



**T.C.  
ONDOKUZ MAYIS UNIVERSITY  
INSTITUTE OF GRADUATE STUDIES  
THE DEPARTMENT OF FOREIGN LANGUAGE EDUCATION  
ENGLISH LANGUAGE TEACHING PROGRAMME**

**EXPLORING EFL TEACHERS' PERCEPTION OF  
PROFESSIONAL DEVELOPMENT AND TEACHER  
AUTONOMY**

Master's Thesis

**Fatma ÖZCAN**

Supervisor  
**Assist. Prof. Dr. Gülay ER**

SAMSUN

2024

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## ACCEPTANCE AND APPROVAL OF THE THESIS

The study entitled “**EXPLORING EFL TEACHERS’ PERCEPTION OF PROFESSIONAL DEVELOPMENT AND TEACHER AUTONOMY**” prepared by **Fatma ÖZCAN**, and supervised by **Assist. Prof. Gülay ER**, was found successful and unanimously accepted by committee members as Master thesis, following the examination on the date.

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Prof. Dr. Ahmet TABAK  
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Fatma ÖZCAN

# DECLARATION OF THE THESIS STUDY ORIGINALITY REPORT

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## ÖZET

### İNGİLİZCE ÖĞRETMENLERİNİN MESLEKİ GELİŞİM VE ÖĞRETMEN ÖZERKLİĞİ ALGILARININ ARAŞTIRILMASI

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Yüksek Lisans, Haziran/2024  
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Bu araştırmanın amacı, İngilizce öğretmenlerinin mesleki gelişime katılımları ile mesleki gelişime yönelik tutumları ve özerklikleri arasındaki ilişkiyi incelemektir. Bunun yanı sıra bu değişkenlerin katılımcıların bazı demografik özelliklerine (kıdem, kurum türü, okul türü vb) göre değişimini belirlemektir. Araştırmanın örneklemini Samsun merkez ilçelerinde çalışan 268 İngilizce öğretmeni oluşturmaktadır. Araştırma verilerini toplamak için Eroğlu (2018) tarafından hazırlanan Mesleki Gelişim Etkinlikleri Ölçeği ve Çolak (2016) tarafından hazırlanan Öğretmen Özerkliği Ölçeği kullanılmıştır. Öğretmenlerin mesleki gelişim etkinlikleri ve öğretmen özerkliğine dair görüşlerini belirlemek için aritmetik ortalama ve standart sapma kullanılmıştır. İngilizce öğretmenlerinin mesleki gelişime dair tutumları ve özerklik seviyelerini mezun oldukları fakülte, kurum türü ve son iki yılda mesleki gelişim etkinliklerine katılımına göre değişimlerini incelemek için bağımsız örneklem t testi kullanılmıştır. İngilizce öğretmenlerinin mesleki gelişime dair tutumları ve özerklik seviyelerini kıdem, okul türü ve eğitim seviyesine göre değişimlerini incelemek için tek yönlü ANOVA kullanılmıştır.

Öğretmenlerin mesleki gelişim etkinliklerine katılım seviyesi çok yüksek değildir. Ayrıca en yüksek katılım güncelleme ve paylaşım etkinliklerine aitken en düşük katılım ise yansıtma ve işbirlikçi etkinliklerine aittir. Mesleki gelişime dair tutumları ise kıdem, kurum türü, eğitim seviyesi, okul türü, mezun oldukları fakülte ve son iki yılda mesleki gelişim etkinliklerine katılımlarına göre değişmemektedir.

Öğretmenlerin genel özerklik seviyeleri kabul edilebilir düzeydedir. Ayrıca en fazla öğretme özerkliğine sahiptirler. Bu özerklik türünü, mesleki iletişim özerkliği ve müfredat özerkliği takip etmektedir. En az özerklik ise mesleki gelişime aittir. Öğretmenlerin özerklik seviyeleri ise kıdem, kurum türü, eğitim seviyesi, okul türü, ve son iki yılda mesleki gelişim etkinliklerine katılımlarına göre değişmemektedir. Ancak eğitim fakültesinden mezun İngilizce öğretmenlerinin özerklik seviyesi diğer fakültelerden mezun olanlardan daha yüksek çıkmıştır. Bu yüzden farklı fakültelerden mezun olmanın öğretmen özerkliği üzerinde etkisi olabileceği söylenebilir. Son olarak, öğretmenlerin mesleki gelişime dair tutumlarının özerklik seviyelerini önemli ölçüde etkilediği de söylenebilir. Kısacası, bu bulgular eğitimciler, yöneticiler ve politikacılar için İngilizce dil öğretiminde ve öğretmen özerkliğinde mesleki gelişime dair araştırmalar yapılmasına dair önerilerde bulunmuştur.

**Anahtar Sözcükler:** Mesleki gelişim, Öğretmen özerkliği ve İngilizce öğretmenleri



## ABSTRACT

### EXPLORING EFL TEACHERS' PERCEPTION OF PROFESSIONAL DEVELOPMENT AND TEACHER AUTONOMY

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The aim of this study is to determine English language teachers' attitudes towards professional development and their autonomy levels and describe the relation between these two variables. Moreover, the variation of these variables according to some demographic characteristics (seniority, institution type and so on.) of EFL teachers is described. The sample of the study consists of 268 EFL teachers working in Samsun. Professional Development Activities Scale by Eroğlu (2018) and Teacher Autonomy Scale by Çolak (2016) were used to collect the data in this current study. The arithmetic mean and standard deviation were used in order to determine the views of teachers regarding the professional development activities and teacher autonomy. Independent t test was administered to determine whether English teachers' attitudes towards professional development and their autonomy level vary depending on the department, institution type, the participation in PD activities in the last two years. The variance analysis (One-way ANOVA) was administered to determine whether English teachers' attitudes towards professional development and their autonomy level vary depending on the seniority, school type and educational level.

The level of participation of teachers in professional development activities have shown that teachers do not have very high levels of involvement in professional development. In addition, the lowest level of participation belong to reflection and collaboration activities while the highest level of participation belong to update and sharing activities. Their attitudes towards PD do not change in relation to their seniority, the institution type, their educational level, the school type, their educational level, the department where they graduated, their participation in PD activities in the last two years.

The level of their general autonomy is above the middle. Moreover, they have the highest level of teaching autonomy and it is followed by professional communication autonomy and curriculum autonomy. The participants have the least level of professional development autonomy. The findings showed no statistically significant difference in teacher autonomy according to the seniority, institution and school type, educational level and the participation in PD activities in the last two years. However, The English language teachers who were graduated from English Language Teaching Department are more autonomous than the ones who were graduated from other departments. Therefore, it can be said that graduation from different departments may have an effect on teacher autonomy. Teachers' attitudes towards professional development have a significant effect on their autonomy level. Hence, it can be inferred that EFL teachers' attitude towards professional development

is a significant predictor of their autonomy behaviors. In a nutshell, these findings have significant implications for educators, administrators, and policymakers to make future research into professional development in English language teaching and teacher autonomy.

**Keywords:** Professional development, teacher autonomy, EFL teachers



## ACKNOWLEDGEMENT

I am grateful for the support I received from numerous people while I was writing my thesis. First and foremost, I would like to sincerely thank my supervisor, Assist. Prof. Dr. Gülay ER, for her patience, support, and advice.

I would like to thank my committee members for their kind comments and contributions to my thesis. Additionally, I would like to express my gratitude to my colleagues who so kindly agreed to take part in the study and contributed their invaluable time and who motivated me to continue this tough and stressful process.

Finally, I would like to express my deepest appreciation to my family for their support, understanding, encouragement, and love. I am especially indebted to my husband Fatih ÖZCAN, Elif Mira ÖZCAN, and Eflin ÖZCAN because I would not have been able to complete this study without their help and support. They taught me that nothing is impossible by taking my burdens away and attempting to make my path clear so I could always have a positive journey. Their presence always strengthened me.

Fatma ÖZCAN

## CONTENTS

<b>ACCEPTANCE AND APPROVAL OF THE THESIS .....</b>	<b>i</b>
<b>DECLARATION OF COMPLIANCE WITH SCIENTIFIC ETHICS .....</b>	<b>ii</b>
<b>DECLARATION OF THE THESIS STUDY ORIGINAL REPORT .....</b>	<b>ii</b>
<b>ÖZET .....</b>	<b>iii</b>
<b>ABSTRACT .....</b>	<b>iv</b>
<b>ACKNOWLEDGEMENTS .....</b>	<b>vi</b>
<b>TABLE OF CONTENTS .....</b>	<b>vii</b>
<b>ABBREVIATIONS .....</b>	<b>ix</b>
<b>LIST OF FIGURES .....</b>	<b>x</b>
<b>LIST OF TABLES .....</b>	<b>xi</b>
<b>1. INTRODUCTION .....</b>	<b>1</b>
1.1. The Problem Statement .....	1
1.2. Purpose of the Study.....	4
1.3. Research Questions .....	4
1.4. Scope of the Study.....	5
1.5. Limitations of the Study .....	5
1.6. Definitions of the Terms.....	6
<b>2. REVIEW OF LITERATURE.....</b>	<b>7</b>
2.1. Professional Development.....	7
2.1.1. Definition of Professional Development .....	8
2.1.2. Importance of Teacher Professional Development.....	11
2.1.3. Key Features of Effective Professional Development.....	13
2.2. Models of Professional Development .....	18
2.3. Professional Development Activities .....	25
2.3.1. Types of Professional Development Activities .....	27
2.4. Teachers' Professional Development in Türkiye .....	31
2.5. English Language Teachers' Professional Development .....	34
2.6. Autonomy .....	37
2.6.1. Teacher Autonomy and Professional Development .....	41
2.6.2. EFL Teacher's Autonomy .....	43
2.6.3. Research on Professional Development of EFL Teachers .....	44
2.6.4. Research on Teacher Autonomy of EFL Teachers.....	54
<b>3. METHODOLOGY .....</b>	<b>62</b>
3.1. Research Design .....	62
3.2. Research Setting and Participants .....	63
3.3. Data Collection Instruments .....	64
3.3.1. Teacher Autonomy Scale.....	64
3.3.2. Professional Development Activities Scale.....	65

3.4. Data Collection Procedure.....	66
3.5. Data Analysis .....	66
<b>4. FINDING AND DISCUSSION.....</b>	<b>68</b>
4.1. The findings and discussion of the 1 <sup>st</sup> research question “What are the attitudes of EFL teachers towards PD?”.....	68
4.2. The findings and discussion of the 2 <sup>nd</sup> research question “Do EFL teachers’ attitudes towards PD differ according to some demographic variables (Seniority, the school they work in, and so on)?” .....	77
4.2.1. The Results of Teacher’s Professional Development Related to Seniority .....	77
4.2.2. The Results of Teacher’s Professional Development Related to Institution Type .....	79
4.2.3. The Results of Teacher’s Professional Development Related to School Type .....	80
4.2.4. The Results of Teacher’s Professional Development Related to Educational Level .....	80
4.2.5. The Results of Teacher’s Professional Development Related to Department .....	82
4.2.6. The Results of Teacher’s Professional Development Related to Participation in PD Activities in the last two years .....	83
4.3. The findings and discussion of the 3 <sup>rd</sup> question “What is the level of autonomy of EFL teachers?” .....	85
4.4. The findings and discussion of the 4 <sup>th</sup> research question “Do EFL teachers’ autonomy levels differ according to some demographic variables (seniority, the school they work in, and so on.)?” .....	90
4.4.1. The Results of Teacher’s Autonomy Related to Seniority .....	90
4.4.2. The Results of Teacher’s Autonomy Related to Institution Type .....	92
4.4.3. The Results of Teacher’s Autonomy Related to School Type .....	93
4.4.4. The Results of Teacher’s Autonomy Related to Educational Level.....	96
4.4.5. The Results of Teacher’s Autonomy Related to Department.....	97
4.4.6. The Results of Teacher’s Autonomy Related to the Participation in PD Activities in the last two years.....	98
4.5. The Findings of the 5 <sup>th</sup> research question “Is there a relationship between EFL teachers’ attitudes towards PD and their level of autonomy?”.....	99
<b>5. CONCLUSION AND RECOMMENDATIONS.....</b>	<b>102</b>
5.1. Conclusion.....	102
5.2. Implications .....	104
5.3. Recommendations .....	106

## REFERENCES

**APPENDICES**  
**CURRICULUM VITEA**



## **SYMBOLS AND ABBREVIATIONS**

EFL	: English as a Foreign Language
ELT	: English Language Teaching
MoNE	: Ministry of National Education
PD	: Professional Development
TA	: Teacher Autonomy
TALIS	: The International Learning and Teaching Survey



## LIST OF TABLES

Table 1.1. Shifts in emphasis in professional development (Renyi, 1996).....	20
Table 3.1. Demographic Details of the Participants.....	63
Table 4.1. Professional Development Activities.....	68
Table 4.2. Types of the Professional Development Activities.....	70
Table 4.3. The Attitudes of the Participants towards PD activities.....	76
Table 4.4. The participants’s attitudes towards PD activities in terms of the seniority.....	77
Table 4.5. The participants’s attitudes towards PD activities in terms of the institution type .....	79
Table 4.6. The participants’s attitudes towards PD activities in terms of the school type.....	80
Table 4.7. The participants’s attitudes towards PD activities in terms of the educational level.....	81
Table 4.8. The participants’s attitudes towards PD activities in terms of the department where they graduated.....	82
Table 4.9. The rate of the participation in PD activities in the last two years.....	83
Table 4.10. Teacher autonomy.....	85
Table 4.11. Types of the teacher autonomy.....	87
Table 4.12. The participants’ autonomy level.....	89
Table 4.13. The participants’s autonomy level in terms of the seniority.....	90
Table 4.14. The participants’s autonomy level in terms of the institution type.....	92
Table 4.15. The participants’s autonomy level in terms of the school type.....	94
Table 4.16. The participants’s autonomy level in terms of the educational level.....	96
Table 4.17. The participants’s autonomy level in terms of the department where they graduated.....	97
Table 4.18. The participants’s autonomy level in terms of the participation in PD activities in the last two years.....	98
Table 4.19. The relationship between the PD attitude and teacher autonomy.....	99

# **1. INTRODUCTION**

This chapter provides an introduction to the study titled “Exploring EFL Teachers’ Perception of Professional Development and Teacher Autonomy”. The chapter consists of a statement of the problem, research questions, aim and significance, and limitations of the study. This study aims to examine EFL teachers’ perception of professional development and its relationship with their autonomy.

## **1.1. The Problem Statement**

Nowadays, rapid developments and changes in science and technology are observed. As a result of these developments, the people’ lifestyle and culture are changing. So students have a different level of readiness and the teachers should deal with these individual differences. Teachers accordingly need to be professionally developed to educate this student profile and meet their needs. Because of this rapid change in science and technology, teachers also need to identify their strengths and weaknesses and develop themselves through professional activities.

Moreover, the foundation of a high level of well-being in the countries is directly linked to good education. To be a country with a good education system means to be good in other areas. From technology to economics, from politics to literature, the foundation for success is based on knowledge. The way to use information effectively and up-to-date is through a modern education system. A modern education system can only exist with good teachers, that is, professional teachers. In this regard, the importance of teacher training and the professional development (PD) of teachers is more prominent. Teachers and educational institutions have a lot of work to provide students with better quality education. The most important components of the educational system implemented to improve education are the quality of the teacher and the opportunities given to the teacher for PD. Because PD increases teacher competence.

For students to be good, teachers must also be good. That's why institutions where teachers are trained have important responsibilities. The PD studies applied to teachers and the PD activities that teachers participate in ensure that the education given by teachers is of high quality. In order to ensure PD, teachers should plan what PD activities to follow. Teachers' ability to plan their PD individually will ensure effective learning and teaching situations for both teachers and students as each teacher

has different kinds of fields to develop. Moreover, it is seen that the duties, roles, and responsibilities of teachers have diversified and increased due to the change in the function of the school as an educational institution. Therefore, PD of teachers plays a key role in student success as it is an important indicator of the quality and performance of education.

PD, which can be defined as the necessary conditions for having enough knowledge, skills, and abilities in the profession, has been the most important factor in education development studies in recent years. The researches on teacher development also state that PD is a necessity as professionally well-trained teachers can provide positive learning environments for their students. However, teachers are constantly having classes with different groups of students. These differences in students are learning style, aptitude, personality, anxiety and intelligence, and so on, which requires teachers to use different approaches, methods, and techniques. The teacher can have difficulty in producing solutions to so many different problems. Therefore, the continuous support provided to teachers for qualified teaching is of great importance.

The role of the teachers is attached great importance by all societies today and various regulations are being made regarding this. The studies show that PD is a necessity for improving the quality of education in schools (T.H. Group, 1986). Because "if the teacher learns in the profession, they will provide more effective educational activities." Another reason why it is necessary to provide PD opportunities to teachers is that they are not adequately or appropriately trained in universities. They graduate from universities without receiving the competencies and skills they need. So, they should be supported within the in-service education. When the teacher profile in Türkiye is examined, it will be seen that many teachers have not even graduated from an institution that trains teachers. Teacher candidates are not trained enough in faculties to be equipped and competent to practice their profession while some of the teachers' professional knowledge loses its validity over time. And teachers continue to strive for further development or improve their practices. The fact that teachers generally do not strive for further development or improve their practices shows the necessity of providing PD opportunities to teachers (Aseltine, Faryniarz, Digilio, 2015; Seferoğlu, 2004). This situation reveals the need for PD more clearly. For teachers to be successful in the classroom, they must be updated in terms of knowledge and skills,

that is, teachers must be provided with the necessary skills to be more effective in today's conditions. Teachers who receive professional help can increase their knowledge and skills as a result of some training activities and as a result, become better teachers (Seferoğlu, 2004).

It is suggested that one of the best ways to improve the education and training process is to provide teachers with qualified PD activities (Joyce and Showers, 1980). Unless teachers are provided with continuous PD opportunities, innovation or effectiveness in education can not be observed. PD should also help the teacher constantly improve and adapt to constantly changing knowledge in the field of teaching and learning. According to Levin and Rock (2003), PD for teachers means change. Moreover, the development of teachers should not only be the development of techniques but also should develop the culture of "lifelong learning". In PD; some basic principles such as school-based, university-academic support, teachers' needs, guidance and support by experts, and motivation should be the starting point. These principles should be made functional in a holistic approach, taking into account our current problems, our social and cultural structure, and our teacher profile.

The teachers should have professional autonomy to participate in PD activities. One of the basic elements needed for a quality education is that teachers must reach a high level of professional ability and competence. For this reason, teachers must have a certain level of knowledge and the autonomy to make professional decisions. Teacher autonomy (TA) is a concept related to the authority that teachers have and the roles they undertake during their careers. It includes teachers' ability to plan and implement instruction, participate in educational decisions, independently evaluate students' academic achievements, organize the classroom environment, prepare an environment where they can use different methods and techniques, and plan in-class and extracurricular activities. So they must have a sufficient level of professional autonomy so that they can freely plan new activities (Freidman, 1999; Ingersoll, 2007). Having teachers' professional autonomy makes it easier for them to adapt to changing conditions and meet their needs more quickly. Thus, they develop positive attitudes towards PD activities in order to improve their professional knowledge and skills. As a result, it is thought that there is a strong relationship between "teacher autonomy" and "PD" as they develop their professional knowledge and skills, fulfill the responsibilities expected from them, and perform at a high level. When the literature

was examined, the research on English as a foreign language (EFL) teachers' attitudes towards PD and TA was limited. The problem of this research is whether there is a relationship between teachers' perceptions of PD and their autonomy.

### **1.2. Purpose of the Study**

This current research study aims to determine EFL teachers' attitudes towards PD and their autonomy levels. Additionally, it will be determined whether there is a relationship between these two variables. Another issue to be examined is whether their attitudes and autonomy levels show a significant change when compared with demographic characteristics such as seniority, the department they graduated from, the school where they work, the professional development activities they attended, and institution type.

The study will provide new perspectives to the educators as the teachers will be aware of their autonomy levels and attitudes towards PD and their professional competencies. Thanks to the PD activities, teachers can improve themselves by working collectively in a positive school culture, planning and evaluating educational activities, share their classroom activities with other teachers. As a result, they can increase student success. This study also aims to raise awareness that teachers can increase their level of autonomy through PD.

### **1.3. Research Questions**

The research questions below were specified to fulfill the aim of the study:

- 1) What are the attitudes of EFL teachers towards PD?
- 2) Do EFL teachers' attitudes towards PD differ according to some demographic variables (seniority, the school they work in, and so on.)?
- 3) What is the level of autonomy of EFL teachers?
- 4) Do EFL teachers' autonomy levels differ according to some demographic variables (seniority, the school they work in, and so on.)?
- 5) Is there a relationship between EFL teachers' attitudes towards PD and their level of autonomy?

#### **1.4. Scope of the Study**

The rapid changes in education, constantly developing methods and techniques, and the constant renewal of the social and economic needs and goals of society necessitate reforms in education. This entails developing teachers and requires teachers to receive support in PD. Therefore, teachers need in-service training to learn about the innovations and changes in education and to refresh their knowledge (Taymaz, 2005).

As a result, PD activities and the teachers' attitudes towards them have recently gained importance in Türkiye. There are many individual and organizational factors that affect the attitudes of teachers toward PD and autonomy. When the literature is examined, the research on EFL teachers' attitudes towards PD and TA is limited. This study aimed to examine the relationships between attitudes towards PD and TA, which affect the participation of EFL teachers in PD, especially in Türkiye. In this context, it is thought that it will contribute to both the literature and the formation of policies for PD. When the national and international literature is investigated, it is seen that studies have been conducted on teachers' autonomy and attitudes towards PD with different variables. However, it has not been addressed whether there is a relationship between these two variables. This study is expected to contribute to the field by determining whether there is any relationship between these variables.

Moreover, it is important as it will reveal English language teachers' attitudes towards PD and their level of autonomy. Teachers who constantly improve themselves in their field can be expected to exhibit more effective autonomy behaviors. Additionally, the teachers' tendency to work collaboratively may also affect autonomy. Teachers who can work collaboratively can exchange ideas on teaching activities with their colleagues and apply the new knowledge they have acquired in their classes (Garvin, 2007). It is thought that the results obtained from the research will contribute to the awareness of EFL teachers about their autonomy levels and PD.

#### **1.5. Limitations of the Study**

There are some limitations of the study:

1. The research is limited to EFL teachers working in primary, secondary, and high schools in the central districts of Samsun province.
2. This research is limited to the data collection tools used.

3. PD is a very broad field of study. Therefore, there are many variables it is related to. A limited number of variables were used in this research.

### **1.6. Definitions of the Terms**

**Professional development:** It is a concept used to express all the activities that teachers participate in throughout their careers to improve their professional skills (Day and Sach, 2005).

**Professional Development Activities:** Activities such as peer observations, video lessons, reading articles, mentoring, following journals, workshops, seminar trainings, informal situations, action research, portfolios, and conferences that help the teachers develop professionally.

**EFL Teacher:** It is English language teachers who work in countries where English is spoken as a foreign language, such as Türkiye.

**Teacher Autonomy:** Little (1995) defined TA as the teacher's capacity to dominate the teaching activity in which s/he directs himself. Aoki (2000) defined TA as the learner's capacity, freedom, and/or responsibility to make choices about their learning. According to Richard Smith (2000), TA refers to the ability to develop their skills and knowledge cooperatively.

## **2. REVIEW OF LITERATURE**

In this chapter, the literature pertinent to the study that aims to investigate the perception of teachers towards PD is reviewed. First, the definition and history of PD are presented. The first section provides the importance of PD and the qualities of effective PD. In the second section, models of PD are presented. In the third section, definition and types of PD activities are discussed. Then EFL teachers' PD and PD activities in Türkiye are covered. In the sixth section, autonomy, TA relevant to student autonomy, and EFL teacher's autonomy are included. Finally, research on PD and TA of EFL teachers is presented.

### **2.1. Professional Development**

Education has become even more important today as it helps students adapt to society. The teacher is the key to helping the younger generations acquire cultural elements and values of the society and to ensure the development and awareness of individuals and society on all fields. In today's world where science and technology are changing rapidly, teachers need to attach importance to their PD in order to adapt themselves to these innovations, act in line with needs, and increase their level of knowledge and skills (Glickman, Gordon & Ross-Gordon, 2014).

PD of teachers is a concept that has been emphasized in recent years as a fundamental component of educational reforms (Sandholtz & Ringstaff, 2013; Seferoğlu, 2001; Smith & Desimone, 2003). For this reason, teachers in our country are being trained in accordance with the requirements and the development of the teaching profession (Çelikten, Şanal and Yeni, 2005).

Teaching is an important profession that incorporates knowledge of technology, content, and pedagogy. As there are a variety of ways to have the right information, the teachers help the students to organize the information, and to try different ways and methods of this organization. Such a professionally valued teaching profession requires a professional effort. If the teachers try to identify their weaknesses for their development and attend appropriate PD activities, it will have a positive impact on both themselves and the students.

Teacher PD is generally used to express the process of the teachers developing their professional knowledge and skills (Craft, 2002). In this context, PD is used to

emphasize a process that begins with the teachers' pre-service training and includes educational opportunities throughout their professional lives, and ends with retirement (Bubb and Early, 2007). Therefore, PD includes all forms of learning, from the in-service training that the teachers attend to their readings about their profession (Craft, 2002). According to Terzi (2014), teacher PD is related to pre-service education, training of new teachers, in-service training and higher education units, educational innovations (school development), and educational research. The teachers review, update, and expand instructional goals individually or in groups. Moreover, they critically develop their existing knowledge, skills, and emotional intelligence for good professional thinking, planning and implementation with students and colleagues (Day, 1999).

Teacher PD can also be defined as a systematic development that gives them the opportunity to increase their professional experience and examine their professional lives (Özdemir, 2016). Abou Assali (2014) implies that PD is a series of programs or workshops planned for teachers, designed to develop their skills and knowledge at different levels.

In a nutshell, the teachers are more important in student learning compared to other school factors. Effective PD can change teacher practices and positively impact student learning. Effective PD activities engage the teachers with learning opportunities that are supportive, embedded, instructionally focused, collaborative, and ongoing. When guided by these characteristics, school leaders can provide meaningful learning experiences for the teachers. PD activities consist of comprehensive, sustainable, and systematic learning experiences based on the needs of the teachers. Furthermore, they should increase student achievement and performance.

### **2.1.1. Definition of Professional Development**

There are different terms and definitions of teacher learning and change such as “teacher training”, “staff development”, “in-service education and training (INSET)”, “professional learning”, “professional development”, “continuing professional development (CPD)”, and “life-long learning” (Rahman et al., 2014). Although there is no precise definition when the literature is examined, the concept of in-service training has transformed into the concept of PD in recent years. Mizell (2010) stated that teachers generally refer to formal processes such as conferences, seminars,

workshops, collaborative group studies, and university courses with the concept of PD. However, PD also takes place informally, such as discussions among colleagues, individual reading and research, peer observation, or other observations with colleagues (Mizell, 2010). PD also includes reflective activities designed to improve the teachers' professional knowledge, skills, and behaviors (Terzi, 2014). While this conceptual change is taking place under the influence of international literature, the traditional view towards PD is also changing similarly. Instead of the traditional approach in which the teachers are trained for certain periods, there is a transformation in the form of teacher-centered, long-term, job-embedded learning experiences according to the new perspective (Bümen et al., 2012).

Desimone et al. (2002) define PD broadly: “Professional development is considered an essential mechanism for deepening the teachers’ content knowledge and developing their teaching practices. As a result, professional development could be a cornerstone of systemic reform efforts designed to increase the teachers’ capacity to teach high standards.”

There are many other definitions of PD. According to Day (1999):

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

According to Guskey (2000), who has conducted many studies in this field, defines PD as the processes and activities planned to improve teachers' professional knowledge, skills, and attitudes in order to support students' learning. According to Karagiorgi and Kyriacos (2006), PD is educational processes that increase the efficiency and quality of education and herewith the teachers. Another similar definition is that PD is various activities such as courses and seminars to train teachers through in-service training (Adey, 2014). It is understood that these definitions emphasize that PD is a process consisting of various activities. Maya and Taştekin (2018) state that these are activities carried out with the aim of making the teachers qualified since the qualified education must be provided as an indispensable element in achieving the desired

goals in education.

According to Seferoğlu (2001), PD means providing the necessary conditions for knowledge, skills, and innovations related to the profession. A similar statement by Ereş (2010) is that it is emphasized that the teachers acquire the knowledge, skills, and behaviors required by all kinds of innovations and developments related to the education during pre-service and in-service processes. The main purpose of the teachers' PD is to increase the teachers' classroom interaction in education; they state that not only the teachers but also the students, the school administrators, the parents, the teacher's environment, and other colleagues will benefit from PD as the teachers change and develop (Odabaşı and Kabakçı, 2007).

In a broad definition, it is defined as processes that support and contribute to teachers in making teaching environments more effective to develop the teachers' professional knowledge, skills, opinions, and attitudes both inside and outside the school (MEB, 2010). Effective PD is a continuous whole, includes training, practice, and feedback, provides sufficient time and follow-up processes, and is seen as activities that support individuals' knowledge, skills, expertise, and other personal traits as the teachers (TALIS, 2009). For PD programs to be effective and successful, they must provide teachers with learning and teaching activities that they will use in their classrooms and must encourage the teachers to learn. Nunan (1999) emphasizes that PD should be context-specific and relevant to the teachers' needs. He believes that training programs should consider teachers' experiences and the unique challenges they face in their educational contexts.

According to Özer (2004), PD is the process of ensuring that teachers have the competencies necessary to carry out their jobs in the most effective way until they retire. Guskey (2000) defined three basic features of PD. It is a systematic, planned, and ongoing process aimed to develop. He also states that the process must be planned to achieve positive changes and developments since PD is purposeful. A random PD process cannot provide the desired success.

Many definitions emphasize that PD is a lifelong process (Bümen et al., 2012; Telese, 2012; Wells, 2014). It is an ongoing process as education is dynamic. In order to catch up with these educational innovations, teachers must learn throughout their professional lives. They should analyze what they do, evaluate their practices

reflectively, make adjustments, and pursue opportunities for continuous improvement. Thus, it helps the teachers to be collaboratively and diligently open to new information, experiences, and ideas (Mills, 2012). Nunan (1999) also encourages teachers to view PD as an ongoing process rather than a one-time event. By continually seeking new knowledge and skills, teachers can maintain their autonomy and adapt to evolving educational contexts.

To sum up, PD is a requisite for the teachers both to recognize their jobs as professionals and to provide new opportunities for advancement, learning, and exploration provided that they are planned, systematic, regular, continuous, and based on a clearly stated purpose. This ensures that teachers not only stay current with advancements in their field but also have the tools and knowledge to continuously enhance their teaching practices and contribute meaningfully to their profession.

### **2.1.2. Importance of Teacher Professional Development**

Teacher PD has become a necessity, considering that pre-service education is never sufficient throughout their professional lives. The teachers will be able to adapt to the developments in the cultural, social, and economic structure of the society with PD (Erdem and Şimşek, 2013). It's a continuous process that empowers teachers to grow professionally and make a lasting impact in education.

The abilities, socio-cultural level, expectations, and motivation of the student are some of the factors that affect the student success. However, the important factor affecting student success is teacher quality. The relationship between teacher quality and student achievement is clear. The teachers are the ones who prepare the students for life. Therefore, PD is important for the continuous development of the teacher (Altun and Yengin-Sarpkaya, 2021). Because it helps them to adopt the modern education approach, integrate new methods, techniques, and technologies into their classes, be aware of the student's individual differences and meet their needs, and constantly renew and develop themselves professionally. It is expected that the PD activities that the teachers participate in will be aimed at increasing student success. Hill (2009) emphasized that PD is aimed at increasing the teachers' knowledge and skills and providing significant improvements in students' success.

In conclusion, with the help of PD; teachers;

- develop their practices and adapt them to the teaching environment,

- reflect on their experiences, research, and practices collectively or individually to meet the needs of students,
- interact with the administration and the school environment as practitioners and contribute to the school,
- use the latest professional skills to continue and improve their practices.
- improve their understanding, skills, and abilities that will enable them to make a critical evaluation of professional policy, especially to raise standards, and to increase their knowledge about information, communication technology, and society (Blandford, 2000).

PD allow the teachers to discover their strengths and weaknesses. In a way, this opportunity should be seen as learning for the teachers on their development. For schools to be successful, the teachers need to work together and share. The PD of the teachers and schools are mutually interconnected (Mills, 2012).

According to Mizell (2010), teachers never have enough information about how students learn, what prevents student learning, and how their teaching will increase student learning. PD helps the teachers obtain this knowledge. Regardless of student's level, their learning will increase as long as their teachers are engaged in effective PD.

Furthermore, Kesen and Öztürk (2019) explained the reason why the teachers need PD differently and first defined the competencies that the teachers should have. The first competency is expertise and conviction which means having knowledge and motivation and being able to devote oneself to the profession. The second item is innovation. It means doing research, being aware of methods and techniques and being able to use them when necessary, following scientific studies related to education and training, and doing action research to find solutions to their special problems. The third is collaboration, which means being open to cooperation with their groups, colleagues, and other education-related stakeholders. Teachers with these characteristics can create an effective learning and teaching environment for their students, and thus student success will increase. The most important way to create an effective learning and teaching environment is through PD. Therefore, PD is accepted as a way for teachers to be successful in the profession.

Mitkovska (2010) stated that PD is important because it;

- enables the teachers to participate in lifelong learning activities with their special efforts,
- enables them to renew their knowledge and skills,
- influences teachers' beliefs and practices,
- develops student learning and application of changes in education,
- enhances the teachers' cooperation by providing opportunities for teamwork,
- helps the teachers set teaching and learning goals (specific, realistic, and variables),
- adopts the teaching methods, and strategies,
- modifies the position, and role of subjective elements in the process of learning.

Taking all these features of effective PD into account, it is likely that it can change the teachers' beliefs, knowledge, skills, or behaviors by implementing an intentional learning process that is created to address specific learning goals. So, PD can indeed lead to significant changes in teachers' professional practices and ultimately improve student outcomes. It's a dynamic process that acknowledges the evolving nature of education and the importance of lifelong learning for educators.

### **2.1.3. Key Features of Effective Professional Development**

While the concept of PD is defined, the aim of PD is also emphasized. In this context, Reese (2010) defines PD as a comprehensive and systematic learning process that increases the instructional effectiveness of the teachers based on their professional needs and, as a result, contributes to increasing student success. Similarly, Hoque et al. (2011) expressed PD as educating students in line with the needs of the future society by improving the teachers' field knowledge and technique knowledge (Hoque, et al., 2011).

PD leading to a change in teaching practice may occur more readily if there is a dynamic interaction between three elements, that is the PD program and providers, the school as an organisation, and the teacher as a unique individual (Mackenzie, 1997). Therefore, it can be said that the purpose of PD is to improve the teachers' professional knowledge and skills and, as a result, to increase student success (Guskey, 2000; Day

and Sach, 2005; Reese, 2010). It is a fact that effective PD will react positively to students' learning by renewing the teaching practices of the teacher (Borko, 2004). In other words, teachers' development has a positive impact on student success. Hence, the focus on PD activities should be placed on the way the teacher transfers the content instead of the content itself.

According to Sparks and Loucks-Horsley (1989) listed the main effective PD features as follows:

- Organization which covers all school components in school environments,
- The teachers' and school administrators' planning and assisting each other in all activities at school,
- Focus on individual teaching with differentiated opportunities,
- An active role in setting goals and choosing activities.
- Continuous assistance and support in case of demand.

According to Corcoran (1995), PD programmes must be readily accessible and inclusive, enable enough time and follow-up, respect the teachers as experts, engage with the ideas, resources, and peers on an intellectual, social, and emotional level, exemplify constructivist approach, encourage site-based activities.

According to Mayers (2008, cited in Bayram, 2010), effective PD should have the following features:

- It includes more interaction hours,
- It includes continuous and long-term activities,
- It is aimed at teachers who teach at the same level and the same content or work in the same school,
- It offers learning opportunities with active participation to all participants,
- It is focused on the content rather than providing very general information.

The American Federation of Teachers has prepared guidelines to develop effective PD (AFT, 2008):

- PD should deepen and broaden the content knowledge,
- PD should teach the content effectively,
- PD should provide knowledge about the learning and teaching process,
- Effective PD programs should be developed according to the results of the research in this field,
- The content should be organized according to the standards and training program that the teachers should have,
- PD should have a positive effect on student achievement,
- PD should provide the teachers with sufficient time, support, and resources to master new content and pedagogy and integrate them into their practice,
- PD programs should be developed in collaboration with the teachers, and experts in the field,
- PD should be offered in different ways,
- PD should be embedded within the profession, and take place during working hours.

Posnanski (2002) also stated that PD is long-term. The teachers from the same or nearby schools take part in the activities that model the theory or logic behind the design and implementation of curriculum and innovative teaching strategies. He stated that it should have features that include teaching strategies and curriculum/activity design, and provide opportunities for reflection that will enable the development of the teaching behaviors and self-efficacy. In a study examining the basic features of effective PD, Desimone (2009) stated effective PD should have content focus, active learning, compatibility, duration, and collaborative participation. Hunzicker (2011) also stated that PD should be continuous, supportive, job-embedded, teaching-oriented, and collaborative. Furthermore, İlğan (2013) states that effective PD should be supportive, job-embedded, focused on the teaching-learning process, collaborative, and continuous. It is emphasized in the relevant literature that if PD will make a

significant difference in students' learning outcomes and if it is job-embedded and focuses on teaching the field as well as the field knowledge, adequate time and resources are allocated, and school support is provided.

Creemers et al. (2012) examined the features of effective PD. They stated that PD should be related to a specific field and daily teaching topics that will contribute to the development of the students. The content of the program should be differentiated according to the needs/priorities of the participants, and it should aim to increase the quality of teaching, and provide the opportunity for active participation and feedback. In addition, they stated that the program should offer the participants in the same school, the same branch the opportunity to collaborate, and that the time allocated for the program should be sufficient. Villegas-Reimers (2003) stated that PD should be based on constructivism, long-term, job-embedded, related to school reform, collaborative, and also in line with social, political, and economic events, which was named “optimal mix” by Guskey (1995).

Darling-Hammond and McLaughlin (1995) stated that policies need to support the changes that the teachers are requested to make if PD is to be an effective component of educational reform. These policies should address issues such as the need to establish new institutional arrangements and structures that support the teachers' roles as lifelong learners. They should also assist in the creation of new opportunities and structures within and outside of schools.

Indeed, Garet et al. (2001) identified several key elements that contribute to the effectiveness of PD programs, particularly in relation to classroom practices and student achievement. A criterion focused on classroom practices and student achievement was used to select them. These elements are content focus, active learning, compatibility, duration, and collective participation.

According to Garet et al. (2001), the content focus includes the content knowledge, methods, teaching practices, the activities implemented during classes, student learning, and student outcomes. It is shaped by the importance given to the subjects that the teachers are expected to teach and the methods that they are expected to apply. According to Loo (2008), some activities aim to strengthen the teachers' content knowledge. Some aim to improve their overall pedagogical approach and method such as classroom management, and preparing lesson plans. Some of the activities may aim to strengthen the teachers' pedagogical content knowledge. Garet et

al. (2001) stated the dimensions of active learning as four basic steps: observing another teacher's class, adapting the skills acquired through PD to classroom practices, evaluating student development, and interacting with other teachers.

Garet et al. (2001) also mentioned three dimensions regarding compatibility. The first one is building the activity on previous activities and taking professional work further. Therefore, it is expected that the activities will complement the previous activities and be the basis for the next ones. When evaluated in this context, it is important to plan PD according to the constructivist approach (Abdal-Haqq, 1995; Posnanski, 2002). The second dimension is the classification of the pedagogical knowledge, and content according to the local, regional, or national structure, standards, and assessments. Finally, the third dimension is to create opportunities and environments where professional interaction can be achieved between teachers who do similar studies to improve teaching methods. Effective development of the teachers' knowledge and skills depends on the compatibility offered with previous activities (Elmore and Burney, 1997).

Pedagogical and intellectual changes in the teachers require sufficient time (Cohen and Hill, 1998). They also show that the length of the PD program that the teachers are exposed to has a significant impact on students' learning (Darling-Hammond, 2005; Yoon et al., 2007). Garet et al. (2001) stated that for a PD program to be effective: It should provide opportunities for in-depth discussion of the student concepts, misconceptions, and pedagogical strategies. In addition, it is likely to allow the teachers to try new practices in their classrooms and receive feedback on their teaching. The importance given to attendance time is also important in ensuring effective PD. Yates (2007) found that long courses lead to a significant difference. Özkan and Anıl (2014) also stated that the time devoted to PD was the second most important variable.

The last key feature of effective PD is collective participation. This can be achieved by participating in PD programs for teachers from the same field or teaching the same group (Desimone, 2009). There are some advantages to having teachers from the same school, department, or grade level (Garet et al., 2001). These advantages are: The teachers working together are likely to have the opportunity to discuss problems and skills that arise during their PD experiences. The teachers in the same school can always share the tools and equipment used in teaching and other needs. In-field

teachers in the same class may have the opportunity to evaluate and determine the needs of students from different perspectives. In this context, job-embedded activities based on the teacher's effectiveness, such as mentoring, coaching, and group work teams, increase the effectiveness of PD (İlğan, 2013).

## **2.2. Models of Professional Development**

PD usually occurs through the planned actions taken by the school or the state to ensure effective teaching and to make the school a learning environment for the teachers and administrators (Joyce and Calhoun, 2010). According to Diaz-Maggioli (2004), when planning these actions, attention should be paid to the needs and motivations of the teachers, because they differ from each other according to their professional level, theoretical and professional knowledge, and the time they spend inside and outside the school. They do not only enable the students to learn, but they are also sources of information, faculty advisors, and knowledge managers for the community and parents. PD should be integrated into their daily schedule. They should not be expected to devote their free time. In addition, such actions should include long-term activities that include more interaction hours, provide active learning opportunities to all participants, and create professional programs focusing on the content (Mayers, 2008, cited in Bayram, 2010).

These actions point to the different models of PD. The aims of these models are:

- to optimize the school for learning,
- to provide opportunities for PD including materials necessary to enhance student learning, ranging from basic knowledge and skills to new approaches to curriculum and education
- to develop the collaborative dimension of the school to reduce isolation so that the students can reach the highest level of development. (Joyce and Calhoun, 2010).

Such instructional changes, designed to increase student achievement within the scope of school reform and current education legislation, include the school systems that adapt and implement the educational program, requiring the teachers to simultaneously participate in PD activities (Ashdown and Hummel-Rossi, 2005). In summary, PD activities play a critical role in supporting instructional changes aimed at enhancing student achievement within the context of school reform and education

legislation. They are essential for empowering teachers, improving educational outcomes, and promoting continuous improvement in school systems.

Ingvarson (1998) compared the traditional system with the standard base system. In the traditional system, the teachers do not have control, the principles set the goals of PD which are implemented by universities or consultants, they are short-term and not in relation to practical issues. In the standard-base system, professional bodies set the goals and apply them and they are focused on the particular needs of the teachers in their real settings. He concluded that the traditional system is necessary but not effective anymore.

Cochran-Smith and Lytle (2001) made a similar classification such as

-knowledge-for-practice which means theory knowledge generated by university researchers to develop teachers' practice;

-knowledge-in-practice which means practical knowledge placed within practice;

-knowledge-of-practice which means the theoretical basis of knowledge and practice presuming that "systematic inquiries about teaching, learning, curriculum, schools and the learners rise from the knowledge the teachers need to teach well.

PD activities are organized from very formal to less formal activities. Very formal PD activities include courses/workshops, educational conferences and seminars, diploma/certificate programs, trips to other schools, participation in a professional working group, conducting research on a professional subject, and guiding or coaching colleagues (Büyüköztürk, 2010). Less formal PD activities include reading professional publications, exchanging ideas with colleagues about improving teaching skills (Büyüköztürk, 2010), and watching documentaries related to their fields (Glatthorn, 1995).

Villegas-Reimers (2003) classified the models into two sections. The first one is about having certain institutional or organizational partnerships to be sufficient, the second one is about applying in small sizes which can be described as techniques rather than models. The organizational partnership model includes professional-development schools, other inter-institutional collaborations, other university-school partnerships, the schools' and teachers' networks, and distance education. Small group or individual models include supervision: traditional and clinical, workshops, seminars, courses,

student performance assessment, case-based study, self-directed development, co-operative development, observation, skill-development model, the teachers' participation in new roles, reflective models, portfolios, action research, project-based model, mentoring/mentoring, generational model.

In a nutshell, the concept of PD has changed over the last decade as a result of a better understanding of how learning happens. It has recently begun to be seen as a long process that includes different opportunities and achievements planned to increase the development and change of the teachers (Marcelo, 2009). So discussions about PD models are often unclear because so many different activities are grouped. These models can serve several different purposes:

- Models designed to involve the teachers in conferences in large groups to acquire new knowledge to facilitate the implementation of events, policies, or educational reforms,
- Models designed to equip the teachers with new skills through task-oriented PD. They are frequently recruited individually or in groups and include individual work and similar activities in these models,
- School-based models that respond to the school needs and ensure the development of the school and models that involve groups of teachers from the same school working together on the same problem or developing a program,
- Models providing activities selected voluntarily by the participant. Such activities are usually held outside of school, either individually or with teachers from other schools. (OECD, 2005).

Thus, the changes emerging because of the need for a new perspective on teachers' PD are summarized in Table 1.1. below:

Table 1.1. Shifts in emphasis in PD (Renyi, 1996)

From Traditional Approach to	Contemporary Approach
Learning is isolated and individual.	Learning occurs both individually and in groups.
Short, single-session training independent of the curriculum.	Long-term training compatible with the curriculum.

Table 1.1. (continued)

A regional-level, one-size-fits-all program.	School-based learning.
Bureaucratically convenient.	Meeting students' needs.
Outside the area of the school.	Related to teacher and student needs, linked with educational practices.
Teachers are told what to apply by the experts.	Teachers take an active role in their development.
Skills can be applied by everyone.	All teachers and instructional leaders participate in developing new approaches based on their own needs.
Passive learners.	The teachers and administrators actively structure their learning.
Learning is not critical to education.	Learning is transformative in education.
Measurement based on attendance at workshops.	Measurement based on improvements in learning and teaching.

Guskey (2003) proposed seven different PD models based on various studies (DragoSeverson, 1994; Sparks and Loucks-Horsley, 1989). These models: Training, Observation/assessment, Participation in development/improvement process, Study groups, Inquiry/action research, Individually guided activities and Mentoring.

Mackenzie (1997) proposed two different PD models. Both models have three elements. These items; PD programs, schools, and teachers. First one is the Lawnmower Approach. In this model PD program is improved without involving the school's needs and the school might not support the teacher to evolve. Those who offer the PD program convey the program content to the teachers in one way. The participants may act with prejudices as they are often from different schools providing little opportunity to address case-specific or individual-specific needs. The second one is the turbine approach. In this model, the teacher and the PD program have dynamic interaction and the school probably brings on advance in all three elements. These two models differ in the form and level of interaction between the three elements. While in one case there is a one-way communication rather than interaction, in the other there is a cyclical interaction between the elements. Long-term and comprehensive changes in teaching and learning approaches will probably emerge from PD that is interactive and has a dialectical link between all these components. (Ling and MacKenzie, 2001).

Gaible and Burns (2005) examined PD models in three different dimensions according to their characteristics. These models can be divided into three categories:

standard models, site-based models, and self-directed models. This classification is more common:

a. Standard Models (Traditional PD models): They are the dominant and controversial form of PD (Kennedy, 2005). They are workshops, conferences, seminars, and other short-term training events aimed at sharing knowledge and skills through the experts (Gaible and Burns, 2005). They are considered as traditional. Because they are standard and the most recommended and implemented activities. These standardized, instruction-based models often focus on exploring new concepts and demonstrating and modeling skills (Gaible and Burns, 2005; Hooker, 2008). Short-term or single-session conferences and seminars form the basis of traditional PD. It is used to transfer knowledge and skills to large groups of teachers and focuses on teaching rather than learning. In other words, it is a model in which teachers are passive. Many countries, especially in our country, are based on this model for the following purposes:

- To demonstrate and introduce knowledge, skills, and strategies to the teachers,
- To convey information to large groups of the teachers,
- To present innovations and exemplary practices in education.

The most important advantage of traditional PD models is that they enable large groups to be trained. In addition, it is suitable for introducing general knowledge skills and strategies. The disadvantage of this model is that it is short-term and the teachers are passive. Although the model can contribute to the cooperation between the teachers in some way, sharing experiences between the teachers is weak (Hill, 2009). In addition, it may not meet the school conditions and the teachers' needs (Gaible and Burns, 2005).

b. Site-based models: The region-based PD model usually takes place in schools or teacher training institutes. The teachers collaborate with local organizations that support local PD to progressively develop pedagogical knowledge, content knowledge, and technology knowledge. It often focuses on situational problems that the teachers

encounter when trying to implement new techniques (Gaible and Burns, 2005). For example, local programs for the teachers to use interactive whiteboards within the scope of the Movement for Increasing Opportunities and Improving Technology (FATİH) project can be evaluated in this context.

This model:

- enables the teachers to identify the local needs and problems.
- encourages individual initiative and collaborative approaches to the problems
- allows for more flexible, sustainable, and more intensive traditional PD
- provides ongoing opportunities for professional learning among a certain group of teachers. In spite of these pros, it requires a lot of time, effort, and cost (Gaible and Burns, 2005).

Site-based models can be used in the following situations (Gaible and Burns, 2005):

- When new teaching practices are presented,
- When the teachers' content knowledge or teaching strategies are planned to be significantly improved,
- If continuous improvement in teaching and learning is aimed,
- If there is a core group of teachers from each school in the region who can participate in PD,
- If the teachers are trained locally at teacher training institutes or in schools,
- Technology – television, radio, internet – can be used to support the PD.

Implementation of this model in Türkiye is difficult because it involves cost, time, and workload. However, the School-Based PD Model, planned to be implemented and pre-implemented in the past years, can be evaluated in this context.

c. Self-directed models: PD ideally involves intellectual and affective processes that include self-directed and personal motivation (Day and Gu, 2007). In other words, teachers' PD is mostly based on independent learning. In this model, the teacher sets his or her own PD goals all by himself /herself or in a group and determines the activities, materials, and ways necessary to achieve the goals. These activities are academic reading, attending online courses, watching sample practices, and peer observation (Gaible and Burns, 2005). In this model the teachers themselves initiate their PD, discuss their problems with colleagues, and find solutions. As a result, they share their materials and ideas (Hooker, 2008). It is inferred that informal learning activities are more dominant in this model. The teachers take their responsibility, the school leader determines the area in which the teacher is planned to be developed. Hence, it is a suitable model for teachers motivated for PD. Therefore, while it is effective in teaching low or medium-level skills, it may not be as effective in teaching advanced skills (Gaible and Burns, 2005). However, this model significantly contributes to teachers' becoming lifelong learners (Hooker, 2008).

This model can be used in the following cases (Gaible and Burns, 2005):

- If there are no other organized PD options
- If the teachers are self-motivated and innovative
- If the individual-oriented activities are complementary to the traditional and site-based models
- Individually-oriented PD is supported to ensure that it is the most effective way to meet their needs.

This model provides the teachers with individualized learning opportunities. In addition, they can carry out their professional learning flexibly, regardless of time and place. Especially nowadays technology makes this model attractive. However, this model is not sufficient enough as collaboration and practice constitute important dimensions of PD (Kwakman, 2003). Therefore, these lacking processes reduce the quality of PD.

It is reasonable to claim that different approaches and models for PD could result from its various definitions. A PD model's success most likely relies on how effectively it covers the areas of teacher development pertinent to the specific practitioners in the institutional, sociocultural, and political contexts. In a nutshell, a PD model's objectives should address individual, management, and organizational growth in addition to teacher development.

### **2.3. Professional Development Activities**

All teachers around the world face similar challenges. They teach in their classrooms independently, causing them to feel isolated. PD activities can be a solution to these problems. Additionally, the teachers with similar experience and interests come together with the help of such events. Sharing experiences and ideas with colleagues can help the teacher gain a sense of belonging to a community (Murray, 2010).

PD activities aim to enable teachers to maintain their careers effectively by increasing their professional knowledge and skills, providing new insights, and developing their students' learning (Özdemir, 2016). Teachers' PD also depends on their experiences and the reflective and innovative activities they take part in (Chang et al., 2011). So they need to participate in PD activities at the institutional or individual level to improve themselves and continue their profession effectively (Özdemir, 2016). These activities enable them to teach more effectively and efficiently. In other words, PD activities play a very important role in assuring teachers of PD.

Moreover, teachers' participation in PD activities is considered not only as one of the important indicators of the quality of the teachers but also an indirect indicator of the quality of the educational institution. Hence, PD activities should be meaningful and valuable, not for completing credits or gaining seniority, but should contribute to improving the quality of the teachers (Reese, 2010). In addition to many features of effective PD, the type of PD activities is also an important element that influences its effectiveness (Garet et al., 2001). Many PD activities have been described by researchers in the literature. Guskey (2000) defined PD activities as training, observation/evaluation, participation in development processes, working groups, action research, individual activities, and mentoring.

According to Mizell (2010), typical PD activities are individual reading, research, study, peer study groups, observation, coaching, mentoring, team meetings for lesson planning, problem-solving, performance improvement, new teaching/learning strategy development, group meetings, online courses, university courses, conferences, school development programs, programs prepared by private organizations.

Scales et al. (2011) suggested the following activities that may be effective in PD: reading professional books and journals, peer review, mentoring, job-embedded training and team teaching, peer coaching, peer observation, action research, membership in an association/group related to teaching, sharing ideas and resources among colleagues, participating in PD programs, self-evaluation, conference, reading articles, planning PD, following education-related TV programs, newspapers and the internet, program development, peer observation, workshops.

Richards and Farrell (2005) classified PD activities into four groups: individual, one-to-one, group, and institutional. In the individual group, there are PD activities such as self-monitoring, journal writing, critical incidents, teaching portfolios, and action research. In one-to-one group, there are PD activities such as peer coaching, peer observation, critical friendships, action research, critical incidents, and team teaching. In group-based, there are PD activities such as case studies, action research, journal writing, and teacher support groups. In institutional group, there are PD activities such as workshops, action research, and teacher support groups. Some of these, according to them, can be used in more than one category.

Akiba (2012) also defined PD activities as 1. PD programs, 2. teacher collaboration, 3. university courses, 4. conferences, 5. mentoring/coaching, 6. informal communications, 7. individual learning activities. A PD program is an organized activity to enhance teaching and student learning. In-service training is an example. Teacher collaboration is an ongoing activity, such as a study group, professional learning community, teacher network, group action research, and other forms of interaction among the teachers to improve teaching and learning. Teacher collaboration can be formally organized by professional developers or implemented informally by a group of teachers. University courses are activities at the university, such as a non-thesis master's degree, that can be taken to earn a degree or fill PD credits. Mentoring / Coaching is an activity that provides new teachers with their first

experience in the profession with the support of official institutions or schools. They are activities based on the application of job-embedded and continuous feedback (Archibald et al., 2011). Informal interaction includes planned or unplanned interactions of the teachers with their colleagues (Desimone, 2009). Individual learning activities are the ones in which the teacher reads professional journals, and analyzes student's work, and searches/reviews teaching resources on the web.

PD activities defined in the International Learning and Teaching Survey (TALIS) are (Özdemir, 2016): 1. Courses/workshops, 2. Conferences and seminars, 3. School visit, 4. Participation in teacher networks, 5. Conducting individual and collaborative research, 6. Mentoring or peer observation and coaching, 7. Reading professional publications, 8. Engaging in informal dialogues with colleagues.

### **2.3.1. Types of Professional Development Activities**

In order to provide teacher PD, a wide variety of activities can be implemented, as listed above. These activities can be individual or collaborative, formal or informal. Recently, it has been examined that the cooperative learning approach is preferred in school learning as well as in teacher PD.

On the other hand, PD activities based on the emergence of new learning theories and the expansion of technological learning-oriented products are increasing day by day. It is not possible to explain here all of them that can be implemented for the teachers. For this reason, the method of selecting and exemplifying activities with different features was chosen.

#### **a. Professional Reading**

The teachers have the opportunity to renew and improve themselves in the fields of education, and content knowledge by reading professional books and articles in professional journals. They can do professional reading activities on their own or in a group. For this purpose, they allocate a specific day and time for reading activities. The teachers who form a group read the professional book or article they have chosen on a particular subject, then gather at a specified time and discuss the book or article they read (Özer, 2008).

### **b. Postgraduate Education**

Postgraduate education includes programs that teachers can participate at master's and doctoral levels related to the education of their field or any branch of educational sciences. Through postgraduate education, they gain in-depth knowledge and advanced skills on general or content-oriented teaching approaches, instructional technologies, assessment, program development studies, classroom management, and school management-related issues that directly affect students' learning at school, and they specialize in these areas. The fact that the teachers receive postgraduate education while teaching in schools enhances the usefulness of this education. While the ones who receive postgraduate education achieve their PD at a high level, they also contribute significantly to the other teachers' PD through the activities they organize or lead in the schools where they work (Özer, 2008).

### **c. Teacher Observation**

Teacher observation means that a teacher observes the performance of another teacher or students in the classroom and gives feedback. It generally includes the stages of pre-observation meetings, observation, analysis of data, and post-observation meeting. In the pre-observation meetings, the teacher who observes and the classroom teacher who is observed determine what is observed, which observation technique is used, and what special conditions or limitations there are, if any. Then, teaching and observation are carried out in the classroom. In the post-observation meeting, both the observer teacher and the classroom teacher reflect on the performance observed during teaching. In addition, the observer teacher shares the data s/he collects with the observed classroom teacher (Sparks and LoucksHorsley, 1989). The role of the observer teacher is to provide feedback to the classroom teacher, and the role of the classroom teacher is to interpret the feedback (Lieberman and Miller, 1990). However, some suggestions regarding the superior aspects of the observed performance and the aspects that can be improved can be determined provided that the two teachers agree (Özer, 2008). So that, they learn and reflect on their skills, attitudes, and knowledge. British Council implements this model "Teachers International Professional Development Programme". In this program, the mentors observe and guide the teachers working in different countries.

#### **d. Practice of Teaching**

The practice of teaching means that a teacher undertakes the responsibility of training teacher candidates who come to school from the university to do teaching practice. The mentor teacher helps prospective teachers learn the school system by experiencing and gaining experience in classroom teaching. S/he behaves candidates as co-teachers, shares their opinions on professional issues, and makes suggestions about their teaching practices. They benefit from the prospective teachers' perspectives on education and the new teaching approaches they use (Özer, 2008).

#### **e. Program Development Study**

It involves the teachers forming groups to produce outcomes related to the curriculum that can be used in the classroom. In program development studies, the teachers develop products that meet their teaching needs and interests. It includes a teaching guide, an inventory of classroom practices and teacher expectations, program evaluation, and suggestions for the program design. Program development studies begin with the teachers' initiatives and continue until they are completed. Its management is also carried out by the teachers. These studies are carried out outside the teachers' working hours (Lieberman and Miller, 1990).

#### **f. Piloting of New Implementation**

Piloting of new implementation shows that the teachers have a new approach by teaching or forming a unity and systematically trying a method evaluation. The teachers may be inspired to try new things and find it simpler to accept the chance of failing. Teachers who want to try it in their classrooms first form a group and they put the approach into practice. They hold meetings at certain times to discuss. Also, they give feedback by observing each other's practices. They try to implement the approach better and support each other. When working together, they avoid criticism. At the end of the trial, they can use the new approach or to adapt it to their needs or to quit if it does not work (Lieberman and Miller, 1990).

#### **g. Workshop**

The workshop is an opportunity for the teachers to discuss a specific problem related to teaching or the activity they carry out in the form of improving the skill by applying it. It is managed by a leader who is an expert on the subject. The aim of the workshop or what product will be obtained should be known by the teachers who

participate. In addition, they need to be active and practice (McKeachie, 1999). Workshops are held in small groups and it usually takes half a day or a day.

Zeegers (1995) reported that the teachers in New Zealand attended three one-day workshops about the new science curriculum but the teachers were supported and observed in their schools by the facilitators. It was concluded that these workshops followed by other PD activities might be effective.

#### **h. Study Group**

The study group has developed a specific framework regarding the needs of the students at school. The teachers who meet regularly discuss a topic. The task is organized by the group leader. In the group, all teachers take turns in leadership roles. The leader announces the agenda to the group members, provides the necessary reading material for the meeting, and guides the discussion by preparing a question or problem. This also helps to determine the agenda of the next meeting (Lieberman and Miller, 1990). The group leader may be from within the school or from outside (Murphy, 1999). It is possible to form several study groups at school covering various subjects. Study groups can also meet in an 'informal' environment outside the school.

#### **i. Action Research**

According to Özer (2008), action research is the process of answering a question or solving a problem related to learning and teaching. Action research is conducted either by a single teacher or a group of teachers. They know their teaching better and they can solve their problems with the help of action research (Cruickshank et al., 1995). For example, they can take action against the following types of problems they encounter in their classrooms: Increasing students' participation in class, what applications provide more effective results, what learning styles students have, and so on.

Action research is carried out by (Fraenkel and Wallen, 2003):

- Identifying the research question or problem
- Collecting necessary data
- Analyzing and interpreting data
- Sharing the results with those concerned

- Developing an action plan

In a nutshell, it can be recommended that when the literature about PD activities is examined,

- Teachers' PD must be lifelong.
- It has an important effect on the achievement of students and educational reform.
- Planning, finance, support, and research are necessary to ensure that PD activities is effective.
- The teachers should be motivated, supported financially, and given time to take part in PD activities.
- PD activities that are organized for the teachers' growth should respond their needs and interests.
- PD activities should be planned and implemented by the schools, universities, and the related institutions.
- The teachers should be offered various PD activities so that they can participate in PD activities that match their needs and interests.
- The aims of PD activities should be in relation to the curriculum and educational reforms.

#### **2.4. Teachers' Professional Development in Türkiye**

Planned and organized in-service training began in Türkiye in 1960 by the Training Teacher at Work Bureau. It has been carried out by the In-Service Training Department since 1982. General Directorate of Teacher Education was established in 1989 and its name was changed to "Research, Development and Projects Department" and "General Directorate of Teacher Training and Education" in 1992. It was changed to "General Directorate of Teacher Training and Development" in 2011.

The prominent duties of the directorate are as follows (MEB, 2011):

- To determine and develop the teachers' qualifications and competencies, to carry out studies for this purpose, and to cooperate with the relevant institutions and organizations.

- To provide pre-vocational and in-service training or to have courses for their development and to organize seminars, symposiums, conferences, and similar events.
- To study and research matters relating to the training to be given to the teachers.
- To cooperate with public institutions, universities, and non-governmental organizations to arrange research and training programs.

In Türkiye, teachers' PD is within the scope of the responsibilities of the Ministry of National Education. It is centrally carried out by the In-Service Training Department within the General Directorate of Teacher Training. Additionally, at the local level, governorships play a role in implementing and coordinating PD activities for teachers.

The objectives of the in-service development of teachers are as follows (MEBb, 2015):

- To ensure the candidates' adaptation and aptitude for the job,
- To increase their productivity by improving their knowledge and skills,
- To ensure that the personnel adapts to the reforms and developments in the service field,
- To enable them to have pre-graduate, undergraduate, and postgraduate education in Türkiye and abroad
- To prepare personnel for higher positions,
- To make publications for in-service training purposes.

The In-Service Training regulation dated 1995, was modified and published on 11 March 2022 under the name "Ministry of National Education Personnel In-Service Training Regulation". While in-service training activities are organized as courses and seminar activities in line with "The standard training programs", "Teacher-manager mobility programs", "School-based PD programs" and "PD communities" are defined within the scope of the "Ministry of National Education Personnel In-Service Training

Regulation".

Standard Training (Activity) Programs programs are provided to all teachers for their PD by the General Directorate. In addition, in In-Service Educational Activities Guide, teachers' professional development is introduced as "Teacher IT Network", "School-Based Professional Development", "Professional Development Communities" and "Teacher Manager Mobility Program" (MEB, 2022b).

Teacher Information Network (ÖBA): It is a platform created to support the teacher's and school administrators' PD through distance education. It is not only a meeting point for PD but also it helps to facilitate the exchange of well-designed best practices. It also plays a crucial role in enhancing the capabilities and effectiveness of educators across Türkiye by providing a modern, accessible, and collaborative platform for PD in the field of education. It supports lifelong learning among teachers and contributes to the continuous improvement of educational practices and outcomes in schools.

School-Based Professional Development: It is based on the preparation and implementation of PD programs at the school level according to the needs of schools. A coordination team formed under the leadership of the school administrators determines the needs of the school and trains the teachers about the requested topic. These requests are evaluated by the provincial/district national education directorates and are put into operation.

Professional Development Communities: It is an in-service training activity to improve the teachers' practical skills. It aims to improve their knowledge, understanding, and skills with the help of exchange of professional experience and interaction. When creating a PD community, the Ministry determines the topics and announces them on the Teacher Information Network. Then, teachers' applications are collected. Applications are evaluated by the school directorate, provincial/district national education directorates, and the Ministry within the scope of evaluation criteria. PD community participants and educator is added to "Professional Development Communities" in the Teacher Information Network. PD communities take place online here.

Teacher-Administrator Mobility Program: They are teacher visit programs organized to share experience and knowledge of the educational institutions that stand

out with their success or practices with other educational institutions. Hence, the teachers can mutually develop their professional knowledge, share good practices in educational institutions that make a difference with each other, and increase PD opportunities among the teachers taking into account students' learning needs.

## **2.5. English Language Teachers' Professional Development**

The field of English language teaching (ELT) has been impacted by a variety of concerns that have arisen for a range of reasons, from political to technological. One reason could be that ELT has been significantly impacted by the globalization of the English language (Matsuda, 2017). English has become a more widely used language, which has revealed some aspects of education and changed the method English is taught. Additionally, the digital native students and technology advancements adopted a different approach to ELT. As a result, these issues have led to changes in ELT, such as the use of Z books, virtual classrooms, communicative techniques, multicultural and culturally sensitive curriculum design, and so on. Hence, EFL teachers have had to modify their ways to meet the demands of changing circumstances. Aside from that, a teacher requires adjustments during their professional life. According to Pettis (2002), novice and experienced teachers have specific needs and are looking for different kinds of opportunities to improve in their professions. Thus, EFL teachers must participate in PD activities during their careers. The growing industry dedicated to offering professional training and qualifications to EFL teachers, as well as ongoing efforts to establish standards for both English language teaching and English language teachers, are examples of the professionalism of English teaching (Richards, 2010).

It's crucial to discuss the language teacher education models put forward in the literature to comprehend EFL teachers' PD. According to Wallace (1991), three models of language teacher education were the theory-to-practice model, the apprentice-expert model, and the reflective model. The students are expected to apply the academic knowledge taught in real-life situations in the theory-to-practice model. Less experienced instructors gain pedagogical knowledge and teaching abilities through observation of more experienced teachers in the apprentice-expert model. The teachers investigate the way they are teaching to that they are able to relate one event to another and search new approaches to teach effectively in reflective model. Moreover, Day (1991) suggested the integrative model that incorporates the best aspects of the three approaches, guaranteeing that the instructors are exposed to

pedagogical content, support knowledge, and pedagogic material through a range of experiences and activities.

Richards and Farrell (2005) stated that the objectives of language teacher development include understanding the process of second language development, adapting their roles to the needs of the students, and the different kinds of decisions made in the classroom. They also include reassessing the theories, identifying different teaching philosophies, and figuring out how the students perceive the activities they are participating in class.

According to Mann (2005), the development of language teachers is bottom-up. It is typically independent of the institution and respects the educator's views. However, he stresses that better results can be achieved if the institutions help the teachers. Additionally, he says that the development of language teachers is a continuous process, and conscious decisions are made in reaction to the world beyond the classroom. He believes that the idea of language teacher development is more expansive than that of PD since it encompasses moral, ethical, and value-based factors. In conclusion, he says that EFL teacher's development might be included in training and educational activities.

Brown (2014) highlights the importance of reflective practice, encouraging teachers to critically analyze their teaching experiences and make informed adjustments. This process not only fosters professional growth but also leads to improved student outcomes. Reflective practice allows teachers to assess their instructional methods and classroom interactions. By examining what works and what doesn't, teachers can identify areas for improvement. Engaging in reflective practice fosters continuous professional growth. Teachers who reflect on their experiences are more likely to adapt their strategies, enhancing their teaching effectiveness and keeping up with changing educational demands. As teachers refine their practices through reflection, they can create more effective learning environments. This leads to improved student outcomes, as instructional adjustments are made based on careful consideration of student needs and responses. Moreover, sharing reflections with colleagues can lead to new insights and ideas, fostering a culture of professional growth and support (Nunan, 1999).

Crandall (2000) criticizes traditional language teacher education for failing to recognize the significance of the teachers' beliefs about effective teaching and learning,

the roles of the teachers and students, and preconceptions derived from past learning experiences. She highlights the need to give teachers opportunities to become more self-aware of their beliefs and to develop critical thinking abilities. She also states that teacher inquiry and reflection are becoming more and more important although it has been neglected in language teacher education for a long time. Because they provide “a means for prospective and experienced teachers to develop more informed practice, making tacit beliefs and practical knowledge explicit, articulating what teachers know and leading to new ways of knowing and teaching”.

The MoNE is in charge of planning, carrying out, and evaluating all educational services, including PD activities provided by public and informal institutions. A committee comprised of MoNE and university officials defined teacher competencies under the headings of teaching competencies, general culture knowledge and abilities, and content knowledge and skills (MEB, 2017). The head of general teacher training and education conducted a study and identified the general and specialized field qualifications for the teachers. Planning and structuring instructional procedures, language skill development, monitoring and evaluating language advancement, collaboration with the school, family, and community, and PD are identified as sub-competencies unique to English language teachers (MEB, 2008).

The British Council and the Ministry of National Education's Directorate General for Teacher Training and Development signed an agreement in 2019 to manage a project. This Project named “English Together” aims to help EFL teachers improve their teaching methods and techniques to increase the quality of foreign language education and training processes by shaping them according to local needs and to support the students' English four language skills. Within the framework of this cooperation, 2400 EFL instructors from 422 various schools in Ankara will take part in a pilot PD (MEB, 2019). After the pilot study carried out in Ankara, 746 EFL teachers completed the Professional Development Communities Coaching Training and 12.542 EFL teachers received PD training in the PD communities established in 81 provinces with these facilitators. As a result of the work carried out, English Together Professional Development Training Sets were prepared. These books serve as a guide where EFL teachers can learn by exploring, and find language teaching methods. These books are enriched with interactive video content and constantly updated in line with the needs of the teachers.

Within the scope of the Development of Foreign Language Education Project (YADEG), " Common European Framework of Reference for Languages: Learning, teaching, assessment- Companion Volume Trainer Training Course" was organized in cooperation with the General Directorate of Teacher Training and Development on 19-30 September 2022 to support the language teaching processes of EFL teachers. The teachers and experts from different provinces attended the ten-day course. It is planned that the teachers and experts who received this in-service education will gradually train EFL teachers in different regions of our country.

## **2.6. Autonomy**

Autonomy means acting independently of others. (Merriam-Webster's Collegiate Dictionary, 2015). In education, the concept of autonomy can be described as individual autonomy, learner autonomy, professional autonomy, and organizational autonomy. Individual autonomy is the right to make choices in education based on personal competence. Learner autonomy is students' being active and free in their learning process and achieving their goals. Professional autonomy is that the teachers have authority in their working environment and decide what decisions are appropriate. Organizational autonomy can be defined as having an opinion on issues regarding the budget and curriculum of the school (Rudolph, 2006).

TA in education has become one of the most important concepts recently (Benson, 2007). Although it has existed for a long time, it has gained more importance in the last 20 years. The main focus of the research on autonomy has primarily been the relation between TA and student autonomy and TA is emphasized in developing learner autonomy (Ramos, 2006). There is a relationship between students' autonomy and their academic performance, as well as a relationship between teachers' perceptions of autonomy during instruction and the degree of autonomy their students perceive (Little, 1995). However, it has become a key concept that affects not only the learners' success but also the quality of education, individuals, and the school. Now it has an important place in research, discussions, and studies on the development of education and training (Freidman, 1999; Pearson and Moomaw, 2005; Steh and Pozarnik, 2005).

In the literature, researchers examine the concept of TA from different perspectives. According to Friedman (1999), TA means having the ability to initiate new ideas and activities and having an idea in the school policies and practices. Garvin

(2007) defines autonomy as the teacher's authority, power, and flexibility in teaching, evaluation, school management, and reform.

According to Ingersoll (2007), TA is the teacher's right to have a say in matters rather than teaching and to be included in the decision-making process. Furthermore, TA is the individual autonomy exercised by the teachers in their classrooms over planning and educational matters or decisions to be taken regarding school policies (Ingersoll, 1997a). Pearson and Moomav (2005) define TA as having the authority to control the teachers' working environment and themselves. It is known that the teachers' decision-making authority affects students' achievement levels.

TA has a direct impact on curriculum, teaching methods and techniques, assessment, discipline, the regulation of the time spent on activities and the classroom environment, the teacher's own PD. Hence, TA seems to be linked to the concepts of being controlled and measurable, decision-making, acting independently, and being an expert. Moreover, it is a widely used term associated with terms such as academic success of schools, education quality, innovation and teacher decision-making, and PD. According to Benson and Huang (2008), it is linked to the flexibility and natural ability to use judgment while implementing a curriculum. In a nutshell, TA can be expressed as the perception that the teachers control themselves and their working environments (Çolak et al., 2017); and the ability to control the processes involved in the teaching process (Benson and Huang, 2008). The definition of TA refers not only to the ability of the teachers to control the teaching process but also to their ability to control their development as a teacher. As it is clear from this definition, TA also refers to the teacher's capacity for PD. In this sense, Özaslan (2015) states TA as the ability to develop self-sufficient skills, knowledge and attitudes as a teacher in cooperation with others. Javadi (2014) similarly believes that autonomy is the ability of teachers to freely develop their teaching conditions. According to Vieira, Barbosa, Paiva, and Fernandes (2008), who defined it from a different perspective, autonomy is the willingness and competence to overcome limitations in education.

Some researchers explained the dimensions of autonomy rather than the definition of TA. According to Strong (2012), TA has dimensions of decision-making, freedom, and authority. McGrath (2000) highlighted two dimensions of TA, namely, TA as self-directed action or development and TA as freedom from control by others.

According to Pearson and Hall (1993), TA consists of two dimensions: general teaching autonomy which concerns issues related to class behaviour standards and self-respect in the workplace, and curriculum autonomy which is related to the selection of the teachers. Similarly, Friedman (1999) identified four areas of TA. These include student teaching and evaluation, school mode of operating, staff development, and curriculum development. According to Friedman (1999), the dimension of student teaching and evaluation consists of the evaluation of student learning, the establishment of norms for student behavior, the organization of the classroom environment, and the various teaching emphases on the curriculum. School mode of operation includes school policies on setting school objectives and vision, budgeting, student acceptance, and class composition. Staff development refers to the content, timing, and procedures of the teachers' in-service training, while curriculum development means the promotion and modification of curriculum.

Because there is no consensus on the definition of TA, it has been attempted to suggest some characteristics of autonomous teachers. According to Littlewood (1996), an autonomous person has an independent capacity to make and fulfill choices that direct his or her actions. It suggests that this capacity requires both the ability to express the knowledge and skills needed to make choices and the willingness to take responsibility for these choices. In addition, it is essential for teachers to have the knowledge to address the constraints on their teaching and to be willing to cope appropriately with these barriers by turning them into opportunities.

Tutkun and Genç (2014) see TA as a capacity for self-governing PD. Accordingly, they identified five characteristics of autonomous teachers. These include the desire to learn, a strong sense of self, the ability to reflect to understand and improve one's practice, the capacity to cooperate/negotiate, act strategically with students, colleagues, and others.

Sehrawat (2014) conceptualized TA as freedom of personal and PD and described it as the teachers always seeking to seize opportunities to advance in their careers. In this sense, the teachers participate in workshops, generate innovative ideas, and design methods and activities tailored to the students' needs and skills.

Autonomous teachers must constantly seek better solutions to different problems. This is only possible if the teachers cooperate with colleagues and stakeholders. (Shaw, 2008). According to the research conducted in the United States

by Garvin (2007), teachers feel more autonomous when working in cooperation. Collaborative teachers can transform their special skills into a greater effort by working with other teachers; they can exchange ideas on important issues with colleagues and stakeholders (Castle, 2004). They can also work together in the planning process, observe colleagues, teach in teams, and study the students' work together. These are very important for the success of the school. Successful schools constantly learn, develop, think creatively, and have a sense of cooperation. (Garvin, 2007).

The high professional qualifications of the teachers are closely linked to their levels of autonomy (Bustingorry, 2008). Autonomous teachers develop analytical and reflective strategies in the learning process, are not limited to the framework drawn by the curriculum, and are involved in the decision-making process on education. Little (1995) defines autonomous teachers as having a strong responsibility for their teaching by continuously reflecting on and analyzing their teaching in order to maintain the greatest amount of cognitive and affective control over it and feeling freedom by doing this. Furthermore, Nunan (1992) advocates for reflective practices that allow teachers to adapt their methods according to the context of their classrooms and the needs of their students. He also suggests that when teachers exercise autonomy, they can tailor their approaches, leading to more responsive and relevant teaching. This enhances the effectiveness of instruction and supports student engagement and learning outcomes.

Tort- Moloney (1997) creates a different point of view and states that an autonomous teacher knows when, where, why, and how teaching aptitude is received in the self-awareness of the actual teaching process. It can be inferred that the teachers should have control over the development of their teaching style and reflect it. According to Smith (2000), there are six dimensions of TA. They are self-directed professional action, capacity for self-directed professional action, freedom from control over professional action, self-directed PD, capacity for self-directed PD, and freedom from control over PD.

It is possible to see TA as part of professionalism. In the traditional sense, the teachers convert their skills acquired through formal education into professional practice. However, nowadays professional competence is more personal, and linked to the actual performance of the teacher (Göçer, 2020). Together with the new concept of professionalism, the teacher should have broad freedom and flexibility in the

classroom. They need to develop themselves personally and professionally so that the students can acquire the qualities of meaningful learning, learning to learn, and using high-level thinking skills, which are intensely involved in modern education. According to Smith (2000), autonomy is closely related to the responsibility of teachers to improve themselves.

According to Friedman (1999), there are three dimensions of TA. These are participation in management processes, planning and implementation of teaching, and PD. Autonomous teachers participate in school management and regulate their working environment. They should have the freedom to choose and organize the activities according to the interests and needs of the students, the selection and use of materials, and the implementation and evaluation of activities.

### **2.6.1. Teacher Autonomy and Professional Development**

Recognition of teaching as a professional profession is on the agenda in many countries, and reforms are being undertaken to develop teachers professionally. TA is very important for teachers' PD. Because autonomy enables the teachers to be aware of themselves and understand their strengths and weaknesses better.

Another reason why the teachers should have autonomy in certain fields is that the teachers should be able to reflect their skills more professionally in their work. Self-evaluation and self-reflection is a very important means of self-awareness. At this point, the level of competence of the teachers is very important when the autonomy is beneficial to the school and students. Because the autonomy granted to teachers who do not have the necessary professional qualifications may not be used effectively or may lead to significant problems when used. Therefore, before granting autonomy to the teachers, they should be able to make the most effective use of the autonomy that will be granted through pre-service and in-service training.

According to Öztürk (2011a), planning and implementation of teaching, participation in management processes, and autonomy in PD are the levels of autonomous teachers. In his study, teachers' autonomy was examined in four dimensions. These are teaching autonomy, curriculum autonomy; autonomy in PD; and professional communication autonomy.

According to Pearson and Moomaw (2005), teaching autonomy is about the teachers who have authority in the working environment and can make personal

decisions about their profession. The teachers who have autonomy in the teaching process see themselves as professionals. In this sense, the autonomy of the teaching process is closely related to professionalism.

Curriculum autonomy is about the teachers who can decide what, how, and when to teach so that teaching can take place effectively. In this sense, the teachers' competence to choose textbooks and materials, to organize activities according to the needs of the students, and add subjects to the curriculum when necessary, can be dealt with within the framework of this autonomy. Curriculum autonomy can enable them to choose the best of the options, taking into account the needs of the student and their qualifications, and thus conduct effective teaching. In the study conducted by White (1992), it refers to the concept of school-based program development. This concept involves the teachers' developing their curriculum. In this process, the teachers participate in program development meetings, so they can collaborate with colleagues and communicate more closely. When they participate in the process of creating the curriculum, they feel stronger, more competent, and autonomous. This also enables them to move more comfortably in the teaching process. So that students can understand and learn better and easier.

PD autonomy is the ability of the teachers to direct the PD process by their own needs. It entails the teachers being able to receive the training they need, to determine the timing of such training, and to participate in meetings relevant to their field. PD autonomy plays an important role in enabling them to have the necessary qualifications. Nowadays it is not enough for the teachers to have only the content knowledge. If the teachers do not receive adequate and appropriate training, this leads to their adherence to traditional methods and their lack of freedom of movement in the choice of teaching methods (Mustafa and Cullingford, 2008). In this context, it can be said that PD autonomy is a prerequisite for other types of autonomy. The PD of the teachers is necessary for them to have autonomy. TA must be continuously improved as it has a temporary structure (Bustingorry, 2008).

According to Çolak (2016), professional communication autonomy is the ability of teachers to communicate with colleagues and other stakeholders without feeling anxiety or fear. He also stated that the teachers who are respected by managers for their professional skills can feel competent. They can collaborate in planning professional events if they communicate freely with their colleagues, and take the

initiative to enhance success and solve problems. It is also important for them to be able to communicate freely with their parents. So that they can realistically approach students' problems and produce solutions. Thus, trust-based communication can be established between the parents and teachers, and this can become a joint effort for the success of the school and the student.

Çolak (2016) grouped the factors that affect TA under three main headings: the professional qualifications of the teachers, the structure of the working environment, and educational policies. The professional qualifications of the teachers can influence their views on autonomy. For example, the teachers constantly participating in PD activities can be expected to be more autonomous. Teachers' cooperation with their colleagues can also affect autonomy. Because they can exchange ideas with colleagues about their teaching activities and apply the new knowledge they have acquired in their classrooms (Garvin, 2007).

### **2.6.2. EFL Teacher's Autonomy**

Nowadays the emphasis has shifted from the teacher to the student as well as to communicative strategies and techniques that meet the needs of learners as the new generation aims to accomplish societal communication objectives more quickly. In this point, the diversity of learners' social and cultural wealth should not be disregarded. Everybody has unique objectives, even if they are all learners who share common objectives. Additionally, an intensive course or curriculum cannot adequately meet the needs and desires of the students while enabling them with the knowledge and skills they need. This is because the curriculum follows predetermined methods and objectives that may not be acceptable to all students, some of whom have varying levels of understanding and awareness. In response, the teacher had to emphasize a certain level of autonomy that helps the students achieve their motivations and objectives. Hence, TA is closely related to language learning, and the literature has extensively examined the connection between student and TA.

Little (1995) emphasizes that the autonomy of language learning is a particular direction and belief towards language learning rather than simply being a curriculum and references that we depend on. Because the autonomous learner sees that every opportunity to use the language is necessary to learn it. The teachers must provide learners with opportunities that emphasize both individual and group academic skills, encourage learning and self-regulation, and incorporate educational methods that

promote awareness of the value of group work and boost development and creativity to support the autonomy of language learning. They may also use other activities that demonstrate and stimulate individual creativity (Cohen, 1999; Dam and Legenhausen, 1999).

There are currently significant attempts being made to offer an experimental method that promotes greater autonomy for language learners, which supports learning and helps to improve language acquisition. While embracing and advancing learning autonomy is crucial, we should not overlook the significance of teachers in the educational process. The cultural and political aspects often prioritize learner autonomy to the detriment of recognizing teachers' roles and contributions. In a communicative setting, the value of the teacher is paramount, as they facilitate interactions, guide learning, and create an environment that nurtures both autonomy and effective communication among learners. Ignoring the teacher's influence can undermine the educational experience and limit the potential benefits of learner autonomy (Nunan, 1997).

### **2.6.3. Research on Professional Development of EFL Teachers**

A significant amount of literature on the PD of EFL teachers has been implemented as a result of increasing attention to PD. The research has concentrated on the opinions of EFL instructors who were largely in-service about PD, as well as observations of some of the PD events that EFL teachers participated in. However, the findings of the research have demonstrated the continually changing nature of professionalism in EFL instruction and deficiencies in EFL teachers' understanding the PD, which highlights the importance of participating in PD activities. According to this perspective, it's important to inform and educate future teachers so they can become more conscious and improve themselves. Several studies have been conducted to find out how ELF teachers around the world perceive different PD activities.

Alibakhshi and Dehvari (2015) examined the perceptions of Iranian EFL teachers about continuous PD and their primary PD practices. They conducted interviews with twenty EFL teachers using a phenomenological research design. The teachers stated that lifelong learning, skills development, staying current, professional vitality, and studying for interest are all associated with continuous PD. Alfaki (2014) had similar results from 40 English language teachers working in North Sudan's secondary schools. Also, Alshumaimeri and Almohaisen (2017) examined how

frequently Saudi EFL teachers participate in PD activities using a random sample of 77 EFL teachers. The most common opinion regarding PD was the development of teachers' instructional abilities. Simegn (2014) also looked at the self-initiated PD beliefs and practices of EFL teachers in secondary schools and found that a more practical application of PD activities was required. However, they believed that self-driven PD was important.

Alammari (2019) found that Saudi EFL teachers' freedom to participate in PD activities was limited. It was determined that there were few possibilities for training, and teachers' PD curricula were not adjusted to their individual needs or weaknesses. The main obstacles for EFL instructors were a lack of time, enthusiasm, and assistance from the administrators in schools. More PD activities were made available, and opportunities for PD were offered so that instructors could easily participate. Similarly, Utami et al. (2019) investigated the value of the teacher's professional enthusiasm in the teachers' desire to develop their activities. They conducted a qualitative study on six Indonesian ESL teachers and emphasized the critical role that the teachers' initial training plays in triggering the interest and willingness to advance in their careers.

Sharifzadeh and Khojasteh (2018) aimed to highlight the significant PD activities that EFL teachers believe to be crucial to their PD. According to this study, while peer observation promoted collaborative teaching, it was also one of the least satisfying behaviors. Alshumaimeri and Almohaisen (2017) stated that thinking over lessons with supervisors and other teachers' class observations proved to be the most helpful PD activities.

Wyatt and Ager's (2019) study with thirty Macedonian EFL teachers emphasized the value of participating in PD activities while critiquing top-down PD programs for their potential to be unsatisfactory even while some teachers view PD as essentially a top-down process. They also found that the teachers attended academic courses, but their favorite PD activities were webinars and workshops. Additionally, they recommended incorporating bottom-up techniques into teacher education and increasing awareness of bottom-up continuous professional activities.

Mohammadi and Moradi (2017) examined 86 Iranian ELF teachers' opinions of PD after participating in PD workshops. Positive attitudes toward self-directed professional progress were observed. They stated to provide pre-service teacher preparation programs with the opportunity to learn about PD and apply it to the classroom.

Yanık (2022) investigated the potential effects of a rare PD course on the education of the prospective teachers offered in the ELT department of Çukurova University. The results showed that PD courses improved knowledge of the ELT profession, PD, and PD activities. They also inspired future teachers to become lifelong learners through reflective teaching, and had a positive impact on prospective EFL teachers' perceptions as prepared, self-assured, aware, secure, and dedicated to their teaching careers.

İlkimen (2021) conducted a study on ninety-five teachers in private schools and one hundred-six teachers in public schools and found out the PD preferences and needs of EFL teachers throughout their PD process. Also, she examined EFL teachers' comments about their PD experiences. This quantitative study looked at how PD practices differ in public and private institutions, how EFL teachers view PD activities, and what obstacles the teachers have when trying to participate in PD programs. The findings indicated that they needed most to improve their ability to teach speaking skills. They must also improve their writing abilities and enhance their strategies of teaching productive skills. The graduate program, age, gender, and experiences of the participants influenced their preferences. The workplace had an impact on the preferences of EFL teachers. English was frequently selected by private school teachers as their PD language. Moreover, they stated that PD must be voluntary as they might have time or money issues to participate in compulsory PD programs. Most of them stated that they require purposeful and effective PD activities.

Emery (2012) carried out an extensive study on EFL teachers working at primary schools in nine different countries. She gathered data about the teachers' backgrounds, education, experience, and PD. She discovered that less than 25% of the participants had no training after their education and that although almost half of them agreed that training programs were effective, they were dissatisfied with the inadequate amount of such trainings.

Uysal (2012) assessed a one-week in-service education and training provided by the MoNE in order to investigate its long-term effects on the attitudes, knowledge, and instructional strategies of language teachers. First, the program was assessed in comparison to the effective in-service education and training standards put forth by the earlier research. Then, data was acquired by analyzing the course materials, speaking with the trainers and teachers, and sending out a questionnaire to 72 teachers eighteen months after the course was completed. The results showed that they generally had positive attitudes regarding the course which included the use of practical and theoretical information and new techniques, the use of a holistic inductive method by modeling, and the availability of opportunities for the teachers to participate in the activities, interact with the colleagues, and reflect. However, there were several limits to the program, particularly about the stages of planning and evaluation as well as its effect on teachers' instructional strategies. There was no follow-up part, a lack of resources and materials, an uncomfortable setting, transmission-based presentations, and a lack of discussions about the teacher's specific problems and their solutions. However, the primary issue was that the course material was not designed according to the teachers specific needs, and they were not involved in the course's planning or implementation stages.

A meta-analysis study was carried out by Hoş and Topal (2013) to examine the research that had been conducted on EFL teachers' PD in Türkiye. They examined journal articles, theses, and dissertations published in the literature on PD and in-service training for EFL teachers between 2000 and 2012. Almost all of them were applied at universities' English Preparatory Schools and most of them were evaluative. The results showed that the teachers were unmotivated to attend PD activities because they believed them to be unproductive. They reported dissatisfaction regarding time restrictions and top-down program design that lacks need analysis.

Çalışkan (2021) conducted a study on 13 EFL teachers working at different levels and types of schools to analyze their PD perception, their motivation in participating in PD activities, their needs, and barriers preventing their attendance in them. According to the findings, the majority of the teachers believed that PD was necessary to keep up with the new trends and develop themselves to raise student performance. In terms of motivation, almost all of the teachers mentioned their intrinsic motivation to develop themselves particularly to be helpful for their students.

Also, they preferred to collaborate with peers and share information via blogs or social media. Moreover, the teachers stated that they needed training about instructional, pedagogical, and language proficiency to teach languages effectively although their workloads, ineffective PD activities, and curricula prevented them from attending PD events. Moreover, they believed that the PD activities provided by MoNE and the school administration were inadequate.

Daloglu (2004) created an in-service teacher development program to build a resource bank for EFL teachers at a private primary school in Ankara with the aim of teacher change, and overall quality improvement by addressing school-based needs. The findings showed that this PD program was more beneficial than a one-time workshop covering a range of topics. They benefited from the program since the teachers had determined the program's goal. It addressed a specific need, and the materials generated through the program were promptly implemented. Hence, they reported that this program contributed to enhancing the quality of instructional materials and, as a result, the quality of overall instruction. They also thought they were more confident and capable in their PD.

Çelik et al. (2013) investigated university EFL teachers' PD efforts and their motivation for PD activities. It was found that although most participants believed that willingness had an important part in their PD, they were opposed to the idea that the teachers should assess their colleagues' practices. Moreover, the school administrators' classroom observations were not considered to be essential for PD while testing new concepts or recommendations was considered valuable. Workload was described as one of the main obstacles to PD. They usually did not think present PD activities were appropriate to their teaching practice.

Koşar et al. (2022) conducted explanatory sequential mixed methods on 28 in-service EFL teachers teaching at Anatolian high schools in the county of Antakya to describe their PD needs and practices. The findings showed that they mostly used the web as a beneficial source to improve their teaching practices, experiment with classroom practices to improve classroom teaching, and fine-tuning classroom practices about self-assessments of classroom practices. It was also found that they were inclined to participate more in PD activities that were conducted individually and required to be trained more in teaching and testing speaking skills. Moreover, they attached importance to bottom-up PD activities, which suggested their willingness and

readiness to take part actively in their PD.

Muyan (2013) examined English language teachers' attitudes toward PD activities and the obstacles that prevent their PD. The data were collected from 122 English language teachers at Erciyes University School of Foreign Languages and analyzed descriptively. The findings showed that the teachers' attention to PD programs was not in line with how they implemented them in the classroom. Even if they emphasized the benefit of the self-directed teacher PD techniques including self-monitoring, teaching journals, action research, and teaching portfolios, the majority of the teachers did not utilize these models to the same degree. Moreover, the teachers differed in their opinions and application of the activities depending on their gender and experience. The lack of intrinsic motivation, strict work schedule, lack of institutional support for PD, lack of communication among peers, and excessive workload were thought as the barriers to PD.

Sadiç (2015) examined the language teachers' perceptions toward PD activities and the barriers preventing their participation. The participants were 40 language teachers from Erciyes University School of Foreign Languages and 40 language teachers from Melikşah University School of Foreign Languages. According to the results, EFL teachers from Erciyes University utilized peer observation and peer coaching activities more frequently. This showed that the teachers from Meliksah University believed that peer-based professional activities were significant, however, they did not use them commonly. The EFL teachers from both universities believed that action research and self-monitoring were significant. However, the results showed that EFL teachers from Meliksah University regularly used action research activities for their PD. But EFL teachers from Erciyes University stated that they performed this activity infrequently. The teachers from both universities thought that keeping a teaching journal was the least important and it was used the least frequently. Analyzing critical incidents was perceived as significant by EFL teachers from Meliksah University and used frequently. However, its application and perception are rated as the lowest by the teachers from Erciyes University. Although the teachers from Meliksah University had negative attitudes towards team teaching activity and rarely used it, EFL teachers from Erciyes University stated it was significant and they used it frequently. Both group used workshops frequently while their attitudes differed slightly. Their participation in PD activities was hindered by workload, lack of

institutional support, lack of self-motivation, personal financial problems, educational background, strict work schedule, and difficulty in accessing the literature.

Korkmazgil (2015) focused on the importance of PD for educators and analyzed the effects of the teachers' perceptions of their professional identities on PD to express their views. The findings indicated that the teachers believed PD is necessary and that their views about professional identity and the roles they play in their profession had a beneficial impact on PD. In conclusion, teachers' view of professional identity was associated with their motivation to develop themselves, their efforts in this regard, and their sense of improvement and advancement. Furthermore, the results demonstrated that the formation of professional identity was influenced by factors including conditions, personal characteristics, society, institutions, professional stakeholders, and professional requirements; PD is influenced by factors such as need, professional respect, responsibility, curiosity, development and change, financial situation, time, school management and education system.

Korkmazgil (2015) conducted a study on 41 English language teachers who worked at public schools in 14 different cities to describe their PD needs, practices, and obstacles that they faced in their PD. According to the results, they needed to improve their English language proficiency and speaking skills, knowledge and skills in English language teaching approaches, integrating technology in classes, and creating and modifying instructional materials. The participants were hesitant to attend in-service training of the MoNE while having a wide variety of identified needs for PD. The obstacles were divided into five categories: student-related difficulties, teacher-related problems, challenges related to the educational system, the social status of the teaching profession, and contextual factors. The highly controlled educational system and the absence of supervision, guidance, and support are other obstacles to teachers' PD. The teachers suffered greatly from a lack of autonomy and control over their instructional strategies, particularly in their involvement in pedagogical decision-making procedures.

Taylan (2017) described the views of the high school foreign language teachers about the PD activities, their usage frequency of the PD activities according to different variables, and the reasons that prevent them from attending these PD activities. The findings showed that although the teachers agreed with the importance of PD, they did not take advantage of PD activities as much as they attached importance. Moreover,

there were significant differences between giving importance to PD activities and taking advantage of them in terms of gender, teaching language, and tenure. The obstacles that the teachers faced were insufficiency of the content of the books, the foreign language lesson hours in the curriculum, the student profile, lack of teacher-to-parent communication, the fact that the teachers always taught the same students, crowded classes, the student's reluctance to learn a foreign language and insufficient time.

Bolcal (2017) defined EFL teachers' PD activities preference and self-efficacy beliefs about sustainability in PD to help the trainers and institutions adjust their approaches and create effective PD procedures with everlasting effects. It was found that most PD activities were structured in a top-down approach and that these kinds of activities could be classified as a component of teacher PD. Nevertheless, to facilitate continuous PD, the teachers must have high self-efficacy beliefs, which enable them to have confidence in their skills and in their capacity to apply the new knowledge they have learned from PD activities. Transformative PD models are the most useful for helping teachers develop strong self-efficacy beliefs regarding the long-term sustainability of PD activities effects.

Yılmaz (2017) conducted a qualitative descriptive study to investigate the EFL teachers' PD perceptions. The results indicated that the most popular method of PD was in-service training. There was a significant difference between the postgraduate degree-holding EFL teachers' PD activities and those who did not hold them; the former stated a wide range of activities, while the latter nearly solely specified in-service training. They perceived an effective teacher as one who has the content, pedagogical and methodological knowledge, the competencies like communication, teaching, evaluation, and material use skills, various positive personalities, and who continuously improves himself or herself. They also defined PD as developing and upgrading oneself, followed by the fact that it was an ongoing and lifelong activity.

Moreover, they stated that they must cooperate with their colleagues, keep up with the technology advancements, and follow research studies and current trends in the field to foster PD. Postgraduate education was perceived as being important since it enabled professional, academic, and personal improvement. According to their needs, they frequently mentioned speaking skills and pronunciation, fostering student motivation and readiness, and applying methods and techniques.

Even though in-service trainings are thought to be crucial programs for improving education, the researches indicate that these programs may not accomplish their goals. Emery (2012) carried out a study that included data collected by English language teachers in nine different countries' primary schools to learn about the teacher's backgrounds, education, experience in the classroom, and PD. She discovered that less than 25% of the participants had no training following their English language teacher education and that although almost half of them agreed that training programs are effective, they were dissatisfied with the lack of such training. A different study examined the use of English language teaching curricula in Vietnamese primary schools and found that the majority of the teachers lacked the necessary qualifications to implement the curriculum and needed training about the methods (Nguyen, 2021).

Kabilan (2019) conducted a nationwide study to determine the level of satisfaction of ELTs in Malaysia. He concluded that the teachers did not have enough opportunities for PD. They also reported that, aside from the insufficient number of programs, they were satisfied with PD activities. Also, the results showed that the teachers stated their ideas were below the satisfactory level as the activities did not offer them the opportunity for problem-solving, decision-making, creation, and evaluation. Finally, the teachers valued PD programs most at the school level.

Güçlü (2018) examined the attitudes of English preparatory school teachers about participating in continuous PD activities and determined the continuous PD activities that the teachers preferred most and the potential effects of age, experience, education level, and completion of a CELTA or Delta course on the teachers' perceptions of effectiveness, motivation, commitment, and recognition. According to the results, the teachers most frequently preferred workshops, reading online materials, guest book writers and/or other experts, idea-sharing meetings, journal reading reflecting on their practice in collaboration with other teachers, reading published research or resource materials on language teaching. They seldom preferred attending national and international conferences, action research, being observed by a teacher trainer, presenting a paper or a poster, and attending courses such as online, college courses, and CELTA/ Delta courses. There were not any statistically significant differences related to age and experiences in the teachers' choice of continuous PD. However, doing a CELTA or a Delta course and having a graduate degree significantly

changed the teachers' attitudes, particularly their motivation and choices.

Gençtürk (2019) evaluated the need for PD of EFL teachers who work at various institutions, the activities that EFL teachers engage in, and the obstacles that prevent them from participating in PD activities. It investigated whether there were any changes in the needs of EFL teachers according to the level of institutions they work at. The most popular PD activities were asking colleagues for assistance, reflecting on one's own teaching, observing other teachers, and exchanging experiences with colleagues. The most important areas for PD were using games in ELT, analyzing learner styles, utilizing technology in ELT, and raising student motivation. Additionally, there were certain differences regarding their needs between elementary and university levels. The most frequent reasons that prevent them from participating in PD activities include a severe workload, expense, unqualified trainers, inconvenient dates and times, and a lack of institutional support.

Ağan (2020) examined if the teachers believed MA affected their PD, what encouraged them most to get a master's degree in applied linguistics, and what obstacles they encountered while studying. The results showed that master's degrees had a favorable impact on teachers' PD by developing a variety of teaching skills. Regarding motivation, the results showed that certain extrinsic elements such as the influence of family, friends, and teachers in undergraduate education, were critical even if intrinsic motivation was proved to be the most inspiring. Lastly, a few difficulties such as time, balancing work, university requirements, distance, elective classes, and arranging timetable, were encountered by the participants during the education.

Yücedağ (2020) compared and examined Turkish, German, and Spanish EFL teachers' attitudes to and activities in PD by conducting a qualitative study. The results revealed that EFL instructors from these countries thought of PD as a continuous process. Additionally, conferences, workshops, training courses, and seminars were the most preferred PD activities; however, the number of EFL teachers who participated in these activities varied significantly. The results also showed that the participants most frequently needed classroom management, 21st-century language teaching methods, and incorporating technology into the classes. Moreover, the study showed that, in contrast to their German and Spanish counterparts, the primary obstacle for Turkish teachers was the challenge of obtaining official approval while

lack of time was stated by the teachers of three countries. The teachers from three countries confronted two major challenges: classroom management and low student motivation.

When the literature was examined, the studies showed that EFL teachers need PD in the areas of new methodologies, speaking skills, technology, and so on. However, PD activities need to be created to meet the actual needs of EFL teachers. Moreover, they should be long-term, school-based, transformative in education. By aligning PD activities with the actual needs of EFL teachers and incorporating some principles such as need assessment, long-term engagement, school-based approach, transformative education, and technology, educational institutions can foster a supportive environment that promotes continuous improvement and enhances the quality of English language instruction. Effective PD not only benefits individual teachers but also contributes to improved student learning outcomes and overall educational excellence.

#### **2.6.4. Research on Teacher Autonomy of EFL Teachers**

A few studies have been conducted in the field of EFL that focus on TA. Prichard and Moore (2016) studied to determine the degree of administrator-staff collaboration, top-down coordination, and TA in 130 ESOL programs across the United States. The findings showed that the teachers in the university or college ESOL programs had greater degrees of general autonomy than the teachers at language institutes. This finding may be related to the idea that autonomy is more highly valued in higher education. The areas where the teachers had the most autonomy were lesson planning and pedagogy whereas curriculum autonomy was the lowest. Furthermore, the most widely agreed upon item was administrator-staff collaboration. This indicates that the teachers were participating in decision-making processes. Particularly smaller programs enabled more cooperative decision-making. In addition, top-down coordination was the most widely accepted concept at language schools and programs where 300 or more pupils likewise indicated a high degree of cooperation. The lack of cooperation could lead to disorder since these programs have more sections of classes.

Khalil et al. (2013) examined lower secondary school EFL teachers' perceptions of TA and stated that the teachers exercised autonomy over PD on both an individual and social level. However, it also demonstrated that the teachers had limited agency and rejected opportunities to create spaces for their autonomy, suggesting that teacher

agency can either be a fostering factor or a barrier in the application of TA.

Furthermore, Benson (2010) conducted a collective case study of four secondary school EFL teachers in Hong Kong. He found that "Scheme of Work," which outlines the material to be taught as well as the pace at which it will be covered, is a major determinant of day-to-day decisions regarding classroom practice. It dictates what the teachers should do by outlining the tasks, resources, and content rather than deciding what the students should learn. As a result, in Hong Kong, the curriculum for the entire system, grade-level syllabuses, and public exams limit instructors' autonomy in choosing how to teach and learn. The teachers who were interviewed, however, stated that they allowed space for their own initiative by modifying the assignments listed in Schemes of Work. Rather than experimenting with new ideas, they mostly use the places they create to meet the needs of the students, which they believe to be essential based on their perceptions and experiences.

Akbarpour-Tehrani and Mansor (2012) investigated how ESL secondary school teachers in Malaysia learn about pedagogy, how autonomous they are in learning it, and how they translate this learning into attitudes and perceptions. The survey found that although the instructors also learn from books, papers, and conferences, their primary knowledge sources are workshops, internet resources, and peers. The teachers are free to choose what information to look for and what resources to use, so they can learn autonomously from peers and online resources. However, they must choose conferences or books based on the recommendations from their supervisors or peers and they have little control over the books, papers, and conferences they choose as they only have a small selection of options in their library, which means that they have limited autonomy. Nonetheless, workshops are regarded as heterogeneous sources of information because they are typically required to be attended as part of school activities and because the teachers have no influence over the content or workshop parameters. The teachers apply more of what they learn from colleagues or online resources in their classes, according to the analysis of their attitudes and perceptions. However, they believe that the workshops are less beneficial for their classroom practices as they are repetitious and mostly focus on strategies for how to teach textbooks. This suggests that choosing information sources autonomously may have a favorable impact on the teachers' perspectives and assist in altering their attitudes and methods of instruction.

Khezerlou (2013) investigated how Iranian and Turkish high school EFL teachers perceived their autonomy in three areas: curriculum implementation, choice of teaching strategies, and personal initiative in problem-solving; teacher participation in decision-making; and teaching methods, strategies, and techniques. The majority of the subjects reported moderate autonomy levels in three dimensions, according to the data gathered using an 11-item questionnaire; yet, Turkish teachers regarded their levels of autonomy to be higher than Iranian teachers'. There was no statistically meaningful relationship between TA and age or marital status, gender, and educational degree, according to an analysis of the connection between TA and these factors. However, compared to male participants and M.A. holders, who believed they were not sufficiently involved in the decision-making process, female participants and B.A. holders had higher perceptions of autonomy in decision-making. Finally, to enhance their level of autonomy, Turkish participants asked for authorization to exercise their initiative when handling work-related issues, while Iranian participants proposed less constrained curricula. Additionally, it was suggested that educators should be allowed to participate in decision-making and be given the chance to express their opinions.

According to Vazquez (2015), pedagogical inquiry and critical reflection are beneficial resources for fostering the autonomy of both pre-service and in-service educators. To ascertain their impacts on the boost of TA, numerous studies on action research and teacher reflection in an EFL environment have been carried out. To promote TA in a Chinese context, Wang and Zhang (2014) carried out an action research project between the universities and schools that involved university researchers and EFL teachers in secondary schools. The university researchers provided support and 18-month training to the school teachers on conducting action research. The teachers were able to critically evaluate their work and obtain a deeper understanding of the school setting by conducting research. Their worries about student learning and the development of learners' interests, skills, and learning techniques replaced their teaching, which also made them more learner-centered. In addition, as they improved their awareness of their teaching methods, acquired the skills to investigate the issues in the classroom, and became reflective individuals, they were more engaged and autonomous in both their research and teaching.

Koçak (2018) aimed to examine the relationship between TA perceptions and emotional exhaustion, insensitivity, and personal achievement of English language

teachers working in secondary schools. According to the study, teachers had a moderate sense of autonomy. There were statistically significant differences between teachers' perceptions of autonomy and burnout levels. There has been a low negative correlation between TA and emotional depletion, a slight negative correlation between insensitivity and teaching autonomy, and a positive and meaningful correlation between personal achievement and the autonomy of teachers. There was no meaningful relationship between TA and teacher burnout in terms of demographic variables such as age and gender.

Yıldırım (2017) investigated how tertiary EFL instructors and administrators understood the concept of "teacher autonomy" and to what degree these instructors felt they had autonomy in their work environment and wanted autonomy in six areas: curriculum, instruction, assessment, PD, classroom management, and institutional operations. The survey also asked the administrators for their opinions on how much autonomy teachers should have in each area. The research was a case study. The study was attended by 50 English lecturers and 5 executive officers at The Karabük University English preparation program. Surveys and semi-constructed interviews were used. The findings showed that EFL instructors thought they had little general autonomy. However, they wanted a higher level of autonomy in every area defined by autonomy: curriculum, teaching, evaluation, PD, class management, and institutional activities. The administrators believed that the lecturers should have autonomy in PD and class management. In the areas of evaluation and institutional activities, the granting of autonomy to the teachers was not supported. However, they thought that the teachers should have autonomy over PD and classroom management. The participants felt that teachers' autonomy was a very important concept for increasing the effectiveness of teaching activities.

Şakar (2013) examined the perception of English language teachers' autonomy and the impact of the central examinations on teachers' autonomy. The study was conducted with 43 English teachers working in the central districts of Sakarya province, 44 in secondary, and 87 in high schools. The study used the Teacher Autonomy Scale, developed by Pearson and Hall (1993). Eight items were added to the scale to measure the impact of the central examinations on the autonomy of the teachers. Qualitative data were obtained by conducting semi-structured face-to-face interviews with 10 volunteer teachers from participating teachers. The study found that

high school teachers have a higher sense of autonomy than those in secondary schools. Central exams have a greater influence on the sense of autonomy of English language teachers in secondary schools. Age and teaching experience variables made a significant difference in teachers' perception of autonomy, but gender did not make a meaningful difference in perception.

Bizmiye (2020) investigated how dependent EFL teachers were on their textbooks and whether there was any connection between TA and textbook dependency. Quantitative data were collected through the Coursebook Dependency Questionnaire and the Teacher Autonomy Scale from 250 EFL teachers. Qualitative data collection was collected with a semi-structured interview with 5 EFL teachers. There was a negative statistically significant correlation between the coursebook dependency and TA according to gender. However, compared to the group with more than 20 years of experience, the means of the Coursebook Dependency Questionnaire were statistically higher for the teachers in the 0–10 group. The findings demonstrated a statistically significant negative correlation between TA and coursebook dependency. The teachers recognized formal consideration and high-stakes assessments as the key factors influencing the relationship between textbook dependency and instructor autonomy.

Konukoğlu (2022) investigated how the reflection of Turkish EFL teachers affected their perception of TA in online classes during the pandemic. The results indicated that Turkish EFL teachers' perceptions of their autonomy were affected by their reflection on their PD, classroom management, and teaching abilities. As a result, the most highlighted areas of their teaching skills were learner-centeredness and effective teaching methods. Similarly, their classroom management strategies and the perception of teachers' individual characteristics were largely shaped by their reflections. The results also showed that Turkish EFL teachers most commonly cited reflection and continuous PD as methods of PD.

Akbarpour-Tehrani and Mansor (2012) investigated the knowledge sources English as a second language (ESL) teachers utilized to learn about their teaching strategies and the degree of autonomy they had in selecting and implementing these sources in the classroom. This qualitative study involved five ESL teachers working at secondary schools in Malaysia. According to the results, workshops, senior colleagues, internet resources, books, conferences, and articles were the main ways of

the knowledge sources. These sources were divided into three categories: "heteronomous," "limited autonomy," and "full autonomy." Furthermore, ESL teachers felt entirely autonomous when using online resources and interacting with peers, but only partially autonomous when using conferences and books. The teachers had no autonomy in workshops. Regarding how these sources influenced classroom practices, ESL teachers received greater professional advantages from online materials and their peers than from workshops.

Eren (2020) investigated EFL teachers' opinions on classroom procedures and TA. The participants worked at several Turkish universities and came from a variety of national backgrounds. They had experience for more than ten years. The results showed that the traits of an autonomous teacher, as perceived by the participants, included being flexible, creative, proactive, skilled at solving problems, thoughtful of the students, skilled technology users who assist students, and having the capacity to reflect and think strategically. In addition, four themes emerged from the semi-structured interviews concerning TA: promoting critical thinking, raising self-esteem, and autonomy for reflective practice and life-long learning.

Genç (2010) studied the effect of reflective journaling on the autonomy of six in-service EFL instructors employed by various state schools in Bursa. In their journals, the teachers recorded their experiences and reflections on teaching, including lesson planning, the teaching and learning process, interaction, classroom management, and assessment. Journals helped them become more aware of the expectations and problems particular to their setting and motivated them to think about practical solutions. They experienced more autonomy and empowerment as they implemented self-initiated educational solutions. Thus, reflective journals, according to the study, empower educators to take charge of reorganizing their teaching methods and making conscious and informed decisions.

Balçıklı (2009) investigated EFL student teacher's views of TA using a qualitative study. According to the participants, an autonomous teacher means having self-development, self-awareness, self-control, and taking charge of their students. They believed that critical self-awareness and being up-to-date with innovations depend on having autonomy. They said that the teachers need to observe themselves, work with others, observe each other, give feedback, and take criticism to become more autonomous. Therefore, he recommended that during pre-service education, TA

should be emphasized.

Çakır and Balçıkanlı (2012) examined the perspectives of ELT student teachers on the application of The European Portfolio for Student Teachers of Languages (EPOSTL) as a tool for self-reflection and evaluation. They stated that using EPOSTL encouraged reflection, helped student teachers see their strengths and weaknesses, and gave teachers the ability to change their teaching methods. As a result, this exercise enabled the students to become more conscious of their autonomy and take responsibility for their education.

Marshall (2019) studied eighteen English communication teachers' levels of autonomy. The years of teaching experience among the participants who work in state and private institutions in Japan varied. The data was collected through the questionnaire on both general and curriculum autonomy. According to the findings, the majority of participants felt they had a high degree of autonomy because they were able to choose their course schedules, teaching strategies, and even the course materials. The results also showed that the participants take responsibility for the course's aims and objectives, as well as its content and order of topics. As a result, regardless of their academic position, the participants had a high degree of general and curriculum autonomy.

Ertay (2022) examined the relation between distance education, TA, and self-efficacy. The data was collected quantitatively from 408 EFL teachers who worked in Gaziantep. The findings demonstrated a positive relationship between teachers' self-efficacy and EBA proficiency. Additionally, there was a positive relationship between EBA proficiency and TA. According to the analysis, 43% of the variance in EBA proficiency and its application may be explained by TA and self-efficacy. To sum up, the teachers' use and proficiency with EBA were significantly influenced by their perception of self-efficacy and autonomy.

Gabryś-Barker (2017) examined the notion of TA as seen by a group of EFL preservice teachers, the factors that influence these perceptions, and the constraints and limitations that they identify about TA. It reflected a very good picture of preservice teachers' views on TA. They fully understood the implications of TA. An autonomous teacher was defined as completely capable, inspired by a sense of responsibility and positivity towards their students, enabling them to support learning by fostering a supportive environment in the classroom. These primarily had to do with

the affectivity of the teacher, or more specifically, their self-confidence and self-esteem. Inadequate professional competence and experience, along with a lack of confidence and low self-esteem, are perceived as significant barriers to their improvement of autonomy. Autonomy was believed to develop with experience and the learning environments in which the preservice teachers trained to become in-service teachers. It was therefore viewed as a longitudinal process that may start at any time that was not necessarily at the preservice stage.

Behroozi and Osam (2016) investigated how English language teachers in several Iranian cities who teach at private language schools perceived autonomy. For this reason, 120 Iranian English language teachers were applied to the questionnaire created by Pearson and Moomaw (2006). The participants' levels of autonomy in the areas of "general teaching autonomy" and "curriculum autonomy" were discussed. The teachers had little control over the choice of resources, evaluation and assessment, content, and competencies. This was in line with the centralized, top-down methods used by the administrators and policymakers, where the teachers were viewed as the lecturers in the classroom and had little influence over important choices. However, "general teaching autonomy" demonstrated a high degree of autonomy, particularly in areas like establishing behavior norms, time management, and classroom use. Furthermore, the teachers reported that they had a fair amount of autonomy in using innovative teaching strategies and instructional requirements. Also, the study indicated a minimal correlation between the age and teaching experience, and the perceived curriculum autonomy was influenced by level of education.

When the literature was examined, the studies showed that teachers are more able to demonstrate autonomous behavior in areas such as technical or class management. In terms of political autonomy, the teachers avoided showing self-reliance when they participated in management processes, have a voice in decisions, and are effective in the content and program development phases. Moreover, they do not seem to have sufficient authority to fulfil their responsibilities. It is also emphasized that central examinations in different countries, both in our country and abroad, have an impact on teachers' perceptions of autonomy. While teachers demonstrate autonomy in technical aspects of teaching, there is a recognized need to enhance their autonomy within educational decision-making processes. This can lead to more effective teaching practices, greater job satisfaction among teachers, and

ultimately improved outcomes for students.

### **3. METHODOLOGY**

This chapter presents the methodology of the study. The method, participants, data collecting tools, process of data analysis, and demographic information of the participants are described in a detailed way.

#### **3.1. Research Design**

The aim of this study is to describe EFL teachers' attitudes towards PD and TA levels and to explore the relationship between their attitudes and autonomy levels by using scales to collect numerical data. It also reflected the variation of some variables according to some demographic characteristics of teachers (educational level, seniority, and so on.). For these purposes, this research used a survey model that covers quantitative data collection and analysis techniques. In the study two different models were used, one correlational model and the other causal comparison model. The correlational research model was used to study the relationship between the teachers' attitudes toward PD and TA. Correlational research is used to determine the relationship between two or more variables, i.e. whether or not the variables influence each other, and provides an opportunity to predict the consequences between variables (Tekbıyık, 2014). However, in correlational research, there is no question of interfering with variables when determining the relationship between variables. Only the combination of variables is studied without control (Creswell and Creswell, 2017). A causal comparison model was used to determine whether the research variables differ significantly between groups according to certain demographic characteristics of the teachers (educational level, seniority, and so on.). Causal comparison is a research model in which the causes and consequences of a previously realized or existing event are examined in a way that the situation exists without interference with its conditions (Çalık and Sözbilir, 2014). The study used this model to identify how the demographic characteristics of the teachers differed between groups in terms of research variables. Because the variable examined in causal comparison studies is divided into two or more subgroups, it allows comparing between groups (Çalık and Sözbilir, 2014). Additionally, this study also employed a descriptive research design as descriptive statistics are employed to ascertain the perceived levels of TA.

### 3.2. Research Setting and Participants

The results of the study are expected to be generalizable since relational research and causal comparison studies are carried out with a quantitative approach. It is therefore necessary to select variables where they can be observed and measured, where possible, using non-selective methods and a wide sample (Büyüköztürk et al., 2014). The universe of this study consists of a total of 1043 EFL teachers working in primary schools, secondary schools, and high schools located in the center of the province of Samsun (Samsun National Education Directorate, 2023).

In the study, a snowball sampling technique was used, whereby the individuals were also requested to share the survey with their peers. Parker and et al. (2019) described snowball sampling and demonstrated how statistics may be used to conclude data collected. It starts with a convenience sample of the initial participants and grows wave by wave, much like a snowball that gets bigger when they ask their peers to conduct the surveys. Snowball sampling works well to gather a sufficient number of participants because it is challenging to reach large numbers of people.

Descriptive statistics of the demographic details of the participants are shown in Table 3.1.

Table 3.1. Demographic Details of the Participants

	Demographic Details	The number of the participants (n)	Percent (%)
Gender	Female	202	75,4%
	Male	66	24,6%
Seniority	1-5 years	20	7,5%
	6-10 years	64	23,9%
	11-15 years	71	26,5%
	16-20 years	68	25,4%
	21 and more	45	16,8%
Instution Type	Public	202	75,4%
	Private	66	24,6%

Table 3.1. (continued)

School Type	Primary School	36	13,4%
	Lower Secondary School	136	50,7%
	High School	94	35,1%
	Missing	2	0,7%
Educational Level	Bachelor's degree	199	74,3%
	Master degree	66	24,6%
	Doctorate degree	3	1,1%
Department	English Language and Teaching	186	69,4%
	Others	82	30,6%
The participation in PD activities in the last two years	Yes	199	74,3%
	No	68	25,4%
	Missing	1	0,4%
Total		268	100%

The schools were visited and the participants were consulted to fill out the surveys. Some of the private schools' administration did not give permission to their teachers to apply the surveys. The study collected data from a total of 271 teachers. The examination of the questionnaires revealed that three of them were lacking.

### 3.3. Data Collection Instruments

The survey method was adopted in the study. The questionnaire form was divided into three sections. The first section included the demographic information, the second section included the Teacher Autonomy Scale, third section included the PD Activities Scale.

#### 3.3.1. Teacher Autonomy Scale

The teacher Autonomy Scale was developed by Çolak (2016). In order to improve the scale, the literature was examined in detail, and the scales developed by Pearson and Hall (1993), Friedman (1999), Ulaş, and Aksu (2015) on TA were also used by Çolak (2016). To determine the level of participation of the participants, a Likert-type five-rating scale was used, consisting of (1) Strongly disagree, (2) Disagree, (3) Somewhat agree, (4) Agree, (5) Strongly agree options. There is no reverse-rated item on the scale. This scale included 17 items to ascertain the level of

teachers' autonomy in the following areas: teaching autonomy, curriculum autonomy, PD autonomy, and professional communication autonomy. Teaching autonomy means that the teachers are able to make their own decisions on matters concerning teaching and classroom management. Curriculum Autonomy means that the teachers can choose textbooks and materials, organize activities according to the needs of the students, add the relevant subjects to the curriculum, and differentiate the program. PD autonomy means that the teachers are able to plan their own PD process; determine the PD activities, place, and time; attend scientific meetings related to their field and withstand the pressures they will encounter in the process. Professional Communication Autonomy means that teachers are able to communicate freely with supervisors, guardians, and colleagues.

The factor analysis was carried out on a scale of 17 items by Çolak (2016). The Kaiser-Meyer-Olkin (KMO) value and the results of the Bartlett Globalization Test were examined to determine whether the data was suitable for factorization. KMO value in the analysis .87 and the result of the Bartlett Globalization Test was [ $\chi^2 = 1945.74; p = .00$ ] meaningful. The item-to-total correlation values of the scale range from .47 to .76. It was calculated as .87 for the entire scale.

KMO value in the analysis of this current study .84 and the result of the Bartlett Globalization Test was [ $\chi^2 = 1932.13; p = .00$ ] meaningful. The Cronbach's Alpha internal coherence coefficient of the whole scale answered by the participants of this current study is calculated as .88. These findings collectively suggest that the study has robust statistical support for conducting further analyses and drawing conclusions based on the data collected.

### **3.3.2. Professional Development Activities Scale**

Professional Development Activities Scale was developed by Eroğlu (2018). In order to improve the scale, the literature was examined in detail by the researcher, and the scales developed by Kwakman (1999), Kwakman (2003), Ekşi (2010), and Muyan (2013) on PD were also used by the researcher. To determine the level of participation of participants, a Likert-type four-rating scale was used, consisting of (1) Never, (2) Rarely, (3) Usually, and (4) Always options. This scale included 38 items to ascertain the attitude towards PD in the following areas: update activities, collaboration activities, sharing activities, and reflection activities.

The factor analysis was carried out on a scale of 38 items by Eroğlu (2018). The KMO value and the results of the Bartlett Globalization Test were examined to determine whether the data was suitable for factorization. KMO value in the analysis .924 and the result of the Bartlett Globalization Test was (5810.015;  $p=.000$ ) meaningful.

KMO value in the analysis of this current study .94 and the result of the Bartlett Globalization Test was [ $\chi^2 = 7981.85$ ;  $p = .00$ ] meaningful. The Cronbach's Alpha internal coherence coefficient of the whole scale answered by the participants of this current study is calculated as .96. The statistical results indicate that the scale is valid and reliable and it is a suitable data collection tool that can be used to determine the attitudes of the teachers towards PD.

### **3.4. Data Collection Procedure**

The first step of the data collection procedure was to get permission from the Ethics Committee of 19 Mayıs University for approval of the ethical considerations and then from the researchers who developed the data collection instruments so that they were applied to collect the data in this study. Secondly, the necessary approval was obtained from the Provincial Directorate for National Education in Samsun. Then, public and private schools were visited in three districts (Atakum, İlkadım, and Canik). However, the administration of some private schools did not permit to apply the scales. The teachers were informed about the purpose of the study upon their consent about their volunteer participation in this study. Then, the scales were delivered via an online tool, Google docs., and hard copies. The teachers who voluntarily filled out the scales were contacted in person to avoid any issues with validity and reliability.

### **3.5. Data Analysis**

The data was collected from 271 teachers and analyses are planned to be carried out with these data. The data was analyzed using the SPSS 26.0 program. The frequency values of the data were checked for wrong data entry data and missing data. Within this scope, the data of 3 participants were not included in the analysis because of wrong data entry. It was determined to keep these cases with missing values in the data set, and the Expectation Maximization (EM) approach was used to imputation of data. Moreover, parametric tests were used for the reliability and generalizability of the study. A normality test was applied to ascertain whether the data had been obtained

from a normally distributed population. As a result, the Skewness values were calculated as -0.61, and 0.15 Kurtosis values were calculated as 1.37 and 0.29. Since these values are in the range of -1.5 and +1.5, the data indicate a normal distribution. Furthermore, the results of Kolmogorov-Smirnov tests were not statistically significant ( $p > .05$ ) which revealed that the distributions were normal. Histogram and Q-Q Plot graphs were also analyzed and it was seen that the distributions were normal. After this procedure, the data was prepared for parametric analysis.

For the data analysis, EFL teachers' attitudes towards PD and the level of TA according to institution type, department, and participation in PD activities variables were examined using an independent t-test, and the variables of seniority, school type, and educational level were examined using one-way ANOVA. For these inferential analyses, the assumptions of each research question were checked, and the data were interpreted accordingly. Finally, regression analysis was used to determine whether EFL teachers' attitude towards PD was statistically significantly related to teachers' levels of autonomy.

## 4. FINDING AND DISCUSSION

In this chapter, the analysis of quantitative data collected from the scales is presented to identify the relationship between PD and the autonomy of the teachers. The findings gathered by data analysis are shared with the tables and the comments.

### 4.1. The findings and discussion of the 1<sup>st</sup> research question “What are the attitudes of EFL teachers towards PD?”

The 1<sup>st</sup> research question aimed to reveal the attitudes of EFL teachers towards PD. Mean and standard deviations from periodic analyses were used to determine the attitudes of EFL teachers toward PD activities. The participants' attitude towards PD activities is shown in Table 4.1.

Table 4.1. Professional Development Activities

Items	N	Mean	Standard Deviation
Item 1	268	3.16	.67
Item 2	268	3.38	.59
Item 3	267	2.87	.81
Item 4	266	2.74	.86
Item 5	268	3.36	.68
Item 6	268	3.54	.61
Item 7	268	3.14	.78
Item 8	268	3.44	.65
Item 9	268	3.19	.82
Item 10	268	2.87	.82
Item 11	267	2.78	.83
Item 12	266	3.40	.63
Item 13	267	2.09	1.11
Item 14	268	2.93	.85
Item 15	266	1.71	.94
Item 16	267	1.76	.99
Item 17	267	3.00	.87
Item 18	268	3.31	.81
Item 19	266	3.39	.63
Item 20	267	3.43	.68
Item 21	268	2.16	1.03

Table 4.1. (continued)

Item 22	268	2.62	.90
Item 23	268	2.95	.79
Item 24	268	2.92	.82
Item 25	267	3.39	.66
Item 26	266	3.39	.67
Item 27	267	3.43	.62
Item 28	266	3.42	.66
Item 29	267	3.34	.68
Item 30	266	3.38	.70
Item 31	267	2.89	.94
Item 32	266	3.23	.76
Item 33	264	3.04	.88
Item 34	267	2.95	.89
Item 35	267	3.25	2.66
Item 36	267	3.05	.87
Item 37	266	2.87	1.00
Item 38	267	3.00	.87

When the items are investigated thoroughly, it can be seen that the highest mean score belonged to the item 6 “I follow internet/digital resources related to my content.” with 3,54 mean score. This indicates that EFL teachers use digital resources such as educational sites, Facebook/Twitter groups, wikis, blogs, and forums. The second highest mean scores belonged to the items 20 and 27 “I assess the products of my students to evaluate my teaching performance.” “I share my current education/teaching ideas with my colleagues.” with 3,43 mean score. This score demonstrates that EFL teachers evaluate their teaching style and share their experiences with their peers.

On the other hand, the lowest mean score belonged to the item 15 “I visit/observe their classes to learn something from my colleagues.” with 1,71 mean score. This explains that peer observation which is one of the PD activities is not usually applied by EFL teachers. The second lowest mean score belonged to the item 16 “I would like my colleagues to attend and observe some of my lessons to give feedback.” with 1,76 mean score. This score can imply that peer observation and peer coaching which are seen as collaborative PD activities are found somewhat statistically insignificant by most of the EFL teachers. It seems that they are not in favor of

applying collaborative techniques for their PD and attach a higher importance to autonomy than to having the ability to guide their peers' work.

Table 4.2. Types of the Professional Development Activities

Variables	Mean	Std. Deviation
Collaboration Activities	3.03	1.20
Update Activities	3.10	0.74
Sharing Activities	3.31	0.71
Reflection Activities	3.00	0.80

As shown in Table 4.2., the mean of sharing activities, the most frequently preferred PD activities by the participants, is 3,31. While the mean of update activities is 3,10, the means of collaboration and reflection activities are 3,03 and 3,00 respectively. When the means for the participation in collaboration, update, sharing, and reflection activities are examined, it can be said that the teachers do not have a very high level of involvement in reflection activities. In addition, the moderate average, for sharing activities, can be seen as a striking finding.

Analyses to determine the level of participation of teachers in PD activities have shown that they do not have very high levels of involvement in PD. In addition, it has been found that PD activities with the lowest level of participation are reflection and collaboration activities and that PD activities with the highest level are sharing activities. It is a striking result that the teachers are not at the desired level of participation in PD and are the least involved in cooperative activities. According to the study of Taniş and Dikilitaş (2018), English language teachers placed a strong emphasis on the need for collaborative practices that emphasize intrinsic motivation, lifelong learning, and the integration of inquiry-based, practical information with reflective teaching experiences in a bottom-up method. Moreover, Nunan (1999) supports the idea of collaborative PD, where teachers learn from one another and share best practices. He also believes that collaboration can enhance teacher autonomy by creating a supportive environment for sharing ideas and resources.

These findings support the literature. Bellibas and Gümüş (2016) found that the participation of teachers in PD activities in Türkiye is very low compared to countries with high student achievement, the opportunities for PD are limited and the quality of PD events is low. Similarly, Ceylan and Özdemir (2016) found that teachers

in Türkiye have a very low level of participation in PD due to the low quantity and quality of PD activities. These studies both support this study and also provide the reason. The low level of participation of teachers in PD is believed to be due to the qualitatively limited number of PD activities, their opportunities, and the qualitatively inadequate PD activities. Low participation in cooperation activities is an issue that should be focused on as they are the basis for qualified PD. (Garet, et al., 2001). However, the teachers in Türkiye most frequently participate in traditional PD activities such as courses, seminars, workshops, and conferences which can be described as no collaborative events and explains the reason why PD activities have a qualification problem (AkçayKızılkaya, 2012; Bümen et al., 2012; Ceylan and Özdemir, 2016; OECD, 2011). Regarding the seminars, training courses, and conferences seen as the most common PD activities by the teachers, similar results have been revealed by Yücedağ (2020). In this context, the results of the studies Bayrakçı (2009) and Altun and Cengiz (2012) confirm the findings and possible causes of the study. A study by Bayrakçı (2009) found that there were structural problems with PD in Türkiye, that the opportunities for PD were insufficient and unqualified, and that there was no cooperative structure. Similarly, Altun and Cengiz (2012) found that the teachers do not provide adequate opportunities for their own PD in their school, that the lack of practical PD activities impedes PD, and that the school's financial insufficiency and lack of cooperation between the teachers constitute a significant obstacle to development.

When the items in the scale are examined, it is seen that the PD activities in which the teachers participate less are following the journals and literature related to their profession, attending the courses, workshops, conferences and meetings, and watching their videos to develop their way of teaching, sharing their experiences with their students and applying to the students' views via questionnaires which are stated as reflective activities, analyzing the students' work to evaluate their way of teaching, applying action research, developing materials and lesson plans with their colleagues. The result of this study is in line with Muyan (2013) who stated that the teachers do not utilize self-directed teacher PD activities including maintaining a teaching journal, self-reflection, teaching portfolios, and action research even though the majority of them give importance. However, Korkmazgil (2015) stated that the majority of the participants, according to the results, were engaged in isolated PD activities such as

reading books, taking part in online language teaching platforms, attending workshops and in-service training, and surfing the Internet for resources. Furthermore, the majority of the participants said that in-service education and training were unrealistic, inefficient, and inapplicable. Akçay Kızılkaya (2012) states that the participation of teachers in educational conferences or seminars and courses/workshops is high. Apart from these activities, the participation of the teachers in individual or group work on professional issues, working groups for PD, guiding, observing or educating colleagues activities has been partially lower, and the participation in examination trips to other schools and diploma or certificate programs has been very low. Similarly, Bolcal (2017) states that English language teachers prefer recently to attend a conferences, and workshops, and read professional publications. Karaarslan (2003) states that teachers do not think action research is important and most teachers rarely or never initiate it as they may not be able to use it because of the lack of the expertise or the time and resources to carry out a study in the classroom. The activity which the teachers believe to be the most effective one in their professional lives and instruction has been found as “individual or collaborative research on a topic of interest to you professionally” and the least effective one has been found as “qualification programs”.

The teachers have a positive attitude towards PD in general. Akçay Kızılkaya (2012) has similar findings that the teachers often participate in courses, workshops, education conferences, and seminars. They rarely visits to other schools for observation and attend qualification programmes. The study conducted by Sadiç (2015) is not in line as he stated that EFL instructors view autonomous tasks like self-reflection and action research as important. However, he found that EFL teachers do not maintain a teaching journal much as this may be a time-consuming and challenging activity. One of the activities that aids in teachers' development is self-reflection. According to Richards and Farrell (2005), audio and video recordings of lessons, written narratives, checklists, surveys, and lesson reports are employed in self-reflection activities. According to Yanık (2022), the most useful PD activity preferred by the preservice ELT teachers was chiefly self-observation which was consistent with the study of Yumru (2015). They also stated peer observation, action research, and teacher portfolio were useful which was in line with the study of Atay (2008). According to the study conducted by Banegas et al. (2013), the use of collaborative action research has been found to support the professional growth of EFL instructors

working at an Argentine secondary school. The results additionally indicated a favorable correlation between the degree of motivation and autonomy exhibited by the teachers and the growth of students' language skills. However, in this study, the teachers rarely or sometimes employ these activities. Kwakman (2003) and Ekşi (2010) investigated that the teachers seldom observed other teachers' classes. Being observed by the other teachers or observing their classes and receiving feedback is a key element of active learning. Zerey (2018) also states that teachers do not view peer observation as essential to their PD and do not participate in it frequently. Furthermore, the study conducted by Sarıyıldız (2017) indicates that the teachers are unsure about the benefits of peer observation.

The results of this study also indicate that they seldom or sometimes utilize collaborative PD activities like peer coaching, analyzing critical incidents with their peers, peer observation, and developing materials and lesson plans with their colleagues. The underlying reasons may be that they do not have enough knowledge and eligible working conditions and time. The study conducted by Hismanoğlu (2010) also supports this finding. He stated that the activities that necessitate communication and collaboration are not highly favored. It can be inferred that the teachers attach higher importance to autonomy than to having the ability to guide the work of others. According to Davis (2011), the reasons may be anxieties about openness and academic autonomy, the challenge of describing a colleague, issues with having time for peer assessment, and worries about reliability and validity. Muyan (2013) state similar findings about peer observation. Furthermore, According to Atik (2022), English language teachers seldom observe their colleagues' classes and ask them to observe their own classes. Instead of observation, they read some materials, take part in educational events, debate innovative teaching strategies, and reflect on the classes. On the other hand, an increasing amount of studies indicate that involvement in more cooperative PD activities influences instructional strategies and enhances student learning. The results of the study by Hamamcıoğlu (2023) suggest that teachers give importance to observation and feedback. According to Richards and Farrell (2005), peer coaching decreases the isolation of the teachers. When they encounter some problems, they may ask for support from their colleagues. They might also support peer coaching because it can have various ways like working together to prepare lesson plans, informal conversations amongst colleagues, observing one another's methods

and teaching styles, and co-teaching. Moreover, According to Aktekin's (2019) study, experience sharing will make PD activities more insightful and successful. This validates the conclusions of this investigation. Similarly Sadıç (2015), peer-based PD activities may be important as they include peer interaction and instructional skills. Furthermore, Yılmaz (2017) states that the most often utilized PD activities are working with peers, being up to date on technology advancements, and following research studies and current trends in their content. Gençtürk (2019) also states that the most common PD activities preferred are sharing experiences with colleagues and reflecting on their teaching. Also, in the study by Hamamcıoğlu (2023), sharing experiences and problems was preferred by the participants as they feel secure and more comfortable when their colleagues help them solve their problems at school, which highlights the value of having a shared community and demonstrates how much they regard peer learning.

The researches on efficient continuous PD indicate that peer collaboration is necessary. Other studies on PD have examined the benefits of collaboration and collegiality for teachers' PD. The need for "a shift from teaching in isolation and one-on-one mentoring to school-wide collaboration and conversation" is emphasized by Middleton (2000). This can be accomplished by encouraging the teachers to collaborate in learning development groups (Allison et al., 2015), teacher study groups (Zepeda, 2012), or teacher support groups (Richards and Farrell, 2005). The results of the study conducted by Bayram and Bıkmaç (2021) imply that lesson study could be an additional strategy to support educators in collaborating in a friendly environment and lessen teacher isolation. Another important conclusion is that the teachers demonstrated deliberate efforts to work collaboratively during the lesson study process and developed a friendly climate by receiving and offering feedback, even though they had no prior experience with any sort of teacher collaboration.

According to this study, the participants usually follow and read the innovations in the field. They also follow digital tools, wikis, blogs, forums, and Facebook/Twitter groups. These findings are consistent with the study by Soydaş (2020). She states that while a large number of teachers have indicated that training courses and seminars are the most well-known PD activities, some have found them effective and useful while others find them ineffective and useless. The participants in her study also state that the most beneficial way for PD is to read articles, books, and publications and that

everyone can do it easily so that they can keep current developments. In addition, they said that social platforms should be followed, that there would be very useful activities there, and that it would be important to go abroad, if possible, to gain vision. The teachers also pointed out that participation in various activities, interacting and communicating with all educational stakeholders, sharing what has been learned, and being motivated are critical points in the PD process. Some teachers have said that the need for PD should be identified first and, accordingly, it should be continued. Moreover, the study conducted by Bett and Makewa (2020) supports this finding as they state that social media sites can be beneficial for teachers' PD and they talk about topics that are both professionally rich and pertinent to their everyday tasks in Facebook groups. The study conducted by Koşar et al. (2022) also supports this finding as they state that the most frequently adopted practices by the participants were using the internet as a useful tool for enhancing teaching practices, experimenting with classroom processes to improve teaching and learning in the classroom, and adjusting classroom processes in the context of self-evaluations of classroom processes. Also, the activities that the teachers either frequently or almost frequently carried out demonstrated their tendency to enhance their instruction by placing their classroom processes at the center to identify what needed to be done to reinforce them. The findings of the study conducted by Özdemir (2013) showed that the most popular PD activities among the teachers were joining in educational forums on the Internet to share materials, activities and opinions, visiting other schools, and searching the recent educational developments. Other studies on related subjects have been conducted in the international literature. In a comparison of Swedish and German teachers' PD activities, Wermke (2010) discovered that both teacher groups often utilized the Internet for their PD. Seezink and Poell (2011) found that just 7% of the participants used the Internet for PD, which is in contrast to the results of this current study. According to Bolam and McMahan (2004), technological tools including e-learning, learning via television, virtual and real networks, and the internet are among the new approaches and methods for teacher PD. Formal and informal learning communities can be powerful vehicles for the PD of the teachers in this setting, as noted by Desimone (2009). Yanık (2022) describes the feelings of the English language teachers about the PD activities they participated in, they think that PD activities such as conferences and seminars are often provoking, raising awareness and changing perspectives in the ELT field.

According to the findings, English language teachers usually talk to their colleagues about teaching issues, share their current teaching ideas, develop teaching materials, examine student performance, and share their individual learning experiences. Atik (2022) also states that English language teachers generally reflect on classes with their students about what they experience during their classes, examine products to depict how the methods work, and evaluate students' performance to modify their instruction. Also, the teachers support one another in solving teaching challenges, collaborate to develop new curricula, practice one another's materials, and discuss scientific and educational theories.

In a nutshell, the teachers make use of the PD activities with varying frequencies. However, the level of participation of the teachers in PD activities is not at the desired level, although it is partially high. The low average rate of collaborative and reflection activities that enable qualified PD can also be seen as a significant shortfall in the context of PD opportunities for teachers. So it turns out that there are both quantitative and qualitative problems in the PD of teachers. Atmojo (2021) also found that English language instructors engage in a variety of PD activities. These activities might be formal, like attending a webinar, or informal, such as interacting with colleagues online. Büyükkyavuz (2013) states that EFL teachers lack the professional knowledge and abilities that are required of them and do not know how to obtain them. Karakaya (2015) examines the attitudes of eighteen EFL teachers in Türkiye regarding the use of teacher research as a tool for PD and finds that the teachers need backup from their schools to use teacher research as an effective tool to foster TA, growth, and collaboration because they lack the theoretical and practical knowledge necessary to implement such PD practices. The teachers participating in the study are generally among the most active in PD activities.

Table 4.3. The Attitudes of the participants towards PD activities

	N	Min.	Max.	Mean	Std Dev.
PD activities attitude	268	1	4	3.03	.52

According to Table 4.3., the mean score of the participants' PD attitudes is 3,03 with a lowest score of 1 and a highest score of 4 which means that their PD attitudes are above the middle. When the mean (3,03) is examined, it is close to the item 'usually'. Based on these findings, it can be concluded that the participants in this

study generally hold favorable attitudes towards PD.

This finding is in line with the study by Taylan (2017). He states that English language teachers who participated in the study attached high importance to PD but did not apply it to the degree they attached importance. Teachers think that the activities that involve PD follow-up are more important than activities involving professional cooperation. In a similar vein, Atik (2022) states that English language teachers regularly join and pursue PD activities. Çevik (2024) states that the PD attitude of English language teachers is positive, and they place high importance on self-initiative, collaboration, and flexibility to the students' needs and classroom environment.

#### **4.2. The findings and discussion of the 2<sup>nd</sup> research question “Do EFL teachers’ attitudes towards PD differ according to some demographic variables (Seniority, the school they work in, and so on)?”**

This section presents the relationship between the demographic information of the EFL teachers who answered the scales with their attitudes toward PD.

##### **4.2.1. The Results of Teacher’s Professional Development Related to Seniority**

This section analyzes whether EFL teachers’ attitudes towards PD vary depending on their seniority. A one-way ANOVA test is administered to determine this. The results of the one-way ANOVA test are shown in Table 4.4.

Table 4.4. The participants’s attitudes towards PD activities in terms of the seniority

Variables		Sum of Squares	Df	Mean Square	F	Sig.
PD attitudes	Between Groups	1.79	4	.447	1.654	.161
	Within Groups	71.111	263	.270		
	Total	72.889	267			

The results of the ANOVA test, aimed at determining whether the teachers' attitudes towards PD vary depending on their seniority showed no statistically significant differences between the groups. The findings show that the teachers' attitudes towards PD do not change in relation to their seniority.

The seniority can be considered as a significant variable when assessed in the context of PD. The reason is that teachers are expected to have differences in their professional knowledge, skills and experience depending on their seniority. These differences can affect the attitude towards PD, the topic they need to develop. However, the findings did not meet those expectations. The reason can be concluded from that the quality and the content of the PD activities offered by MoNE are the same for every teacher, regardless of seniority. Therefore the novice and experienced teachers may have develop the same attitude towards PD as they do not meet their needs. Novice teachers may need coaching and mentoring (Hobson et al., 2009) while the more experienced teachers may need leadership development (Leithwood and Jantzi,200), collaborative professional learning communities (Vescio and Adams, 2008), action research (Burns, 2010), feedback and coaching (Knight, 2007), curriculum development workshops (Tomlinson and Moon, 2013).

The findings of the study by Hamamcıoğlu (2023) also support that the participants' perceptions about PD did not differ in terms of their teaching experience. This finding is also supported by Akçay Kızılkaya (2012). She states that the teachers do not generally make a statistically significant difference in the status of senior teachers participating in PD activities. Only the teachers with 21 years or more of experience have shown greater involvement in "guiding, observing and nurturing colleagues" and "in sharing experience and experience or helping and guiding teachers" than less experienced teachers. The study conducted by Ekşi (2010) states that while departments they graduated and workload did not make a statistically significant difference on the PD needs of English language teachers, seniority was an important predictor. According to the study conducted by Sezgin and Sarı (2012), the teachers' involvement in counseling, observing, and training their peers varies depending on age and seniority. The finding is not consistent with Taylan (2017) who has found that experienced teachers are more likely to engage in some PD activities than novice teachers. Similarly, Eroğlu (2019) states that the teachers with the lowest seniority participate in sharing activities more often than any other group. Mahmoudi and Özkan (2015) found that both new and experienced teachers frequently participate in sharing activities. Moreover, Gümüş (2013) has found a negative correlation between participation in PD activities and seniority. Richter et al. (2011) have found that there is no statistically significant difference according to the participation in the

formal activities but experienced teachers prefer academic reading activities more than others. According to the study conducted by Güçlü (2018), there are no statistically significant differences in relation to age and seniority in teachers' PD activity choice.

#### **4.2.2. The Results of Teacher's Professional Development Related to Institution Type**

This section analyzes whether EFL teachers' attitudes toward PD vary depending on the institution type. An independent t-test is administered to determine this. The results of the independent t-test are shown in Table 4.5.

Tablo 4.5. The participants's attitudes towards PD activities in terms of the institution type

Variables	Institution Type	N	Mean	Std. Deviation	T	P
PD	Public	202	3	.50	1.48	.114
Attitude	Private	66	3.11	.58		

The results of the independent samples test, aimed at determining whether the teachers' attitudes towards PD vary depending on the institution type showed no statistically significant differences between the groups. The findings show that the teachers' attitudes towards PD do not change in relation to the institution type.

First of all, it should be noted that some of the private school principles did not give permission to apply the scales to their teachers in the process of data collection. The institution type can be considered as a significant variable when assessed in the context of PD. The is reason is that the teachers who work in private schools are expected to have more positive attitude than the teachers who work in public schools as they need to develop themselves contuniously due to the pressure by the principle, and other stakeholders. It can be inferred that the teachers do not feel totally free themselves to choose the activities they would like to attend as the principle have control over them. Moreover, the strict working hours and excessive workload may prevent them.

According to İlkimen (2021), EFL teachers have similar opinions about PD programs in both public and private schools. However, EFL teachers working at private schools tend to discuss their experiences more frequently when compared to those at public schools. Sharifzadeh and Khojasteh's (2018) study reveals that the teachers who work in public schools tend to see PD more negatively than the ones who

work in private schools, and they also do not own their PD as much. According to

#### **4.2.3. The Results of Teacher’s Professional Development Related to School Type**

This section analyzes whether EFL teachers’ attitudes toward PD vary depending on the school type. A one-way ANOVA test is administered to determine this. The results of the one-way ANOVA test are shown in Table 4.6.

Table 4.6. The participants’s attitudes towards PD activities in terms of the school type

Variables		Sum of Squares	Df	Mean Square	F	Sig.
Attitudes for PD activities	Between Groups	.727	2	.364	1.35	.260
	Within Groups	70.618	263	.269		
	Total	71.346	265			

The results of the ANOVA test, aimed at determining whether the teachers' attitudes towards PD vary depending on the school type showed no statistically significant differences between the groups. The findings show that the teachers' attitudes towards PD do not change in relation to the school type. This finding is also supported by Öztürk Dursun (2024) who states that the attitudes of the teachers who differ at the school type are similar in PD and in all sub-dimensions (keeping up-to-date, experiencing and reflecting, teaching).

It can be inferred that EFL teachers across different school types may often share similar attitudes toward professional development due to the standardized frameworks of PD activities. Many educational systems have standardized PD frameworks or initiatives that the practices applicable to all levels. According to Gerat et al. (2001), this can lead to a common attitude but the EFL teachers who work at different schools need to different PD activities as the needs, levels and readiness of the students differ according to the school type.

#### **4.2.4. The Results of Teacher’s Professional Development Related to Educational Level**

This section analyzes whether EFL teachers’ attitudes towards PD vary depending on their educational level. One-way ANOVA test is administered to

determine this. The results of the one-way ANOVA test are shown in table 4.7.

Table 4.7. The participants's attitudes towards PD activities in terms of the educational level

Variables		Sum of Squares	Df	Mean Square	F	Sig.
PD attitudes	Between Groups	.108	2	.054	.196	.822
	Within Groups	72.792	265	.275		
	Total	72.899	267			

The results of the ANOVA test, aimed at determining whether the teachers' attitudes towards PD vary depending on their educational level showed no statistically significant differences between the groups. The findings show that the teachers' attitudes towards PD do not change in relation to their educational level.

It can be inferred that teachers with higher qualifications might have higher expectations for the quality and relevance of PD activities. If they do not find the training align with their educational background and teaching context, they may have the same attitude with EFL teachers who have not participated to PD activities in the last 2 years. According to Desimone (2009), teachers with post-graduate degrees often have higher expectations for the quality of PD. Therefore PD activities offered to them should meet their expectations and needs.

The findings of the study by Hamamcioğlu (2023) support that the participants' perceptions about PD did not differ in terms of having a postgraduate degree. This finding is not consistent with the study by Taylan (2017) who has found that English language teachers with a master's degree give more importance to PD activities. According to Yılmaz (2017), English language teachers with a postgraduate degree declare a lot of PD activities such as conferences, self-monitoring, reading books, or following journals about their fields, likewise, the teachers without a postgraduate degree nearly exclusively declare in-service training. She also states that enhancing teachers' teaching, presentation, research and material use through postgraduate education may result in better learning outcomes for the students. It is possible to argue that postgraduate programs help practitioners understand the significance of lifelong learning and develop professionally throughout their teaching careers. In addition to these qualifications they obtain thanks to the postgraduate programs, they apply self-

monitoring and action research more to identify their strengths and weaknesses, which may lead them to go into more effective teaching methods. Moreover, Ağan (2020) conducted a study to find whether MA impacts the teachers' PD and found that MA teachers gain the ability to handle issues and keep up with new demands and trends in education.

#### 4.2.5. The Results of Teacher's Professional Development Related to Department

This section analyzes whether EFL teachers' attitudes toward PD vary depending on the department where they graduated. An independent t-test is administered to determine this. The results of the independent t-test are shown in Table 4.8.

Table 4.8. The participants's attitudes towards PD activities in terms of the department where they graduated

Variables	Department	N	Mean	Std. Deviation	T	P
PD Attitude	English Language Teaching	186	3.06	.52	1.62	.106
	Others	82	2.95	.53		

The results of the independent samples test, aimed at determining whether the teachers' attitudes towards PD vary depending on the department where they graduated showed no statistically significant differences between the groups. The findings show that the teachers' attitudes towards PD do not change in relation to the department where they graduated. The EFL teachers who graduated from the English Language Teaching Department give as much importance to their PD as the EFL teachers who graduated from other departments.

It can be inferred that EFL teachers have diverse and unique needs for their professional development, influenced by various factors such as context, experience, and personal identity. A one-size-fits-all approach which is usually adopted by MoNE may not be effective. This can lead to similar attitudes among EFL teachers who have different university education. By recognizing the diverse contexts in which EFL teachers study, the MoNE may advocate for tailored PD opportunities that address the specific needs and challenges of individual teachers as the qualities of EFL teachers

who graduate from different departments can differ. According to Guskey (2000), EFL teachers have diverse and unique needs for their PD, influenced by various factors such as context, experience, and personal identity. Therefore it is important to conduct needs assessments to identify the specific PD needs of teachers, which can differ widely among individuals.

This finding is consistent with the study conducted by Ekşi (2010) who states that the departments they graduated and their workload did not make a statistically significant difference in the PD needs of English language teachers. Taylan (2017) has also found that educational faculty graduates do not pay as much attention to professional cooperation as others. In addition, Yılmaz (2017) states that English language teachers who graduated from other departments may find PD activities more beneficial. However, all EFL teachers must have opportunities to expand their knowledge and abilities through efficient PD activities as their field is always changing.

#### **4.2.6. The Results of Teacher’s Professional Development Related to Participation in PD Activities in the last two years**

This section analyzes whether EFL teachers’ attitudes toward PD vary depending on participation in PD activities in the last two years. An independent t-test is administered to determine this. The results of the independent t-test are shown in Table 4.9.

Table 4.9. The rate of the participation in PD activities in the last two years

Variable	The participation to PD activities	N	Mean	Std. Deviation	T	P
PD Attitude	Yes	199	3.03	.50	.72	.475
	No	68	2.98	.58		

The results of the independent samples test, aimed at determining whether the teachers' attitudes towards PD vary depending on the participation in PD activities in the last two years showed no statistically significant differences between the groups. The findings show that the teachers' attitudes towards PD did not change in relation to their participation in PD activities in the last two years.

EFL teachers who have participated in PD activities may still share similar attitudes with those who have not. The reason is that some teachers may find that the PD activities they attended did not significantly impact their teaching practices or student outcomes. If the training was not relevant or effectively implemented, they might not feel motivated to pursue further development (Timperley, 2007). Moreover, the school culture and the principle support can shape their attitudes. If the school does not encourage collaboration or application of new ideas, even those who have engaged in professional development may feel disillusioned or unsupported (Fullan, 2001).

This finding is in parallel with the study by İlkimen (2021) who stated that there is no statistically significant difference between PD activities and the department where the participants graduated. Özdemir (2013) finds that almost half of the participant teachers participated in conferences or panels in the last 2 years. He also showed that almost one-third of the participants observed their peers' classes for development purposes in the last two years.

Koşar, Dolapçioğlu, and Akbana (2022) studied the effect of the PD activities they have participated in the last 12 months and they revealed that the teachers agreed that the PD activities they attended improved their teaching skills, changed the classroom environment, and students behavior, students' learning practices. They also revealed that the number of teachers not having participated in the PD activities is higher than the ones having participated in them. First, they collected quantitative data and then qualitative data. Because they thought it would be beneficial to base the interview questions that produced the qualitative data on the conclusions drawn from the quantitative data to gain a better understanding of the participants' perspectives regarding their needs for PD and the effects of the PD activities they had attended until the beginning of the study. According to the studies conducted by Küçüksüleymanoğlu (2006), Uysal (2012), Büyükyavuz (2013), and Uztosun (2018) there is a statistically significant effect of the teachers' participation in PD course on their perceptions.

According to Yanık (2022), it may be said that the participants' opinions of PD were positively impacted by the PD course as there has been a significant shift in the English language teachers' opinions of PD before and after they participated in PD. She also states that the PD course has a positive impact on the participants' awareness of PD activities and ideas related to the teachers' reflectivity and more practical structure of PD. She used a mixed method and began with the simultaneous collection

of quantitative and qualitative data to understand prospective English language teachers' perceptions of professional English language teachers, PD activities, and expectations from the PD course before their enrollment.

#### **4.3. The findings and discussion of the 3<sup>rd</sup> question “What is the level of autonomy of EFL teachers?”**

The 3<sup>rd</sup> research question aimed to reveal the level of EFL teachers' autonomy. Mean and standard deviations from periodic analyses were used to determine the level of EFL teachers' autonomy. The level of EFL teachers' autonomy is shown in the Table 4.10.

Table 4.10. Teacher Autonomy

Items	N	Mean	Standard Deviation
Item 1	268	4.45	.81
Item 2	268	3.96	.93
Item 3	268	4.43	.75
Item 4	268	3.71	1.26
Item 5	268	3.69	1.27
Item 6	267	3.85	1.12
Item 7	266	3.44	1.30
Item 8	268	4.12	1.02
Item 9	267	3.63	1.05
Item 10	266	3.79	1.17
Item 11	268	4.23	.99
Item 12	268	3.06	1.45
Item 13	268	3.40	1.38
Item 14	267	3.30	1.13
Item 15	268	4.04	1.12
Item 16	268	3.93	1.30
Item 17	265	3.63	1.29

When the items are investigated thoroughly, it can be seen that the highest mean score belonged to the item 1 “I decide on my own what activities and how much time I will devote to the lessons.” with 4,45 mean score. This indicates that EFL teachers have the autonomy to choose their activities during their classes and they determine the time they allocate to these activities. The second highest mean score belonged to

the items 3 “I choose the teaching methods and techniques that I will use in the classes.” with 4,43 mean score. This score demonstrates that they select the instructional approaches and strategies they will employ in the classroom.

On the other hand, the lowest mean score belonged to the item 12 “I’ll set the appropriate time for my in-service training to attend.” with 3,06 mean score. This explains that EFL teachers do not have autonomy in their PD in relation to the time when they will attend. While they generally have positive attitudes towards PD, they may feel constrained in terms of autonomy when it comes to scheduling their in-service training sessions.

According to Aslan Şakar (2013), the teachers are uncertain about whether or not they have authority over time management. An overloaded curriculum may be the reason for their lack of full autonomy. However, they perceive a reasonable amount of autonomy regarding choosing in-class student learning activities. Addressing curriculum challenges and promoting autonomy in decision-making can contribute to enhancing teacher satisfaction, professional growth, and ultimately, improving student learning outcomes.

When the mean values of the items 5,6,7 and 9 are considered, it can be understood easily that the teachers sometimes choose the topics, modify the curriculum according to students’ needs, and talk about current issues that aren't covered in the curriculum. The teachers should have the discretion to select the most appropriate materials for their students or modify them to meet their specific needs. So, they might need to engage in reflective teaching to assess or reevaluate the usefulness of the materials. According to Nunan (1999), However, as the MoNE provides course books to the teachers and students and requires them to use them, EFL teachers in Türkiye—especially those who work in public schools—may not have the opportunity to reflect on their teaching materials. But Mustafa and Cullingford (2008) show that if teaching depends on one material (often course books), TA can be limited. Furthermore, according to Öztürk (2011), a teacher cannot represent his or her own experiences, choices, and teaching preferences if they instruct the students in a way that makes them dependent on course materials. The teachers who are not allowed to deviate from the curriculum or choose what they teach are not expected to be autonomous.

When the mean value of item 4 is considered, the teachers almost often prefer their own assessment methods to use in their lessons. This finding is not expected as

the course books are determined by the MoNE since it plans to test all students in Türkiye on the same material and standardize the curriculum. It is required of the teachers to use the standard course books to provide the most efficient education for their students, which includes helping them perform well on tests. They could therefore struggle to decide between acting morally and knowing what is tested. As a result, the teachers may lose their autonomy. However, this result may prove that the EFL teachers do not want to disregard students' needs and focus on centralized testing and take risks by choosing their assessment tools. According to the study conducted by Fleming (1998) the teachers stated that they want a more adaptable document that would allow them to create a curriculum. That means that they expect to follow their curriculum created according to the students' needs and levels and arrange their teaching content around this curriculum rather than preparing their students for the centralized exams.

Table 4.11. Types of the Teacher Autonomy

Variables	Mean	Std. Deviation
Teaching Autonomy	4.04	1.01
Curriculum Autonomy	3.80	1.13
Professional Development Autonomy	3.25	1.32
Professional Communication Autonomy	3.87	1.23

According to the Table 4.11., the EFL teachers have high level of teaching autonomy with the mean 4,04. The means of professional communication autonomy and curriculum autonomy are 3,87 and 3,80 respectively. The dimension that the participants have the least autonomy is PD autonomy with the mean 3,25. The fact that the schools have a dependent climate may be the reason that the teachers exhibit a significant degree of autonomy behavior. In this climate, the teachers work in cooperation, trust each other, and strive for the success of their students. This work environment enables them to act as professionals and make their decisions. The teachers believe that autonomy is the most important aspect of the teaching process. This dimension respects professional communication autonomy and curriculum autonomy. The teachers usually face situations in the teaching process and in classroom management where they need to make decisions constantly. Even if the

decisions made by the teachers are bounded by the central authorities, they can apply their own choices taking into account the needs of the students, and demonstrate significantly autonomous behaviour. The teachers can make choices based on their knowledge and expertise such as the use of time, the choice of methods and techniques, the tasks given to the students, and the rewarding of the students despite the restrictions imposed by the central authorities in the teaching process and in classroom management. According to Weick (1976), schools are loosely coupled. Due to the loose structure of the schools, the results of decisions are not immediately visible and the same results can be achieved in different ways. It is also not possible to constantly monitor the decisions made by the teachers in the classroom which enables the teacher to act in an autonomous way.

According to the results, the teachers have the most autonomy in the teaching process. This finding of this current study is an expected outcome. Because they may want to make their own decisions in class management as they can fulfill their profession as a professional. Moreover, they may see their roles in the teaching process as more important than their out-of-class roles, such as program development and PD. When the literature was examined, Archbald and Porter (1994) concluded that teachers are almost entirely autonomous in the teaching process. Lacoë (2006) found that the teachers showed the highest autonomy in the dimensions of the teaching process and classroom management. According to Genç (2022), it can be inferred that teachers are autonomous when choosing what to teach and how to teach, as well as when to employ time, educational settings, and various techniques.

Remarkably, the teachers show autonomy over the curriculum at the middle level. In Türkiye, the curricula are prepared by the central authority, and the textbooks for the teachers are determined by MoNE. The teachers are also not allowed to use books and educational materials other than those specified by the Ministry of Education (MEB, 2021). Another factor that restricts the curriculum autonomy is the central examinations conducted by the MoNE at the provincial and country level and the central examinations applied to all 8th and 12th-grade students. The teachers may not want to change the curriculum according to the student's needs, taking into account these exams. They may need to follow their curriculum and textbooks closely. Despite these restrictions, the teachers do not have a low degree of autonomy over the curriculum which means they show considerable autonomy by taking responsibility

and risk. Similarly, Lacoé (2006) found that the teachers who entered classes whose students were tested in central examinations showed significantly less curriculum autonomy than others. Moreover, the findings of the study conducted by Behroozi and Osam (2016) suggest that teachers have little autonomy in such areas as choosing their materials, topics, and skills, as well as assessment and evaluation. This is in line with the centralized, top-down methods used by administrators and policymakers, where the teachers are viewed as the lecturers and performers in the classroom and have little influence over significant decisions.

The teachers who participated in this current study showed the least autonomy in the dimension of PD autonomy. The findings of the study overlap with the literature. Lacoé (2006) published a study of primary and secondary school teachers in which the teachers have the least PD autonomy. Strong (2012) achieved similar results in a study of primary and secondary school teachers. Şahin İpek (2017) also found that the teachers get the lowest autonomy in PD. As the PD activities are usually determined by the central authorities in Türkiye, the teachers show less autonomy in the dimension of PD autonomy. If the teachers can make independent decisions in their PD to develop their professional knowledge by the needs of their own, the school, and the students, teaching becomes more effective. It can also enable the teachers to be accountable in their PD and to show more autonomy in the teaching process and the curriculum, thanks to their developed professional skills. This finding of the study shows contrasts with the study by Genç (2022) in the sense of a good level of teachers' autonomy on professionalism. According to Ertürk (2023), the teachers think that they have moderate autonomy in the areas of curriculum and PD, but high in the areas of professional communication and teaching process.

According to Öztürk Dursun (2024), the teachers' levels of autonomy are at the average level. It is seen that the teachers have demonstrated partially autonomous behavior in the autonomy of the curriculum, the teaching process, PD, and professional communication. When the four sub-dimensions of TA are analyzed separately, the teachers' autonomy level of teaching, curriculum, and professional communication is high while the autonomy level of PD is moderate.

Table 4.12. The participants' autonomy level

	N	Min.	Max.	Mean	Std Dev.
Teacher Autonomy	268	1	5	3.80	.67

According to Table 4.12., the mean score of the participants' autonomy level is 3,80 with a lowest score of 1 and a highest score of 5 which means that their autonomy is above the middle. When the mean (3,80) is examined, it is close to the item 'often'. Their responses indicate that they feel they have a reasonable amount of control over decision-making and activities related to their professional roles.

Yıldırım (2017) finds that English language teachers have a low level of autonomy, but nevertheless, they want to have a higher degree of autonomy in PD, assessment, curriculum, instruction, classroom management, and institutional operations. According to Subaşı (2022), the teachers think that they have high level of autonomy, they also state that they have the highest level of teaching and professional communication autonomy respectively. The results of the study by Varatharaj, Abdullah, and İsmail (2015) indicate that the teachers at Malaysian Cluster Schools have a moderately a high level of TA. This suggests that the teachers see a need for autonomy as a crucial component of their profession. The results of the study by Genç (2022) showed that the participants' perceived level of autonomy was not extremely low.

#### **4.4. The findings and discussion of the 4<sup>th</sup> research question “Do EFL teachers' autonomy levels differ according to some demographic variables (seniority, the school they work in, and so on.)?”**

This section presents the relationship between the demographic information of the EFL teachers who answered the scales with their autonomy level.

##### **4.4.1. The Results of Teacher's Autonomy Related to Seniority**

This section analyzes whether EFL teachers' autonomy levels vary depending on their seniority. A one-way ANOVA test is administered to determine this. The results of the one-way ANOVA test are shown in Table 4.13.

Table 4.13. The participants's autonomy level in terms of the seniority

Variables		Sum of Squares	Df	Mean Square	F	Sig.
Autonomy Level	Between Groups	3.193	4	.798	1.809	.127
	Within Groups	116.038	263	.441		
	Total	119.231	267			

The results of the ANOVA test, aimed at determining whether teachers' autonomy level vary depending on their seniority showed no statistically significant differences between the groups. The findings show that the participants' autonomy levels do not change in relation to their seniority.

It can be inferred that novice and experienced EFL teachers may exhibit similar levels of autonomy. In Türkiye where there are strict curriculum guidelines or standardized testing requirements, both novice and experienced teachers may have similar levels of autonomy in their teaching approaches. The constraints of the curriculum can limit individual decision-making for all teachers. According to Miller (2013), curriculum alignment with standards can shape the instructional choices available to teachers, impacting their perceived autonomy.

This result is in line with the studies conducted by Çolak (2016) and Fırat (2021). He states that the views of the teachers on the teaching process autonomy, PD autonomy, and professional communication autonomy do not differ significantly according to the seniority variable while their views on curriculum autonomy vary significantly. The study also found that the teachers with the highest seniority had greater autonomy in PD and communication, although it is not statistically significant. Sparks (2012) conducted a study with primary and secondary school teachers and Arslan Şakar (2013) conducted a study with secondary and high school teachers, they have found that the higher senior the teachers are, the more autonomous behaviors they have. In a similar vein, Wan LingLing (2011) conducted a study on English language teachers at senior high schools in China and found that more experienced teachers are more autonomous than less experienced ones. The teachers with more experience may exhibit greater autonomy thanks to their strategies derived from their prior experiences. On the contrary, Ataşbaş (2017) noted that there were statistically significant differences between the level of TA according to the seniority variable and that those with 1-5 years of professional background had a higher sense of TA. Yolcu

(2021) also states that less experienced teachers may be said to be more autonomous in their schools than more experienced teachers. It may be because of the fact that novice teachers have a more idealistic approach to their professions although it is expected that the more experience teachers have in their profession, the more knowledge about curriculum, PD, and teaching process they must have, which leads them to be more autonomous. Pazar (2021) states that teachers with 11-15 years of experience have more autonomy in terms of teaching process and curriculum autonomy than those with 6-10 years and 16-20 years of experience. In terms of professional communication autonomy, it is said that those with 21 years of experience and over have more autonomy than those with 16 and 20 years of experience.

According to Behroozi and Vanci Osam (2016), teachers who have less experience teaching, and/or hold lower degrees are less autonomous. Contrary to the findings of several earlier research, including Burden (1981) and Simpson and Rosenholtz (1990), it is noted that years of experience are not connected with teaching autonomy, which is similar to a study conducted by Pearson and Hall (1993).

Öztürk Dursun (2024) states that there was no statistically significant difference in the teachers' level of autonomy in terms of the teaching process and PD according to the seniority. However, teachers with more than 31 years of teaching experience have greater curriculum autonomy and professional communication autonomy.

#### **4.4.2. The Results of Teacher’s Autonomy Related to Institution Type**

This section analyzes whether EFL teachers’ autonomy levels vary depending on the institution type. An independent t-test is administered to determine this. The results of the independent t-test are shown in Table 4.14.

Table 4.14. The participants’s autonomy level in terms of the institution type

Variables	Institution Type	N	Mean	Std. Deviation	T	P
Autonomy Level	Public	202	3.85	.63	1.96	.052
	Private	66	3.66	.76		

The results of the independent samples test, aimed at determining whether the teachers' autonomy level varies depending on the institution type showed no statistically significant differences between the groups. The findings show that teachers' autonomy levels do not change in relation to the institution type the

participants work in.

While there may be differences in resources and organizational structures between private and public schools, the principles, curricular frameworks, school policies and regulations can converge to create similar levels of autonomy for EFL teachers in both contexts. Administrators in both public and private schools may exert similar pressures regarding curriculum delivery and classroom management. If the administration emphasizes compliance with specific teaching methods and curriculum, autonomy is limited (Spillane, 2005).

This result is in line with the study conducted by Çolak (2016). He states that the autonomy of the teachers in public schools in the teaching process is similar to that of the private school teachers. However, the teachers in private schools have more autonomy over the curriculum than the teachers in public schools. He also states that the teachers in public schools have more positive attitudes on PD autonomy than those in private schools which is not statistically significant. Moreover, the teachers in public schools have more autonomy in professional communication than the teachers in private schools.

Skinner (2008) also examined the charter schools and public schools in the United States and found that there was no statistically significant difference in class control between these two schools. The teachers, whether in public or private schools, show a high degree of autonomy in the teaching process. Skinner (2008) found that the charter school teachers in the United States were more autonomous about the content and skills to be taught than the teachers at public schools. Similarly, Forster and D'Andrea (2009) found that the private school teachers had more books and materials that they needed than the state-school teachers, and had a more autonomous attitude toward the curriculum. Gürsoy (2020) examined the level of TA in public and private secondary schools and found that the autonomy level of the teachers working in private schools was higher than that of the teachers working in public schools. Subaşı (2022) states that the teachers working in the private schools have low level of teaching autonomy when compared with the teachers working at public schools.

#### **4.4.3. The Results of Teacher's Autonomy Related to School Type**

This section analyzes whether EFL teachers' autonomy level varies depending on the school type. A one-way ANOVA test is administered to determine this. The

results of the one-way ANOVA test are shown in Table 4.15.

Table 4.15. The participants's autonomy level in terms of the school type

Variables		Sum of Squares	Df	Mean Square	F	Sig.
Autonomy Level	Between Groups	.002	2	.001	.002	.998
	Within Groups	118.446	263	.450		
	Total	118.448	265			

The results of the ANOVA test, aimed at determining whether the teachers' autonomy level varies depending on the school type showed no statistically significant differences between the groups. The findings show that the teachers' autonomy level does not change in relation to the school type and suggest that teachers' autonomy levels are consistent across different types of schools.

The expectations surrounding teaching can be similar across different school types. Factors such as parental expectations, and educational policies can create a consistent framework within which EFL teachers have. This affects their autonomy. Cohen and Hill (2001) argue that cultural factors and societal values regarding education, play a significant role in shaping their autonomy level. By understanding these cultural contexts, we can gain insight into why autonomy levels may remain stable across different school types.

According to Strong's (2012) study of primary and secondary school teachers, the teachers have the most autonomy in classroom management. Çolak (2016) found that preschool teachers and primary school teachers show more autonomy in the teaching process than vocational high school teachers. Pre-school teachers have the highest level of autonomy in the teaching process. The group with the least autonomy in the teaching process is the vocational high school teachers. Çolak (2016) states that the autonomy of the teachers in PD and professional communication do not differ significantly according to the school variable. Moreover, the preschool teachers show more curriculum autonomy than other groups while the groups with the least autonomy in the curriculum are high school and vocational high school teachers.

According to the study by Pearson and Moomaw (2005), high school teachers have more autonomy in general teaching autonomy than the primary and secondary school teachers; and they also have more autonomy in the curriculum than the elementary school teachers. In Strong's (2012) study, there is a statistically significant difference in curriculum autonomy in favor of secondary school teachers. In Rudolph's (2006) study, the secondary school teachers' views on curriculum autonomy are more positive than the primary school teacher's. The study also found that preschool and primary school teachers have autonomy in the teaching process, and preschool teachers have curriculum autonomy.

Arslan Aşkar (2013) revealed that the middle school English language teachers feel less autonomous than the high school English language teachers. Because they can decide "what to teach" by considering the students' needs, which makes them feel more autonomous about the curriculum and time management while the middle school English language teachers might be under pressure to modify their lessons according to the student's needs due to the centralized tests.

Gültaktı (2020) states that the teachers who work at primary and secondary schools have a higher level of teaching autonomy than the ones who work at high schools. The teachers who work at the preschool, primary, and secondary schools have a higher level of curriculum autonomy than the ones who work at the high school. The teachers who work at preschool and secondary schools have a higher level of PD autonomy than the ones who work at high schools. According to the findings of the study by Subaşı (2022), the teachers working at primary schools have more teaching and curriculum autonomy when compared to those in secondary school and high school. These findings are in contrast to the study by Karaosmanoğlu (2023). She finds that English language teachers working at high school are more autonomous than those working at secondary and primary school teachers.

Öztürk Dursun (2024), teachers working at primary schools have a higher level of teaching and curriculum autonomy than teachers working at secondary schools and high schools. The teachers' autonomy level of PD and communication is similar among the participants in primary, secondary, and high school.

#### 4.4.4. The Results of Teacher's Autonomy Related to Educational Level

This section analyzes whether EFL teachers' autonomy levels vary depending on their educational level. A one-way ANOVA test is administered to determine this. The results of the one-way ANOVA test are shown in Table 4.16.

Table 4. 16. The participants's autonomy level in terms of the educational level

Variables		Sum of Squares	Df	Mean Square	F	Sig.
Autonomy Level	Between Groups	2.239	2	1.120	2.536	.081
	Within Groups	116.992	265	.441		
	Total	119.231	267			

The results of the ANOVA test, aimed at determining whether the teachers' autonomy level varies depending on their educational level showed no statistically significant differences between the groups. The findings show that the teachers' autonomy level does not change in relation to their educational level.

It can be inferred that teachers' perceptions of autonomy were largely influenced by contextual factors such as administrative policies and school culture rather than their own educational backgrounds. The studies by Pearson and Hall (1993), Moomaw (2005), Karabacak (2014), and Gültaktı (2020) also found no statistically significant differences based on the educational level variable. According to the research by Pearson and Hall (1993) and Moomaw (2005) reinforces the idea that teachers' autonomy levels do not significantly vary based on their educational qualifications. Instead, contextual and systemic factors play a more influential role in shaping their experiences. The study by Çolak (2016) shows that the teachers with MA had higher autonomy in terms of teaching process, curriculum, and PD autonomy compared to the teachers without MA, which is not statically significant. The reason may be that they show more autonomous behavior in the teaching process, in the curriculum, and in PD as they have more professional knowledge. A study by Üzümlü (2014) found a low level of correlation between the educational status variable and TA. Yolcu (2021) states that there is no statistically significant difference between teachers' autonomy behavior and the variability of educational situations although it is for the benefit of the teachers with MA. Gürsoy (2020) states that the teachers with MA who work at public schools have a higher level of general autonomy than the teachers with MA who work at

private schools. Furthermore, Subaşı (2022) finds that the teachers with MA have a higher level of autonomy when compared with the teachers without MA. According to Fradkin-Hayslip (2014), there is no relationship between the variables of gender, education, age, teaching experience, and autonomy levels. According to Öztürk Dursun (2024), the teachers' autonomy level of teaching process and professional communication have been found to be similar. However, a statistically significant difference between the curriculum and PD autonomy has been found. The teachers with MA have a higher sense of autonomy in terms of the curriculum and PD.

#### 4.4.5. The Results of Teacher's Autonomy Related to Department

This section analyzes whether EFL teachers' autonomy level varies depending on the department where they graduated. An independent t-test is administered to determine this. The results of the independent t-test are shown in Table 4.17.

Table 4. 17. The participants's autonomy level in terms of the department where they graduated

Variables	Department	N	Mean	Std. Deviation	T	P
Autonomy Level	English Language Teaching	186	3.88	.63	2.56	.007
	Others	82	3.64	.72		

The results of the independent samples test, aimed at determining whether the teachers' autonomy level varies depending on the department where they graduated showed statistically significant differences between the groups. The findings show that the teachers' autonomy level changes in relation to the department where they graduated. The EFL teachers who graduated from the ELT Department are more autonomous than the EFL teachers who graduated from other departments. The findings about the department showed that there was no discernible variation in the TA scores. Graduates from ELT programs receive specialized training in language acquisition, pedagogy, and curriculum design. This education equips them with the skills and confidence necessary to make informed decisions about their teaching practices, thereby enhancing their autonomy. According to Borg (2006), teachers' training, particularly in ELT, shapes their pedagogical knowledge and beliefs. This specialized knowledge empowers them to exercise greater autonomy in their teaching methods and classroom management.

According to the study conducted by Aslan, Sağır, and Elmas (2020), the pre-service science teacher students in the faculty of education had greater levels of self-efficacy views about teaching science than did the students in the science and literature faculty who underwent pedagogical formation instruction. They stated that they are thought to differ in the field during their four years of university life which impacts both the teacher training process and the degree of competence in teaching education in contrast to the students of the science and literature faculty who receive pedagogical formation education. This finding shows contrast to the study by Karaosmanouğlu (2023). She finds that teaching autonomy may not be impacted by the department where the teachers graduated.

In the literature, the inefficiency of pedagogical formation education has been criticized for reasons such as the inability to apply the lessons, and being short and compressed (Demirtaş and Kırbaç, 2016). Moreover, it is believed that the pedagogical formation group was inadequate in the teacher training process because they were unable to receive 4-year training within an excessively short period of six months.

#### **4.4.6. The Results of Teacher’s Autonomy Related to the Participation in PD Activities in the last two years**

This section analyzes whether EFL teachers’ autonomy level varies depending on the participation in PD activities in the last two years. An independent t-test is administered to determine this. The results of the independent t-test are shown in Table 4.18.

Table 4. 18. The participants’s autonomy level in terms of the participation in PD activities in the last two years

Variables	The participation to PD activities	N	Mean	Std. Deviation	T	P
Autonomy Level	Yes	199	3.81	.67	.283	.777
	No	68	3.78	.66		

The results of the independent samples test, aimed at determining whether the teachers' autonomy level varies depending on the participation in PD activities showed no statistically significant differences between the groups. The findings show that the teachers' autonomy level does not change in relation to their participation in PD activities in the last two years. Factors such as the limited impact of professional

development, variation in quality, existing autonomy frameworks, systemic constraints, and individual differences among teachers contribute to this consistency. According to Borg (2006), teachers have varying levels of intrinsic motivation and personal beliefs about autonomy, which can influence how they respond to professional development. Some may feel empowered by training, while others may not perceive a change in their autonomy. Moreover, teachers may already operate within a certain framework of autonomy that does not change significantly with participation in professional development. If the professional development does not address their specific contexts or challenges, it is unlikely to affect their autonomy (Pearson and Hall, 1993). According to Desimone (2009), PD programs that do not align with teachers' needs or are poorly designed may not enhance teachers' autonomy.

This finding is in line with Tercan (2022) and Kızılkaya (2012). However, Yaşar (2019) has studied to reveal English language teachers' attitudes towards PD activities, factors that hinder them for not attending to them and taking accountability for PD. It is indicated that their positive attitudes are strongly influenced by their participation in PD activities and the importance given to PD.

#### **4.5. The Findings of the 5<sup>th</sup> research question “Is there a relationship between EFL teachers’ attitudes towards PD and their level of autonomy?”**

The 5<sup>th</sup> research question of the study is whether there is a relationship between EFL teachers' attitudes towards PD and their level of autonomy. The findings relating to the data gathered for this purpose are listed here. Table 4.9. shows the results of a regression analysis aimed at determining the degree to which participation in the PD activities undermines the teaching autonomy of teachers.

Table 4.19. The relationship between the PD attitude and teacher autonomy

Variables	B	Std. Error	B	T	P	R	R Square
	1.727	.203	-	8.502	.000	-	-
Professional Development	.686	.066	.537	10.375	.000	.537	.288

It is observed that the teachers' attitudes to the PD variable have a statistically significant and positive effect on the teacher professionalism variable ( $\beta=0,537$ , Sig.<0,05). The participants' attitudes to PD have a significant impact on TA. When

examining the data, 29% of participants attribute their autonomy entirely to a positive attitude toward PD. The increase in the autonomy level of the teachers in the sample also causes an increase in the level of professionalism.

The finding is in line with the study of Pearson and Moomaw (2005). They showed that teacher empowerment and professionalism developed in parallel with an increase in general TA. TA is a frequent factor that shows up in analyses of teacher motivation, job satisfaction, burnout, empowerment, and professionalism (Brunetti, 2001; Kim and Loadman, 1994; Ulriksen, 1996). According to Ingersoll and Alsalam (1997), TA has been associated with professionalism and commitment, while Khmelkov (2000) notes that autonomy plays a significant role in new teachers' use of professional practices. Furthermore, Öztürk Dursun (2024) shows that there is a significant relationship between the autonomy of the teachers and the teachers' PD activities. This means that the higher level of autonomy the teachers have, the more teachers will participate in PD activities. She also states that the relationship between TA and the teaching process, curriculum, PD, and professional communication dimensions is high and positive.

According to Arnoud T. Evers (2023), the analysis of a sample of 580 primary, secondary, and vocational teachers in a three-wave longitudinal design revealed that TA affected their PD. The study also revealed that teachers' autonomous behavior and, as a result, their PD were influenced by the structural school component that gave them authority. Collaborating with the teachers about education could improve trust as a motivating factor. These results highlight the critical role that school leaders play in creating a positive work environment.

Magnus Frostenson (2015) proposes three dimensions of autonomy: an individual dimension that is the autonomy of a teacher; a faculty or staff dimension that focuses on the autonomy of an educational institution, including the principal and the entire teaching staff; and a professional dimension that views autonomy as an important feature of the teachers as a group of experts. As a result, he recognizes the schools as complicated social structures where the autonomy of one person or group influences the autonomy of others.

Xu (2015) conducted a 3-year case study of four new EFL teachers in China to examine the impact of product-based and problem-based collaboration on the development of their TA and the effects of autonomy and collaboration on their PD.

The results of this study have examined the features of various forms of collaboration that have varying effects on teacher PD, and also validated the beneficial effects of autonomy on teacher development.

The results of the study by Çevik (2024) show that English language teachers have a strong, positive attitude toward PD that is defined by their autonomy, collaboration, reflective practice, and willingness to learn new concepts. Regarding autonomy, these results imply that EFL teachers are dedicated to PD in order to satisfy the new demands of students and the changing nature of education so the English language teaching field must cultivate a culture of continuous PD which can be achieved through the proactive and collaborative approach. Yaşar (2019) finds that English language teachers have positive opinions about being in charge of PD. The majority of the teachers think that they should be autonomous in their own PD.

Brown (2007) highlights the role of PD in empowering teachers. He argues that when teachers have positive attitudes toward their own growth and professional learning, they are more likely to take ownership of their teaching practices, which can enhance their autonomy in the classroom. He also emphasizes that teachers must be adaptable and willing to change their practices based on new information and experiences. Positive attitudes toward PD facilitate this adaptability, enabling teachers to implement changes that enhance their autonomy.

## 5. CONCLUSION AND RECOMMENDATIONS

In this chapter the summary of the research with related to the research questions is presented. Additionally, recommendations and implications are provided.

### 5.1. Conclusion

In recent years, there has been a demand for qualifications in the field of education. Many education reforms are undertaken on the variables that affect education to ensure this qualification. However, the idea that the quality of education cannot be achieved by excluding the teachers from the process has led these reforms to the teachers' PD. Therefore, teachers PD is very important in improving the quality of the education. However, many individual and organizational variables affect teachers' PD. Hence, this study aimed to examine the relationship between EFL teachers' attitudes towards PD and their autonomy level. It also aimed to examine the differences between these variables according to certain demographic characteristics of teachers (educational level, seniority, school type, and so on.). In accordance with this aim, the quantitative data acquired from EFL teachers working during the academic year 2023/2024 in the Turkish context was gathered by using descriptive statistics of SPSS. Data were collected through the Teacher Autonomy Scale by Çolak (2016) and the Professional Development Activities Scale by Eroğlu (2018). The findings of the study were summarized with related research questions:

The first research question of the study aimed to reveal the attitudes of EFL teachers towards PD. The mean value of the items in the scale was presented to reveal their overall perceptions. The total mean value for all participants on the scale is 3, 03 which is close to 'usually'. The level of participation of the teachers in PD activities has shown that the teachers do not have very high levels of involvement in PD. In addition, the lowest level of participation belongs to the reflection and collaboration activities while the highest level of participation belongs to the update and sharing activities. As a result, the level of participation of the teachers in PD is not at the desired level, although it is partially high. As the PD activities need to provide more qualified opportunities for EFL teachers, it turns out that there are both quantitative and qualitative problems in the teacher PD.

The second research question of the study aimed to present the differences in PD perceptions of the teachers with regard to institution type, school type, educational

level, seniority, the department where they graduated, the participation in PD activities in the last two years. The findings show that their attitudes towards PD do not change in relation to their seniority, the institution type, their educational level, the school type, their educational level, the department where they graduated, their participation in PD activities in the last two years. This may be due to the fact that the teachers are offered similar PD experiences by the organizations that prepare the PD activities for them. However, the teachers' PD needs vary according to the different stages of their careers, their institution/school type, the students they teach, or their previous experience with their development. Thus, the resulting similarity is a product of PD policies which are not adopted in relation to the teachers' demands or expectations.

The third research question aimed to reveal the level of EFL teachers' autonomy. The total mean value for all participants on the scale is 3, 80 which is close to 'often'. The level of their general autonomy is above the middle. Moreover, they have the highest level of teaching autonomy and it is followed by professional communication autonomy and curriculum autonomy. The participants have the least level of PD autonomy. TA has recently become essential. Because, the teaching profession includes planning, implementing, and evaluating educational activities. The teachers must have the freedom to make decisions during these procedures, including selecting resources and planning lessons based on the learners' interests and needs. Benson (2012) asserts that EFL teachers are more likely to foster autonomy than teachers from other fields because they must implement language learning activities in classrooms with students who have various needs, interests, levels, and goals. Consequently, a wide range of student profiles compels English language teachers to act independently since they must offer opportunities to meet the different needs of the students and enhance their language learning skills. So that they can facilitate language learning at various levels. To be an autonomous teacher, however, requires a variety of skills, including understanding the students' needs, taking responsibility for their decisions, and critically analyzing their performance (Cotteral, 1999).

The fourth research question of the study aimed to present the differences in TA with regard to institution type, school type, educational level, seniority, the department where they graduated, the participation in PD activities in the last two years. The findings showed no statistically significant difference in TA according to seniority, institution and school type, educational level, and participation in PD activities in the

last two years. However, there is a striking finding about the effect of the variable “the department where they graduated” on TA. The EFL teachers who graduated from the English Language Teaching Department are more autonomous than the ones who graduated from other departments. Therefore, it can be said that graduation from different departments may have an effect on TA during the teaching process.

The fifth research question of the study aimed to present is the relationship between EFL teachers' attitudes towards PD and their level of autonomy. The teachers' attitudes towards PD have a significant effect on their autonomy level. Because PD may enhance the teachers' self-confidence, autonomy, critical thinking, and reflective teaching. It may also contribute to their professional identities since PD activities may update their technological, pedagogical, and content knowledge in the field. Thus, it may be said that the teachers who developed their self-confidence and autonomy thanks to their participation in PD activities can take the initiative to create an effective teaching environment that meets the needs of the learners rather than just following the curriculum.

## **5.2. Implications**

The findings of this study have shown certain consequences for EFL instructors. Recently educational policymakers have been interested in the concept of TA, and it has long been a hot topic in the field of applied linguistics for language learning and instruction (Lewis and Khalil, 2019). The attention to TA in educational policymaking and applied linguistics underscores its pivotal role in shaping effective language learning and instruction practices.

This study was conducted with EFL teachers in Samsun. The results showed a strong positive correlation between teacher professionalism and autonomy. According to the research, the teachers' levels of autonomy and attitudes toward PD affect their potential to participate in PD. The teachers' involvement in PD activities, attitudes towards PD, and levels of autonomy have been studied according to some demographic variables, and it has been found that the faculty where the teachers graduate have an impact on the level of their autonomy. These findings have been interpreted in relation to each other and to the results of other studies in the literature. The quantitative and qualitative inadequacy of the PD activities for the teachers is believed to lead to these consequences. Recommendations have been made for the practitioners and researchers, taking into account the results obtained in this context.

The study found that the teachers had some problems with PD. These problems are believed to be due to the inadequacy and lack of qualification of PD activities offered to the teachers. In fact, this result is expected and is often highlighted in literature. In this context, the PD activities offered to the teachers should be improved both quantitatively and qualitatively. They should be prepared to take into account some features such as topic-specific focus, active learning, collaborative practices, and compliance with programs and standards, which are characteristic of effective PD. However, the experts, teachers and administrators should be involved in the process of preparing and developing such programs or practices. This will contribute to the effectiveness of PD. In addition, the knowledge and experience gained from the teachers who participate in the PD activities must be taken into account. However, the quantitative and qualitative improvement of the PD activities does not guarantee the participation of the teachers in PD. Therefore, the practices should be put in place to enable the teachers to develop positive attitudes. They should be attractive to the teachers. In the current system, participation in PD is regarded as an engaging job. As outlined in the Education Vision 2023, they should be practical rather than theoretical and should support the development of the teachers. The philosophy of lifelong learning should be adopted by all schools and teachers, and certified training should be organized at the national and international levels to encourage teachers to develop. The participation in peer-assessment activities should be encouraged, and opportunities for professional stakeholders to learn from their peers should be enhanced. The teachers who possess a strong sense of their professional identity should be recognized and supported since they are crucial for reliable performance evaluation and PD. Conversely, the teachers who lack this identity should be motivated and encouraged. Events and platforms that enable them to enhance their professional awareness and identify themselves better in the profession should be created to promote the teachers' professional identity.

Based on the findings, it can be concluded that even though the participants followed a set curriculum, used a single textbook, and took a centralized exam, they still had some degree of autonomy. This is really important since these prevent the instructors from exercising their autonomy. According to the constructivism proposed by MoNE in the reform of the educational program, the teachers should be able to adjust the learning environment according to the student's needs, aims, and levels.

However, it is contradictory that constructivism is proposed as reform and that teachers' autonomy is not supported. It seems impossible for such reforms to succeed without ensuring autonomy. It can be said that the teachers are willing to exercise autonomy. This must be justified by the arrangements to give the teachers autonomy. However, TA is not an area of unlimited freedom. The teachers have the competence and freedom to make decisions on school, teaching, and students. The autonomy of the teachers is the area of freedom recognized by the teachers in educational practices within the framework of the general objectives, universal codes of ethics, purposes of education, and scientific and pedagogical principles.

### **5.3. Recommendations**

As for the researchers, the results of the study show significant findings. Hence, recommendations can be made to researchers. Qualitative and mixed research could be conducted to identify the reasons why teachers participate less in collaboration and reflective activities. Because, teacher reflection has a crucial role in fostering TA, especially with regard to the methodological and pedagogical strategies used by instructors (Pinter, 2021; Teng, 2024). In addition, a study about the reason why teachers have a low level of PD autonomy could be conducted. Research can therefore be carried out on the factors that influence the teachers' attitudes towards PD as it affects autonomy. Because it is necessary to increase the degree of autonomy of teachers at every stage of education.

The study revealed that the relationship between the PD attitude and TA is positive. This positive relationship between TA and teacher PD can be obtained with clearer results using qualitative research. The relationship with different variables can also be studied.

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## CURRICULUM VITAE

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**Marital Status:** Married

### **Educational Background:**

- **2022-2024:** 19 Mayıs University  
Foreign Language Education/English Language Teaching
- **2010-2011:** 9 Eylül University  
Pedagogical Formation
- **2006-2010:** Hacettepe University  
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### **Teaching Experience:**

<b>Year</b>	<b>Institution</b>
2010-2011	İzmir Buca TAD
2011-2012	Samsun American Culture Association
2012-2013	Şavşat ÇPL
2013-2016	Van Kepir Secondary School
2016-2019	Sinop Dikmen Secondary School
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### **Scientific Activities**

Atambay E, Bülbül F, The Critical Discourse Analysis of “Ulusa Sesleniş” by The Prime Minister Recep Tayyip Erdoğan, **Hacettepe Üniversitesi 3. Öğrenci Kurultayı**, 17 Nisan 2009, Ankara Türkiye

Atambay E, Bülbül F, The Critical Stylistics Analysis of “Küçük Kara Balık” by Sabattin Ali, **Hacettepe Üniversitesi 4. Öğrenci Kurultayı**, 14-15 Nisan 2010, Ankara Türkiye

### **Seminars and Courses**

1. **Kişisel Gelişim Seminerleri-6**
  - Date: 6-7 April 2009
  - Location: Hacettepe Üniversitesi, Ankara, Türkiye
2. **4. İnsan Kaynakları ve Kişisel Gelişim Kongresi**
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3. **Diletişim**
  - Date: 2 May 2009
  - Location: AEGEE-Ankara, Türkiye
4. **16. Central European Summer School in Generative Grammar and The COST A33 Training School**

- Date: 27 July - 7 August 2009
- Location: Poznan, Poland
- 5. **Neuro Linguistic Programming (NLP) ye Giriş Semineri**
  - Date: 18-26 June 2022
- 6. **Aktif Öğrenme Yöntem ve Teknikleri Semineri**
  - Date: 6-20 November 2022
- 7. **Taslak Ders Kitabı İnceleme ve Değerlendirme Semineri**
  - Date: 8-16 September 2022
- 8. **Uzman Öğretmenlik Eğitim Programı Semineri**
  - Date: 18 July - 5 September 2022
- 9. **İngilizce Öğretmenleri Mesleki Öğrenme Toplulukları (PLC) Eğitici Eğitimi Kursu**
  - Date: 31 August - 4 September 2021
- 10. **Öğretmenleri için Etkili Stres Yönetimi Semineri**
  - Date: 25-27 December 2020
- 11. **Farklı Yeteneklerdeki Öğrencilere Yönelik Etkili İngilizce Öğretimi için Uygulanacak Yöntem ve Teknikler Semineri**
  - Date: 21-23 December 2020
- 12. **İngilizce Öğretiminde Proje Tabanlı Öğrenme Semineri**
  - Date: 19 November 2020
- 13. **Çevrim İçi İngilizce Öğretimine Giriş Semineri**
  - Date: 14-16 December 2020
- 14. **İngilizce Öğretiminde Aktif Öğrenme Semineri**
  - Multiple instances in September 2020 and September 2020
- 15. **İngilizce Öğretiminde Sınıf Yönetimi Semineri**
  - Multiple instances in September 2020 and September 2020
- 16. **İngilizce Öğretmenleri için Dijital Okuryazarlık Semineri 1 & 2**
  - Date: 18-20 December 2020
- 17. **İngilizce Konuşma Becerisinin Çevrim içi Ölçme-Değerlendirmesi için Uygulanacak Yöntem ve Teknikler Semineri**
  - Date: 18-20 December 2020
- 18. **Diller için Avrupa Ortak Başvuru Metni Eğitici Eğitimi Kursu**

Date: 22-28 October 2022
- 19. **A Global Virtual Exchange Program(TCAB)**

Date: 2023- May 2024

### **Publications**

ENGLISH LANGUAGE TEACHERS' PREFERENCES on LANGUAGE TEACHING METHODS Lisansüstü Öğretmen Çalışmaları Kongresi, Balıkesir, Türkiye, 25 - 27 May 2023.

## **APPENDICES**

**Appendix 1:** Teacher Autonomy Scale

**Appendix 2:** Professional Development Activities Scale

**Appendix 3:** Scale Permissions

**Appendix 4:** Administrative Academic Permission of the Study in Public School



## BÖLÜM 1

Bu araştırma, öğretmenlerin özerklik seviyelerini ve mesleki gelişim algılarını saptamak amacıyla planlanmıştır. Araştırmacının ihtiyaç duyduğu verileri toplamak üzere tasarlanan bu ölçek üç bölümden oluşmaktadır. Birinci bölümde kişisel bilgiler, ikinci bölümde öğretmen özerkliği ile ilgili maddeler, üçüncü bölümde ise mesleki gelişim ile ilgili maddeler yer almaktadır. Sizlerin her bir bölümü başındaki açıklamaya göre doldurmanız beklenmektedir. Ölçek maddelerini yanıtlarken göstereceğiniz samimiyet, var olan durumun olduğu gibi ortaya konulması bakımından önemlidir. Vereceğiniz yanıtlar sadece araştırma-geliştirme amacıyla kullanılacak ve kesinlikle sizden izinsiz herhangi bir kişi veya kurumla paylaşılmayacaktır.

Fatma ÖZCAN

19 Mayıs Üniversitesi Eğitim Bilimleri Enstitüsü

Yüksek Lisans Öğrencisi

### Kişisel Bilgiler

1. Cinsiyet: ( ) Erkek ( ) Kadın
2. Mesleki Kıdem: ( ) 1-5 yıl ( ) 6-10 yıl ( ) 11-15 yıl ( ) 16-20 yıl ( ) 21 yıl üzeri
3. Çalıştığınız Kurum Türü: ( ) Resmi ( ) Özel
4. Çalıştığınız Öğretim Kademesi: ( ) İlkokul ( ) Ortaokul ( ) Lise
5. Eğitim Durumunuz: ( ) Lisans ( ) Lisansüstü ( ) Doktora
6. Mezun Olduğunuz Fakülte: ( ) Eğitim Fakültesi ( ) Diğer
7. Son İki Yılda Alanla İlgili Hizmetiçi Eğitime Katıldınız mı? ( )Evet ( ) Hayır

## Appendix 1 Teacher Autonomy Scale

### BÖLÜM 2. ÖĞRETMEN ÖZERKLİĞİ ÖLÇEĞİ

Lütfen, aşağıdaki davranışların ne sıklıkla sergilendiğini karşılarındaki ölçekte size uygun gelen seçeneğe çarpı (X) işareti koyarak belirtiniz.

1. Hiçbir zaman
2. Nadiren
3. Bazen
4. Sık sık
5. Her zaman

Çalıştığım okulda,

	1	2	3	4	5	
1 Derslerde hangi etkinliklere, ne kadar zaman ayımağıma kendim karar veririm.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
2 Öğretim programını (konusu, içerik, kazanım vb. bakımından) öğrencilerin ihtiyaçlarına göre yeniden düzenlerim.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
3 Derslerde kullanacağım öğretim yöntem ve tekniklerini kendim seçerim.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3
4 Derslerimde kullanacağım ölçme ve değerlendirme yöntemlerine kendim karar veririm.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4
5 Ders planlarken, öğrenci gereksinimlerine göre konu seçimini kendim yaparım.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5
6 Öğrenci gereksinimlerine göre öğretim programına eklemeler yaparım.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6
7 Öğrenci gereksinimlerine göre öğretim programında eksiltmeler yaparım.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7
8 Ders kitabına ek olarak farklı kaynaklar kullanırım.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8
9 Öğretim programında yer almayan güncel konulara derslerimde yer veririm.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9
10 Öğrencilere istediğim konularda ödev veririm.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10
11 Öğrencileri nasıl ödüllendireceğime kendim karar veririm.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	11
12 Katalacağım hizmet içi eğitimler için uygun zamanı kendim belirlerim.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	12
13 Katalacağım hizmet içi eğitimlerde hangi konuların benim için uygun olacağına kendim karar veririm.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	13
14 Alanım ile ilgili istediğim bilimsel toplantılara katılırım.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	14
15 Öğretmenler kurulunda düşüncelerimi özgürce ifade ederim.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15
16 Meslektaşlarımla ile olan iletişime okul yönetimi karışmaz.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	16
17 Veliler ile olan iletişime okul yönetimi karışmaz.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	17

## Appendix 2 Professional Development Activities Scale

<b>BÖLÜM 3. MESLEKİ GELİŞİM ETKİNLİKLERİ ÖLÇEĞİ</b>				
Lütfen, aşağıdaki davranışların ne sıklıkla sergilendiğini karşılardaki ölçekte size uygun gelen seçeneğe çarpı (X) işareti koyarak belirtiniz.				
	Hiçbir zaman	Nadiren	Genellikle	Her zaman
Ulaşabildiğim güncel eserleri/kaynakları okurum (öğretimle ilgili eserler üzerine broşürlerden, yayınevlerinin web sitelerinden veya sergi ziyaretlerinden vb).				
Eğitimdeki gelişmeleri ve yenilikleri takip ederim/okurum (internet, tv, gazete vb. yoluyla).				
Mesleğimle ilgili dergileri takip ederim/okurum.				
Bilimsel alan yazını (literatürü) takip ederim/okurum.				
Branşımınla ilgili kaynakları çalışırım/okurum(klavuz kitapları, ders kitapları, alıştırma kitapları vb).				
Alanımınla ilgili internet/dijital kaynaklarını (eğitim ve öğretmen siteleri, facebook/twitter grupları, wiki, blog, forumlar vb.) takip ederim.				
Eğitim fırsatları/imkanları hakkında bilgi edinirim(broşürlerden, kurumların web sitelerinden vs).				
Okuldaki eğitim-öğretim toplantılarına/etkinliklerine katılırım.				
Sınıfta öğrencilerime birebir rehberlik/koçluk yaparım.				
Okul dışındaki mesleki gelişim etkinliklerine (kurslar, çalıştaylar, eğitimler) katılırım.				
Alanımınla ilgili konferanslara ve toplantılara katılırım.				
Derslerimin verimliliğine ilişkin kendimi değerlendiririm.				
Öğretim becerimi geliştirmek için derslerimin video kayıtlarını incelerim.				
Öğretim becerimi geliştirmek için, öğrencilerle derslerimle ilgili deneyimleri/izlenimleri hakkında konuşurum				
Meslektaşlarımdan bir şeyler öğrenmek için derslerini ziyaret ederim/izlerim.				
Öğretmenliğimle ilgili dönüt vermeleri için meslektaşlarımdan bazı derslerimi izlemelerini isterim.				
Bir şeyler öğrenmek için başkalarıyla öğretmenliğimle ilgili olayları/konuları tartışırım.				
Meslektaşlarımdan bir şeyler öğrenmek için akran görüş toplantılarına(örneğin zümre top.) katılırım.				
Öğretim sürecinde karşılaştığım problemi çözmeden önce, iyice anlamaya/analiz etmeye çalışırım.				
Öğretim performansımı değerlendirmek için öğrencilerimin ürünlerini (öğrenme çıktıları, ödevler, notlar vb.) incelerim.				
Dersim hakkında dönüt almak için öğrencilerimden anket vs doldurmalarını isterim/rica ederim.				
Öğretim sürecinde karşılaştığım sorunların çözümünde alan yazını(literatüre) başvururum.				
Öğretim etkinliklerini düzenlemek için gerektiğinde öğrenci performans verilerini kullanırım.				
Öğretim sürecimde bir sorun ortaya çıkınca, muhtemel nedenler ve çözümler üzerine araştırma yaparım(eylem araştırması).				
Meslektaşlarımla öğretim sorunları üzerine konuşurum.				

Meslektaşlarıma öğretim sorunlarıyla ilgili destek olurum.				
Meslektaşlarımla güncel öğretim/egitim fikirlerimi paylaşıyorum.				
Meslektaşlarımla (bireysel) öğrenme deneyimlerimi paylaşıyorum.				
Meslektaşlarımla dersimdeki sorunlarla baş etme stratejilerimi konuşurum				
Meslektaşlarımla bana göre eğitimde nelerin önemli olduğunu konuşurum/tartışıyorum.				
Meslektaşlarımla bilimsel eğitim kuramlarını tartışırım(örneğin yapılandırmacılık).				
Meslektaşlarımla okulumda sunulan eğitimdeki yenilikleri/gelişmeleri tartışırım.				
Derslerimde meslektaşlarımla öğretim materyallerini/dokümanlarını kullanırım.				
Meslektaşlarımla öğretim materyalleri(dijital ve diğer) geliştiririm.				
Meslektaşlarımla birlikte test ve sınav materyalleri geliştiririm.				
Meslektaşlarımla birlikte öğrenci performans verilerini incelerim.				
Meslektaşlarımla birlikte ders (planı) hazırlarım.				
Meslektaşlarımla birlikte yeni/farklı öğretim yöntemlerini denerim.				

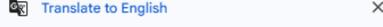


## Appendix 3 Scale Permissions

**F** Fatma bülbül - [redacted] 31 Jul 2023, 21:35 ☆ 😊 ↶ ⋮  
to ibrhmcolak, yaltinkurt ▾  
İyi Günler,  
Ben OMÜ Yüksek Lisans öğrencisi Fatma Özcan. Tezim için Öğretmen Özerkliği Ölçeğine ihtiyacım var ve sizin makalenize ulaştım. Yüksek lisans tez önerisi belirleme aşamasındayım anketiniz benim çalışmama uygun olup olmadığını incelemek için anketinizi gönderir misiniz? Eğer uygunsa referans göstererek kullanabilir miyim?

İyi Çalışmalar.

**Ibrahim Colak** [redacted] 1 Aug 2023, 08:11 ☆ 😊 ↶ ⋮  
to me, Yahya ▾

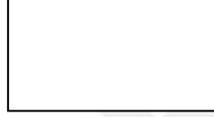
 Translate to English X

Sayın Özcan,  
Taraflımızdan geliştirilen "Öğretmen Özerkliği Ölçeği"ni araştırmanızda veri toplama aracı olarak kullanabilirsiniz. Ölçek formu ektedir. Ölçeğin geçerlik ve güvenilirlik bilgilerine ilgili makaleden ulaşabilirsiniz.  
Başarılar dileriz.

Not: Ölçek için verilen izin, kullanım iznidir. Bu izin, Ölçek üzerinde yapısal bir müdahaleyi kapsamamaktadır.

Çolak, İ. ve Altinkurt, Y. (2017). Okul iklimi ile öğretmenlerin özerklik davranışları arasındaki ilişki. *Kuram ve Uygulamada Eğitim Yönetimi*, 23(1), 33-71. doi: 10.14527/kuey.2017.002

Dr. Öğr. Üyesi İbrahim ÇOLAK

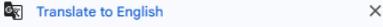


**F** Fatma bülbül - [redacted] Wed, 2 Aug 2023, 12:19 ☆ 😊 ↶ ⋮  
to ramazan.ozbek, mehmetoglu ▾  
İyi Günler,

Ben OMÜ Yüksek Lisans öğrencisi Fatma Özcan. Tezim için mesleki gelişim etkinlikleri ölçeğine ihtiyacım var ve sizin makalenize ulaştım. Yüksek lisans tez önerisi belirleme aşamasındayım anketinizi referans göstererek kullanabilir miyim?

İyi Çalışmalar

**M** Mehmet EROĞLU - [redacted] Mon, 7 Aug 2023, 09:30 ☆ 😊 ↶ ⋮  
to me ▾

 Translate to English X

merhaba hocam tabiki kullanabilirsiniz çalışmanızda başarılar dilerim.

Fatma bülbül [redacted] 2 Ağu 2023 Çar, 12:19 tarihinde şunu yazdı:

\*\*\*

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Mehmet Eroğlu  
Research Assistant



## Appendix 4 Administrative Academic Permission of the Study in Public School

Ay FM: 2

T.C.  
MİLLÎ EĞİTİM BAKANLIĞI  
Eğitimi Araştırma ve Geliştirme Dairesi Başkanlığı  
ARAŞTIRMA DEĞERLENDİRME FORMU

ARAŞTIRMA SAHİBİNİN	
Adı Soyadı	Yüksek Lisans Öğrencisi Fatma ÖZCAN
Kurumu / Üniversitesi	Ondokuz Mayıs Üniversitesi Yabancı Diller Eğitimi Ana Bilim Dalı İngiliz Dili Eğitimi Bilim Dalı
Araştırma Yapılacak İl/İlçe	Samsun /
Araştırma Yapılacak Eğitim Kurumu ve Kademesi	Özel ve resmi ilkokul, Ortaokul ve Lise kurumlarında görev yapan İngilizce öğretmenlerine yönelik
Araştırma Konusu	İngilizce Öğretmenlerinin Mesleki Gelişim ve Öğretmen Özerkliği Algılarının Araştırılması
Üniversite / Kurum Onayı	Samsun İl Millî Eğitim Müdürlüğü
Araştırma/Proje/Ödev/Tez Önerisi	Tez Önerisi
Veri Toplama Araçları	Anket
Görüş İstenilecek Birim/Birimler	İl Millî Eğitim Müdürlüğü
KOMİSYON GÖRÜŞÜ	
Araştırma Sonuçlarının İl Millî Eğitim Müdürlüğü AR-GE birimiyle paylaşılması şartıyla uygun görülmüştür.	
Komisyon Kararı	Oybirliği ile alınmıştır.
Muhalif üyenin Adı ve Soyadı:	Gereğesi;
KOMİSYON	
.../.../2023	
Komisyon Başkanı	
Kemal ARSLAN İl Millî Eğitim Müdür Yardımcısı	Öye Emine KANDIN İl Millî Eğitim Müdürlüğü Bilişim Teknolojileri Öğretmeni
	Öye Murat PEHLEVAN İl Millî Eğitim Müdürlüğü Özel Eğitim Öğretmeni