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THE IMPACT OF EVIDENCE-BASED COLLABORATIVE REFLECTION ON IN-SERVICE TEACHERS' PROFESSIONAL DEVELOPMENT AND PARTICIPATION IN PD PRACTICES

Master's Thesis

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To My Father

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ÖZET

KANITA DAYALI ORTAK ÇALIŞMALI YANSITMANIN HİZMET İÇİ İNGİLİZCE ÖĞRETMENLERİNİN MESLEKİ GELİŞİMİNE VE MESLEKİ GELİŞİM AKTİVİTELERİNE KATILIMLARINA OLAN ETKİSİ

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Bu nitel araştırmanın amacı hizmet içi öğretmenlerin mesleki gelişim aktivitelerine katılımlarını etkileyen faktörleri tespit etmek ve kanıta dayalı ortak çalışmalı yansıtmanın mesleki gelişimlerine ve katılımlarına olan etkisini incelemektir. Mevcut çalışma, asenkron bir şekilde gerçekleşen ortak çalışmalı yansıtma üzerine yapılan pilot bir araştırmanın bulgularına dayanılarak tasarlanmıştır. Fenomenolojik bir yaklaşım içeren bu çalışmada yer alan altı katılımcı Türkiye'nin batısında yer alan özel bir üniversitede İngilizce öğretmenliği yapmaktadırlar. Veri toplama işlemi için katılımcılarla proje öncesi ve sonrası sözlü ve yazılı görüşmeler yapılmış olup, araştırmacının alan notlarından da faydalanılmıştır. Çıkan bulguların tematik analizi sonucunda öğretmenlerin mesleki gelişim aktivitelerine katılım konusundaki motivasyonlarını etkileyen üç faktör ortaya çıkmıştır. Bunlar öğretmenin bilgi eksikliği, herkese yönelik planlanan mesleki gelişim aktiviteleri ve yönetim tarafından desteklenmemeleridir. Kanıta dayalı ortak çalışmalı yansıtmanın ise hizmet içi öğretmenlerin mesleki gelişimlerine olumlu bir etkisi olduğu bulunmuş ve öğretmenlik uygulamaları konusunda farkındalık geliştirmelerini sağlayıp, içsel motivasyonlarını arttırdığı tespit edilmiştir.

Anahtar kelimeler: Mesleki Gelişim, Kanıta Dayalı, Ortak Çalışmalı Yansıtma

ABSTRACT

THE IMPACT OF EVIDENCE-BASED COLLABORATIVE REFLECTION ON IN-SERVICE TEACHERS' PROFESSIONAL DEVELOPMENT AND PARTICIPATION IN PD PRACTICES

Sabire Pınar ACAR

Master's Program in English Language Education

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This qualitative research study investigates factors affecting in-service teachers' participation in professional development (PD) practices and the impact of evidence-based collaborative reflection (ECR) on their professional development and participation. It was designed based on the findings of a pilot project on the impact of asynchronous collaborative reflection on in-service teachers' attitudes towards professional development. The study followed a phenomenological approach and involved six in-service teachers of English working at a foundation university in the west of Turkey. Data was collected through pre- and post-interviews along with the researcher's field notes. After the thematic analysis of the findings, three main themes emerged as the factors affecting teachers' participation, which are teachers' lack of knowledge, 'one-size-fits-all' PD practices and lack of administrative support. The data also revealed that ECR impacted positively on these teachers' PD and participation by increasing awareness of teaching practices and intrinsic motivation towards teaching.

Keywords: Professional Development (PD), Evidence-based, Collaborative Reflection

CONTENTS

TABLES

FIGURES

ABBREVIATIONS

BA	:	Bachelor of Arts
CELTA	:	Certificate in English Language Teaching to Adults
CPD	:	Continuing Professional Development
CR	:	Collaborative Reflection
ECR	:	Evidence-based Collaborative Reflection
EFL	:	English as a Foreign Language
ELT	:	English Language Teaching
ELTRA	:	English Language Teaching Research Awards
LMS	:	Learning Management System
MA	:	Master of Arts
MATESOL	:	Master of Arts in Teaching English to Speakers of Other Languages
PD	:	Professional Development
SETTVEO	:	Self-evaluation of Teacher Talk through Video Enhanced Observation
TAP	:	Think Aloud Protocol
TDU	:	Teacher Development Unit
ZPD	:	Zone of Proximal Development

1. INTRODUCTION

Continuing Professional development (CPD) of a language teacher seems to be an ongoing process since languages are living entities that are subject to change as societies evolve. In addition, it might help a teacher's personal growth as a social being. Hence, professional development programmes, which are "systematic efforts to bring about change in the classroom practices of teachers, in their attitudes and beliefs, and in the learning outcomes of students'' (Guskey, 2002, p.38) are of vital importance because they aim to further educate teachers. Many institutions, schools and administrators seek ways to follow the latest approaches in language teaching and learning and offer a variety of professional development (PD) activities in the form of workshops, seminars and short courses. Yet, the number of language teachers that take part in such practices appears to be far from desired figures (Vuoriaki, 2018).

Research has been carried out to identify the factors affecting teacher's participation in PD practices. Kwakman (2003) puts these factors in three categories: personal, task-related and work environment related. Lee (2002), on the other hand, creates two groups: factors facilitating and factors inhibiting teachers' participation in PD activities. Based on other studies conducted on teachers' participation in PD activities (Geldenhuys & Oosthuizen, 2015, Ünlü & Sarıcoban, 2019) the factors that have been identified emerge as teacher related (content knowledge, teaching experience, attitude to teaching and PD), workplace related (administrative support, planning, resources) and PD related (content relevance, context relevance, delivery, trainer).

Among these, teachers' attitude and commitment play an important role in their professional development (Steyn, 2011). Therefore, the PD practices that they are involved in need to be well planned and implemented (Guskey & Yoon, 2009). The workshops, seminars, short courses offered by schools and different institutions may not be able to meet the individual needs of teachers (Roberts, 2016) because they are designed according to a "one size fits all" approach and considered as "top down" education since they are determined and organized by school administrators (Farrell, 2013, p.7). Moreover, "mandated PD activities in a top-down fashion are not in the best interest of student learning or the development of teacher practices'' (Roseler & Dentzau,

2013, p.3). What is more, many teachers complain about lack of time and energy to spare for their professional development (Duke, 1993, Ünlü & Sarıçoban, 2019).

In order to remedy the issue of reluctance towards top-down activities, other forms of professional development have been offered to serve the individual needs of teachers. These are teachers' monitoring their own teaching, joining teacher support groups, keeping teaching journals or portfolios, observing others teaching, analysing critical incidents, peer coaching, team teaching and conducting action research (Richards & Farrell, 2005). Studies on the effectiveness of such activities include Byrne, Brown and Challen's work on peer observation (2010), Aysal and Seçer's team teaching experience (Barkhuizen, Burns, Dikilitaş, & Wyatt, 2018), and Karakaş and Goktepe's action research project (Barkhuizen et al., 2018). The findings of all these studies reveal positive effects on teaching and learning while their common element is collaboration, which is considered to be a crucial component of quality professional development (Archibald, Coggshall, Croft, & Goe, 2011) along with a second element of reflection. Therefore, it is logical to conclude that collaborative reflection may motivate teachers to engage in PD practices since it requires active involvement, sharing and learning in teachers' immediate environments.

1.1 STATEMENT OF THE PROBLEM

From a socio-constructivist view, as Roberts (2016) puts it, ''(learning to teach) is a process of socialization'' (p.36). He adds that language teachers should be provided with opportunities to take part in dialogues with their colleagues about their teaching practices, beliefs and work-related issues. From this perspective, "collaborative and task-focused talk" is crucial because it allows teachers to socially interact, which enables "learning of socially constructed knowledge, personal construction of meaning and the reconstruction of social knowledge'' (Bell & Gilbert, 1996, p.57) and as Johnson and Golombek (2016) argue, ''teachers develop through the mediation of others'' (p7). Collaborative reflection, in this case, allows opportunities that encourage "changing views of self as teacher" (Roberts, 2016, p.45). As Mann and Walsh (2015) claim, collaborative discussion is the most appropriate means for "developing experiential knowledge" (p.356).

In addition, reflection needs to be based on data since it is difficult to reflect without evidence (Man & Walsh, 2015). It should be also noted that such data should be collected from teachers' own contexts for increased engagement in the reflection process (Mann &

Walsh, 2015) as well as their autonomy and self-development (Mann &Walsh, 2013). However, “there is a lack of data-led research and there is a need for data-led practice” (Mann & Walsh, 2013, p.292).

1.2 PURPOSE OF THE STUDY

The impact of collaborative reflection on teaching has been on the research agenda for some time. Related studies have shown that it is likely to impact on teaching positively. Akyel’s qualitative research (2000) on two English as a foreign language (EFL) teachers revealed that collaborative reflection encouraged them for practice-oriented reflection and “created a more positive atmosphere in their classrooms’’ (p.66). Similarly, in 2010, Mede conducted qualitative research on two EFL teachers in Istanbul, which revealed that reflecting on their own teaching with a partner helped these teachers discover new teaching strategies and solutions to different problems that might occur in the classroom. Yet, there have been few studies on evidence-based or data-driven reflection. A research project funded by British Council, ELTRA (English Language Teaching Research Awards) investigated the effect of such reflection on teaching by using an application called SETTVEO (Self-evaluation of Teacher Talk through Video Enhanced Observation) (Walsh, 2018). In his article, Brouwer (2015) lists six studies researching the effect of using videos for reflection on pre-service and in-service teachers’ learning and their classroom behaviour. Payant (2014) also explored video-mediated reflective practice of preservice English as a Second Language (ESL) teachers in MATESOL (Master of Arts in Teaching English to Speakers of Other Languages) programs. None of these research studies focused on the impact of such reflection on teachers’ PD in Turkish contexts. Therefore, this thesis project aims to gain insight into in-service teachers’ perceptions of collaborative data-driven reflection in a Turkish context and address the following questions:

a. What are the factors affecting in-service teachers’ participation in PD activities?
b. What is the impact of evidence based collaborative reflection on in-service teachers’ PD and their participation in PD practices?

2. LITERATURE REVIEW

2.1 PD IN ENGLISH LANGUAGE TEACHING

Second language education has gone through changes caused by internal and external factors (Richards, 2008). The internal factors are, as Richards (2008) defines them, "self-imposed initiatives" (p.1) by linguists and specialists in the field. The external factors, on the other hand, result from the emergence of worldwide developments such as globalization or English becoming the language of trade and communication (Richards, 2008).

Initial approaches to language teacher education were influenced by Audio-lingualism and Situational Language Teaching, the methodologies of foreign language teaching in the 1960s. In those days, professional development activities were offered in the form of "short training programmes and certificates" (Richards, 2008, p.2).

Later, with the development of applied linguistics as a discipline, whether to teach practice or theory in teacher education led to a debate, which resulted in distinguishing teacher training from teacher development (Richards, 2008). The former was identified with "entry-level teaching skills linked to a specific teaching context", and the latter to "the longer-term development of the individual teacher over time" (Richards, 2008, p.2).

Professional development of teachers is defined by Avalos (as cited in Postholm, 2012) as "teachers' learning, how they learn to learn and how they apply their knowledge in practice to support pupil learning" (p. 406). Recently, there has been a change in the perspectives on such learning (Tanış & Dikilitaş, 2018), which may occur formally and informally. The "traditional, linear and hierarchical" view has been replaced by "a more holistic, collaborative and socio-constructivist approach" (Tanış & Dikilitaş, 2018, p.28). To this end, "a more inquiry-based, socio-constructivist view of teacher development" (Tanış & Dikilitaş, 2018, p. 28) has superseded the conventional methods of delivery in the form of one- shot CPD activities such as workshops and seminars.

According to Borg (as cited in Tanış & Dikilitaş, 2018), adopting a traditional approach in professional development practices may "restrict teachers' constructive contributions and voluntary participation in the trainings" (p. 29). Hence, it would be logical to conclude that teachers' attitudes towards PD practices play a crucial role in their

professional development. The following section gives an overview of how teachers' feel and think about PD and PD practices.

2.2 TEACHERS' ATTITUDES TO PD AND PD PRACTICES

Professional development programmes aim to bring 'change' in three areas: teachers' classroom practices, teachers' attitudes and beliefs and students' learning outcomes (Guskey, 2002). Hence, teachers pursue professional development not only for better student learning but also for job satisfaction brought by efficacy and achievement in teaching (Opfer & Pedder, 2010). As mentioned in the previous chapter; however, some personal, task-related and work environment related factors may negatively affect their participation in PD practices. According to Zimmerman (2006), the nature of the PD sessions, and teachers' beliefs about PD and change may cause reluctance towards PD practices along with the issue of time constraints (Penuel, Fishman, Yamaguchi, & Gallagher, 2007, Archibal et al., 2011). Van den Berg (2002) also considers teachers' feelings regarding change as one of the most important predictors of professionality. Thus, it is sensible to claim that there is a strong relationship between teachers' reactions to change and their attitudes towards PD practices.

Greenberg and Baron (as cited in Zimmerman, 2006) list a variety of reasons why some teachers resist change. These include the fear of the unknown as well as teachers' belief that their expertise and proven abilities, power relationships and even their social relationships with their colleagues are threatened by change. Greenberg and Baron also claim that some teachers find it easier and more secure to do things in the ways they are accustomed to. Another given reason is that teachers do not recognize the need for change (Zimmerman, 2006).

Identifying teachers' reasons for resistance and reluctance to PD practices is one important step to the solution of their inadequate participation but there is still a need for ideas to address this issue. Zimmerman (2006) suggests several strategies to overcome teachers' resistance to change. The two most teacher-related strategies are "enhancing teachers' self-efficacy" and "promoting peer support" (Zimmerman, 2006, pp.242-243), which can be realized by collaborative reflection.

Furthermore, according to Johnson and Golombek, (as cited in Tanış & Dikilitaş, 2018), a socio-constructivist approach to teacher learning may increase teacher involvement and

participation in PD activities. The following section gives details of socio-constructivism and its role in teachers' professional development.

2.3 A SOCIO-CONSTRUCTIVIST APPROACH TO PD

According to Johnson and Golombek's socio-constructivist perspective to PD, "teachers both possess knowledge and can create that knowledge" (Dikilitaş & Tanış, 2018, p.29). This means that they become "active participants in their own growth" who are "responsible for their own development" (Dikilitaş & Tanış, 2018, p.29). Teacher education has adopted such a socio-constructivist approach in recent years while now there is increased emphasis on "alternative professional models" which promote "self-directed, collaborative, inquiry-based learning" (Dikilitaş & Tanış, 2018, p.28). Developed by Vygotsky in 1930s, Socio-Constructivist Theory of Learning assumes that learning does not only occur within the individual, but it is a "social and collaborative activity where people create meaning through their interactions with one another"(Schreiber &Valle, 2013, p.396). In other words, socio-constructivism "examines the knowledge and understandings of the world that are developed jointly by individuals" (Amineh & Asl, 2015, p. 13). The assumptions of socio-constructivism are based on reality, knowledge, and learning (Kim, 2001). These assumptions are that both reality and knowledge are human products of social and cultural interactions (Amineh & Asl, 2015) and that learning is a "social process" (p.13). Social constructivists also argue that "meaningful learning occurs when individuals are engaged in social activities such as interaction and collaboration" (Amineh & Asl, 2015, p.13).

According to Vygotsky (1978), learning occurs in the zone of proximal development (ZPD) which is defined as "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance, or in collaboration with more capable peers" (p. 86). While working in collaboration with their peers, individuals learn best, and it is "through such collaborative endeavours with more skilled persons that learners learn and internalize new concepts, psychological tools, and skills" (Shabani, Khatib, & Ebadi, 2010, p.238). It is believed that after completing a task collaboratively with others, "the learner will likely be able to complete the same task individually next time, and through that process, the learner's ZPD for that particular task will have been raised" (Shabani et al 2010, p.238).

As claimed by Nurfaidah (2018), Vygotsky's sociocultural approach puts reflection "in the heart of teaching as part of social process" (p. 152). Therefore, teachers should consistently reflect on their practices. The following section gives details of reflective practice by presenting a brief history of its forms.

2.4 REFLECTIVE PRACTICE

Reflection, in simplest terms, may be defined as one's active self-evaluation (Glazer, Abbott, & Harris, 2004). The term reflective practice first emerged when American educator John Dewey talked about reflective inquiry in his 1933 book "*How We Think*" and emphasized its importance in education (as cited in Farrell, 2012). Dewey separated intellectual thinking from routine thinking, which, he argued, might be influenced by" impulse", "tradition" or "authority" (Farrell, 2012, p.9). He further claimed that teachers who do not think intellectually but blindly follow routine are obliged to become "slaves to routine" and teach *classes* and not *students* (Farrell, 2012, p.10). Dewey also believed that reflection derives from teaching- related feelings of doubt and conflict and there are five phases of reflective thought: "suggestion", "intellectualization", "guiding idea", "reasoning" and "hypothesis testing" (Farrell, 2012, p. 10).

Farrell (2012) explains these phases in a simple way. In the first phase, the person identifies a problematic situation and thinks of suggestions as possible solutions. In the second phase, the situation is treated intellectually and examined in terms of difficulty or complication. Next, a chain of suggestions is created, and observation is initiated, which is followed by collecting facts. Then, reasoning starts and the person "links present and past ideas and elaborates the supposition that reflective inquiry has reached" (Farrell, 2012, p.10). Finally, "the refined idea is reached, and the testing of this refined hypothesis takes place" (Farrell, 2012, p.10).

According to Dewey (as cited in Husu, Toom, & Patrikainen, 2008, Rogers, 2002), reflection is a meaning-making process which requires a systematic and disciplined way of thinking. A reflective teacher needs to interact with others and develop awareness of their attitudes and emotions as well as those of her own. He maintained that when such reflection is combined with actual teaching experiences, teachers can achieve professional development (Farrell, 2012).

Later in the 1970s, Schön, together with Argyris, developed the notions of single loop learning and double loop learning (Farrell, 2012). They explained that single-loop

learning is “planning, teaching, and testing at the tacit level” whereas in double-loop learning “thinking, practice, and problems between the two are raised to an explicit level where they can be accessed” (p.12). Schön (as cited in Walsh, 2009) argued that double-loop learning “requires a more critical stance of the learner”, and “it makes public the things which single loop learning would leave ‘private and undiscussable” (p.389). It is when the learner becomes open to change by examining and challenging his underlying values and assumptions (Walsh, 2009).

Schön, who focused on Dewey’s theory of inquiry in his dissertation (Farrell, 2012), put forward two distinguishing modes of reflection: reflection-in-action and reflection-on-action (Husu et al., 2008). The former refers to thinking about one’s actions while performing them and the latter is making sense of one’s actions after they occur. Reflection-in-action takes place when a problematic situation occurs while teaching and the teacher does not receive a routine response to his actions. Then, a process of problem setting begins, which provides data for future action (Farrell, 2012). According to Schön, “professionals ‘know’ more than they can articulate in language” (Farrell, 2012, p.12) and they use this tacit knowledge during this process, which he defines as “knowing-in-action” (Suzuki, 2013, p.44).

Reflection-on-action, on the other hand, occurs when teachers think back to a past event and explore “how their knowing-in-action was applied in the event” (Suzuki, 2013, p. 44). It can be defined as “looking back at one’s practice and ideas to gain new perspectives, such as reinterpretation and awareness” (Suzuki, 2013, p.37). Similarly, Eraut (1995) defines Schön’s notion of reflection-on-action as “the process of making sense of an action after it has occurred and possibly learning something from the experience which extends one's knowledge base” (p.16). He also maintains that reflection-in-action is on the action, too, and adds that these two forms of reflection are not opposites. The only difference between them is displayed in the use of prepositions which serve different functions. The preposition *on* should refer to the *focus* of reflection while the preposition *in* refers to the *context* of reflection (Eraut, 1995).

Finally, the term reflection-for-action was created by Eraut (as cited in Husu et al., 2008), which is defined as teachers’ thinking about their future actions. He believes the preposition *for* refers to the *purpose* of reflection (Eraut, 1995, p.16). He further argues that Schön was “primarily concerned with reflection-for-action, reflection whose purpose

is to affect action currently in progress" (p.16). Eraut (1995), thereby, distinguishes Schön's reflection-for-action from that of Kolb's in that Kolb was concerned with "reflection for learning, which is expected to affect future actions but not usually those still in progress" (p.16). When teachers engage in reflection-for-action, reflection takes place before anything has happened and the teacher anticipates what may happen and tries to account for this before he or she conducts the lesson (Barnard & Ryan, 2017).

Van Manen states that there are three hierarchical levels of reflection: "technical, practical and critical" (as cited in Rico, Becerra, Trujillo, Vera, Cáceres, & Parra, 2012, p.53) In the first level, teachers reflect on "how to develop their lessons and reach the goals set" (Rico et al., 2012, p.53). In the second level, they reflect on "the relationship between their actions and the theories" (Rico et al, 2012, p.55). Van Manen's third and highest level of reflectivity involves "the questioning of moral and ethical issues related directly and indirectly to teaching practices" (Rico et al, 2012, p.55). Critical reflection does not only allow teachers to "question, evaluate and problematise their teaching beliefs, knowledge and practices, but also leads to their transformation or reconstruction" (Cirocki & Widodo, 2019, p.17). It is defined as a systematic cyclical process of "self-observation, self-awareness and self-evaluation, all of which aid the (re)construction of professional knowledge" (Cirocki& Widodo, 2019, p.17).

2.5 COLLABORATIVE REFLECTION

Regardless of the means and purpose, the importance of a teacher's ability to reflect cannot be denied (Mann & Walsh, 2015). Teachers' ability to reflect plays a crucial role in their professional development and it brings many pedagogical benefits, for both novice and experienced teachers (Ene & Riddlebarger, 2015). It helps teachers to develop autonomy, deliver learner-centred classes and overcome ''*plateauing''*- ''the frustration and disillusionment they may experience over the course of their tenure in the classroom usually in their mid-career'' (Farrell, 2013, p.14).

According to Walsh (2018), no form of reflection is better than the others. Instead of favouring one, he emphasizes "rebalancing of written reflection – which tends to be solitary – towards something spoken, dialogic and collaborative" (p.2). It can be suggested that, forming a community of practice (CoP) for reflection might allow dialogue and collaboration. CoP refers to a group of people "who share a concern or a passion for something they do and learn how to do it better as they interact regularly"

(Wenger-Trayner & Wenger-Trayner, 2015, p.1). The three crucial characteristics of a CoP are "a shared domain of interest", members' learning and interacting together, and "a shared practice" (Wenger-Trayner & Wenger-Trayner, 2015, p.2). Teachers in a CoP are active learners who "construe new knowledge and skills and then re-construct teaching practices given a set of intertwined, individual, social, and organizational factors" (Mak & Pun, 2015, p.4).

According to Lave and Wenger, the assumption of CoP is that "humans are social beings, knowledge is a matter of competence, knowing is a matter of active engagement with the world and our ability to experience the world and our engagement with it, is meaningful" (as cited in Borg, 2011, p.302). It can be concluded that CoP holds a social perspective to learning which considers knowledge to be "situated in experience and that experience is understood through critical reflection with others" (Borg, 2011, p.302).

When reflection is done collaboratively, its effect is multiplied because the participants of a collaborative reflection group help the professional growth of each other (Tigelaar, Dolmans, Meijer, de Grave, van der Vleuten, 2006). Moreover, they may experience certain changes in their beliefs (Wang & Quek, 2015) and develop varied perspectives (Glazer, Abbott, & Harris, 2004). When teachers reflect in and on their practices collaboratively rather than alone, they are more likely to succeed in becoming reflective teachers (Glazer, et al. 2004) and build a relationship of trust with each other.

Rodgers (2002) also underlines three benefits of collaborative reflection: teachers appreciate their own experience, broaden their horizons by gaining new perspectives and achieve sustainability in their reflective practices. She explains that when teachers reflect on their practices alone, they may fail to see the importance of what they have experienced. She adds that collaborative reflection "offers alternative meanings, broadening the field of understanding" (Rodgers, 2002, p.857). Lastly, she talks about the compelling power of collaborative reflection. Teachers who are involved in collaborative reflection feel responsible to their group and therefore, they are more likely to sustain their reflective practices (Rodgers, 2002).

Collaborative reflection groups may consist of teachers within a single school, teachers from different schools or groups of teachers meeting on virtual platforms (Farrell &Jacobs, 2016). These teachers can collaboratively reflect through discussion groups, journal writing or peer observations (Farrell & Jacobs, 2016).

When forming a reflection group, there are things to consider. Teachers in the group need to feel connected to each other so that they can be comfortable while sharing their ideas (Farrell & Jacobs, 2016). Farrell and Jacobs also suggest following the eight cooperative learning principles of Jacobs and Kimura (as cited in Farrell & Jacobs, 2016) when forming such reflection groups. These principles include forming heterogenous groups, teaching group members collaboration skills, developing group autonomy, maximising peer interactions, allowing equal participation and accountability of group members, valuing group interdependence and cooperation (Farrell & Jacobs, 2016).

2.6 EVIDENCE-BASED REFLECTION

Farrell (2012) considers both Dewey's and Schon's idea of reflective practice as evidence-based in that "teachers need to systematically collect evidence (or data) about their work and then make decisions (instructional and otherwise) based on this information" (p.15). Mann and Walsh (2015) also suggest using "a teacher's own data" for reflection as it is a particularly rich resource and teachers are more engaged when they use data from their own context and experience" (p.354).

According to Farrell (2013), evidence-based reflective practice" allows teachers to articulate to themselves (and others) what they do, how they do it, why they do it, and what the impact of one's teaching is on student learning" (p. 38). Such reflection may cause teachers to affirm their existing teaching practices or change them (Farrell, 2013). Farrell (2013) also emphasizes that the changes teachers make in their teaching "will not be based on impulse, tradition, or the like; they will emerge as a result of analysis of concrete evidence" (p.44). Walsh (2018), too, points out the importance of teachers' use of evidence from their own contexts to acquire skills and practices for their professional development. He adds that evidence-based reflection provides them with "something to reflect on and something to reflect with" (Walsh, 2018, p.3).

The most commonly used tools for evidence-based reflection are self-reports or extracts from reflective journals but there is a need for "more *insider accounts* that provide up-close and detailed views of reflection" (Mann & Walsh, 2015, p.352). For this purpose, videos are unique as they encourage stimulated recall, which is "an opportunity for teachers to use data to inform their reflections and then engage in dialogue to fine-tune their thinking" (Mann & Walsh, 2015, p. 359). Videos bring out "emotional responses" by providing vivid and concrete images (Brouwer, 2015, p.139). They also "quickly,

easily and inexpensively provide evidence on which to reflect" (Walsh, 2018, p.21). Finally, video-enhanced reflection promotes effective teaching behaviour (Brouwer; 2015).

Brouwer (2015) identifies five factors that may influence the result of a video intervention (pp. 140):

a. in which career stage participants find themselves

b. who is being viewed in the videos shown

c. what type of video is used in the intervention

d. how much and what kind of structure facilitators introduce into teachers' analysis and interpretation of video recordings

e. from which source(s) teachers receive feedback (Brouwer, 2015).

2.7 PREVIOUS RESEARCH STUDIES

Research into teachers' attitudes towards PD and how they perceive PD practices identify key factors. Karaaslan's research (2003) revealed that there were three main obstacles in teachers' professional growth. These are **"**excessive workload, lack of self-motivation and lack of institutional support for professional development" (Karaaslan, 2003, p. 96). Similarly, Muyan (2013) investigated the factors that hinder the professional development of language instructors at a Turkish university and identified self-motivation as the most important factor (Muyan, 2013). In 2014, Ozbek carried out a mixed study to explore the factors influencing English language teachers' preferences for PD activities. The results showed that the factors emerge under two categories: individual and institutional. The individual factors included where teachers lived, their workload, family commitments and their interest in personal PD while the institutional factors were related to the delivery and quality of PD activities and the competence of the trainer (Ozbek, 2014).

The research studies on reflective practices of teachers indicate a positive impact of collaborative reflection on teaching practices. A 2000 study on collaborative reflection of five elementary school teachers in the USA revealed that collaborative reflection (CR) enabled these teachers to find practical solutions to their real-life classroom experiences, use more effective teaching practices and "develop and sustain more positive attitudes towards the PD-related challenges they encounter" (Glazer, et. Al, 2004, p.35). The two main challenges faced during this CR project were that it was hard for the participants to

find time to meet together with personality clashes which occurred caused discomfort among some teachers.

Research examining the three modes of reflection carried out by a non-native teacher of English in Korea compared the teacher's level of reflection in group discussions, journal writing and classroom observations (Farrell, 2001). The findings showed that the participant was more critically reflective in group discussion than in her journal and observations. The participant herself also expressed her preference for group reflection over the other two forms (Farrell, 2001).

Three teacher researchers, Woodcock, Lassonde and Rutten (2004), designed their own collaborative reflection cycle based on Dewey's and Roger's reflection models and investigated its impact on their beliefs. They followed the phases of "description of experience", "analysis of experience" and "action and moving forward". Later, they discovered that 'collaboration' was missing, and consequently added it to their own cycle. The findings showed that "knowledge is not only socially constructed but within the contexts of relationships as well" (Woodcock et al., 2004, p.70).

A mixed method study carried out by Epler, Drape, Broyles and Rudd in 2013 compared three types of reflection in terms of their depth: individual reflection, reflection through a think aloud protocol (TAP) and collaborative reflection (CR). The results revealed that both TAP, and CR encouraged cognitive and metacognitive processing more than individual reflection.

Tabassum and Malik carried out research in 2014 on 300 high school teachers in Pakistan and found that the teachers were not aware of the need for reflection to understand their students' difficulties in learning. Another study conducted on 162 in-service teachers in Amman revealed that the participating teachers' attitudes to reflective practices were high and in line with their attitudes to professional development practices (Gheith & Aljaberi, 2018).

Although there is little research into evidence-based reflection, the findings of the related studies show that it brings desirable results. In a 2005 study, Romano and Swartz examined the effectiveness of electronic portfolios, online discussions and videotaping as reflection tools for ten novice teachers. The findings showed that the participants found videotaping to be the most effective tool for meaningful reflection as it helped them "see

mannerisms and unintentional tendencies that they normally would not be aware of" (Romano & Swartz, 2005, p.156).

A 2012 multiple case study investigated four elementary science teachers' use of a reflection framework while examining video of their teaching practice. The findings showed that although the framework encouraged them to analyse their videos more closely, following a framework is not enough for teachers to learn to reflect critically. They needed additional coaching on how to do it and make connections between "their teaching beliefs, teaching practice and standards of teaching and learning" (Deaton, 2012, p.16).

Harlin (2014) investigated the long-term effects of teachers' reflections on their video-recorded teaching and the findings revealed that video-enhanced reflection brought changed habits in teaching. There was a shift in participants' approach to teaching: from teacher-centred to participant-oriented. The results indicated that this change resulted from the teachers' becoming aware of their teaching behaviours after watching their recordings, which served as concrete evidence for reflection.

Teachers' attitudes to PD and PD practices and the effectiveness of collaborative and evidence-based reflection have been the focus of many studies. However, in order to investigate the relationship between teachers' PD and evidence-based reflection, more research needs to be conducted. Therefore, this study aims to address this gap by exploring the impact of evidence-based collaborative reflection on in-service teachers' professional development and their participation in PD practices.

2.8 SUMMARY

The chapter presents literature on a brief history of PD in ELT and teachers' attitudes towards PD and PD practices. The most important factor affecting teachers' perceptions of PD is identified as their attitudes to change. After giving a socio-constructivist perspective to learning, reflective practice is discussed. Then, collaborative reflection is introduced as a potential remedy to help teachers tackle the change-related challenges that they face. Lastly, evidence-based collaboration is presented as an effective form of collaborative reflection. The chapter concludes with related studies in the field emphasizing the need for further research into the impact of evidence-based CR on teachers' attitudes to PD and their participation in PD practices.

3. METHODOLOGY

3.1 RESEARCH DESIGN

3.1.1 Pilot Study

The research has been designed based on the findings of a pilot project that was run to test the feasibility of an asynchronous collaborative reflection project as a PD practice. A pilot study provides an opportunity to see if there is a need for changes in the data-collection methods and other procedures (Ary, Jacobs, Sorensen, & Razavieh, 2010). The six-week pilot project aimed to explore the impact of asynchronous collaborative reflection in a virtual environment on in-service teachers' attitudes towards PD practices. Therefore, the intervention took place online and the three participants, who work in the same school where the current research takes place, reflected on their classroom management strategies using WhatsApp. Data was collected through pre- and post- semi-structured interviews along with the researcher's field notes. The findings revealed that the participants valued self-directed PD activities that require bottom-up motivation. The results also indicated that asynchronous reflection was less effective than synchronous and face-to-face reflection.

3.1.2 Current Study

Based on the findings of the pilot study, the current CR project has been designed as an evidence-based practice with online and face-to-face components for more in-depth and effective reflection. The online component provided asynchronous and immediate reflection whereas the face-to-face meetings allowed synchronous and delayed reflection. In addition, the scheduling of the meetings and topics for reflection are determined by the participants for a more teacher-led approach.

The study follows a phenomenological approach since it aims to investigate the impact of evidence-based collaborative reflection (ECR) on teachers' PD and their participation in PD practices by examining how teachers interpret their experience with ECR and what meaning they attribute to their experience (Ary, et al., 2010).

3.2 SETTING AND PARTICIPANTS

3.2.1 Setting

The study took place at an English-medium private university in the west of Turkey. Graduate and undergraduate students of this university receive foreign language education in different programmes: Associate English Programme, English Preparatory Programme, Second Foreign Languages Programme and Undergraduate English Programme.

The university uses Blackboard Learn, an internet-based Learning Management System (LMS) and Panopto, a video platform which allows instructors to video record their lessons and share them with their students on Blackboard. For the purpose of this study, two courses were created on Blackboard for the participants to share and reflect on their Panopto recordings.

The school has a Teacher Development Unit which provides in-service support for the development of the language instructors. The unit has been delivering developmental activities in the form of classroom observations, workshops, short courses and projects since the establishment of the school. The current study coincided with the shift in the school's approach to professional development from a more structured delivery to individualized PD, which allows teachers to work on areas of their interest for their professional growth.

3.2.2 Participants

The study was carried out with six participants. Homogenous sampling, a variation of purposive sampling (Ary et. al), was used for this collaborative reflection project since homogeneity in attitudes and experiences may create a non-threatening environment during reflection sessions. In addition, the participants should receive "constructive, sympathetic and non-judgemental" feedback from group members for the reflection sessions to be beneficial (Barnard & Ryan, 2017, p.109). Finally, it is asserted that colleagues' feeling of safety and connection with each other in the group promotes successful group reflection (Farrell, 2015). Therefore, two CR groups of three participants were formed by teachers who are not only colleagues but also friends.

The participants in CR1 work in the English Preparatory Programme, where all the students are expected to reach a level of proficiency in English before they can start their faculty studies. Those in CR2, on the other hand, work in the Associate English

Programme, where students receive compulsory Basic English courses in their first year and elective general English courses in their second year.

All the participants are female and full-time English language instructors. Five of them are Turkish nationals while one is British. They teach 20-25 hours weekly along with conducting office hours to support weak students and carrying out substitution duties in the absence of an instructor. They are also expected to join PD activities as a requirement for the appraisal system in the school.

In order to protect the participants' anonymity, the identity of the participants is not shared (Saldana, 2016).

The demographic information about the participants' age, educational background, teaching qualifications and experience are listed in Table 1.

Table 3.1: Demographic information about the participants

Participant(P) (Age)	***Educational Background***	***Teaching Qualification***	***Teaching Experience (in years)***	***Experience in the University (in years)***
P1 = 38	BA in English Language Teaching MA in Curriculum Development and Instruction	Teacher Development Course by British Council	17 /	17
P2 = 40	BA in Statistics	TEFL CELTA Teacher Development Course by British Council	19 /	16
P3 =40	BA in English Language Teaching MA in Curriculum Development and Instruction		18 /	15

P4= 44	BA in English Language and Literature	Pedagogical formation certificate	19	/	15
P5 = 40	BA in English Language and Literature	Pedagogical formation certificate TESOL	17	/	15
P6 = 42	BA in American Culture and Literature MA in International Relations	Pedagogical formation certificate	18	/	15

3.3 PROCEDURES

3.3.1 Data Collection Instruments

Data were collected through a semi-structured pre-interview, a structured and written post-interview and field notes. Interviews allow respondents to express their "opinions, beliefs, and feelings'' (Ary et al, 2010, p.438). In addition, they are quick ways of collecting large amounts of in-depth data as well as ''insights on participants' perspectives" (Ary et al, 2010, p.438). The aim of this research study is to investigate the impact of evidence-based collaborative reflection on in-service teachers' professional development and their participation in PD practices, so interviews seem to be the most appropriate tool to collect data about the participants' opinions, feelings and beliefs about PD and PD practices along with their perceptions about evidence-based collaborative reflection. All the interviews were conducted one-to-one so that the respondents would not be affected by the responses of each other.

As the researcher in this study, I am also a member of the Teacher Development Unit (TDU) in the school where the current study took place. Therefore, I had the opportunity to assume the role of a reflection facilitator in the CR project. A facilitator of a collaborative reflection group acts as a moderator who encourages teachers to share their ideas (Farrell, 2015). Prompting ideas and participating in the online discussions on Panopto allowed me to observe the participants closely and take detailed field notes. The

field notes include the records of the CR sessions on Panopto, dates and content of CR meetings, checklists about participants' interaction and contribution (Appendix C). Consequently, there is "a thick description of the setting" (Heigham & Croker, 2009, p.9), which is defined as "rich, vivid descriptions and interpretations that researchers create as they collect data" (Heigham & Croker, 2009, p.322).

3.3.2 Data collection

An initial meeting was held with the two groups of participants separately and the scheduling of the interviews and procedures of the CR project were discussed and designed according to their convenience. The participants unanimously agreed to choose one reflection focus for each of their lesson recordings. They also decided to comment on two positive aspects of the lesson shared on Panopto. The CR project lasted for three months. Each participant in the project shared two lesson recordings with their group on the school's LMS Blackboard Learn. For immediate reflection, the participants watched the recording and wrote their comments in the discussion section of Panopto video recording system. For delayed reflection, the participants held a face-to-face meeting with the researcher.

3.3.2.1 Pre-interviews

Two weeks prior to the study, a semi-structured pre-interview was conducted, and audio recorded with the permission of the participants. While the participants from the Preparatory Programme (CR1) were available for a face-to-face interview, the group from the Associate English Programme (CR2) were interviewed by telephone due to their busy schedule at that time. The pre-interviews lasted around 30 minutes and a total of 19492 words were collected after verbatim transcription and translation of the respondents' answers. Details of the pre-interviews are listed in Table 2.

Table 3.2: Details of the pre-interviews

Participant	***Date***	***Duration***	***Word count of transcription***	***Word count of translation***
P1	30th September	30 min	3161	3672
P3	2nd October	25 min	2436	2626

P2	4th October	26min	3507	3507*
P4	12thOctober	34 min	3407	3718
P5	12 October	25 min	2770	2480
P6	12 October	30 min	2965	3489
Total		**170 min**	**18246**	**19492**

*The interview was conducted in English

Morrison suggests that semi-structured interviews include questions in the form of "*prompts* and *probes"* (as cited in Cohen, Manion, & Morrison, 2007, p.361). I used *prompts* to ask the questions on my interview topic and *probes* to collect further information usually by asking *why* or *how*. After a few questions to collect demographic data about the participants, the pre-interviews proceeded with three main questions which are listed in Table 3.

Table 3.3: Pre-interview questions

Pre-Interview Question	***Purpose of the Question***
a- What is your definition of PD?	Identify factors affecting the participants' motivation to participate in PD practices
b- What strategies do you use for your PD? - Follow up questions: Why/ How?	Identify factors affecting the participants' motivation to participate in PD practices
c- Have you ever tried CR? If yes- tell me about your experience. If no – tell me about your expectations.	Identify the participants' perceptions of ECR

3.3.2.2 Post- interviews

Due to time constraints and the participants' busy schedule, the structured post-interviews were conducted in written form. The interview questions were emailed to participants one week after the last CR meeting and they responded to the questions at their convenience. The dates of data collection and word count of the responses are listed in Table 4.

Table 3.4: Details of the post-interviews

Participant	***Date***	***Word Count***
P1	29th January	385
P2	29th January	350
P3	29th January	300
P4	22nd January	609
P5	23rd January	413
P6	30th January	200
Total		**2257**

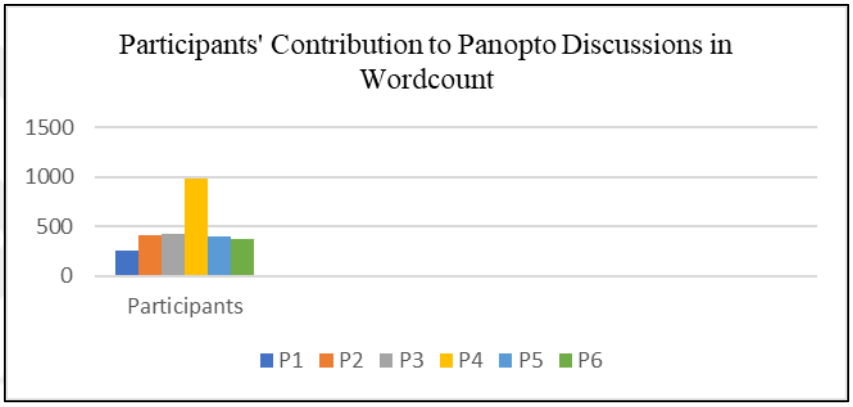
The post-interview aimed to identify the participants' perceptions of and attitudes towards evidence-based collaborative reflection as a professional development practice. The following questions were asked in the post-interview:

a. Tell me about your experience of collaborative reflection. What was it like?
b. As a PD (professional development) activity, how effective do you think your reflection sessions were? (Consider both Panopto discussions and the face to face meetings please)
c. Would you please tell me about the influence of the lesson recordings when reflecting on your teaching?
d. Based on your experience in this professional training, how would you describe the main characteristics of collaborative reflection?
e. Would you recommend it to other teachers? Why/ Why not?

3.3.2.3 Field notes

The field notes were taken through participant observation, records and recordings of the CR sessions along with checklists documenting their attendance and contribution in the face to face meetings (Appendix C). Each participant shared two lesson recordings of minimum 30 minutes each. By the end of the CR sessions, the total duration of the recordings watched and reflected on by each participant was a minimum of three hours. The bar graph in Figure 1 shows the word count contribution of each participant to the reflective discussions on Panopto recordings.

Figure 3.1 Details of Reflective Discussions on Panopto



In addition to reflecting on Panopto recordings in the discussion section, the participants attended eight meetings each of which lasted over 35 minutes on average. Table 5 shows a summary of the details about the CR meetings.

Table 3.5: Session notes of CR meetings

Participant	*Date*	*Reflection Focus*	*Suggestions*	*Positive Aspects*
P1 -1 ***P1-2***	***24th October*** ***31st October***	***Instructions (giving, checking)*** ***Students' oral production***	***Have ss read/understand instructions*** ***Break long instructions into pieces*** ***Echoing should be watched*** ***Lower ss L1*** ***Give more waiting time*** ***Give different tasks to group members***	***- Personalising language*** ***-Good rapport*** ***-Giving ss choices*** ***-Active/close monitoring*** ***-Good elicitation*** ***-Good ICQs*** ***-Think pair share*** ***-Variety in activities*** ***-Use of technology*** ***-Peer correction***

P3-1 ***P3-2***	***3rd December*** ***10th December***	***Ideas for a discussion activity*** ***Use of Mentimeter***	***- Try personalising*** ***-Watch echoing*** ***-Include 'think pair share'*** ***-Include a follow-up activity*** ***-More ss involvement needed***	***-Effective use of Mentimeter*** ***-Variety in activities*** ***-Attentive listening*** ***-Smooth transition*** ***-Excellent board work*** ***-Good rapport***
P2-1 ***P2-2***	***7th November*** ***14th November***	***Instructions for Peer Dictation*** ***Giving Written Feedback***	***-Waiting time & eye contact*** ***-Keep early finishers busy*** ***-Avoid correcting everything***	***-Levelling language*** ***-Giving choices*** ***-Close monitoring*** ***- Supportive authority*** ***-Detailed preparation***
P4 -1 ***P4-2***	***8th November*** ***20th December***	***Exploiting course book*** ***Students' Written and oral production***	***-Include technology*** ***-Be selective***	***-Teacher' L2*** ***-Good modelling*** ***-Good timing*** ***-Variety in activities*** ***-Using the same material for different purposes***
P5-1 ***P5-2***	***25th October*** ***6th December***	***Use of L1*** ***Teaching writing at low levels***	***-Have ss read the instructions*** ***-Use visuals***	***-Link between lessons*** ***-Inductive learning/teaching*** ***-Effective use of the board*** ***-Active/close monitoring*** ***-Use of technology (Quizziz.com)***
P6-1 ***P6-2***	***22nd November*** ***27th December***	***Teaching vocabulary*** ***Teaching vocabulary***	***Reduce TTT*** ***Reduce the number of vocabulary items*** ***Involve students***	***-Well-prepared material*** ***- Personalizing Language***
CR-1	***11th October*** ***1st meeting***			
CR-2	***18th October*** ***1st meeting***			
CR 1-2	***14th January*** ***FINAL MEETING***	***Reflections on the project*** ***Further suggestions***		

As the researcher of the study I filled in checklists to monitor and record the teachers' participation in these face to face meetings. Table 6 shows their participation in percentages:

Table 3.6: The teachers' participation in face-to-face reflection sessions:

Participant	Attended the session	Further elaborated on Panopto comments	Gave reflective examples from her context	Suggested new ideas
P1	100 %	100 %	83.3%	83.3%
P2	100 %	100 %	83.3%	66.6%
P3	100 %	83.3%	33.3%	83.3%
P4	100 %	100 %	83.3%	100%
P5	100 %	100 %	100%	66.6%
P6	100 %	50%	83.3%	50%

3.3.3 Data Analysis

While analysing the data a phenomenological approach was adopted because the study involved a homogenous group of participants for better understanding of their overall perceptions about evidence-based CR as a PD practice (Alase, 2017). According to Creswell and Poth (2016) a phenomenological study describes "the meaning for several individuals of their lived experiences of a concept or a phenomenon" (p. 58). The current study; therefore, aims to identify how the participants perceive their experience with evidence-based collaborative reflection and how it impacts on their professional development along with their participation in PD practices.

Inductive analysis was carried out to interpret the meanings that came from the data because "inductive reasoning uses the data to generate ideas" (Thorne, 2000, p.68)

The analysis of the data proceeded in three stages: going through the data several times to better understand it as a whole, coding the data while condensing it by eliminating redundant parts, identifying emerging themes by examining the codes, and interpreting the themes (Alase, 2017).

To identify factors affecting the participants' motivation to participate in PD practices, their answers to questions 1 and 2 in the pre-interview were analysed. Initially, 85 statements from the pre-interview were selected as units relevant to the first research question. Later, these were analysed through Open coding, that is, identified as units for analysing the participants' PD-related meanings and feelings (Cohen et.al., 2007). As a

result of Open coding, 59 items were selected. Next, these were reduced to seven sub-themes through axial coding. Finally, 3 main themes emerged as factors affecting these teachers' motivation to participate in PD practices. The analysis process was completed by debriefing with two colleagues.

For the remaining data, In Vivo coding and axial coding were applied. In Vivo coding is defined as coding "the words verbatim that participants use to examine the possible dimensions or ranges of categories" (Onwuegbuzie & Frels, 2016, p.134. It is a useful coding method to emphasize the participants' voices and it relies on the participants' words-and what they literally meant- for giving meaning to the data (Manning, 2017). Thus, it helped me as the researcher to better understand what meaning the participants attributed to their experience with ECR. Through In Vivo coding, 17 ECR-related codes were created in the pre-interview. When the post-interview responses were examined, 70 items were selected for coding. These codes were later reduced to 10 by axial coding, which is used for developing "a category by grouping/sorting/reducing the number of codes generated from the first cycle of coding" (Onwuegbuzie & Frels, 2016, p.134). Finally, through debriefing, these were reduced to four sub-themes and two main themes.

3.3.4 Trustworthiness

Multiple procedures have been followed to achieve trustworthiness. First, a pilot study was run to test the feasibility of the current research. The findings of this prior study provided feedback for necessary adjustments in research design. Before the analysis procedure, the participants of the study reviewed the translated transcriptions of their responses to the pre-interview questions. This process is defined as member checking, which "can help ensure the accuracy of the account" (Creswell, 2012, p. 623) In addition, while coding the data, two colleagues of the researcher reviewed the codes and gave feedback on the interpretations of the data, a process defined as debriefing (Creswell, 2012). Both member checking and debriefing allow this study to be credible. Furthermore, the triangulation of data collection tools, that is, the use of multiple instruments such as observational fieldnotes and interviews provided evidence from different sources (Creswell, 2012). Finally, the thick description of the setting and research procedure enables transferability, "the degree to which the results of qualitative research can be transferred to other contexts or settings with other respondents" (Korstjens & Moser, 2018, p.121).

3.4 LIMITATIONS

The limitations of this study are the results of multiple factors. To begin, the evidence-based CR project took place at a time when the English Preparatory Programme decided to make changes in their course materials. As a result, the participants in CR1 had extra workload familiarizing themselves with the new coursebooks and digital software. This caused time constraints and resulted in shorter and less in-depth reflection on Panopto recordings. The small size of the study is also a limitation since the findings cannot be generalized. Owing to the busy schedule of the participants, the delayed impact of the ECR could not be investigated. Finally, a combination of qualitative and quantitative methods would ensure increased reliability, but the research lacks quantitative data. For further studies, a larger population could be chosen as participants and mixed method research could be conducted.

4. FINDINGS

This research study has aimed to explore factors that affect in-service teachers' participation in PD activities. Secondly, it has intended to investigate the impact of evidence-based reflection on teachers' professional development and their participation in PD practices. For this purpose, data collected from pre- and post-interviews along with the researcher's notes have been examined. The findings indicated that reflecting on their own teaching in collaboration with their friends and at their convenience impacted positively on the participants' professional development and increased their motivation, which positively affected their participation in this PD practice. The results are presented below with the participants' responses directly quoted from the data.

4.1 FACTORS AFFECTING TEACHERS' PARTICIPATION IN PD PRACTICES

Three main concepts have emerged as the factors affecting the participants' participation in PD practices: teachers' lack of knowledge, 'one-size-fits-all' PD activities and lack of administrative support (Table 4.1).

Table 4.1: Factors affecting teachers' participation in PD practices

Sub-themes	*Themes*
• Theoretical knowledge • Collegial knowledge	***Teachers' Lack of Knowledge***
• Practicality • Needs-based PD	***'One-size-fits-all' PD activities***
• Appreciation of PD efforts • Incentives	***Lack of Administrative Support***

• Mandated PD activities

4.1.1 Teachers' Lack of Knowledge

The findings revealed that the participants identify both theoretical and collegial knowledge as important factors in their participation in PD practices. They emphasized that knowledge of both theory and practice from all sorts of sources bring novelty in their teaching, which, eventually, positively impacts on their motivation to participate in PD practices.

4.1.1.1 Theoretical knowledge

All the participants mentioned the importance of knowledge and stated that learning is essential for effective PD. It can be concluded from their responses that such knowledge may be about teaching techniques, different teaching contexts, or theories behind teaching practices. P3 stated that professional development of a teacher denotes novelty and said, *"To me, it (PD) means learning or contributing to something new." (Int1).* It can be inferred that such novelty is not only gaining knowledge about the profession but also being involved in the creation of a new teaching-related experience. It was evident in P3's response in the pre-interview that new ideas and new practices in teaching prevented monotony in the classroom: *"I sometimes feel that my lessons become so monotonous. I say to myself "what a tedious lesson it was!" Ok it wasn't a bad lesson, but it became monotonous. It seems like I always do the same thing. I need new ideas." (Int1).*

Data also revealed that the participants expected to learn about recent research into their profession, and different teaching ideas and practices that they can try in the classroom. P6 pointed out the importance of being informed about current research on ELT: "*I'd like to see if there has been any research carried out on these (Education in Vocational School, or the Needs of the Students in Vocational School, or maybe the Challenges in Teaching English for International Trade) topics. Are there any new ideas or trends about these?" (Int1).*

P4 emphasized her need to understand how different teaching practices work pedagogically and linguistically: *"When I don't know the pedagogical or linguistic explanation or justification for a task, trying it in the classroom doesn't make me feel like*

I am developing. When I read and learn about such things, I say to myself 'Oh I see it now' and then I'm feeling that I am professionally developing." (Int1). Apparently, she was looking for explicit knowledge about her profession rather than depending on her intuition.

Likewise, *P6* underlined the importance of receiving structured education about her job: *"...there is a place called May Flower in England, which offers training to teachers teaching aviation English, I think attending courses on that program means PD and I would really love to join that program." (P6-Int1).* It can be concluded from her response that such formal way of learning includes both theory and practice of teaching aviation English.

4.1.1.2 Collegial knowledge

In addition to theoretical knowledge, which is shared in conferences, presented in current research on teaching, or delivered at specialised institutions, other teachers are also defined as sources of learning. P1, who has taught in the same school since the beginning of her career, expressed her desire to see other teaching contexts: *"I have 20 teaching hours and I feel like time flies every day. I really have no time or energy for anything. Still I'd love to see other schools for my professional development." (Int1).* P4, too, values getting ideas from her colleagues: *"I have colleagues here who are very creative and who can do variety of things and they can turn seemingly tedious topics into fun activities indeed. We can, for sure, adapt those activities to our own contexts and I don't mind making use of these new ideas that are proven to work well in the classroom." (Int1).* It can be concluded that these teachers believe learning from colleagues contributes greatly to their professional development, which was briefly stated by P2 in her definition of PD: *"... (PD is) ..anything you're learning from other people, other sources." (Int1).*

4.1.2 'One-size-fits-all' PD Activities

The second important finding that has emerged from the data is that the participants feel reluctant to attend PD practices when they are not practical or suited to their needs. It is evident in their responses that prescriptive training activities that follow a "one-size-fits-all approach" are not in the interest of these teachers.

4.1.2.1 Practicality

The participants expressed their need for practical ideas that they can try out in the classroom. They emphasized that professional development is possible if they can

experience what they have learnt in real classroom settings. P1 explained that trying out teaching ideas in their own context plays a greater role in a teacher's professional development than only receiving them: *"It seems to me that we cannot develop professionally only by attending workshops or conferences unless we teach (what we learn there) in the classroom. We need to test and see how it works in the classroom; we need to experience it in our classroom." (Int1).* Likewise, P4 expressed her need to see the practicality and applicability of a teaching idea or practice relating to her needs: *"I'd like to know how each task or activity serves my purpose in the classroom." (Int1).* It is clear that these teachers attach considerable importance to including new ideas in their teaching practice, which was evident in P2's response: *"Professional Development is obviously on the job training." (Int1).*

4.1.2.2 Needs-based PD

The participants also emphasized the importance of needs-based PD, in serving their contextual needs. They expect the ideas presented in a PD activity to be easily applicable to their own contexts and suited to their students' needs. P5 openly stated that whether a PD activity addresses her immediate needs is an important criterion for her choice of attendance: *"I chose the sessions (in PD events) that could serve my needs in terms of content...I mostly went to those targeting lower groups because workshops that offered training about higher levels or writing were not useful for me" (Int1).* Similarly, P4 emphasized the importance of a PD activity that helps her achieve her contextual goals and meets her contextual needs*: "I'd like to know how each task or activity serves my purpose in the classroom" (Int1).*

4.1.3 Lack of Administrative Support

The findings show that all the participants consider administrative support to be essential to their participation in PD events. Their responses indicate that they expect the administration to acknowledge their PD efforts, offer incentives and allow freedom of choice in their preferences for PD practices.

4.1.3.1 Appreciation of PD efforts

The participants expressed their wish to be rewarded for their efforts to develop themselves professionally. Their expectation for appreciation by the administration was evident in their quotes. Such appreciation could be displayed by offering tangible rewards as P1 suggested: *"We could be given little certificates or medals, or even some "thank*

you" messages, I mean such things may sound unimportant but would make everyone so happy." (Int 1).

Administrative appreciation may as well be in the form of praise, as P4 mentioned in her response*: "At the end of the day, we've been teaching for so many years, putting in a lot of time and effort and attending all these things, so there is nothing better than hearing someone say, 'you've done a great job". (Int 1).* In summary, these teachers expressed their need to be encouraged and motivated by the school administration. They expect their efforts to develop professionally to be acknowledged and rewarded by their administrators.

4.1.3.2 Incentives

The second concept that has emerged is the support the participants expect from the school. Such support may mean providing time or money for PD practices. P6 spoke in frustration with the belief that the training courses she hoped to receive would never be funded by her school: *"How can I develop myself more? Our university will never support me financially for that (attending training courses in May Flower)." (Int1).* It can be easily inferred that such an incentive is critical to a teacher's PD. In addition to money, having enough time to spend on PD events can be considered as a motivating factor. Here again, teachers expect their school to create appropriate conditions for them. P1 suggested that even having lower hours of teaching might make it possible to focus more on her PD: *"Time and money are real issues that we encounter when we want to attend a conference on a teaching day….if you are working in a unit like the Testing or the Curriculum and Material Development Unit because you would have reduced hours and you would be teaching for two hours every day, which leaves enough time for you to concentrate on other things." (Int1).*

4.1.3.3 Mandated PD practices

The participants stated that they did not want PD activities to be enforced by the administration. They explained that when professional development activities are mandated, they are not useful as the attendees feel reluctant towards such compulsory participation. It can be inferred from their responses that it should be left to the teacher's discretion whether to attend a PD activity or not. It can also be concluded that teachers should be allowed to choose topics of their interest. P2 claimed that when the topic of a workshop or another kind of training is determined by people other than the teachers

themselves, the result is far from the desired PD outcome: *"I think it (teachers' reluctance towards PD activities) was because there's only so many times you can see a workshop on pronunciation, do you know what I mean? - so sometimes, it was a little bit repetitive, I'd say and forced. They had to give workshops so you know, there's not much change whereas if they could-you know- do what they felt like doing like you know, "look I've found something really interesting, let's get together, I think people would have been way more open to going to the workshops." (Int 1).* The participants argued that neither teachers nor trainers should be mandated by the administration in terms of the topic or the kind of training. Instead, teachers should be invited to attend events that attract their interest and they should be given the freedom of choice unless there is must-have information to be shared with them.

To conclude, it is evident in their quotes that compulsory attendance in PD activities negatively affect teachers' participation. P4 stated that she felt bored when she attended a compulsory PD event: *"when such things (PD events) are firmly structured and forced, I get bored" (Int1).* P5, too, implied that despite her reluctance, she attended PD activities only for appraisal concerns: *"we sometimes participate in PD activities only because we have to, or we are reluctant because we feel too tired on a teaching day and during teaching hours, so we go there only for the sake of being present." (Int 1)*.

4.2 THE IMPACT OF ECR ON TEACHERS' PD AND THEIR PARTICIPATION

The data revealed two main themes regarding the impact of ECR on teachers' professional development and their participation: increased awareness of teaching practices and intrinsic motivation towards teaching.

Table 4.2: The impact of ECR on teachers' PD

Sub-themes	***Emerging Themes***
• Discomfort with self-images • Noticing strengths and weaknesses in one's lessons	***Increased awareness of teaching practices***

• Motivational comments on positive aspects of one's teaching • Constructive Feedback from colleagues	***Intrinsic motivation towards teaching***

4.2.1 Increased Awareness of Teaching Practices

Data revealed that reflecting collaboratively on their recorded lessons allowed the participants to define themselves as teachers and identify the strengths and weaknesses in their teaching. In addition, ECR contributed to collegial learning, which positively impacted on their professional development.

4.2.1.1 Discomfort with self-image

All the participants expressed their discomfort with watching themselves on Panopto recordings. Although they are all experienced teachers who have been using Panopto video recording system for about five years, they claimed it felt uncomfortable seeing themselves on the screen. P6 said, *"Watching myself on the screen is not something that I like. (Int1)* and P1expressed her discomfort as shyness: *"when you watch yourself on the screen, you feel shy." (Int1).* It can be inferred from P5's and P1's responses, though, such discomfort was present initially and hence temporarily*: "Watching myself first felt quite weird" (P5-Int 2). "Watching my videos was stressful at the beginning" (P1 Int2).* Moreover, their self-images appear to have led these teachers to be more critical of their own teaching. P2 explained how Panopto forced her to disapprove of her teaching along with her physical appearance: *"Panopto just makes me think "oh, I look fat, my hair looks bad today. Why did I write on that side of the board? and not that side of the board?" I don't like Panopto at all." (P2- Int1).*

In addition to watching themselves on the screen, sharing their lesson recordings with other participants was something that almost all the teachers were initially hesitant about. The idea of being watched by others caused discomfort at the beginning, which, the participants learnt to embrace in time. While describing her ECR experience, P4 said: *"...the idea of other people watching, and commenting was scary to say the least, at least*

before we started" (Int2). Just like P4, P5 emphasized such initial discomfort in her response*: "...the idea that your lessons will be watched and commented by someone else seems to be disturbing and stressful at the very beginning" (Int 2).*

4.2.1.2 Noticing strengths and weaknesses of one's teaching practices

Despite the discomfort they felt at the beginning, the participants benefited from Panopto recordings to a great extent. Watching their colleagues teach gave them many new ideas that they can use in their own teaching. These ideas included the use of the board, exploiting course material and technology along with the use of L1. It was evident in the participants' responses in the post-interview that ECR contributed to their awareness of their colleagues' teaching practices as well. P4 sounded quite content with getting practical teaching ideas from her colleagues' lesson recordings: *"Watching my friends teach gave me a lot of practical ideas as well" (P4 Int2).* Likewise, P5 openly stated that watching colleagues teach was a valuable learning experience: *"I believe I've learned a lot from my other friends' lessons, and this is what has made this experience more fruitful" (Int 2).* The participants obviously exchanged a wide variety of ideas and activities by watching each other's lesson recordings: *"watching my colleagues gave me so many new ideas to apply in class" (P6 Int 2).* It can be inferred from their responses that the participants identified ECR as an opportunity to try out the ideas they observed in their colleagues' lessons*: "They(teachers) can also add something to their teaching by observing others and learning from them (P3 Int 2). "I was also able to identify things that my colleagues were doing and incorporate them into my teaching style." (P2 Int2).* Needless to say, what made this possible was the fact that these teachers carefully observed and noticed the strengths and weaknesses in the recorded lessons.

Likewise, in their reflective discussions on Panopto they expressed how much they liked and learnt from the techniques or activities used by their colleagues. P5 wrote in detail how much she liked her colleague's way of teaching word forms: *"I think it was a great idea to start first with NOUNS and then continue with ADJECTIVES and finish with the last activity. they were all related to each other." (Panopto).* In a similar way, P4 praised the effective use of the board: *"I like the way you boarded the lack of articles in plurals without actually going into the concept of plurals" (Panopto).*

Both the immediate reflections on Panopto and the delayed face-to-face reflections caused the participants to notice their fossilised habits. Sometimes they noticed their own

teaching themselves: *"I learned about myself and my teaching habits" (P2 Int2).* At other times, they helped to observe each other from outside: *"Some of the things they said were so embedded in my teaching that I didn't notice them anymore. I realized that there are improvements I can make to my teaching and I should stop being so harsh when I reflect on my lessons." (P4 Int2)*

Through ECR, the participants were able to identify areas in their teaching that need to be improved: ***"****By the way, I think I'm talking too much?" (P3Panopto).* They sometimes reflected on an observed weakness in detail and suggested alternative ideas*: "I could have given a task where students would be able to figure out the singular-plural rules in pairs or groups" (P5Panopto).* Almost all the participants seem to have refreshed their teaching ideas and practices through collaborative reflection based on lesson recordings: *"These sessions made me realize that I was not focusing enough on student involvement and reminded me so many ways of doing so through techniques that I had forgotten in years." (P6 Int2)*

Naturally, there were moments when these reflective discussions paved the way for new possibilities as well: *"Sometimes they noticed something in my recordings, which I had never thought of before." (P1 Int2*). Obviously, what made this was possible was that people with different perspectives were able to notice different things in teaching: *"It was very useful to hear 3 different people commenting on the same video, sometimes the same points or sometimes something completely unnoticed by the others." (P5 Int2)*

As a result of noticing their weaknesses in teaching, the participants displayed a determined attitude towards changing their practices. P1 explained that watching her own lessons on Panopto helped her to identify her tendency to echo students' answers even when it was not necessary: *"With the help of the video recordings, I noticed some points that I can work on. For example, I have been repeating my students' answers even when it is not very necessary. Therefore, I can try to change it in my future lessons." (P1 Int2).* P3 too believes that ECR brings change in teaching: *"In collaborative reflection, teachers can make changes in their teaching styles or the way they are teaching. They can also add something to their teaching by observing others and learning from them. They can try new things" (Int2).* P4 considers it an opportunity to change her undesirable teaching habits: *"Noticing these (weaknesses) gives me a better chance to change these habits". (P4 Int2).*

It should be added that ECR caused change not only in teaching practices of these teachers but also their approach to teaching as well: *"... totally changed my approach to teaching vocational English" (P6 Int2).*

The participants reported that hearing about the strengths and weaknesses in their teaching was beneficial*: "Becoming aware of positive and negative aspects of our teaching practice and being able to discuss them and make changes based on them was a valuable experience" (P2 Int2*). Indeed, even P4, who initially believed ECR would have no positive effect on her as a teacher stated that she benefited from the project. In the pre-interview question about her ECR-related expectations she had explained: *"after a teaching experience of fifteen years, I don't think it would contribute to my personal professional development. I'm sorry, but I have to tell you the truth and my real thoughts. If I were a young teacher, it would definitely be very useful."* Yet, when she responded to the post-interview question about her ECR experience, she said: *"...watching my colleagues gave me so many new ideas to apply in class. Likewise, the comments and suggestions by my colleagues and the trainer after watching my videos have been priceless" (P6 Int 2).*

4.2.2 Intrinsic Motivation

The participants expressed that they found it quite motivating to receive feedback from their colleagues about their teaching. Their decision to identify positive aspects in each other's teaching and the mutual respect and trust they feel towards each other seem to have brought their contentment. Moreover, their active participation and engagement both on Panopto discussions and in face-to-face meetings as recorded in the checklists indicate that ECR had a positive impact on their participation.

4.2.2.1 Motivational comments on positive aspects of one's teaching

The participants' agreement to comment on the positive aspects of the lesson they watched yielded the expected positive results. They found it motivating to hear about the positive aspects of their teaching. In response to the question about her expectations about the ECR project they would design, P5 anticipated that the effect of these comments would be increased confidence in teaching: *"So, this (commenting on positive aspects) will probably boost our confidence in our own teaching" (P5 Int1).* P1 also expected such comments to produce positive results on her teaching: *"I'm sure it (making comments on positive aspects) will contribute to us." (P1 Int 1*). Regardless of the slight differences in

their expectations regarding commenting on the strengths of a lesson, all the participants held a positive attitude towards it: *That (commenting on positive aspects) sounds nice (P2 Int 1).* As expected, the effect of receiving comments on the positive aspects of their lesson was increased motivation towards teaching: *"hearing some positive comments from our friends motivated me so much. Because we all desperately need to hear positive things about ourselves." (P1 Int2).* The teachers felt refreshed and motivated when their teaching habits and in-class practices were appreciated by their colleagues: *"so the acknowledgement coming from people who watched my lessons was refreshing and motivating." (P4 Int 2).*

4.2.2.2 Constructive Feedback

All the participants considered the feedback they received from their colleagues to be constructive and they emphasized the importance of it in an ECR project: *"I would definitely recommend it to other teachers who would like to watch each other and give constructive feedback" (P3 Int 2)* It can be inferred from their quotes that the relationship between the members of an ECR project played a vital role in the effectiveness of such feedback. While describing her ECR experience, P2 defined her group members as close friends: *"I was working with close friends who were happy to give constructive feedback" (P2 Int 2).* Likewise, P5 drew a picture of people who would never be offended by each other's comments on their teaching: *"working with teammates, who are willing to work with each other as a group and who will evaluate their criticism as constructive, is the most important part of this process" (P5 Int 2).*

The language these teachers used in their Panopto discussions also reflects their intimate relationship. They tended to make short and concise sentences in their comments where they conveyed their thoughts in a sincere manner with a friendly tone: *"Babe, the intro is a bit long!" (P2 Panopto)*. Such expressions of intimacy must have created a very constructive atmosphere: *"Well done my friend! A lot of prep as usual but could students have been more active to keep them stimulated?" (P4 Panopto).*

Finally, the analysis of the participants' engagement in the ECR project as recorded in the field notes revealed that they actively and willingly took part in the reflective discussions. To explain, all the participants were present at all the face-to-face meetings, where they further elaborated on Panopto comments at an average of 88.8 percent, gave

reflective examples from their own contexts at an average of 77.7 percent and suggested new ideas with an average of approximately 75 percent.

5. DISCUSSION AND CONCLUSION

This research study has aimed to explore factors affecting in-service teachers' participation in PD activities and the impact of ECR on their PD and their participation. The findings revealed three factors affecting their participation in PD practices and two main themes have emerged as the impact of ECR on the participants' professional development and their participation.

5.1 FACTORS AFFECTING TEACHERS' PARTICIPATION IN PD PRACTICES

The findings of the study indicate that in-service teachers expect PD events to bring novelty into their teaching. This novelty could be achieved by obtaining theoretical knowledge. Hobson (as cited in Cheng, Tang, & Cheng, 2012) defines such teachers as "understanding-oriented learners", who are eager to develop "an understanding of the rationale underlying the strategies, and a broader knowledge and understanding of the education system and practice"(p. 782). Indeed, the participants explained that they expected to understand how different teaching practices worked pedagogically and linguistically. The participants also clearly stated that they hoped to learn about recent research into the latest trends in teaching practices and ideas about their profession. This is in line with the argument that teachers expect PD practices to "expand their knowledge and skills" (Guskey, 2002, p. 382). Geldenhuys and Oosthuizen (2015) have also concluded that teachers expect to do more research and expand their content knowledge. Collegial knowledge has emerged as the second sub-theme that the participants consider to be important. Collegial learning is defined as "the involvement of experienced teachers in study groups" where they come together to discuss their teaching practices and student learning (Broad & Evans, 2006, p.14). The participants expressed that they valued new ideas from their colleagues. It can be inferred from their responses that they regard collegial knowledge as an opportunity for professional development. Obtaining such knowledge is possible in a supportive environment where "professional learning is enhanced when experienced and new teachers learn from each other" (Patrick, Elliot, Hulme, & McPhee, 2010, p.280). For novice teachers receiving collegial support in their early career impacts positively on their professional development (Patrick et al, 2010).

Collegiality also increases school success along with teacher knowledge (Shah, 2012). There are many benefits of collegiality for experienced teachers, too. It increases passion for the profession and "the level of innovation" (Shah, 2012, p.1243). It also creates an environment for modified instruction, and promotes "commitment to profession" (Shah, 2012, p.1243). Teachers who work in an environment where they can receive collegial support are more likely to embrace new ideas, too (Shah, 2012). According to Vygotsky, teachers' learning can occur when they are assisted in their ZPD by their colleagues, external teachers or other resource persons" (Postholm, 2012, p. 406). This resonates with the findings of Mede's study in 2010, which indicated positive results of collegial learning on the participants' PD as they discovered new teaching strategies and solutions to their in-class issues.

The participants' expectations about novelty in their teaching also concur with Altan's study which revealed that teachers favoured learning about "innovations in their main subject field" along with "new theories and practices of ELT" and developing innovative teaching techniques (Altan, 2016, p.7). Kwakman, too, emphasizes the importance of innovation and claims that it "empowers teachers and allows changes more rapidly (as cited in Saberi &Amiri, 2016, p.592).

Secondly, the findings show that 'one-size-fits-all' PD negatively affect teachers' participation in professional development events. The results indicate these teachers give importance to practical and applicable ideas and techniques. They expressed their need for ideas that they can easily try out in their own classrooms. This is in line with the argument put forward by Guskey (2002), who claims that "teachers tend to be quite pragmatic" (p. 382). He argues that teachers expect professional development practices to offer "specific, concrete, and practical ideas that directly relate to the day-to-day operation of their classrooms" (Guskey, 2002, p.382). The findings of Altan's research (2016) on effective in-service training for the PD of English language teachers and Dikilitaş and Tanış' (2018) study on Turkish EFL instructors' engagement in professional development concur with Guskey's argument. Geldenhuys and Oosthuizen (2015), too, have reached the conclusion that teachers hope to receive practical ideas in workshops, seminars and courses.

The findings also indicate that the participants hope to receive PD practices suited to their own needs. Whether a PD activity addresses the immediate and contextual needs of a

teacher is a determinant factor in their participation or willingness to attend. The findings of Ünlü and Sarıçoban's study (2019) reveal similar results. It is claimed that professional development is possible if the needs of teachers and students are taken into consideration. It is further argued that PD practices relevant to teachers' needs have a positive impact on their perceptions about professional development (Ünlü & Sarıçoban, 2019). Teachers find the ideas in workshops or presentations useful when they correspond to the needs and interests of their students and teaching contexts (Dikilitaş & Tanış, 2018).

The last theme that has emerged as an important factor is lack of administrative support. The participants expect their PD efforts to be acknowledged and appreciated by the administration. They reported that they hope to receive tangible rewards or verbal praise for their vigorous attempts to develop professionally. The participants also clearly emphasized how motivating it would be to receive such appreciation and acknowledgment by the school administration. This is in congruence with the idea that lack of institutional support may lead to low participation in PD practices (Ünlü, Sarıçoban, 2019). Similarly, Kwakman (as cited in Ünlü & Sarıçoban, 2019) identifies support of the management as one of the factors "affecting the participation of teachers in the continuous professional development activities" (p.135). Teachers' expectation of acknowledgement from their principals has been identified as an important factor for their commitment to their profession in several studies. The findings of the research conducted by Margolis and Nagel (2006), Lambersky (2016), and Aslanargun (2015) indicate that teachers expect their professional efforts to be acknowledged and praised by the administration.

Incentives in the form of time and money have appeared to be another determinant sub-theme that might increase participation in professional development events. This idea supports existing literature about teachers' attitudes to PD. Saberi and Amiri (2016) have pointed out that teachers hope to receive financial support from their administration. Ünlü and Sarıçoban (2019) have also reached a similar conclusion that schools' "giving economic support to increase participation in professional development activities can provide the necessary motivation for teachers" (p.141). Time has been identified as an important PD-related factor that affects teachers' participation. The participants claim that due to their hectic routine and heavy workload at school, it is nearly impossible to find time for PD activities. Lack of time is one of the obstacles to teachers' fulfilment of

their professional goals (Sarıçoban & Ünlü, 2019). Geldenhuys and Oosthuizen (2015) also argue that teachers should be allowed sufficient time for effective PD practices.

Lastly, it has been claimed by the participants that attendance at PD events should not be compulsory or mandated by the school. They explain that they feel bored and reluctant when they feel forced to attend a workshop or a seminar. They also expect the topics of such PD activities to be determined by teachers themselves. Thus, it can be concluded that teacher-driven PD provides motivation in contrast with top-down activities, which cause reluctance and boredom. Saberi and Amiri (2016) point out the importance of teacher-oriented PD arguing that "teachers must have a voice in their professional development and choose what to learn for their own" (p.592). They claim that teachers' preferences should be prioritized so that they can have a more positive attitude to PD. This idea is also supported by Broad and Evans (2006) and Dikilitaş and Tanış (2018).

In summary, it is apparent that the participants value self-initiated PD, which can be realized through a bottom-up approach towards teacher learning. As Farrell (2013) puts it, language teachers are usually expected to be passive receivers of knowledge who study the findings of other people and not their own experiences. Yet, they can sustain their own professional development when they become, "legitimate knowers and producers of legitimate knowledge" (Johnson & Golombek, 2002, p.3). In bottom-up PD practices, teachers are the ones to decide on what to learn and how to learn (Farrell, 2013). Teachers following this approach reflect on their practices and develop knowledge of themselves as teachers. They start reflecting on their own values and principles as well as their strengths and weaknesses. It should be also noted that it is specifically important for these mid-career teachers to step back and think about their professional development as they have had accumulated experience in teaching (Farrell, 2013).

5.2 THE IMPACT OF ECR ON TEACHERS' PD AND THEIR PARTICIPATION

Data revealed two main themes as the impact of ECR on teachers' professional development and their participation: increased awareness of teaching practices and intrinsic motivation towards teaching.

The participants reported that although they did not feel comfortable watching themselves on the screen initially, they benefited from the ECR project. The discomfort with self-image caused these teachers to become more critical of themselves and their teaching. Thus, it can be inferred that ECR facilitated these teachers' reflection. This was also found

in a study by Akcan (2010), who explored the effect of watching video-recorded lessons on pre-service English teachers' reflection on their teaching. The findings also revealed that video-enhanced reflection allowed the participants to notice the strengths and weaknesses in their teaching. The studies by Wright (2008), Lazarus and Olivero (2009), Akcan (2009), Harlin (2014) and Barret (2018) support this view that teachers' watching themselves and others teach helps them to become aware of their own teaching habits along with areas for improvement in their practices.

In addition to the video images, the most noticeable facilitator were the comments the participants received from each other during evidence-based collaborative reflection sessions. They reported that they were able to see things unnoticed by themselves through the reflections of their group members. This concurs with the socio-constructivist view of learning, which assumes that teachers' learning is enabled through dialogues with their colleagues. Participating in this collaborative project, these teachers took advantage of "multiple zones of proximal development" (Muukkonen, Hakkarainen, & Lakkala, 2004, p.37). Although related studies in literature indicate that such collaboration facilitates novice teachers' learning mostly, the teachers in this project, who are in their mid-career, also reported that they learnt a lot from each other. This might be explained by the argument put forward by Vygotsky that each teacher possesses a different level of ZPD (Shabani et al., 2010). Teachers' ZPD can be large or small and the size of their ZPD determines to which extent they can benefit from collaboration (Shabani et al. 2010). Säljö (as cited in Harlin, 2014, p.5210) argues that watching lesson recordings stimulates reflection-in-action and reflection-on-action and enables professional development. Compared to reflecting on a teaching practice using only memory, video-enhanced reflection brings long-lasting, in-depth and meaningful reflection. This is supported by similar studies by Harlin (2014), Calandra, Brantley-Dias, Lee and Fox (2009) and Wright (2008).

To conclude, both the recorded lessons and the subsequent collaborative reflection that the participants were involved in enabled them to define themselves as teachers. The recordings provided evidence for their reflection, which kept them away from impulsive or routine behaviour. This allowed them, as in Dewey's reflective inquiry, to make "more informed decisions about their practice" (as cited in Farrell, 2013, p.9). Both Schön and Dewey believed that teachers should reflect on their practice based on facts (rather than

only thinking about it) so that they can be prepared for the future (Farrell, 2013). Reflection-in-action, which requires only tacit knowledge is not enough for teacher development and it "should be followed by reflection-on-action based on evidence, which can help teachers to reflect-for-action" (Roberts, 2016, p.10). Furthermore, reflecting collaboratively created an opportunity for the participants to identify themselves as teachers by comparing their practices to those of the other teachers in their group. This is in line with the socio-constructivist approach to teacher learning defined by Roberts (2016) that "our sense of ourselves, privately and at work, is defined by our relationships." (p.44). In this theory of learning, it is argued that our relationships and dialogues with others frame our development as teachers (Roberts, 2016).

The second impact of ECR on the participants' professional development and their participation is intrinsic motivation towards teaching. The teachers reported that hearing comments from their colleagues about the strengths of their lessons boosted their confidence in their teaching. In other words, the positive feedback they received about their teaching practices increased their intrinsic motivation towards their profession. The role of ECR regarding teachers' motivation was that it enabled the observers to comment on specific tasks that the teacher successfully dealt with. This finding is in line with literature about the power of feedback. Hattie and Timperley (2007) argue that positive feedback is more effective when the receiver is "committed to a goal" (p.99). By comparison, when someone is forced to complete a task, negative feedback works better and allows learning. Thus, it can be concluded that the teachers in this study were already motivated about their profession and their in-class practices, so the positive feedback they gave each other on the strengths of their lessons increased their already existing motivation. Ultimately, they were engaged in this project willingly and at a high level.

The checklists showing the teachers' engagement and participation in the reflection sessions also provide support for the positive impact of ECR on teachers' participation. The participants attended every single session throughout the three-month project. This might be explained by Rodger's claim that as a result of collaborative reflection sessions, participants feel responsible to their group and make effort to sustain their reflective practices (2002).

The constructive environment in this ECR project has appeared to be the second important factor that has generated intrinsic motivation. The participants emphasized that they never

felt threatened or offended by each other's comments. On the contrary, they found their colleagues' feedback constructive, which helped them feel motivated. As Farrell (2013) suggests, "for peer or group discussions on a teaching practice, a nonthreatening environment should be encouraged as building up trust and empathy is essential if peers are observing each other" (p.131). Therefore, it is very important that teachers in a collaborative reflection group perceive peer feedback as constructive. This is echoed in a study by Ostrosky, Mouzourou, Danner and Zaghlawan (2013) on improving teacher practices using video recording and constructive feedback. Dzay-Chulim and Mann (2017) also underline the importance of having positive, constructive and encouraging peers for collaborative reflection.

The participants' emphasis on intrinsic motivation shows the importance of building an effective community of practice. As Borg (2011) suggests, there are some facilitating factors for such a community which include "strong interpersonal relationships", "being recognised for successes" and "support from the community" (p. 306). The positive and constructive comments these teachers received about their teaching along with their friendly relationships with the others contribute to an increase in their motivation towards their profession and their high-level participation in this PD practice.

To conclude, it can be argued that ECR meets teachers' PD-related expectations to a great extent. Thus, it might be considered to be an important motivator towards PD and teachers' participation. The collaborative reflection sessions during this project have allowed collegiality, which helped the participants to learn from each other and pick up new ideas that they can try out in their classrooms. ECR also enabled the participants to focus on their contextual needs and exchange practical ideas. The collaborative reflection sessions on lesson recordings, which provided concrete evidence about teaching practices, encouraged these teachers to define themselves as teachers along with identifying areas in their teaching for improvement. Lastly, the constructive and friendly atmosphere increased the participants' motivation towards their career and professional development, which resulted in their high-level engagement and participation in the project.

5.3 CONCLUSION AND RECOMMENDATIONS

This study has aimed to identify factors affecting in-service teachers' participation in PD practices and the impact of ECR on their professional development and participation. The

findings concur with the socio-constructivist theory in that learning can occur through interaction with others and knowledge is constructed through negotiation and dialogue with others. Collaborative reflection can facilitate such social interaction and when it is based on evidence, it is more effective. This indicates that a socio-constructivist approach to teacher learning should be prioritized in terms of professional development (Roberts, 2016).

The findings also indicate that PD practices for experienced teachers should bring novelty in their teaching, which could be realized by creating an environment that encourages collegiality. In addition, teachers should be provided with opportunities to expand their theoretical knowledge about their profession. Such knowledge could be in the form of linguistic and pedagogical explanations of specific tasks such as peer work and group work, or teaching strategies such as visualization and personalization.

Data has also revealed that teacher-oriented activities bring motivation, which is crucial for the fulfilment of their professional development (Ünlü & Sarıçoban, 2019). It should also be noted that intrinsic motivation is essential for learning (Black & Allen, 2017). Thus, when planning training for teachers, their needs and interests should be taken into consideration (Altan, 2016, Ünlü & Sarıçoban, 2019) and a bottom-up approach should be followed in teacher education (Dikilitaş & Tanış, 2018).

It is also important that teachers are supported by their schools and their PD efforts are acknowledged and rewarded by administrators. Another important finding is that reflection, which is defined by Postholm (2012) as "the key to teachers' learning and development of teaching practice," (p.407) should be evidence-based so that teachers can externalise their reflective thoughts (Walsh, 2018, p.3). It also enables teachers to develop an awareness of their own teaching, noticing strengths and weaknesses in their practices.

In conclusion, this qualitative study, despite its small scale, has some important implications about in-service teachers' professional development. Firstly, it can be suggested that training for mid-career teachers should involve these practitioners as decision makers and it should differ from initial training provided for pre-teachers and novice teachers in the profession. For increased engagement and motivation, schools and administrations should seek ways to support their teachers financially. They should also consider the fact that excessive workload and lack of time are significant obstacles to

teachers' participation in PD activities. More importantly, it is crucial that these teachers' PD efforts are acknowledged and rewarded.

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APPENDICES

Appendix A.1 Pre-interview Questions

1- What is your definition of PD?
2- What strategies do you use for your PD?
   (Follow up questions: Why/ How?)
3- Have you ever tried CR?
   If yes- tell me about your experience.
   If no – tell me about your expectations.

Appendix A.2 Post-interview Questions

1. Tell me about your experience of collaborative reflection. What was it like?
2. As a PD (professional development) activity, how effective do you think your reflection sessions were? (Consider both Panopto discussions and the face to face meetings please)
3. Would you please tell me about the influence of the lesson recordings when reflecting on your teaching?
4. Based on your experience in this professional training, how would you describe the main characteristics of collaborative reflection?
5. Would you recommend it to other teachers? Why/ Why not?

Appendix A.3 Checklists for Face to Face Reflection Meetings

-CR1-

24th October 2019 (35 min)

Participant	Attended the session	Further elaborated on Panopto comments	Gave reflective examples from her context	Suggested new ideas
P1	✓	✓	✓	
P2	✓	✓	✓	✓
P3	✓			✓

31st October 2019 (30 min)

Participant	Attended the session	Further elaborated on Panopto comments	Gave reflective examples from her context	Suggested new ideas
P1	✓	✓	✓	✓
P2	✓	✓	✓	
P3	✓	✓		✓

7th November 2019 (30min)

Participant	Attended the session	Further elaborated on Panopto comments	Gave reflective examples from her context	Suggested new ideas
P1	✓	✓		✓
P2	✓	✓	✓	✓
P3	✓	✓		

14th November 2019 (35 min)

Participant	Attended the session	Further elaborated on Panopto comments	Gave reflective examples from her context	Suggested new ideas
P1	✓	✓	✓	✓
P2	✓	✓	✓	

P3	✓	✓		✓

3rd December 2019 (33 min)

Participant	Attended the session	Further elaborated on Panopto comments	Gave reflective examples from her context	Suggested new ideas
P1	✓	✓	✓	✓
P2	✓	✓		✓
P3	✓	✓	✓	✓

10th December 2019 (43 min)

Participant	Attended the session	Further elaborated on Panopto comments	Gave reflective examples from her context	Suggested new ideas
P1	✓	✓	✓	✓
P2	✓		✓	✓
P3	✓	✓	✓	✓

-CR2-

25th October 2019 (40 min)

Participant	Attended the session	Further elaborated on Panopto comments	Gave reflective examples from her context	Suggested new ideas
P4	✓	✓	✓	✓
P5	✓	✓	✓	✓
P6	✓			

8th November 2019 (45 min)

Participant	Attended the session	Further elaborated on Panopto comments	Gave reflective examples from her context	Suggested new ideas

P4	✓	✓	✓	✓
P5	✓	✓	✓	✓
P6	✓	✓	✓	

22nd November 2019 (40 min)

Participant	Attended the session	Further elaborated on Panopto comments	Gave reflective examples from her context	Suggested new ideas
P4	✓	✓		✓
P5	✓	✓	✓	✓
P6	✓	✓	✓	

6th December 2019 (35 min)

Participant	Attended the session	Further elaborated on Panopto comments	Gave reflective examples from her context	Suggested new ideas
P4	✓	✓	✓	✓
P5	✓	✓	✓	
P6	✓		✓	✓

20th December 2019 (45 min)

Participant	Attended the session	Further elaborated on Panopto comments	Gave reflective examples from her context	Suggested new ideas
P4	✓	✓	✓	✓
P5	✓	✓	✓	✓
P6	✓		✓	✓

27th December 2019 (40 min)

Participant	Attended the session	Further elaborated on Panopto comments	Gave reflective examples from her context	Suggested new ideas
P4	✓	✓	✓	✓
P5	✓	✓	✓	

P6	✓	✓	✓	✓