviews	10 voluntary participants Semi-structured Face to face Audio recorded Transcribed Coding and thematic analysis applied
Reflection papers	First reflection paper- 45 voluntary participants Second reflection paper – 20 voluntary participants Third reflection papers – 9 voluntary participants Guided reflection papers Coding and thematic analysis applied
Post-Questionnaire	48 voluntary participants Both Likert-scale items and open-ended questions included Analysed using by SPSS 25.0 Coding and thematic analysis applied
Post- Interviews	10 voluntary participants Semi-structured Through phone calls Audio recorded Transcribed Coding and thematic analysis applied

3.6.1. Questionnaire

With the aim of an in-depth investigation of the possible contribution of the PD course and to be able to gather data from more respondents, a questionnaire was applied as a source of quantitative data. Questionnaires are one of the popular ways of collecting data in social sciences and are defined as any written tool that asks respondents to reply to a range of statements or questions by writing their replies or opting from a list of pre-prepared responses (Brown, 2001; Dörnyei & Taguchi, 2009).

In this research, before and after the PD course, questionnaires were conducted to gather data on perceptions on the qualities of a professional English teacher, perceptions

towards professional development, perceptions on professional development activities, expectations from the PD course and the current feelings of participants about their professional development in ELT. The pre-and post-questionnaires included almost the same items except for the tense choices of some parts in the questionnaires.

Since most of the studies have been conducted in a qualitative design and with in-service teachers, a questionnaire including both Likert-scale items and open-ended questions was designed after a careful review of the literature. In the literature, the Likert scale is used in social studies commonly as a cost-efficient tool which enables efficient use of time (Munn & Drever, 1990) and defined as psychometric scales with many categories from which respondents can choose the scale which helps to express their ideas, attitudes, or feelings about an issue (Busch, 1993; Cohen, Manion & Morrison, 2002; Johns, 2010). In the developing process, after reviewing similar studies (e.g., Brosh, 1996; Oder, 2008; Arikan, 2010; Park & Lee, 2006; Çelik et al., 2013; Karaaslan, 2003; Ekşi, 2010; Mohammadi & Moradi, 2017) 44 items were gathered. Later, opinion of an expert was asked about the items. Some overlapping items were eliminated, rewritten and reorganised. It was given attention to keep the items and questions as brief and clear as possible in the questionnaire. Later it was piloted with 12 participants from the target group. In the piloting, participants' opinions about the clarity of the items and questions were taken. According to the comments of the participants and the expert, one part which included Likert- scale items turned into an open-ended question to get more qualitative data to answer the related research question. The Cronbach Alpha value was found as .836 for the entire test.

The questionnaire has an introduction part in which the participants were informed about research and the confidentiality of them. After participants were asked to write their age and chose their gender as getting demographic information, the Likert scale and open-ended items were given. In the first section, participants were given 15 Likert scale items which were formed after a careful review of literature about the qualities of a professional English language teacher. In the second part, the perception of participants on professional development was measured with 10 Likert scale items. To understand the awareness of participants on the professional development activities, one open-ended question was included in the third section which was Likert scales for the activities at the initial version of the questionnaire but then modified in line with the comments of the participants in the piloting phase and the supervisor professor. In the fourth section, the participants' expectations from the course and current feelings on their professional

development in ELT were elicited through survey items. Three sentence-completion items were also included to elicit information on what they want to learn about, understand and develop. Finally, six Likert- scale items were used to comprehend their current feelings about their professional development in the field. In total, the questionnaire comprised of 35 items to be able to answer the research questions (see Appendix 1).

3.6.2. Interviews

To gain in-depth insights on the research topic, interviews are used widely in the educational research methodology, in particular, to gather qualitative data. Interviews are generally characterized as conversations having an aim and direction for gaining information and understanding on the world of participants by expressing their feelings and opinions with their own words (Kvale, 2008; Barlow, 2010). Pertaining to the research questions, dialogues in which both a researcher and participants involve (deMarrais, 2004) occur in interviews as qualitative data. Patton (2002) and 2004) indicate interviews as a source of direct quotations from feelings as well as experiences and opinions of participants. Therefore, for getting a deeper understanding of the perceptions and feelings of participants in this research, interviews were used to gather qualitative data.

As a qualitative data collection tool, interviews have various shapes for different reasons and purposes. Interviews are categorised as structured interviews, focused interviews, in-depth interviews by Yin (2009). In a similar way, interviews are classified as organized, semi-structured, unstructured, or informal by Barlow (2010). Depending on the research questions in this study, a semi-structured interview was chosen to collect qualitative data for a broad understanding of the contribution of the professional development course for the participants, their perspectives on professionalism and professional development. The semi-structured interviews are guided by a list of questions in regard to the research questions with an aim to reveal a broader understanding over the research subject (Merriam, 2002). In semi-structured interviews, Flick (2018) offers room for flexibility to the participant of the study to express opinions and perspectives more freely without too much dependence on the list of predetermined questions of the interview. Considering that, the researcher used a list of questions prepared beforehand to ask the interviewees; however, room for flexibility was allowed

during the interviews. The researcher was not strict about the exact wording and timing of the questions.

A list of questions (see Appendix 2) was designed both in English and in Turkish after a careful review of literature by the researcher and with the guidance of academics and experts in the field. After forming the interview questions, the participants were chosen by the convenience sampling method. Among the last year students who took the PD course, 10 participants, one male and 9 females, who also submitted the questionnaire volunteered in the pre-interview while later in post-interviews two participants decided to leave the research project due to the negative effects of the COVID-19 pandemic on their education. Thus, the post interviews were implemented with eight female volunteer participants. Before the interviews, the participants were informed of the research project and their confidentiality. The researcher purposefully conducted all interviews in Turkish, the native language of all participants, to ensure that the interviews flowed like a regular conversation, the comfort of participants and the clarity of their utterances of feeling and opinions. The pre-interviews were held face to face and audio recorded after getting the interviewees permission. For the post-interviews, the participants were invited to have interviews through a phone call because of the COVID-19 pandemic. The post-interviews were also recorded with the permission of participants and transcribed for thematic analysis. Each of the pre-interviews lasted 3-9 minutes while the post-interviews were ranging from 11 to 37 minutes. The following Table 6 details each interview.

Table 6.

Demographics and Durations of the Interviews

<i>Participants</i>	<i>Gender</i>	<i>Pre-interview</i>	<i>Post-interview</i>
Participant I	Female	7 minutes	-
Participant II	Female	3 minutes	13 minutes
Participant III	Female	5 minutes	17 minutes
Participant IV	Female	9 minutes	11 minutes
Participant V	Female	6 minutes	15 minutes
Participant VI	Female	7 minutes	37 minutes
Participant VII	Female	6 minutes	14 minutes
Participant VIII	Female	8 minutes	23 minutes
Participant IX	Male	4 minutes	-
Participant X	Female	4 minutes	16 minutes

During the interviews, the interviewer took notes as McKay (2006) claims that note-taking allows researchers to remember some topics and form additional questions and helps the analysis process of the data by underlying important facts in the interview. Therefore, in the analysis process of the qualitative data from the interviews the researcher benefited from the notes which were taken during interviews. The researcher transcribed the interviews herself since transcribing research data allows researchers to immerse themselves in the content (Hesse-Biber & Leavy, 2006).

3.6.3. Reflection papers

Reflective papers are seen as a tool encouraging students to think and examine their learning process critically (Lee, 2008; Gleaves, Walker & Grey, 2008), and it is believed that using reflective papers can lead to improved teaching and professional development by requiring teachers to be active and reflective in the teaching process (Rodgers, 2002).

For this study, reflective papers were given to reveal the reflections of the last year ELT students on the topics covered in professional development activities during the Professional Development course. The students reflected on the topics three times during the course. For a complete reflection, giving examples or guiding tools is considered to

be quite beneficial in terms of encouraging the reflections of the students (Britton & Anderson, 2010). With this very aim, the researcher prepared a template (see Appendix 3) to foster critical reflections of the participants. The template included seven uncompleted sentences to guide the prospective ELT teachers during their reflections. The template aimed to uncover the opinions and feelings of participants regarding course content in which different continuing professional development activities are introduced with examples. In the analysis part of the reflection papers, thematic analysis was implemented.

3.7. Data Collection Procedure

This research was undertaken in the spring term of the 2019-2020 academic year. Before the course titled “*Personal and Professional Development*”, the researcher held a meeting with the last year ELT students who registered for this course and informed them about the aims and data collection procedure of the research and their rights and confidentiality. In this meeting, the participants were asked to fill the pre-questionnaire and were later invited to have an interview. For the pre-questionnaire 53, last year students of the ELT department volunteered and with 10 of them the researcher conducted face to face interviews which were audio-recorded and transcribed immediately after. The researcher analysed the qualitative and quantitative data immediately after data collection.

During the course, participants were asked to write reflection papers regarding the topics covered in the course at the end of each four weeks. The first reflection paper was given by the lecturer in the class to fill later. After the COVID-19 pandemic outbreak, the second and third reflection papers were sent via the online platform which was used to give the course. During the pandemic, the course was given online and supported with extra videos related to the course content. Although the participants were encouraged to continue writing reflection papers, because of the pandemic conditions most of the participants was unwilling and quit reflecting on what they learned. Therefore, the first reflection papers from 45 participants and the second reflection papers from 20 participants were submitted. Finally, nine participants were willing to send the final reflection papers.

At the end of the course, the post-questionnaire was formed as a Google Forms online questionnaire and sent to the participants through WhatsApp, Instagram and

Facebook to contact the participants quickly. For the post-questionnaire, 46 participants joined while seven participants from the first questionnaire left the research by claiming that they were inactive participants of online courses during the COVID-19 pandemic. While waiting for the completion of questionnaires, students were contacted to schedule the post-interviews. Eight participants were interviewed through phone calls and all was recorded and transcribed for data analysis.

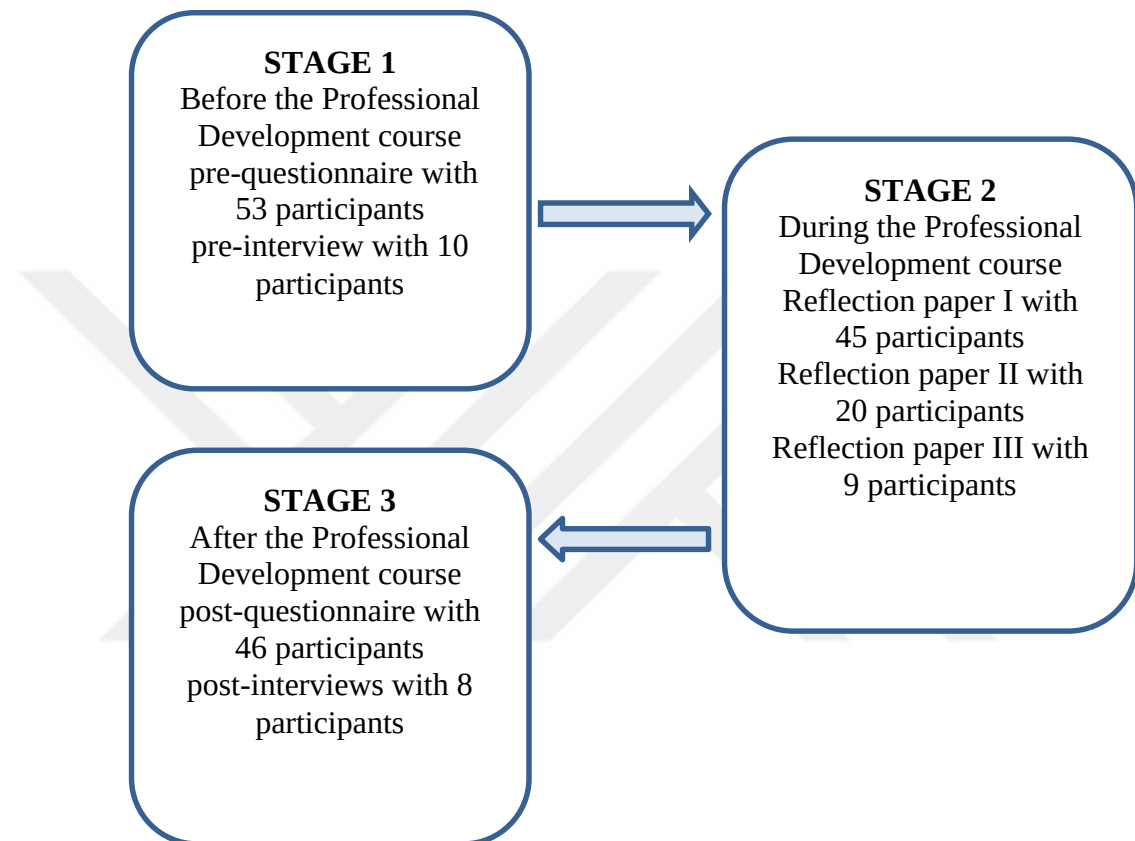


Figure 2. Data Collection Procedure of the Research

3.8. Data Analysis

With the aim of answering the research questions for this study, the qualitative and quantitative data were analysed independently after each set of data was collected. In order to analyse the qualitative data which were collected by pre and post questionnaires, Statistical Package for the Social Sciences (SPSS) 25.0 was employed. In the analysis of the open-ended questions in the pre and post questionnaires, the researcher implemented thematic analysis to describe and understand the data gathered.

Flick (2014) describes the qualitative data analysis phase as a process in which linguistic or visual materials are classified and interpreted to see the full picture with implicit and explicit dimensions of the data. Patton (2002) states that there is no single

way or technique as a challenge in the analysis of qualitative data because of the interpretative nature of qualitative data, there is only guidance. In line with that, the researcher resorted to the thematic analysis in order to interpret the data from the semi-structured interviews and reflection papers. In thematic analysis, qualitative data is identified, analysed and reported as patterns within a data corpus (Scharp & Sanders, 2019) to establish a meaning between concepts and the ideas of participants (Alhojailan, 2012). Braun and Clarke (2006) offered a six-step framework for thematic analysis. This study adopts their framework which is explained in detail in Table 7.

Table 7.

Phases of Thematic Analysis

Phase	Description of the process
1. Familiarizing self with the data	Transcribing data (if necessary), reading and re-reading the transcripts.
2. Generating initial codes:	Arranging and coding the data in a systematic way across the whole data set
3. Searching for themes:	Assembling the codes into possible themes.
4. Reviewing themes:	Validating the themes in relation to the codes and the whole data set and organizing a thematic 'map' of the analysis.
5. Defining and naming themes:	Analyzing the core of each theme and explaining the prime aims of them by defining clear terms and names for each of them.
6. Producing the report:	Creating a final remark for the analysis. Choosing interesting and important examples and developing a scholarly report of the analysis.

Note. Adopted from Braun & Clarke (2006, p. 87)

Firstly, the researcher used Otranscribe which is an online platform for transcribing audio materials to turn audio recorded interviews into written documents. All the interviews were transcribed by the researcher and the researcher familiarized herself with the interview data by listening to the recording many times during transcribing. After the first step of data analysis, which is preparing and organising the data (Creswell, 2013), the six-step framework for thematic analysis of Braun and Clarke (2006) was followed for interviews and reflection papers.

CHAPTER IV

FINDINGS

4.1. Introduction

The primary aim of this chapter is to display the findings obtained by the questionnaires, interviews and reflection papers. While SPSS 25.0 and Excel were used for the analysis of quantitative data, qualitative data from interviews and reflection papers were analysed through thematic analysis. To provide the findings with the essential assumptions and students' opinions on particular issues, data from the quantitative and qualitative tools were merged in the analysis.

4.2. Perceptions on a Professional English Teacher

This section deals with identifying the perceptions of the students on the qualities of a professional English teacher. Moreover, the first dimension which includes 15 items in the questionnaire were given before and after the Professional Development course to understand if the course has any effect on the perceptions of the students on the qualities of a professional English teacher. In addition to that Likert-type questionnaire, pre and post-interviews included the same questions for validity and revealing more qualitative data in this dimension of the research.

The following Table 8 provides frequencies, percentages, means, and standard deviations of items related to qualities of a professional English language teacher before the PD course. The mean values ranged between 4.92 and 2.30 for the dimension. The average mean value was 4.50 which shows that the perceptions of the participants on the first dimension are high.

Table 8.

The Qualities of a Professional English Teacher Before the Professional Development Course

ITEMS						Total	M	SD
	Very Important	Important	Moderately Important	Slightly Important	Not Important			
1. A professional English teacher is fair to all students.	45 84.9 %	6 11.3 %	1 1.9 %	1 1.9 %	0 0%	53 100 %	4.79	.567
2. A professional English teacher communicates with his/her students in an effective way.	50 94.3 %	2 3.8% %	1 1.9 %	0 0% %	0 0% %	53 100 %	4.92	.331
3. A professional English teacher motivates his/ her students to learn.	44 83.0 %	7 13.2 %	2 3.8 %	0 0% %	0 0% %	53 100 %	4.79	.495
4. A professional English teacher cares about his/ her students' needs.	39 73.6 %	10 18.9 %	4 7.5 %	0 0% %	0 0% %	53 100 %	4.65	.623
5. A professional English teacher has good pedagogical knowledge.	38 71.7 %	10 18.9 %	5 9.4 %	0 0% %	0 0% %	53 100 %	4.62	.657
6. A professional English teacher is able to reflect on his/her teaching critically.	41 77.4 %	7 13.2 %	5 9.4 %	0 0% %	0 0% %	53 100 %	4.67	.648
7. A professional English teacher is enthusiastic for teaching.	37 69.8 %	12 22.6 %	4 7.5 %	0 0% %	0 0% %	53 100 %	4.62	.631
8. A professional English teacher knows about curriculum and education programs.	28 52.8 %	21 39.6 %	2 3.8 %	1 1.9 %	1 1.9% %	53 100 %	4.40	.817
9. A professional English teacher knows about teaching materials and their adaptation.	36 67.9 %	14 26.4 %	1 1.9 %	2 3.8 %	0 0% %	53 100 %	4.58	.719
10. A professional English teacher has good knowledge of classroom management.	40 75.5 %	12 22.6 %	1 1.9 %	0 0% %	0 0% %	53 100 %	4.74	.486
11. A professional English Teacher follows the changes and improvements in her/his field.	38 71.7 %	12 22.6 %	3 5.7 %	0 0% %	0 0% %	53 100 %	4.66	.586
12. A professional English teacher improves herself/himself professionally and continues lifelong learning.	42 79.2 %	9 17.0 %	2 3.8 %	0 0% %	0 0% %	53 100 %	4.75	.515
13. A professional English teacher is able to establish a good relation (rapport) with students.	32 60.4 %	15 28.3 %	5 9.4 %	1 1.9 %	0 0% %	53 100 %	4.45	.822

14. A professional English teacher is competent in the English language.	36 67.9 %	12 22.6 %	4 7.5 %	1 1.9 %	0 0%	53 100 %	4.57	.721
15. A professional English teacher has more than ten years of experience in teaching.	2 3.8%	4 7.5%	12 22.6 %	25 47.2 %	10 18.9%	53 100 %	2.30	.992
							Average mean 4.50	

As it is presented in the table, a great number of the students in the study (n=50 and 94.3%) think that a professional English teacher communicates with his/her students in an effective way. Two of the students (3.8%) think that it is important and 1.9% of them think that it is slightly important. The item received the highest mean score (4.92) in the dimension. When it comes to the item which has the minimum mean value (2.30), 25 participants reported slightly important for “A professional English teacher has more than ten years of experience in teaching.” while 12 (22.6%) participants reported moderately important and 10 participants (18.9%) thinks that it is not important.

In addition to quantitative data, the interviews before the PD course included a question to reveal the perceptions of the students on the qualities of a professional English teacher. The characteristics interviewers mentioned were categorised under four themes, namely; personality features, pedagogical knowledge and skills, subject matter knowledge and skills and professional attitudes.

As personality features, last year students mentioned that a professional English teacher should be open-minded, patient, self-confident, fair, well-organised, ethical and moral, effective in multi-things except for teaching and a good communicator.

P2: ...a teacher always needs to be patient, if we talk about the teacher's own characteristics, she needs to be patient, she needs to feel confident and be self-confident because this is something that can be reflected on the student.

P4: she/he must be objective. I expect his/her to manage the class in a way that will meet students' own interests and needs, without grouping students according to their success or, if you want to talk in more detail, according to their religion, language, or race.

One of the most mentioned themes was pedagogical knowledge and skills. Classroom management, having a good understanding of learner psychology and having academic knowledge and skills were frequently mentioned by the participants.

P9: *I think they should be calm, manage the situations well and should be able to control various classroom situations. He/she should have good communication both in the classroom and outside the classroom with the students.*

P3: *Actually, this is a very comprehensive thing, but first of all, she/he has to be an expert in his/her job, so she/he has to develop himself/herself about theories. She/he needs to understand his psychology, I think this is one of the most important things and he needs to keep himself open to continuous development. So, he/she must be in constant evolution. and I think she/he should receive training to improve and change the conditions she/he is in. Because the things that we will have in teaching in the future will be limited. There will be limited things that we can reach, what needs to happen to develop them, she/he must have received training for this. How can we improve? Or how we can use what we have.*

Having a good skill on the subject knowledge, in other words having a good skill of English language is also seen as one of the qualities of a professional English teacher.

P7: *I think this is the problem of our country, but they should be able to speak, they should be able to master English.*

P10: *Of course, I think that one of the most important things is to use the language well.*

Another quality stated by the participants is professional attitudes. Being open to continuous development and changes, following changes and innovations and having the need for growth were the subcategories of professional attitudes.

P5: *She/he should be constantly open to self-improvement; he/ she should not say to be complete. She/he should attend conferences as much as she/he can.*

P8: *She/he should be open to innovation, so she/he should be able to improve herself/himself. Must be able to monitor changes at any time. For me, a professional teacher should be a person who is completely open to changes.*

P10: *I think one of the most important things is to be able to follow new developments in the field of education and to adapt them successfully to the classroom.*

Results from the questionnaire after the PD course were given with the percentages, mean values and standard deviation for each item in Table 9 below. The mean values of the items differentiated between 4.86 and 2.45. The mean average mean value found as 4.54 which can be inferred as the perceptions of the participants on the qualities of a professional English language teacher are high. When it was compared with the average mean of the prior questionnaire (4.50), there is almost no difference between them.

Table 9.

The Qualities of a Professional English Teacher after the Professional Development Course

ITEMS			Very Important	Important	Moderately Important	Slightly Important	Not Important	Total	M	SD
1.	A professional English teacher is fair to all students.	38 82.6 %	4 8.7% %	3 6.5 %	1 2.2 %	0 0% %	46 100 %	4.71	.688	
2.	A professional English teacher communicates with his/her students in an effective way.	43 93.5 %	1 2.2% %	1 2.2 %	1 2.2 %	0 0% %	46 100 %	4.86	.541	
3.	A professional English teacher motivates his/ her students to learn.	38 82.6 %	6 13.0 %	2 4.3 %	0 0% %	0 0% %	46 100 %	4.78	.512	
4.	A professional English teacher cares about his/ her students' needs.	35 76.1 %	6 13.0 %	4 8.7 %	0 0% %	0 0% %	46 100 %	4.63	.741	
5.	A professional English teacher has good pedagogical knowledge.	33 71.7 %	11 23.9 %	2 4.3 %	0 0% %	0 0% %	46 100 %	4.67	.559	
6.	A professional English teacher is able to reflect on his/her teaching critically.	35 76.1 %	9 19.6 %	1 2.2 %	1 2.2 %	0 0% %	46 100 %	4.69	.627	
7.	A professional English teacher is enthusiastic for teaching.	34 73.9 %	8 17.4 %	3 6.5 %	1 2.2 %	0 0% %	46 100 %	4.63	.710	
8.	A professional English teacher knows about curriculum and education programs.	29 63.0 %	14 30.4 %	3 6.5 %	0 0% %	0 0% %	46 100 %	4.56	.620	
9.	A professional English teacher knows about teaching materials and their adaptation.	35 76.1 %	8 17.4 %	2 4.3 %	1 2.2 %	0 0% %	46 100 %	4.67	.668	
10.	A professional English teacher has good knowledge of classroom management.	36 78.3 %	7 15.2 %	3 6.5 %	0 0% %	0 0% %	46 100 %	4.71	.583	
11.	A professional English Teacher follows the changes and improvements in her/his field.	35 76.1 %	6 13.0 %	3 6.5 %	2 4.3 %	0 0% %	46 100 %	4.60	.802	
12.	A professional English teacher improves herself/himself professionally and continues lifelong learning.	41 89.1 %	3 6.5% %	2 4.3 %	0 0% %	0 0% %	46 100 %	4.84	.469	
13.	A professional English teacher is able to establish a good relation (rapport) with students.	36 78.3 %	6 13.0 %	3 6.5 %	1 2.2 %	0 0% %	46 100 %	4.67	.700	

14.	A professional English teacher is competent in the English language.	34 73.9 %	9 19.6 %	2 4.3 %	1 2.2 %	0 0%	46 100 %	4.65	.673
15.	A professional English teacher has more than ten years of experience in teaching.	5 10.9 %	6 13.0 %	9 19.6 %	11 23.9 %	15 32.6 %	46 100 %	2.45	1.361
								Average mean 4.54	

In the post questionnaire, of the 46 participants who completed the questionnaire, more than half of them indicated that “*A professional English teacher communicates with his/her students in an effective way*” is very important. This item received the highest mean score among the items in the dimension.

The item obtaining the lowest mean score was “*A professional English teacher has more than ten years of experience in teaching*” It can be inferred that the majority of the participants (32.6%) think it is not important to have ten years of experience in teaching for being a professional English language teacher.

After analysing the post questionnaire, post-interviews were also identified for a deeper understanding of the results on the topic. Personality features, pedagogical knowledge and abilities, subject matter knowledge and skills, and professional attitudes were the four themes mentioned in the interviews.

In the post-interviews last year students stated that a professional English teacher should be open-minded, respectful and a good communicator as personality traits. A few of them underlined being a humanist and a good role model and having great knowledge of the world as personal qualities.

P4: *I think that a professional English teacher should have a quality that is being open to self-renewal, open-minded, loving to read and research, and loving people, especially since we deal with language and culture.*

As for pedagogical knowledge and skills, it was revealed that the participants care about the development academically and some of them focus on caring about students’ needs. One of the participants also stated that a professional English teacher should be experienced.

P1: *In my opinion, a professional teacher is an experienced teacher. Because the more experienced you are, the more you will give to your students. For example, I do not think that teachers who have not done any internship and have not worked in another place before, will not contribute much to the students.*

P5: *A professional English teacher should be open to self-development. She/he should not behind the curriculum behind the era, I think she/he should also be concerned with what young people are interested in and what students are interested in. So, she/he should keep up with their generation. I should establish good communication with them, I'm talking about a respectful professional relationship.*

Another point is that the importance of having good skills of English language and the skills of teaching English subject was underlined by the participants of the post-interview.

P6: *...at the same time, of course, knowledge of English etc. is important, but he also needs to know how to convey this, so he needs to think about how to communicate with students, how to convey my knowledge to students correctly and develop himself accordingly.*

A surprising result is that professional attitudes were one of the sub-themes which were mentioned the most in the post-interviews. The most frequent code in the post-interviews about the qualities of a professional English teacher was being open to change. Some of the participants thought that it is really important to be open to continuous development besides being open to change.

P10: *First of all, as we learned in this lesson, I think that she/he should be open to innovations and continue to improve herself/himself. This is not a fixed process, it is not something that can be solved in a four-year period, I expect her/him to understand this. Apart from that, I expect everyone to internalize the differences in their class, each student has a different background and to be able to organize activities according to these.*

P7: *I support that a professional English teacher should have a very innovative feature. In other words, we are in a constantly evolving and changing world, and I think that especially English teachers should be innovative in this sense since language is a constantly evolving and changing thing in this sense*

To explore whether there is a considerable difference in the scores regarding the qualities of a professional English language teacher before and after the PD course, firstly Normality Test was computed for determining the appropriate test to use. It was found that the scores were not distributed normally. Therefore, Wilcoxon Signed Ranks Test was computed as a nonparametric test.

Table 10.

Wilcoxon Signed Ranks Test Results of the Qualities of a Professional English Teacher Before and After the Professional Development Course

Scores	Ranks	N	Mean Rank	Sum of Ranks	Z	P
PET after- PET before	Negative	20	21.58	431.50	-.251	.802
	Positive	22	21.43	471.50		
	Ties	4				
	Total	46				

Considering the results of the Wilcoxon Signed Ranks Test as in Table 10, the results revealed no significant difference with $z = -.251$ and $p > .05$. The means of the ranks do not differ considerably. Taken together, these results show that there is no significant effect of the PD course on the perceptions of the participants regarding the qualities of a professional English teacher.

However, when the pre- and post-interviews were compared, it was obviously seen that the most mentioned subthemes were personality features ($f=10$) and professional attitudes ($f=10$) while in the pre-interview, participants mentioned mostly pedagogical knowledge and skills ($f=14$). Table 11 shows more detail about frequencies in the subthemes and codes of the pre and post interviews.

Table 11.

Findings from Interviews: Perceptions of ELT Prospective Teachers on the Qualities of a Professional English Teacher

Sub-themes	Codes	Pre-interview (f)	Post-interview (f)
Personality features	Fair	2	-
	Organized	1	-
	Patient	1	-
	Self-confident	1	-
	Being open-minded	1	3
	Good role model	-	1
	Effective in multiway	1	-
	Good communicator	3	2
	Having a great world knowledge	-	1
	Humanist	1	1
	Respectful	-	2
Pedagogical knowledge and skills	Classroom management	3	-
	Developed as academically	4	2
	Having a great understanding of learner psychology	3	-
	Being creative, adaptive, and flexible	1	-
	Cares about his/ her students' needs.	3	3
	Experienced	-	1
Subject matter knowledge and skills	Having good skills of English	2	2
	Skills for teaching English	-	3
Professional attitudes	Open to continuous development	3	3
	Open to changes	2	4
	Following the changes	2	1
	Having the need for growth	1	-
	Knowing the ways of self-development	-	1
	Love to read and research	-	1

Regarding professional attitudes, it was revealed that the perspectives of some participants were changed. After the course, some of the participants (P1, P4, P5 and P6) had a vision that a professional English teacher should be open to changes and continuous development in their career even though they didn't state that in their pre-interviews. For instance, in the pre-interview Participant 6 (P6) focused on mostly subject matter and pedagogical skills with being fair as personal traits of a professional English teacher but later in the post-interview with her, she mentioned also constantly self-improvement in the career.

P6: *First of all, of course, academically, since our main purpose is to teach, they must have academic qualifications whether it's pronunciation or accuracy in certain skills. She/he needs to have something academic, like learning outcomes. In other words, I think his/her communication skills need to be good because he/she will deal with students, not only teaching them English but the aim is also to understand them in every way. (Pre-interview)*

P6: *Of course, first of all, he needs to be proficient in his/her field, if I must speak about English, she/he should have good pronunciation skills, as a whole, needs to have the professional knowledge to convey these to students in a good way. Secondly, of course, she/he should be a teacher who constantly aims to improve himself. She/he should not be a teacher who says he knows everything after graduating from university, but a teacher who thinks that I have to learn something new every day or that I have a lot more to learn... I think she/he must be a self-developing teacher who is open to learning constantly. (Post-interview)*

By the same token, a comparison of the two results from the pre and post interviews reveals that the participants mentioned the subject matter knowledge and skills more in the post-interview. They added that not only knowing English but also knowing how to teach the English language is a must-have qualification for a professional English teacher.

P8: *She/he must be a teacher who has developed herself/himself in that field. First of all, his/her English must be very good. In other words, after developing these, she/he needs to improve the practical part of the job... Therefore, first of all, her/his English must be very good, and then she/he must improve herself/himself in that area in how to teach English.*

4.3. Perceptions towards Professional Development

In this section, the findings from the pre and post questionnaires and pre and post interviews are displayed to reveal the perceptions of the last year ELT students on professional development. Additionally, it gives the results of paired sampled t-test from the pre- and post-questionnaires to examine the possible effect of the PD course on the participants' perception of professional development.

10 items in the questionnaire measured the perceptions of the participants on professional development and in the interviews, participants were asked to define professional development and how they can improve themselves in their careers. Aiming to uncover the possible effect of the course on the participants' perceptions of professional development both the questionnaire and interviews were held before and after the course.

The table below illustrates frequencies, percentages, means, and standard deviations of items that are about professional development prior to the PD course.

Table 12.

Perceptions Toward Professional Development Before the Professional Development Course

ITEMS	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Total	M	SD
1. Willingness is one of the keys to success in teacher professional development.	40 75.5 %	11 20.8 %	2 3.8% %	0 0% %	0 0% %	53 100 %	4.72	.533
2. Teachers should be eager and active to develop themselves professionally.	22 41.5 %	28 52.8 %	3 5.7% %	0 0% %	0 0% %	53 100 %	4.36	.591
3. Teachers should be supported to develop themselves professionally by their workplace.	13 24.5 %	26 49.1 %	13 24.5 %	1 1.9 %	0 0% %	53 100 %	3.96	.759
4. Teachers should self-evaluate their own teaching.	21 39.6 %	25 47.2 %	7 13.2 %	0 0% %	0 0% %	53 100 %	4.26	.684
5. Teachers should get help from other colleagues to evaluate their teaching.	27 50.9 %	22 41.5 %	4 7.5% %	0 0% %	0 0% %	53 100 %	4.43	.636
6. Teachers should cooperate with each other to find solutions to problems in their teaching.	30 56.6 %	19 35.8% %	3 5.7% %	1 1.9 %	0 0% %	53 100 %	4.47	.696
7. Teachers should be open to development and change in their teaching.	42 79.2 %	11 20.8 %	0 0% %	0 0% %	0 0% %	53 100 %	4.79	.409
8. Teachers should try different ideas or techniques of teaching without any limitation.	13 24.5 %	24 45.3 %	11 20.8 %	5 9.4 %	0 0% %	53 100 %	3.85	.907
9. Teachers should follow the changes and innovations in their field.	35 66.0 %	13 24.5 %	4 7.5% %	0 0% %	1 1.9 %	53 100 %	4.53	.799
10. For a deeper understanding of teaching and developing professionally, teachers should make critical reflections on their teaching.	37 69.8 %	16 30.2 %	0 0% %	0 0% %	0 0% %	53 100 %	4.70	.463
							Average mean	
							4.40	

The average mean score of this part is 4.40 which can indicate the perceptions of the participants are high before the course. The item receiving the highest mean score (4.79) is “*Teachers should be open to development and change in their teaching.*” It was followed by the item “*Willingness is one of the keys to success in teacher professional development.*” The prospective students think that being open to development and change and willingness is very important for professional development. What is surprising in the

results is that the item “*Teachers should try different ideas or techniques of teaching without any limitation*” received the lowest scores on the dimension.

The participants were also asked to define professional development in both pre- and post-interviews to uncover their perceptions of professional development and measure the effect of the PD course on those perceptions. The interviews were transcribed and coded to analyse. In the pre-interviews, it was revealed that participants had various perspectives on the professional development term. The majority of them perceived it as academic development of oneself while some noted that it is a development of an individual in the profession.

P8: *Professional development is about learning things that can improve oneself in his/her own field, for example, attending seminars, workshops and learning activities.*

P6: *Professional development, the first thing that comes to mind, how can I say, needs to have the qualifications required by his/her own field, that is, he/she may need to constantly improve himself/herself in his/her own field, be open to innovations, and be open to more contemporary things rather than traditional things. For example, she/he has to take new training, etc. She/he needs to be open to learning all the time. You know, not like I got my profession, but I need to go further in it.*

Additionally, the participants defined it as efforts on doing your profession better, being open to changes and development, personal development, and following the changes in the job.

P9: *In my opinion, professional development is trying to do something that is your job in a better and more efficient way.*

P3: *It is to constantly improve oneself in the field, I mean, it can be in the form of a cycle, you know, we can consider being open to development, being open to new ideas, being open to new methods in addition to methodology, I mean, professional development as adding something to oneself and being able to move oneself further from where we are, to achieve better, like being able to achieve greater things.*

After the course, the post questionnaire was applied and the results are shown in Table 13 to compare and have an understanding of the possible changes in the perceptions of the students.

Table 13.

Perceptions Toward Professional Development After the Professional Development Course

ITEMS						Total	M	SD
	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree			
1. Willingness is one of the keys to success in teacher professional development.	35 76.1 %	9 19.6 %	2 4.3 %	0 0%	0 0%	46 100 %	4.71	.544
2. Teachers should be eager and active to develop themselves professionally.	35 76.1 %	11 23.9 %	0 0%	0 0%	0 0%	46 100 %	4.76	.431
3. Teachers should be supported to develop themselves professionally by their workplace.	36 78.3 %	7 15.2 %	2 4.3 %	1 2.2 %	0 0%	46 100 %	4.69	.662
4. Teachers should self-evaluate their own teaching.	37 80.4 %	7 15.2 %	2 4.3 %	0 0%	0 0%	46 100 %	4.76	.524
5. Teachers should get help from other colleagues to evaluate their teaching.	30 65.2 %	12 26.1 %	4 8.7 %	0 0%	0 0%	46 100 %	4.56	.654
6. Teachers should cooperate with each other to find solutions to problems in their teaching.	35 76.1 %	8 17.4 %	3 6.5 %	0 0%	0 0%	46 100 %	4.69	.591
7. Teachers should be open to development and change in their teaching.	41 89.1 %	5 10.9 %	0 0%	0 0%	0 0%	46 100 %	4.89	.314
8. Teachers should try different ideas or techniques of teaching without any limitation.	17 37.0 %	16 34.8 %	8 17.4 %	4 8.7 %	1 2.2 %	46 100 %	3.95	1.053
9. Teachers should follow the changes and innovations in their field.	35 76.1 %	10 21.7 %	1 2.2 %	0 0%	0 0%	46 100 %	4.73	.491
10. For a deeper understanding of teaching and developing professionally, teachers should make critical reflections on their teaching.	37 80.4 %	7 15.2 %	2 4.3 %	0 0%	0 0%	46 100 %	4.76	.524
Average mean							4.65	

It can be seen from the data in Table 13 that the average mean value is 4.65 which is higher than the prequestionnaire's average mean value. The highest average mean was 4.89 and 89.1% of the participants strongly agreed that *teachers should be open to development and change in their teaching*. Moreover, the second-highest average value (4.76) was shared by the following items; "*For a deeper understanding of teaching and*

developing professionally, teachers should make critical reflections on their teaching”, “Teachers should be eager and active to develop themselves professionally” and “Teachers should self-evaluate their own teaching” In the post-questionnaire results, the lowest mean score (3.95) was received by the same item as in the pre questionnaire, *“Teachers should try different ideas or techniques of teaching without any limitation.”*

In the post-interviews, participants defined professional development mostly as a process of developing oneself and moving forward as development.

P6: *In fact, we can define it as a process, as the teacher constantly creates opportunities for self-development or find and use the opportunities throughout his/her professional life after graduating from the university. In other words, she/he has to observe his/her surroundings well and make good use of every opportunity. For example, if there is a seminar, she/he should join it or be in constant communication with other teachers at school and cooperate with them.*

P3: *I can define professional development as moving oneself further from where it is to a better place.*

Besides defining professional development as a process of development, some interviewees defined PD as a lifelong process after the period of their university education.

P5: *Professional development is a lifelong process. It depends on the person, there are a lot of ways and there is no such thing as time-consuming. Some things can be enough in any subject to improve yourself if you give even your two minutes.*

It was surprising that only one of the participants interpreted it as a process including both their teacher education in university and their future experience of teaching as a career.

P4: *I define professional development as a process that actually starts before getting a job. I think that we should constantly improve ourselves to prepare ourselves by considering possible things before starting the profession or to find solutions to the situations we encounter when we start the profession.*

To calculate if there is a significant difference in scores relating to perceptions towards PD before and after the course, the Normality Test was used to choose which test to employ. The scores were discovered to be abnormally distributed. As a result, the Wilcoxon Signed Ranks Test was run.

Table 14.

Wilcoxon Signed Ranks Test Results of Perceptions towards Professional Development Before and After the Professional Development Course

Scores	Ranks	N	Mean Rank	Sum of Ranks	Z	P
PPD after – PPD before	Negative	12	15.96	191.50	-2.775	.006
	Positive	27	21.80	588.50		
	Ties	7				
	Total	46				

The results of the Wilcoxon Signed Ranks Test, as shown in Table 14, indicate that there is a significant difference ($z = -2.775$, $p < .05$). Considering the difference between the means of ranks, it can be commented that there is a positive impact of the PD course on the participants' perceptions of professional development.

Table 15 was given below to demonstrate the difference between pre and post-interviews on the related phase of the study to the perceptions on professional development.

Table 15.

Findings from Interviews: Perceptions towards Professional Development

Theme	Codes	Pre-interview (f)	Post-interview (f)
Definition of professional development term	Developing oneself from different perspectives	3	-
	Continues development on own profession	3	4
	Following changes in one's area	1	-
	Being open to changes and development	2	-
	Academic development of oneself	4	-
	Efforts on doing your profession better	3	2
	A lifelong learning process	-	3

Some of the participants (P1, P3, P6, P7 and P10) had a similar definition of professional development when the pre and post-interview data were compared.

P6: *Professional development, the first thing that comes to mind, how can I say, needs to have the qualifications required by his/her own field, that is, he/she may need to constantly improve himself/herself in his/her own field, be open to*

innovations, and be open to more contemporary things rather than traditional things. For example, she/he has to take new training, etc. She/he needs to be open to learning all the time. You know, not like I got my profession, but I need to go further in it. (Pre-interview)

P6: *In fact, we can define it as a process, as the teacher constantly creates opportunities for self-development or find and use the opportunities throughout his/her professional life after graduating from the university. In other words, she/he has to observe his/her surroundings well and make good use of every opportunity. For example, if there is a seminar, she/he should join it or be in constant communication with other teachers at school and cooperate with them. In other words, professional development is actually a process that continues throughout the teacher's teaching life. (Post-interview)*

Also, it was observed that a few participants (P4 and P5) changed their definition of professional development from *efforts on doing your profession better* to a lifelong learning process.

P4: *When it is asked about professional development, academic development comes first to my mind. How can academic development be? Only knowing the subject is not enough because knowing is not a valid criterion for teaching. It is beneficial to use the formats so in this way. (Pre-interview)*

P4: *I define professional development as a process that actually starts before getting a job. I think that we should constantly improve ourselves in order to prepare ourselves by considering possible things before starting the profession or to find solutions to the situations we encounter when we start the profession. (Post-interview)*

As it is seen clearly in Table 15, it can be concluded that the PD course caused some changes in the perception level on the professional development term.

4.4. Perceptions on Professional Development Activities

An open-ended question in the pre and post questionnaire was included to reveal the awareness level of participants on the professional development activities. Participants were asked what professional development activities in ELT they know. The results obtained from pre- and post-questionnaires are illustrated in Table 16.

Table 16.

Perceptions on Professional Development Activities

Theme	Codes	Pre questionnaire (f)	Post questionnaire (f)
Professional Development Activities	Conference	11	15
	Workshop	5	23
	Inservice training	4	7
	Self-monitoring	2	9
	Self-evaluation	1	7
	Self-observation	3	7
	Peer observation	3	17
	Peer coaching	1	2
	Action research	-	11
	Teaching portfolio	-	12
	Teacher support groups	-	3
	Following the latest news in ELT	1	4
	Keeping a teaching journal	2	3
	Testing new teaching ideas	1	-
	Microteaching	6	-
	Internship	2	1
	Classroom management course	2	-
	No idea	28	5

In the table, it is apparent that in the pre-questionnaire 28 participants had no idea and conference was one of the most known activities of professional development among the participants. Few participants stated workshops, in-service training, self-monitoring, self-evaluation, self-observation, peer observation, peer coaching, following the latest news in ELT, keeping a teaching journal, and testing new teaching ideas as professional development activities. As a surprising result, it was found that participants also considered micro-teaching, internships, and classroom management course as activities to develop themselves professionally since they might feel incompetent about their skills in classroom management and teaching experience in their pre-service education.

Further analysis of the post questionnaire showed that there were much fewer participants ($f=5$) who had no idea about the professional development activities. The most known activity for professional development was workshops while in the pre-questionnaire it was conferences. Furthermore, another activity which was mentioned frequently was peer observation. Interestingly, action research, teacher portfolios and teacher support groups were indicated as professional development activities by some of the participants in the post-questionnaire. Moreover, in the post questionnaire, microteaching, testing new teaching ideas and classroom management courses were not reported.

In addition to the open-ended question in the questionnaire, there were some questions aiming to comprehend the perceptions of participants about professional development activities in the interviews which were held before and after the course.

When participants were asked how they could continue their professional development after they graduated from university, in the pre-interviews, the majority commented as reading academic resources, conferences, workshops and seminars as those activities could be easily observed by them during their teacher education. Also, they responded that they could continue their professional development through getting help from colleagues or having some talks with experienced teachers. Having a master's or PhD degree was also seen as a way of professional development by the participants since it was seen as a way to learn more about the field.

P3: *We can improve by following the current research. Well, staying in touch with other teachers because I think the experiences, they have will add something to our experiences. In addition, I think we can continue our professional development by participating in conferences, workshops.*

One of the interviewees indicated to resort to some help from colleagues through observing his/her lesson. Surprisingly some of the participants also stated that continuing to improve their speaking skills was a professional development activity when they started their work life. Nevertheless, the majority of the participants stated that they do not have much information about professional development activities when it was asked to tell some professional development activities.

In the post-interviews, participants seemed to be much more confident about the ways they can update their knowledge and enhance their skills of teaching after graduating from university. They were able to respond to a variety of professional development activities. The majority of participants mentioned that they could continue their professional development by attending conferences, workshops, and seminars. Besides, workshops were the most common preference of the participants in their professional journey. Except for the seminars, conferences, and workshops, it was clear that participants comprehended self-monitoring, peer observations, teaching portfolio and action research concepts in detail and found them useful and applicable for their career.

P10: *It could be attending workshops or action research; it was one of the things I liked the most. It could be peer observation. Any peer can come to the class and observe you. Other than that, things like reflective teaching. I find these things very useful, and I plan to use them.*

P7: *We had a topic called self-monitoring of the person. It is a study that the person will do by video or audio recordings and thinking about what to improve by examining them later. It is a helpful step in self-development, apart from that peer observation can be helpful.*

Alongside perceiving the ways to develop themselves in their profession, it was found that some of the participants gained the sense of reflective teaching and fundamental issues for professional development. They stated that any effort to improve your skills and teaching counted as a professional development activity. The following comment of the participant (P6) explains that better.

P6: *Of course, the most important thing is that the teacher should be open to continuous learning. Other than that, for example, when we are assigned to a school, we cannot use all of what we have learned, but first of all, we can observe our students well and at least observe our own teaching at first. Observe the students, am I doing well? Even being aware of what is going on in the classroom and thinking about it shows that the teacher does something in terms of her/ his own professional development. Apart from that, they can follow workshops, seminars, conferences and go to these places. They can talk and share with their colleagues. We learnt the peer observation, maybe when we are first appointed to public schools, the other teacher might not accept peer observation, but at least sharing something with the teacher, the material activity or style the teacher uses can be useful for us.*

Comparing results of those questionnaires and interviews, most of the last year students seemed to be more informed about the ways to advance themselves in their profession after university education. It can be deduced that the PD course had a positive impact on the awareness of the participants about the professional development activities and concepts of it.

When participants were asked about their reflection on the most useful aspect of professional development activities in the first reflection paper, the most underlined content by the participants were how to access ELT journals and workshops during the first part of the course. According to the statistics in the second reflection paper, the most valuable component of the course content was peer observation, which is considered more practicable in the profession. Moreover, a few participants also emphasized the significance of any form of teamwork with their co-workers. Finally, several of the participants considered action research to be the most beneficial portion of the course.

Additionally, to get an overall opinion on the most useful activity covered in the lesson participants were asked their opinions about the most useful activity covered in the lesson for their professional development in the post-interviews as well. The participants uttered mostly self-observation which is a form of self-reflection. They also mentioned

mostly peer observation and teacher portfolio. The necessity for self-observation might be due to the fact that they would soon be novice teachers and they need to understand first how they teach and the reasons to apply the methods. It can be concluded also that the participants understood the importance of peer observation in reflective teaching due to the subjective form of self-observation. As the participants evaluate their performance, they also underlined the usefulness of the teaching portfolio. Those all activities aim at self-evaluation which could be very crucial in the early years of a career. The listed excerpts are some examples of responses on the issue:

P3: *I think all of them are important but I want to start with observation first because I am not very experienced. I would like to see myself first and start with the deficiencies in myself. After self-observation, I want to do something to complete what is missing. Meanwhile, I want to create my own portfolio.*

P5: *I think of the teaching portfolio as the most useful one because I see the teaching portfolio as a document. I think it is very important to have a document where I can constantly compare myself, such as where I was before, where I am now or where I want to go, how I evaluate the grades of my students, how I evaluate myself in some exams or what I do right or wrong.*

P6: *All of them are very useful actually, but I think peer observation is more because we always say that we should learn from somebody, but it is very important from whom we learn. I think it is important to turn teaching from a lonely profession into a more collaborative profession to create a team spirit. I think it will be better with cooperation, because I may not be able to see everything in the classroom, I may not notice, of course, video recording, etc. can also be useful, but it is more important that another eye looks at my teaching style. It is important not only to improve ourselves but also to improve each other.*

4.4.1. Feelings About the Professional Development Activities

As a further question in the interviews, the participants were asked to describe their feelings if they joined a professional development activity. Unfortunately, because of the COVID-19 outbreak pandemic, the participants could not practice some of the activities which were planned as a part of the Professional Development course. However, a few participants could share their feelings about the activities they joined before the pandemic.

Some of the participants claimed that joining conferences made them feel that they have much more to learn in their field. Therefore, they felt willing to attend such events more. Furthermore, the participants stated that those events raised their awareness of the issues about teaching.

P5: *There are ELT conferences happening here, I've attended them. When professors from Dubai or England came, I watched with great interest because they told me something from their experiences. There was a conference on 24 November*

this year, not directly based on English language teaching, but in the same way. I felt that there is a lot to learn. I think it is important to listen to such people and I want to be there as much as I can.

P3: *The views put forward at the conference really caught my attention. Because everyone had their own opinions and I realized that it varies among teachers as well. I have seen that there is a distinction about the importance of pronunciation. It raised awareness about such a thing.*

Besides, some interviewees had a belief that conferences and seminars are very motivating and changing perspectives about teaching.

P8: *It motivates me more; I can really say that. A point that I can criticize in our department is that we are not told what to do or how we can improve ourselves. But I get more motivated when we join these kinds of things ourselves, I get to know different people, I learn different things, I can say that it changes my perspective on my field.*

Also, it was mentioned that those activities are a change of routine work to refresh the teacher and motive more. In addition, it was believed that those events make teachers communicate and collaborate more about their problems or teaching. That helps them not to feel alone. The following statement of the participant comprehensively underlines this sense.

P6: *As a teacher, these activities can change your point of view, or you can learn something new. I think in general it is helpful about that. In fact, normally teaching is seen as if we were always alone, as a profession, of course, we are in a class with a lot of students and it is something like we are alone, but such activities make people breathe, you know, other teachers experience the same thing similar to my experiences. So, I'm not alone and I think it's nice to cooperate with others around me. Lots of new things can be learned. Or at least, even if nothing is learned, it's a change out of routine and nice to hear the experiences of another teacher which is very important to me because if I experience similar things as the teacher, if it works in her class, it can work in my class too. With this perspective, I can use and try different ways.*

4.5. Expectations and Outcomes of the Professional Development Course

In this part of the data analysis, it is aimed to interpret the data from the questionnaires, interviews and reflection papers for revealing the expectations and the outcomes of the PD course in the professional development of last year students.

4.5.1. Expectations from the Professional Development Course

Aiming at finding out the expectations of the participants regarding the PD course, the participants were asked to complete three statements about the course in the pre-questionnaire as “*I want to learn about...*”, “*I want to understand how to...*” and “*I want to develop...*”. The statements had an aim to understand their expectations of learning as knowledge, strategies, and skills. Some of the participants were interviewed about their expectations from the course in order to learn more. Table 17 provides the summary of the statistics on the expectations of participants from the course from the questionnaire.

Table 17.

Expectations from the Professional Development Course

Sub-themes	Codes	Frequency (f)
Knowledge	Ways of developing professional skills in ELT	16
	Personal development	7
	Professional development programs	1
	Methods of teaching	5
	Pedagogy	2
	Academic life	2
	Opportunities of work abroad	1
	Love of teaching profession	1
	Fields of English	2
	Resilience in teaching	3
	Conducting research	2
	Creativity in teaching	1
	Evaluation of own teaching	2
Strategies	Effective teaching	16
	Self-development	5
	Professional development in ELT	6
	Following new trends in ELT	3
	Classroom management	7
	Rapport with students	2
	Love of teaching profession	1
Development area	Intercultural skills	1
	Language skills	2
	Teaching skills	15
	Self-development skills	5
	Classroom management	9
	Research skills	1
	Understanding of a professional profile of English language teacher	1
	Material development	1

In the table above, it can be seen that participants have various expectations from the course. There is a clear expectation from the course to teach the participants about the

ways to develop professional skills in ELT. Also, some of the participants wanted to get knowledge on personal development while some wanted to learn more about the methodology of teaching which can be because they feel insufficiency about teaching methods before starting their teaching career. From the interviews with the participants the following statement explains their expectation as learning to develop their professional skills in detail:

P3: *I would like to learn something about how I can improve myself in a better way. For example, I would like to learn my weaknesses, I would like to know myself and learn to improve myself for my own deficiency needs.*

P6: *In this lesson, I will gain information on what subjects I can improve myself I think that when I am appointed to a public school. Whether it's seminars or conferences, how can I motivate myself to constantly learn about what I need to do? In other words, how I can transfer these skills we learned here to children, how effective I can be, or what kind of education I may need to take something in cases where I am not enough*

Participants also expect to be informed about pedagogy, fields of English, resilience in teaching, evaluation of their teaching, creativity in their work and conducting research in their field. It was very interesting that one of the participants expected the lesson to inform on how to have positive feelings for the teaching profession which can show that the participant may not love the teaching profession. Besides that, one of the participants expected that this course would give information about the work opportunities abroad that can be seen as a career-building way. The following statement emphasizes the expectation of the methodology teaching or improving teaching skills of participants:

P4: *Here's my expectation from this course, I really want it to prepare me for teaching, yes, we have school experience, we have internships, but in my professional development, how can I present my knowledge of English in the most accurate way, how can I transfer it to the student, what teaching methods can I use, I want to learn those things.*

P1: *We will start our professional life after four or five months, we will be teachers, we will graduate. I think that the course will be effective because it can give some tactics, it can be a preliminary preparation for us. I have this expectation that it gives me useful information after graduation.*

The second common expectation was that participants wanted to learn about the classroom management strategies which is understandable because they had observed real teaching environments in the previous term, and they may feel deficient about classroom management skills. In addition, some of the participants wanted to learn personal

development strategies and some of the participants wanted to learn the strategies to develop themselves professionally in the ELT field. Furthermore, a few participants wanted to learn about strategies to follow changes in ELT to update their knowledge in the field whereas some of them wanted to learn strategies about developing good relationships with their future students. The statement below explains the concern of a participant about classroom management and her wish to learn how to teach better:

P6: *Speaking as a skill, of course, is something that I need to develop a little more. But rather than that, approaches can be better, methods of teaching the lesson to the students. Maybe more classroom management because when I am appointed, I don't think I can manage a classroom.*

Likewise, at the knowledge level, the participants wanted to advance their skills of teaching mostly. As one of the ways to improve their skills, they also wanted to improve their skills of classroom management. Also, they desire to enhance their skills in self-development. A few participants stated their wish to advance their language, research, intercultural and material development abilities as well as their skills of understanding the professional profile of an English language teacher.

P10: *I would like to learn how much I can improve myself in this department and the ways I can achieve this. I think I would like to learn first of all how I can realize myself, how can I realize my own potential.*

4.5.2. Contributions of the Professional Development Course

To reveal what the participants gained by joining the PD course, in the post questionnaire, a part including three uncompleted sentences was given as the following; “*I learnt about...*”, “*I understood how to...*”, and “*I developed...*”. Aiming to reveal more qualitative data on the contributions of the course and the opinions of the participants, eight participants were interviewed after the course. Additionally, all participating students were asked to complete a guided reflection paper each month during the course. The reflection papers comprised of uncompleted sentences to uncover the opinions of the participants on the course content and their feelings during the course towards PD activities. Table 18 elucidates the findings from the questionnaire about the knowledge, skills they learnt, and the area they developed themselves.

Table 18.

Contributions of the Professional Development Course

Sub-themes	Codes	Frequency (f)
Knowledge	Professional development activities for the teaching profession	27
	The concept as professional development	15
	Professional profile of an English teacher	4
	Methodological knowledge	1
	Professional relations	3
Strategies	Professional development activities	22
	Being a professional teacher	9
	Reflective teaching	8
	Rapport with students	3
	Developing and continuing professional relations	2
	Love teaching profession	1
	Keep motivation to develop	1
Development area	Understanding of the professional development activities	18
	Understanding of teaching profession better	12
	Self-awareness in the profession	10
	Teaching skills	7
	Enthusiasm	4

As it is shown in Table 18, this course was useful to inform the senior ELT students on professional development activities. Most of the participants stated that they were introduced to the activities for developing themselves after they started their careers. Doing action research, attending conferences, seminars, and workshops, preparing a teaching portfolio, keeping a teaching journal, peer observation and self-observation were the activities participants mentioned to maximize their skills and motivation during their teaching profession.

It was also revealed that this course was broadened the understanding of many participants on professional development as a concept. Most of them stated that professional development is a lifelong process of developing on own profession and even a small effort for improving their teaching is worthy and one should never stop developing and there is always room to develop. Aside from those, some of them underlined the importance of sharing information with colleagues and learning from experienced teachers. In this issue, a few participants remarked on the contribution of the course on developing and maintaining professional relations with their colleagues. While only one participant indicated the methodological knowledge given in the course, some of the participants mentioned increasing their knowledge on the profile of a professional teacher through taking this course.

Regarding strategies participants expanded, many of the participants mentioned professional development activities and strategies to be a professional teacher. In line with that, they also stated strategies of being a reflective teacher to develop in this field. Strategies for developing a good rapport with their students and keeping the motivation to develop were also the topics they underlined about the course since they may be worried about their relations with students, which is said to affect the teaching process and the burden caused by struggling many different issues such as problematic students and no appreciation in the workplace. A few of the participants mentioned strategies for building professional relationships with their colleagues as a contribution of the course. One of the participants stated to understand strategies in order to love the teaching profession during this course. It can be deduced that this lesson also had an impact on the visions of the participants towards the teaching profession.

In alignment with knowledge and strategies, most of the students who took the course expanded their understanding of the professional development activities and teaching profession better. Moreover, several of the participants reported that they gained self-awareness in the profession. This might be the outcome of their learning how to be reflective during their teaching profession. A few of the participants stated that they boasted their teaching skills. This growth in teaching abilities might be the result of being more critical of their teaching abilities during this course. In addition to that, four of the participants expressed an increment in their enthusiasm for the profession.

When participants' opinions on the PD course were asked in the interviews, it was revealed that except for one of the interviewees, they remarked their positive opinions about the PD course. The participant who had negative thoughts about the course stated that because of the online education in the COVID-19 pandemic, she felt a lack of motivation to follow the course. Some of the other participants also underlined the negative effect of online education on their motivation and interaction in the course yet almost all of them was satisfied with the outcomes they attained in the course.

P3: *It was a lesson that I really enjoyed. but I wish it wasn't on an online platform. But if it was a face-to-face lesson, it was a lesson that I thought I could improve myself by having fun and joy and that's why I really liked it.*

P7: *I think that this course was a lesson which must be given at exactly this time of our four-year teacher education. I definitely do not want this course to be removed from the curriculum. Because yes, people may want to improve themselves, but I think that this course gives us very clearly the necessary steps for our development, these professional development activities that I have mentioned. People want to improve, of course, but they don't know how to do it. That's what this lesson teaches us.*

P6: *I am very happy that I took this course. Frankly, before I took this course, I had the following in my mind. I will be a teacher, but how will I teach? I had a lot of things on my mind such as how can I manage the class...Of course, in this lesson, we learned a lot of useful ways to improve ourselves. All of them are very important, and of course very useful. I want to combine a few of the ways according to the structure or conditions of the school I will encounter in the future. Also, in this course, teaching is something that not just to continue teaching but also I need to keep learning with the students. I realized better that I was in a position to learn something.*

Additionally, most of the participants found the course beneficial for their professional development in the field of English language teaching. For some, teaching how to communicate professionally with colleagues or how to solve problems in their careers was one of the best sides of this course. In this way, participants felt confident and prepared more for their teaching careers. The following statements from the interviews support this result.

P4: *I think it has made a huge contribution. Because, besides the idea of working in a place insensible, we now have the awareness of the steps we can take, or rather the steps we have taken. For example, we learned what to do if we are in a difficult situation, how to communicate with teachers, how to evaluate ourselves, you know, the teacher is not only going to the middle of the class and giving lectures.*

P3: *It was a lesson that increased my self-confidence, it was a lesson that showed that I was supported, I could develop myself in any way, and activities related to this professional development. That is why it was a really good lesson for me.*

About the content of the course, it was mentioned that the course included methods or activities for being a reflective teacher who constantly evaluates his/her own teaching to solve the problems or basically to make it better for different profiles of learners. Participant 6 (P6) describes it in detail with her following statements.

P6: *Basically, we learnt that those activities are all methods of reflective teaching. Basically, all methods of reflective teaching are based on this. We learnt to question the way we teach all the time if it worked or not, rather than saying this is my method of teaching even though it does not work. Just because it worked in one class, there is no such thing as it will work in another class. We need to diversify it according to each class. We learned self-monitoring-style activities, workshops, or peer observation to get support from teachers, teaching portfolio action research, and other methods to become reflective teachers. All of them serve the way of reflective teaching. We learned how each of these methods can be useful or how they can be used, as well as how to apply them. Also, it all became clear in our heads.*

As a contribution to the careers of the participants, this course clarified the value of constantly developing oneself in the teaching profession. Changing the perspective on the profile of an English teacher recurred throughout the dataset. Many of the respondents

stated that there are far more issues in the teaching process than there are issues in teaching, and they learned how to overcome challenges or become better and more confident in their teaching.

P10: *There is a general type of teacher, he always enters his class and always repeats what he knows, this lesson showed the ways to go out of this teacher profile and made a contribution in this direction. We knew that we had to improve ourselves but we were not aware of the ways to do it, actually, it helped and gave ideas in this direction. For example, if I think that I can't give feedback well in my class, I can make an action research plan and research it. I can exchange ideas with other teachers at my school. I can improve myself at every level of teaching. It contributed to the process of evaluating my own teaching.*

P6: *Primarily I understood the importance of improving myself. Of course, we hear the phrase "we need to improve ourselves" everywhere. But frankly, I had no idea how to do this. Although I knew about seminars, peer observation workshops, teaching portfolios, action research and such activities, I did not know how detailed and such important. In this issue I was enlightened. I both gained awareness and learned a lot of ways to improve myself. I became aware of the need to use the activities for development in my future career. At the same time, the most important thing in this course is to ensure that the teacher continues to learn continuously, to raise awareness about that. These lessons contributed to shaping my thoughts about teaching. I learned that my duty is not only to teach but to learn and to make students love learning first, rather than just teaching English to students. Of course, we knew this, but I can say that I am more conscious now. It changed my perspective on teaching.*

Revealing results from reflection papers as an additional layer to describe the content of the course from the participants' perspectives, in the first month, the participants stated that they learnt some different activities to develop themselves professionally; namely, ELT journals, conferences, and workshops. They started to grow an understanding of the concept of teacher education and training, personal and professional development and being a professional English teacher. They also reported that they understand the very ongoing, in other words, lifelong nature of learning. A surprising finding from the reflection paper I was that one of the participants reported that everybody had problems in teaching. From that, it can be deduced that the participant felt solitary in teaching problems which can cause anxiety in professional development.

Besides emphasizing the need for constant development and updating knowledge of the ELT field in the first reflection paper, the participants reported that they gained information on the other ways for professional development; namely, self-monitoring, peer observation, teacher support groups, keeping a teaching journal, workshops, collaborating with colleagues. They also underlined that they gathered better

comprehension of the concept of a professional teacher. Additional to findings from reflection paper I and II, in the third part of the course reflected on the last reflection paper, one of the participants stated that the course increased awareness on conducting research. Most of the participants mentioned action research in their reflections.

It was also remarked that the knowledge they gained so far could be useful for developing their teaching skills, their career development, and personal development and for being an effective English language teacher. In line with the first reflection paper's findings, the practical knowledge they gained in the course was stated to be helpful mostly to enhance their teaching skills and be a professional teacher in the future, organize their career plans and professional development in the second reflection paper. Surprisingly one of the participants stated to use the knowledge for changing teacher routine. In the third reflection papers, they claimed that the knowledge they gained can be useful for better teaching and solving the problems in the classroom as well.

The content of the course was stated to be satisfactory by almost all participants in the interviews and in the reflection papers, a few of the participants noted that content was too theoretical and even suggested making it more practical. This insight can be a result of online education and COVID-19 pandemic conditions which was a hindrance to implementing the PD activities in real life. In the interviews, only one of the participants who could not join the classes regularly stated that the resource book was not clear and enough to explain those professional development activities in detail.

P6: *It would be better if we put it into practice. We talked about these methods and there is a benefit in this, but it could be something in the way of application. Apart from that, I really find this course useful...Even if a student has not learned anything, this course is to prepare the student for his/her future teaching life in terms of at least gaining self-confidence in this course. I personally felt very safe so at least all my worries were gone. So, I learned that there are many ways to improve myself, if I can't find anyone to help, I can even do something myself. It reduced my worries and fears and changed my thoughts.*

P1: *In the book, it was only given the terms, explained them, explained how the teachers use them, and explained their benefits to the teachers, but I think it's about professional development but we need things that will give us more experience.*

To make this course more effective in the COVID-19 pandemic, the participants stated that they were assigned to watch some videos online where teachers who implemented some of those activities mentioned the reasons and process of the practice they did. Most of the participants considered those videos to be useful as they provide insights into what they learnt in the course.

P10: *In the videos, we learned how the teachers who applied those activities told their ideas and their knowledge about why they chose them. I guess there is not much that needs to be improved in terms of content.*

P5: *I don't know if the videos uploaded by the teacher would be watched in the face-to-face process. It might be because of the online process. If these videos had not been in the course, maybe I would have felt a little incomplete.*

However, some of the participants reported that distance education negatively affected the course. Similarly, in the interviews, some of the students criticized online education and saw it as a hindrance to implementing the knowledge they learnt in real life. They mentioned the practical plans of the course at the beginning of the term yet it was not possible to realise those plans to utilize PD activities in real life during the course. Regarding the effect of COVID-19 on education and the online form of the lesson, most of the students suggested that it could be better to have this course face to face and with their examples of PD activities from their own practice.

P6: *It would be better if we put it into practice. We talked about these methods, which is also beneficial, but there could be something more practical.*

P8: *I actually think there is more to some things. Some things were given on a limited basis because we did not have time in the last semester. I think that what we have learned so far is at least a good start in preparing us a little for starting teaching.*

P3: *Actually, the course itself turns into a really nice one because the information given was completely good and if there was no Covid-19 and we hadn't switched to the online platform, we would have taken samples of ours. I think that it would be better and we could achieve a much better performance in the discussion environment if we brought examples from ourselves, but as I said, we had an extraordinary situation, so we couldn't do, so a discussion environment in the professional development lesson where we could take our own examples could have been much better.*

One of the other problems mentioned by the students in the reflection papers was the hardship to understand the resource book even though the course content was deemed as useful, clear and very practical by most of the participants in the third reflection paper. The given reason for that by the participants was the confusing explanations of the themes by combining them with extensive incidents to read in the book. Besides, the suggestion for the course content was to add more real-life issues or insights from the practice of the activities they learnt about.

When the participants were asked if this course had fulfilled their expectations, almost all the participants agreed. As the expectations of the participants considered, they wanted to improve themselves in various aspects of teaching; for instance, methodology,

pedagogy, notably classroom management, intercultural competence, English language skills, and so on. However, many of the participants didn't have any idea about the content of the course while choosing it. In this regard, the participant claimed that the course sought to provide them with a general sense of the ways to understand their requirements and enhance their skills in teaching.

P3: *I think one of the most important things is that it showed that there is a way, it gave me options to improve myself. You can feel lonely or vulnerable when you don't know, this lesson gave me the message that you may be inexperienced or you may have deficiencies and these are natural things you have, but you can improve them. You can use these and there are such things while doing them, there are these activities, you can go to the workshop, you can observe yourself, you can work with your colleagues, so you have all kinds of support, as long as you use them.*

P5: *The course did not give me any information about what you would do in such a situation right now. It did, however, teach me the way to pursue, and how to fix any problem. The teacher remarked at the start of the semester that there were so many different situations that she couldn't tell us what to do in each one. As a result, learning the path I could take was more beneficial to me.*

P6: *It met much more than my expectations because I had no prior understanding of its content. But I did not expect I would learn much. Therefore, it is way above my expectations. I can say that my point of view has changed from the first lesson, for example, I cannot label a person an effective teacher, whether she/he is a teacher of 30 or 40 years, unless she/he develops himself. I discovered that how to be an effective teacher has nothing to do with knowing English very well or having experience.*

4.6. Participant's Feelings about Their Own Professional Development in ELT

To uncover the feelings of the last year students on their professional development in the ELT department, the students completed a questionnaire including six items related to support and solitude, preparedness, commitment, self-confidence, skills, and comfort. This questionnaire was given before and after the PD course to compare the results aiming at finding out if there is an effect of the PD course on the feelings of the participants. Also, these findings were supported by combining data from post interviews and reflective papers.

The feelings of participants on the issue was presented with percentages, mean values and standard deviations of each item in the pre-questionnaire in Table 19.

Table 19.

Feelings of Participants about Their Own Professional Development in ELT Before the Professional Development Course

ITEMS	1	2	3	4	5		Total	M	SD
1. I feel well prepared	5 9.4 %	17 32. 1%	25 47.2 %	5 9.4%	1 1.9 %	I feel overwhelmed	53 100%	2.62	.859
2. I feel supported	7 13.2 %	14 26. 4%	21 39.6 %	11 20.8 %	0 0%	I feel alone	53 100%	2.67	.956
3. I have necessary skills	6 11.3 %	16 30. 2%	17 32.1 %	11 20.8 %	3 5.7 %	I am inexperienced	53 100%	2.79	1.080
4. I feel confident to go ahead	17 32.1 %	11 20. 8%	15 28.3 %	9 17.0 %	1 1.9 %	I am unsure what to do	53 100%	2.35	1.161
5. I feel comfortable	11 20.8 %	17 32. 1%	15 28.3 %	9 17.0 %	1 1.9 %	I feel uncomfortable	53 100%	2.47	1.067
6. I am committed to developing myself	20 37.7 %	15 28.3%	9 17.0 %	5 9.4%	4 7.5 %	I feel sceptical	53 100%	2.20	1.261
								Average mean	2.52

According to the results in the table above, the average mean value was 2.52 which means having almost positive feelings about their professional development in ELT before the PD course. The majority of the participants (47.2%) felt neither prepared nor overwhelmed. 39.6% of the students feel neither supported nor alone. The majority of the students felt that they were neither inexperienced nor had the necessary skills. However, 30.2% per cent of them felt that they have necessary skills. About their confidence to go ahead, the majority of the participants indicated that they felt very confident to go ahead in their professional development in ELT. Similarly, the majority of the participants felt committed to developing themselves while they feel comfortable about their professional development in ELT. More than half of the participants feel committed to developing themselves while nine participants feel uncertain, and nine participants feel more sceptical about developing themselves.

The results from the part about feelings in the questionnaire after the course were tabulated in the following Table 20.

Table 20.

Feelings of Participants about Their Own Professional Development in ELT After the Professional Development Course.

ITEMS	1	2	3	4	5		Total	M	SD
1. I feel well prepared	11 23.9 %	15 32.6 %	14 30.4 %	5 10.9 %	1 2.2 %	I feel overwhelmed	46 100%	2.34	1.037
2. I feel supported	16 34.8 %	11 23.9 %	10 21.7 %	6 13.0 %	3 6.5 %	I feel alone	46 100%	2.32	1.265
3. I have necessary skills	13 28.3 %	18 39.1 %	11 23.9 %	2 4.3 %	2 4.3 %	I am inexperienced	46 100%	2.7	1.039
4. I feel confident to go ahead	22 47.8 %	13 28.3 %	7 15.2 %	3 6.5 %	1 2.2 %	I am unsure what to do	46 100%	1.86	1.045
5. I feel comfortable	21 45.7 %	14 30.4 %	7 15.2 %	4 8.7 %	0 0%	I feel uncomfortable	46 100%	1.86	.979
6. I am committed to developing myself	27 58.7 %	9 19.6 %	6 13.0 %	2 4.3 %	2 4.3 %	I feel sceptical	46 100%	1.76	1.119
								Average mean	2.05

It can be seen from the results in Table 20 that the average mean for the items is 2.05 which means that participants' feelings on their professional development are positive. About preparedness, more than half of the participants feel prepared. When the preparedness rate is compared with the pre-questionnaire results, it is seen that there is a positive change in the level of feelings on preparedness. Likewise, a change in the students feeling about being supported as the majority of the students felt supported in the post questionnaire while most of the students felt uncertain about being supported in the pre-questionnaire. As for having necessary skills, more than half of the last year students felt having necessary skills. Comparing the results from the pre-questionnaire, the students felt positive about having skills as before the lesson majority of the students felt uncertain about their skills. Alike, for the items "I feel confident to go ahead", "I feel comfortable" and "I am committed to developing myself", it is possible to say that there is a positive change before and after the course. Participants felt more confident to go ahead, committed to developing themselves and more comfortable about their

professional development in ELT after the course. The following semi-structured interview confirms these findings:

***P6:** Even if a person has not learned anything during their education, this course is to prepare the student for their future teaching life in this course in terms of at least gaining self-confidence in this course. I personally felt very safe so at least all my worries were gone. So, I learned that there are many ways to improve myself, if I can't find anyone to help, I can even do something myself. It reduced my worries and fears and changed my thoughts. I learned that classroom management is not that important, rather than always thinking about how I do the lesson, I learned that if I constantly improve myself, I won't have to think about how to manage the classroom.*

In addition to data from interviews and questionnaires, in the examination of reflection papers collected every four weeks during the course, it was revealed that the participants experienced a variety of emotions in the first month of the course. The most prevalent feelings expressed were being informed about PD and encouraged to develop professionally. Also, they felt inspired to grow professionally, as well as confident and hopeful about their prospects in the profession. The results from reflection paper II prove participants' continuous feeling as informed and eager to learn more about PD. Also, some of them indicated that they felt prepared, developed and more confident and competent in their English teaching careers. In the third reflection paper, it was found that the participants felt active, confident, satisfied, and being supported about professional development.

It was obvious that during the course, the participants' awareness was increased most in the following themes: ways to develop professionally, the necessity for being in need of improving oneself and learning as an ongoing process. Furthermore, the students expressed their appreciation on the relevance of the course to their future teaching careers.

When the results of the pre-questionnaire compared with the post questionnaire, it is apparent that there is a significant difference in the feelings of participants after the course ($z = -2.596$, $p < .05$). When the mean ranks are compared, it is seen that a positive change in the feelings of the students occurred after taking the PD course. The following Wilcoxon Signed Ranks Test results Table 21 shows the values in detail.

Table 21.

Wilcoxon Signed Ranks Test Results of Feelings about Participants' Own Professional Development in ELT Before and After the Professional Development Course

Scores	Ranks	N	Mean Rank	Sum of Ranks	Z	P
Feelings after – Feelings before	Negative	15	19.20	288.00	-2.596	.009
	Positive	30	24.90	747.00		
	Ties	1				
	Total	46				

Taken together, these results show that there is a significant positive change in the feelings of the last year students about their professional development in ELT. They seem to feel more prepared, comfortable, supported, confident and committed after the course. Also, they feel more positive about having skills rather than being inexperienced.

P3: *It was a lesson that increased my self-confidence, it was a lesson that showed that I was supported, I could develop myself in any way, and activities related to this professional development. That is why it was a really good lesson for me.*

CHAPTER V

DISCUSSION

5.1. Introduction

In this chapter, the aim is to discuss the findings of the study seeking to find out the possible contribution of a PD course on the participants' professional development. In this light, the research questions below govern this chapter with reference to the relevant studies given in the literature review.

- 1) What are the contributions of the Professional Development course on the professional development of prospective English language teachers at Çukurova University?
- 2) What are the perceptions of the participants before and after taking the course on;
 - a) a professional English language teacher,
 - b) professional development,
 - c) professional development activities?
- 3) What do the participants feel and think about their own professional development in English Language Teaching field before and after the course?

In the spotlight of these research questions, pre-questionnaires including both Likert-type and open-ended questions and semi-structured pre-interviews before the course were utilized. During the course, the participants of the study were asked to fill guided reflection papers once in four weeks regarding the course content they covered. Lastly, post-questionnaires and semi-structured post interviews were applied after the course to shed light on the effect of the course on the participants' perceptions regarding the qualities of a professional English teacher, professional development, professional development activities, contributions of the course and their feelings on their professional development in ELT. The discussion of the findings was shaped under the four categories; perceptions of a professional English teacher, perceptions towards professional development, perceptions on professional development activities, contributions of the professional development course and participants' feelings about their professional development in ELT.

5.2. Contributions of the Professional Development Course

An initial objective of the research was to identify the contributions of the PD course to the professional development of preservice English teachers. Regarding that aim, this course was found to be beneficial in enlightening prospective ELT students about PD opportunities for teachers.

Regarding expectations from the course, nearly everyone was satisfied. According to the participants' expectations, they intended to develop their teaching skills in a variety of areas, including methodology, pedagogy, particularly classroom management, intercultural competency, and English language skills, which was a similar result of Korkmazgil & Seferoğlu's (2013) research on the developmental needs of EFL teachers. However, many of the participants had no clue what the course was about when they chose it. In this regard, the participants indicated that the course provided them with various ways to identify their needs and improve their teaching abilities with an understanding of PD.

Participants were introduced to some of the PD activities before they begin their teaching careers. Action research, attending conferences, seminars, and workshops, creating a teaching portfolio, keeping a teaching journal, peer observation, and self-observation were all mentioned as tools to enhance their teaching abilities and motivation by the participants regarding course content.

The content of the course was stated to be satisfactory by almost all participants in the interviews and the reflection papers despite the COVID-19 pandemic conditions which greatly affected the delivery of this course. Revealing results from reflection papers in the first month, the participants stated that they learnt some different activities to develop themselves professionally; namely, ELT journals, conferences, and workshops. They started to grow an understanding of the concept of teacher education and training, personal and professional development and being a professional English teacher. They also reported that they recognised the very ongoing, in other words, lifelong nature of learning which is in line with the study of Ashcraft and Ali (2013). A surprising finding from the reflection paper was that one of the participants reported that she noticed everybody had problems in teaching. From that, it can be deduced that the participant had felt solitary in teaching problems which can cause anxiety in professional development yet thanks to the course she was able to overcome this feeling.

Apart from emphasising the importance of ongoing professional development and updating knowledge in the ELT field, participants said they learned about other methods for professional development, such as self-monitoring, peer observation, teacher support groups, keeping a teaching journal, workshops, and collaborating with colleagues, all of which are considered very important for PD by many researchers (Craft, 2002; Richards & Farrell, 2005; Farrell, 2007). In addition, the course raised awareness of performing research. In the comments of the participants, the advantages of action research were mentioned often.

Considering the practical knowledge they gained in the course, it was stated to be helpful mostly to enhance their teaching skills and be a professional teacher in the future, organize their career plans and professional development. Ashcraft and Ali (2013) had a similar finding in their study regarding Continuing Professional Development course in The United Arab Emirates.

Due to the COVID-19 pandemic conditions which was a hindrance to implementing the PD activities in real life, the participants noted that their motivation and participation in the course sometimes had an unsatisfactory level, yet practically all of them were satisfied with the course's outcomes. Regarding the impact of COVID-19 on education and the online format of the lesson, the majority of students said that having this course face to face and with examples of PD activities from their experience would be preferable.

Despite the negative effect of COVID-19 on the course, it was discovered that many participants' perspectives on PD as a concept were widened. The majority of the participants perceived that PD is a lifetime process of enhancing one's profession, that even a tiny attempt to improve one's teaching is worthwhile, that one should never stop learning, and there is always an opportunity for improvement Ashcraft and Ali (2013).

Furthermore, altering one's opinion about an English teacher's profile appeared often throughout the data set. Increasing their knowledge on the profile of a professional teacher through taking this course was one of the outcomes of the lesson as an outcome of a similar study of Yumru (2015) with Master's students in a Teacher Development course and Ashcraft & Ali (2013) with pre-service English language teachers.

Many of the prospective teachers noticed that there are considerably more difficulties in the teaching process than the problems that were taught to overcome in ELT departments of universities, and this course did not provide exact solutions for certain problems in the classroom yet the prospective English teachers offered tools to detect the

problem and solve those problems. Therefore, they learnt how to overcome obstacles or improve their teaching skills and this could boost their confidence in the teaching process by virtue of the course.

Aside from those, the participants obviously comprehended the importance of collaborative PD (Ashcraft & Ali, 2013) through sharing information with colleagues and learning from experienced teachers to solve their problems or teach better.

In line with that, they also stated strategies of being a reflective teacher to develop in this field. Strategies for developing a good rapport with their students and keeping the motivation to develop were also the topics they underlined about the course since they may be worried about their relations with students, which is said to affect the teaching process and the burden caused by a struggle to deal with many different issues such as problematic students and no appreciation in the workplace. In this way, participants felt confident and prepared more for their teaching careers. It can be deduced that this lesson also had an impact on the visions of the participants towards the teaching profession as their enthusiasm for the profession seems to have been increased.

This course also provided ways for being a reflective teacher in order to advance in this profession. They also highlighted strategies for developing a good rapport with their students and maintaining motivation to develop professionally during the course because they might be concerned about their relationships with students, which is stated to affect the teaching process. Participants felt more secure and equipped for their teaching professions as a result of learning reflective tools. It may be argued that this lecture influenced the participants' perceptions of the teaching profession by enhancing their enthusiasm for the profession. One of the results of learning reflective tools caused to gain self-awareness in the participants' professional life. This result was in line with the finding that EFL teachers learned a lot about themselves and their teaching that they hadn't considered previously in the study of Yumru (2015).

5.3. Perceptions of a Professional English Teacher

A comparison of the results revealed from pre-and post-questionnaires showed that the perceptions of the participants concerning characteristics of a professional English teacher were nearly identical. However, a notable result was that in both of the questionnaires the highest mean scores were received by the item "A professional English teacher communicates with his/her students in an effective way.". That result shows the

importance of the communication skills of a professional English teacher in the eye of the prospective teachers. Being consistent with the findings of the questionnaires, the attribute of being a good communicator was emphasized in both pre and post-interviews. This finding of the study mirrors the findings of Chen and Lin (2009), Barnes and Lock (2010), Wichadee (2010) and Ramazani (2014) in which participants underline the great importance of communications skills in ELT. This finding of the study was supported by Arikan (2010) which is a mixed-method study with preservice and in-service English language instructors in Turkey. He discovered that preservice and in-service teachers have different expectations from a competent English language instructor in this study. One of the most prevalent concepts among students was the capacity to build a rapport with them and enhance their motivation with communication skills. In the current research, this finding might be associated with the worry of preservice teachers on their career because in teaching, communication skills may heavily affect the process. Another surprising result was that despite the contrary findings of the pre-interviews, being open-minded was highlighted the most as a personality feature in the post-interview.

In both questionnaires, the preservice teachers gave the lowest score for “A professional English teacher has more than ten years of experience in teaching” both before and after the course. It may be deduced that the preservice teachers believe that ten years of teaching experience is not required to be a professional English language teacher.

Nevertheless, contrary to quantitative findings, a change was ascertained in the perceptions of the participants in both pre-and post-interviews. When the pre-and post-interviews were compared, it was clear that the most reported subthemes in the post interviews were personality traits and professional attitudes but in the pre-interview findings, participants predominantly highlighted pedagogical knowledge and abilities which was similar to findings of Çelik et al. (2013), Barnes and Lock (2010) and Chen and Lin (2009). In the current study, participants commonly indicated classroom management, having a clear understanding of learner psychology, and having academic knowledge and abilities as pedagogical knowledge and skills in the pre-interviews. In the post interviews for pedagogical knowledge and skills, it was revealed that the participants care about the academic development and students’ needs.

Professional attitudes were one of the sub-themes stated the most in the post-interviews, which is an unexpected outcome. In this sub-theme, being open to change was the most frequently mentioned code in the post-interviews. Some of the participants

believed that, in addition to being open to change, it is critical to be open to continuous development, which was a frequently mentioned concept during the course

In terms of professional attitudes, it was discovered that participants' viewpoints had shifted in a number of ways. Even though they did not state it in their pre-interviews, several participants had a perspective that a professional English teacher should be open to changes and continuous development in their profession. Similarly, a comparison of the pre-and post-interview data showed that in the post-interview, the participants indicated subject matter knowledge and abilities more than they did in the pre-interviews. They made a point that for being a professional English teacher, not just knowing English but also comprehending how to teach the language is a must-have quality as similar to findings of Arikan (2010). This shift likely occurred as a result of participants putting themselves in the shoes of the teacher rather than responding as a student. There are similar findings in the study of Shishavan and Sadeghi (2009) in which they studied the characteristics of effective teachers in Iran from the perspectives of English language teachers in universities and high schools, as well as English language students from various levels of education. They discovered that the teachers regarded English language proficiency as critical to becoming a qualified teacher in this profession yet the students, on the other hand, value professors' personal qualities over their subject expertise.

5.4. Perceptions Towards Professional Development

This research set out with the purpose of understanding the perceptions of preservice ELT teachers and whether there is a change in the perception level of professional development as a concept. As a result, confirming the findings of Arikan (2004), Irgatoglu (2021), Eksi (2010), Karaaslan (2003), Küçüksüleymanoğlu (2006), Turhan and Arikan (2009), and Ünal (2010), it was found that the participants' perceptions of PD were positive. The findings of the questionnaires show that there is a substantial change in the pre and post quantitative data in terms of the participants' professional development perceptions. It can be concluded that the PD course had a positive influence on the participants' perceptions of professional development.

Almost all participants agreed that teachers should be open to development and change in their teaching. In addition, at the beginning of the course, the prospective English teachers believed that being open to growth and change has a crucial role in professional development as well as willingness. This finding is in agreement with

findings of Çelik, Bayraktar-Çepni & İlyas (2013), Irgatoglu (2021), Sariyildiz (2017), Zerey (2018), and Utami et al. (2019). Nonetheless, at the end of the course, the participants were inclined more to reflective teaching and perceived it as more important than being open and willing. The prospective teachers gave less importance to the item which gives freedom for teachers in their teaching in terms of trying different ideas and techniques without any limitation.

In the pre-interviews, the majority of them regarded PD as academic progress as development in pedagogy and methodology in the ELT field. Those results corroborate the findings of Alshumaimeri & Almohaisen (2017) as developing teachers' teaching skills. Notwithstanding, in the post-interviews, participants defined professional development mostly as a process of developing oneself and moving forward as development. Besides defining professional development as a process of development, some interviewees defined PD as a lifelong process which is a common finding in the literature (Alfaki, 2014; Al Asmari, 2016; Alibakhshi & Dehvari, 2015; Atay, 2006; Babanoğlu & Yardımcı, 2017; Bharati & Chalise, 2017; Joshi, Gnawali & Dixon, 2018; Karaaslan 2003; Karakaş & Yücedağ, 2020; Yücedağ & Sevik, 2021; Şener & Çokçaliskan, 2017; Yılmaz, 2017; Zehir Topkaya & Çelik, 2016).

5.5. Perceptions on Professional Development Activities

The present research was designed to determine perceptions of PD activities and the effect of the PD course on these perceptions of the participants. Before the course, more than half of the participants had no idea about the PD activities yet after the course participants' awareness was found to be high about PD activities as found in the study of Ashcraft and Ali (2013). The majority of last year students appeared to be significantly informed and confident on both top-down and bottom-up ways they can update their knowledge and enhance their skills of teaching after completing their higher education. The PD course can be concluded to have a favourable influence on the participants' awareness of professional development activities and ideas related to teachers' reflectivity and more practical structure of teacher development in the same vein it was suggested as the outcome of Büyükyavuz (2013), Küçüksüleymanoğlu (2006), Uysal (2012) and Uztosun (2018).

Before the course, the conference was one of the most known activities of professional development among the participants, while similar to the findings of Wyatt

and Ager (2016), workshops were seen as one of the most informative and practical PD activities after the lesson. A possible explanation for this might be that conferences are one of the most common shapes and well-known PD activities and most of the participants might readily observe and join the conferences during their teacher education.

As an addition to workshops and conferences, during the course, several of the participants stated self-monitoring, peer observation, action research, teacher portfolios, and teacher support groups as professional development activities in detail and found them useful and feasible for their career development which meant to be more beneficial for teacher development as being top-down activities by Daloğlu (2004). Some of the participants gained an understanding the importance of reflective teaching and essential challenges for professional growth, in addition to identifying opportunities to develop themselves in their careers.

According to the preservice ELT teachers, the most beneficial PD activity was largely self-observation which is a form of self-reflection which was in line with the findings of Yumru (2015). They also mentioned mostly peer observation, action research and teacher portfolio as very practical as it was in the studies of Atay (2008), Daloğlu (2004) and Yumru (2015). The necessity for self-observation might be due to the fact that they would soon be novice teachers and need to understand first how they teach and the reasons to apply certain methods. Due to the subjective nature of self-observation, the participants also recognized the need for peer observation in reflective teaching unlike the findings of Karaaslan (2003) and Sharifzadeh & Khojasteh (2018). All of these activities are geared toward self-evaluation, which is critical in the early stages of a career.

Aside from that, when participants were asked to describe their feeling about the PD activities they joined, several respondents believe that PD activities such as conferences, seminars, and other such events are highly stimulating, boosting awareness and altering viewpoints in the ELT field. Additionally, such exercises were claimed to offer a change of routine to revitalize the teacher and motivate them to work harder. These results are in line with the study of Alibakhshi & Dehvari (2015). Furthermore, those events are thought to encourage teachers to interact and cooperate more on their challenges or teaching practice (Atay, 2006).

5.6. Participant's Feelings about Their Own Professional Development in ELT

One of the aims of this research was to reveal whether this course has an effect on the feelings of the participants regarding their PD in ELT.

The participants felt a wide range of emotions during the course. They felt more knowledgeable and inspired to develop professionally as well as feeling more confident and optimistic about their future possibilities in the field. In their English teaching careers, Feeling competent in ELT was also resulted as an outcome of the course. Participants felt more active, confident, fulfilled, and supported in their professional progress throughout the course.

Considering all, these findings demonstrate that the prospective students' feelings about their professional growth in ELT have significantly improved. After the training, they felt more prepared, relaxed, supported, confident, and committed. Besides, they feel more positive about having problem-solving skills rather than being inexperienced.

CHAPTER VI

CONCLUSION

6.1. Introduction

This final chapter displays the closing remarks of the research. It provides an overview of the study with limitations, implications, and suggestions for future research in this context.

6.2. The Summary of the Study

This study was set out to investigate the possible contributions of a Professional Development course offered in the ELT Department of Çukurova University in Turkey to the education of future EFL teachers. Regarding this, the study's major goal was to discover the contributions to PD of future English teachers. In addition, this study also seeks to understand participants' perceptions of a professional English teacher, professional development and professional development activities. Also, it was aimed to seek if there is an effect of the course on the perceptions of those issues. Another aim of the study was to uncover the feelings of participants before and after the course to reveal if there was any change in terms of their feelings related to their PD in ELT.

To accomplish those aims, a mixed-method research design approach was used to gather data using both quantitative and qualitative instruments, to produce more trustworthy and accurate results. To measure the effects of the course, both questionnaires and semi-structured interviews were utilized at the beginning and the end of the course. To reveal more qualitative data, participants were asked to fill guided reflection papers related to the content of the course. The quantitative data was analysed using SPSS 25.0 while thematic analysis was utilized in the analysis of the qualitative data.

As a result, the PD course had a positive impact on the development of the prospective English language teachers as reflective practitioners. It contributed to the awareness level of the future teachers on professional development activities to keep up to date, handle the problems in their teaching careers and improve their teaching practice. The course also affected the perceptions of a professional English language teacher and professional development. The future ELF teachers felt more competent, prepared, supported and self-confident for their teaching profession after the PD course.

6.3. Conclusion of the Study

This study was conducted to discover possible contributions of a course on Professional development in the development of prospective English language teachers. After the analysis of both qualitative and quantitative data, several findings which may have valuable pedagogical implications were revealed.

First of all, prospective English language teachers had similar perceptions of a professional English language teacher before and after the course. However, there was a shift observed in the perceptions of some participants from pedagogical skills to personality traits and professional attitudes after the course. It can be deduced that after the course, prospective English language teachers started to care about the professional attitudes and personality of a professional English language teacher. Also, almost all the future EFL teachers emphasized having effective communication skills with students as the most important quality of a professional English language teacher. Nonetheless, they gave the lowest score for having ten years experience of teaching to be a professional English language teacher. This presents the idea that having ten years of experience is not seen necessary to be a professional language teacher.

Regarding the perceptions of PD as a concept, the questionnaire results demonstrate that there is a significant difference before and after the course. It is possible to conclude that the PD course positively influenced the participants' perspectives of professional development. Before the course, the participants agreed that being open to growth and change and willingness played an important part in professional development. However, the participants favoured reflection in teaching and perceived it more essential than being open and willing. The prospective teachers placed less emphasis on the item that allows teachers to experiment with new ideas and practises in their classrooms without restriction. The qualitative data presents that aside from characterising professional development as a process of development before the course, the future teachers characterised PD as a lifetime process. This result could be the impact of the course on their perceptions.

On the other hand, more than half of the participants had no information of the PD activities, but following the course, participants' awareness of PD activities was determined to be high. The majority of last year's students were revealed to be well-informed and confident in both top-down and bottom-up PD activities to refresh their knowledge and improve their teaching abilities after completing their higher education.

Thereby, the PD course had a positive impact on participants' understanding of professional development activities and concepts connected to teachers' reflectiveness. As the most well-known professional development activities, most of the participants were aware of conferences while after the course workshops recurred most in the data after collected after the course. However, according to the opinion of the participants, the most useful PD activity was mostly self-observation, which is a type of self-reflection, they also recognised peer observation, action research, and teacher portfolios as being quite beneficial. Why they favoured self-observation may be attributed to the fact that the participants would soon be novice English teachers who must first understand how they teach and why particular strategies are used. Apart from that, when asked to express their feelings about the PD activities they participated in, numerous participants felt that PD activities are extremely stimulating, awareness-raising and changing attitudes in the ELT profession. Furthermore, such activities were said to provide a change of pace routine to refresh teachers and urge them to work harder.

Almost everyone's expectations for the course were satisfied participants expected to improve their teaching skills in a variety of areas, including methodology, pedagogy, particularly classroom management, intercultural competency, and English language skills. The participants indicated that the course also provided them with a broad idea of how to identify their needs and improve their teaching abilities through reflection on their teaching.

Participants were introduced to several PD activities such as action research, conferences, seminars, workshops, ELT publications, a teaching portfolio, a teaching diary, peer observation, and self-observation to improve the participants' teaching abilities and motivation. Considering the practical information obtained in the course, it was claimed this knowledge would be beneficial primarily to improve their teaching abilities and become a professional teacher in the future and arrange their career objectives and professional growth. As a result of the course, they learned how to overcome obstacles or enhance their teaching abilities, which may raise their confidence in the teaching process.

Furthermore, altering one's opinion about an English teacher's profile appeared often throughout the data set. Increasing their knowledge on the profile of a professional teacher through taking this course was one of the outcomes of the lesson. It was stated that this lesson also had an impact on the visions of the participants towards the teaching profession as it increased their enthusiasm for the teaching profession.

Aside from those, the participants obviously comprehended the importance of a collaborative structure of the teaching profession rather than being alone and learning from colleagues to solve their problems or developing and maintaining professional relations with their colleagues.

Pertain to feelings of the future EFL teachers about their PD in ELT, these data show that their feelings have greatly improved by the end of the course. They felt more prepared, comfortable, supported, confident, and dedicated after the training. Furthermore, they were more confident in their problem-solving abilities than in their lack of expertise. The participants felt more secure and equipped for their teaching professions as a result of learning reflective tools in the PD course.

The participants indicated that their motivation and involvement in the course were occasionally unsatisfactory because of the Covid-19 pandemic circumstances, which impeded applying the PD activities in real life, but nearly all of them were happy with the course's outcomes. In terms of the influence of Covid-19 on education and the online style of the lesson, the majority of students stated that having this course face to face and with examples of PD activities from their experience would be better.

6.4. Implications

The growing importance of professional development for teachers throughout the world has increased the importance of research on PD since research on professional development programmes, projects, and activities give information to stakeholders and authorities. The current study aimed to shed light on the contributions of a PD course given at Çukurova University in Turkey to the teacher development of prospective English language teachers. The results of this research yielded several implications. This research has shown that offering a PD course for EFL teachers in their initial training in the departments of universities could raise awareness on a better understanding of the English language teaching profession and PD concept and activities to encourage the future teachers on being lifelong learners through reflective teaching. Raising awareness of the prospective teachers on the activities to develop professionally can lead to desired reflective teachers who have ownership of their professional development and commit to being lifelong learners during their teaching career. Preparing the prospective English language teachers for their career by equipping them with practical ways to develop themselves could result in having more confident, conscious, comfortable and committed

English language teachers in future. That could fruit a better national language education since the professional development of English language teachers culminates in better teaching.

Teacher autonomy should be strengthened because teachers having autonomy are prone to make better judgments about adjusting their teaching practices to fit the changing requirements of their pupils. It is worth noting that instructors' perceptions of autonomy may influence their views towards their work. However, it is worth noting that teachers' attitudes regarding language teaching are largely moulded by their earlier experiences as learners, particularly in their teaching education programmes. It will be quite difficult to influence teachers' minds later on. As a result, initial teacher education programmes should pay more attention to improving pre-service EFL teachers' conceptual thinking by empowering them to mirror on and critique their pre-established views of language learning and teaching and to encourage English teachers to become more accountable for and reflective about their teaching. Such courses on PD should have a more common place in teacher education programs in Turkey and other countries.

As for the planners of the course, regarding the mentioned impact of COVID-19 on education and the online format of the lesson by the prospective EFL teachers, this course could be more effective face to face and with the implementation of PD activities by the student-teachers to have a better understanding of PD activities.

In addition, to support preservice teachers' understanding of their professional development, universities may provide PD practices such as attending conferences, workshops or action research projects.

6.5. Recommendations for Further Research

This research focuses on investigating the possible contributions of a PD course on the teacher development of preservice EFL teachers from various perspectives. Despite the systematic and comprehensive approach used in this research, the lecturer of the PD course can be added as a participant to attain more comprehensive results. Future studies can assess the long-term effects of this PD course on the professional development of EFL teachers.

Furthermore, the COVID-19 pandemic might be viewed as one of the study's shortcomings and this research can be done when the PD course is given face to face with prospective teachers' implementations of PD activities.

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APPENDICES

APPENDIX 1. Pre and Post Questionnaire (English)

Pre-Questionnaire

Dear Participant,

The aim of this research is to investigate the awareness of prospective teachers on professional development activities and the possible contribution of Professional Development Course to their teacher education. All the information you provide will be used only for this research and kept confidential.

Thank you for your cooperation and valuable contribution.

Güllü YANIK

gulluyanik@gmail.com

Age:

Gender: () Female () Male

Survey Items

Part I: Perceptions on The Qualities of a Professional English Teacher

Please read each statement and put a mark to what extent they are important as the qualities of a professional English language teacher.

A Professional English Teacher	Not important (1)	Slightly important (2)	Moderately important (3)	Important (4)	Very important (5)
1. is fair to all students.					
2. communicates with his/her students in an effective way.					
3. motivates his/ her students to learn.					
4. cares about his/ her students' needs.					
5. has good pedagogical knowledge.					
6. is able to reflect on his/her teaching critically.					
7. is enthusiastic for teaching.					
8. knows about curriculum and education programs.					
9. knows about teaching materials and their adaptation.					
10. has good knowledge of classroom management.					
11. follows the changes and improvements in her/his field.					
12. improves herself/himself professionally and continues lifelong learning.					
13. is able to establish a good relation (rapport) with students.					
14. is competent in the English language.					
15. has more than ten years of experience in teaching.					

Part II: Perceptions Towards Professional Development

Please read each statement and put a mark to the column that most closely reflects your idea.

	Strongly Disagree (1)	Disagree (2)	Uncertain (3)	Agree (4)	Strongly Agree (5)
1. Willingness is one of the keys to success in teacher professional development.					
2. Teachers should be eager and active to develop themselves professionally.					
3. Teachers should be supported to develop themselves professionally by their workplace.					
4. Teachers should self-evaluate their own teaching.					
5. Teachers should get help from other colleagues to evaluate their teaching.					
6. Teachers should cooperate with each other to find solutions to problems in their teaching.					
7. Teachers should be open to development and change in their teaching.					
8. Teachers should try any idea or techniques of teaching without any limitation.					
9. Teachers should follow the changes and innovations in their field.					
10. For a deeper understanding of teaching and developing professionally, teachers should make critical reflections on their teaching.					

Part III: Perceptions on Professional Development Activities

Please answer the following question considering your experiences.

1- Which professional development activities are you aware of in ELT?

.....

.....

.....

.....

.....

.....

.....

Part IV: Expectations from the Professional Development Course

1. Please complete the following statements by considering your expectations from the Professional Development course.

a. I want to learn about.....

b. I want to understand how to.....

c. I want to develop.....

2. Rate the following statements considering your present feelings about professional development in ELT. (e.g. if you feel well prepared, circle 1. If you feel overwhelmed, circle 5.)

I feel well prepared	1 2 3 4 5	I feel overwhelmed
I feel supported	1 2 3 4 5	I feel alone
I have necessary skills	1 2 3 4 5	I am inexperienced
I feel confident to go ahead	1 2 3 4 5	I am unsure what to do
I feel comfortable	1 2 3 4 5	I feel uncomfortable
I am committed to developing myself	1 2 3 4 5	I feel sceptical

Post-Questionnaire

Dear Participant,

The aim of this research is to investigate the awareness of prospective teachers on professional development activities and the possible contribution of Professional Development Course to their teacher education. All the information you provide will be used only for this research and kept confidential.

Thank you for your cooperation and valuable contribution.

Güllü YANIK

gulluyanik@gmail.com

Age:

Gender: () Female () Male

Survey Items

Part I: Perceptions on The Qualities of a Professional English Teacher

Please read each statement and put a mark to what extent they are important as the qualities of a professional English language teacher.

A Professional English Teacher	Not important (1)	Slightly important (2)	Moderately important (3)	Important (4)	Very important (5)
1. is fair to all students.					
2. communicates with his/her students in an effective way.					
3. motivates his/ her students to learn.					
4. cares about his/ her students' needs.					
5. has good pedagogical knowledge.					
6. is able to reflect on his/her teaching critically.					
7. is enthusiastic for teaching.					
8. knows about curriculum and education programs.					
9. knows about teaching materials and their adaptation.					
10. has good knowledge of classroom management.					
11. follows the changes and improvements in her/his field.					
12. improves herself/himself professionally and continues lifelong learning.					
13. is able to establish a good relation (rapport) with students.					
14. is competent in the English language.					
15. has more than ten years of experience in teaching.					

Part II: Perceptions Towards Professional Development

Please read each statement and put a mark to the column that most closely reflects your idea.

	Strongly Disagree (1)	Disagree (2)	Uncertain (3)	Agree (4)	Strongly Agree (5)
1. Willingness is one of the keys to success in teacher professional development.					
2. Teachers should be eager and active to develop themselves professionally.					
3. Teachers should be supported to develop themselves professionally by their workplace.					
4. Teachers should self-evaluate their own teaching.					
5. Teachers should get help from other colleagues to evaluate their teaching.					
6. Teachers should cooperate with each other to find solutions to problems in their teaching.					
7. Teachers should be open to development and change in their teaching.					
8. Teachers should try any idea or techniques of teaching without any limitation.					
9. Teachers should follow the changes and innovations in their field.					
10. For a deeper understanding of teaching and developing professionally, teachers should make critical reflections on their teaching.					

Part III: Perceptions on Professional Development Activities

Please answer the following question considering your experiences.

1- Which professional development activities are you aware of in ELT?

.....

.....

.....

.....

.....

.....

.....

Part IV: Opinions on the Professional Development Course

1. Please complete the following statements by considering your opinions of the Professional Development course.

a. I learned.....

b. I understood how to.....

c. I developed.....

2. Rate the following statements considering your present feelings about professional development in ELT. (e.g. if you feel well prepared, circle 1. If you feel overwhelmed, circle 5.)

I feel well prepared	1 2 3 4 5	I feel overwhelmed
I feel supported	1 2 3 4 5	I feel alone
I have necessary skills	1 2 3 4 5	I am inexperienced
I feel confident to go ahead	1 2 3 4 5	I am unsure what to do
I feel comfortable	1 2 3 4 5	I feel uncomfortable
I am committed to developing myself	1 2 3 4 5	I feel sceptical

APPENDIX 2. Pre and Post Interview Questions (English and Turkish)

Pre-Interview Questions (English)

Dear Participant,

The aim of this research to investigate the awareness of prospective teachers on professional development activities and the possible contribution of Professional Development Course in their teacher education. All the information you provide will be used only for this research and kept confidential.

Thank you for your cooperation and valuable contribution.

Interview Questions

1. Which qualities do you think a professional English teacher should have?
2. How do you define professional development?
3. How do you think you can achieve Continuous Professional development in your field?
4. What kind of professional development activities are you aware of in your field? Can you name some?
5. Have you ever joined such Professional Development activities? If so, how did you feel?
6. What are your expectations regarding the Professional Development Course in this term?
7. What do you want to learn, understand and improve your Professional Development in ELT?

Pre-Interview Questions (Turkish)

Sayın Katılımcı,

Bu araştırmanın amacı, öğretmen adaylarının mesleki gelişim faaliyetleri konusundaki farkındalıklarını ve Mesleki Gelişim Dersinin öğretmen eğitimlerine olası katkısını araştırmaktır. Vereceğiniz tüm bilgiler sadece bu araştırma için kullanılacak ve gizli tutulacaktır. İşbirliğiniz ve değerli katkılarınız için teşekkür ederiz.

Görüşme soruları

1. Sizce profesyonel bir İngilizce öğretmenin sahip olması gereken özellikler nelerdir?
2. Mesleki gelişimi nasıl tanımlarsınız?
3. Alanınızda Sürekli Mesleki gelişimi nasıl sağlayabileceğinizi düşünüyorsunuz?
4. Alanınızda ne tür mesleki gelişim faaliyetlerinden haberdarsınız? İsim verebilir misin?
5. Hiç Mesleki Gelişim faaliyetlerine katıldınız mı? Eğer öyleyse, nasıl hissettiniz?
6. Bu dönem alacağınız Mesleki Gelişim dersi ile ilgili beklentileriniz nelerdir?
7. ELT'deki mesleki gelişiminizde ne öğrenmek, anlamak ve geliştirmek istiyorsunuz?

Post-Interview Questions (English)

Dear Participant,

The aim of this research to investigate the awareness of prospective teachers on professional development activities and the possible contribution of Professional Development Course in their teacher education. All the information you provide will be used only for this research and kept confidential.

Thank you for your cooperation and valuable contribution.

Interview Questions

1. What qualifications do you think a professional English teacher should have?
2. How would you define professional development?
3. How do you think you can achieve Continuous Professional development in your field?
4. What kind of professional development activities are you aware of in your field? Can you name some?
5. Have you ever joined such Professional Development activities? If so, how did you feel?
6. What are your thoughts on the Professional Development course you took this semester?
7. What professional development activities did you learn in this course?
8. What do you think about the content of this course?
9. Do you think this course is beneficial for your professional development in this field? Why?
10. How did this course contribute to you? How can the things you learn contribute to your teaching career?
11. In your opinion, which of the professional development activities you learned in this course will be the most useful for you in your future career?
12. What are your suggestions for the improvement of this course?
13. What do you want to learn, understand and develop in your professional development at the ELT? Did this course help you reach your goals? Why?
14. Did this course meet your expectations at the beginning of the semester? Why?

Post-Interview Questions (Turkish)

Sayın Katılımcı,

Bu araştırmanın amacı, öğretmen adaylarının mesleki gelişim faaliyetleri konusundaki farkındalıklarını ve Mesleki Gelişim Dersinin öğretmen eğitimlerine olası katkısını araştırmaktır. Vereceğiniz tüm bilgiler sadece bu araştırma için kullanılacak ve gizli tutulacaktır. İşbirliğiniz ve değerli katkılarınız için teşekkür ederiz.

Görüşme Soruları

1. Profesyonel bir İngilizce öğretmenin hangi niteliklere sahip olması gerektiğini düşünüyorsunuz?
2. Mesleki gelişimi nasıl tanımlarsınız?
3. Kendi alanınızda sürekli mesleki gelişimi nasıl sağlayabileceğinizi düşünüyorsunuz?
4. Alanınızda ne tür mesleki gelişim faaliyetlerinden haberdarsınız? İsim verebilir misiniz?
5. Hiç mesleki gelişim faaliyetlerine katıldınız mı? Eğer öyleyse, nasıl hissettiniz?
6. Bu dönem almış olduğunuz Mesleki Gelişim dersine ilişkin düşünceleriniz nelerdir?
7. Bu derste hangi mesleki gelişim faaliyetlerini öğrendiniz?
8. Bu dersin içeriği hakkında ne düşünüyorsunuz?
9. Bu dersin bu alandaki mesleki gelişiminize faydalı olduğunu düşünüyor musunuz? Neden?
10. Bu ders size ne yönde katkı sağladı? Öğrendikleriniz öğretmenlik kariyerinizde ne gibi katkı sağlayabilir?
11. Sizce bu derste öğrenmiş olduğunuz mesleki gelişim aktivitelerinden bundan sonraki kariyerinizde size en yararlı olan hangisidir?
12. Bu dersin geliştirilmesine yönelik önerileriniz nelerdir?
13. ELT'deki mesleki gelişiminizde ne öğrenmek, anlamak ve geliştirmek istiyorsunuz? Bu ders hedeflerinize ulaşmanızda katkı sağladı mı? Neden?
14. Bu ders dönem başındaki beklentilerinizi karşıladı mı? Neden?

APPENDIX 3. Guided Reflection Paper (English)

Reflection Paper 1

Please complete the following sentences considering your opinion about the course content covered so far.

1. In the course, I felt.....

I noticed

2. I have learnt that.....

3. In the future, this knowledge can be useful.....

4. In my opinion, the most useful aspect of the course content covered so far was.....

5. The bad thing about the course so far was.....

6. The good thing about the course covered so far was.....

7. My suggestion to improve the course content covered so far is that.....

APPENDIX 4. Personal and Professional Development Course Syllabus

YDI-416 Personal and Professional Development Course Content

What is a 'profession'?

Teacher education-development-training: Assumptions underlying the course

What is 'continuing professional development'?

- professional associations
- book publishers
- journals
- online resources (e.g. listservers and courses)
- professional examinations (e.g. the Cambridge Teaching Knowledge Test)
- professional conferences

Workshops

Self-monitoring

Teacher support groups

Peer observation

Researching second language classrooms

- Journals
- Lesson reports
- Surveys and questionnaires
- Recording of lessons
- Observation
- Action research

Writing conference proposals

Creating a teaching portfolio

Ongoing language development

The Assumptions underlying YDI-416 Professional Development Course (Richards & Lockhart (1994, p. 3-4)

- An Informed teacher has an extensive knowledge base about teaching.
- Much can be learned about teaching through self-inquiry.
- Much of what happens in teaching is unknown to the teacher.
- Experience is insufficient as a basis for development.
- Critical reflection can trigger a deeper understanding of teaching