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Instructors' views, experiences
and expectations of continuing
professional development activities
in Turkish schools of foreign
language contexts, adopting
European Commission frameworks

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ABSTRACT

Continuing professional development (CPD) for teachers has gained attention in the field of education, specifically in English language teaching (ELT). It is therefore essential to have a carefully planned and defined policy or set of strategies that will serve as the backbone for CPD programmes to meet the recognised standards. In the literature it is highlighted that teachers should continue to learn throughout their professional carriers to enrich their pedagogical knowledge and to improve their teaching practices (Bransford, Darling-Hammond & LePage 2005; Cumming, 2011; Turner-Bisset, 2001 Korkmazgil 2005). For that purpose, CPD requires significant investments to provide resources such as time, delivery, participation and funding.

Literature on CPD also highlights many discussions with regard to teachers' gaining new knowledge and skills to become more competent and improve professionally (Mosby, Inc., 2009). When teacher professionalism is concerned in Turkey, where English is taught as a foreign language, it is seen that there are no studies concerning CPD of English as foreign language (EFL) teachers' by adapting European frameworks. In response to this gap in the literature, this multi-method design study seeks to provide an analysis of EFL teachers' and school leaders' views, perceptions and expectations about CPD in Ankara and Istanbul in Turkey.

Therefore, the main aim of this study is to seek the perceptions of the participants regarding their current CPD policies and practices to enhance the quality and success of ELT and to understand the extent to which they value and implement the European frameworks; TD-FRAM and EPG. In order to understand the CPD phenomenon from the perspectives of participants, this study also explores their general views and perceptions about CPD by exploring some background factors on the personal and organizational levels, the reasons why they take part in CPD, their CPD practices, acquisition and use of new knowledge and skills and the outcomes gained as a result of CPD.

In the study, data were collected using both quantitative and qualitative methods to observe and investigate the situation by administering a questionnaire to EFL instructors (n=282) in Ankara, and conducting a series of one-to-one (five school leaders and five CPD coordinators) and focus group interviews (eight focus-group interviews with 44 EFL instructors) with the participants in Ankara and Istanbul at public and private universities in Turkey.

The findings suggested that the EFL instructors were concerned about their heavy workloads and the intense pacing of lessons at universities' School of Foreign Languages (SFL). It was found out that, the most important criticisms were made about their organizations' CPD policies, objectives, planning, reflection and analysis processes. Furthermore, considering individual differences, there was a significant

difference with respect to gender and kind of the school (public- private) in the ways in which the instructors acquired new knowledge and skills and the reasons they participated in CPD programmes. Finally, the results of the study revealed that, except for the participants from one of the private universities in İstanbul, most of the instructors were unfortunately unaware of the European frameworks.

On the whole, this study suggests that CPD practices need to be tailored around based on EFL teachers' needs; there should be better-structured policies and EFL instructors need to be encouraged further to take part in international organizations by providing financial assistance from their organizations in Turkey.

TIIVISTELMÄ

Opettajien näkemyksiä, kokemuksia ja odotuksia jatkuvan ammatillisen kehityksen toiminnoista turkkilaisissa kouluissa kielenopetuksen Euroopan komission kontekstissa

Opettajien jatkuva ammatillinen kehitys (CDP) on saanut huomiota kasvatuksen alueella, erityisesti englannin kielen opetuksessa (ELT). Näin ollen on oleellista, että on huolellisesti suunniteltu ja määritelty politiikka tai joukko strategioita, jotka palvelevat taustatukena ohjelmille saavuttaakseen tunnistetut standardit kaikille opettajille, koulun johtajille ja politiikan tekijöille kuin myös oppijoille. Kirjallisuudessa painotetaan, että (Korkmazgil, 201, p.1) "opettajien jatkuvaa oppimista koko uran ajan rikastuttaakseen pedagogisia tietojaan ja hyödyntääkseen tietojaan opetuskäytäntöjen kehittämiseen". Tämän toteuttamiseksi jatkuva ammatillinen kehitys edellyttää merkittäviä sijoituksia sellaisiin resursseihin kuin aika, tarjonta, mahdollisuudet osallistua koulutukseen ja taloudellinen tuki.

Jatkuvaa ammatillista kehitystä käsittelevä kirjallisuus tuo esille monia keskusteluja opettajien uusien tietojen ja taitojen hankkimisesta tullakseen pätevämmäksi ja kehittyäkseen ammatillisesti (Mosby, 2009). Mitä tulee Turkissa opettajien professionalismiin englannin opetuksessa, on havaittavissa, ettei ole eurooppalaisesta viitekehyksestä ammatillista kehitystä koskevia tutkimuksia. Tämä multi-method -tutkimus pyrkii analysoimaan englantia vieraava kielenä (EFL) opettavien opettajien ja koulunjohtajien näkemyksiä, havaintoja ja odotuksia jatkuvasta ammatillisesta kehityksestä Ankaran ja Istanbulin kaupungeissa.

Näin ollen tämän tutkimuksen päämäärä on kartoittaa englantia opettavien opettajien, koulunjohtajien ja ammatillisen kehityksen koordinaattorien havaintoja nykyisestä kehityspolitiikasta ja käytännöistä, sekä siitä missä määrin tutkittavat arvostavat ja soveltavat eurooppalaisia viitekehyksiä englannin kielen opetuksessa (EAQUALS, TD-FRAM) omissa organisaatioissaan.

Ymmärtääksemme ammatillista kehitystä ilmiönä tutkittavien perspektiivistä, tämä tutkimus tarkastelee yleisiä käsityksiä ja havaintoja jatkuvasta ammatillisesta kehityksestä keskittymällä henkilökohtaisiin ja organisaatiotason tekijöihin, motiiveihin osallistua ammatillista kehitystä edistäviin ohjelmiin, kehityskäytäntöihin, uusien tietojen ja taitojen hankintaan ja käyttöön sekä ammatillisen kehittämisen tuloksiin.

Tässä tutkimuksessa aineisto kerättiin sekä määrällisillä että laadullisilla menetelmillä. Kyselylomake toimitettiin englannin opettajille Ankarassa (n=282). Laadullinen aineisto kerättiin Ankarassa ja Istanbullissa henkilökohtaisilla haastatteluilla (5 koulunjohtajaa ja 5 ammatillisen kehityksen koordinaattoria) ja

kohderyhmähaastatteluin (8 ryhmähaastattelua 44:llä opettajalla). Tutkittavat edustivat valtion ja yksityisten yliopistojen englannin opettajia.

Tutkimuksen tulokset osoittivat, että opettajat olivat huollissaan työn kuormittavuudesta ja oppituntien intensiivisestä tahdista. Tärkeimmät kritiikin kohteet olivat organisaation amatillisen kehittämisen politiikat, tavoitteet, suunnittelukäytännöt sekä reflektio- ja analyysiprosessit. Sukupuoli ja yliopistotyyppi oli yhteydessä tietojen ja taitojen hankintaan sekä kehitysohjelmiin osallistumisen motiiveihin. Tulokset osoittivat, paitsi yhden yksityisen yliopiston osalta Istanbulista, että tutkimukseen osallistuneet eivät pääosin olleet tietoisia ammatillisen kehiityksen eurooppalaisista viitekehyksistä (EAQUALS' TD-FRAM).

Kaikenkaikkiaan jatkuvan ammatillisen kehityksen käytännöt tulee perustua opettajien tarpeisiin, politiikat tulee olla paremmin strukturoituja, opettajia tulee rohkaista osallistumaan kansainvälisiin organisaatioihin ja tapahtumiin tarjoamalla taloudelllista tukea.

Avainsanat: Jatkuva ammatillinen kehitys; englannnin kielen opetus; opettakoulutus; englannin kielen opettajat; koulunjohtajat; jatkuvan ammatillisen kehityksen modulit; opettajien kehitys; eurooppalaiset viitekehykset

To my beloved twins, *Alya* and *Lara*

ACKNOWLEDGEMENTS

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LIST OF ABBREVIATIONS

CELTA	Certificate in Teaching English to Speakers of Other Languages
CLT	Communicative Language Teaching
CPD	Continuing Professional Development
DELTA	Diploma in Teaching English to Speakers of Other Languages
EAQUALS	Evaluation and Accreditation of Quality in Language Services
EFL	English as a Foreign Language
ELP	European Language Portfolio
ELT	English Language Teaching
EPG	European Profiling Grid
ESL	English as a Second Language
HEC	Higher Education Council
NEA	National Education Association
NEU	National Education Union
SFL	School of Foreign Language
TD-FRAM	Teacher Training and Development Framework
TEFL	Teaching English as a Foreign Language
TESOL	Teaching English to Speakers of Other Languages
TNNA	Turkish National Needs Assessment

CHAPTER ONE
INTRODUCTION

1 Presentation

The first chapter consists of four parts. The first part presents the background and context of the study, and the following sections are the purpose, scope and the significance of the study. Finally, organization of the thesis is presented.

1.1 Background and context of the study

1.1.1 Background of the study

Turkey's Higher Education Council (HEC) has taken strict control over the curricula of English language teaching (ELT) programmes within various disciplines in order to achieve standardization across all universities in Turkey (Polat & Mahalingappa, 2013). Courses in teacher education, pedagogical practice, linguistics and second language acquisition theory start at the university level when teacher candidates are undertaking their undergraduate studies in the related ELT specialization areas. It is also required for English language teachers to be proficient at the Common European Framework of Reference for Languages (CEFR) C2 level in the foreign language they teach.

However, it should be appreciated that teacher learning does not end upon the completion of this initial teacher training, which is only meant to improve novice teachers. It is currently recognised that teachers who teach English as a foreign language (EFL), as in the Turkish context, should continually cultivate their expertise in both formal and informal settings over the course of their careers by engaging in, continuing professional development (CPD) activities (TALIS, 2009). An environment should be created in which Schools of Foreign Language (SFL) can implement different initiatives and resources to this end.

In the scope of this research, CPD is defined as an educational process where the practitioners of any profession maintain, broaden and improve their skills, knowledge, personal characteristics or professional lives. In the literature, professional development is described as a life-long process; Padwad and Dixit (2011, p. 10) define CPD as "a planned, continuous and lifelong process whereby teachers try to develop their personal and professional qualities, and improve their knowledge, skills and practice, leading to their empowerment, the improvement of their agency and the development of their organizations as well as their pupils." Considering CPD in the

university context, particularly in terms of language acquisition, institutions should view CDP as a requirement rather than an option in academic settings.

While professional English as a foreign language (EFL) teachers need to keep themselves updated in their own professional fields with a key interest in understanding, appreciating and overcoming their weaknesses in their various teaching and assessment approaches, they are also expected to enhance their knowledge and skills in teaching, learning new methodologies as well as attending in-house workshops or seminar training programmes focused on specific topics according to their needs.

The development of a person's learning experiences throughout his or her professional career, from the starting point until retirement (Fullan, 2001), constitutes his or her CPD practice. Lately, many professions, with the strategic adoption of certain key CPD policies, have helped their members develop their professional competences. In light of this, there is no doubt that the progressive achievement of CPD in ELT in Turkey is aligned with improvements worldwide. Accordingly, teachers' professional development is changing so rapidly all around the world, in particular in ELT, that the most recent changes may present models or types of experiences that are not implemented in some countries (Villegas-Reimers, 2003).

In this respect, curricular modifications or revisions must take place in Turkey. A descriptive scheme that outlines language proficiency and a set of shared references should be implemented in CPD policies as descriptor scales that might serve as key tools in CPD curriculum design. One important issue in CPD is that teachers have the capacity to equip themselves and gain the ability to respond as shapers of the educational process (Little, 1994). Following this argument, CPD is considered essential to the implementation of new reforms, projects or policies in Turkey.

The Evaluation and Accreditation of Quality in Language Services (EAQUALS) is an organization that creates policy sets such as the Teacher Training and Development Framework (TD-FRAM) and the European Profiling Grid (EPG); these frameworks within EAQUALS can, in some ways, serve as solutions to many questions related to CPD. The TD-FRAM, a professional framework for teacher training and development, was developed after the EPG and serves to complement it. Thus, the integration of a standard framework of references for language learning, teaching and assessment, such as the Common European Framework of Reference for Languages (CEFR) and TD-FRAM, is essential in ensuring a standard policy providing a teaching and learning framework for assessment in the form of a common reference point.

In particular, EAQUALS' TD-FRAM (2013) is intended to be applied by both "novice and more experienced teachers, managers, CPD coordinators, teacher trainers and other professionals in the field of language education when teaching-related competences are being assessed; it can also be used to meet the specific needs of groups of language teachers as well as individual teachers' development and training when they are setting their targets" (p. 4).

Thus, it is the general case in Turkey that the highest education institutions, universities, are not showing sufficient interest in the European Commission's standard frameworks in their teacher training programmes. Many of these higher education institutions are seen as having competence problems that they are either wilfully ignoring or do not recognise as side effects of not appreciating or following up on any of the European Commission's standard frameworks in their CPD programmes (British Council, 2015). However, a few of these higher education institutions have shown positive achievements with their implementation of these frameworks, and this implementation has enhanced their professionalism by providing a context for hands-on experience and collaboration for their teachers, who use these tools for self-assessment purposes in a realistic way (Bosson & Eken, 2017).

Despite showing some improvements with the establishment of units such as professional development units, and with the constant increase in the need for CPD in all fields across the globe, there is no doubt that there is still a need for higher achievement and better results through recognising and appreciating the European Commission's standards and rationale in CPD programmes in Turkey.

It is apparent that, the success of any CPD programme depends on educational policies designed to promote lifelong learning, competence assessment, performance evaluation and learner performance or skills evaluations. It should include the entire possible range of educational processes to meet identified learning needs through self-learning, self- reflection and evaluation as well as the acquisition of professional skills (Strake & Wade, 2005).

In order to address the growing interest in CPD for teachers and principals, there is a need to structure criteria or programmes in relation to the European frameworks to address questions about planning what is needed in educational leadership and management (Bush, 2007). Structured frameworks such as the CEFR, EAQUALS' TD-FRAM seek to find ways in which certain educational parameters can be used to delineate a course of educational leadership and management.

Along these same lines, in order to fulfil the aims of policies at organizations educational leadership is essential. Senge (1996, p.45) claims that leaders are those people who "walk ahead": people with a genuine commitment to fostering deep changes within themselves and in their organizations, and lead by continuously developing themselves through new understanding, capabilities, and skills. Educational organizations, therefore, should be open to policy developments that focus on the effective functioning of its management body. Institutions that aim to develop policies like these also work to create a collaborative setting rather than a competitive one (Burns, 2004). Structuring these types of policies creates an environment where people work cooperatively and relatively stress-free and enhances CPD within the organizations as well. To illustrate this, Burns (2004) states that educational institutions with positive school cultures appear to make much better efforts in providing innovative and attractive CPD programmes.

It is therefore essential to have a defined policy or set of strategies that will serve as a backbone for CPD programme design and implementation, with features that meet the recognised standards. Such policies or strategies are mostly referred to as "frameworks for CPD," (British Council, 2015) and they describe acceptable CPD activities within certain principles and aim for high-quality professional development with an emphasis on improving student learning and outcomes. As a result, it is important that all members maintain and continue to develop the knowledge and skills relevant to their roles in an organization and try to meet the rationale behind all of the CPD tools, namely, CEFR, EAQUALS' TD-FRAM, while supporting CPD and enhancing professionalism, providing common standards or criteria and viewing teachers' competences from a holistic perspective.

1.1.2 Context of the study

This study was conducted in public and private universities in Ankara and İstanbul in Turkey in the SFL departments of these institutions. Attending a SFL is the first step for English-medium university students in Turkey, and they function as a bridge between high school and the students' university departments (Soylu, 2013). The general mission of a SFL is to teach English to students and help them use their knowledge and skills in English in a confident way in their future education and work life. To this end, students take an intensive general English course for one-two years in order to begin their courses in their own departments.

In line with the purpose of these departments, all of the respondents in this study were EFL instructors currently working in SFL in Turkey. The participants in the quantitative part of the research consisted of a total of 282 instructors, of which 266 (80.1%) were female and 56 (19.9%) were male. These instructors possessed different profiles and backgrounds in terms of age, years of teaching experience in the field of this teaching specialization, gender and nationality, with most of the participants being Turkish.

In addition, in the qualitative part of the research, a total of 10 face-to-face, individual interviews with CPD coordinators and school leaders from different types of universities (private or public) were carried out to represent the entire sample. In the focus group interviews, six groups (each group consisting of four–seven participants) of instructors working at public universities and two groups from private universities were interviewed, making a total of eight groups of instructors that were interviewed about their perceptions, opinions, beliefs and attitudes towards CPD policies

1.2 Purpose and scope of the study

The purpose of the study is to explore participants' perceptions regarding CPD policies and programmes as a tool to enhance quality and success in ELT and to learn the extent to which they implement the European frameworks in their organizations in Turkey.

1.3 Significance of the study

The significance of this study is structured into two. First of all, it presents an elaboration on the need for CPD and its policy implementations by considering the defining features of CPD, its purpose and characteristics, current CPD models, their effectiveness and CPD planning and evaluation. The gap line in the literature is apparent when we consider the implementation of the European Commission framework standards, rationale and policies, none of which has been studied in Turkey before.

Furthermore, the study also seeks to make an important contribution to the already existing literature on CPD and will point out the gaps in the literature. The study will not only be significant in terms of evaluating the impact of the implementation and incorporation of standards into CPD programmes, based on the frameworks approved by the European Commission, but it will also provide important insights and implications for policy implementations in Turkey.

1.4. Organization of the thesis

This thesis comprises six chapters. The first chapter provides information about the thesis introduction and organization. The second chapter is a review of the CPD literature worldwide as well as in Turkey. The general scope of the literature review covers the definition of CPD, its purposes and characteristics, the current CPD models through an eclectic perspective (with a focus on their effectiveness and impact), and CPD planning and evaluation activities. In this section, the process of planning and evaluating CPD programmes is analysed with reference to structured frameworks for language teacher training and development, namely, the EAQUALS' TD-FRAM and EPG. The third chapter is method of research describes how the data were designed and collected. Chapter four focuses on data analysis and interpretation procedures. The fifth chapter contains results of data analysis. Chapter six is conclusion and discussion part. Finally, the study is assessed, and its applications for further research are discussed.

CHAPTER TWO
LITERATURE REVIEW

2 Introduction

The field of continuing professional development (CPD) has seen interest internationally although little has been written on the incorporation of standardised frameworks of CPD assessment in Turkey. This may be a result of having little recognised formal training and CPD in the teaching area. Nevertheless, the significance of teachers developing themselves professionally and adding to their theoretical knowledge, practice, and technological skills cannot be overlooked as these are essential to effective teaching and enhanced student outcomes (Hunzicker, 2011; Rhodes & Beneicker, 2002).

The logic behind why CPD is crucial in the teaching profession is associated with all fields within education and the educational sciences. It can be characterised as "professional development engages teachers in collaborative critical thinking about their practices and actively changing their behaviors" (Cantrell & Hughes, 2008, p.102).

The importance of continuity has been underlined very frequently in studies on teacher professional development (Easterbrooks, 2008; Jovanova-Mitkovska, 2010; Orland-Barak, 2010; Sawyer, 2015), which point to the need for ongoing, systematic and collaborative professional development approaches (Hunzicker, 2011; Jovanova-Mitkovska, 2010; Lowenhaupt, McKinney, & Reeves, 2014). The literature reveals various approaches to employing CPD, such as school-based development (O'Gorman & Drudy, 2011), personal professional development (Jovanova-Mitkovska, 2010), teaching the teacher and coaching, which is defined as an experienced teacher endeavouring to transfer his or her knowledge and skills to a less experienced teacher (Barkley, 2010; Costa & Garmston, 2002).

Although there is some controversy about teacher education, many studies affirm that knowledge acquired through initial teacher education does not provide teachers with up-to-date skills or guarantee that reflection will occur, which they can utilise throughout their entire careers (Mewborn, 1999).

To illustrate, according to Korkmazgil (2015), there is an assumption that language teachers can gain content knowledge and learn teaching practices in their initial teacher education programmes and then go on to develop pedagogical expertise during the induction years of teaching. Teacher learning within this approach can be considered skill-learning with grounding in the positivistic paradigm. Thus, CPD is regarded as key to educational reform and as a way to develop coherent, holistic

and system-wide programmes for teachers, which can be maintained as a lifelong process that starts from initial teacher education and ends on the day of retirement (European Commission, 2010).

Many professions today have adopted strategies for helping organization members to develop their professional competence, one of which is adopting relevant CPD policies (Fraser, Kennedy, Reid, Mckinney, 2007). This chapter seeks to introduce a review of the present-day literature on CPD worldwide in an effort to compile findings and insights from various studies to improve the efficiency of teaching English in Turkey. Its scope will therefore cover CPD's definition, purpose, characteristics and current CPD models through an eclectic perspective, with a focus on their effectiveness and impact, CPD planning and evaluation activities and finally, the CPD studies around the world and in the Turkish context specifically.

In this respect, the current study has five main parts, organised around the research questions discussed in Chapter 1. In the first part, the concept of CPD is introduced, and the definition, purpose and characteristics of CPD in education are identified. In the second part, current CPD models are examined through an eclectic perspective, with a focus on their effectiveness. In the third part, the process of planning and evaluating CPD programmes is analysed, with reference to some recent structured frameworks for language teacher training and development, namely, the EAQUALS' TD-FRAM and the EPG. The next part focuses on the CPD studies that have contributed to the field in the world and in Turkey, with an emphasis on the professional development activities in various professional fields as well as in the specific context of English language teaching (ELT).

In the final part, based on what has been reviewed in this chapter with respect to current trends and studies in CPD and what is under-explored or yet to be explored in the field, the purposes and significance of the proposed research in this study are presented and justified in relation to the contribution it will make to the current literature, especially in the specific context of Turkey.

2.1 The definition, benefits and characteristics of CPD

Teaching English to Speakers of Other Languages (TESOL) has gone through many changes in recent years, and English teaching is often characterised by a strong need and desire for CPD (Korkmazgil, 2015). These changes in foreign language teaching in the educational paradigms with its evolving new trends have resulted in creating a considerable change about the understanding of how teachers update their teaching in ELT (Celce-Murcia, 2001). Therefore, it is essential for EFL teachers to keep up with the rapid changes and improve their teaching methods in the field of language teaching (Richards & Farrell, 2005) that affect the teaching and learning process. To illustrate, Canaran and Bayram (2018) highlighted that,

teachers need to be provided more professional development activities supported with a collaborative school culture that need to be to give emphasis on teacher-led professional development.

This entire in mind, it can be suggested that literature on teachers' CPD has shown growing interest which have enormous contributions to update one's professional competence, broaden both practical and academic knowledge, establish effective collaboration bounds between the colleagues (Borg, 2015). What might be inferred from professional development is that CPD refers to the improvement of one's skills on his or her professional area ensuring to raise the capacity through practice, training, technology, organizational support and school culture with the sole aim of improving the quality of learning and teaching process (Alsop, 2008). This need is met not only by the worldwide tradition of inclusive in-service training and workshops that place teachers under supervision to gain experience but also by the on-going learning process that seeks to train teachers to meet students' needs (Korkmazgil, 2005). It is therefore clear that the high impact on the performance of educational systems is observed as a product of having a well-trained, up-to-date, professional and responsive teaching force that considers educational and societal expectations and agendas.

Accordingly, in this study, CPD is defined as an on-going learning process in which teachers voluntarily engage in acquiring essential skills and identifying how they can best meet students' needs through their teaching methodologies. Therefore, CPD is regarded as a compulsory code of practice by many professionals in almost every field across the globe. Eurydice (2013) reveals that CPD is compulsory for teachers in almost half of the countries in the European Union and many states in the United States. This need for CPD across various fields poses a challenge to all professionals to improve their knowledge and skills in an effort to meet the changing expectations and demands of their fields.

In line with the changes in today's educational systems all over the world, the high increase in the standards of education has led educational institutions to put more emphasis on ensuring their teachers have the needed skills (Stevens, 2007). As a result, this has motivated many professionals in the teaching field to try out new options to reveal their potential and stay up-to-date through CPD. Since CPD is a long-term process, CPD-related requirements or standards vary across countries. The amount of CPD required in England, for instance, is reported to be over 30 hours per year (Eurydice, 2008) whereas in the United States, certain regulations on continuing education and career advancement are in place and strictly applied by National Education Association (NEA, 2003). While it is still not regarded as an obligation in many of countries, teacher CPD is an important topic among educators and all policymakers. Therefore, CPD is a complex combination of approaches, ideas, skills and techniques that could help the individual to manage one's own learning and professional growth. It can be termed as conscious updating of one's professional knowledge and the improvement of professional competence throughout a person's professional life.

2.1.1 Definition of CPD

Many definitions have been offered in the literature to describe the term "CPD" and its interchangeably used equivalent, "professional development." In a broad sense the term refers to the development of persons' professional skills. Most definitions refer to CPD as the formal and informal experiences teachers engage in throughout their professional carriers (Muijs et al., 2004; Anderson, 2008; Day, 1999; Day & Sachs, 2004). More specifically, According to Glawthorn (1995, p.41) teacher professional development is a broader term when compared with the term career development, and defined as "the growth that occurs as the teacher moves through the professional career cycle". Day (1999) states that CPD is a type of natural learning experience that has many benefits for individuals:

> 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, which contribute, through these, to the quality of education in the classroom. It is the process by which, alone and with others, teachers review, renew and extend their commitment as change agents to the moral purpose of teaching; and by which they acquire and develop critically the knowledge, skills and emotional intelligence essential to good professional thinking, planning and practice with children, young people and colleagues throughout each phase of their teaching lives (p. 4)

In accordance with the definition above, the professional development process can be applied in many different ways (formal and informal) for a number of different reasons. It encompasses formal and informal learning experiences that improve the quality of education in an organization by providing teachers, as agents of change, with the necessary knowledge and skills by engaging them in various activities that simulate different teaching-learning situations, from planning to actual practice, with a consideration of affective factors as well as individual differences. For example, Glatthorn (1995, p.41) claims that CPD is a type of growth process, stating "the professional growth a teacher achieves as a result of gaining increased experience and examining his or her teaching systematically." In other words, CPD is not a one-time, one-off event; it is an actively evolving professional process of self-disclosure, reflection and growth through the constant adjustment and adaptation of new strategies to produce the best results, sustained over time in every practical environment, with a focus on job-related responsibilities (Muijs et al., 2004).

2.1.2 The benefits of CPD

Professional development has become an increasingly important tool to ensure teachers actually succeed in achieving their teaching goals and meeting their students' learning needs. This strong need for educational reform and accountability initiatives has created a great interest in and a new role for

professional development in teachers' career paths. Studies indicate there is a strong correlation between teachers' methodology and students' success (Diaz-Maggiolili, 2004; Sparks, 2002).

In the case of ELT, Korkmazgil (2015) explored teacher needs on multiple levels based on a framework of teacher professionalism. Based on the research, "English language proficiency and speaking skills, approaches and methods in ELT, incorporating technology into language teaching, and materials development and adaptation". Korkmazgil (2015) are the major areas that English language teachers need for CPD in Turkey. In addition, in the study, the sub-categories under the teacher needs are stated as follows.

- professional development needs in English language proficiency,
- professional development needs in professional development strategies,
- professional development needs in communication skills (p.132).

Thus, the solutions offered through professional development as well as training teachers in new approaches and teaching methods in terms of their CPD needs can lead to improved student learning and performance and have become a motivation and a challenge that professionals constantly seek. In other words, CPD often encourages a transformation in teachers' professional thinking, knowing, feelings and actions. Evans (2011) proposes a division of professionalism at work into three taxonomical components: behavioural, attitudinal and intellectual.

1. **Attitudinal component**: relates to attitudes held such as people's values, motivation, job satisfaction and morale
2. **Behavioural component**: professionalism relates to what practitioners physically do at work as well as their output, productivity and achievement (how much people do and what they achieve) and their skills and competences
3. **Intellectual component**: practitioners' knowledge and understanding and their knowledge structures, the bases of people's knowledge and the nature and degree of reasoning that they apply to their practice (p.7).

Following this line of reasoning, in the case of teachers, the absence of a professional system that challenges teachers' attitudes and ways of thinking, the desired behavioural changes may not occur as expected (Guskey, 1999). Thus, teacher development is the key to education and requires reflection on the part of teachers with respect to their experiences. In relation to this, reflection in teacher development, a very broad and advanced process, corresponds to a fundamental aspect of development theory. Rowntree (1992) describes reflection as examining one's own study methods as seriously as one studies the subject and thinking deeply upon the completion of a series of tasks. It essentially calls for a critical analysis of the implemented practical methods, with the aim of reaching new perspectives. In light of this, a CPD portfolio is a good way for reflection that enables teachers to

reflect on their own teaching practices in a way that allows them to monitor and keep track of successes and areas to improve. According to Painter (2001), "A teaching portfolio is a documented history of a teacher's learning process against a set of teaching standards that is an individualized portrait of the teacher as a professional, reflecting on his or her philosophy and practice" (McNelly, 2002, p. 56). In this respect, portfolios have positive effects for teachers' CPD, and they serve as a practical way to engage in reflection. Thus, portfolio development provides accountability for a professional's practice if school administrators take individual and collective responsibility in maintaining CPD at professional standards (Craig, 2003).

CPD also serves as a mechanism that enables teachers to regularly consult various areas of development throughout their teaching career so they can take appropriate steps to avoid any shortfalls or obstacles that might hinder their attainment of their educational aims. Therefore, a well-planned and structured approach to CPD allows teachers to take on the responsibility of their own teaching and sustain their motivation to improve their teaching style and pursue their professional ambitions.

2.1.3   The characteristics of CPD

Many studies to date have focused on the features or the effective characteristics of CPD. Within the scope of such literature, certain features have been identified as key to achieving a successful CPD programme. Therefore, in whichever form a CPD programme is initiated or carried out, the most effective CPD always has the characteristics of being personalised, relevant, sustained, supported and collaborative (NEU, National Education Union, 2015).

2.1.3.1 Personalisation

Effective CPD requires self-assessment and self-evaluation (Guskey, 1999), which not only allows the teacher to understand the progress and success of his or her instructional delivery but also creates a much better atmosphere for the professional to identify the areas or aspects of his or her delivery that need improvement and to better appreciate his or her limitations. Professionals who adopt a personalised approach in their teaching career are have individual goals, but this approach has proven many times to produce a highly organised classroom atmosphere (Tate, 2009). It has been suggested in the field that successfully individualised and personalised classrooms result in consistent teaching and training patterns that produce productive routines and outcomes (Timperley, Wilson, Barrar, Fung, 2008). In such contexts, teachers or participants receive training that aims to enhance their skills to better fit their needs. In other words, a personalised approach implies building on one's identified needs, and its scope is determined by a well-trained staff development policy. As such, individuals will be able to identify their own training and developmental needs.

2.1.3.2 Relevance

When professional development directly addresses teachers' specific needs and concerns or when they see a connection between their daily responsibilities and a learning experience (Flores, 2005; Tate, 2009), professional development becomes relevant (Guskey, 1995). Traditional approaches to CPD show a limited range of themes addressing its relevance to teaching and learning. This is often in relation to practical methods or applications in the classroom (e.g., teaching speaking, using technology, or classroom management). However, it has long been understood that becoming an effective and efficient teacher involves much more than having the needed skills. Thus, CPD training is meant to offer teachers some subject matter knowledge as well as knowledge of learners and learning, materials design, assessment literacy and research on teachers' needs, and a good training programme will display CPD's substantial relevance to teaching situations in the classroom for a wide range of issues (Johnson, 2006). In other words, professional development that is directly related to their jobs can better engage teachers in learning from their everyday work duties and activities; however, it also requires them spend time considering alternative approaches, trying out new ideas, and analysing whether or not their actions were effective (Hunzicker, 2010).

2.1.3.3 Sustainability

Engaging in professional development via intensive, on-going in-service training can increase the capabilities of teachers and educational institutions (Uysal, 2012). Thus, continuous training can cope with new advancements, changes and the successful transformation of skills. According to Niemmi (2015, p.291) "school-based structures that allow and encourage sharing and cooperation cannot be separated from teachers' development". Therefore, learning and development are shared, acknowledged and celebrated in order to create a sustained improvement policy in a learning-centred culture (Mansour, 2011).Within this perspective, learning communities are supported and sustained when:

    (i) school leadership is shared among the principal and teachers
    (ii) a shared mission, vision, and language guide professional development
    (iii) the working environment is one where collaboration, trust and accountability lead to a willingness to take professional risks (Flores, 2005; Lambert et al., 2007)

2.1.3.4 Support

Acording to the literature, there should be systematic support for CPD throughout teachers' professional lives. King (2016) suggests in Irish case studies that support is the main factor that should be applied systematically on teacher professional development for professional learning. To illustrate this, Earley and Bubb (2008) mentioned that "CPD does not just happen – it has to be managed and led and supported" (p.204).

CPD needs of EFL instructors involves reflection, inquiry, sharing among peers and experience to build up expertise as well as a great interest in maintaining better production or efficiency. In other words, CPD is expected to address the issues of coaching, mentoring and being supported by colleagues and the school administration. From a broader perspective, teacher motivation to learn and a strengthened commitment to professional development are increased when individual needs are combined with the goals of the school, the engagement of learners at all levels, and when teachers' specific learning needs are addressed (Porter et al., 2003).

2.1.3.5 Collaboration

On the whole, collaboration is a key aspect of teacher development that has a significant effect on the improvement of educational institutions (Borg, 2015). Effective teacher professional development must be collaborative because collaboration places the emphasis on interactive and active learning experiences, which often take place through participation in learning communities (Hunzicker, 2010). Schrage (1995) identifies the main ingredients of collaboration as competence, a shared understood goal as well as mutual respect, tolerance, and trust; other ingredients include creating and manipulating shared space, allowing for multiple avenues for representation, continuous communication, formal and informal environments and clear lines of responsibility without boundaries that are overly restrictive. Additionally, collaboration includes teachers working with or talking to other teachers with the aim of improving their own or others' understanding of a pedagogical issue. Therefore, an extensive understanding of collaboration is crucial in educational institutions in order to bring other professionals from other institutions on board. However, it is of utmost significance to distinguish the difference between collaborative opportunities and daily communications or casual discussions (Villegas-Reimers, 2003).

It is obvious from the above characteristics or features of CPD that effective professional development engages professional teachers in learning experiences that enhance their professional skills and that it creates meaningful experiences for all teachers in an educational institution; these CPD efforts should reflect the characteristics of being personalised, relevant, sustained, supported and collaborative.

2.2 Current CPD models and the eclectic approach

Studies relating to the components of effective CPD, with varying perspectives, abound in the related literature. There is no doubt that educational systems are established through the perspectives of multiple stakeholders, including school administrators, superintendents, teacher organizations, professional development

providers, teachers, students, parents and community members. Although the role of these stakeholders is integral to achieving the overall aims of the system, the role of the teacher remains a very key position, considering teachers' impact on student achievement (Visser, Coenders, Terlouw, & Pieters, 2010). This underlines the importance of having highly qualified teachers in order to enhance the quality of education and teachers' immense impact on student learning and performance, as pointed out by Pieters (2010).

In the current study, the effectiveness of CPD is addressed through the components of effective professional development activities, thus placing more emphasis on providing a standard education and assessment scheme. This actually serves as a baseline for teaching and assessment within a framework, following the implementation of standard frameworks of assessment (EPG CEFR, TD-FRAM etc.). The importance of teachers engaging in professional development to achieve educational or institutional aims and the incorporation of the standard frameworks of assessment are considered within this perspective.

The impact of highly qualified teachers on student learning and success has attracted the attention of many researchers within the last few decades, and studies have been conducted by researchers, educators and policymakers in the field (Cumming, 2011). The Organisation for Economic Co-operation and Development report (OECD, 2009) also mentions that "quality teaching" is crucial to "teacher quality," which is the most important school variable that influences student achievement. It has been stated repeatedly that the scope of the teacher's role has expanded, and today, teachers are expected to prepare students for a society and economy where students will be self-directed learners and continue learning over their lifetimes. In order to maintain continuity in attaining a high-quality teaching and learning environment, there is absolutely a need to maintain a positive learning environment that will assist in creating the desired student behaviour (Hinze Wiley, 2013), which allows for reflection as well as better reviews, assessment and evaluation for students to fully develop their potential (Sithole, 2017). Aligned with this argument, Figure 1 illustrates how this reflection cycle is structured and implemented around the taxonomical components suggested.
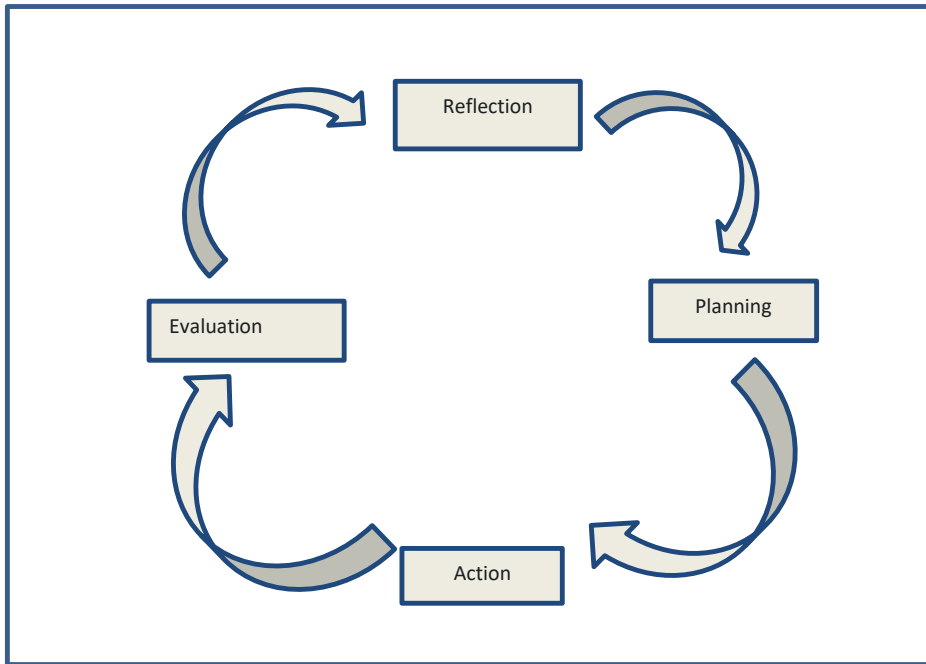
Figure 1. The reflection cycle in CPD (Sehlbach et al., 2018, p. 13)

In this reflection cycle (Sehlbach et al., 2018), an application or method is structured through a taxonomical featuring approach. The cycle is part of the quality improvement process and structured in stages;

    (1) **Reflection**: what are my needs and objectives?
    (2) **Planning**: how and when do I learn?
    (3) **Action**: what have I done?
    (4) **Evaluation**: what have I learned and who is benefiting?

Therefore, the cycle is utilised while observing the progress of an applied technique and finally evaluated by reflecting on the experience to draw conclusions about its success (p. 13).

In line with the changes in today's educational system all over the world, the requirements for high standards in education make teachers think more about their reflections of CPD, and CPD has served as a critical aspect of working life for many professionals, not only in Turkey but across the world (European Commission, 2013).

Aditionally, language teaching is one influential area of the teaching profession that has received considerable attention in Turkey, and it has been widely investigated in a number of studies in an effort to identify the qualifications required of effective language teachers or the qualities of effective teaching (Saraç-Süzer, 2007). Among these qualities are having the personal strategies to teach, creating a positive

classroom atmosphere, being a model teacher, being knowledgeable about the target cultures, possessing positive personal characteristics, having accurate grammar, writing, listening, speaking, pronunciation and fluency in English, teaching with effective classroom materials and using technology well. With respect to effective teaching and ways to support it, Boyle (2004) point out that some types of CPD activities are more conducive to offering sustained learning opportunities, including providing teachers with sufficient time and also encouraging meaningful changes in their classroom practice. Among such CPD activities, "mentoring and peer coaching" stand out.

The term "mentoring" in education can be defined as a complex and multi-dimensional system that offers guidance and fosters teaching, questioning and supporting in an organization (Koki, 1997). A mentor in education is a teacher in a school who has direct responsibility for a trainee in the classroom. Flesch (2005, p.70) mentioned the four basic components of mentoring as:

> 1) **Clinical supervisory/ observation**: Mentors observe teachers in four stages: the pre-observation conference, the classroom observation, the data analyses and strategy; and the post-observation conference.
> 2) **Apprenticeship**: A lesson is jointly planned and taught by the mentor and trainee.
> 3) **Competence**: Mentors should have an accumulation of knowledge on teaching and learning processes in order to evaluate the trainees on the bases of the theories.
> 4) **Reflection**: It is essential for mentors to develop their own reflective skills which are required for the mentees to possess

Therefore, mentoring as a personal and professional relationship focuses on transformation by broadening the mentee's worldview (Brockbank, 2006). This type of relationship induces "mutual learning," where the dialogue between the mentor and mentee is co-constructed (Delaney, 2012). Mentoring relationships also help novice and experienced teachers gain confidence and develop self-reflection skills, and it promotes learning (Guskey, 1999). It helps to prevent power imbalances and encourages trusting relationships to promote mutual learning (Brown, 2001; Delaney, 2012; Hobson, Ashby, Malderez, & Tomlinson, 2009; Kissau & King, 2015; Malderez & Bodoczky, 1999; Odell & Ferraro, 1992). Such relational mentoring increases relational competence, inspiration, self-confidence and empowered action (Fletcher & Ragins, 2007; Ragins, 2009).

Aslan and Öcal (2012) stated that mentoring is a beneficial part of teacher development programs.The researchers highlighted the importance of more interaction between parties, the rich content of the observation, and the qualifications of the mentors form high-quality mentoring. The reach of high-quality mentoring may extend beyond the workplace and influence an individual's ability to cope with

challenges that spill over into his or her life domains as well (Ragins, Lyness, & Winkel, 2010).

High-quality relationships involve fluid expertise, in which expertise changes depending on the mentoring episode or interaction (Fletcher & Ragins, 2007). Fluid expertise allows individuals to move from an expert to a non-expert role, to acknowledge help and to give credit to others without losing self-esteem or needing to engage in "face-saving gambits" (Fletcher, 1998, p.6). Reverse-mentoring was initially introduced into the Internet technology (IT) and business fields, where a less experienced, younger mentor shares the latest skills and knowledge in technology with a more experienced, older mentee (Murphy, 2012). Through this tool, senior organizational members can acquire technical knowledge, learn about current trends, gain a cross-cultural global perspective and understand younger generations (Harvey, McIntyre, Heames, & Moeller, 2009). It also presents junior employees insight into the higher levels of the organization to enhance their understanding of the business (Meister & Willyerd, Foss, 2010).

Coaching, similarly, has proven effective in educational organizations in that there is an exchange of teaching skills and experiences as well as opportunities to make plans collaboratively and share teaching perspectives (Lowenhaupt et al., 2013; Wong & Nicotera, 2003). In their study examining the findings from five previous studies focusing on coaching, Veenman and Denessen (2001) aimed to identify the contributions that coaching offers to the professional development of the teachers included in their study sample. The researchers conclude that coaching-based professional development programmes helped to enhance the teachers' professional skills. They also note that coaching led to improvements in teachers' reflective skills (self-assessment) and analytical thinking skills, and it helped them to increase the quality of their planning and practice. Similarly, in the coaching-based professional development programme in Li and Chan's (2007) study, it was found that coaching influenced on professional development. Several other studies on coaching have demonstrated that the process had positive effects on teachers' professional development and it helped to increase students' literacy skills and the development of verbal language (Barkley, 2005; Onchwari & Keengwe, 2008). Many other studies on coaching for special education teachers have shown similar findings. Gersten, Morvant, and Brengelman (1995), for instance, conclude that coaching-based professional development programmes for special education teachers was of great benefit to the teachers, especially in terms of how they planned, implemented and assessed the teaching-learning process. Effective CPD activities such as mentoring or peer coaching are also described as CPD models in the related literature.

Furthermore, Wallace (1991, p. 201) offers three models of professional development for EFL instructors. These are:

> (a) **the craft or mentoring model**: depends on the knowledge of an experienced teacher to mentor less experienced teachers

(b) **applying science or theory to practice model**: links relevant research in the field with teaching practice. As an example of such professional development programs, Crandall (1993, 508–509) discusses the Adult EFL Teacher Training Institute implemented in several states in the US, which comprises a series of sequenced, skill-based training sessions involving video training, discussions of objectives, teaching principles, modelling of new techniques, analysis, application, and follow up.

(c) **the inquiry or reflective teaching model**: teachers work individually or collaboratively. In this approach "teachers are active researchers, engaged in reading, sharing, observing, critically analyzing, and reflecting upon their own practice with the goal of improving it" (Crandall, 1993, p. 509).

Various other CPD models have been proposed, but very few of them have received particular attention; the ones that have received attention contribute to the effectiveness or functionality of CPD or can be blended in an eclectic manner. CPD is often seen as a means of implementing reform or policy changes, which can serve to answer the questions relating to the basic purpose of these activities. To illustrate, Little (1994) mentioned one test of teacher CPD is "increasing its capacity to equip teachers individually and collectively to act as shapers, promoters, and well-informed critics of reforms" (p.1). Therefore, this purpose of CPD is a key factor that makes it necessary to review the different models of CPD; this, in turn, can bring about clues for an effective approach to CPD that result from a functionality-based perspective and point to an eclectic approach. Table 1 presents this functionality-based eclectic approach in a Scottish context by Kennedy (2005).

According to Kennedy (2005, p.248), "in the transmission phase, the training model mainly supports standardization and centralization in organizations, and the award-bearing model of CPD consists of the completion of award-bearing programmes, the focus of the deficit model is on teachers' performance deficiencies, and in the cascade model", the focus is often on training several teachers in a specific content area as a relevance characteristics of a CPD, which they, in turn, go on to teach their colleagues (Bett, 2016). Following this, in the transitional phase (Kennedy, 2005), the standards-based model of CPD teaching is accepted as "context-specific" rather than attempting to create an innovative system of teacher education. There are many positive impacts of the coaching/mentoring model because teachers work together on a regular basis; therefore, it encourages professional development in a supportive way. The community of practice model differs from the coaching/mentoring model in that, as Kennedy (2005, p. 244) points out, it "would not necessarily rely on confidentiality and hierarchy" as would the coaching/mentoring model. In the transformative phase, according to Weiner (2002), the action research model is an example of "research-based professional development" (p. 3). Finally, in the transformative model of CPD, learners or teachers can make their

own choices according to their professional development needs. Accordingly, the whole idea of professional development or CPD revolves around the concept of "teacher autonomy" in this model (Kennedy, 2005), which refers to the professional independence of teachers in schools, as illustrated in the table 1 above. As such, teacher autonomy has an increasing capacity as one move from transmission to transition and finally to transformation through the implementation of an effective CPD programme and these models can be utilised in an eclectic manner in this phase. Finally, Kennedy (2005) points out that reforms or policy changes should be internalised and promoted by trainees, school leaders and policymakers.

Table 1. Spectrum of CPD models (Kennedy, 2005, p. 248)

CPD Model	Purpose of Model		
Training model			
Award-bearing model			
Deficit model	Transmission		
Cascade model			
Standards-based model			
Coaching/mentoring model			**Increasing capacity for professional autonomy**
Community of practice model	Transitional		
Action research model	Transformative		
Transformative model			

2.3 The impact of CPD

There is no doubt that CPD results in significant gains not only for teachers undertaking the training but also the students and educational institutions. The impact of continuous development on teachers and educational institutions can be evaluated or observed in various ways. Firstly, it can be assessed by measuring participant satisfaction and their immediate response to the training or programme. Nevertheless, the correlation between participant satisfaction and changes in their knowledge and actions is generally observed to be weak (Goldschmidt & Phelps, 2010; Wahl, 2001). Additionally, the impact of CPD can be measured somewhat

by the level of motivation, the extent of self-belief and the different attitudes that the participants display after they have received training (Goldschmidt & Phelps, 2010). To illustrate this, Shepardson & Harbor (2004) suggested conducting professional development at two levels; Level I and Level II. According to the researchers "envision" staff train teachers directly (Level-I participants) and these Level I participants in turn train their school colleagues (Level-II participants). As a result of this peer training programs teachers are active learners and can directly "enhance their knowledge and changes in teaching practices" (p.1).

Teachers are mostly perceived as the key means of assessing the need for CPD for it to be useful, relevant and appropriate as teachers take time out of their classrooms to engage in such programmes on their own time. Nevertheless, the impact of CPD on teachers' efficacy has been only rarely evaluated over the long term, and rather than relying on feedback or outcomes, this evaluation is often based on self-reporting by the teachers who have taken the training. Accordingly, Cantrell & Hughes (2008) researched the teachers' efficacy before and after participation in the professional development by implementing a teacher survey and conducting teacher interviews. As a result of the study, the survey results indicated the significant improvements in "teachers' personal and general efficacy for literacy teaching" and "teachers' collective teaching efficacy". Teacher interviews also indicated that "coaching and collaboration" were important factors in the development of teachers' sense of efficacy (p.95). Similar results are reported by Heaney (2004) in a study of ICT training for teachers in a primary school setting Heaney reports that teachers developed their knowledge, skills, and understanding of ICT from completing the programme and this in turn had an influence on "teaching and learning, positive interventions, effective appraisals which improved teachers' self-esteem and performance" (p.43). The results of the studies show that, professional development has a positive impact on teachers' beliefs and practices in many aspects. To sum up, for any CPD event, when the purpose is relevant to the needs of teachers, it might enhance the experience gained from the training and have long-lasting and positive impacts on the teacher and the educational outcomes of organizations (Harland & Kinder, 1997; Muijs et al., 2004).

2.4 The planning and evaluation of CPD

CPD is widely acknowledged to be a very important aspect of achieving efficiency or improving teaching and learning (Craft, 2000; Hargreaves, 2001). This clearly has a great effect on the relationship between teacher development and school development, as established in the literature. According to research, the key characteristics of school effectiveness and improvement are the quality of the professional interactions, focus on developing staff and an ongoing aim to improve

teaching and learning (Sammons & Bakkum, 2011).The key factor in ensuring effective CPD is the ability to match an appropriate professional development provision to teachers' particular professional needs (Garret et al., 2001).

In this respect, the planning and evaluation of CPD on teaching and learning, a challenging task in and of itself, has become an essential topic. In some cases teacher's CPD is formed as fixed programmes focusing on designing on a particular topic-based task. In that case, professional development doesn't contribute to teacher learning and teachers may become dependent on others for their professional development "rather than learning to take charge of it themselves" (Borg, 2015, p.5). In addition, traditional approaches to CPD tend to "take place in the 'training room' rather than the classroom and focus on teacher behaviours without acknowledging teachers' beliefs" (Borg, 2015, p 5-6). In that case, teachers often learn individually rather than collaboratively in traditional methods.

However, when teacher learning is activated it asks teachers to understand what they need to learn and what they need to do to support their students' learning, in that way teachers are seen as more responsible agents for their students' and their own learning (Timperley,Wilson, Barrar, Fung, 2008). To illustrate this, Borg (2015) stated that, professional development activities such as; teachers' workshops, seminars, observations shouldn't be formed as externally-driven practices "several drawbacks to CPD policy relies exclusively on externally-driven, 'teacher as consumer' modes of teacher learning" (p.5). This clarifies the idea that, CPD practices should focus on teacher learning to produce long-term effects.

Today, various studies on CPD programmes add a range of activities investigating their "fit" with the development needs of teachers, and it has been revealed that certain activities might prove quite critical in ensuring a positive impact on the school and classroom levels (Harris, 2001; Hopkins 2001). When opportunities are poorly conceptualised and insensitive to participants' concerns and when they make little effort to relate learning experiences, they make little impact on teachers (Harris, Day, Goodall, Lindsay& Muijs, 2006).

2.5 Recent frameworks for CPD planning and evaluation (EPG and TD-FRAM)

There is limited research exploring the standardised frameworks utilised to plan and assess the implementation of newly acquired skills or training with the aim of improving professional outcomes. These frameworks can be seen in the form of national governments outlining assessment standards or frameworks for teachers in various teaching subjects or disciplines. In addition, as professional standards have also been used in various professions in creating a well-established level of expertise, which is used as a measure of assessment or outcome evaluation.

The role of the school governing body in view of the European Commission's frameworks of teacher training and development does not only relate to language teaching assessment but also to standardization. The frameworks offered by the European Commission, including the CEFR and the TD-FRAM, serve these purposes in this sense (2013).

However, CEFR is different in that it is not for teacher training and evaluation but is instead used as a guideline to evaluate the foreign language learning achievement for learners across Europe. It was devised by the Council of Europe as a standardised assessment tool based on learner competences. On the other hand, the EAQUALS aims to promote high-quality language teaching and learning and is intended for use by teachers, managers, coordinators and teacher trainers within the field of language education (EAQUALS, 2013). The core background of the EAQUALS' TD-FRAM, serves as a tool that teachers can use to assess and reflect on their language teaching competences in much greater depth, with more detailed descriptors (Council of Europe, 2001). The EPG (2013, p.3), another tool describing teacher competences across the phases of development, covers the following scope.

- Qualifications and experience
- Language proficiency
- Education and training
- Assessed teaching
- Teaching experience

To sum up, these studies have been designed primarily in the interest of professional teachers. Nevertheless, open-ended descriptor inventories for professional competences across various phases of development can be used as tools for teachers to measure or identify their strengths in different fields. Typically, the EAQUALS' TD-FRAM seeks to adopt an approach that is similar to the European Language Portfolio (ELP) and is intended to support the development of learner autonomy, multilingualism and intercultural awareness and competence (Council of Europe, 2001) so that it can encourage positive attitudes towards self-assessment and evaluation, with the main aim of development. The EAQUALS' TD-FRAM aim is to describe the key competences that are required for language teachers (even though most of the competences are not limited to language teaching) across three phases of professional development; these elements are elaborated below. (EAQUALS, 2013, p. 5):

Teacher Development Framework
1-'Values' and 'attitudes'
- A positive attitude to diversity and difference among learners
- Respect for the learners' personal and cultural backgrounds
- A belief that learning is more effective if learners are aware of their aims
- A belief in the learning-centred classroom

2- 'Global 'descriptors' - These are the all-round competence expected of language teachers at each of the three development phases;

3-The descriptors of 'knowledge' & 'skills' for 5 main areas:
- Planning Teaching and Learning
- Teaching and Supporting Learning
- Assessment of Learning
- Language Communication and Culture
- The Teacher as Professional

The EAQUALS' TD-FRAM is a way to signal professionalism as well as highlight the fact that teachers may have different levels of competence in different areas and thus end up having different teaching profiles as professional teachers. Following this line of reasoning, the main goals for setting up frameworks through the perspective of the European Commission (2001) can be summarised as:

> A means to help the professional practicing teacher to use the frame as a tool to assess and reflect on their own language teaching competences, but in a much greater depth and using much more detailed descriptors than those in the EPG in the aim of helping to identify training needs and planning professional development programmes for the practicing teachers in need. (EAQUALS, 2013, p. 4).

Furthermore, these frameworks can act as:

> A medium to encourage teachers to continue their professional development training on their own with support from their affiliated institutions, a records-based document to design public training courses for practicing teachers and a tool to evaluate and accredit teacher training courses. (EAQUALS, 2013, p. 4)

In the current study, the focus is on how and to what degree to adapt and implement these standardised frameworks as part of the aims in a specific Turkish context to elaborate their impact on language teaching and assessment. This will be accomplished by ensuring that CPD is maintained and incorporated as a key factor in achieving professional goals and in this respect, the views of some school leaders and CPD coordinators on the policies of the CEFR and EAQUALS are investigated further.

In Turkey, it is generally the case that most institutions do not follow any frameworks or standards in teacher training, or they are partially ignorant of or indifferent to the European Commission's frameworks and their current applications. One notable exception to this is Sabancı University, a private university in Istanbul, Turkey. Sabancı University has been using the EAQUALS' TD-FRAM and EPG tools for their professional development and training for several years. It is mainly used to enhance professionalism, not to prescribe any practice or activity but to

describe and provide specialised training and hands-on experience for teachers in using the tool for self-assessment purposes in real time so as to familiarise them with the framework and develop a common language for professional dialogue as an institution (Bosson & Eken, 2017).

It is also a reference tool for professional activities such as planning curriculum design, annual target setting as part of teacher development, learning assessment and learner involvement. Additionaly, it also offers support for needs analysis, self-assessment, programme development, training activities, course evaluation processes and organizing other professional development activities (Bosson & Eken, 2017). As a principle in their institutional practices, Sabanci University, Istanbul has extended the use of the TD-FRAM and highlighted the recognition of the value of SFL's learning-centred classrooms.

On the whole, although the situation seems to have improved over time, with CPD units being established and teacher qualifications sought, there is still a need for better incorporation of the frameworks' standards and rationale in CPD programmes at other universities in Turkey.

2.6 Selected CPD studies in the world

Today, CPD is an integral part of the success of educational institutions' and teachers' competence-building schemes. From a broader perspective, the area of teachers' CPD is of growing interest globally as well as in Turkey. While an increasing range of studies focuses on the particular aspects of CPD and the analysis of CPD models (Kennedy, 2005), the purpose of the current research is to investigate the incorporation of the European frameworks into CPD by considering the studies conducted on CPD globally and in Turkey.

CPD has been considered through various perspectives in the related literature. It has been shown to be a significant learning point in the teacher-student relationship, one that triggers communication and interpersonal skills to empower professionals in order to increase their autonomy. Goh and Loh (2013) explored the issues of empowerment in developing professionalism in student teachers in Malaysia. Empowerment, defined in terms of the available opportunities a professional has for autonomy, critical choice making, responsibility taking and the ability to participate in decision making in an institution, is signified by the dynamic nature of teacher learning. Cheng and Chen (2014) further investigated the complex and dynamic nature of teacher learning in Taiwan. They examined the core and non-core practices of CPD among professionals in a team teaching context and found that both newcomers and seasoned members benefit from interacting with other colleagues, and in turn, they participate in various professional development opportunities. Borko (2004) reviewed the literature on effective professional development programmes and their

impact on teacher learning and suggests some important directives and strategies in achieving self-autonomy in the transformative model.

As noted previously, the concept of CPD as a policy for teacher and institutional success has found much support in the professional development literature. To illustrate this, Tantranont (2009) investigated CPD for teachers in Thailand. The study was undertaken using both quantitative and qualitative data collection methods to understand the current situation of CPD experiences for teachers in Thailand. The results of the study revealed that the participants in this study were engaged in professional development opportunities both during and after contract time. In addition, with respect to the frequency of participating in CPD, the respondents to the Tantranont's (2009) survey all claimed to have participated in many types of CPD activities such as single workshops and short courses, workshop series and long courses, conferences and lectures, or self-directed study. Among others, conferences, lectures and self-directed study were the CPD activities with the highest number of teachers participating.

Kong's (2017) research took place in Malaysia with a focus on how CPD participants' experiences influenced their views and teaching when they returned to their classrooms; the findings suggest that participants reflected back on their expectations after the training. This training affected their academic lives in so many ways that it had impact on their sense of identity, regardless of the degree they possessed; they reflected whether or not it was suitable to apply the teaching methods they had learned and became more interested in campus-based in-service training for professional teachers. Kong (2017), with reference to the specific cultural context in which he undertook the study, concluded that although the results of the study cannot be generalized, teacher training programme designers and educators need to be aware of issues that may affect the lived experiences of in-service teachers from Asian countries.

Peer-knowledge sharing online also seems to be an effective way to help professional language teachers enhance their skills and knowledge. Alimirzaee and Ashraf (2015) carried out a study in Iran on some online CPD participants in a course that lasted for 16 sessions. The participants in the experimental group willingly shared their knowledge (content and pedagogical knowledge) on the Internet with the control group, which had received the same instructions as the participants in the experimental group. The findings from both groups revealed that online peer knowledge sharing was significantly effective in improving Iranian English as a foreign language (EFL) teachers' professional development. Studies have also pointed to the importance of collaboration. For example, King and Newmann (2001) suggest that it is important to have a broad understanding of collaboration in and among schools and to involve members of the profession from other institutions.

Teacher learning is most likely to happen when teachers have opportunities to collaborate with professional peers, both within and outside of their school, along

with access to the expertise of external researchers and programme developers. Peer collaboration offers a powerful vehicle for teacher learning, a necessary supplement to published materials and advice from other institutions and authorities. (King & Newmann, 2001, p. 86)

The concept of professional teachers examining and identifying transformation and increasing their awareness of their potential and needs as language teachers in order to enhance the effectiveness and delivery of CPD are discussed by Sakamoto (2011). Sakomoto explored EFL teachers' professional development by examining their narrative and identifying the transformation of their awareness, or *kizuki*, which she defines as a Japanese concept that refers to the sudden feeling of internal understanding of a phenomenon; it can be roughly translated as "becoming aware of," "realizing" or "noticing."

> Kizuki—a cognitive skill is a transformative power which enabled her to gain ownership of her teacher learning. In her research, she claims that analyzing teachers' stories gives them a new perspective of how to develop the cognitive, emotional and collegial teacher awareness for an effective CPD. Kizuki can enable teachers to learn and grow professionally within the context of their own classrooms. (Sakomoto, 2010, p. 1)

Furthermore, Yan and He (2015, p.759) investigated the impact of "short in-service teacher development (INSET) programmes" used as a form of teacher development for Chinese EFL teachers. They revealed that a high level of motivation for professional development was observed; however, in contrast with the high level of motivation, the level of satisfaction for the programme was low. According to the study, it was noted that INSET programmes features have generally short-term effects for professional development whereas longer-term fundamental effect on INSET participants would rather be more effective. To illustrate this, Yan and He (2105) pointed out that;

> The crux of the problem might be the nature of the short, intensive one-off event without follow-up support of any kind. Teachers' lack of interest might have derived from their doubt of the possibility of digesting the knowledge and skills learned from the training and applying them to their teaching routines (p. 769).

To sum up, CPD studies worldwide as presented in this section reveal important insights into the role of empowerment,interaction and collaboration within and across institutions as well as a sense of identity, consideration of cultural factors, online knowledge sharing among peers, ownership of teaching and transformation. Thus, CPD is seen as a key tool to reaching a higher goal in any professional's academic or career life. It is nearly impossible to achieve greater heights of professional success without consistent professional learning, self-assessment or evaluation.

2.7 Selected studies on CPD in Turkey

Over the past decade, more researchers have been focusing on CPD in Turkey. However, there is still limited research, and there is growing dissatisfaction with and concerns about Turkish EFL instructors' professional development practices, their developmental needs and the in-service training of English language instructors in Turkey. In the literature, very few studies to date have had the sole aim of identifying and elaborating key policies in relation to CPD in the form of European frameworks, especially for teachers and trainers. The situation is not much different in the case of projects aiming to produce descriptions or evaluation schemes.

The Turkish National Needs Assessment (TNNA, 2013) examined the economic importance of English to Turkey and carried out a detailed study into the classroom teaching of English. The TNNA (2013) concluded that Turkey is underperforming in terms of ELT and suggested that this deficit results from inadequate teaching in primary and secondary schools. The British Council (2015), using a few other studies agreeing with the TNNA's (2013) findings, adds that the underperformance is also greatly due to the limited CPD for English language teachers and recommends incorporating the European Commission's frameworks into institutional policies. The aim of the British Council (2015) was to focus on two main questions: "What are the conditions in which pre-and in-sessional courses of English are offered in public and foundation (private) universities in Turkey and how these conditions can be enhanced". The research questions examine English teaching on five levels (p. 13):

- International context: globalization
- National context: medium of instruction
- Institutional context: language teaching
- Departmental context: ELT
- Departmental context: English as medium of instruction

The results of the study on the level of the departmental context show that EFL teachers should have more opportunities to access professional development as part of a quality assurance and accreditation scheme. To illustrate this, West, Güven, Parry, & Ergenekon, (2015) stated that;

> In particular, training should be available in two key areas: EAP (English for Academic Purposes) and ESP (English for Specific Purposes). All English teachers should undergo a short, intensive training programme in EAP/ESP, and some teachers in each university should be offered longer-term training such as that available by distance from some universities. The reports of the present study also indicate the importance of teaching speaking skills. Most teachers constantly miss opportunities to introduce student-student interaction in the classroom. All teachers should undergo training in techniques for incorporating student-student interaction

at every stage of the lesson, with speaking integrated into every activity, regardless of the skill being practiced (p. 16).

Various studies have been carried out experimenting with practical and meaningful CPD activities at secondary and tertiary schools in Turkey as an EFL context. Yumru (2015), for instance, took an interest in investigating the most influential CPD activities for teacher learning and the implications for how in-service training policies can be improved at the secondary school level in Turkey:

> The findings of the present study concerning the activity types that the teachers' perceive most useful for their learning showed that teachers value practical and meaningful activities that can help them learn how to observe and to assess their teaching practices in their own teaching contexts and they want to contribute to the decision-making process as well. Teachers express the need to establish a culture of empowerment and experiences with other language teachers to foster quality language teaching (Yumru, 2001, p. 1).

Quality language teaching and acquisition refers to the application of effective methods and the utilization of technological tools in teaching. It is also important to have teachers reflect on their teaching styles and methods after a lesson, which not only gives them the chance to assess and evaluate themselves for much better delivery in the future but also serves as a form of CPD for the professional teacher. To illustrate, Susoy (2015) studied the use of video recording in classrooms, which fosters teacher reflection. It was claimed that teachers can engage in critical reflection about their own strengths and weaknesses using a classroom video recording of them as a medium to promote reflection (Susoy, 2015).

> The major purpose of this study is to investigate whether or not the pre-service teacher can better notice and interpret the classroom session by watching the recorded video. This helped the pre-service teachers to recognize their mistakes in L2 use and how their personal problems on the day of teaching affect their performance. The results revealed that the video inclusion helped them to raise awareness, particularly about the problems of their L2 use, the unfamiliarity between themselves and the students, and the effect of their moods on the day of teaching. Furthermore, the participants expressed a strong belief in the value and effectiveness of watching their teaching episodes weekly as to reach several questions, realizations and changes about their teaching practices in the practicum (Susoy, 2015, p. 1).

Susoy (2015) also explored the courses in the degree programmes, which are strictly focused on the rules of teaching methodology; however, the real teaching environment may be more complex and demanding beyond the methodology.

The studies on CPD in ELT contexts in Turkey reviewed in this section reveal important insights into the needs in the field, including the need for more CPD

activities, reflection, practical and meaningful experiences with colleagues, a culture of empowerment and the incorporation of the frameworks.

Gürsoy et al. (2013) investigated English teachers' ideas towards the starting age for foreign language learning and what their current practices are when teaching young learners. They gathered data with the participation of 203 EFL teachers working at primary schools in seven different regions of Turkey. The results indicated that teachers prefer language education to start at the first stage of primary school and even earlier during pre-school and foreign language teaching in primary school should be based on "listening and speaking rather than grammar; within a context through visual/kinesthetic activities, songs, and games rather than worksheets" (p.60). Similar results were found out from the study of Küçüksüleymanoğlu (2006). The researcher examined the in-service training (INSET) programs organized by the Ministry of Education for English language teachers (ELT teachers) in Turkey. As a result of the study, it was determined that out of total 6516 INSET programs, only 127 ELT-specific INSET programs were provided for EFL teachers in the last ten years. In the study, it was suggested that INSET programs "should be practised widely all over the country periodically" (p.359).

Finally, Korkmazgil (2015) focused on the professional development needs of English language teachers as well as the practices they use and the challenges they face in their professional growth in 14 different cities in Turkey through semi-structured interviews conducted in 2012. In this study, it was found out that the greatest needs were related to developing teachers' English language proficiency and speaking skills, language teaching methodology, incorporating technology and materials development and adaptation. These perceived challenges were placed into five categories: "teacher-related problems, student-related difficulties, contextual factors, challenges related to the educational system, and the social status of the teaching profession". Furthermore, Turkey's highly "centralized educational system and the lack of institutional support; guidance and supervision create challenges for teachers' professional growth". The teachers in this study suffered a great deal from the lack of autonomy and freedom over their teaching practice, especially in terms of their role in pedagogical decision-making processes (p.5).

2.8 A proposal to incorporate the frameworks as CPD policy in Turkey

The challenge of achieving quality in higher education is already overwhelming in the world and in Turkey, requiring all educational bodies or teachers to understand and accommodate the changes. In the field of ELT, the integration of new skills and approaches is quite critical in maintaining the international standards of the CEFR or TD-FRAM.

This review of the related literature concentrating on CPD both internationally and in the Turkish context has revealed some limitations in the CPD studies in Turkey, which indicates that not much emphasis has been placed on ways of incorporating the European Commission's frameworks into ELT contexts with respect to CPD programmes; this gap in the literature calls for the need to consider a framework through which CPD policies and practice can be applied and compared to for efficient results in language teaching, going beyond a mere analysis of the characteristics of CPD programmes. Thus, the main purpose of this study is to explore how EFL instructors improve themselves professionally and how school leaders or CPD coordinators at universities can contribute to English language instructors' CPD activities in Turkey. Because of the lack of focus on the implementation and incorporation of the European Commission's frameworks into the Turkish ELT context and because the implementation and incorporation of the framework by Sabancı University has been such a great success, the current study aims to draw more attention to the implementation and incorporation of the European Commission' frameworks in the wider ELT context in Turkey.

2.9 Summary

In this literature review, recent studies into CPD worldwide and in Turkey have been presented. It is composed of specific sections elaborating the need for CPD, a discussion on the CPD concept itself with its definition, purpose and characteristics; current CPD models and their effectiveness, CPD planning and evaluation through the incorporation of the standards and rationale of the European Commission's frameworks and policies and finally, selected CPD studies are discussed. Much of the existing literature in this literature review places emphasis on the aspects of effective CPD for personal and institutional development or on the models of CPD in achieving higher goals.

It is generally acknowledged that CPD as a critical interest in education is affected by many factors. First of all, organization-related variables such as evaluating the impact of the implementation and incorporation of standards in CPD programmes in the form of frameworks approved by the European Commission (2010) and setting a collaborative school context, administrators' leading and support are main factors in the achievement and implementation of CPD. Second, teacher related variables such as; teachers' demographic variables (gender, level of education, years of professional experience) background factors such as; time, money or other resources, reasons for taking part in CPD, acquisition of new knowledge and skills are other significant factors in the achievement of the organizations. Third, it is revealed in the literature that "there has been no definite consensus on understanding the key factors that enhance, or signal to improve the teacher quality because it has become

unclear with many complexities to be encountered and resolved" (Fenstermacher and Richardson, 2005: p.1) and a variety of occasions increase and improve the quality of learning and teaching process. In line with this, Goe, (2007, p.2) states that "one-size-fits-all definition of improving teacher quality is not appropriate to define a teacher" because teacher practices and subject matter knowledge, organizations' current CPD policies and ongoing programmes, including formal pre-service university education, in-service professional developments (Villegas-Reimers, 2003) and informal training obtained through on-the-job experience in ELT has been affected by these ongoing improvements especially in the specific context of Turkey.

Finally, due to the globalization of the society, the EFL teachers' needs of effective CPD have become more appearent in Turkish ELT context. To illustrate this, Celce-Murcia (2001) stated that EFL teachers are often faced with the radical curriculum reforms and renovations in the educational system, which is usual in the world of ELT since change in this field is quite often. To support this, Kırkgöz (2009) also pointed out that the roles of teachers and students in teaching and learning process should be re-defined with a focus on more student-centred approaches. As such, it has been pointed out in the literature that, there is still room for improvement in areas such as; teacher appraisal, identifying the CPD needs of teachers and the overall school development (Nusche et al., 2011) in the world and particularly in Turkish CPD context.

CHAPTER THREE
METHOD OF RESEARCH

3 Presentation

This study seeks to investigate the perceptions of participants regarding continuing professional development (CPD) policies and programmes as critical tools to enhance quality and success in English language teaching (ELT); the study will also examine the impact of adapting and implementing the European Commission frameworks such as the Teacher Training and Development Framework (TD-FRAM) and the European Profiling Grid (EPG) on CPD in their organizations in Turkey. In the literature, the vast majority of examples of "mixed methods" appear to be the combination of surveys and interviews (Modell, 2005). This research utilises a multi-method studies approach, using both quantitative and multiple types of qualitative methods; focus groups and interviews. According to (Creswell & Plano Clark, 2007), "Writers in mixed methods are also careful to distinguish 'multi-method studies' in which multiple types of qualitative or quantitative data are collected from 'mixed methods studies' that incorporate collecting both qualitative and quantitative data" (p. 273). Therefore, the distinction of these two method is that; mixed method combines qualitative and quantitative methods, while multi-method studies can use two qualitative methods such as; focus group discussions and interviews.

The quantitative data were derived from a questionnaire that was administered in both private and public universities in Ankara, Turkey with the aim of learning how the private and public organizations perceive the incorporation of the Evaluation and Accreditation of Quality in Language Services (EAQUALS) with respect to CPD. The underlying factor in the quantitative data is to use the quasi-causal method to model the data by focusing more on an empirical, quantitative analysis, which reveals the cause-effect relationship. Accordingly, Rubin's (1974) causal model claims the effects of the cause and permits an estimate of the average "causal effect" of the treatment over a population of subjects (Rutkowski,2016). The current study aims to present some insightful guidelines on evaluating CPD policies and programmes in terms of the Common European Framework of Reference for Languages (CEFR) as a tool for enhancing quality and to provide a common basis for creating curriculum guidelines, language syllabuses, textbooks, exams etc. across Europe (Council of Europe, 2001).

In this chapter, a clear elaboration on the design of the study is presented, including both the qualitative and quantitative aspects, and the descriptive and

specific methodological processes are described. Firstly, the research design is described. Next, the research questions for the study are stated, information about the study participants and limitations of the study are presented. Then, the data collection instruments are described. Next, quantitative and qualitative research details, research protocols (I-II see Appendix D and F) are mentioned. In order to have a better understanding of how the research methodology was carried out, a step-by-step explanation of the schemes used is explained in this chapter.

3.1 The design of the study

This study focuses on revealing the perceptions of SFL instructors regarding CPD policies and programmes as a tool to enhance quality and success in ELT and the extent to which they implement the European frameworks in their organizations (public and private university SFL departments in Turkey).

This case study, with its survey and interview questions, is designed to investigate the views, experiences, expectations and perceptions of instructors, school leaders and CPD coordinators about CPD policies in schools of foreign language (SFL) in public and private universities in Ankara and Istanbul in Turkey. It is carried out by using a multi-method studies approach of both quantitative and qualitative (focus group-one to one interviews) methods to evaluate the research results. Multi-method study contains qualitative and quantitative types of data that are used together to form the all components of the research. According to Morse (2003), the multi-method study is planned and conducted to answer a sub-question, and the results of the research triangulated to form a comprehensive whole.

The research was initiated by conducting a pilot survey in SFL in a public university in Ankara, Turkey to design the research questions and plan the data collection instruments. This pilot survey was then followed up by preparing the data collection instruments in accordance with the aim of the study. Both the study questionnaire (see appendix A) and a set of semi-structured interview questions (see Appendix C) were used to investigate the perceptions of school leaders and CPD coordinators about the CPD policies and programmes in their organizations. The interview protocol had three versions, each with slightly different features; one version was for the survey (see appendix B), one for one-to-one interviews with school leaders and CPD coordinators (see appendix D), and the other form was for the focus group interviews conducted with instructors (see appendix F).

First, the researcher focused on elaborating upon the literature related to CPD, the European framework policies and the effectiveness of CPD as a form of policy and programme. In the next step of the study, the researcher collected the data. Initially, a questionnaire was adapted from two main sources: "Schools and continuing professional development (CPD) in England—State of the Nation' research study:

Policy, context, aims and design" teacher questionnaire (Pedder, Opfer, Mccormick, & Storey, 2010) and from the doctoral thesis of Tantranont (2009), "Continuing professional development for teachers in Thailand." The main headings and contents of the teacher survey questions were adapted from Tantranont (2009), and the questions in section B, (background factors) were adopted from Pedder et al. (2010). The questionnaire was then evaluated and approved by a professor from the University of Lapland, Finland and another from Turkey as well as an ELT expert. Their feedback and suggestions about the questionnaire's wording, scope, length and format were considered by the researcher when revising the survey. Before the questionnaire was administered to the participants, the improved version was piloted to instructors (n=20) within the institution where the researcher works in Ankara.

In the interviews, the school leaders and CPD coordinators expressed their general views on CPD in Turkey, particularly in their departments or teams. For this purpose, semi-structured, one-to-one interviews with five school leaders and five CPD coordinators were carried out to enrich the data on their views of CPD in the world, in Turkey and in their organizations. In addition, focus group interviews were conducted with eight groups of English language instructors in public and private universities in Ankara and in İstanbul in Turkey. In this part, the school leaders and CPD coordinators interview protocol (see Appendix D) was adapted from the questions in Tantranont (2009), titled as "Headteacher Interview Questions," in order to investigate the roles and responsibilities of school leaders and CPD coordinators leading and supporting CPD in their organizations. After adopting the one –to-one interview questions it was piloted to one school leader and a CPD coordinator in the field of ELT. In addition, focus group interview questions were piloted to three EFL teachers. Next, once the data were transcribed by hand, they were subject to expert view by the supervisors in the field to check to what extent the transcribed data reflected the focus of inquiry in this present study.

In order to gather data about their professional views, questions about the adaptation and implementation of the European Commission's frameworks were incorporated into the interview questionnaire. Subsequently, the researcher revised the number of questions and adapted the wording of the questions to fit the requirements of the focus group interviews. Prior to use, the questions were evaluated by the thesis supervisors. The questionnaire and interview data were then analysed and interpreted to answer the research questions. A graphic summary of the research design is given in the figure below.
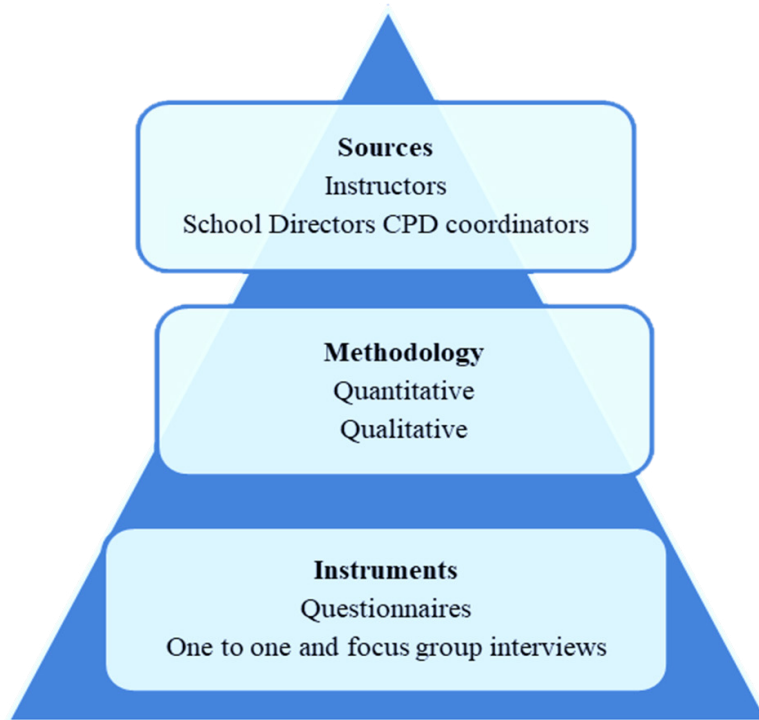
Figure 2. Summary of the research design

3.2 Research questions

This study addresses four research questions as stated below:

RQ1   i.What are the background factors regarding EFL instructors' CPD on the personal and organizational levels?
ii. What are the reasons that EFL instructors take part in CPD?
iii. What new knowledge skills and outcomes are gained as a results of CPD?
iv. What are the effectiveness of CPD?

RQ2   Do EFL instructors' demographic variables, such as professional experience, gender, type of organization (private or public) and level of education, are related to the CPD practices they have undertaken in their careers?

RQ3   What are the general views of (a) school leaders and coordinators (b) EFL instructors' about CPD in Turkey and in their respective departments or teams in terms of;

i.reasons,

ii. expectations and roles,

iii. opportunities for CPD activities,

iv. funds and resources,

v. organizational support,

vi. the barriers they encounter on the personal and organizational levels

vii. the impact or expected outcomes as a result of CPD?

RQ4   Are training and qualification tools, such as the EPG, EAQUALS' TD-FRAM, applied in Turkey or valued in the EFL instructors' institutions as a form of CPD?

3.3 Study Participants

The research respondents in this study were EFL instructors, CPD coordinators and school leaders working at several universities and assumed to be a representative sample of the population, with their varying experience and types of organization (public or private university) in Turkey. The participants of the quantitative study were selected using criterion sampling technique that involves selecting cases that meet some predetermined criterion of importance (Patton, 2001, p. 238) ensuring that the instructors are selected from two different types of institutions (public and private) which represents the population.Since the participants are all from a homogeneous population in Turkey with respect to their professional characteristics in the study, it can be inferred that, the criterion sampling approach is employed to provide a good representative sample of the population. Thus, an unbiased selection of voluntary participants who are interested to participate in the content of the study and the European framework policies and programmes from both private and public universities contributed to this study.

In the quantitative part of the study, the questionnaire was delivered to 350 EFL instructors in Ankara. However, the number or respondents who completed the survey was 282. Therefore, 68 participants of the survey either haven't completed the survey or submitted the survey to the researcher. In addition, the EFL instructors considered in the pilot study were excluded from the survey. Thus, a total of 282 instructors, 226 (80.1%) female and 56 (19.9%) male, participated in the quantitative part of the study. The instructors in the study all had different backgrounds with varying types of schools and professional experiences but most of the participants were Turkish.

More specifically, in the qualitative part of the study, a total of ten one-to-one interviews were conducted with CPD coordinators (five) and school leaders (five) from both public and private universities, composing a representative sample of the population. Additionally, eight focus group interviews were conducted with (44) EFL instructors working at public and private universities, with four-seven instructors participating in each focus group discussion. In addition, the participants in the qualitative part of the study expressed their professional views, beliefs and reasons for participation in CPD as well as expectations, and the barriers they encounter on the personal and organizational levels in Turkey. The participants (EFL instructors, school leaders and CPD coordinators) were divided into two groups in terms of the type of organization they were working at. Out of 282 instructors, 160 (56.7%) were employed in private universities and 122 (43.3%) were working in public universities. All of the participants in the study had different profiles in terms of age, years of experience among others. Finally, the participants were asked about the implementation of European Commission's frameworks in CPD in Turkey. For this purpose, a chart was added from the TD-FRAM (2013) to define the focus group interview participants' interests.

3.4 Limitations of the study

The perception of the participants refers to an interpretation that they come up with through their experiences and awareness in this research's context. Referring to the significance of the concept of perception, Patton (2002, p.15) argues that "we can only know what we experience by attending to perceptions and meanings that awaken our conscious awareness. Interpretation is essential to an understanding of experience and the experience includes the interpretation". In this respect, identifying EFL teachers' perceptions means undersanding the interpretations on the CPD activities they carry out, their needs and barriers they face during their careers. On the other hand, as well as the perceptions, the research also represents the general views of participants' on CPD. To illustrate this, they were asked their particular opinions on CPD in the world and in Turkey or in their departments referring to TD-FRAM (2013). In addition, the research study also highlighted the past experiences of EFL instructors with regard to the impact of CPD. Reflecting on their past experiences; the participants reported that they need more opportunities to participate to differentiate their CPD experiences. Finally; all of the participants in the study framed their expectations related to the the change of CPD policies at their organizations at SFL in Turkey.

In this study, the participants shared their knowledge about what they know about CPD, so the study should be interpreted as EFL instructors', school leaders' and CPD coordinators' perceived reality. All of the participants in the study shared

their personal opinions with regard to CPD from their own point of views. In this sense, one limitation of the study is that participants may not have fully or directly stated their ideas if they were concerned about facing consequences for any objective criticisms they made about the organizations where they work. In addition, the scope of implementation or generalization is relevant only to SFL disciplines and not to other disciplines, either in Turkey or anywhere else in the world.

3.5 Data collection

To address the research questions, data collection and analysis techniques multi-method studies approach was chosen. The procedures of multi-method studies research have been developed and refined to suit a wide variety of research questions and researcher's needs (Creswell & Clark, 2017). For example, Anguera et al (2018, p. 2759) defined all concepts of "multiple types of qualitative research (e.g., case studies and ethnographic studies) or multiple types of quantitative research (e.g., surveys and experiments)" in her study (Morse 2003, 2010) by doing this the researchers stated that mixed method should be differentiated from multi method studies and these terms and concepts should be distinguished. Furthermore, Johnson et al. (2007) defined the multimethod research as; "different styles of research may be combined in the same research project. These need not be restricted to quantitative and qualitative; but may include, for example, qualitative participant observation with qualitative indepth interviewing. Alternatively it could include quantitative survey research with quantitative experimental research and it would include quantitative with qualitative styles" (p.120).

Having had the benefit of going through the multi-method study approach in the SFL of various public and private universities in Ankara and İstanbul in Turkey with the help of other participants' reports, a purposeful criterion sampling technique was used to select the schools that would participate in the research. This sampling technique involves selecting units (e.g., individuals, types, groups of individuals or organizations and is primarily used in qualitative studies (Teddlie & Yu, 2007), based on the specific purposes of studies. In this study, the participants were 282 English teachers from two types of schools; public and private. The instructors' experience varies between 1-20 years on three kinds of higher education levels (BA, MA & PhD).

According to Patton (2002, p.238), "criterion sampling involves selecting cases that meet some predetermined criterion of importance". Patton also (2002) explains the logic of purposeful sampling as: "The power of purposeful sampling lies in selecting information-rich cases for study in depth. Information-rich cases are those from which one can learn a great deal about issues of central importance to the purpose of the inquiry, thus the term purposeful sampling. Additionally, the ratio of public and private schools was under consideration during the university

selection process as the reliability and validity of the research depend also on how fair the data sampling was done with respect to school types, i.e., public or private universities. Finally, in terms of qualitative data analysis, deductive approach is used in the current study. Azungah (2018) stated that when applying the deductive approach first "initial codes are drawn from the existing literature on the topic of inquiry or what is known about the phenomenon of inquiry aided by the research aims, research questions and interviews questions" (p.391). Therefore in the current research, initially, the researcher pre-determined the research questions based on the knowledge of the extant literature on the topic (Bradley et al., 2007; Thomas, 2006).

3.5.1 Data collection instruments

The purpose of this study was to investigate the directors', CPD coordinators' and English language instructors' perceptions of CPD; it was undertaken using a multi-method study design, with both quantitative and qualitative methods. According to Merriam (1998), one way to increase validity is to include more than one method and data source. Therefore, the quantitative data were gathered using questionnaires and the qualitative data were collected in the focus group and one-to-one interviews.

3.5.2 Overview of the data collection procedures

In line with the method applied in this study, the researcher chose to conduct a survey to obtain the qualitative data whereas semi-structured interviews were used as the method because this enabled the researcher to explore in-depth the views and beliefs of the participants in relation to CPD and whether the standard framework policies are incorporated in their organizations.

According to Cohen et al. (2000) and Manion and Morrison (2000), questionnaires are reliable, economical, likely to encourage honesty and allow researchers to draw conclusions with a certain degree of confidence. In the questionnaire, demographic variables such as professional experience, gender, type of organization (private or public) and education level of the English language instructors were obtained as well as background factors on CPD on the personal and organizational levels, reasons instructors take part in CPD, instructors' CPD practices, acquisition and use of new knowledge and skills, outcomes gained as a result of CPD and the effectiveness of CPD were analysed by EFL instructors working at various universities in Turkey.

Unlike questionnaires, the goal of interviews is to elicit rich data, detailed information and various insights that can be used in the analysis (Cohen et al., 2000). In order to gather data the interviews aimed to reveal the views of the school leaders' perceptions regarding the administrative practices of CPD and the practical implementation of CPD in Turkey within the European Commission's frameworks. To collect data on the EFL instructors' professional thoughts and experiences in relation to their individual professional development processes within their topics of interest, the instructors' professional experiences in CPD and its integration with

standard frameworks such as the EAQUALS' TD-FRAM and EPG were analysed in focus group discussions. Participants also provided information on what impacts the incorporation of the frameworks into CPD had on their professional lives while teaching English in Turkey.

3.5.3 Overview of data analysis and interpretation procedures

For the quantitative part of the study, instructors' responses to the questionnaires about their perceptions were subjected to descriptive statistical analysis one-sample t-test analysis (comparative analysis). In addition, the data from the EFL instructors' questionnaires were subjected to a Pearson's correlation and path analysis in order to investigate the possible relationship between the instructors' years of professional experience, gender, type of organization and higher education. The results are presented in tables and figures.

The answers to the focus group and one-to-one interview questions were analysed using a cross-case analysis following Creswell's (2017) qualitative content analysis scheme, which identifies general tendencies by focusing on common responses. Using the transcribed interviews each response to the questions was analysed and grouped under the relevant headings. The results are given in tables, and all of the findings are reported using codes (without names) to identify participants when reference is made to a specific participant.

3.6 Quantitative research

Originally employed in the natural sciences, quantitative research, approaches rely on numbers and are utilised for studying large populations (Arksey & Knight, 1999; Lund, 2005). Although it has been argued that quantitative research studies have the limitation of missing out on some nuances (Devers &Frankel, 2000), quantitative research makes use of robust statistical methods to analyse data, creating succinct and relatively easy-to-analyse descriptive statistics (Walliman, 2005). However, in the process of determining the variables or ways of sampling, quantitative research has the potential to become subjective.

Quantitative research as an approach in this study enables us to obtain three different classifications of numbers while answering the research questions: perceptions as measured data and instructors' perceptions (or segmentation of data in terms of the institution and CPD unit) by demographic variables such as professional experience, gender, type of organization and education level. Perceptions as a measure quantify and describe the views of participants, in line with CPD perceptions in different kinds of institutions.

Data about the instructors' views, experiences and expectations are essential for a better understanding of perceptions in a descriptive format. Another key point is

the instructors' perceptions (segmentation of data in terms of the institution and CPD unit) by variables such as gender and education level serve as attitudinal data which "provides significant information about the existence and composition of different preference groups with respect to the experiences gathered" (Morey et al, 2006, p.92). The last point will be the segmentation of the research, which involves attitudinal data as general information to cover issues such as instructor awareness, perceptions, beliefs and evaluations or expectations. Finally, below is the list of the strengths of quantitative research (Babbie, 2010; Brains, 2011; Mc Nabb, 2008; Sharpe, 2008; Singh, 2007).

- Quantitative research allows for a broad study, involves a greater number of subjects and enhances the generalization of the results.
- It allows for greater objectivity and accuracy of the results; generally, quantitative methods are set up to provide data summaries that support the generalization of the phenomenon being studied; quantitative research usually involves many cases and few variables and employs certain procedures to support validity and reliability.
- The use of well-established standards indicates that the research can be replicated, analysed and compared to similar studies.
- Broad sources of information can be summarised in quantitative research, and comparisons across time and categories are possible.
- Personal bias can be avoided if the researcher maintains an appropriate distance from the participants and uses accepted computational techniques.

Instructor questionnaire

The instructor questionnaire was adapted and prepared from several resources in the relevant literature. One advantage of questionnaires is that they can reach large numbers of respondents to obtain generalizable results (Marsden & Wright, 2010). The questionnaire was prepared and structured from two main sources: Schools and continuing professional development (CPD) in England—State of the Nation' research study: Policy, context, aims and design" teacher questionnaire (Pedder et al., 2010) and the doctoral thesis of Tantranont (2009), titled "Continuing professional development for teachers in Thailand." The main headings and contents of the teacher survey questions were adapted from Tantranont (2009), and the survey questions in section B, "Background factors;" part A, "Professional learning practices and values," was adapted from Pedder et al. (2010). The questionnaire was then evaluated and approved by a professor from the University of Lapland, Finland and another from Turkey as well as an ELT expert. Their feedback and suggestions on the scope, wording, format and length of the questionnaire were considered by the researcher while revising the survey. Next, prior to administering the questionnaire, the improved version of the questionnaire was piloted at the institution where the

researcher works in Ankara.In addition, the pilot study participants were also asked to give their opinions about the questionnaire items with respect to wording and potential ambiguities. Finally, the feedback from the pilot group was taken into consideration while revising the questionnaire items for wording and ambiguity.

There are many sources of uncertainty in research that should be considered to assess the reliability and consistency of the findings. Accordingly, validity and reliability increase transparency and decrease opportunities to inject researcher bias into qualitative research (Shekhar, 2014). Therefore, in an attempt to clarify the validity and reliability of the measurements used in the research questionnaire, ordinary alpha was employed, in which the acceptability value is determined to measure the internal consistency of the findings. As a rule in the ordinary alpha reliability scale, if the mean coefficient value is less than 0.40, the scale implies the findings relative to another test are not reliable. If the scale is between 0.40 and 0.60, there is somewhat low reliability; for a scale value between 0.6 and 0.8, the means scale is reliable, and if it is between 0.80 and 1.00, the means scale is highly reliable (Özdamar, 1999, p. 522). Therefore, the findings of the questionnaire used in the study gave a positive test of reliability using ordinary alpha coefficient, and a means scale value of 0.67 was obtained, implying that the test findings are reliable. After the reliability analysis, the items in the questionnaire used in this study were organised into five sections explained below:

Section A (**Personal Information**): This section includes items on instructors' demographic variables such as professional experience, gender, type of organization (private or public) and education level.

Section B (Background Factors): There were two types of background factors, i.e., personal and organizational factors. In order to find out which background factors were important for the CPD items on the personal level, each factor was scored on a scale of 1 (not true) to 4 (mostly true). Additionally, in order to find out how much participants valued the factors, they were asked to score each factor on a scale of 1 (not important) to 4 (very important). The factors under scrutiny were listed as workload at school, pacing, lesson planning, organizational support, appraisals, rewards, feedback, financing for CPD activities, supplemental help, additional funding, convenient scheduling and/or flexibility, presence of professional CPD trainers, their qualifications and experiences, being informed about upcoming programmes or events and the content of CPD activities according to their needs and interests. The instructors could also add other points in a space provided.

In the second part of Background Factors, instructors rated their satisfaction about the time, money, and other resources available for staff members to participate in CPD activities on a scale of 1 (never) to 4 (often). These items aimed to gather data about the organizations, such as whether or not the organization has its own CPD policy, objectives, planning, reflection and analysis and whether it provides sufficient time for teachers to work on their CPD; it also gathers information

about financial resources for teachers to participate in CPD activities, resources for instructor CPD activities, support services, providers, trainers and networks.

Section C (Reasons for Taking Part in CPD): In order to find out the participants' views on the importance of various reasons for taking part in CPD activities, the items were scored on a scale of 1 (not important) to 4 (very important). The reasons included the following: programme-provided accreditation, allowing teachers to work with colleagues, improving teachers' professional abilities, allowing teachers to meet their long-term career goals, addressing teachers' school needs, providing information that was new, positive impacts on student learning, changing teachers' views on learning and teaching practices and prompting teachers to seek further training and information.

Section D (Acquisition of New Knowledge and Skills): In order to find out how instructors acquired and used new knowledge and skills as part of their CPD practices, the items were scored on a scale of 1 (strongly disagree) to 5 (strongly agree). The items that instructors rated for the acquisition of new knowledge and skills were as follows: new skills are usually covered during induction to the job or acquired by participating in CPD activities, engaging in self-study such as reading books or using the library or Internet, teachers using their own time outside of their current work commitments for their professional development, picking up skills from colleagues' experiences and trying to develop existing skills, gaining new knowledge and skills but not using them in practice, attempting to use new knowledge and skills but not yet feeling comfortable using them, coordinating with colleagues to gain greater knowledge and re-evaluating skills and modifying content to fit their needs.

Section E (Outcomes Gained as a Result of CPD): In the last part of the questionnaire, the outcomes gained as a result of CPD activities were investigated on both the personal and organizational levels on a scale of 1 (not changed) to 5 (changed significantly). On the personal level, instructors rated the outcomes gained as a result of their participation in CPD as follows: there were positive changes in their attitudes, views, perspectives, learning and teaching practices and knowledge or skills development. On the organizational level, they rated the outcomes of CPD activities with the following: organizational or overall school improvement, increased collaboration and cooperation with colleagues due to CPD and improved student behaviour or improved learning outcomes.

The data were analysed using SPSS Statistics v21.0 by the researcher. The results of the survey from the 20 participants suggested that the teachers had experienced various types of CPD. Their attitudes varied according to their gender, the type of organization they worked in and their level of education. A consent form (Appendix B) was provided to the participants before administering the questionnaire. The consent form included information on the purpose and methods of the study and required the participants to provide identification information with signatures.

The researcher promised that all participant information would be protected and anonymous. This form also ensured that the instructors were voluntarily participating in the study.

3.7 Qualitative research

Qualitative research is described as a method of data collection that occurs in a natural setting and enables the researcher to develop details by closely analysing actual experiences (Creswell, 2017). It makes "great contributions to and significance in the theoretical and educational practice, policymaking and social consciousness" (James, Sally, & Schumacher, 2001, p. 393). In this study, the use of interviews allowed for data collection in less technical, unambiguous everyday language that was also understandable to the participants. Babbie and Mouton (2001, p.10-11) identify the features of qualitative approach and present them as follows.

- The research is conducted in the natural setting of the social actors (social field experts or participants).
- The emphasis is on the actors' (participants') perspectives.
- The aim is an in-depth description and understanding of action and events.
- A central focus is to understand social actions within their specific contexts rather than trying to generalise to a theoretical population.
- In the qualitative research process, the researcher is considered the main instrument.

According to Talmy (2010), the interview and interview data, voice, bias, analytic approaches and analytic focus are shaped during the data collection and analysis processes, and as research instruments, interviews are "a resource for investigating truths, facts, experience, beliefs, attitudes, and/or feelings of all respondents" (p. 131). As such, the interviews served the purposes of this study by providing robust qualitative data.

3.7.1 School leaders and CPD coordinators interview protocol - I

Mann (2010) claims interviewers or interviewees all engage in a form of interviewing on a daily basis. If we are exploring participant's experiences, beliefs or identities, then we may use qualitative interviews. Similarly, interviews are a very efficient method for understanding and analysing the experiences of people involved in education while investigating the educational issues (Seidman, 2013). For this purpose, prior to the interviews, consent forms for the one-to-one interviews (see Appendix B) and the focus group interviews (see Appendix F) were given to the targeted participants. Both consent forms included information on the purpose and the method of the study and also required the participants to provide their identifying information with a signature.

The school leader and CPD coordinator interview protocol (see Appendix D) included headings and questions adapted as follows: school leaders' and CPD coordinators' general views about CPD, their roles in the organization, how to increase opportunities for CPD activities in terms of the content, type, funds and resources (time and money) devoted to CPD, organizational support, motivation, rewards or appraisals, personal and organizational barriers they encountered while undertaking their roles, and finally, their views about the European Commission's frameworks such as the CEFR (2013), EAQUALS' TD-FRAM. The interview questions about the European Commission's frameworks were added by the researcher in addition to the adapted interview questions (Tantranont, 2009) as the frameworks provide recognised standards or criteria for planning and running CPD activities or events and require consideration in Turkey. All of the interviews took place in the participants' offices and lasted 30–45 minutes. The interviews were audio recorded and stored as .mp3 files labelled on the consent of the participants. All data were stored on backup disks, and the utmost care was taken when data were being processed to guarantee their secure use. Finally, the one-to-one interviews were transcribed and stored in files in .rtf format. The interviews were audio-taped.

3.7.2   Focus group discussion interview protocol - II

In the focus group interviews, the interviewees argue and debate with each other and this technique usually leads to rich data collection (Alsaawi, 2014). Moreover, the number of questions tends to be fewer than in other types of interviews; however, it has been noted that confidentiality is an issue with this approach (Goodenough & Waite, 2012). The purpose of the focus group discussion questions is important in terms of obtaining the contextual and fact-based information that will contribute to the field by offering pieces of evidence about ELF instructors' perspectives. The main headings of the focus group interview protocol were the same as those for the one-to-one interview protocol, but the questions were modified to suit the participants, English language instructors in this case.

One major modification was to the first question asking about the most/least effective types of CPD activities; here, a chart was added from EAQUALS' TD-FRAM (2013) providing sub-headings and key ideas, such as planning, teaching and learning, teaching and supporting learning, assessment of learning, language, communication and culture and the teacher as professional, to help the participants elaborate more effectively on the competence areas targeted in CPD events and activities.

As such, in the qualitative research paradigm, participants (44) in the focus group interviews (8) answered questions on the same topics as school leaders. The researcher conducted the interviews as a moderator and was not involved in the participants' comments. The content analysis, based on Creswell (2012) was conducted as follows: (1) the data were organised; (2) the data were explored and coded; (3) descriptions

and themes were constructed; (4) the qualitative findings were identified; (5) the findings were interpreted; and (6) the accuracy of the findings was validated. The interviews took place in the meeting room; they were audio recorded and were stored as .mp3 files in password-protected documents. During the research period, the stored data were not shared with anyone; however, when any participant in his or her own focus group requested data, they were shared only with this focus group participant. In addition, the data were saved with a password so that outsiders would not be able to access sensitive information, such as identifying information or any other personal data from the research participants. At the end of the study, the interview data were destroyed to guarantee the anonymity of those who participated in the focus group discussion.

CHAPTER FOUR
DATA ANALYSIS

4 Presentation

In this chapter, an elaboration on the analysis of data of the study is presented, including both the qualitative and quantitative aspects. Firstly, the quantitative then the qualitative data collection analysis were presented. Linked to this, the reliability and validity of the research is mentioned including triangulation and rich and thick description. Finally, the positioning of the researcher and ethical considerations are discussed. Quantitative and qualitative data collection methods were analysed separately; in the following chapter, the results of data anaysis will be interpreted.

4.1 Quantitative data analysis

The questionnaire (see appendix A) in relation to the research objective was presented to the participants sampled through the sampling technique mentioned in this chapter. Each participant was handed a questionnaire with a clear consent of protecting their privacy and the authenticity of their answers. The data collected from the questionnaire after answering the questionnaire individually with no influence were analysed using a quantitative approach. The descriptive information and statistics from the collected data were obtained using the SPSS Statistics 21.0 package. Using the SPSS, each question was defined using numbers (0, 1, 2..etc) depending on the options available. For example, the gender variable was defined as (0- male, 1- female), level of education (-2), type of school (-3), and professional experience (-4.The intra-rated reliability known as Kappa was used to examine the agreement between the reliable on the assignment of categorical variables in SPSS was equally observed. According to McHugh (2012) "The kappa statistic is frequently used to test inter-ratedreliability. The importance of rate reliability lies in the fact that it represents the extent to which the data collected in the study are correct representations of the variables measured" (p.1). Most preferably, Kappa value is greater than 0.6 is considered to have a good level of agreement. The perceptions of the English language instructors regarding CPD in Turkey were extracted in statistical form, i.e., t-tests and analysis of variance (ANOVA) to identify the critical items for further discussion.

To attain a better understanding of the instructors' responses regarding their background factors, values, reasons, practices and the outcomes gained as a result of their CPD, the researcher used the one-sample t-test as a test of significance. The data on years of professional experience, gender, type of organization (public or private university) and level of education were also entered into the analysis. A t-test was used to determine if there is a meaningful difference depending on demographic variables, such as type of organization and gender, among the participant ratings on their CPD perceptions. In addition, ANOVA was applied to determine if there is a meaningful difference depending on demographic variables such as professional experience and the level of education. The *p*-value was set as 0.05 in all statistical tests.

4.2 Qualitative data analysis

Qualitative content analysis is found to be the strongest and the most prevalent approach by Bryman (2004) for the analysis of the documents. The researcher emphasized the importance of how content analysis enables researchers to search for underlying themes in the documented materials and defined qualitative content analysis below:

> An approach to documents that emphasizes the role of the investigator in the construction of the meaning of and in texts. There is an emphasis on allowing categories to emerge out of data and on recognizing the significance for understanding the meaning of the context in which an item being analysed (and the categories derived from it) appeared (Bryman, 2004, p.542).

Yin (2003) indicated that data analysis of qualitative case study should include "examining, categorizing, tabulating, testing, or otherwise recombining both quantitative and qualitative evidence to address the initial propositions of a study" (p.109). Moreover, Creswell (2012) stated the researchers who seek to reach a conclusion through overall tendencies of the responses of the participants can make use of qualitative research methods and emphasized the importance of qualitative interviewing as:

> "Researchers recognize that their own background shapes their interpretation, and they position themselves in the research to acknowledge how their interpretation flows from their own personal, cultural and historical experiences" (Creswell, 2005 p.20).

Moreoever, Creswell's (2012, p. 232) qualitative content analysis scheme was utilised to analyse the interview responses as described in Figure 3.
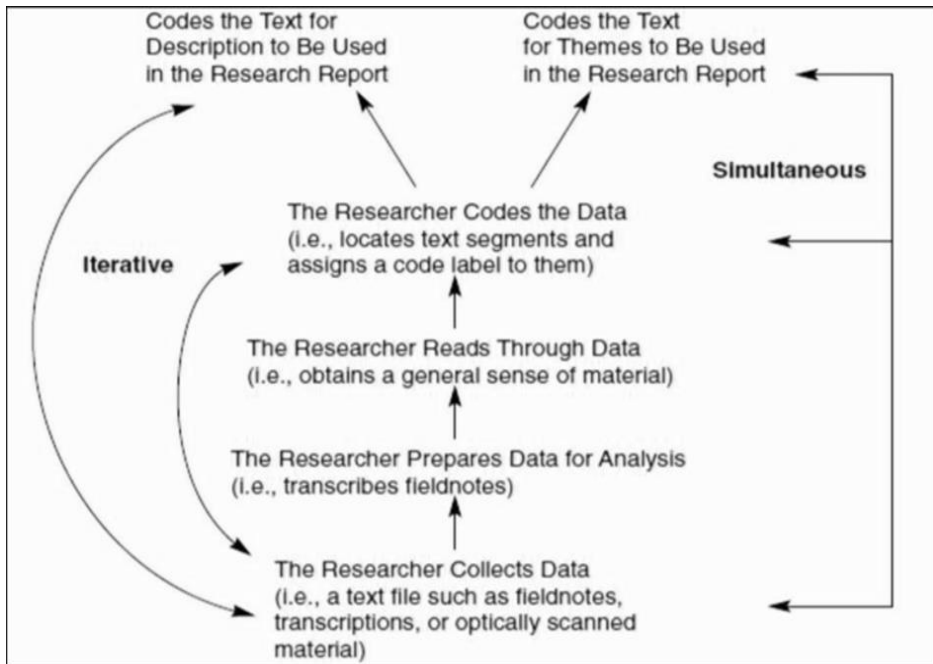
Figure 3. Qualitative content analysis scheme (Creswell, 2012, p. 232)

For the interview data obtained from this study, a cross-case analysis was used to identify general trends in common answers. The focus group interview data and one-to-one interview data were transcribed and underlined in a detailed way to obtain a general sense. After that step, the researcher analysed each participant descriptively (one-to-one interviews) one by one with the aim of understanding the general tendencies of the participants in terms of CPD and with the aim of understanding whether more data is needed or not. When the codes were shaped to construct the themes, the researcher reviewed the transcriptions to find other relevant themes and codes. The first version of the codes and themes were saved to see the differences after the developed version of it was constructed. Then, all of the related segments were assigned by code labels again by hand without the use of any computer software by the researcher (see appendix G). On the focus group interview data, after the initial coding process and before coding the text for themes, the constant comparison method was used to develop categories (Strauss & Corbin, 1990). In this process, the researcher compared themes with themes to reduce redundancy and repetition. The process was repeated with each of the responses; the results are shown in frequency tables and interpreted.

4.3 Reliability of the research

4.3.1 Triangulation

Triangulation as a research practice serves as a technique to help reduce bias by cross-examining the integrity of participants' responses. Triangulation as a research technique for the assessment of research reliability and credibility "involves the use of multiple and different methods, investigators, sources and theories to obtain corroborating evidence" (Onwuegbuzie & Leech, 2007, p. 239). It has become a frequent recommendation that triangulation techniques be used to ensure validity, reliability and credibility. The advantages of triangulation include "increasing the confidence in research data, creating innovative ways of understanding a phenomenon, revealing unique findings, challenging or integrating theories, and providing a clearer understanding of the problem" (Thurmond, 2001, p. 254). These advantages result in a diversity and quantity of data that can be used for the analysis of the questionnaires, one-to-one interviews and focus group discussions.

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According to the information above, this research was based on the triangulation and complementarity purposes of the multi-method research in order to obtain more valid and reliable research findings from all of the participants. As a result of the data analysis, the researcher achieved correspondence of the results in both qualitative and quantitative data in many aspects. Therefore this study, aimed to explore the perceptions the participants' points of view of CPD from a broader prespective. In applying a qualitative study approach to the quantitative part yielded the triangulation of the data from the perspectives of school leaders, coordinators and ELT instructors. To illustrate this, the data collected from both qualitative and quantitative parts of the study demonstrated that a significant number of the participants had concerns about the application of CPD policies, lack of resources, financial support, time and autonomy at their organizations in Turkey.

4.3.2 Rich and thick description

Merriam (1998) stated that rich, thick descriptions are some of the strategies to increase all reliability, external validity and generalizability. In this study, in order to gain a better understanding of the case under focus, the context of the study, the participants and their views are described in detail through addressing the research questions. Thus, the goal of the study was to create a detailed and realistic

representation of the participants' "points of view, perceptions, and experiences" assigned to the CPD practices in Turkey. In other words, in the present study participants views and perceptions were analysed to capture the point of view of the CPD with the goal of a rich and thick description to investigate the roles of EFL instructors and school leaders in Ankara and İstanbul by formulating sociological principles (Geertz, 1993). Additionally, presenting a large number of quotes to ground the researcher's interpretation of the findings and discussion section was utilised as a tool to achieve a rich and thick description of the case in this study (Creswell & Poth, 2017). Finally, the researcher provided rich and thick descriptions of the data and detailed presentation of the research procedures with the consideration of ethical issues.

4.4 Positioning as a researcher

It is important for the researcher to inform the reader about his/her position, biases and assumptions related to the study (Merriam, 1998); in this section, the researcher explains her role in the research. The researcher is an EFL instructor in an institution in Ankara, Turkey. As a graduate of the ELT department and having twenty years of teaching experience at the university level in both private and public institutions. Patton (2002) states, "In qualitative inquiry, the researcher is the instrument and the credibility of qualitative methods, hinges on the skill, competence, and rigor of the person who is doing the fieldwork" (p. 1). This skill and competence made it easier for researcher to interpret the qualitative data as she shares the similar work experiences with their colleagues working at SFL so her competence and experience in conducting such interviews had a positive effect in carrying out the current study. Furthermore, the research has made positive contributions to the researcher's knowledge and experience as well. Some of the survey participants did not know the researcher whereas others had been acquainted with her for some time; therefore, some of them were comfortable participating in the study. Throughout the research, the researcher tried to understand and reflect on the critical or neutral feelings of the participants during the interview process. "Rapport is a stance vis-à-vis the person being interviewed. "Neutrality is a stance vis-à-vis the content of what the person says" (Patton 2002, p. 365). As for the researcher's role is the rapport and neutrality, the participants are not judged for what they said to the researcher during the interview process. Additionally, the research data were analysed and interpreted in a way that was non-biased and analytical and triangulation was used in order to reduce bias and assumptions on the researcher's part. To illustrate this, while collecting the qualitative data, the researcher had made everything clear by asking extra questions to participants to support her interpretations.

4.5 Ethical considerations

Ethics are defined as "a matter of principled sensitivity to the rights of others, and that while truth is good, respect for human dignity is better" (Cavan, 1977, p. 810). In every study, ethical considerations are seen as a principle sensitive aspect of research work that seeks to protect the originality of the study and the rights of others (Cavan, 1977). It is therefore a key part of every study to observe and appreciate the sensitivity and rights of others in presenting and citing where (and when) needed. Before the study took place, the researcher had to apply to the Research Ethics Committee of the University of Lapland to get permission in terms of ethical considerations. In this process, the researcher submitted a proposal in which she provided information about the research goals, design of the study, participants, expected results and possible benefits and implications that might be derived from the study. The proposal was approved, an ethical statement from the Research Ethics Committee of the University of Lapland was granted.

At another stage of the research, ethical considerations with respect to the participation of individual instructors and key informants within the case study institutions were focused largely on the principles of confidentiality and informed consent. A permission form was given out to the participants explaining the research as well as issues of confidentiality, information handling and the rights and responsibilities of both the researcher and the respondents. There was a clear and unambiguous clarification that no payment of any kind may be made for contributing to the research and that the participants had the right to pull out of participating in the survey at any point prior to the publication of the research results. The respondents and interviewees were fully aware that the interview would be recorded for research purposes. They were also made to understand that the researcher would keep their identity confidential and anonymous, hence their names and personal data were not mentioned while creating the audio-script or reporting on the findings, where only anonymous codes are used. Finally, the researcher gave the utmost attention to protect the confidentiality of the research to prevent any violation of the participants' rights.

CHAPTER FIVE
RESULTS OF DATA ANALYSIS

5 Introduction

A large-scale questionnaire was designed to produce the quantitative data concerning the views of the representative samples of EFL instructors. The teacher survey questionnaire was adapted and prepared from several resources from the relevant literature as explained in detailed way in the section instructor questionnaire, in chapter three (3.6). The quasi-causal method was used to model the quantitative data of this research. The concept of this method focuses mainly on "empirical quantitative analysis in education that reveals cause-and-effect relationships" (Rutkowski, 2016, p. 2), and the quantitative data of were designed to according to this relationship (see Figure 4).

In the analysis of the data gathered in the survey in this research, the IBM SPSS Statistics 21.0 package was used. Item means concerning each dimension of CPD were found, and the scale was arranged to determine the CPD levels within these dimensions. The scores of the items in each sub-scale were added and divided by the number of items containing the related sub-scale for the computation of the mean scores in the related sub-scales. Analysis of variance (ANOVA) was applied to determine whether there was a meaningful difference between professional experience and education level. The t-test was used to determine if there were meaningful differences depending on the type of school and gender between the assessments concerning the instructors' CPD levels. Finally, $p=0.05$ significance level was taken as the basis for all statistical tests.

Next, in the analysis of the qualitative part of the study, interviews with the school leaders and CPD coordinators were carried out which was explained in detailed way in the section qualitative research part, in chapter three (3.7). The below figure (4) explores the process of the research survey model, the findings and the results by following the research questions as referred in chapter three, item 3.2 through the research objectives.
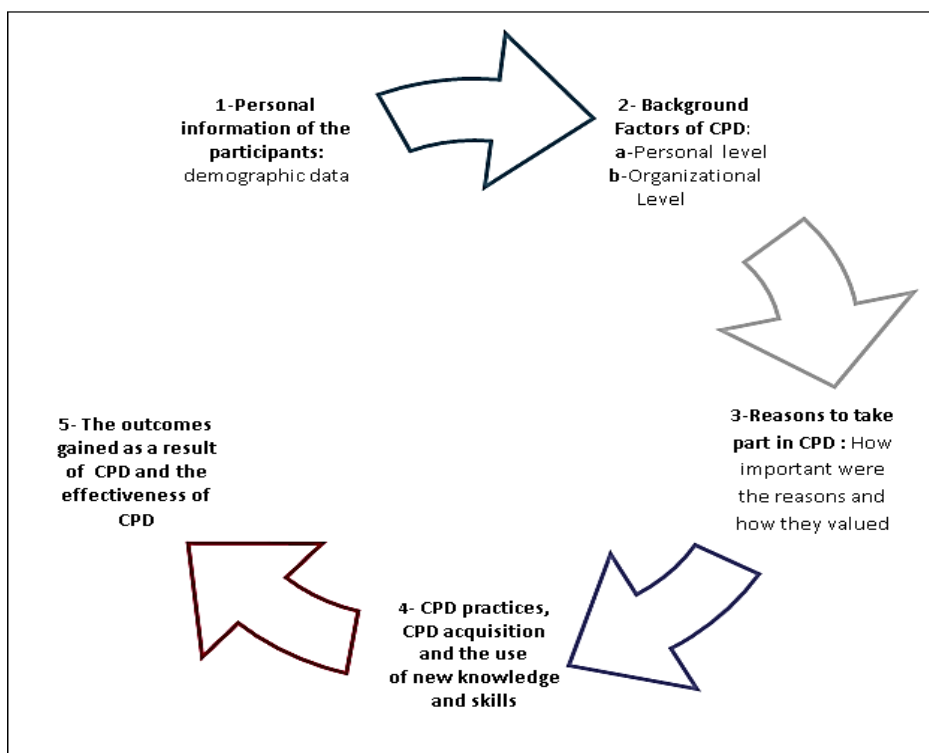
Figure 4. Research Organization of the CPD survey

In the first phase of the research, the participants' personal information was gathered, and in this section, the participants' demographic data were represented. Second, the background factors for CPD were analysed on two levels— personal and organizational. Third, the reasons why the instructors took part in CPD activities were identified. The reasons identified were providing accreditation, improving professional abilities or addressing their school's needs. Then, the instructors mentioned how they acquired and used their new knowledge and skills. They indicated that they were acquired through self-study or picked up from others' experiences; they also indicated whether they use these in practice or if they were not yet comfortable using them. Finally, the outcomes achieved as a result of CPD activities are represented in the research. On the personal level, the instructors rated the outcomes gained as a result of their participation in CPD activities, such as whether there were positive changes in their attitudes, views or perspectives or other kinds of changes in their learning and teaching practice whereas on the organizational level, the instructors evaluated organizational changes according to their overall school improvement.

5.1 Analysis of the quantitative data

The analysis of quantitative data is organized according to the order of research questions in chapter three (section 3.2) in three sections 5.1 and 5.2 and 5.3. In the first part of the quantitative analysis general demographic information is given (5.1.1), then the background factors, reasons, instructors' new knowledge and skills and the effectiveness of CPD are discussed (5.2) (RQ1). In the third part (5.3) EFL instructors' demographic variables and their relation to the CPD practises are analysed (RQ2).

5.1.1 *Demographic information about the participants*

As a result of the poor standard of ELT system in basic public compulsory education system in Turkey, many students have to take an extra intensive year of English language instruction, called "a preparatory-year" (one-year foundation program), after entering university. This preparatory-year program consists of 20-25 hours of instruction per week, integrated four skills - reading, writing, speaking and listening through several methodologies to language teaching and learning. In addition, this extra year is offered by both state and private universities in Turkish education system. Nearly all private and most public universities offer students intensive English language teaching (ELT) programmes for one-two years, according to their level of English, before they enroll in their own departments. The intensive programmes at universities focus on general English and only on English for Academic Purposes (EAP) at the upper levels (C1) and known as English preparatory programmes because they prepare students with a sufficient level of English (B2) to be able to follow their degree courses in English. Although some English preparatory programmes still use the Canadian Benchmark system (an online self-assessment tool in assessing English as a Second Language [ESL]), the main purpose of most English preparatory programmes today is to improve students' English as a foreign language, according to the levels defined by the Common European Framework of Reference for Languages (CEFR). In this way, students can follow their departmental courses offered in English in their own departments. The reason this research was conducted in English language preparatory schools was because students can only be admitted into their departments after successfully passing an English proficiency test. If students are unable to pass this test at the end of the academic year, it means they have not reached a required level of B2. Thus, it is considered a necessity for students to complete this preparatory year successfully as a prerequisite for starting studies in their major subjects at the university.

In the first part of the quantitative research, the demographic variables were prepared to analyze the demographic information about the participants. They were listed as EFL instructors' professional experience, gender, type of organization (private or public) and higher education. In terms of demographic variables, the

cross-tabulation, also known as contingency table analysis, is represented in a table (3). To be clear, "Cross tabulation is a joint frequency distribution of cases based on two or more categorical variables. Displaying a distribution of cases by their values on two or more variables is known as contingency table analysis and is one of the more commonly used analytic methods in the social sciences" (Michael, 2001, p. 1). In this way, the survey participants' personal information helps us to better understand the nature of the subsequent sections of the research with respect to their CPD experiences. From another perspective, the cross-tabulation analysis provides a wealth of information about the relationships between the different kinds of variables. Table 2 shows the demographic data of the questionnaire respondents. The overall participation in the research was 282 instructors from public and private universities in Ankara, Turkey. In this research, all of the EFL instructors were working in SFL in Ankara, Turkey.

Table 2. Demographic information about the participants

Years of professional experience	Number of Participants and percentages	Gender	Number of Participants and percentages	Type of organization	Number of Participants and percentages	EFL instructors' higher education	Number of Participants and percentages
1 - 5 years	92 (32.6%)	Male	56 (19.9 %)	Private	160 (56.7 %)	BA.	150 (53.2%)
5 - 10 years	98 (34.8%)	Female	226(80.1%)	Public	122(43.3%)	MA. or MS.	113(40.1%)
more than 10 years	92 (32.6%)					PhD	19 (6.7 %)

5.1.1.2 Years of professional experience

According to table 2, EFL instructors' professional experience is shown in terms of their years of professional teaching. When the distribution of the instructors' participation in the survey was examined, the teachers' professional experience was separated into three groups, namely, one–five years, five–ten years and more than ten years. From the total of 282 instructors, the results were as follows: 92 (32.6%) of the instructors had one–five years of experience, 98 (34.8%) of them had five–ten years and 92 (32.6%) had over ten years of experience. Therefore, the majority of the instructors (34.8%) teaching in the preparatory programmes had between five and ten years of experience.

5.1.1.3 Gender

Table 2 also presents the percentages of the instructors' genders. The distribution of instructors participating in the survey according to gender was examined, and a total of 282 instructors, 226 (80.1%) were female and 56 (19.9%) were male.

The interesting finding here is that such a large proportion of English language instructors are female in English language preparatory schools in Turkey and to support this fact according to the Demirezen, M., & Önder, Ö (2016), the teaching profession is dominated by females and the status is not different in other small cities as well in Turkey.

5.1.1.4 Types of organization

In table 2, the percentages of the types of organizations instructors worked in are represented, and the distribution of instructors participating in the survey according to the type of organization is ilustrated. According to the findings, out of 282 instructors, 160 (56.7%) were employed in private universities and 122 (43.3%) were working in public universities.

To explain further, with regard to the general education system in Turkey, at all stages of education, there are public and private schools established by the government, by charitable foundations or by direct owners. Furthermore, public universities are extremely competitive, and their tuition fees are nominally supported by the government. On the other hand, parents spend large sums of money on private universities that generaly offer education in all their departmental courses in English. Therefore, tuition fees vary according to the university types (private or public), its location and the course or department chosen. As for the instructors working at public universities, they are public employees whereas those working at private universities are paid by the owners of the universities.

5.1.1.5 Instructors' higher education

According to the table 2, when the distribution of instructors participating in the survey according to their level of education is examined, it can be seen that out of 282 instructors, 150 (53.2%) had bachelor's degrees, 113 had master's degrees (40.1%) and 19 had (6.7%) doctoral degrees.

In Turkey, most EFL instructors in preparatory schools or working at universities need to have at least bachelor's degree in ELT or other relevant fields, such as linguistics, English/American language and literature, department of translation (English to Turkish and Turkish to English), to get a job as an EFL instructor in a university department of SFL. Nowadays, a master's degree in Teaching English to Speakers of Other Languages (TESOL), applied linguistics or a closely related field is also becoming important to get a job in top-tier universities in Turkey.

In addition, instructors are required to have at least two or more years of teaching experience, specifically in an academic programme. This means that master's and doctoral degrees are not compulsory for most instructors teaching English or English for academic purposes in SFL in 2014. In other words, being an English language instructor in Turkish universities requires the lowest academic title; however, EFL instructors should be proficient in English (C1 level); that is, they

should have a high score on the International English Language Testing System, the Test of English as a Foreign Language (TOEFL), the Cambridge Suite exams or an equivalent score from the English Language Proficiency Test (YDS) , a central examination in Turkey held twice a year to determine the level of foreign language knowledge.

Table 3. Cross-tabulation of years of professional experience and gender

| | | Gender | | Total |
		Male	Female	
Years of professional experience	1–5 years	13 (14.1%)	79 (85.9 %)	92
	5–10 years	21 (21.4%)	77 (78.6%)	98
	more than 10 years	22 (23.9%)	70 (76.1%)	92
Total		56	226	282

In Table 3, 13 (14.1%) of the male instructors participating in the survey had 1–5 years of professional experience, 21 (21.4%) had 5–10 years and 22 (23.9%) had more than 10 years. On the other hand, 79 (85.9%) of the female teachers had 1–5 years of professional experience, 77 (78.6%) had 5–10 years and 70 (76.1%) had more than 10 years. As a result, according to the cross table, the relationship between gender and the years of professional experience was found and it was observed that male participants increase by 10% as the years of professional experience increased. Furthermore, it was found that female participants are considerably more than male participants. The total number of male participants is 56 whereas the total number of female participants is 226.

Table 4. Cross-tabulation of type of organization and gender

| | | Gender | | Total |
		Male	Female	
Type of organization worked in	Private	35 (62.5%)	125 (55.3%)	160
	Public	21 (37.5%)	101 (44.7%)	122
Total		56	226	282

From Table 4, it can be seen that 35 (62.5%) of the male teachers participating in the survey were employed in private universities, and 21 (37.5%) were in public universities. On the other hand, 125 (55.3%) of the female teachers participating in the survey were employed in private universities, and 101 (44.7%) were employed in public universities. As seen in Table 4 above, the male instructors employed at a private university are twice the male instructors employed at the public university. Moreover, the percentage of females regarding (%10) are more at public than private universities.

Table 5. Cross-tabulation of higher education and gender

| | | Gender | | Total |
		Male	Female	
Higher education	BA	34 (60.7%)	116 (51.3%)	150
	MA or MS	20 (35.7%)	93 (41.2%)	113
	PhD	2 (3.6%)	17 (7.5%)	19
Total		56	226	282

As can be understood from Table 5, 34 (60.7%) of the male teachers participating in the survey had a bachelor's degree, 20 (35.7%) had a master's degree and 2 (3.6%) had a doctoral degree. Of the female instructors, 116 (51.3%) had a bachelor's degree, 93 (41.2%) had a master's degree and 17 (7.5%) had a doctoral degree. Therefore, a small minority of male 2 (3.6%) and female instructors 17 (7.5%) had a doctoral degree. It was observed that both male and female EFL instructors did not continue their further education (MA, MS or PhD) after their bachelor's degree. In addition, it can be understood that female instructors have higher education status than male instructors. While 48.7% of female instructors have MS/MA or PhD, 39.3% of male instructors have MS/MA or PhD.

5.1.2 Background factors of the participants

In the first part of the research, the background factors of the instructors' participating in professional development programmes were presented. The background factors are considered as key factors for effective organizational development and on-going staff and school improvement in many respects. Thus, the findings from this part of the research mainly highlight the main background factors for staff improvement on the personal and organizational levels.

In order to give detailed information about the background factors, the instructors were asked to rate factors such as heavy workloads at school, intense pacing and lesson planning. They also reported on their appraisals, rewards, feedback, and the financing for CPD activities as well as other supplemental help such as funding, convenient scheduling or flexibility. Considering their views on professional development at their universities, they evaluated the CPD trainers' qualifications and experience as well as the importance of being informed about upcoming events.

Moreover, related to EFL instructors' experiences and CPD interests, they rated the factors in tables 6 and 7 according to their expectations. To illustrate this, most of the instructors pointed out the main barriers to participating in CPD were the heavy workload and the intense pacing of lessons at their schools. From their perspective, they wanted to spend their time on the CPD topics that appealed to them according to their needs and interests, and they generally did not want to be forced to participate in any CPD courses that did not present any practical or useful knowledge. In light of this information, they were asked to rate some aspects of their professional development according to level of importance.

In the second part of background factors, in order to improve the CPD practices at their schools, the EFL instructors rated the items according to the organizations where they were working. To illustrate this, they rated their organizations' CPD policies, such as objectives, planning, reflection, analysis, and their satisfaction in terms of whether they had sufficient time to work on their CPD. Finally, it is important to keep in mind that the financial resources available to instructors are very important in order to improve the quality of CPD. For this reason, the instructors evaluated the financial resources available to them to participate in CPD activities, and they were also asked to rate other kinds of resources, such as support services, CPD providers and trainers or other kinds of networks available for them in their organizations. Finally, participation in professional development programmes is represented on the personal and organizational levels in this section.

a. Participation in professional development programmes on the personal level.

Table 6. Frequency of the institutional factors affecting instructor participation in CPD

		Not True	Rarely True	Often True	Mostly True
heavy workload at school, intense pacing, lesson planning	f	9	37	107	129
	%	3.2	13.1	37.9	45.7
organizational support, appraisals, rewards, feedback	f	28	129	89	36
	%	9.9	45.7	31.6	12.8
financing for CPD activities, supplemental help, additional funding	f	48	126	77	31
	%	17.0	44.7	27.3	11.0
convenient scheduling and/or flexibility	f	30	109	97	46
	%	10.6	38.7	34.4	16.3
professional CPD trainers, trainers' qualifications and experience	f	35	111	85	51
	%	12.4	39.4	30.1	18.1
being informed about upcoming programmes or events	f	16	91	114	61
	%	5.7	32.3	40.4	21.6
the content of CPD activities according your needs and interests	f	27	108	103	44
	%	9.6	38.3	36.5	15. 6

As shown in Table 6 below, it was indicated that almost all the participants believe heavy work load and intense teaching duty causes a great hindrance in their participation in any CPD programme; of the teachers participating in the survey, 129 (45.7%) marked "mostly true" under the mentioned item and 107 (37.9%) of them chose "often true." To explain further, workload is defined as an individual's lack of the personal resources needed to fulfil commitments, obligations or requirements (Peterson, 1995). In that case, heavy workload means obligations and requirements coming from the administration unit which causes a lot of stress and negative emotions on on EFL instructors such as; anger, annoyance, fear and sadness to their organizations. For example, when the instructors at SFL are faced with intense pacing and lesson planning they feel themselves under pressure, and the speed of work brings high working hours, that destroys the work- life balance of the EFL instructors in many aspects (Geurtz &Demerouti, 2003). In addition, Table 6 indicates that the item "financing for CPD activities, supplemental help, additional funding," was identified as "rarely true" 126 (44.7 %) and 48 (17.0%) marked "not true", under the mentioned item participating in the survey. Therefore, the results also revealed that financing for CPD needs a strategic plan for funding which should be administered through school leaders or policy makers. In order to overcome the problems of additional funding for CPD at universities opportunities need to be increased and more administrative support need to be provided from several resources.

Table 7. Frequency of instructor values in participating in CPD programmes

		Never Important	Rarely Important	Important	Frequently important
heavy workload at school, intense pacing, lesson planning	f	9	39	142	92
	%	3.2	13.8	50.4	32.6
organizational support, appraisals, rewards, feedback	f	5	25	93	159
	%	1.8	8.9	33.0	56.4
financing for CPD activities, supplemental help, additional funding	f	11	26	131	114
	%	3.9	9.2	46.5	40. 4
convenient scheduling and/or flexibility	f	4	12	88	178
	%	1.4	4.3	31.2	63.1
professional CPD trainers, trainers' qualifications and experience	f	3	15	119	145
	%	1.1	5.3	42.2	51.4
being informed about upcoming programs or events	f	10	27	100	145
	%	3.5	9.6	35.5	51.4
the content of the CPD activities, according teacher needs and interests	f	2	28	96	156
	%	0.7	9.9	34.0	55.3

From table 7 above, it's apparent that, a significantly majority of the respondents thought all the variables were either important or frequently important in offering them a chance to participate in a CPD programme. A close observation of the table equally indicates that, the variables 'heavy workload at school, intense pacing lesson planning', 142 (50.4 %) , 'financing for CPD activities, supplemental help, additional funding' 131 (46.5 %) and 'the content of the CPD activities, according teacher needs and interests' 156 (55.3%) had higher score than others. In that case, the majority of CPD instructors were of the view that, the content of CPD needs to be activated on a regular basis. According to Borg (2015) teachers should be centrally involved in decisions and regarding the content and the process of CPD. To illustrate this, when the EFL instructors find the content of CPD unrealistic according to their needs, they find it repetitive and don't want to be a part of it. Additionally,

EFL instructors have also concerns about the experience of CPD trainers (42.2%). Thus, in this study the participants stated that professionally qualified CPD trainers should be employed in SFL departments in Turkey. In this regard, the participants believe that the qualifications of the EFL trainers were questionable.

b. Participation in professional development programmes on the organizational level

Table 8. Frequency of satisfaction with time, money and other resources

My organization…		Often	Sometimes	Rarely	Never
… has its own CPD policy, objectives, planning, reflection, analysis, etc.	f	94	117	55	16
	%	33.3	41.5	19.5	5.7
… provides sufficient time for teachers to work on CPD.	f	58	124	82	18
	%	20.6	44.0	29.1	6.4
… provides sufficient financial resources for teachers to participate in CPD activities.	f	31	85	120	46
	%	11.0	30.1	42.6	16.3
… provides sufficient resources for instructors' CPD activities, support services, providers, trainers or networks.	f	52	116	90	24
	%	18.4	41.1	31.9	8.5

In Table 8, the item "my organization has its own CPD policy, objectives, planning, reflection, analysis, etc., was stated as "often" 94 (33.3%). In addition, Table 8 illustrates that "…provides sufficient financial resources for teachers to participate in CPD activities," of the teachers participating in the survey, 46 (16.3%) marked "never" under the mentioned item, and 120 (42.6%) chose "rarely." The results of this part of the study indicate that a larger proportion of teachers in Turkey were not content with the professional development processes in their organizations in general. According to the results, they are not satisfied either with the quantity or quality of CPD activities available to them in terms of providing sufficient financial resources, convenient scheduling or flexibility of their programmes. In the absence of an official CPD education policy in EFL institutions in Turkey, the CPD development of teachers can not be well- structured. According to the results, there is very little systematic relationship between the universities' CPD policy and objectives and CPD planning process. The participants in the study also believe that this situation can hinder the performance of teachers and negatively impact student achievement.

5.1.3 Reasons for taking part in CPD

In general, CPD has "greater potential for transformative change in teaching and learning" (Borg, 2015 p. 6), which is understood as a type of personal responsibility for many teachers around the world. Borg (2015) highlights high-quality of CPD practices as follows:

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

For EFL instructors in Turkey, CPD is a life-long learning process. Life-long learning has been defined by the OECD (2000, p. 403) as "All organised systematic education and training activities in which people take part in order to obtain knowledge and/or learn new skills for a current or a future job, to increase learning and to improve job and/or career opportunities in current or another field". Adding to this definition, Niemi (2015) regards professional development as a series of processes that occur when teachers are working in schools after graduating from teacher education institutions. Thus, instructors have many reasons for undertaking CPD throughout their professional careers. To illustrate this, Tantranont (2009) states that "the reasons for teachers in undertaking CPD are to provide an enhanced career structure, to address current inequalities in access to professional development opportunities, and to support teachers in being able to adapt to change" (p. 196). In this section of the survey, instructors indicated the importance of reasons for instructors to participate in CPD.

As shown in this research and analysis, EFL instructors had different types of reasons for participating in CPD. The instructors answered why they participated in CPD by rating items such as providing accreditation, working with colleagues, improving their professional abilities, meeting their long-term career goals, addressing their school needs, learning information that was new to them, having a positive impact on pupils' learning, changing their views on learning-teaching practices and prompting them to seek further training and information.To better understand the frequency of reasons instructors participate in CPD, Table 9 shows why the instructors participate in CPD programmes. The reasons were also evaluated in terms of the four major demographic variables: professional experience, gender,

type of organization (private or public) and higher education, shown in Tables 9 and 10.

Table 9. Frequency of reasons for instructors' participation in CPD

		Never important	Rarely important	Important	Frequently important
provided accreditation	f	19	78	148	37
	%	6.7	27.7	52.5	13.1
allowed me to work with colleagues	f	9	47	176	50
	%	3.2	16.7	62.4	17.7
improved my professional abilities	f	3	8	119	152
	%	1.1	2.8	42.2	53.9
allowed me to meet my long-term career goals	f	10	31	118	123
	%	3.5	11.0	41.8	43.6
addressed my school needs	f	7	46	144	85
	%	2.5	16.3	51.1	30.1
provided information that was new to me	f	4	26	120	132
	%	1.4	9.2	42.6	46.8
had a positive impact on pupils' learning	f	2	30	138	112
	%	0.7	10.6	48.9	39.7
changed my views on learning and teaching practice	f	7	49	130	96
	%	2.5	17.4	46.1	34.0
prompted me to seek further training and information	f	10	43	127	102
	%	3.5	15.2	45.0	36.2

According to Table 9 above, it can be understood that the item that most of the participants stated as very important was "CPD improved my professional abilities". The teachers participating in the survey, 152 (53.9%) marked "frequently important" under the mentioned item, and 119 (42.2%) of them chose "important". In addition, it was observed that the item that most of the participants appeared as "not important" is "provided accreditation" of the teachers participating in the survey, 19(6.7%) marked as "never important" under the mentioned item, and 78 (27.7%) chose "rarely important"

It is clear from Table 9 that most of the EFL instructors wanted to improve their abilities by learning from their experience and adding more to their skills and self-knowledge. The findings of this part of the study showed that EFL instructors in Turkey wanted to improve their professional knowledge and skills. Meanwhile, others expected to learn new information within the field of ELT.

Shulman's (1987) stated that, teachers combine subject-matter understanding and pedagogical skills for different kinds of students, different themes, different pedagogical purposes, and different levels of difficulty. In this regard, the researcher stated that, three types of content understanding impact classroom practice: teachers' subject content knowledge, pedagogical knowledge, and pedagogical content knowledge increase student learning effectively. From this respect, in the current study, teachers indicated that when their professional abilities such as; content and pedagogical knowledge improved it had a positive impact on pupils' learning.

Considering that CPD is one of the most important factor that matters most for student learning, it is of essential to improve instructors' professional development abilities. Today, the easiest and most effective ways to improve their abilities might be setting up collaborative environments among staff, for example, talking informally or joining online discussions with colleagues via blogs or websites, where they can be exposed to many opinions on their professional needs and share their views on their teaching or learning practices.

5.1.4 CPD practices, acquisition and use of new knowledge and skills

The main aim of this section is to analyse the content of CPD practices in terms of the types and methods of CPD that instructors had experienced so far in their academic careers. In light of this information, the participants rated their experiences of CPD throughout their academic careers.

The CPD practices were identified from the relevant literature, mainly based on the OECD Teaching and Learning International Survey (TALIS, 2009). In the OECD TALIS (2019) report, teachers' professional development activities were identified as in-school workshops and seminars, training programs focused on a specific topic, professional organizations and conferences provided by international organizations, peer-observation, mentoring, coaching in one-on-one situations, teacher networks or collaborative communities connecting teachers within or

outside the school, research groups meeting regularly to gain further knowledge, independent study in which teachers examine their own practices, participation in committees focused on curriculum, assessment and professional accredited courses or distance learning programmes such as the Certificate in Teaching English to Speakers of Other Languages (CELTA), Diploma in Teaching English to Speakers of Other Languages (DELTA), Teaching English to Speakers of Other Languages (TESOL) or Teaching English to Speakers of Foreign Languages (TEFL).

Table 10. The types of CPD participated in by instructors

The types of CPD		Often	Sometimes	Rarely	Never
in-school workshops and seminar training programs focused on a specific topic	f	118	137	25	2
	%	41.8	48.6	8.9	0.7
professional organizations and conferences provided by international organizations	f	34	119	106	23
	%	12.1	42.2	37.6	8.2
peer observation, mentoring, coaching in one-on-one situations	f	37	100	108	37
	%	13.1	35.5	38.3	13.1
teacher networks or collaborative communities connecting with teachers	f	54	100	94	34
	%	19.1	35.5	33.3	12.1
research groups meeting regularly to gain further knowledge	f	24	62	124	72
	%	8.5	22.0	44.0	25.5
independent study in which teachers examine their own practices	f	99	105	58	20
	%	35.1	37.2	20.6	7.1
committees focused on curriculum assessment, testing, etc.	f	71	86	81	44
	%	25.2	30.5	28.7	15.6
accredited courses/distance learning programmes (e.g., CELTA, DELTA, TESOL, etc.)	f	23	45	82	132
	%	8.2	16.0	29.1	46.8
ICT applications in teacher training (e.g., e-learning, digital tools, etc.)	f	55	99	83	45
	%	19.5	35.1	29.4	16.0
study abroad programmes, visits to other countries to exchange experience	f	14	37	58	173
	%	5.0	13.1	20.6	61.3

In this part, instructors were asked how they acquired and used new knowledge and skills. Many of them stated that they had to use their own time for CPD, outside of their usual work commitments. The results also indicated that as far as the demographic variables are concerned, the instructors acquired and used new knowledge and skills in different kinds of ways. In line with the above findings, the CPD practices and the ways instructors used and acquired skills and knowledge were compared with the four demographic variables, namely, professional experience, gender, type of organization (public or private) and level of higher education.

According to Table 10 below, of the instructors participating in survey, 118 (41.8%) of them marked attending "in-school workshops and seminar training programs focused on a specific topic as –often and 137 (%48.6) of them chose – sometimes the item which is –in-school workshops and seminar training programs focused on a specific topic. On the other hand, 173 (60.3%) of instructors marked "study abroad programmes, visits to other countries to exchange experience" as never and only 58 of them selected rarely to the same item in the scale.

According to the results, teachers were motivated towards attending CPD activities and keeping pace with the new innovations in the field of ELT. However, in table 10 the EFL instructors stated that they attended too many in- school workshops and seminars on a specific topic. Borg (2015) suggests that the traditional approaches of CPD such as in-service training, workshops and seminars have limitations and restrictions. To illustrate this, beyond the training activities, recent platforms and innovations emerge in ELT world such as teacher networks for the exchange of experience or collaborative online communities connecting teachers. In that respect, Richards and Farrell (2005, p.5) states that professional development should "include exploration of new trends and theories in language teaching; such as; familiarization with developments in subject-matter knowledge, pedagogical grammar, composition theory, or genre theory; and critical examination of schools. Therefore, language programs shoud be organized and managed accordingly". In that respect, traditional teacher training models in ELT are no longer related to teachers being obligated to in one classical concept of training. In relation to the ELT instructors' attending study abroad programmes in Table 10 the ELT teachers need more financial support. In the qualitative part of the study, instructors also stated their concerns about this topic. They revealed that, because of their financial concerns, and rigid time tables they are not able to broad their exchange experiences.

5.1.5 Ways to acquire and use new skills and knowledge

In this section of the research, instructors were first asked to rate statements about how they acquired and used new knowledge and skills on a Likert scale in terms of how much they agreed with the statements, where a rating of 1=strongly agree, 2=agree, 3=unsure, 4=disagree and 5=strongly disagree. Second, the ways teachers acquire skills and knowledge were analysed in terms of the demographic variables of

professional experience, gender, type of organization (private or public) and higher education level.

Table 11. The ways in which instructors acquire skills and knowledge

Ways of Acquiring Skills and Knowledge		Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
Skills are usually covered during induction to the job.	f	52	153	55	18	4
	%	18.4	54.3	19.5	6.4	1.4
Skills are acquired by participating in CPD activities.	f	27	170	69	13	3
	%	9.6	60.3	24.5	4.6	1.1
Skills are acquired by self-study, such as reading books or using the library or Internet.	f	64	162	41	14	1
	%	22.7	57.4	14.5	5.0	0.4
I have to use my own time outside my usual work commitments for CPD.	f	89	135	48	7	3
	%	31.6	47.9	17.0	2.5	1.1
I picked up skills from other colleagues' experiences.	f	42	141	70	28	1
	%	14.9	50.0	24.8	9.9	0.4
I already have the skills and try to develop them further.	f	44	166	52	17	3
	%	15.6	58.9	18.4	6.0	1.1

According to the results in Table 11, most of the instructors 89 (31.6%) stated that "I have to use my own outside my usual commitments for CPD". At SFL most of the EFL instructors have generally excessive loads of paperwork, long working hours, limited time for preparation for class and oversized classes for language learners. These factors have an important role in instructors' high level of stress and exhaustion. In relation to this, in the qualitative part of the study they stated that the working conditions decrease their motivation and inspiration to work. Thus, outside their usual work they don't prefer to use their time to CPD as stated in table 11. As it is stated, 42 (14.9%) of the EFL instructors stated that "I picked up the skills

from other colleagues' experiences. In that respect, in most of the SFL departments in this study it is noted that there is little collaboration and communication between EFL instructors working in the same school that they are not able to pick up skills from each other's experiences. In this regard, Borg (2015) states that "colleague collaboration is a strong positive cultural element in the institutions in terms of sharing reflection of teachers' practices, beliefs and valuing of teachers' experience and knowledge" (p. 6).

Table 12. Frequencies of the ways in which instructors use new skills and knowledge

		Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
I have gained new knowledge and skills, but I don't use them in practice.	f	11	61	48	138	24
	%	3.9	21.6	17.0	48.9	8.5
I am attempting to use new knowledge and skills, but I am not yet comfortable in using them.	f	5	65	69	125	18
	%	1.8	23.0	24.5	44.3	6.4
I routinely use new knowledge and skills.	f	24	154	72	29	3
	%	8.5	54.6	25.5	10.3	1.1
I coordinate with my colleagues to gain greater impact and knowledge.	f	45	157	56	22	2
	%	16.0	55.7	19.9	7.8	0.7
I re-evaluate my skills and modify what I have learned to fit my class.	f	76	173	26	7	0
	%	27.0	61.3	9.2	2.5	0

Based on the results in Table 12, most of the instructors 76 (27%) marked as "strongly agree" to the item "I re-evaluate my skills and modify what "I have learned to fit my class." It is noted from the result of table 12 that teacher CPD activities have many advantages to teachers and students. To illustrate this, Guskey (1999) illustrated the several advantages and disadvantages of professional development models according to their methods in his study. For instance, the researcher stated that study groups "lessens isolation and brings focus and coherence to improvement efforts, transform schools into learning community learning supports ongoing

development" whereas individually guided activities are "flexible, have room for choice, individualization, and lead to personal reflection and analysis (p.22-25). In line with this, the structural complications such as high-quality teaching at schools, setting clear goals, teacher appraisal, teachers' CPD practices influence teacher quality, instructional quality and students' achievement (Goe, 2007).

5.1.6 The effectiveness of CPD

In the last part of the survey, the outcomes obtained as a result of participating in CPD activities were analysed in terms of improvement and positive changes.

Table 13. Frequency of outcomes in terms of the types of change as a result of CPD

Types of Change		Changed significantly	Somewhat changed	Not changed
Positive changes in my attitudes, views or perspective	f	99	173	10
	%	35.1	61.3	3.5
Positive changes in my learning and teaching practices	f	108	162	12
	%	38.3	57.2	4.3
Knowledge/skills improvement	f	124	138	20
	%	44.0	48.9	7.1
Organizational changes/overall school improvement	f	73	143	66
	%	25.9	50.7	23.4
Increased collaboration and cooperation with colleagues	f	85	161	36
	%	30.1	57.1	12.8
Improved student behaviour	f	59	170	53
	%	20.9	60.3	18.8
Increased student learning outcomes	f	68	168	49
	%	24.1	59.6	16.3

According to the results in Table 13, 124 (44.0 %) of the EFL instructors stated that they had "knowledge/skills improvement" as a result of the outcomes of CPD. In addition, 108 (38.8 %) indicated that CPD had positive changes in my learning and teaching practises whereas 99 (35.1%) revealed that CPD had positive changes in my attitudes, views and perspectives.

Therefore, the results indicated that CPD provide positive outcomes in teachers' knowledge and practices which actually makes a positive difference for student

learning in return. To illustrate this, Darling et al., (2017, p.4) highlighted the factors for effective teacher professional development in their study. The researchers coded each of the studies to identify the elements of effective PD models and found out the seven important features of effective professional development as follows:

1. Content focused
2. Incorporates active learning utilizing adult learning theory
3. Supports collaboration, typically in job-embedded contexts
4. Uses models and modelling of effective practice
5. Provides coaching and expert support
6. Offers opportunities for feedback and reflection
7. Is of sustained duration

It should be noted that, when the seven features of CPD are adapted in universities' CPD policies according to the components suggested by the researchers, SFL departments will generate more positive student outcomes in many aspects.

5.2 The relationship between CPD and demographic variables.

5.2.1 The reasons for taking part in CPD

Table 14. Comparison of reasons for taking part in CPD according to the type of organization and gender

Variables	Groups	N	Mean	Std. Dev.	t	p
Type of organization	Private	160	3.232	0.448	3.188	0.002
	Public	122	3.051	0.506		
Gender	Male	56	3.013	0.497	−2.453	0.015
	Female	226	3.188	0.473		

Table 14 shows that a statistically significant difference was observed according to the variables of school type ($p = 0.002 < \alpha = 0.05$) and gender ($p = 0.015 < \alpha = 0.05$) in the teachers' replies to the question "How important are these reasons for you to take part in CPD practices?" When the difference in the type of school was analysed, the mean score of the replies from teachers employed in private schools ($\bar{X} = 3.232$) was higher compared to those of the teachers employed in public schools ($\bar{X} = 3.051$). When the gender difference is examined, the mean of the

replies from the female ($\bar{X}$ = 3.188) teachers was higher compared to the male teachers ($\bar{X}$ = 3.013).

Table 15. Comparison of reasons for taking part in CPD according to years of professional experience and higher education

Variables	Groups	N	Mean	Std. Dev	F	P
Years of professional experience	1–5	92	3.268	0.497	4.394	0.013
	5–10	98	3.067	0.482		
	More than 10	92	3.130	0.448		
Higher education	BA	150	3.131	0.479	0.343	0.710
	MA or MS	113	3.180	0.471		
	PhD	19	3.165	0.581		

The results in Table 15 indicate that a statistically significant difference was observed according to the variable of professional experience (p = 0.013 < α = 0.05) between the replies of the participating teachers to the question "How important are these reasons for you to take part in CPD practices?" However, there was not a statistically significant difference observed according to the instructors' level of higher education (p = 0.710 > α = 0.05). When the difference in professional experience is examined, the results reveal that the replies of the teachers to the question "How important were these reasons for you to take part in CPD practices?" instructors with 1–5 years' experience had the highest mean scores ($\bar{X}$ = 3.268) whereas those with 5–10 years' experience had the lowest mean scores ($\bar{X}$ = 3.067).

5.2.2 The types of CPD

Table 16. Comparison of the types of CPD according to type of organization and gender

Variable	Groups	N	Mean	Std. Dev.	t	p
Type of organization	Private	160	2.469	0.541	−0.602	0.548
	Public	122	2.505	0.441		
Gender	Male	56	2.423	0.549	−1.024	0.307
	Female	226	2.500	0.487		

As it can be seen from Table 16, there was no statistically significant difference observed according to the type of organization ($p = 0.548 > \alpha = 0.05$) and gender ($p = 0.307 > \alpha = 0.05$) between the replies to the question "Which of the following types or methods of CPD activities have you experienced recently?

Table 17. Comparison of the types of CPD undertaken according to years of professional experience and level of education

Variable	Groups	N	Mean	Std. Dev.	F	p
Years of professional experience	1–5	92	2.415	0.498	1.325	0.268
	5–10	98	2.523	0.529		
	More than 10	92	2.512	0.464		
Education level	BA	150	2.462	0.502	1.682	0.188
	MA or MS	113	2.481	0.472		
	PhD	19	2.684	0.612		

Similarly, there was no statistically significant difference observed according to the variables of professional experience ($p = 0.268 > \alpha = 0.05$) and level of education ($p = 0.188 > \alpha = 0.05$) between the replies to the question "Which of the following types or methods of CPD activities have you experienced recently?" in Table 17.

5.2.3 Acquiring new knowledge and skills

Table 18. Comparison of the ways in which instructors acquire new knowledge and skills according to type of organization and gender

Variable	Groups	N	Mean	Std. Dev.	t	p
Type of organization	Private	160	3.904	0.391	2.689	0.008
	Public	122	3.776	0.404		
Gender	Male	56	3.688	0.419	−3.416	0.001
	Female	226	3.888	0.387		

As a result of the analysis, a statistically significant difference was observed according to the type of organization ($p = 0.008 < \alpha = 0.05$) and gender ($p = 0.001$

< α = 0.05) between the replies to the statement "From the following statements, please rate how you generally acquire new knowledge and skills." When the difference in the type of organization was examined, the mean score of replies from the teachers employed in private schools ($\bar{X} = 3.904$) was higher compared to those of the teachers employed in public schools ($\bar{X} = 3.776$). When the gender difference was examined, the mean of replies from female teachers ($\bar{X} = 3.888$) was higher compared to those of male teachers ($\bar{X} = 3.688$).

Table 19. Instructors' acquisition of new knowledge and skills according to years of professional experience and level of education

Variable	Groups	N	Mean	Std. Dev.	F	p
Years of professional experience	1–5	92	3.844	0.442	0.994	0.372
	5–10	98	3.811	0.403		
	More than 10	92	3.893	0.352		
Level of education	BA	150	3.794	0.411	2.989	0.052
	MA or MS	113	3.909	0.381		
	PhD	19	3.921	0.394		

As stated in Table 19, no statistically significant difference was observed according to the variables of professional experience ($p = 0.372 > α = 0.05$) and the level of education between the replies to the question "From the following statements, please rate how you generally acquire new knowledge and skills."

5.2.4 Using new knowledge and skills

Table 20. Ways in which instructors use new knowledge and skills according to type of work and gender

Variable	Groups	N	Mean	Std. Dev.	t	p
Type of work	Private	160	3.405	0.423	1.779	0.076
	Public	122	3.316	0.402		
Gender	Male	56	3.354	0.485	−0.263	0.793
	Female	226	3.370	0.398		

As a result of the analysis, it was found that there was no statistically significant difference observed according to the type of school ($p = 0.076 > \alpha = 0.05$) and gender ($p = 0.793 > \alpha = 0.05$) between the replies to the question "From the following statements, please rate how you would use new knowledge and skills you have acquired by participating in CPD activities."

Table 21. Ways in which instructors use new knowledge and skills according to years of professional experience and level of education

Variable	Groups	N	Mean	Std. Dev.	F	p
Years of professional experience	1–5	92	3.396	0.393	0.442	0.643
	5–10	98	3.339	0.479		
	More than 10	92	3.367	0.365		
Level of education	BA	150	3.383	0.433	0.703	0.496
	MA or MS	113	3.363	0.401		
	PhD	19	3.263	0.371		

As a result of the analysis, no statistically significant difference was observed according to the variables of professional experience ($p = 0.643 > \alpha = 0.05$) and education level ($p = 0.496 > \alpha = 0.05$) between the replies to the item "using new knowledge and skills according to years of professional experience and education level CPD activities."

5.2.5 The effectiveness of CPD

Table 22. Comparison of the effectiveness of CPD according to type of organization and gender

Variables	Groups	N	Mean	Std. Dev.	t	p
Type of organization	Private	160	2.226	0.443	1.696	0.074
	Public	122	2.139	0.401		
Gender	Male	56	2.076	0.435	−2.222	0.027
	Female	226	2.217	0.422		

It can be seen in Table 22 that there were no statistically significant differences according to the type of organization ($p = 0.074 > \alpha = 0.05$) between the replies to the question "Please rate the outcomes gained as a result of your participating

in CPD activities," but there is a statistically significant difference according to the gender variable ($p = 0.027 < \alpha = 0.05$).

For gender difference, the mean of replies given by the female teachers ($\bar{X} = 2.217$) to the question is higher compared to those of the male teachers ($\bar{X} = 2.076$).

Table 23. Comparison of the effectiveness of CPD according to years of professional experience and level of education

Variables	Groups	N	Mean	Std. Dev.	f	p
Years of professional experience	1–5	92	2.206	0.449	0.353	0.703
	5–10	98	2.201	0.443		
	More than 10	92	2.158	0.388		
Level of education	BA	150	2.152	0.405	2.622	0.074
	MA or MS	113	2.204	0.447		
	PhD	19	2.383	0.439		

It can be seen in Table 23 that no statistically significant difference was observed according to the variables of professional experience ($p = 0.703 > \alpha = 0.05$) and level of education ($p = 0.074 > \alpha = 0.05$) between the replies to the question "Please rate the outcomes gained as a result of your participating in CPD activities."

5.3 Analysis of the qualitative data -I

5.3.1 Presentation

This section presents an analysis of the interviews with school leaders and CPD coordinators and from two different types of universities (public and private) in Turkey (as stated in RQ3). In this study, semi-structured interviews with open-ended questions were carried out. Semi-structured interviewing, according to Bernard (2010), is used to interview someone when the researcher controls the process of getting information from the interviewee while at the same time feeling free to follow up on new issues within the topic as they arise during the interview.

Considering the phenomenological approach adopted in this research, the semi-structured interviews helped to investigate the views and perspectives of the CPD coordinators and school leaders regarding CPD through their own experience, observations and descriptions. In addition, open-ended questions, which allow rapport to develop between the interviewer and the interviewee, paved the way for an in-depth discussion of the phenomenon of CPD in this context. The only disadvantage of applying interviews was the difficulty experienced in arranging

the interview schedules and getting confirmation for the appointments from participants at the studied universities.

It should be highlighted that the interview questions in the study (see Appendix C) was not prescriptive. In terms of semi-structured interviews, as an interviewee the researcher led all the conversation professionally by directing the questions on the same order as mentioned in the Appendix (C). During the semi-structured the interview, the school leaders and CPD coordinators shared all their experiences and views on CPD, the whole process of the interviewing let the research ask prompt questions as well. Furthermore, the tone of the conversation and the dialogue established between the researcher and the participants were based on mutual understanding and respect for participants to share their feelings sincerely. The researcher assured that she would ensure the confidentiality of the research and avoid violation of participants' rights and asked for permission from the participants to use their views in her research without stating their names and the schools they worked in.

5.3.2 *Interviews with school leaders and CPD coordinators*

In the qualitative part of the research, interviews (n=10) were conducted with school leaders and CPD coordinators working at public and private universities in Turkey. Patton (2002) describes the purpose of interviewing as:

> ... to capture how those being interviewed view their world, to learn their terminology and judgments, and to capture the complexities of their individual perceptions and experiences. This openness distinguishes qualitative interviewing from the closed questionnaire or test used in quantitative studies. Such closed instruments force respondents to fit their knowledge, experiences, and feelings into the researcher's categories. The fundamental principle of qualitative interviewing is to provide a framework within which respondents can express their own understandings in their own terms (p. 348).

For this purpose, the interviews were held with the school leaders and CPD coordinators, who expressed their general views on CPD in Turkey, particularly in the context of their departments or teams. They mentioned their roles in organizing CPD within their teams, such as providing staff with guidance in how they can improve their knowledge and skills. In addition, CPD coordinators and school leaders also evaluated the opportunities for CPD activities in their organizations in terms of the content and type of CPD, funds and resources, opportunities for everyone, organizational support, motivation, rewards and appraisals. Furthermore, they indicated their opinions about the European Commission's frameworks, such as the CEFR, EPG and TD-FRAM, in terms of how these are increasing the standards of teaching and teacher education in Europe by supporting learning through several projects and assessments as well as their application in Turkey. Finally, the school leaders and CPD coordinators commented on the barriers that

they had encountered in undertaking their roles and how they dealt with them. The findings from the interview data were organised in alignment with the major themes and the framework involved in the research questions; extracts from the relevant parts of the interview data are presented for illustrative purposes.

Upon the completion of the data collection process, the interview data were subjected to content analysis (Creswell, 2012), which included the steps of transcribing and organizing the data, exploring and coding the data, constructing descriptions, themes and patterns, identifying the qualitative findings, interpreting the findings and validating the accuracy of the findings. Below, the findings are shown without commentary to provide the actual data, and this is followed by an interpretation of the results. A total of ten face-to-face individual interviews with the CPD coordinators and school leaders from different universities (private or public) were conducted during the 2013–2014 academic year (see Table 24 below for details).

Table 24. School leaders and CPD coordinators who participated in the interviews

SCHOOL LEADER/CPD COORDINATOR	GENDER	UNIVERSITY
School Leader 1	Male	Public
School Leader 2	Female	Public
School Leader 3	Male	Private
School Leader 4	Female	Public
School Leader 5	Male	Private
CPD Coordinator 1	Female	Public
CPD Coordinator 2	Female	Public
CPD Coordinator 3	Male	Private
CPD Coordinator 4	Female	Private
CPD Coordinator 5	Male	Private

5.3.3 General views of CPD in Turkey and in school leaders' teams/departments

The school leaders and CPD coordinators expressed their general attitudes towards CPD in Turkey, with specific reference to the situation in Ankara and İstanbul, where their universities were located. The interview data indicate that the

participants did not think people in the field held positive attitudes towards CPD in Turkey. However, they believed things have started to change when compared to the past, but according to their views, people's level of awareness regarding CPD opportunities is still very low. They generally expressed negative attitudes towards CPD in Turkey. They argued that instructors and policy makers in the field do not put enough emphasis on CDP or on the rationale behind CPD in the sense that it should provide opportunities for autonomous learning, with is either neglected or misunderstood in Turkey.

> *"Yes, well I am afraid CPD is almost non-existent in Turkey. There is not much funding allocated to CPD and secondly, many institutions in Turkey don't put much emphasis on CPD for language teachers. That is my view, quite clearly. Having said that, the Council of Higher Education is occasionally doing bits and pieces for teachers of English. Well, this is very sad for Turkey; there must be sort of a framework, a policy, even a state policy to launch or initiate CPD. I think most teachers are left alone; only, yes, they look after themselves."* (School Leader 1, public university)

> *"CPD is generally perceived as in-service trainings provided by training units in Turkey. They plan, organise, schedule and apply these, often neglecting the rationale behind CPD, which is 'autonomous learning.' If it is conducted with the intention of compulsory training, less professional development is likely to occur. CPD should be personal and voluntary."* (CPD Coordinator 3, private university)

One school leader at a private university indicated his views on CPD, underlining that most of the qualifications had already been determined by laws or regulations in terms of recruitment, so as an institution, they did not have much to allocate to instructor CPD. Thus, the nature of CPD at this school followed a structure that was mainly pre-determined by the law, and rather than through creativity and innovation, the school culture received its strength from a mostly top-down hierarchical structure, according to his comments.

> *"There are regulations in Turkey, and we can't bring as the institution much beyond the regulations in selecting instructors because the regulations are presented to the institutions by fully determining the qualifications. We conduct a study called "pre-CPD" in a professional sense after the teachers start working, but unfortunately this isn't a very detailed training as we do our recruitment in September, and teachers start work immediately in October."* (School Leader 3, private university)

On the other hand, other school leaders and one of the CPD coordinators were somewhat optimistic in terms of the progress of CPD for English language teachers in Turkey. They also compared the improvements of CPD from the past to the present.

> *"… looking at my own education in English language from the past to now, a great progress has been made today in professional development. The instructors are lucky now*

because we have a common webpage, and our colleagues certainly share their work there; for example, you have written an article or the colleague is presenting at a conference somewhere, you may share these by e-mail." (School Leader 3, private university)

"... I can observe that CPD units are being opened, and a lot of more investment had been done over the past five to ten years." (CPD Coordinator 2, public university)

"We have to break all the old beliefs and start over from the beginning, and I totally agree that there should be a unit like this because of the importance of life-long learning in the world. Being a teacher is also being a learner." (School Leader 5, private university)

On the whole, in response to the first interview question on their general views and reflections on CPD in Turkey in general and in their specific contexts, the school leaders and CPD coordinators pointed out that the situation has improved with time, resulting in a relatively positive attitude. The views and training systems in institutions have changed to focus more on the voluntary, autonomous aspects of professional development activities and encourage the idea of teachers as learning communities, which in turn shapes and reshapes the nature of CPD. However, improvements can still be made in that with well-structured policies and sufficient funding; instructors can be encouraged further to voluntarily take part in and contribute to professional development activities.

5.3.4 The roles of school leaders in terms of encouraging their staff

In this part of the study, the school leaders and CPD coordinators mentioned their roles in organizing CPD in their teams and how they encouraged their staff to attain new skills and knowledge. Most of the leaders were motivated to internalise CPD as part of the school culture in their schools. Two of them mentioned the importance of conducting needs and strengths, weaknesses, opportunities and threats (SWOT) analyses to reshape CPD in Turkey.

"We have conducted a needs analysis, and most people thought that the activities should be compulsory. This is contrary to my belief, as I do not see myself that CPD needs to be compulsory because if attendance is taken, I will probably not attend; this is my interpretation of that result." (CPD Coordinator 2, public university)

"... after the events, we come together, and we get really good feedback, and we try to get the ideas of the teachers through a SWOT analysis. We try to see where we are, who we are, what we do and what we should do. So these were the steps we took." (CPD Coordinator 4, private university)

Moreoever, one of the school leaders mentioned categorizing the needs of each individual and designing a programme accordingly. He believed CPD programmes should be tailored around individual needs to help create a more substantial impact on instructors' professional learning and development.

"... I get to know their needs; first their linguistic needs and then their educational needs. Then I design a programme according to their needs. That is how I would go about in organizing CPD in my team. Teamwork is very important, but every member of the team is different." (School Leader 1, public university)

Two of the participants stated that they frequently encourage their staff to join English language teachers' associations (such as INGED, the English language education association in Turkey), and one of them also agreed that adequate support should be given to instructors to improve their use of information and communications technologies (ICT) with regard to the fundamentals of teaching elements such as improving curriculum, meeting instructors' pedagogical needs and the assessment of knowledge.

"... also as a manager, I encourage all our staff members to take part in these activities because it is going to be reflected in the overall quality of our teaching, and CPD has existed in Turkey since we had INGED. We have found another organization called T-Plus. It is a group of trainers coming together twice a year to raise awareness of CPD issues, so Turkey is not bad in that respect." (School Leader 5, private university).

Furthermore, two CPD coordinators reported that one of their responsibilities is to provide ICT support in terms of CPD. They believed most of the teachers need guidance in using ICT in ELT.

"... the successful integration of technology into classes is very important, and we equipped all our classrooms with technological instruments last year, but the needs analysis showed that more than half of our staff cannot use all of these devices, so we must support all of the teachers to integrate ICT into their classes." (CPD Coordinator 5, private university)

"... we plan to set up an ICT department in our school; I will manage the ICT department, identify the appropriate technologies, whether they require online teaching activities, assessment needs or our aims and objectives in our curriculum." (CPD Coordinator 2, public university)

In conclusion, in response to the second interview question about their roles in promoting CPD in their contexts, the participants focused on the importance of integrating CPD into their institutions and providing tailored CPD programmes based on the data from needs or SWOT analyses to meet emerging needs, especially with respect to technology integration in language teaching. They felt responsible for or assigned the duty of organizing and guiding such events.

5.3.5 Increasing opportunities for CPD activities

5.3.5.1 Content and type of CPD

In this section of the interview, the school leaders evaluated how they can increase the opportunities for CPD activities in terms of the content and type of CPD in their schools. They stated that online resources, social networking and training through workshops, seminars and conferences would prove beneficial when structuring CPD practices and shaping the school culture. Nearly all of them held the view that the content and type of CPD should be relevant to the instructors' needs and interests. Both in the public and private universities, the school leaders reported that professional development and professional learning activities can be improved through online resources.

> "... there are many opportunities to find information with the help of the online resources, plus there is networking. Now you can follow blogs; it doesn't have to be very structured and it doesn't have to be formal." (CPD Coordinator 2, public university)

> "... there are millions of meaningful online resources available with a lot of content on teaching skills, effectiveness and autonomous learning. Instructors can seek meaningful tasks for their classes or improve themselves according to their needs." (CPD Coordinator 4, private university)

One of the school leaders highlighted the importance of informal learning opportunities when instructors engage in group projects. He stated that instructors participate in learning communities to share ideas, experiences and other kinds of challenges they experienced in order to support each other to implement their CPD practices.

> "Teachers can also learn informally from each other to exchange information. Today there are endless opportunities for informal learning. For example, last semester, all the colleagues at our school set up project groups and shared lots of useful information in that respect." (School Leader 5, private university)

Additionally, school leaders also mentioned that they train instructors by inviting professionals in the field to expand their understanding of curriculum, pedagogy or pedagogical content knowledge within the context of CPD; some also organise conferences to expand teachers' views in the field of ELT.

> "We try to do our best for our colleagues to bring opportunities like bringing speakers and professionals to our institutions to share their opinions and share what is going on in other institutions and other universities, so this is another opportunity that we can provide them." (School Leader 2, public university)

> "... inviting guest speakers from all around the world in the field of ELT resolves many issues in teachers' minds, mainly on the subjects of testing, assessment or curriculum, so

our instructors use this knowledge in their professional working environments." (School Leader 4, public university)

To sum up, school leaders and CPD coordinators, in an effort to increase opportunities for CPD activities in terms of content and type, tried to address instructors' needs and interests and believed instructors would benefit significantly from following online resources or participating in project groups, workshops or seminars in the presence of invited speakers or experts in the field.

5.3.5.2 Funds and resources

Funds and resources are two fundamental concerns that were stated by nearly all of the school leaders and CPD coordinators. Allocation of funding differs across universities. Among the universities included in this study, only some of them, especially the private ones, reported receiving funding for CPD. The school leaders reported that attending international conferences, seminars, qualification programmes or visiting other countries for academic purposes requires institutional financial support, either directly or through partnerships with funding organizations. They stated that there is always a very fixed and limited budget for CPD at their universities.

"*... but again, when it comes to receiving financial support, then I somehow think you can only go to a single conference abroad and there is a certain budget for it and we don't get our all fees paid beforehand, and accommodations aren't paid for, so it is just a trip and it is only once a year.*" (School Leader 4, public university)

"*... funding is limited; we try to use the publishers' money for opportunities for our institution, and they try to help us.*" (School Leader 2, public university)

"*... the university reimburses the expenses for the published resources as well as conferences and professional development courses held locally. The instructors are supported by different funding streams, such as Erasmus+1 and Grundtvig for training and education abroad.*" (School Leader 3, private university).

One of the CPD coordinators stated the amount of funding provided by their school, and mentioned that he was satisfied with this for funds to cover the expenses of visiting other countries. He reported that considerable funding was made available to instructors to improve their CPD capacity.

"*... in our university, you get 3,000 lira (~450 €), and if it is an overseas country like to the US or Japan, you get 3,500–4,000 lira (~550-600 €), I used that funding when I went to Dubai two years ago, and I think it was sufficient for all accommodation expenses.*" (School Leader 5, private university)

When instructors are given sufficient time and funding, they are able to construct their own CPD experiences freely. There was little evidence in the data to support the claim that managers provide teachers with time and resources in an effort to promote professional development. The conditions that promote CPD seem more complex than is estimated. In fact, school leaders and CPD coordinators reported that there should be time allowed for instructors to spend on their own CPD because their course load at school is always heavy and that CPD often occurs in the academic year during normal work hours, when teachers are not able to provide a substitute teacher to cover their classes.

> "... the course load for our teachers is 24 to 27 hours, which is adjusted according to their administrative duties. Since the teachers have compulsory course loads, they can't spend time on CPD during the semester." (School Leader 3, private university)

The CPD coordinators indicated that instructors are not able to take leave during the academic semester for their own CPD; thus, as a compensation strategy, they must allocate their free time at the weekends or after working hours for CPD, when they can make use of online platforms.

> "... academic life is too busy at our university for all instructors, with midterms and finals, level exams, placement tests, curriculum studies, testing preparations for the following terms, add-drop courses, online homework checks, etc. Instructors have many obligatory duties apart from their workloads, so they allocate their CPD activities to outside of working hours." (CPD Coordinator 5, private university)

In conclusion, in most of the universities included in this study, the school leaders and CPD coordinators drew attention to the limited financial support offered by their institutions and the hectic working conditions of the instructors. They also mentioned some compensation strategies they employed, such as establishing partnerships with funding organizations, receiving financial aid from publishing companies or encouraging staff to engage in online sharing of ideas and experiences in their time outside school.

5.3.5.3 Organizational support (motivation, rewards or appraisals from management)

The actions taken by school leaders and CPD coordinators in schools are the most important factors in terms of providing extrinsic motivation; "confidence that the goals are achievable and valuable should be present" in organizations (Day, 2002, p. 9), which may appear in the form of rewards or praise, so that instructors can improve their CPD practices. Thus, the school leaders and CPD coordinators in this study were aware that because motivation plays a key role for all instructors while participating in CPD activities, they should provide teachers motivation or some kind of incentive to work in collaboration with colleagues, engage in professional learning opportunities and enrich their experiences or practice. The school leaders

also reported that they should not make any participation in CPD compulsory, and one of the CPD coordinators stated that it is important to raise awareness about the benefits of CPD offers.

> "... CPD unit members get one extra half day off. This is great thing, for example; a reduction of lecturing hours is an incentive." (School Leader 3, private university)

> "I would rather make CPD elective, not mandatory, and give people incentives instead of forcing people to show up at any CPD activities annually." (School Leader 1, public university)

> "I would start by raising awareness because once you make people aware of their needs, they realise the gap between their ideal and the present situation, and then I would make the resources available to them. They have the encouragement to work collaboratively and go for it as long as they believe it is useful." (CPD Coordinator 4, private university)

In terms of organizational support, most of the school leaders mentioned that providing moral support, showing oral or written appreciation for their staff and taking account of their opinions are also incentives that they use for staff at their schools.

> "... although each instructor at our organization, from the teacher-trainee to the level coordinators, is responsible for his or her own professional development; some of them feel more responsible for their own professional growth. They simply want to do better and better. I generally write an annual email and congratulate them on their progress at the end of the academic term." (School Leader 4, public university)

> "I am actively interested in instructors' individual professional development interests in our department and try to be energetic and positive at all times, at least. I try to put my other foot outside the school looking at what kinds of activities, conferences, team projects, workshops and collaborative developments are going on at other preparatory schools, and I pick up good ideas to share with our instructors, and I incorporate their opinions." (CPD Coordinator 5, private university)

> "In my view, everything can be CPD, for instance, our instructors attend workshops and trainings. As an institution, we perceive CPD as an everyday activity. During the academic year, we do lots of workshops, presentations and attend conferences at different universities. I frequently appreciate, motivate and give my staff positive feedback for wanting to work together without any obligation." (School Leader 3, private university)

In brief, the findings from the interview data as to organizational support indicate that both the school leaders and CPD coordinators find it effective to keep attendance at CPD events voluntary, provide incentives such as days off, and

they engage in awareness-raising activities, showing appreciation and providing moral support.

5.3.5.4 Barriers to effective CPD

In this section, the school leaders and the CPD coordinators mentioned the main barriers they encountered in undertaking their roles. CPD for teachers is classified into three types by Lieberman (1996), namely, direct teaching, learning in school (such as peer coaching and mentoring) and learning out of school (such as learning networks). Within this conceptualization, the school leaders appeared to find it difficult to motivate instructors to progress in their CPD, especially through direct teaching such as taking courses and attending conferences. This was mainly because they encountered barriers such as teachers' showing resistance, redirecting their frustrations and showing signs of burnout.

> "... my biggest challenge here is the big teacher resistance I face every year, which partly comes from teacher burnout." (School Leader 2, public university)

> "... for example, when the instructors are angry with the administration and they have other kinds of problems, they redirect it to CPD and reject anything that comes from administration, including CPD, although it would be beneficial for them. Yes, they refuse it so dealing with resistance is a big challenge." (School Leader 4, public university)

The main reason for this resistance, according to the participants, is that instructors reject the traditional perception of CPD coming from school leaders who adopt a top-down delivery model such as direct training. Additionally, one of the CPD coordinators stated that some resistance may also result from not having a good rapport with colleagues or from a lack of trust in the administration or no sense of belonging to the institution. Such lecture-style teaching has also proven to be unpopular, especially among the instructors who want to design a more practical CPD of their own.

> "... of course, the main barrier is teacher resistance. Teachers assume they don't need any support; they think they will be instructors of English forever, and the field is limited for them in terms of new information. CPD is personal and should be done voluntarily. Unless the teacher believes that he or she needs it, there is nothing anybody can do." (CPD Coordinator 5, private university)

> "... resistance to CPD is the main barrier I encounter. I think teacher demotivation is the most important reason for the resistance. In my opinion, teacher demotivation stems from a lack of trust in the administration, having problems with administrators and colleagues and not having a sense of belonging to the school." (CPD Coordinator 3, private university)

One of the school leaders also mentioned the problem of teacher professional burnout as a barrier to CPD. The school leader stated that this is because the instructors have to withstand pressure to pursue their CPD activities in the limited free time they have, given their excessive workloads.

> "... teacher burnout is at an extreme level, okay? Because you are very tired, and you can hardly make time for yourself, for your family, or for research, but the expectation at our university is very high and you always feel the pressure to publish or perish." (School Leader 4, public university)

All in all, according to the school leaders and the CPD coordinators who participated in the interviews, effective CPD activities might be hindered due to some interrelated factors such as teacher resistance, teacher frustration or teacher burnout, all or some of which might stem from an excessive workload, CPD pressure, lack of trust or rapport (among colleagues or the administration), a lack of a sense of belonging or the belief that CPD, in the traditional styles offered, cannot provide any benefit for them.

5.3.5.5 European Commission's frameworks

In this section, the school leaders' views about the European Commission's frameworks such as the CEFR, TD-FRAM, EPG were investigated. Briefly, the CEFR is specified as a guideline used to describe the achievements of learners of foreign languages across Europe. It was created by the Council of Europe to raise teaching standards and to improve learning methods, assessment and teacher training. On the other hand, EAQUALS aims to promote high quality in language teaching and learning and is intended for use by teachers, managers, coordinators and teacher trainers within the field of language education. According to the school leaders, the CEFR and TD-FRAM are very important frameworks; their policies should be understood well and applied over a longer period of time; however, they claimed Turkey is missing a lot in terms of implementing them.

> "The politics of the Council of Europe should be understood and explained to everyone in an on-going process. They are providing the necessary tools, but I believe even here in this institution, some of my friends don't have any idea what the CEFR or EAQUALS are..." (School Leader 2, public university)

> "I am afraid I am very pessimistic here; the CEFR is not at all well done in Turkey. I think Turkey is missing a lot. Many people have heard about it but they don't know how to go about using it. They don't know how to implement it in terms of teacher training and CPD. The CEFR should be well known in Turkey, first and foremost." (School Leader 1, public university)

The CPD coordinators and school leaders indicated that the CEFR is applied at their universities for learners of English. They have adapted the CEFR to their education system by dividing learners into different levels such as basic, independent and proficient speakers, but they indicated that they did not put the same emphasis on the implementation of the approaches of EAQUALS' TD-FRAM or the frameworks' standards relating to CPD in their institutions.

> "*The CEFR is applied to our learners. We divided our learners into levels such as A Basic Speaker, B Independent Speaker, C Proficient Speaker and C Effective Operational Proficiency or advanced .*(CPD Coordinator 5, private university)

> "*According to the CEFR, we apply this at our university; however, we didn't identify our instructors' strengths in various areas according to any framework policy.*" (CPD Coordinator 3, private university)

> "*...our language teaching programmes are based on the Common European Framework as a reference; upper management gives emphasis to the teacher development unit, but our university doesn't follow any framework policy in terms of accrediting teacher training.*" (CPD Coordinator 3, private university)

In sum, the school leaders' and CPD coordinators' responses to the third interview question relating to their views about the European Commission's frameworks and their current applications in Turkey reveal that they believe the policies of the CEFR and EAQUALS are only partially considered and applied in their language teaching programmes by their institutions or instructors; on the other hand, the TD-FRAM is not known or used in their institutions; in fact, they do not follow any framework or standards in teacher training. This finding relates back to the duality in their views as to the position of CPD in Turkey. The situation has improved with time, with CPD units being opened and teacher qualifications sought; however, there is still need for better incorporation of the standards and rationale in CPD programmes.

5.4 Analysis of the qualitative data -II

5.4.1 Introduction

In this part of the research, eight different focus group interviews were held with groups of EFL instructors (44) in October and November, 2017, with the aim of revealing the participants' views and perceptions in relation to the research questions in Ankara and İstanbul (as stated in RQ3). The groups had different profiles in terms of age, years of experience, and nationality, among others factors. The overarching research question was to find out the perceptions of the participants regarding the incorporation of the European Commission's framework standards into CPD

programmes and policies, with the clear aim of achieving better success in teaching and learning English across the various universities in Turkey. A semi-structured interviewing technique was used when undertaking the focus group discussions. Furthermore, the focus group interviewing helped to increase the validity of the study by raising the number of participants. The participants were selected from EFL instructors at private and public universities in İstanbul and Ankara inTurkey, and they were informed about the questions prior to the interview. The focus group interviews were audio-taped depending on the consent of the participants. The audio-taped interviews were then transcribed word by word using Microsoft Word processing software by the researcher by hand. The interviews were held in English.The excerpts in the text were written in italics. First the resuts were grouped according to the questions, and then they were summarized in a table (see appendix G) to analyse the detailed information about the interviews that were conducted during the data collection period.

The researcher employed focus group interviews to ask EFL instructors what they believe are the basic views, needs, expectations and barriers of professional instructors in Ankara and İstanbul. According to Dushku (2000), focus group interviews are important sets of data which might not be accessible through individual interviewing. In this research individual interviews provided information from individuals' perpectives, on the other hand focus groups contributed to the triangulation of data. As a result, the focus group interviews were used to reveal information on the following topics:

- Instructors' general views of CPD in their departments/teams and in Turkey
- Their reasons for and expectations of participating in CPD
- Opportunities for CPD activities in Turkey
- Organizational and personal barriers
- The impact or expected outcomes of CPD
- Their ideas about the European Commission's frameworks

5.4.2 Presentation of the findings

A more general perception of CPD revolves around our understanding of what CPD should be or indeed is. It has been suggested that "continual development" is a relatively straightforward principle to understand, but the inclusion of the word "professional" brings about some diverse understandings. To illustrate this, Bolam (2000) defines professional development as:

> ... a process by which teachers learn, enhance and use appropriate skills and knowledge, and the essence of such professional development for educators necessitates the "learning of an independent, evidence-informed and constructively critical approach to practice within a public frame-work of professional value and accountability, which are also open to critical scrutiny." (p. 272).

In the light of this information, the main purpose of these focus group discussions was to understand the participants' general perceptions about CPD in İstanbul and Ankara. In the study, many teachers felt that classroom observations were useful in actually arousing their awareness and interest in CPD. Furthermore, they also claimed that this interview section equally intrigued them and facilitated a chance to better reflect on CPD. Table 25 on the focus group shows the type of university, number of groups, number of participants and the dates of the interviews.

Table 25. Instructors who participated in the focus group interviews

Type of University	Group Number	Number of Participants	Date of the Interview
PUBLIC	GR1	5	27.10.2017
PUBLIC	GR2	5	30.10.2017
PUBLIC	GR3	6	3.11.2017
PUBLIC	GR4	5	3.11.2017
PUBLIC	GR5	5	4.11.2017
PUBLIC	GR6	6	7.11.2017
PRIVATE	GR7	7	17.11.2017
PRIVATE	GR8	5	16.11.2017

5.4.3 General views of CPD in Turkey

Participants in the focus groups held long discussions (with some subjective generalizations) to share their views on the current CPD situation in the teaching of English in various institutions in Turkey. For instance, according to Kırkgöz (2009), ELT has gone through various adjustments and standardizations in line with the norms of the European Union. However, as Işık (2008) states, "the decisions have mostly been made by not relying on these facts but by the political opinions of the parties in power and the individual opinions of the bureaucrats" (p. 18). Thus, in Turkey, stakeholder attitudes seem to be mixed and uncertain in terms of the roles that govern managerial schemes and policy implementations. Özşevik (2010), on the other hand, explored the difficulties and challenges EFL teachers faced in the implementation of communicative language teaching (CLT) practices in the Turkish context. In Özşevik's (2010) study, teachers' spoken English deficiencies are attributed to the traditional ways in which they learned English; other problems with CLT implementation include teachers' lack of knowledge about the appropriate use of language in context, their lack of knowledge about CLT and their lack of time for developing appropriate materials. Additional issues included a lack of motivation

among teachers to develop communicative competence, the lack of institutional support and materials as well as grammar focused examinations and few opportunities for teachers to receive training in CLT; also mentioned students' passive learning styles and their resistance to participating in communicative classroom activities.

In the interviews, the EFL instructors generalised their understandings of CPD as being a form of voluntary programme, the content of which is defined as a scheme designed to bring satisfaction to the professionals. They also stated that CPD is a means of creating an atmosphere that allows CPD participants to better understand their needs and improve their professional skills.

> "... for me, I perceive CPD as a way of developing myself in the job I'm doing, so it is a way to improve my teaching so much that when I improve my teaching, I get satisfaction from my job. It is also related to personal satisfaction as well." (Focus Group 1, Participant 1, public university)

> "... we spend a little time at work during the day, and maybe more time we spend with our families, so when you are happy in your job, you will be happy outside as well, so it's important to be satisfied at the workplace." (Focus Group 2, Participant 4, public university)

Aside from expressing their individual ideas of what they perceive CPD to be, the participants also raised some concerns about CPD in Turkey. They said that most instructors in various institutions have no clear view of what CPD really is. Even the CPD coordinators in their teams blame these kinds of issues on the system, which does not allow a scheme to be implemented during the instructor selection process to ensure that competent individuals are hired, with a clear and firm knowledge of what to do. Accordingly, the recent reforms in the Higher Education Council's (HEC, 2018) hiring regulations for English language instructors in university SFL departments required applicants to have a bachelor's degree and a post-graduate degree (e.g., a master's degree) in ELT or other relevant fields to apply for English language instructor positions in SFL. Applicants are also required to submit a minimum score on a English language proficiency exam, such as the YDS (a Turkish foreign language exam) score of 85 out of 100, a TOEFL score of 100 (600 on the paper-based TOEFL) or score of 70 or above out of 100 on the Academic Personnel and Graduate Education Exam (ALES); Turkish entrance exam for academic personnel and post-graduate education that contains linguistic/verbal and mathematical/numerical sections, exams that are also accepted for a postgraduate degree application and to apply for academic positions at universities. This shows that the applicants for English language instructor positions in SFL departments in Turkey must meet the expectations required in the HEC's (2018) recruitment process. The instructors added that although the face of CPD in Turkey is not as good as it should be, there appear to be some positive indications that it is better

and can be much better than in the past, considering the increasing awareness and changing attitudes.

> *"… we can follow many movements, trends in ELT today, the course contents are vibrant and varied for us to reach. However in the past, we didn't have any opportunities, we were only informed through administration."* (Focus Group 2, Participant 3, public university).

Some of the participants added that the current research not only raises interest but also serves as a means of finding some essential policies to improve CPD in Turkey. CPD, as a voluntary programme, should be encouraged, but it is necessary to set up a voluntary scheme that ensures participants really understand why there is a need for CPD. There should be more interest in focusing on learner-teacher autonomy, which serves to "foster a learning environment for teachers that trains them to improve their independent learning" while making instructional decisions and applying them (Boote, 2006, p. 6).

Two of the participants also added:

> *"… we don't know anything about CPD; we've heard about the professional development in our school, but we actually do not know if they have the same meaning or not."* (Focus Group 3, Participant 3, public university)

> *"… a twitter account was suggested to me by a friend prior to this interview. To be frank, I had no previous knowledge of what CPD was, so I needed to search for some more information before this interview"* (Focus Group 5, Participant 2, public university).

Some of the focus group interview participants expressed their view that CPD should not be a mandatory programme in which teachers are forced to participate. Other members argued that CPD is long-term self-training that every teacher or professional should actively be a part of and that this should be institutional and made mandatory for every teacher in their institutions. Hence, when asked what their thoughts were about making CPD voluntary or obligatory, the participants expressed their views in a diverse way.

> *"I think it's important that we, teachers, develop ourselves over years instead of getting stuck in a cycle of repeating ourselves and going backwards. In my opinion, teachers should improve themselves more and more as their experience increases over the years, and they should somehow add new methods and techniques to their teaching. They should do this voluntarily maybe through observation, reflective teaching or joining workshops or other professional organizations that help teachers to become better in their fields."* (Focus Group 6, Participant 4, public university)

> *"… CPD should be obligatory every five years; for example, in the first year of teaching and maybe after four years. Because there are always new techniques and new methods,*

and needs are always changing, so every five years or three years it must be obligatory. In the first year, it must be obligatory, not optional, and every five years again they should repeat it." (Focus Group 3, Participant 5, public university)

However, some participants clearly expressed concerns about the awareness of CPD in the general sense as most teachers interviewed in the ELT field have no positive attitudes towards CPD in Turkey. According to the participants' views, professionals in the field of education do not express enough interest in CPD programmes or there is little motivation among staff to engage in CPD. Some concerns were raised about the fact that some institutions mandate participation in CPD programmes, which they believe should not be the case.

"*... there is a CPD unit almost in every university or school in Turkey, whatever, but teachers do not want to attend those; they resist, so I believe it's perceived a little bit negatively, but there is a minority that perceives something positive, and they want to participate and to be encouraged to participate, actually. That's my general view about CPD.*" (Focus Group 6, Participant 1, public university)

"*... of course, learning never ends; if you are a teacher for 20 years, it doesn't matter. You always learn new things. Technology is improving and you need to catch up; students have different needs also, and in order to improve ourselves, we need to practice. My expectation of such an organization is that I should learn new things, not repeating ourselves as usual.*" (Focus Group 7, Participant 1, private university)

"*... to get benefits of CPD, it must be something voluntary; I mean, we shouldn't be pushed to do that, and I should feel that I need to improve myself, so the basic thing for the organization is to analyse why the instructors really need to do that.*" (Focus Group 1, Participant 2, public university)

"*... it should definitely be voluntary, and also what you understand from professional development is important; for example, what types of activities are included. For instance, professional development is understood as only some people coming to your class and checking what you are doing. It's just the aim for everyone, but if you are just recording yourself and later giving feedback to yourself, you do it in a more relaxed way. I don't want to feel any kind of stress for the sake of CPD.*" (Focus Group 4, Participant 5, public university)

As stated by this participant, being observed by CPD members might cause some stress, but on the other hand, some participants also stated that sharing work with colleagues or partner instructors would be very useful as it would enable them to adopt and implement different teaching strategies. They commented that having a partner instructor is a way to bring out success in a collaborative way. Some

participants claimed that they became better learners with their partner instructors and developed new strategies together that worked very well.

> "… I think it takes place naturally as well. For example, we share the same level. We always come together to prepare lessons and different activities, and it really went well in the class too, so why can't we make use of it? We e-mail each other all materials. Learning from each other, it is like a shared group practice." (Focus Group 2, Participant 4, public university)

> "Sometimes I start the lecture before my friends and I practice it before them, so I have the chance to see what goes well and what doesn't, so I tell them about the activities that will be included." (Focus Group 3, Participant 6, public university).

In light of this information, it can be claimed that informal approaches to CPD comprise a form of self-managed learning that focuses on sharing strategies and knowledge and an awareness level that is relevant or related to the professional role. This can include informal activities such as self-study, in-service training (as illustrated above), observatory implementations or attendance at informal programmes, which can include group discussions and evaluations among instructors. The participants define their classroom experience as a form of informal training that actually yields results.

They stated that with a mutual interest in the classroom they are able to learn and implement different approaches together in a way that brings good results. Thus, CPD as a standard learning activity was perceived as a combination of learning activities that were relevant to teachers' current or future practice or skills and should include activities that address professional issues, e.g., work-based learning, formal and informal education, and self-directed learning, among others.

Throughout the discussions, it was observed that almost all of the participants from both private and public universities expressed some concerns about the content and type of CPD, which they said should be much more relevant to their needs. They stated that CPD programmes should seek to improve and increase opportunities through various activities. In addition to their general views on CPD in Turkey, the instructors were asked about their own CPD interests.

In order to gather data for this part of the research question (as stated in RQ4), the English language instructors stated their views about the most and least effective types of CPD activities. The chart below is from the TD-FRAM and includes the relevant topics: planning, teaching and learning, teaching and supporting learning, assessment of learning, language communication and culture and the teacher as a professional. This chart was shown to the participants to help them elaborate more efficiently on their CPD interests and needs.

Table 26. CPD competence areas and their sub-sections

(1) **Planning Teaching and Learning**	(2) **Teaching and Supporting Learning**	(3) **Assessment of Learning**	(4) **Language, Communication and Culture**	(5) **The Teacher as a Professional**
(1) Learner needs and learning processes (2) Curriculum and syllabus (the teaching and learning programme) (3) Lesson aims and outcomes (4) The lesson: tasks, activities and materials	(1) Teaching methodology (2) Resources and materials (3) Interacting with learners (4) Lesson management (5) Using digital media (6) Monitoring learning (7) Learner autonomy	(1)Assessment and the curriculum (2) Test types: selection, design and administration (3) Impact of assessment on learning (4) Assessment and learning processes	(1) Using the target language effectively with learners (2) Applying the principles of the CEFR (3) Giving sound language models and guidance (4) Handling relevant cultural issues as part of language learning (5) Applying practical insights from linguistics and psycholinguistics	(1) Self-assessment and teacher autonomy (2) Collaborative development (3) Exploratory teaching (4) Lesson observation (5) Professional conduct

Adapted from: EAQUALS; TD-FRAM (2013)

The results revealed that most of the instructors were interested in the first and second competence areas in the chart "Planning Teaching and Learning" (1) and "Teaching and Supporting Learning" (2). Three instructors in the focus groups stated that they were interested in "Language, Communication and Culture" while only one instructor mentioned that she wanted to improve herself in "Assessment of Learning;" two instructors stated that they wanted to learn more in the area of "The Teacher as a Professional." The participants also expressed their views about teacher and learner autonomy in Turkey.

> *"... the preparation resource material is very interesting, I use them in my class, whenever they are practical then I can get the benefit more. Then students also engage in practical ideas facilitated by me."* (Focus Group 3, Participant 4, public university)

> *"I'm interested in language communication in culture because I'm doing my PhD in cultural communication; that's why I'm raising cultural issues in the classroom more. I organise and design a lesson, actually a programme; so it is one of my professional areas."* (Focus Group 2, Participant 4, public university)

> *"... for me, it's both, preparing some materials and also assessment of learning. I have my masters in evaluation and testing, so that was my interest and I prefer this area."* (Focus Group 5, Participant 4, public university)

> *"I don't like assessment, but I have done so much training because I attended sessions. We were doing how to do assessment properly and in some places assessment was done so*

poorly, but I think it's done so badly in most institutions." (Focus Group 7, Participant 2, private university)

CPD, in its core approach, should be engaging and fun as sometimes it is hard to find a relevant opportunity that fits in with the teacher's needs and other obligations. Sometimes, as teachers exit a course or seminar, it is difficult to assess what they have actually achieved from the session. Most CPD concerns or challenges cited in research, as stated by the participants, can be alleviated by professionals selecting their own goals and forms of CPD and then organizing resources, planning and assessing the outcome of these.

The important role of the teacher as an autonomous person likely creates a new tool for success once there is an accurate understanding of what "teacher autonomy" is. According to Benson (2001) and Little (1995, p. 177), teacher autonomy is defined as "the freedom given to the teachers to make their own decisions while doing their job, where they choose their own methodologies, select or design their own tasks and/or materials, evaluate outcomes." Furthermore, Nunan (1997) defines learner autonomy as a model of five levels of "learner action": "awareness," "involvement," "intervention," "creation," and "transcendence." At the awareness level, for example, learners are "made aware of the pedagogical goals and content of the materials and identify their own preferred learning styles/strategies." At the transcendence level, learners are required to "make links between the content of classroom learning and the world beyond" (p. 195). The participants added that autonomous teachers seek ways to improve themselves, and by doing so, they create an environment that resonates with learners in a positive way; however, autonomous teachers also do not wait for opportunities to be presented to them to improve themselves. In light of this, the interview results show that, with a degree of freedom, teachers enjoy the responsibility of actively involving themselves, developing their teaching skills and using the resources according to their own tastes.

The researcher asked what the participants thought about teacher/learner autonomy (as stated under items two and five in Table 26) in terms of whether it was good to do or achieve something themselves; the participants underlined some important issues:

> *"... I thought it is the most important thing in our educational system because the system doesn't give autonomy to the teachers; there are many bureaucratic obstacles to evaluating the curriculum or choosing my own course-book, so it comes back to it being free in my choices."* (Focus Group 4, Participant 2, public university)

> *"... and also students have different needs and different interests; if you don't have autonomy, you cannot decide or make decisions in your class, so how can you meet their needs while teaching at the same time?"* (Focus Group 7, Participant 4, private university)

However, the participants also placed attention on considering learner autonomy, which is also stated in the chart under heading 2, "Teaching and Supporting Learning." Autonomous learning strategies create a platform or environment for students to be able to learn and improve their skills on their own, without necessarily depending solely on the teacher. One participant added:

> "*We do not have 'learner autonomy' in Turkey. Our education system is based on this kind of tendency that teachers give and students take. If you don't give, they think that you are not sufficient or interested. They think we don't care about them; they feel like that. To change that attitude, it's very difficult and it should start at the very early stages of education, but our students start university at the age of 18, and maybe it's too late; I don't want to be pessimistic, but it's really difficult to change that attitude; you need to read first these instructions about your project, and then if you have questions, you can ask. We always tell them, but they don't even force themselves to read it first. They always ask questions without reading.*" (Focus Group 7, Participant 1, private university)

Accordingly, leaner autonomy, which is based on the idea that if learners are actively involved in decision-making processes regarding their own language competence, they are likely to be more enthusiastic about learning (Littlejohn, 1985), and learning can be more focused and purposeful for them. One participant stated that students in Turkey, however, are not involved in any way in educational decisions in terms of the curriculum and how programmes are organised.

> "*… teaching and supporting learner autonomy is of great importance because we cannot accompany our students every time they wish. The learner doesn't accept responsibility for his or her learning. This acceptance of responsibility is important in language teaching, and this is a 'cultural issue.' We cannot always be with them because we teach them something, and then we leave them alone, and the students should practice how to learn alone. We can give them some ways maybe, methods, some points of view to learn by themselves.*" (Focus Group 8, Participant 3, private university)

Independent learning is a key thing that needs to be promoted and encouraged as it actually teaches students to be able to implement what they have learned in the classroom in their own individual and unique ways. Learners are able to continue to practice what they have been taught in class, and they are able to apply their individual capacity to converting this into skills or success. One of the participants also added that since there is little emphasis on providing learner support and guidance in the system for training learners to be their own teachers, learners find it difficult to improve themselves through an autonomous or independent learning approach.

> "*… we start with a controlled way, and they are not becoming independent. At the beginning, we may control them, but day by day I think they should become more independent in their learning. I don't think they have any autonomy in learning, especially the learners coming from the Turkish national education system. We can give*

some directions, some points of view to learn by themselves. It is nearly impossible for us because they are still expecting everything from the instructor." (Focus Group 6, Participant 6, public university)

Additionally, teaching learners how to be independent is very important in the field of education, which requires skills and a technical understanding of how to guide and give direction to students in a manner that pushes them but at the same time provide them comfort and motivation. Learner autonomy is a skill that brings effective results inside and outside of the classroom. Despite its importance and the need for it, however, the group also added that learner autonomy is virtually non-existent in Turkey.

On the whole, the responses to the first question regarding the participants' views of CPD in Turkey and their CPD needs and interests revealed that there are diverse opinions on the necessity and practicality of CPD activities; there is some disagreement as to whether CPD should be optional or mandatory, whether it should provide satisfaction on the professional or personal level, and whether it should allow freedom of choice and reduce stress, including using various forms of CPD to reduce stress on instructors' and provide a diversity of choices or opinions. Participants' previous on-the-job training provided them with self-directed learning opportunities tailored around their own needs and expectations, so they were quite critical of current CPD practices in universities in Turkey. They want CPD activities that mostly target planning teaching and supporting learning, and they repeatedly emphasised the importance of learner autonomy.

5.4.4 Reasons for and expectations of CPD

The participants in this discussion believe that CPD should have direct relevance to the needs of the professionals and should address the skills they need. They think CPD should run in the form of workshops and focus on practical ideas and that it should not only involve self-assessment types of activities, as illustrated in the extract below.

> *"I should really know that I get some benefits as a result. If it seems meaningless, as we did it before, for instance, just recording ourselves in classroom and giving feedback to the recordings, I won't do it as it should be because there is no benefit to me in the end. So there should be something beneficial, for instance, if there are some workshops with practical ideas, I definitely would volunteer to go. If some of my colleagues tell me how to improve the listening skills of students with practical ideas and practical lesson plans, it will be beneficial, but if it's just self-record yourself in class or visit other colleagues and observe them, sorry! I'm not volunteering for it. They force us to do that, but it is ridiculous."* (Focus Group 3, Participant 1, public university)

Teachers have various expectations of CPD as a programme, and most of these are in the form of skills that teachers or professionals seek to gain after their participation

in these professional programmes. CPD should seek to bring about results by focusing on building some key skills that the teacher in question requires. In other words, these programmes should include a range of activities that the participants subjectively define as relevant to their professional development. These activities can be differentiated from the normal expectations of the teacher's role or engagement in extracurricular activities. The participants stated that they do not always expect the same things from CPD, but overall, they expect trainers to be competent and up to date or they want to follow recent trends and innovations in their professions, such as:

> "...developing my teaching skills and sharing ideas and experiences; it helps you become competent in your profession, to be more aware of the changing trends in education and to keep yourself up to date." (Focus Group 8, Participant 4, private university)

> "I expect to learn something that has a direct impact in the classroom and direct implementations, like something practical; if I learn something new that can be applied in the class or used in the class, this is good for me. But I don't want to practice repetitive techniques, methodology again and again every year." (Focus Group 7, Participant 2, private university)

Therefore, CPD programmes are, in principle, designed based on needs, and most of them seek to create a balance across the needs of the various stakeholders involved, including the needed skills for school leaders and teachers. Nearly all of the participants in these focus group interviews expect that CPD is relevant to them as instructors in terms of their practical interests and needs, and at the same time, it should seek to bring some development or ways to turn limitations into success; they criticise CPD form and content that repeatedly cover methodological issues and are imposed by school leaders.

> "... the learners in five years are really changing, and the new generation is coming with different ideas and backgrounds. We have to catch their interest, so that's what I need to learn more about CPD actually." (Focus Group 2, Participant 4, public university)

> "I feel like I just expect refreshing to improve myself, so I feel satisfied because I feel that I can use it in the future when I need it. For example, we can use new applications, maybe, or come up with new ideas about our teaching practices so we feel more confident or motivated." (Focus Group 8, Participant 1, private university)

> "... what I expect from CPD activities is relevant and clear objectives because sometimes you have to attend a workshop or something else and say, 'Oh my God!' It is a complete disappointment, and a waste of time as well and this has recently happened to me. The content and the way they advertised it were absolutely irrelevant." (Focus Group 7, Participant 4, private university)

With respect to the instructors' reasons for and expectations from CPD, the participants are mostly looking for practical ideas rather than theoretical ones, according to their needs. Most of the instructors complain about the repetitive nature and unrealistic content of most CPD programmes offered in Turkey. Finally, the results of this part indicate that most of the instructors appear to have negative attitudes about the way CPD is applied at their organizations. They also asserted that unless the CPD applied in Turkey offers meaningful and relevant alternatives, there will be no benefit to their professional development throughout their careers.

5.4.5 Opportunities for CPD

The importance of CPD creates some opportunities which, of course, are subjective, depending on the needs of the participants. Most participants believe that participation in CPD should be voluntary, not compulsory. Voluntary CPD, they believe, brings about a natural willingness that enables participants to benefit more fully. Another key concern was that there should be some choice for participants in terms of the type of professional development they want to take part in.

> "It should be voluntary; people should be free to choose who they will be working with. I mean, for our institution, unfortunately, they are trying to implement something structured because we are always given one choice to do this for professional development. For instance, joining in special interest groups, yes, that's the good way, but if I feel the need to do that, I will; I don't have another way this year. Why? We should be given different choices for professional development or we can create it." (Focus Group 3, Participant 4, public university)

Participants emphasised that the content of CPD can be regarded as an opportunity to bring CPD to the participants. The participants stated that participating in a CPD programme opens the doors of satisfaction to an inner success as teachers learn new skills that they are able to implement in their teaching careers, and this inner satisfaction means everything to them.

> "If I really want to attend an activity, I will; if they give me the funding, I will. Even if I'm teaching a lot, I can arrange my schedule. If I really wanted to attend, I would do that." (Focus Group 1, Participant 3, public university)

One of the participants from the private university (group eight) expressed her feelings about the opportunities instructors were given to improve themselves at their institutions and underlined the importance of improving professional qualities on an organizational level rather than on an individual level. Throughout the year, they had many voluntary opportunities; they not only participate but also organise different activities related to their professional development. She stated:

"... *actually I feel very lucky because we are given the opportunity to develop ourselves as language teachers in many ways at our university.*" (Focus Group 8, Participant 3, private university)

Afterwards, the participant illustrated the kinds of learning opportunities provided through their CPD events and activities. Among these were in-house training services (INSETS), annual workshops, technology-related courses and platforms for curricular issues as well as observations related to CPD activities, including peer observations, peer discussions, lesson observations, discussions with learners, lesson swapping, team teaching and video observation. As one participant stated:

- *We have in-house training services, which we call 'INSETS.'*
- *We organise workshop days each academic year, and on those days teachers give workshops to their colleagues on different topics.*
- *Our Online Learning Support Project (OLSP) team gives a teacher training course named SL Power-Tech, which is a five-day, teacher training course given to other university teachers on educational technology.*
- *Focus on Technology issues (FOTECH) is also another kind of platform that we as a school of languages initiated in Turkey. It is a forum on which all the university and high school prep teachers come together for one full day and address technological issues in education and how to overcome these issues.*
- *Forum on Curricular issues (FOCI) is another forum platform where curriculum-based issues are discussed.*
- *We also have observations related to the professional development activities that we participate in.*
- *Here are also some examples of the observation-related professional development activities that we carry out in our department:*
- *peer observations and peer discussion*
  - a) *involving learners in lesson observations and discussions with learners*
  - b) *swapping lessons/classes with a peer and peer discussions*
  - c) *team teaching and peer discussion*
  - d) *video observations of lessons and peer discussion* (Focus Group 8, Participant 3, private university)

5.4.6. Organizational barriers

Despite the important opportunities that CPD brings, there are also various challenges often involved. These difficulties generally include financial issues, limited time, and negative attitudes. There has been some concern about attendance at CPD events as there are always fewer participants than expected, which is mostly associated with financial difficulties that prevent many professionals from attending.

In these circumstances, educators usually do not get the necessary funding to support staff participation in CPD activities, either from their institutions or from the government. When asked about their thoughts regarding the barriers to participation on both the organizational and personal levels, it was not surprising that the participants mentioned not getting sufficient financial and motivational support from their institutions as the primary obstacle.

> "... the university doesn't even provide us laptops in our offices or in the classrooms. I can't care about my professional development; the institution doesn't care about it. They don't even support us technologically—we have to use our own personal laptops." (Focus Group 6, Participant 1, public university)

Many participants also added that, with their busy schedules, it is almost impossible for participants to make time for these programmes.

> "... substitute teachers are necessary at our university. When I was at the conference last year, my mind was full of things like, how I would be able to do my make-up lessons that I had to?" (Focus Group 4, Participant 4, public university)

> "... the workload is too much for the teachers, and they get very tired at the end of the day; professionally there are too many things to do." (Focus Group 3, Participant 3, public university)

The participants also added that the attitudes of some teachers towards engaging in CPD significantly determine how participants themselves view CPD policies in terms of supporting or even thinking about it in a positive way because the biggest obstacle for them is the strict bureaucratic norms and administrative constraints or demands from the administration in their institutions.

> "... first, I have to get permission from the administration office, the managers, and then if they accept it, I may not attend professional development because nobody is going to cover my lessons. I just don't want to ask for permission from the administrative staff every time, so I don't go anywhere." (Focus group 7, Participant 2, private university)

> "The red tape is like 'apply and ask for permission,' and you pass all the bureaucratic steps that you need to do. Thank you! I won't attend any kind of CPD." (Focus Group 7, Participant 2, private university)

> "... using the words 'professional development' causes too much pressure on instructors; they have been checked all the time, such as administrative checks, students' checks on teachers, checked lessons, everything. This is done in the name of professional development." (Focus Group 5, Participant 2, public university).

Two of the participants also added time as the main problem preventing them from effectively engaging in and being part of CPD activities.

> "*I think the most important barrier is time. Because when you want to attend a conference, you have classes here and the administration directly says that we can't arrange your classes. You must do a make-up. Second thing is the money and funding. Interesting thing is that they are organizing the conferences in luxury hotels. This is totally useless; it's a market, actually. Another issue is that when you attend the conference, you see there are very useless articles that are presented. For example, I attended a conference last week; it was a general teaching conference, and there was a very interesting topic called 'using movies for teacher candidate education.' I was expecting to see some films there, but how can teachers make use of those irrelevant ideas and activities? There was no presentation at all, nothing to show, just read the Power Point. It was completely theoretical, kind of a literature study, nothing in it and that person is a kind of academic at one of the universities. When you see that everything is theoretical and structured, and it doesn't have any presentation value, but it's presented at conferences, you realise there is nothing new and you start to lose your belief and your time, about all the academic things in Turkey*." (Focus Group 6, Participant 4, public university)

> "*Time is always the biggest issue for me*." (Focus Group 8, Participant 4, private university)

The participants also added that the culture of feedback and implementation of CPD in their institution exerts a sort of pressure on teachers and also defines a strict pattern of lecture delivery that does not allow any avenue for teachers to be at their best.

> "*... I have many classes and I can't plan my schedule so, is it's a barrier; I feel a kind of push to develop myself*." (Focus Group 3, Participant 3, public university)

> "*... I developed a negative attitude towards CPD and stopped spending time on it, so why are they pushing me for this? I feel frustrated. When you do it properly, you are still being questioned or checked, so this is a kind of organizational barrier; they shouldn't push the teachers anymore*." (Focus Group 7, Participant 5, private university)

To sum up, in terms of organizational barriers, financial support and the availability of resources were the two main concerns that all of the participants mentioned in every group. They all stated that getting financial support to participate in CPD programmes is nearly impossible, coupled with bureaucratic norms and the tight schedule professionals have during the course of the semester. It was noted that only instructors from private universities mentioned receiving support from their institutions, but they claimed this was insufficient. The public university instructors; however, said that they had no form of support to participate in any form of CPD

training or programme. Furthermore, time as a resource was seen as another factor, considering the participants' busy schedules. The instructors stated that they had little time to even think about their professional development, and being able to take some days off to improve their professional skills is literally unachievable.

5.4.7 Personal barriers

According to the interview results, a lack of flexibility in the academic timetable is major reason teachers are unable to attend CPD programmes as most of the time, these programmes are organised during the academic semester and require teachers to leave their teaching duties in order to participate, which is very problematic given the instructors' current schedules. One possible reason for this situation is the insufficient number of instructors in SFL, which forces administrators to prepare very strict timetables for teachers during the academic semester. As such, attending CPD events would mean sparing time from their at-home or family time and would cause extra stress or other concerns, as illustrated in the extracts below.

> "*I have been doing my PhD and maybe it is a personal barrier for me in this country. In other words, I'm doing it for my professional development; maybe it is a barrier itself in Turkey because I need to do lots of things for myself and for my family, and I don't have time because of my busy schedule. That can be a big problem in my personal life schedule.*" (Focus Group 1, Participant 2, public university)

> "*… and the cultural things; for instance, my husband wants me to concentrate on our home life; for instance, he has some expectations from me about the housework and childcare, so I need to handle the needs and expectations of my family in the first place. So, this is a real barrier for me and I like being happy, if I do something for the family that means I have to be happy with my husband and my kids, so my priority is the housework and the second priority is my job, and the others I don't have to do them, so let's not do it.*" (Focus Group 3, Participant 2, public university)

> "*… personally, I can say easily that I am a divorced person in the society, so I have a lot of responsibilities such as waking up very early every morning at half past five. I became pretty much overloaded myself, life itself is so difficult.*" (Focus Group 7, Participant 2, private university)

As can be seen, participants generally mention family life and responsibilities at home as personal barriers that put them in a position to determine their priorities and act accordingly.

5.4.8 The impact or expected outcomes of CPD

CPD is a life-long process with many challenges for teachers who seek to develop their personal and professional qualities. It does not only bring results to the teacher,

but it also creates an environment where students' success acts as a type of feedback on teachers' skills, knowledge or practical implementation of methods. There is no doubt that CPD can be viewed as an absolute necessity for teachers in any institution. In terms of educational institutions, in most cases, they follow some kind of CPD scheme that broadens opportunities for instructors.

In these focus groups, the participants also discussed the impact and expected outcomes of CPD. They mainly emphasised that practical CPD is much better than conferences and workshops since it involves sharing more resources and builds on the implementation of theory in actual teaching and considers the day-to-day concerns of teachers. They also stated that CPD programmes have a significant impact on teachers' professional experience as they will be able to apply new techniques in their classrooms effectively; this is quite a different experience from attending conferences.

> *"If it is something practical, there will be much more impact on my profession because sometimes we have to learn lots of theoretical things, and they are not very useful at all."* (Focus Group 3, Participant 2, public university)

> *"CPD is always theory in Turkey; we need something easier to apply in our lectures easily."* (Focus Group 6, Participant 2, public university)

In a changing world, CPD has become so important for teachers and institutions that they must take it into account, ensuring that staff members are prepared for upcoming changes. These changes create the need for teachers to have up-to-date skills. The benefits of CPD for teachers, students and institutions are numerous, including enhanced teaching practice and self-development in the teaching profession. Such organizations excel and stand out among others. In focus group eight, there were many positive attitudes towards the practical approach of CPD, and this was all due to the meaningful contributions CPD activities have made to their teaching team in their organization. They said teachers become more effective in their workplace as CPD provides assistance to advance in their careers and can move them into higher positions such as leadership, management and mentoring.

> *"... we can reach the point that even discussing CPD has positive outcomes linked to your own academic performance because it helps us to make a self-reflection by exchanging some ideas to improve ourselves."* (Focus Group 8, Participant 2, private university)

> *"...if I wanted to do it as a teacher and believe it is necessary, I would always create some time in my schedule to take part in CPD activities."* (Focus Group 8, Participant 1, private university)

> *"... we gain a lot of self-confidence, and we start sharing what we learned with our colleagues, and the students actually always feel better and more effective. You see exactly*

what objectives you have and what outcomes you will see, and you can see the big picture clearly with CPD." (Focus Group 8, Participant 5, public university)

"... as an outcome, our general standards go up rapidly; actually it goes up this way. Individual work won't raise or change the standard, but if you have everybody internally somehow take part in these activities, it works; it needs to be applied at an organizational level rather than personal." (Focus Group 8, Participant 4, private university)

As a result of the discussions about the impact and expected outcomes, it was observed that CPD creates avenues for participants to stay interested in their work, which helps them to improve and deepen their understanding of what it means to be a teacher. This brings a greater appreciation of the implications for the professionals at their workplace if CPD is applied on an institutional level rather than on a personal one. The experience of these changes and development brings new opportunities and results that are felt in professional teams as collaboration and success. Finally, CPD promotes participants' motivation, self-confidence and self-reflection in a positive way.

5.4.9 CPD and the European Commission's frameworks

In the previous section, the participants were asked about their opinions on their institutions' CPD policies and whether these incorporated the European frameworks such as the CEFR, EAQUALS' TD-FRAM. In this context, all of the participants, with the exception of those from one of the private universities, asserted that there was not any CPD in their institutions even though, as professionals, they know it would bring great improvement and success if it were implemented in their institutions. Participants from the one private university said they were implementing a policy similar to that outlined in the European frameworks, and they expressed their appreciation at how effective the policy was, which, they claimed, could be measured by the high success rates in their SFL.

Most participants from all groups expressed their lack of awareness of these frameworks, with a few mentioning EAQUALS and CEFR. They added that having such a framework as a policy in CPD would create a uniform standard that would allow institutions to monitor their success rates and teaching processes. It was not surprising, however, to see that most of the participants from every other group had no idea what the European frameworks were and how these can play a role in language acquisition and teaching.

"...*we heard nothing like that.*" (Focus Group 2, Participant 4, public university).

"*It is not applied at all. How can it be possible? Can you give us some information?*" (Focus Group 5, Participant 4, public university)

"*...we don't have such a vision in a public university*." (Focus Group 6, Participant 3, public university)

When the researcher asked the last group (eight); a private university whether they were applying the European Commission's policies, such as TD-FRAM, and how these were evaluated in their institution; one group member stated:

"*Yes. For instance, in the beginning of each academic year, we have annual target-setting meetings with our directors. Before the meetings, each teacher sets his or her yearly targets based on the TD-FRAM.*" (Focus Group 8, Participant 4, private university)

"*... we have a strict teacher development programme, so the TD-FRAM is fully applied in our institution, and you can get more ideas about that from our book we recently published. For instance, one chapter is specifically about that.*" (Focus Group 8, Participant 1, private university)

In this specific private university in İstanbul, the European Commission's frameworks are valued significantly, and the instructors are well informed about them. The participants explained how they are given CPD training and how they implement the practical skills learned from CPD training into their professional careers. When they were asked how they applied this individually as instructors, one of the participants stated:

"*... for the instructors, actually, we have copies of this TD-FRAM, and, for example, we sometimes have a look at it, for example, for our student observations or when I have my annual target-setting meeting, I directly check TD-FRAM. For instance, I am seriously concerned about my students' level of motivation, so I did some kind of training to increase their level of motivation to help them to become better learners. That was my target last year, and I started to get training this year in order to meet my target, and now I am doing this training in my class. The students are really improving. We had a chat together with my director, I mean, how it was going, what my target was, what I had done about it, how satisfied I was about my target.*" (Focus Group 8, Participant 5, private university)

As in this organization, the incorporation of the European Commission's frameworks created a policy enhancer, which creates a well-established scheme that allows room for professional expertise to measure outcomes and success with a much more accountable and well-recognised standard. This sets a fair platform for a better understanding of the key skills, knowledge and professional attitudes that contribute to a standard teaching framework in a diverse context, as highlighted by these participants. There is limited information about the availability of these frameworks in different institutions due to the limited research exploring the standardised frameworks that are utilised to plan and assess the implementation of newly acquired

skills or training with the aim of achieving better outcomes. Nevertheless, the role of the institution as a governing body in incorporating the European Commission's frameworks is very critical as the use of these frameworks does not only relate to language teaching assessment but also to maintaining standardization, as claimed by the participants.

5.5 Discussion

The summary of findings was presented according to the research questions as referred in chapter three (3.2). First of all, in the quantitative part of the study, the results revealed that the EFL instructors in the study mostly expressed their concerns about their heavy workloads, intense pacing and lesson planning, universities not financing their CPD activities, inconvenient scheduling and/or lack of flexibility in their programmes and using their own time apart from their work commitments. On the other hand, a large majority of EFL instructors believe that their participation in a CPD programme is not to receive accreditation or certification but the most important aspect is to improve their skills and abilities. Finally, it was descriptively found that the participants observed significant changes in the improvement of their knowledge and skills they gained from the CPD activities they had participated in.

In the quantitative data, a comparative analysis of demographic variables such as professional experience, gender, type of organization and instructors' educational background was carried out. The findings revealed significant differences in the variables of type of organization and gender with respect to how the instructors acquire new knowledge and skills and the reasons they participate in CPD programmes.

In general, the instructors, school leaders and CPD coordinators have partially positive attitudes towards the CPD practices in their organizations. However, the data revealed that there is still room for improvement, with well-structured policies such as providing enough funding and allowing more time for instructors to pursue their own CPD preferences. In addition, the organizations need to encourage instructors further to take part in international organizations and events by providing financial assistance and allowing them to attend professional development activities on a voluntary basis. Additionally, the majority of the school leaders and instructors mainly stated the need for CPD practices tailored around individual needs and expectations.

Furthermore, most of the EFL instructors in the study expressed their lack of awareness of these frameworks. However, it was expressed that having such frameworks will not only create a uniform standard for monitoring their success but also help to set up updated learning and teaching procedures. The results also indicated that only the participants from one of the private universities in İstanbul

stated that with the incorporation of the European framework tools, they were very successful with many CPD events in their organizations. On the other hand, the school leaders and CPD coordinators expressed their great concerns about not applying any training or qualification tools in their organizations and stated that there is a need to value these standards and rationales in their CPD programmes to improve their policies.

In order to follow the research objectives, the researcher utilised a multi-method study approach, using both quantitative and qualitative methods. The research findings explicated that in response to the first research question regarding the background factors on the personal and organizational levels of the instructors participating in CPD, the participants reported on appraisals, rewards, feedback and financial support for CPD activities, among others. Out of the 282 participants in this survey, over 80% were concerned about their heavy workloads at school, the intense pacing of their courses and lesson planning.

The data analysis revealed that English language instructors have a great challenge in overcoming time management issues due to their heavy workloads in the SLF. They generally have at least 20–25 lesson hours per week, in addition to the office hours for meeting their learners, marking exams, checking student portfolios, giving feedback on assignments and invigilating exams as well as completing other kinds of tasks as required by the administration. This means that EFL instructors carry out various responsibilities assigned by the administration, and this adds to their workload on both the personal and organizational levels. Furthermore, according to the questionnaire results, the lowest score is financing for CPD activities, with supplemental help and additional funding being marked as "not true" or "rarely true. Moreover, the data gathered from this part of the questionnaire supported the data obtained through the focus group interviews in that during the interviews, nearly all of the participants claimed that there has never been enough financial support to encourage participation in CPD programmes so that they can cultivate their professional skills and knowledge. The participants also claimed that even with the available funding, their busy schedules at school make it almost impossible for them to take part in any CPD programme. The results revealed that a reorganization or renewal of CPD budgets for instructors would contribute to the quality of CPD services at these universities.

According to Kools and Stoll (2016), a school as a learning organization should have a supportive culture, invest more time and organise other resources, such as money, into quality professional learning opportunities for all staff; teachers and school leaders should support the staff, starting with their induction into the profession. From this perspective, the results about the frequency of the participants' satisfaction with the availability of other resources, such as time and money, in terms of participating in CPD programmes on the organizational level indicated that there is "rarely" sufficient financial support for teachers to participate in CPD activities.

Although 41.1% of the participants claimed that they were "sometimes" given time to participate in CPD programmes, there is still a significant portion (31.9%) who expressed negative attitudes towards their organizations, which provided insufficient resources for instructors' CPD activities, support services, providers, trainers and networks.

Day and Sachs (2004) point out that the effects of globalization shape educational policies in general and teachers' CPD in particular. In their view, an organization should have its own CPD policies. Therefore the results in the current study support Day and Sachs (2004) as the participants claimed that the institutions in the current study should have their own CPD policies, objectives and planning. According to the results, most of the participants clearly stated that their institutions "often" (33.1%) and "sometimes" (41.5%) have their own CPD policies, objectives and planning. The reason participants think this way could be that their organizations do not have the essential resources and lack the capacity to form their own CPD policies and objectives. The results revealed that the provision of sufficient resources for teachers to participate in CPD activities received the lowest score. This means that the issue of setting up CPD policies should be considered more seriously in these organizations, which supports the claim put forward by Day and Sachs (2004), with a consideration of the recent reforms in CPD policies in education. According to TALIS report (OECD, 2019) the development of teachers with significant updates and creating CPD policies is no longer optional but an expectation in the teaching profession and can serve a number of objectives in curriculum development:

- to update individuals' knowledge of a subject in light of recent advances in the area
- to update individuals' skills, attitudes and approaches in light of the development of new teaching techniques and objectives, new circumstances and new educational research
- to enable individuals to apply changes made to curricula or other aspects of teaching practice
- to enable schools to develop and apply new strategies concerning the curriculum and other aspects of teaching practice
- to exchange information and expertise among teachers and others, e.g., academics, industrialists
- to help weaker teachers become more effective (p. 49).

With respect to the reasons the instructors participated in CPD programmes, the answers varied, with 43.6% of the instructors believing that CPD was a type of obligatory training to realise their long-term career goals; at the same time, the remaining 46.8% thought that CPD is important and valuable as long as it provides new information. Furthermore, the data gathered from the focus group meetings support the ideas obtained from the quantitative part of the questionnaire. When

the instructors were asked about their ideas regarding the impacts of CPD, they stated that their core interest in attending any CPD programme is to improve professionally. In more specific terms, they stated that CPD would have a much greater impact and better outcomes if it were arranged in a form other than the usual conferences and seminars. According to Popovic and Subotic, (2013, p. 108) "...professional development enables teachers to continuously acquire, expand and extend their knowledge and to develop skills and abilities with the aim of improving the quality of both teaching and learning, as well as the achievements of all students."

Aligned with this view, in the current study, it was found that CPD helps instructors ensure the quality of their organizations by improving their skills. The results revealed that the main reason the participants undertook any CPD programme was to improve their professional abilities or skills, which they considered as very important. Additionally, the vast majority of the instructors claimed that their participation in a CPD programme was not for the "accreditation" or "certification," which is reflected in these options. This shows that the instructors believe it is important to acquire and build new skills.

The researcher asked the participants to rate the "type and methods" of several CPD practices they had attended during their academic careers. According to the results, it is evident that the instructors mostly participated in in-house workshops and seminars that focused on a specific topic. According to the results of the focus group interviews, the instructors also revealed that most CPD programmes are in-house workshops that are designed according to the organisers' needs, and they focus on similar topics repeatedly rather than the teachers' professional needs, so the content adds nothing to their existing skills.

Another point that should be taken into consideration in the current research is that there was notable interest in participating in CPD programmes organised by professional organizations, such as international conferences. Of the participants, 42.2% indicated that they "sometimes" take part in these whereas 37.66% "rarely" participate. In relation to this result, the data also indicated that participants mentioned visiting other countries as part of study abroad programmes to exchange experience, participation in professionally accredited or distance learning courses such as the CELTA or DELTA, both offered in Turkey; however, the costs for these are prohibitively high for most teachers; acquiring international certifications received the lowest score. This presents that unless it is funded by their organizations, instructors are reluctant to go abroad to share their experiences as these are quite costly events.

Likewise, based on the results of the one-to-one interviews with the school leaders, it was revealed that attending international events, such as conferences, seminars, qualification programmes or visiting other countries for academic purposes, requires financial support from their organizations. The focus group participants also stated that their organizations provide no or limited funding. In addition, they stated that

the organizations expect them to devote their own time outside of their working hours to participate in international programmes.

The analysis of the quantitative data also supported this finding obtained from the focus group interviews. The majority of the instructors chose "I have to use my own time outside of my current working commitments for my CPD". According to Guskey (2010), the content of professional development programmes varies greatly, but all of the content shares a purpose—improving teachers' classroom performance and changing their attitudes or beliefs by equipping them with new skills and knowledge in order to provide their students with a better education. In this respect, the findings regarding the ways in which instructors use new skills and knowledge revealed that the item "I re-evaluate my skills and modify what I have learned to fit into my class" whereas few participants held the opinion that, although they have gained new skills and knowledge from CPD, they still do not put these into practice, which represented 8.5% of the participants. This result confirms that most instructors, after acquiring new skills and knowledge through CPD, are able to find the right methods or techniques that are directly compatible with their students' learning styles to develop students' academic skills and contribute to their intellectual development. As stated by Harding (2009) professional development needs to be the individual teacher's responsibility, and it should be evaluative so that teachers can improve their classroom practices.

In the literature, it has been demonstrated that CPD can have a positive impact on educational processes and outcomes (Fullan & Hargreaves, 2002). Related to this, discussing the positive emotions, engagement, relationships, meaning and accomplishment (PERMA) model, Seligman (2011) focuses on the importance of positivity in education. CPD activities are seen as an essential element of education that enables professionals to nourish their knowledge in order to provide positive contributions to their organizations. This state of wellbeing enhances the kinds of contributions instructors can make, which in turn is advantageous for school leaders, coordinators and trainers. The PERMA model (Seligman, 2011) also underlines the importance of ensuring instructors have enough space, time, and the required energy to develop as professionals by realizing their potential and accepting themselves as they are in order to build autonomy and feel satisfied enough to achieve their goals. As such, they can establish positive ties with others, resulting in a positive impact on their communities (Pollard & Lee, 2003; Ryff, 1989; Shah & Marks, 2004). In relation to this model, the findings revealed that the participants (44.0%) observed significant changes in the improvement of their knowledge and skills through CPD activities. They equally stated that there were also positive changes in their learning and teaching practices. This shows that CPD activities can change instructors' views, attitudes and perspectives in a positive way.

To answer the second research question on the instructors' demographic variables, when the distribution of the instructors participating in the survey was examined, out

of 282 instructors, 226 were female (80.1%) and 56 were male (19.9%). When the instructors are analysed according to their professional experience, more than half of them had more than five years of teaching experience. This is partially due to the fact that instructors from both private and public universities are generally required to have at least one or two years of teaching experience to be eligible to work in university SFL. In terms of their educational background, it was found out that the majority of the participants hold bachelor's degrees (53.2%) while instructors who have doctoral degrees represent only 7% of the entire population. Thus, in relation to the educational background of the instructors in the study, the minimum requirement to be an English language instructor in Turkey at the university level is a bachelor's degree in ELT, and other international teaching certificates can be an advantage. Finally, the results also revealed that out of the 282 instructors in the study, 160 (56.7%) were employed in private universities while 122 (43.3%) were in public universities.

As part of the analysis of the quantitative data, a comparative analysis was carried out on the demographic variables of professional experience, gender, type of organization and instructors' educational background. The results of the descriptive analysis indicated that the instructors from private institutions recorded a higher percentage in their answers to the second research question than their counterparts from the public university. Similarly, the female participants had a higher percentage than their male counterparts in their responses to the question "How important are the reasons for you to take part in CPD practices?" These findings reveal that there is a statistically significant difference among the participants with respect to the variables of "type of organization" and "gender" regarding the reasons they take part in CPD. This shows that their reasons, such as improving their professional abilities, acquiring new information or meeting their career goals, are more important to the instructors at the private universities than those at the public ones.

Bas and Ardıç (2002) explored academicians' job satisfaction in public and private universities, and they found out that there is some diversity in the working conditions that affected their job satisfaction levels. In their study, they found significant differences in terms of academic environment, supervision and superiors' behaviour, teaching and research, co-workers' behaviour and the job itself. The analysis of the focus group interviews in the current study also supports this finding in that the training efforts at private universities are more quality-related, which might enhance the instructors' academic performance in return. Moreover, according to the analyses of the reasons for participating in CPD, it was observed that female instructors give more importance to participating in CPD than their male counterparts. In relation to the literature review presented in this study, according to Olsen, Maple & Stage (1995) female academics are more attached to community values and they place more importance on their students' intellectual and social development. Additionally, they invest more time and energy in their teaching than their male colleagues and derive more satisfaction from it.

To answer the third research question (see chapter 3, 3.2), the researcher asked about the general views of instructors, school leaders and coordinators about CPD in Turkey and in their departments or teams in ten face-to-face interviews with school leaders and various CPD coordinators and focus group discussions with 8 different groups of instructors from public and private universities.

Regarding the general views of the school leaders, they indicated that instructors' attitudes towards CPD in Turkey were not in alignment with school leaders' expectations. They mostly mentioned that instructors as professionals appear to have little knowledge of what CPD is and the role it plays in their careers. Similarly, the instructors also expressed their dissatisfaction with CPD at their institutions during the focus group discussions. They believed that in their institutions, their school leaders did not show much interest in or positive attitudes towards teachers' professional development. In this respect, they claimed that CPD should be a voluntary programme, and its content should seek to address their needs.

It is emphasised in the related literature that attitudes about and awareness of CPD have a great impact on the success of any CPD programme (Choi & Andon, 2014; Kubanyiova, 2012). In relation to this argument, the school leaders claimed that the level of awareness of CPD in Turkey was low, and they complained that instructors do not show much interest in CPD or in the rationale behind it. According to the results of the focus group meetings, the instructors supported this idea by indicating that CPD should be a platform within their organizations that guides all of them to become aware of their needs. In addition, the participants complained about the perceptions and knowledge of CPD in Turkey; that is, they mentioned that the content and type of CPD should be tailored around their needs rather than following a standard scheme or structure. To sum up, it was stated that CPD in its core approach should be engaging and purposive. It should be relevant and suit the participants' needs with respect to skills development. Similar to the instructors' views, with respect to their roles and responsibilities in promoting CPD and encouraging their staff, the school leaders and CPD coordinators mentioned that they would like to integrate CPD into their programmes to meet the individual needs of the instructors.

Moreover, the instructors identified what they believed to be the most effective types of CPD with reference to the EAQUALS' TD-FRAM (2013) chart. They mostly stated that they were interested in the topics of planning teaching and learning, learner needs and learning processes, curriculum and syllabus (teaching and learning), lesson aims and outcomes and tasks, activities and materials. On the other hand, they stated they were least interested in the topics of the teacher as a professional, including self-assessment and teacher autonomy, collaborative development, exploratory teaching, lesson observation and professional conduct. This result complements the results of the one-to-one interviews with school leaders. In the interviews, school leaders mentioned categorizing the needs and interests of

each individual and designing a programme accordingly to create more impact on instructors' professional learning and development.

Jacobs and Farrell (2001) stated that recent developments in CPD have shifted the focus so that focus is now more on the learner's role (instead of the teacher's), the learning process (instead of the product), learning's social nature (instead of approaching learners as individuals outside of a context), learner diversity as a resource (not an impediment), learning as a lifelong process (as opposed to preparing for exams) and assessment for learning (not of learning). In relation to this perspective, in the current study, one of the most important factors that should be improved further in Turkish educational settings is autonomy. Learner autonomy entails the idea that if learners are actively involved in decision-making processes regarding their own language competence, they are more likely to be enthusiastic about learning (Littlejohn, 1985). The participants in the current study stated that they must change the students' attitudes towards learning by cultivating a space where students can learn and improve themselves on their own without depending on the teacher. Following a similar line of thought, the school leaders in the one-to-one interviews also claimed that teacher autonomy has been neglected in the Turkish context. They believed that universities should renew their training policies by focusing more on voluntary participation and autonomy and promoting the idea that all instructors are life-long learners who reshape the nature of CPD everywhere in the world. This shows that the ability to teach students how to be independent learners is a very important aspect of teacher autonomy and requires set of skills that helps to stimulate students' learning interests and motivate them. Thus, CPD events and activities can contribute to this process in significant ways, as put forth by all of the study participants.

With respect to the expectations of CPD and reasons for participating, the participants clearly stated that they seek to attain certain skills by taking part in CPD programmes. These skills were generally subjective and varied across the instructors based on their expectations and professional needs.

According to Walter and Briggs (2012), it was found that "the more teachers are involved in selecting their own professional development activities, the more they report improvements in their subject knowledge, their commitment to teaching, their teaching practice, and the learning of their students" (p. 4). As such, involving teachers in planning content and delivery for CPD events and activities plays an important role. For this reason, the instructors were also critical of the repetitive nature of most CPD programmes offered, and they wanted to select their own professional development activities. They believed such activities should be meaningful, up to date and designed to address the instructors' needs through practical and realistic content and to provide various alternatives. They criticised CPD programmes for being designed based on the organisers' needs and thus not serving the participants' needs or adding anything to their skill repertoire.

The instructors also stated that participation in CPD programmes should be voluntary, and the content or format should vary and provide options or choices for their potential audience. They stated that the programmes should open doors to innovation and be structured only in terms of the individuals' needs.

Only one of the participants from a private university stated that the CPD at her institution is implemented in order to improve their professional qualities at the individual level by organizing in-house training services, technology days, and other observation-related professional development activities. The analysis of the one-to-one interviews also supports this finding. The school leaders claimed that re-structuring and re-addressing their CPD practices according to the school culture and attitudes towards CPD is important. However, they also stated that online CPD activities, as long as the content and type is relevant to teachers' needs and interests, are much more practical for their organizations. As a solution, they suggested exploiting online resources and said that pre-service trainings for CPD would also be beneficial for all instructors. Moreover, informal types of CPD activities undertaken by instructors, such as peers sharing their experiences, were also considered the most valuable types of CPD that can be fostered through workshops or small group activities.

When the organizational barriers were examined in the interview data, it was found that the major obstacle the school leaders face in implementing a CPD is teacher resistance. Hjelle (2001) reports that when teachers perceive that school administrators or policymakers assume that teachers will accept change with little or no regard for their expertise or professional opinions, resistance is much more likely to occur. One reason for teacher resistance is leadership disregarding teacher autonomy with an attitude of superiority or control (Knight, 2009). Thus, the literature about teacher resistance, as well as the interview data indicating teacher resistance in CPD implementation, confirms the findings from the focus group discussions in those instructors cannot be seen as monolithic, which disregards their various professional development needs or goals and hence, the same programme cannot be applied to all of them. In this respect, teachers need to be offered meaningful choices about their professional development practices.

According to the instructors' views, there are various difficulties that hinder the implementation of CPD in their organizations. The participants in this study listed the greatest challenges as lack of financial support, insufficient time for instructors, negative attitudes towards CPD, bureaucratic norms and administrative constraints. From one point of view, these reasons are strongly connected to each other. To illustrate, if there were enough funding to encourage the instructors to participate in CPD programmes, this would help them improve their professional skills and knowledge.

Nevertheless, even if funding were available, the busy schedules at school make it almost impossible for instructors to part take in CPD programmes. Most participants

added that the most effective CPD programmes that could benefit them are those carried out during the academic year, when their teaching schedules are very busy and it is nearly impossible for them to spare time to take part in those events. Such lack of flexibility in the academic timetable is associated with organizational problems, such as the insufficient availability of substitute teachers in SFL, pressure from the pacing of the syllabus, requiring instructors to get official permission and strict timetables for the instructors. The school leaders, similarly to teachers, stated that having limited budgets can be considered an obstacle to implementing CPD. They equally expressed their concerns about time, which is as a vital resource that the instructors rarely have due to their tight teaching schedules and work programmes that are determined at the beginning of the academic semester and which never allow time for any other extra activities. This shows that the instructors have almost no time, and nor do they have flexible teaching schedules, so they cannot even improve their job-related social relationships, such as gathering with colleagues to plan potential CPD activities.

With respect to the impact and expected outcomes of CPD, the participants' core interest in attending CPD programmes was to improve professionally. They stated that CPD has a greater impact and better outcomes if it comes as something different from the usual conferences and seminars. Similarly, Piedrahita (2009) argues that as a result of involvement in meaningful CPD activities, teachers can develop their research skills, critical thinking skills, collaborative skills and attitudes.

According to Livneh and Livneh (1999), CPD should not be thought of only as workshops or short courses; instructors should engage in reflection, participate in professional dialogues and work with pupils as well as engage in peer observation, coaching and feedback. This shows that the variety in the types of CPD content, such as practical or theoretical content, engages instructors, serves as a key to new opportunities and facilitates skills acquisition and the ease of knowledge application. An overall impact of CPD, as mentioned by some of the participants, is that it ensures both instructors and organizations become more aware of and ready for the arising changes in the ELT field. Thus, the incorporation of novel ideas in CPD content enhances the teaching practice in important ways, as pointed out by most instructors, who shared their positive attitudes towards CPD.

In relation to this finding, the results of the quantitative study also revealed that the main reason instructors participate in any CPD programme is to build on their experience by learning new skills with the aim of improving their professional abilities (53.9 %) rather than acquiring an accreditation or certification. The instructors mentioned that CPD makes meaningful contributions to their development and to that of their organizations, and it has positive outcomes linked to their academic performance in that they feel more self-confident and effective afterwards. In one-to-one interviews, the school leaders and CPD coordinators (with relatively more managerial motives), believed that rather than on the individual level, CPD should

be applied on the organizational level to enhance collaboration, motivation and success.

In an attempt to answer the fourth research question on the incorporation of the European Commission's frameworks into CPD activities in Turkey, the participants were asked about their views on whether the training and qualification tools' criteria or standards, such as the EPG or TD-FRAM, were applied or valued in their organizations. It is highlighted that EAQUALS promotes high-quality services in language teaching and learning through standards such as the TD-FRAM and the EPG.

In this respect, most of the instructors expressed their lack of awareness about these standards while a few had some background knowledge about them. They stated that incorporating these frameworks would enhance the creation of a well-established scheme and a positive atmosphere for instructors to evaluate outcomes and rate their success against accountable and recognised standards. Similarly, the school leaders and CPD coordinators revealed that the policies of the standard frameworks such as the CEFR, EPG and TD-FRAM are appreciated but only partially implemented within the CPD activities in their universities, and they mentioned that the TD-FRAM has almost no place in their CPD activities. Overall, the results of the qualitative data show that there is limited awareness about the adaptation efforts in incorporating the European Commission's frameworks into CPD in Turkish educational settings, and their adaptation into their current teaching standards seems unlikely in the near future.

However, only one of the private universities in İstanbul stood out as the only institution implementing the TD-FRAM into their teaching curriculum, and this was reflected in the success and achievements expressed in the feedback from the instructors. This positive attitude towards standardisation shows that such teacher training and development criteria are, in fact, highly valued in the Turkish context, and almost all of the school leaders in the interviews expressed an interest in having such standards in their organizations. On the other hand, there also seems to be a lack of instructor knowledge on what CPD actually means in terms of the European Commission's frameworks and why these frameworks are needed.

Finally, with regards to the research questions, the findings revealed that all of the study participants agreed that there is a need to make organizational changes to change the regular application of CPD in Turkish educational settings according to the recent developments in the European Commission's frameworks. Moreover, the data show that the understanding of teaching and learning autonomy should be improved in the Turkish educational context in order to have better personal and professional development.

CHAPTER SIX
CONCLUSION

6 Presentation

In the first part of this chapter, the main findings of the study are summarised, and then the results are reviewed. In the next part, the limitations and implications for future research are described.

6.1 Summary of the study

The main purpose of this study was to gain a complete and in-depth understanding of EFL instructors', schools of foreign language (SFL) leaders' and continuing professional development (CPD) coordinators' perceptions, views, experiences and expectations regarding the implementation and adaptation of CPD in their contexts to enhance quality and success in English language teaching (ELT) and the extent to which they implement the European Commission's frameworks in their organizations in Turkey.

As the first step, the researcher conducted a detailed literature review on the definition, impact and characteristics of CPD and then went on to explore the current CPD models in the world using an eclectic approach; following that, the European Commission's frameworks for the planning and evaluation of CPD and recent studies on CPD in the world and in the specific Turkish context were discussed. The literature review provided the necessary information for the researcher to structure a firm background and a thorough justification before addressing the research questions under focus.

In the next step, the researcher developed the data collection tools. First, the questionnaire about the CPD-related views, experiences and expectations of the participants was adapted and prepared from several resources from the relevant literature as referred in chapter 3, item 3.6. Subsequently, the research questions aimed to discuss their views, reasons, expectations and roles, the opportunities for CPD activities, funds and resources, organizational support, the barriers they encounter on the personal and organizational levels and finally, the impact or expected outcomes of CPD.

In addition, it was important for the researcher to focus on the implementation of the European Commission's frameworks in CPD in Turkey. For this purpose, apart from revising all of the questions in the qualitative part of the study, a chart

was added from the Teacher Training and Development Framework (TD-FRAM, 2013) to ask the focus group discussion participants about their views based on the CPD competence areas such as planning, teaching and learning, teaching and supporting learning, communication and culture and the teacher as a professional as well as their views on the adaptation of European Commission's frameworks in their departments or teams.

Finally, in this study, three kinds of instruments were used to collect data: a questionnaire, one-to-one interview questions with school leaders and CPD coordinators, and focus group interview questions with English language instructors' working at public and private universities. In the quantitative part, 282 instructors participated in the study whereas in the first part of the qualitative research, a total of 10 face-to-face individual interviews with CPD coordinators and school leaders from different types of universities (private and public) were conducted; subsequently, the focus group discussions were carried out in groups of four–seven with 44 English language instructors over a period of one month. Then, the analyses and interpretation of the quantitative and qualitative data were presented in order to answer each research question first with the findings from the statistical analysis of the quantitative data from the content analysis of the interviews. Finally, both types of information were used to complement each other and create a summary of the significant findings.

6.2 Results

The study's goal was to answer the following research questions as referred in chapter three, item 3.2. The questionnaire on the participants' CPD-related views was administered with the participation of (282) instructors working at different universities. To answer the first and second study questions, the quantitative part of the study was carried out to address the demographic variables (professional experience, gender, type of organization [private or public] and instructor education level) as well as the background factors of CPD on the personal and organizational levels, including reasons instructors take part in CPD, instructors' CPD practices, acquisition and the use of new knowledge and skills, the outcomes gained as a result of the CPD and the effectiveness CPD.

The data collected from the quantitative part of the study were also supported by the qualitative data gathered through the one-to-one and focus group interviews with the instructors, school leaders and CPD coordinators at the universities. The qualitative data mainly sought to answer the third and fourth questions, referring to the general views of the participants about CPD polices in Turkey and in their departments or teams in terms of the reasons, expectations, organizational roles, opportunities for CPD activities, funds and resources, organizational support,

barriers they encounter on the personal and organizational levels, the impact or expected outcomes of CPD, and whether training and qualification tools such as the EPG and TD-FRAM were applied or valued in their organizations. Finally, the quantitative and qualitative methods complemented each other, resulting in a stronger multi-method study design.

First of all, in response to the first research question as to the background factors including appraisals, rewards, feedback and funding of CPD activities, out of the 282 participants, most of them were concerned about their heavy workloads, lesson planning and the intense pacing of their syllabus.

Moreover, with respect to how they valued participation in CPD programmes, on the personal level, 56% of them revealed that organizational support, appraisals, rewards and feedback were the most important factors for them that effect their value assignment while participating in CPD events. On the organizational level, the most important criticisms were made about the organizations' CPD policies, objectives, planning, reflection and analysis processes. Similar to these results, the data collected from the one-to-one and focus group interviews demonstrated that a significant number of the participants had concerns about the application of CPD policies in their institutions.

Second, in order to analyse the frequency of reasons instructors participated in CPD, a descriptive analysis of the responses demonstrated that most of them participated in CPD with the sole aim of improving their professional abilities, which would have a positive impact on student learning in return. Third, in both the quantitative and qualitative parts of the study, the EFL instructors agreed that the main reason they participated in any CPD programme was to build on their experiences by learning new skills, not for any accreditation or certification that comes from it.

Next, the instructors rated their experiences with CPD to provide information about the CPD contents offered in their organizations by considering the types and methods they had experienced throughout their academic careers. The instructors indicated that they mostly participated in in-house workshops and seminar training programmes focused on a specific topic; they also engaged in independent studies in which they examined their own practice, or they attended committees focusing on curriculum, assessment and testing within their organizations. According to the data, there was a little interest in participating in accredited courses or distance learning programmes.

One key aspect of the quantitative part of the research was also to find out how the participants acquired and used knowledge and skills. The instructors claimed that they had to use their own time outside of their working commitments. However, they also indicated that they could not pick up skills from other colleagues' experiences, which had the lowest percentage. When the instructors were asked about the ways in which they used new skills and knowledge they acquire from CPD, it was found

out that they re-evaluated and modified their skills to fit into their classes. A few of the instructors stated that they had gained new skills and knowledge, but they had not used them in practice.

Finally, with respect to the impact and expected outcomes of CPD in the focus group interviews, the participants believed that their core interest in attending any CPD programme was only to improve professionally, which was also reported in the quantitative part of the study. As a result of CPD, the EFL instructors expect to have a greater impact with more professional outcomes, which leads them to improve the quality of learning in their classes.

As a result of the analysis, it was found that the instructors improved their professional knowledge; however, the behaviour and learning outcomes of their students did not show a similar pattern or improvement, and students still lack learner autonomy. To illustrate this, the learners do not accept responsibility for their own learning, even at the university level; this acceptance of responsibility is important in language teaching, and lack of autonomy is a central cultural issue in the Turkish educational system. The data collected from the focus groups also support this finding. The instructors claimed that they cannot always be with their students whenever they are needed, and when the instructors leave students alone, the students should use their independent learning skills. However, the instructors agreed that the Turkish education system is based on a tendency that states "*teachers give and students take*," as stated by one of the instructors in group seven working at a private university.

To answer the second research question, the researcher conducted a comparative analysis of the four demographic variables, namely, professional experience, gender, type of organization (private or public) and level of education. The most striking results recorded were related to gender, professional experience and type of organization. According to the results, 41.2% of the female teachers participating in the survey had a master's degree whereas this percentage was 35.7% in the male participants. With respect to the reasons they participated in CPD according to gender, the female teachers gave more importance to participating in CPD compared to their male counterparts.

The results revealed that when gender is examined in terms of the outcomes gained as a result of CPD, compared to the males, the female participants stated that they had more positive changes in their learning and teaching practice, attitudes, views or perspectives on CPD and knowledge and skills improvement, which increased their collaboration and cooperation with their colleagues. Second, a significant difference was observed between the professional experience of the instructors and the reasons for participating in CPD. It was found out that the instructors who had 1–5 years of experience found it very important to participate in CPD than their counterparts with 5–10 or more than 10 years of experience. Third, in terms of acquiring new knowledge and skills, a statistically significant difference was

observed between the instructors' type of university (public or private). Accordingly, the instructors working in private universities use their own time outside of their current work commitments for their CPD, and they acquire skills by self-study, such as reading books and using the library or the Internet to further develop themselves professionally, more than their colleagues working at public universities.

In an attempt to answer the third and fourth research questions, the data gathered from the qualitative part of the research shows that instructors', school leaders' and CPD coordinators' views display a similar pattern as in the quantitative part of the research in many respects. First of all, the school leaders claimed that in general, the level of awareness of CPD in Turkey was very low. They claimed that the university policies do not give sufficient attention to CPD or the rationale behind it. Supporting this claim, one of the school leaders blamed the structured policies used during instructor recruitment in universities in Turkey. He said even the recruitment process is pre-determined by strict laws and regulations that allow almost no possibility for them to hire the Turkish ELT instructors themselves both at private and public universities. This participant explained further saying that the CPD budgets of the universities in Turkey are also limited and already pre-defined by laws, which does not allow administrative heads or universities to expand CPD or tailor it to individual needs to improve their creativity and innovation skills after recruitment. In other words, these are all signs showing the existence of a top-down hierarchical organizational management structure.

Apart from expressing their individual concerns about how they perceive CPD in the focus group discussions, the instructors claimed that most of them do not have any ideas about the purpose of CPD in Turkey. Some of the instructors stated that there are general concerns regarding the perceptions and knowledge of CPD in Turkey, and they mentioned that the content and types of CPD offered should be more relevant to their needs, rather than following standard practices defined at the beginning of each academic year. To sum up, all of the participants in the focus groups supported the idea that CPD should be more engaging, purposive and designed according to the instructors' needs and interests, following an approach that moves them progressively forward.

In an attempt to understand the school leaders' and CPD coordinators' roles in implementing CPD within their teams and their ways of motivating their staff in attaining new skills or improving their existing knowledge, the school leaders expressed their immense appreciation of CPD. They stated that having CPD designed around the instructors' interests not only makes them appreciate the programme but also makes the school leaders and coordinators feel more satisfied in their professions. It also increases morale and motivation in the organization when tailored around individual needs to create a more substantial impact. Finally, with regards to instructors' views about expectations regarding CPD, the results show quite a few similarities with those of the school leaders. To illustrate this, in the focus

groups, the participants all criticised the repetitive nature of the more common CPD programmes in Turkey. They expected that CPD should be meaningful, up to date and based on realistic content to provide them with various alternatives to practice and to encourage participation.

With respect to increasing instructor motivation through organizational support, rewards or appraisals from management, the school leaders and coordinators admitted that CPD activities should be voluntary, not compulsory; what is more significant is to create more awareness of CPD and try to further help the instructors understand and appreciate the benefits of participating in CPD programmes to decrease teacher resistance in attending such programmes. They also said that showing appreciation and providing moral support make instructors feel as though they are the most important part of the organization is an important issue in terms of gaining instructors' organizational trust, which in a way also serves as a solution for the potential problem of teacher resistance. Likewise, all of the instructors stated that participation in CPD programmes should not be mandatory and that it should open doors to innovation, always provide flexible choices and be structured only in terms of what individual teachers need.

In terms of available resources, all participants in the study expressed the same concerns in terms of time and funding, which are considered vital resources that the instructors rarely have due to their tight teaching schedules. Moreover, the instructors stated that they have almost no time for secondary activities outside of their work schedules. The schedule does not even allow them time to nourish their daily social relations and discuss their common CPD interests with their colleagues. Some instructors at a public university associated this with the fact that implementing CPD with international standards at their university would be regarded as a luxury rather than as a necessity as their organization does not even provide them laptops or repair the technological devices in their classrooms. In relation to this, the school leaders added that as an incentive, the instructors should be given some days off during the academic term to motivate them to take part in CPD programmes.

According to Durgun (2016), as well as increasing teacher effectiveness, CPD improves the quality of education in a sustainable manner by adding value for learners, teachers and employers. However, improving the quality of CPD brings many challenges to organization. First of all, the school leaders and coordinators revealed that teacher resistance is the main barrier they encounter that actually hinders CPD activities in their organizations. This shows that there is a lack of organizational trust, and this equally serves as a factor that causes teachers to resist the CPD programmes they are offered. On the other hand, in terms of organizational barriers, in the focus group discussions, instructors stated that their greatest barriers were financial support, insufficient time because of rigid schedules, heavy workloads, the mandatory participation policies of their administrations, negative attitudes towards CPD, bureaucratic norms and administrative constraints in Turkey.

Finally, in attempt to answer the last research question, the school leaders, coordinators and instructors stated their views about the European Commission's frameworks. It was found that the policies of standard frameworks such as the Common European Framework of Reference for Languages (CEFR) is partially appreciated and implemented in their universities.

However, except for the teachers at one of the private universities in the study, the instructors expressed their complete lack of awareness of the European Commission's training and qualification frameworks such as TD-FRAM. The school leaders in the one-to-one interviews also confirmed that the European Commission's frameworks and policies are appreciated by them personally; however, they said neither the TD-FRAM, which contributes to the enhancement of quality in language teaching, nor the EPG, which provides standards of professionalism for language teachers, are applied in their organizations.

To sum up, the data gathered from the qualitative and quantitative parts of the study revealed that the instructors, school leaders and CPD coordinators have similar attitudes towards and perceptions of the CPD practices in Turkey. Moreover, the majority of the participants expressed their dissatisfaction about the CPD in Turkey in general, and they agreed on their willingness to improve by making more reasonable and flexible schedules for instructors, providing financial support to participate in CPD activities according to instructor needs and following the European Commission's frameworks, which will result in better CPD outcomes in Turkey.

6.3 Limitations of the study

In this study, the researcher aimed to investigate the participants' perceptions, views, experiences and the incorporation of European Commission's frameworks into CPD activities in Turkey. To this end, the current perceptions of EFL instructors, school leaders and CPD coordinators in Turkey were examined, with a key interest in highlighting the need for the incorporation of the European Commission's frameworks into CPD activities. As such, this present study has some limitations, as elaborated on below.

- The study took place only at the SFL of public and private universities, with a limited number of participants in Turkey; Ankara and Istanbul. Thus, the results of this study are limited to the opinions of a homogenous group of participants at these universities. Therefore, the results are limited due to the range of participants and sampling considerations.
- In the quantitative part of the study, the limitation is the "Continuing Professional Development in Turkey" survey that was adapted to measure the instructors' views on five levels—background factors of CPD on the personal and organizational levels, reasons they took part in CPD, their

practice, acquisition and use of new knowledge and skills and the outcomes gained as result of CPD. Thus, the results revealed more about the EFL instructors' views, experiences, and outcomes rather than their behaviours or attitudes, which, if explored further, would certainly contribute to the existing knowledge on CPD in important ways.

- A reliability analyses were conducted for CPD survey used in the current study. Reliability coefficients for the scales were background factors, reasons to take part in CPD, acquisition of new knowledge and skills, use of new knowledge and skill and effectiveness of CPD. As a result, the findings of the questionnaire used in the study gave a positive test of reliability using ordinary alpha coefficient, and a means scale value 0.67. In other words, the reliability coefficients were in acceptable ranges for the CPD survey questionnaire were applied to the EFL instructors. In addition, the interviews with the school leaders, CPD coordinators and EFL instructors were carried out using a standard semi-structure format ensured consistency and increased the validity of the research.

- In this research, a multi-method study approach was used. The main findings of this research were captured through the responses obtained from the quantitative part, administered to 282 instructors, and in the qualitative part, it was administered to instructors (44), school leaders (five) and CPD coordinators (five); however, the study did not measure the impact of CPD on students.

6.4 Implications for further research

Based on the results of the study several implications for developing CPD are stated as follows:

a- Further studies at different universities in Turkey and in the world
This research was conducted in Turkey and was aimed to collect data on EFL instructors' and leaders' perceptions in Turkey. Thus, the findings of the current study explore the CPD practices and the European Commission's frameworks in Turkish contexts specifically contribute to the improvement of CPD processes of EFL instructors only in Turkey.

In that respect, other researchers may find the results from this study useful when making comparisons with other CPD studies in the world and further investigate the situation in their own countries. Therefore, further studies in different universities in the world are needed to make the results more generalizable.

From another perspective, it is possible to draw some conclusions from EFL teachers' CPD experiences in Turkey from this research, for instance EFL teachers,

experienced a wide range of CPD practices, however; they couldn't attend study abroad programs or visits to other countries which needs sufficient time and money to be supported from their organizations. Therefore, further research can be connected related to EFL instuctors' working conditions, opportunities, and motivation.

b- The needs analysis to improve new opportunities
The outcomes of the CPD types are slightly different when compared with Turkey and England or the USA. For instance, "mentoring and coaching" or "developing teachers' ICT skills" are effective froms of practices in these countries. In this respect, identifying the needs analysis of teachers compared with European countries/USA is significant to improve teachers' practical skills. Considering the findings of the research in European countries /the USA, the researchers should investigate the effects of new opportunities such as; mentoring, coaching, technology or online learning.

c- Incorporation of the European Commission's frameworks
In addition, this research present details on the need for effective CPD and policy implementations through the views of the participants with the incorporation of the European Commission's frameworks and policies. Surprisingly, the studies in the literature do not focus the European Commission's frameworks. However, it is essential to highlight the standards for language teachers' professionalism in Turkey and in the world. Thus, future studies can be carried out on CPD to research the adaptation of common Europen frameworks in ELT (TD-FRAM) to provide better insights into the issue.

d- More flexible time schedules and funding opportunities
Although the implementation of CPD depends on many factors, school leaders and CPD coordinators at universities play a key role in ensuring the successful implementation of CPD in their organizations. Therefore, leaders can support voluntary instructor participation in CPD events by allowing more flexible teaching schedules and providing funding opportunities. As such, future studies may focus on the issues that hinder instructors' participation in CPD by improving their circumstances.

e-The role of decentralization in adopting CPD
It was found in the current study that a "top-down" organizational structure poses several challenges when planning and conducting CPD events. Thus, it is recommended that further studies of CPD be designed based on this interplay of organizational structures and policies to highlight the importance of decentralization in planning CPD in Turkey.

f- Developing online learning opportunities

In this age, the world is moving towards wireless classrooms and distance learning environments and there is a strong focus on improving e-learning opportunities by using the latest technology methods and sources in creative ways. From this perspective, there are various ways for EFL teachers to sustain their CPD activities and improve their learning online. Therefore, teachers in Turkey should be encouraged to use e-learning opportunities to acquire new skills by using appropriate softwares. Further studies might be carried out to explore the ways of developing e- training, e learning and e- opportunitites.

g- Improving teacher and learner autonomy

As a result of the research, it was found out that teachers' needs or interests are not valued in planning their own CPD or learning. Since the idea of professional development on CPD revolves around the concept of "teacher autonomy" (Kennedy, 2005), there should be more researches that focus on improving learner and teacher autonomy in Turkish context to foster CPD.

h- Collaboration with other universities in Turkey

The research results findings clarified that many opportunities are given to the Sabanci University (İstanbul) instructors, applying EAQUALS' TD-FRAM and EPG such as; annual workshops, technology-related courses and platforms for curricular issues, observations related to CPD activities, including peer observations, peer discussions, lesson observations, discussions with learners, lesson swapping, team teaching and video observation. Whereas the other universities EFL instructors' in this study even are not aware of these European Commission's tools. Therefore, more research should be carried out to organize CPD events in collaboration with other institutions like Sabanci University. Thus, it will help bridging the gap between EFL teachers' opportunities and increase their awareness of cooperation.

i. CPD as lifelong learning

Finally, today teachers and school leaaders, as professionals, are responsible to improve their knowledge in many aspects to provide better quality of education. In this regard, more research studies need to be conducted to explore the importance of CPD as a policy of life-long learning to generate long-term effects in Turkey and in the world.

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APPENDICES

Appendix A:
Continuing Professional Development (CPD) in Turkey Questionnaire

Dear Colleague,

This questionnaire is being conducted for my PhD studies at the University of Lapland, Faculty of Education, and Finland under the supervision of Prof. Dr. Raimo Rajala and Dr. Hatice Karaaslan from Turkey. Continuing Professional Development (CPD) is a process that focuses on improvement of instructors' knowledge and skills. In the OECD TALIS report (2009, p.19) CPD was defined as "activities that develop an individual's skills, knowledge, expertise and other characteristics as a teacher."

This questionnaire is a part of my PhD study and was designed to produce quantitative data concerning the views of representative samples of English Language Instructors working at different universities in Ankara and İstanbul in Turkey in 2014.

The data will be stored by the researcher for the purpose of quantitative analysis until the end of the dissertation. In other words, the researcher will be responsible to explore the analysis interpretation of the research, collecting and storing data in her personal computer until the end of the research. The estimated time to end the research is 2019.

The main aims of the survey are listed as:

1– To analyse the demographic variables of the participants.
2– To analyse the background factors of CPD
3– To analyse the reasons for English Language Instructors' taking part in CPD
4– To analyse instructors CPD practices, acquisition and use of new knowledge and skills
5– To analyse the outcomes gained as a result of CPD

Please allow about 10 minutes to complete the questionnaire. The participation will be on volunteer basis. Your answers will be kept strictly confidential. Results from this questionnaire will be reported in statistical form so that individuals can never be identified.

Thank you very much for contributing your time and thoughtful responses to the questionnaire. *If you have any queries,* please do not hesitate to contact me.

Arzu Eryilmaz
PhD candidate
University of Lapland
email: aeryilma@ulapland.fi

Continuing Professional Development (CPD) in Turkey Questionnaire

Section A: Personal Information:

1. **Years of Professional experience:**
   ❏ 1- 5   /   ❏ 5-10   /   ❏ more than 10
2. **Gender:**   ❏ Male   ❏ Female

3. **Type of organization you work in:** ❏ Private   ❏ Public

4. **Higher education you have undertaken subsequently:**
   ❏ BA.   ❏ MA OR MS   ❏ PhD

Section B: Background Factors:

a- Personal Level

How often is this <u>true</u> for your organization?					How do you <u>value</u> them?			
Not True	Rarely True	Often True	Mostly True		Never important	Rarely important	Important	Frequently Important
				heavy workload at school intense pacing, lesson planning				
				organizational support the appraisal, rewards, feedback				
				financing for CPD activities supplemental help, additional funding				
				convenient scheduling and/or flexibility				
				professional CPD trainers their qualifications and experiences				
				being informed about upcoming programs or events				
				the content of the CPD activities according your needs and interests				
				Other (please specify)				

Please indicate the importance of each item for you **not to** participate in professional development programmes.

b- Organizational Level:

From the following statements, please rate your satisfaction of the time, money, and other resources available for staff members to participate in CPD activities.

My organization…	Often	Sometimes	Rarely	Never
has its own CPD policy, objectives, planning, reflection, analysis, etc.				
provides sufficient time for teachers to work on their CPD.				
provides sufficient financial resources for teachers to partici-pate in CPD activities.				
provides sufficient resources for instructors' CPD activities, support services, providers, trainers or networks.				
Other (please specify)				

Section C: Reasons to take part in CPD:

How important were these reasons for you to take part in CPD practices?

Reasons for participation:	Not important	Of limited importance	Important	Very Important
provided accreditation				
allowed me to work with colleagues				
improved my professional abilities				
allowed me to meet my long-term career goals				
addressed my school needs				
provided information that was new to me				
had a positive impact on pupils' learning				
changed my views on learning and teaching practises				
prompted me to seek further training and information				
Other (please specify)				

Section D: Knowledge- Skill Acquisition and Use

a- Acquisition of New Knowledge and Skills

From the following statements, please rate how you would generally acquire new knowledge and skills.

	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
Skills are usually covered during induction to the job.					
Skills are acquired by participating in CPD activities.					
Skills are acquired by self-study such as reading books or using library or web.					
I have to use my own time, outside my current work commitments for my professional development.					
I picked up the skills from other colleagues' experiences.					
I have already had the skills and try to develop them further.					
Other (please specify)					

b- Use of New Knowledge and Skills

From the following statements, please rate **how you would use new knowledge and skills** you have acquired by participating in CPD activities.

	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
I have gained new knowledge and skills, but I don't use them in practice.					
I am attempting to use new knowledge and skills, but I am not yet comfortable in using them.					
I routinely use the new knowledge and skills.					
I coordinate with my colleagues to gain greater impact and knowledge.					
I re-evaluate my skills and modify what I have learned to fit into my class.					
Other (please specify)					

Section E: Effectiveness of CPD
a- Personal Level:
Please rate the outcomes gained as a result of your participating in CPD activities

	Changed significantly	Somewhat changed	Not changed
Positive changes in my attitudes ,views or perspective			
Positive changes in my learning and teaching practice			
Knowledge / skills improvement			
Other (please specify)			

b- Organizational Level:

	Changed significantly	Somewhat changed	Not changed
Organizational changes / overall school improvement			
Increased collaboration and cooperation with colleagues			
Improved behaviors of the students.			
Increased learning outcomes of the students			
Other (please specify)			

Appendix B:

Informed consent form quantitative data
Continuing Professional Development (CPD) of English Language Teachers in Turkey

I-Introduction:

This informed consent form is for English Language Instructors at working public and private universities in Turkey. Thank you for agreeing to take part in the survey about Continuing Professional Development of English Language Instructors (CPD) in Turkey. It is being conducted as part of my PhD research at the University of Lapland, Faculty of Education.

The research has been conducted by Arzu Eryilmaz, a PhD candidate from University of Lapland. The study has been supervised by Prof. Dr.Raimo Rajala and Dr. Hatice Karaaslan. This is a consent form which aim to ensure that you are aware of the content, procedure, participation and confidentiality.

II-Procedure:

The purpose of this study is to determine the English Language Instructors views about Continuing Professional Development (CPD) process in Turkey. The survey is on paper, in this respect you are expected to allow about 10- 15 minutes to complete the questionnaire. The survey has mainly four parts and you are invited to reply the survey questionnaire according to the titles determined on each section.

In the first part of the survey please fill in the personal data. In the second section, the background factors of CPD will be asked. Then, there are questions about the reasons for English Language Instructors' taking part in CPD. Next section is about instructors' CPD practices, acquisition and use of new knowledge and skills. Finally, the outcomes gained as a result of CPD were asked in two levels.

III- Participation and Confidentiality:

Your participation in this research is entirely voluntary. It is your choice whether to participate or not. If you choose not to participate please inform the mail address beforehand: aeryilma@ulapland.fi .The information data will be kept by the researcher confidentially. All data will be on the written format, on the survey questionnaire then will be evaluated on SPSS and saved on the researcher's' personal computer and protected with a password.

The survey will not contain information that will personally identify you. The results of this study will be used for only research purposes so the participants in the study will not be allowed to submit their name or e-mail addresses on the CPD survey.

Thank you in advance for your participation and your thoughtful responses.
Sincerely,

IV- Checklist

Please fill in the checklist form below.

---

1. I have read and understood the information about the research, as provided in the information sheet _____.

2. I have been given the opportunity to ask questions about the research study and my participation. _____.

3. I voluntarily agree to participate in the project. _____.

4. I understand I can withdraw at any time without giving reasons and that I will not be questioned on why I have withdrawn. _____.

5. The procedures regarding confidentiality have been clearly explained (e.g. use of names, personal information data, storage etc.) to me. _____.

6. If applicable, separate terms of survey data collection have been explained and provided to me by e-mail. _____.

7. The use of the data in research, publications, sharing and archiving has been explained to me. _____.

8. I, along with the Researcher, agree to sign and date this informed consent form. _____.

V-Certificate of Consent

I have read the foregoing information, or it has been read to me. I have had the opportunity to ask questions about it and any questions I have been asked have been answered to my satisfaction. I consent voluntarily to be a participant in this study.

Name of Participant   **Date**   **Signature**

Name of the researcher   **Date**   **Signature**

Appendix C:

CPD Interview Questions: School Leaders and CPD Coordinators
Introduction:

Continuing Professional Development (CPD) is a process that focuses on improvement of instructors' skills through professional and practical experience or theoretical knowledge. In this research project, my aim is to investigate the range of evaluative practices for Continuing Professional Development (CPD) in use at "English language preparatory schools" in Turkey.

To this end, I analyse two main bodies of information. The first covers the current situation of CPD experiences for English language teachers, the second consists of data gathered from preparatory school leaders and instructors working collaboratively with each other to strengthen their professional identity and improve their teaching practices, which will, in turn, improve the academic performance of the students.

The purpose of these interview questions will be important in terms of providing contextual and factual information that will contribute in the field of the compilation and offer an important means of evidence about the CPD practices from school leaders' and CPD coordinators perspectives in Turkey.

Thank you very much for taking the time to complete the interview questions.

Arzu Eryilmaz
PhD candidate
University of Lapland
email: aeryilma@ulapland.fi

CPD Interview Questions: School Leaders and CPD Coordinators

Views

1. What is your general view of CPD in Turkey and in your department/team?

Roles

2. What role do you play in terms of encouraging your staff to improve their knowledge and skills when organizing CPD within your team?

Opportunities for CPD activities

3- What do you think should be done to increase the opportunities for CPD activities? In terms of:

a) Contents and types of CPD

b) Funds and resources (time, money and other resources)

c) Organizational support, motivation, reward or appraisal

Barriers

4- What are the main barriers you encounter in undertaking your role?

The European Commission Works

5- What are the areas of greatest development needs in terms of European Commission works; CEF (Common European Framework), EQUALS (Evaluation and Accreditation of Quality in Language Services for instructors), TD-FRAM Teacher Training and Development in Turkey?

Please add, if you have any further comments you wish to make

Thank you very much for your cooperation.

Appendix D:

School Leaders' and CPD Coordinators' Interview Protocol

I-Introduction:
Thank you for agreeing to take part in the one to one interview which is being conducted as part of my research "Instructors' views, experiences and expectations of continuing professional development activities in Turkish schools of foreign language contexts, adopting European Commission frameworks". The research has been conducted by Arzu Eryilmaz, PhD candidate from University of Lapland. The study has been supervised by Prof. Dr.Raimo Rajala and Dr. Hatice Karaaslan. This is a consent form which aim to ensure that you are aware of my role as an interviewer.

II-Procedure:
Before the interview, I can answer the questions about the research that you might have before starting the discussion. The interview protocol included the headings and questions adapted as follows; school leaders and CPD coordinators general views about CPD, their roles in the organization, how to increase the opportunities for CPD activities in terms of the contents and types, funds and resources (time, money), organizational support, motivation, reward or appraisal, the personal and organizational barriers they have encountered while undertaking their roles and finally their views about The European Commission works such as EAQUALS'TD-FRAM (2013). The discussion will take place in an office which will take 30-35 minutes. The entire discussion will be tape-recorded. The tape will be kept confidential and the data will be stored in my personal computer by a secure password. The recordings are all confidential and no one else except me will have access to the recordings.

III- Participation and Confidentiality:
Your participation in this research is entirely voluntary. It is your choice whether to participate or not. If you choose not to participate please inform the mail address beforehand (aeryilmaatulapland.fi). Finally, you can quit answering the questions if you don't want to reply any of the items for any personal reason.

Thank you in advance for your participation and your thoughtful responses.
Sincerely,

IV-Certificate of Consent

I have read the foregoing information, or it has been read to me. I have had the opportunity to ask questions about it and any questions I have been asked have been answered to my satisfaction. I consent voluntarily to be a participant in this study.

Name of Participant   **Date**   **Signature**

Name of the researcher   **Date**   **Signature**

Appendix E:

Instructors' Focus Group Interview Questions
Introduction:
Continuing Professional Development (CPD) is a process that focuses on improvement of instructors' knowledge and skills. In the OECD TALIS report (2009, p.19) CPD was defined as "activities that develop an individual's skills, knowledge, expertise and other characteristics as a teacher."

The aim of this focus group interview in this study can be listed as follows:

1-To analyze the general view of CPD in Turkey and in instructors' department/team

2-To analyse instructors' reasons and expectations in participation to CPD

3-To analyse the opportunities for CPD activities in Turkey

4-To analyse English Language Instructors' barriers (personal and organizational)

5-To analyse opportunities for CPD activities in Turkey

6-To analyse the impact or expected outcomes of CPD

7-To analyse the instructors' ideas about the "The European Commission Works"

The recordings will be kept, transcribed by the researcher and can be shared with the participants of the group who participated in the discussion if requested.

Thank you very much for taking the time to contribute the interview.

Arzu Eryilmaz
PhD. candidate
University of Lapland
email: aeryilma@ulapland.fi

Views

1-What is your general view of CPD in Turkey and in your department/team?

    a) What topics and main areas below are you interested in most?

    b) What types of CPD activities below do you think are the most/least effective for you? Why?

CPD competence areas and their sub-sections

(1) Planning Teaching and Learning	(2) Teaching and Supporting Learning	(3) Assessment of Learning	(4) Language, Communication and Culture	(5) Teacher as a Professional
(1) Learner needs & learning processes (2) Curriculum and syllabus (the teaching & learning programme) (3) Lesson aims and outcomes (4) The lesson – tasks, activities & materials	(1) Teaching methodology (2)Resources/ Materials (3) Interacting with learners (4) Lesson management (5) Using digital media (6) Monitoring learning (7) Learner autonomy	(1)Assessment and the curriculum (2) Test types – selection, design and administration (3) Impact of assessment on learning (4)Assessment and learning processes	(1) Using the target language effectively with learners (2) Applying the principles of the Common European Framework for Reference (3) Giving sound language models and guidance (4) Handling relevant cultural issues as part of language learning (5) Applying practical insights from linguistics and psycholinguistics	(1) Self-assessment and teacher autonomy (2)Collaborative development (3) Exploratory teaching (4) Lesson observation (5)Professional conduct

Adapted from: EAQUALS; TD-FRAM (2013, p.6).

Reasons and expectations

2-What are the reasons that you participate in CPD activities?

3-What are your expectations from the CPD activities that you engage in?

Opportunities for CPD activities

4 - What do you think should be done to increase the opportunities for CPD activities in your department? / How should the school improve the quality or the delivery of CPD?

In terms of:
- Contents and types of CPD
- Funds and resources (time, money and other resources)
- Organizational support, motivation, reward or appraisal

Barriers

5- What are the main barriers you encounter in terms of participating in CPD?
- Personal Barriers
- Professional Barriers

Impact or expected outcomes

6-What is the impact or expected outcomes as a result of CPD?
- How is CPD linked to your own performance?
- How is CPD linked to overall school improvement?
- How is CPD linked to pupils' performance?

The European Commission Works

7- Are the training and qualification tools applied or valued in your institution such as; European Grid, Evaluation and Accreditation of Quality in Language Services for instructors- EQUALS' Teacher Training and Development TD-FRAM ?

Please add, if you have any further comments you wish to make.
Thank you very much for your cooperation.

Appendix F:

Informed consent form - Focus Group Interviews

I- Introduction:
Thank you for agreeing to take part in these focus group interviews which are being conducted as part of my research entitled as "Instructors' views, experiences and expectations of continuing professional development activities in Turkish schools of foreign language contexts, adopting European Commission frameworks". The research has been conducted by Arzu Eryilmaz, a PhD candidate from University of Lapland. The study has been supervised by Prof. Dr.Raimo Rajala and Dr. Hatice Karaaslan. This is a consent form which aim to ensure that you are aware of my role in the focus group discussion as a moderator.

II-Procedure:
The group discussion will start with me as the focus group guide or moderator making sure that you feel comfortable. I can also answer questions about the research that you might have before starting the discussion. First of all, I will ask you questions about your general views of Continuing Professional Development (CPD) in Turkey and in your department or team. Second, you will state your reasons and expectations in participation to CPD. Third; I will analyze the opportunities for CPD activities in organizational level such as how should the school improve the quality or the delivery of CPD? I will ask your personal and professional barriers that you encounter in your lives. Next, we will discuss the impact or expected outcomes of CPD. Finally, I will ask your ideas about the "The European Commission Works". I will not ask you to share any personal stories and you do not have to share any knowledge that you are not comfortable sharing.

    The discussion will take place in a meeting room between 5-7 people with similar experiences will take part in the discussion. No one else except the people who take part in the discussion and I will be present during this discussion. The entire discussion will be tape-recorded, but no-one will be identified by name on the tape. The tape will be kept confidential and the data will be stored in my personal computer by a secure password. The recordings are all confidential and no one else except me will have access to the recordings.

III- Participation and Confidentiality:
Your participation in this research is entirely voluntary. It is your choice whether to participate or not. If you choose not to participate please inform the mail address beforehand aeryilma@ulapland.fi

    I will ask you and others in the group not to talk to other participants outside the group about what was said in the group. I will, in other words, ask each of you to

keep what was said in the group is confidential. Since it is a focus group discussion you should know, however, that we cannot stop or prevent participants who were in the group from sharing things that should be confidential. Finally, you can quit answering the questions if you don't want to reply any of the items for any personal reason.

Thank you in advance for your participation and your thoughtful responses.
Sincerely,

IV-Certificate of Consent
I have read the foregoing information, or it has been read to me. I have had the opportunity to ask questions about it and any questions I have been asked have been answered to my satisfaction. I consent voluntarily to be a participant in this study.

Name of Participant   **Date**   **Signature**

Name of the researcher   **Date**   **Signature**

PUBLIC UNIVERSITIES

First question: **What is your general view of CPD in Turkey and in your department/team? What types of CPD activities below do you think are the most/least effective for you?**

Improving myself "teachers should improve themselves more and more as their experience increases over the years, and they should somehow add new methods and techniques to their teaching".	4
Motivation	3
PD "because each person has PD studies in order to make it professional within institutions"	3
Informal learning is important	3
In other subjects there isn't CPD only in English	3
SIG Groups are not essential	3
Practical things	3
Social media "twitter and type of social media by myself as a guide to develop myself and use technology in a classroom"	2
Satisfaction at work: "I get satisfaction from my job. It is also related to personal satisfaction as well."	2
Voluntary "it should definitely be voluntary, and also what you understand from professional development is important; for example, what types of activities are included".	2
Teaching and supporting	2
Material design	2
Develop new techniques about teaching	2
Social accounts for CPD "we don't hear all about CPD but for PD yes"	2
Recourses and materials "We e-mail each other's material. Learning from each other, it is like a shared group practice".	2
Crowded classes in Turkey it is not possible	2
Curriculum and learner autonomy "it gives kind of intrinsic motivation because it refers to a student's ability to set appropriate learning goals and take charge of his own learning"	2
Learner needs and processes "because students are so de-motivated to focus on the lessons so if we make them aware of their needs they can focus on learning"	2
Digital media "I realized I am developing myself as well"	2
Methodology and sources, materials "When I go to conferences, I automatically look for practical ideas, students get immediate benefits of practical things rather than theoretical things"	1

PRIVATE UNIVERSITIES

- Bold ones are negative opinions

The number of participants are added in the chart

CPDs are proceeded negatively in Turkey "a lot of people are participating but mostly we talk about problems, CPD units experiences" "CPD doesn't exist in Turkey"	4
Learner needs and processes "I think that we need to have a tailor-made education, interactive education is important and students should be centred to have dialogue not monologue" "here at our university we have a lot of international students so their needs are different let's say from country to country in students society to society and it is important have an understanding and different learner needs because our teaching environment is international"	5
Not enough institutional support	2
Develop yourself "if I get my certificate than I've done my PD in Turkey"	2
Institution identity and policy "if you are working in state school ok you don't have to work that much because you are expecting your retirement"	1
Resistance from senior teachers	1
Integration of educational tools	1
Teaching and supporting "Students are involving in teaching and learning process. You always learn new things. Technology is improving and you need to catch up; students have different needs"	1
Language communication and culture "I am interested because the observations CPD we have department and it is fantastic"	1
Institutional needs	1
Assessment and teacher autonomy "because I believe that teachers should be assessed by the students by the feedbacks of the students in order to improve"	1

⊁ No idea about CPD "we don't know anything about CPD; we've heard about the professional development in our school, but we actually do not know if they have the same meaning or not." — 1

⊁ Methodology and sources, materials "When I go to conferences I automatically look for practical ideas, students get immediate benefits of practical things rather than theoretical things" — 1 / 1 / 1 / 1

⊁ Assessment of learning "very important because students learn the way how you assess them" — 1 / 1 / 1

⊁ Focus on speaking

⊁ Effect of unnecessary vocabulary assessment — 1

⊁ Planning teaching and learning "I'm one of the curriculum members and we are trying to design syllabus and curriculum" — 1 / 1

⊁ IT Technology — 1

⊁ Learning from each other

⊁ Obligatory "every 5 years because people in Turkey don't go if it is voluntary" — 1

⊁ Reflective teaching

⊁ Friendly environment — 1 / 1 / 1

⊁ Professional form and accredited

⊁ Self-improvement activities "most of the people over 50 just don't want to participate in such activities" — 1

⊁ More systematic "focus on the particular area to improve our teaching"

⊁ Realistic "trends in ELT today, the course contents are vibrant and varied for us to reach"

⊁ Language communication and culture

⊁ No public framework in Turkey for CPD activities "it is accepted only as a fency term for show-off" — 2

⊁ Collaborative development "if teachers work as professionals I mean if they create professional learning communities in their institutions, they reflect on institutional practices better, they can improve their institutional practices, materials, implementations and they can learn from each other in this aspect"

⊁ Lesson observation "it is not about finding the mistakes, it shouldn't be critical, I can observe lesson and I can learn new things because sometimes we need to discover things in

⊁ "We spend a little time at work during the day, and maybe more time we spend with our families ourselves"

⊁ Autonomy: (1) "At the beginning, we may control them, but day by day I think they should become more independent in their learning. I don't think they have any autonomy in learning."

⊁ Autonomy: **(1)** — 1 / 1
"students have different needs and different interests; if you don't have autonomy, you cannot decide or make decisions in your class, so how can you meet their needs while teaching at the same time
(2) "We do not have 'learner autonomy' in Turkey. Our education system is based on this kind of tendency that teachers give and students take".
(3) "… teaching and supporting learner autonomy is of great importance because we cannot accompany our students every time they wish".

⊁ Cooperation culture in institutions in Turkey "we need to be strengthened is to have a culture of institution and make this a norm of the culture of institution, individual support that norm sort of internalize, political issues in Turkey because of this a lot of Erasmus students stopped coming"

⊁ Informal colleague meetings "one person in our department he is elderly American teacher and he loves teaching and sharing what to do or I can say I learned a lot of him from his experience because he is the only one who likes to share"

PUBLIC UNIVERSITIES

Second question: **What are the reasons that you participate in CPD activities? / What are your expectations from the CPD activities that you engage in?**

Count	Reason / Expectation
6	Financial problems, money, funding, **"cost a lot to join a conferences it should be free"(expectation)** Participation to research projects and conferences or registration fees "because these are all cost for our "budget""
4	Expecting to learn something "which has direct impact in the class as direct implementation, we want practical things"
4	Repetitive things, lesson plans **" I get bored so I quit participating"**
4	Lesson activities, and material recourses
3	Learning while I am teaching
3	Materials test types assessment
2	Opportunity is the "time" – **"because when you want to attend the conference you have classes here and the administration directly says that we can't arrange your classes find your own solution"** "the money and funding – this is totally useless it's a market actually"
2	Digital media **"institution doesn't give us laptops to use in our classrooms "trainers comes and explains us something "digital media" it is meaningless and ridiculous everyone just protests it because we don't have even internet or laptop in our classrooms"**
4	Teachers don't need rewards **"they just need to be able to do their jobs"**
2	Workload **"is really big problem in all government schools because instructors are teaching and teaching so they are tired of teaching"**
2	No quality at all.
2	Teaching hours and hours **"5 hours is too much loaded each day"**
2	Improving skills and knowledge "being up to date to latest trends especially in teaching" "information changed a lot since we graduated so we need to be updated about all this new kind of information"
2	Learner needs, interacting learners
1	Self-assessment
4	Teacher autonomy "things because nobody can force you to do that so it comes back to this it should be voluntary"
1	**Useless articles are presented "when you see that everything is theoretical and structured and don't have a presentation value but presented at conferences and you realize there is nothing new you start to lose your belief about academic things in Turkey"**

PRIVATE UNIVERSITIES

- Bold ones are negative opinions
- **The number of participants is added.**

Reason / Expectation	Count
Having refreshment – "I'm improving myself, I am having refreshment, now I feel like satisfied because I feel that I can use it in the future if I need it, you can come up with new idea about your teaching practices, I feel more confident, motivated"	3
"I feel like I just expect refreshing to improve myself, so I feel satisfied because I feel that I can use it in the future when I need it".	3
Relevant and clear objectives	2
Updating yourself: "...developing my teaching skills and sharing ideas and experiences; it helps you become competent in your profession"," I don't want to practice repetitive techniques, methodology again and again every year."	2
Develop our professionalism "you have an idea what others are doing especially if these courses are international, you get chance to see what the real standard is, you have a chance to update yourself because teaching is never ending"	2
"conferences, courses or events give a chance of interaction among colleagues, it is necessary because if we don't do it we will start narrowing down"	2
Professionally motivated "if I get a part in this kind of in terms of CPD I get professionally motivated"	1
Spotting some problems and trying to solve "not just for the sake of doing those activities"	1
Sharing some ideas and experiences "it helps you to become competent in your profession to be more aware of the changing trends in education to keep yourself up to date"	1
Informal learning "I dedicate myself to this profession but I expect some quality work from CPD activities as well"	1
More competitive "because I like updating myself, what I learned that time it's not relevant anymore, CPD is opportunity for me to refresh my skills""what I expect from CPD activities is very clear objectives because sometimes you had to attend workshop or something else and you say oh my God that is complete disappointment"	1

➢ Internal problems "so they don't have the energy or time to think about their organizing this kind of activities for their own school like instructors training because it would be luxury" "it never comes time, we don't even time to do self-evaluation" 1

➢ Teachers have prejudice about discovering new things **"probably the instructors have been in similar trainings for many years"** "in order to stop it in the institution should really give hope, to create positive atmosphere, they should listen the needs of the instructors and organize meaningful activities and up to date trainings" 1

➢ Inner satisfaction 1

➢ "in a structured form I have never participated in those kind of activities" 1

➢ Based on problem-solving "the most important thing about managing the classes, the problems and how you deal with those problems so CPD should be about problem solving" 1

➢ Real facts, real causes 1

➢ Making connections **3**

➢ My view is: "I want students to participate to class because I'm little bit self-centred maybe because when I'm in class I want everybody to listen to me" "when I see sleeping children in front of me or playing with their telephone I feel uncomfortable also I feel that I need to develop myself to reach them" 1

➢ More develop it professionally more you know 1

➢ Curriculum 1

➢ Skills improvement: "…developing my teaching skills and sharing ideas and experiences; it helps you become competent in your profession" 1

➢ Teacher needs and expectations "maybe can be after a questionnaire 1

➢ Language communication in culture 1

➢ Assessment of learning 2

➢ "I believe at the school there is a professional development unit but as a unit I don't expect them to teach me something come to my classroom observe me and give me feedback and expect me to change something but I just expect them to make me aware of the opportunities, if they tell us about this maybe many teachers would like to go there and have some training with education. **"We don't know anything about the news about training or anything else. They should tell us"**

➢ Instructor motivation **"that's why we have some missing things like funding or some kind of resources** and definitely all kind of stuff **because you need to motivate me first as an institution.** That's all my perspective."

➤ PUBLIC UNIVERSITIES		➤ PRIVATE UNIVERSITIES	
Third Question: What do you think should be done to increase the opportunities for CPD activities in your department? / How should the school improve the quality or the delivery of CPD?		Bold ones are negative opinions The number of participants is added.	
➤ It shouldn't be obligatory and it should be voluntary **"people should be free to choose who will be working with"**	5	➤ No time to for extra courses "we want to be released a couple of hours"	7
"something structured is being tried to be implemented because we are always given one choice to do this for PD, you record yourself but it's not the only way there are many other ways, I can record myself it's not limited. If I want to asses my teacher talking time I can record it, if I'm not interested in that I'm interested in something else I need to use another way, another activity for PD" • "we should be given different choices for CPD or I can create it" • "the school should support us in terms of participation but it had been done partly" • **"I should use sometime to engage in it and it shouldn't be obligatory, if it was obligatory it was like hell, because nobody wants this. I am saying it is useless when it is obligatory"**	5	➤ No School-support "you financially I would go to any place lots of different countries" **"it is a kind of a burden for us"**	3
		➤ "Not expecting anything from anybody else but I get happy with my own development" **"I learnt not to expect anything from anybody in our organization"**	2
		➤ "Average hours a week of timetabled teaching is high at school"	2
➤ number of students should be decreased "quantity really affects quality"	3	➤ School could invite some professional trainers for teachers, we need professional trainers not the same things"	2
➤ Decreasing **the number of lecturing hours 25 h is amazing!**	3	➤ Cooperation among private universities should be supported" It would be good so I don't know we had this cooperation with other universities, private university board or whatever"	2
➤ "Why they don't send us in different places having breakfast or chat you know having a kind of different workshop, open air places or garden, all places can be used for such participation activity"	3	➤ Workload **"we don't have really time for any kind of observation"**	2
➤ Creative culture doesn't exist in us **"we are staying in the same place doing everything in the same way but they want us to be creative"**	3	➤ "University or organization you work should encourage you to go CPD activities not push you not make that as a must"	2
➤ Financial issues: "it is the number of the teachers and money, if you have enough teachers you can send some of them to CPDs and others can go to the class and they can teach each other" **"we paid for everything for conference, plane ticket, accommodation, when we return we had to make up to our own lessons because there are no teachers for ten hours to make up our lessons, I'm free I can go but I feel when I come back like I must pay back my punishment"**	6	➤ Many opportunities are given at Sabanci University: "We are given the opportunity to develop ourselves as language teachers in many ways at Sabanci university"	2
"why do I need a conference when I am a doctor that's the question, I was so disappointed when I know that they won't support conference presentation" "if I really want to attend an activity I would if they give me money or funding why not"	3	➤ We have School of Languages in house training service which we call Insets: Organization workshop days each academic year, our OLSP team gives a teacher training course made SLpowertech, FOTECH is a kind of forum platform that we at school of languages initiated in Turkey, FOCI is another forum platform where the curriculum based issues are discussed	2
	3		
➤ All the responsibility is on teachers such as "mistakes" "when something happen it is always your mistake you should be careful, you should pay attention, you should do that, you didn't understand, emails, you misunderstood, you didn't read and always you I mean"	5	➤ Observation related professional development activities that we participate" "real CPD is when things change when things happen and when you learn something meaningful"	2

2	➤ Time is not important for them everything is personal "even at the weekends they send emails I can't believe, if there is one you can get five e-mails about quiz, corrections, the key everything"
2	➤ Time is very important for everyone but who cares:
2	"It has many factors in terms of timing our pacing at school be little bit flexible"
2	Extra time "because their portfolio will be zero if I don't spare extra time"
2	"I'm responsible for stationary work also, I think we always deal with tiny extra things"
2	➤ Teachers workload is high "because they have some duties to follow some even fixed duties they have to organize their hours classes class hours checking ss papers materials developing materials more and more"
2	"so for this workload we need more time for feedback and we don't have more time but we have that much work and everything is very important, very important means urgency you know, you will feel stressed and you will think what is really such important "
2	➤ All classrooms are crowded "the institution should find an immediate solution to reduce the number of students in each class"
2	➤ Appraisal : "If School administration appraises or motivates teachers, motivation strategies, participatory management, teachers feel energized and motivated I never see that"
1	➤ "There are some institutions where teachers do not even know the terms CPD or what CPD is"
	➤ Attending unrealistic conferences is humorous.
	➤ No funding:
	"there is so paper work to be able to get the funding the process it is so long it is discouraging for instructors eventually". No knowledge about funding "our manager knows that"
2	➤ Feedback does not exist in anything we make and pass.
	"I mean in terms of motivation in CPD we need feedback"
	➤ "Those information about CPD should be sent to everyone, for example somebody told how to use the interactive white board or other devices"

1	➤ Everything is CPD, we see workshops we see training CPD everyday activity we do of CPD, I've done a lots of workshops presentations and on different universities and a lot of time I am not feel great about because people don't want be there\ they want to work together and it was great small focused group but people who really want to work together without any obligation is perfect"
	➤ It is always focused on people their wishes and eagerness "we miss so much development because we are looking to big
1	things but what is with small things which need improvement"
	➤ Attitudes have to change first "you don't need lots of money for this for CPD and even if you have a lot of money for CPD we can send everyone to IATFEL [International association of
1	Teachers of English as a Foreign Language] but will they be better teachers when they come back? They won't be better teachers if they don't change their attitudes so I think it is about changing attitudes."
	➤ "If you reward teachers and if you say you have to attend to this CPD event you have to get your certificate and then event is pointless [no obligation]"

PUBLIC UNIVERSITIES		PRIVATE UNIVERSITIES	
Fourth Question: - What are the main barriers you encounter in terms of participating in CPD? a- Personal Barriers b- Professional Barriers		Bold ones are negative opinions The number of participants is added.	
⋏ Professional barriers:		⋏ We are supported to participate both in national and international conferences	3
"University doesn't provide us laptops in our offices or in the classes – reason– "I can't care about my professional development the institution doesn't care about it they don't support us even technologically we must use our own personal laptops"	3	⋏ People themselves are barriers [reason] "because their perception of CPD or their perception or understanding and attitude that CPD is their barrier because they see something to be done, to achieve something, but they don't see the value of it or value behind it"	2
"Mobile phones and students addiction to their mobile phones is a professional barrier for me mean they are more interested in their phones"	3	⋏ Institutional barriers "the workload can be too much for the teachers and they get very tired at the end of the day" "professionally too much things to do and workload"	2
Not sufficient input "I don't get practical information at the conference" "trainers give unnecessary feedback they are not qualified enough"	3	⋏ Professional barriers:	2
Extra teachers are necessary "I was at conference but my mind was full of things like how I can be able to do my make-ups!	3	"I have to get permission from administration office of my management and if they accept it because nobody is going to cover my lessons"	
⋏ "Most of the time the PD activities are over your schedule and you cannot just like I am going to this conference and find someone else to take over my classes there is no one else to take them	3	⋏ "I just don't want to ask to the administrative stuff so I don't go anywhere, I don't want to ask for permission and I don't want just to give my class to someone else"	2
"I develop a negative attitude, professional development and stop doing things, because already do it and there are people who don't do it and they are still pushing me for this, I mean it's just example: organizational barrier	3	"sometimes our academic calendars are too packed we can't hardly get involved in any kind of observation related professional activities such as peer observations, swapping classes, team teaching, video observations"	
⋏ "I really hate unmotivated instructors in our institution, whatever you do you can't make them happy"	5	"the biggest professional barrier is CPD unit or manager [reason] said your CPD only counts if it is attending training session. If the managers don't accept that as CPD than that's huge professional barrier. So I think "the professional barrier can come from other people's expectations". We should see CPD as anything as we work as a teacher"	2
⋏ You can't have different approaches here it is not supported everything but everything is standart "we have standard exam and all students have to pass, I mean administration is more strict about it each year because they want to keep the standard for the sake of students passing exams and this puts a lot of pressure on instructors" Classes are crowded "the students don't understand instructions and they are very selfishly educated let's say, everybody wants me to come close to them and explain instructions one by one, student quality is down every year"	2		2
			2

3	➤ Teachers are always in the guilty part in Turkey, "there is too much stress, I don't want to feel guilty all the time because of my unsuccessful students'" and **why should I be the clown to make them entertain the students all the time, the system is so teacher-centered."** "the students are 20 years old and they ask us to make them to **play games with university education why I play games with university students?** They are not ready to learn and this school should know this fact"
2	"Students don't understand even instructions and they are very selfishly educated let's say everybody wants me to come and explain instructions one by one, student quality is down every year." "they come from public schools, they weren't schools in fact, the students background is very poor"
2	➤ Not sufficient input "there I don't get practical information at the conference"
	Personal barriers:
2	➤ **"Being a woman is very difficult in Turkey and unfortunately English teachers are 99 percent female.** It is Female dominated job so this creates other burden like workload, child care, parenthood responsibilities"
2	**"most of us are married and have children, I have a son and I need to check his homework after he has completed and housework also, cleaning, everything depends on you"** "actually being a woman in Turkey is barrier" it is a barrier being Turkish citizen "because when we grow up we always imagined to get job and stop working" you have your work but sometimes we just do it automatically, we just don't need to improve ourselves because we know it and we are sufficient but we mustn't say that. First we need to recognize what we need to improve because if we know we can improve ourselves"
2	**We have too many burdens on our shoulders ok we are dealing many things even the personal stuff.** "like my parents get divorced we just take the blame, we always have to deal with private issues"
2	**We can't read articles because we don't have time!** "personally I don't want to do anything related to English when I'm at home because of the heavy workload"
3	"I had to work extra because of our financial problems and I had to have 93 hours lessons here and also extra 52 lessons so in a week I had 75 hours of lessons. **I survived but when I think of the past I say sometimes how I could do this"**
3	➤ Organizational barriers: **Financial problems because we need to be supported** Checking all the time – under the name of PD **"it's a kind of push for you to develop yourself"**

2	➤ **"The red tape is like apply say that** you want to go the all bureaucratic stuff that you need to do"
	➤ No barriers: SABANCI
2	"Ten minutes of conversation after a class is also CPD there shouldn't be barriers if you **change your attitudes,** you can break it down into these sessions"
2	"if I wanted to do it as a teacher I would create some rules in my schedule to take part in CPD activity, I used to teach 28 hours in the past"
	➤ Changing attitudes "it doesn't have to be difficult and attending conferences and seminars"
2	➤ **Barrier is coming from the intrinsic motivations** of people [reason] you should be able to create some rules and the schedule for CPD activities, I still do not believe that your time is a barrier for CPD"
2	➤ State universities "really work so hard, they far working and marking and marking lecturing and lecturing more than us, we are in paradise but we don't realize it"
1	➤ Personal barriers:
1	**"Time is an issue"**
	"If you don't have any money of course you can't do it"
	"People who are not interested have negative effect on other people who are really interested"
	"Personally I am divorced so I have a lot of responsibilities like I wake up every morning at 5:30 so I became pretty much like loaded, it's difficult."

PUBLIC UNIVERSITIES		PRIVATE UNIVERSITIES	
Question 5: Outcomes of CPD What is the impact or expected outcomes as a result of CPD?		• How is CPD linked to your own performance? • How is CPD linked to overall school improvement? • How is CPD linked to pupils' performance?	
➢ Help/sucess: **"You can help students more and when you help the students more they will get** better in overall performance this going to be affective" Success of students "so the outcome would be made from success of the students" **"I need more hands on material** that I can use in CPDs. Not methodology but resources"	4	➢ SELF Confidence: "you gain confidence, you start sharing what you learned with your colleagues, the class actually feel better, more effective. You see exactly what objectives you have what outcomes you will see and you see the big picture clearly"	5
"CPD is always in theory, we need something solid so we can use in our classrooms, you can use them"	3	➢ General standard will go up "actually it raises this way. Individual work it won't raise the standard but if you have everybody somehow take part in these activities as an institution internally need at a particular level and once it your teachers participating and also showing that in classroom"	3
➢ **Taking Part in CPD activities and students achievement** "there is **direct link** between teachers taking part in development activities and students achievements"	3	➢ The school should show that CPD matters [reason] "because sometimes people say yes I work a lot take a part in lot of activities to develop myself but you know so what it should be at an organizational level"	2
➢ **Self-confidence** "you get more self-confidence at first, because you are learning more and more about your subject"	3	➢ Decreasing of Erasmus students increases the quality "actually they have come to Turkey we start to see this maybe in last two years and I think it influences the academic atmosphere here in Turkish private universities" "Different accents, different ways of thoughts, different approaches and different cultures are necessary at universities. Students were teaching each other when there is international environment, we should have teaching in every direction"	2
➢ **Positive outcomes** "if I see positive outcomes from my colleagues of course I feel much better than before"	3	➢ Outcomes as an result of any kind of CPD: "it effects performance. As a teacher if I can change my classroom partices based on what I got through the CPD activity then also effect student performances. If it doesn't ultimately improve this student performances it is pointless" " " so anything we do in terms of teaching ultimately reflect and maybe make better for our students"	2
➢ **Quality of Conferences :** "in some of the conferences sometimes you come across with very inspiring instructors, teachers and you got their energy and inspiration" "presentations in conferences instructors on the last page of their power point you know there are some website news, I think it is good as an outcome"	2	➢ Voluntary observed classes [reason] "because I wanted to get some insights in relation to culture or the communication between instructor and students. So that shaped my teaching and contribute to students learning a lot"	1
➢ **Self-reflection** "we can reach the point that even discussing about CPD has positive outcomes linked to your own academic performance because it helps us to make a self-reflection exchanging some ideas to develop ourselves"	2		
➢ Software materials "or some news about software it is again enough for us or you can give us some hand materials to use in classrooms"	2		
➢ It should be applied in the classrooms "the CPD should be concrete otherwise we don't need methodology because we learned them during our university education"	2		
"We learned to survive" "actually they are using them but they are really fast and maybe really want to learn new things I don't know"	2		
➢ Students "also about students I just understood their issues they are bringing homework late but I don't get angry because sometimes I can't finish my work. I told in this way now after PHD nothing in my mind I have no outcomes"	2		

➢ PHD work "of course my teaching effect on students and I think it has a positive effect, we feel very stressed because we have to do something extra except for teaching. The teaching program is so full that I don't know how to integrate whatever we learn into our teaching experience. That's the problem"	1
➢ Change Management "I mean we are getting older and they are getting fast. Again you are running rushing and again and again, all the classes are changing things are changing. Rules are changing also that's difficult, always changing something"	1
"Because I can learn lots of ideas, things that they have been done in another class which worked, well I can do it in my class as well"	4
➢ Sharing our experiences "with each other is the best because you really understand what it works or doesn't work. Also I improve myself as time passes"	1
➢ Informal and to experience is the best "all this theoretical information that we got when I was university student then I saw that things don't work in this way, so experience is important and informal conversations are important as well"	1
Professional development tasks: "they don't work"	1 / 3
➢ Practical ideas work "we really practiced and it worked I was really privileged to have such a chance. Not just coming to your lessons and observing me and making silly comments doesn't make sense at all first of all teach me something and guide me and then see if I can do it in my class or not"	3
➢ Observing the lesson "they were really observing the lessons they were there just to lead us directly that is what they are doing but they should make comments which parts should be improved, which parts are really nice"	
➢ Practical ideas issue	2
➢ Peer observations "are good but again I want to choose so peer feedback would be better an informal one pls"	

➢ **No CPD units "here is what the teachers like doing we have task groups and project groups here so people who are interested in something, anything for example, he is running a mind training now for weaker students and we join that is all"**	1
➢ Student observation method	
➢ **Question 6:** CPD and the European Commission's frameworks	
➢ **Public and Private Universities:** Most of the participants (except the participants of one private university) from all groups expressed their lack of awareness of these frameworks, with a few mentioning EAQUALS and CEFR.	