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TURKISH EFL TEACHERS' PERCEPTIONS TOWARDS
CONTINUING PROFESSIONAL DEVELOPMENT ACTIVITIES

A MASTER'S THESIS

BY

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TEACHING ENGLISH AS A FOREIGN LANGUAGE

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2018

for my late mother and my beloved daughter...

Turkish EFL Teachers' Perceptions Towards Continuing Professional Development
Activities

The Graduate School of Education
of
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Başak Erol Güçlü

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GRADUATE SCHOOL OF EDUCATION

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Başak Erol Güçlü

December 2018

I certify that I have read this thesis and have found that it is fully adequate, in scope and in quality, as a thesis for the degree of Master of Arts in Teaching English as a Foreign Language.

Asst. Prof. Dr. Hilal Peker (Supervisor)

I certify that I have read this thesis and have found that it is fully adequate, in scope and in quality, as a thesis for the degree of Master of Arts in Teaching English as a Foreign Language.

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ABSTRACT

TURKISH EFL TEACHERS' PERCEPTIONS TOWARDS CONTINUING
PROFESSIONAL DEVELOPMENT ACTIVITIES

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M.A., Program of Teaching English as a Foreign Language
Supervisor: Asst. Prof. Dr. Hilal Peker

December 2018

The purpose of this study was to investigate English preparatory school teachers' perceptions toward engaging in CPD activities. To this end, the current study focused on finding out the preferred CPD activities of the SUSFL teachers, and investigating if the level of education, age, experience or doing a CELTA or a Delta course affect teachers' perceptions in terms of commitment, recognition, preferences, effectiveness, and motivation.

The participants were 107 EFL teachers working at a preparatory school at a state university in Turkey. The data were collected via an online survey comprising of five parts, which focus on the perceptions on commitment, recognition, preferences, effectiveness, and motivation of EFL teachers. Both descriptive and inferential statistics were used to analyze the data.

The results of this quantitative study indicated that the English teachers engage in several CPD activities. Although several previous studies in the literature indicated that personal factors such as age and experience affect teachers' perceptions towards CPD, in terms of age or experience, this study showed no significant difference in EFL teachers' context. However, having a graduate degree, and doing a CELTA or a Delta course significantly changed teachers' perceptions, particularly their preferences and motivation. In the light of these findings, it can be concluded that these specific activities may be catalysts in building positive attitudes towards other CPD activities for EFL teachers.

Key words: Continuing professional development activities, CPD for EFL teachers, professional development.

ÖZET

İngilizceyi Yabancı Dil Olarak Öğreten Türk Öğretmenlerin Mesleki Gelişim Etkinliklerine Yönelik Algıları

Başak Erol Güçlü

Yüksek Lisans, Yabancı Dil Olarak İngilizce Öğretimi
Tez Yöneticisi: Dr. Öğr. Üyesi Hilal Peker

Aralık 2018

Bu çalışma İngilizce hazırlık öğretmenlerinin mesleki gelişim etkinliklerine katılmaya yönelik algılarını araştırmayı amaçlamıştır. Bu doğrultuda çalışmanın araştırma soruları: yabancı diller yüksek okulunda çalışan İngilizce öğretmenlerinin mesleki gelişim etkinlik tercihlerini belirlemek, ve eğitim seviyesi, yaş, tecrübe ve CELTA / Delta sertifika etmenlerinin öğretmenlerin algılarını: mesleki bağlılık, tanıma, tercih, etkili bulma ve motivasyon açılarından etkileyip etkilemediğini araştırmak şeklinde belirlenmiştir.

Çalışmanın katılımcıları Türkiye’de bir devlet üniversitesinin yabancı diller yüksek okulunda eğitim vermekte olan 107 öğretim elemanı oluşturmaktadır. Veri, İngilizce öğretmenlerinin mesleki bağlılık, etkinlikleri tanıma, tercih, etkili bulma ve motivasyonlarına odaklanan ve beş bölümden oluşan çevrimiçi bir anket aracılığıyla toplanmıştır. Verinin analiz edilmesinde hem betimsel hem çıkarımsal istatistik kullanılmıştır.

Bu çalışmanın sonuçları öğretmenlerin çeşitli mesleki etkinliklere katıldıklarını göstermektedir. Alanyazındaki yaş ve tecrübe gibi kişisel etmenlerin öğretmenlerin mesleki gelişime yönelik algılarını etkilediğini gösteren birçok çalışmaya rağmen, bu çalışma yaş ve tecrübenin İngilizce öğretmenleri bağlamında

belirgin bir fark yaratmadığını göstermiştir. Ancak, eğitim seviyesi ve CELTA ve Delta kursları öğretmenlerin algılarını, özellikle mesleki gelişim etkinlik tercihlerini ve motivasyonlarını önemli ölçüde etkilemiştir. Bu bilgiler doğrultusunda, bu etkinliklerin İngilizce öğretmenlerinin diğer mesleki gelişim etkinliklerine olumlu algılar geliştirmelerinde önemli katkıları olduğu çıkarılabilir.

Anahtar kelimeler: Mesleki gelişim etkinlikleri, İngilizce öğretmenleri için mesleki gelişim, mesleki gelişim

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CHAPTER 1: INTRODUCTION

Introduction

“It has been said that teachers who have been teaching for twenty years may be divided into two categories: those with twenty years’ experience and those with one year’s experience repeated twenty times” (Ur, 1996, p. 317). This perspective, along with the increasingly demanding expectations in the education industry, has led researchers, teachers, and institutions to look more closely at what is now called Continuing Professional Development (CPD).

There has been a growing body of research on the engagement in CPD for language teachers in the last 20 years. Research highlights the importance of CPD (Bailay, Curtis, & Nunan, 2001; Kelchtermans, 1993; Richards & Farrel, 2005) and that professional development needs to be ongoing, meaningful, context based, and reflective (Avalos, 2011; Bevins, Jordan, & Perry, 2011; Edwards, 2014; Ellis, 2010; Kelchtermans, 1993). Considering the common agreement among researchers on the importance of professional development and its qualities, professional development units (PDU) have been established within institutions to help teachers in their efforts to better themselves.

However, the number of different CPD activities available to teachers makes it difficult for these units to determine teachers’ attitudes towards CPD. Most of the research into this area has focused on teachers’ personal factors affecting experienced teachers’ CPD engagement (İyidoğan, 2011), experienced teachers’ perceptions (Rodríguez & Mckay, 2010), and perceptions of novice teachers (Alan, 203, 2015). To my humble knowledge, however, the literature has failed to examine

the perceptions of teachers working in higher education. Therefore, this study aims to investigate EFL teachers' perceptions of CPD activities working at a state university in Turkey.

Background of the Study

Continuing Professional Development (CPD) refers to the activities for teachers to participate in order to better themselves at different stages of their careers (Day & Sachs, 2004). This rather simple definition only touches upon the complexity of the concept. However, it highlights the significance of the components involved: the several activities available to teachers, and the teachers as individuals, each with different needs and goals in different phases of their respective careers. These factors, along with the fluid nature of the concept, indicate how susceptible CPD is to change.

As CPD for teachers, or teachers' (re)learning how to teach, is different than the learning of children, adult learning should be another relevant concept. Adult learning, or andragogy, is the foundation of the adult learning practices, including professional development (Merriam, 2008). Distinguishing adult learning from childhood learning, Knowles (1970) highlights five assumptions. These assumptions, or the differences between learning of children and adults, are: the concept of the learners, the role of the learners' experience, readiness to learn, orientation to learning and motivation to learn (Knowles, 1984). This contrast between pedagogy and andragogy suggests that adult learning theory needs to be one of the key areas in relation with these changing needs and preferences of teachers' CPD activities.

Parallel to adult learning theory, career development theory is another significant area that should be attached to CPD. According to Hansen, career development is the "continuous lifelong process of developmental experiences that

focuses on seeking, obtaining and processing information about self, occupational and educational alternatives, life styles and role options” (as cited in Morningstar, 1997, p. 315). There are several theories related to career development in the literature available. For example, Holland’s theory of vocational types (1985) proposes that the personality of an individual is the significant determinant in career development and emphasizes some common themes regarding these characteristics and career trajectories.

Another theory put forward is Developmental Self-Concept Theory (Super, 1980) according to which professional development is the process through which one grows and realizes their identities. Moreover, the satisfaction of one’s profession and professional development is dependent on the implementation of their identities.

In the same vein, another perspective on career development is Bandura’s (1977) Social Cognitive Theory, in which he highlights self-efficacy as the most important factor. He defines self-efficacy as the “beliefs in one’s capabilities to organize and execute the courses of action required to produce given attainments” (Bandura, 1977, p. 3). Among the sources of self-efficacy are personal experience: previous failures or accomplishments, observation of others, verbal persuasion, and psychological and emotional factors. The level of one’s self-efficacy will affect their attitude and resilience towards obstacles, their motivation and goals. Therefore, these theories are critical in all parts of life as well as professional development.

Apart from adult learning, career development, and social cognitive theories, British Council’s CPD Framework (Davidson, Dunlop, Soriano, Kennedy, & Phillips, 2012) is another significant concept as it affects the professional development of English teachers. This framework allows teachers to identify where they stand in their respective careers, their strengths and needs at each stage, and

what they can do to advance to the next one by outlining six stages for English language teachers: starting, newly qualified, developing, proficient, advanced, and specialist. A list of CPD activities is available within the framework, so teachers can select activities appropriate to their needs and stages of their careers. Thus, the British Council has clearly contributed to the area of CPD of English teachers.

The studies mentioned above are also interconnected with one's workplace, which could be described as Wenger's (1998) community of practice. Wenger lists three dimensions of the concept: joint enterprise, shared repertoire, and mutual engagement. In this sense, the context, or the community of practice, could provide several CPD opportunities. These activities could be as simple yet effective as having informal, impromptu meetings where teachers inadvertently have reflective conversations where they can reflect on the challenges of their classroom experiences or professional goals. Similarly, the institutions could organize and promote other PD activities so that the teachers would engage in regular CPD as part of their routines. To illustrate if the institutions promote a form of observation activity such as team-teaching as a regular CPD activity, the teachers would observe their colleagues' strengths, and together they could reach a more efficient solutions to their problems. Moreover, they would arguably gain more insight about their learners through this activity. In this regard, if the community of practice is strong, one is automatically engaged in CPD. Alternatively, the context may bring about some obstacles for teachers such as the number of teaching hours or other responsibilities. Within this respect, the strength of a community of practice is highly dependent on the strength of its constituents.

All the concepts and theories mentioned earlier above are evidently interrelated, and suggest that the teacher development should be done and evaluated

continually, as change is inevitable within the community of practises and on an individual level. The studies on CPD (Alan, 2015; Borg, 2003; Hayes, 2014) have highlighted the difficulties and differences through time and across contexts.

Therefore, it is imperative to look into teachers' perspectives within each community of practice.

Statement of the Problem

Recently, CPD for language teachers has been a topic of much interest (Borg, 2015b; Edwards & Burns, 2016; Özsoy, 2017; Tabatabaee-Yazdi, Motallebzadeh, Ashraf, & Baghaei, 2018); teachers are in constant search for better-suited activities in order to further develop themselves. Most of the research carried out on CPD has focused on the specific activities available to language teachers: for instance, there are several studies on action research (Burns, 2005, 2009; Edwards & Burns, 2016), reflective practices of EFL teachers (Walsh & Mann, 2015). Excluding the studies that investigate the personal factors affecting teachers' perceptions of CPD (Gasket, 2003) the very few studies that looked at CPD and teachers beliefs have been conducted with primary and secondary school teachers (İyidoğan, 2011).

There is a growing body of research on reflective teaching and CPD in Turkey, and these studies highlight the importance of the context where teachers work as well as the effectiveness of several CPD activities (Borg, 2015b; Gözüyeşil & Soylu, 2014). As a result, professional development units (PDU) have been established in most educational institutions in Turkey. The PDUs organize activities to help teachers further develop themselves within their contexts. Among such institutions is a state university in Turkey, which I will call from this point onwards, State University, School of Foreign Languages (SUSFL), which organizes and

promotes several CPD activities in order to sustain a school culture committed to CPD and learner achievement since 2012.

Considering the limited research available on the CPD beliefs and preferences of EFL teachers, and the growing emphasis on the importance of the context where teachers work, there is a need to investigate EFL teachers' beliefs and preferences in Turkey. In this sense, examining their beliefs and preferences may help to evaluate the CPD programs and plan a more efficient CPD plan for these teachers. Therefore, the purpose of the study is to investigate Turkish EFL teachers' beliefs and preferences regarding CPD activities.

Research Questions

This study attempts to address the following questions:

1. What are the preferred CPD activities for AUSFL teachers?
2. Is there any statistically significant difference between the lecturers with undergraduate degrees and the lecturers with graduate degrees in terms of;
 - a) commitment
 - b) recognition
 - c) preferences
 - d) effectiveness
 - e) motivation and the types of motivation (i.e., intrinsic and extrinsic)?
3. Is there any statistically significant difference among the lecturers at different ages in terms of;
 - a) commitment
 - b) recognition
 - c) preferences

- d) effectiveness
 - e) motivation and the types of motivation (i.e., intrinsic and extrinsic)?
4. Is there any statistically significant difference among the lecturers with different years of experiences in terms of;
- a) commitment
 - b) recognition
 - c) preferences
 - d) effectiveness
 - e) motivation and the types of motivation (i.e., intrinsic and extrinsic)?
5. Is there any statistically significant difference among the lecturers with CELTA Certificate, Delta Certificate and without these two certificates in terms of;
- a) commitment
 - b) recognition
 - c) preferences
 - d) effectiveness
 - e) motivation and the types of motivation (i.e., intrinsic and extrinsic)?

Significance of the Study

Although recent studies have focused on CPD, there is an agreement on the fact that the nature of the activities and the context of the teachers are highly significant in affecting what kind of CPD activities teachers might prefer (Borg, 2013; Freeman & Cornwell, 1993; Little, 1993). Therefore, this study may extend the research on the topic by providing information on how effective teachers find the CPD activities in the context of an accredited preparatory school in a state university in Turkey. In addition, this study may be significant in terms of providing

information about the motives of these teachers in pursuing CPD, and therefore influencing the activities offered in institutions.

The results of this study may help Turkish EFL teachers better understand their perceptions of effective engagement in CPD, and consider their needs of CPD as well as their professional identities as language teachers. Administrators, teacher educators, and PDUs may also find the study valuable, as it may provide first hand insight into the obstacles encountered during CPD engagement, and reveal pathways to better-tailored CPD programs. As a result, they can offer more focused support and/or opportunities for teachers to learn and grow, which could lead to more reflective practices, increased quality in education, and institutional growth.

Definition of Key Terms

The following key terms, used frequently in this thesis, are defined below:

CPD: 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. (Day, 1999, p. 4)

Community of practice: A group of people sharing a profession is called a community of practice. The dimensions of a community of practice are mutual engagement, a joint enterprise, and shared repertoire (Wenger, 1998).

Conclusion

In this chapter, the definition and the importance of the continuing professional development in the literature have been presented. Following the introduction, the background of the study has been outlined through relevant concepts such as adult learning theory, career development theory, social cognitive theory, and community of practices. Next, the problem in the literature has been covered by highlighting the importance of the context and the limited recent research available. Then, the significance of the study has been presented both at the global and local level. Finally, the definition of the key terms have been provided. In the following chapter, the literature on the relevant concepts to the study is presented and reviewed in depth. In the third chapter, the methodology of the study is described. The fourth chapter covers the analysis of the data collected through a quantitative design. In the final chapter, the findings and conclusions, pedagogical implications, limitations of the study, and suggestions for further research are discussed.

CHAPTER 2: REVIEW OF LITERATURE

Introduction

In this chapter the literature pertinent to the study that aims to investigate the perception of teachers towards CPD will be reviewed. First, the definition of professional development and qualities of effective professional development will be presented. Then, the adult learning, and career development theories will be covered. Finally, research on community of practices will be presented.

Continuing Professional Development Activities

Change, uncertainty, complexity, rather than stability, certainty, and simplicity are preeminent in teaching as a profession. That's why professional development for teachers has been a topic of interest for many years, and the term has been defined by many researchers (Borg, 2015a, 2015b; Day, 1999; Richards & Schmidt, 2003). Richards and Schmidt define (2003, p.542) professional development as "the professional growth a teacher achieves as a result of gaining increased experience and knowledge and examining his or her teaching systematically". From a cognitive perspective, learning through investigating one's teaching in a systematic manner, has been emphasized by Borg (2003). Borg (2003) stated, "teachers are active, thinking decision-makers who make instructional choices by drawing on complex practically-oriented, personalized, and context-sensitive networks of knowledge, thoughts, and beliefs" (p. 81). Both definitions of professional development seem to underline experience and knowledge through personalized learning by taking one's own context into account. These components are also deemed significant in the rather broad definition put forward by Day (2002):

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)

Within the light of this knowledge, research has clearly showed that the professional development is far from being a constant construct, and *continuity* is, therefore, attached to the term. The complexity of CPD and that it has been increasingly important for teachers to update their professional knowledge and skills are widely agreed upon. To this end, to get ahead in their professions, to deal with the many challenges they face during their careers, or simply to be better at their profession, teachers get involved in professional development activities. Although such activities used to be considered mainly for new teachers, or for teachers who were in need of some support, with the growing interest on CPD (Avalos, 2011; Kelchtermans, 2009), they are now taken up by teachers regardless of the number of years in their profession.

Qualities of Continuing Professional Development

Previous research has focused on the quality and effectiveness of CPD activities (Borg, 2003; Day, 2002); there has been some agreement on what the features of effective CPD activities are. For instance, as mentioned in the previous section, several definitions of CPD suggest that not all CPD activities are good, and therefore, not all CPD activities are suitable for every teacher or institution. In order

for CPD to be effective, the needs of each specific teacher or institution should be carefully identified, and appropriate activities should only then be selected. However, being needs-driven is not the only quality of efficient CPD.

There are several CPD activities available to teachers and the quality of these activities has been a topic of interest (e.g., Borg, 2011a; Kelchtermans, 2009; Timperley, Wilson, Barrar, & Fung, 2008) and there has been an agreement on the qualities of good CPD. While stressing the concern of the impracticality of a CPD plan that would answer to all teachers due to the uniqueness of each context, Borg (2015a) summarized these qualities as:

... relevance to the needs of teachers and their students, teacher involvement in decisions about content and process, teacher collaboration, support from the 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 (i.e. CPD is situated in schools and classrooms), 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. 10)

These qualities are based on the many stakeholders of learning: learners, teachers, school administrations, and the society in which they live. Therefore, CPD is more effective when it seeks ways to enhance student learning. Another striking point is that teachers are at the heart of professional development and therefore they should be active participants, rather than passive receivers of knowledge. It should also be noted that CPD is a social construct: teachers learn with other teachers, with the support of other teachers, as well as institutions.

The qualities mentioned above evidently resonate with the principles for professional development underlined by Day (2002). He proposes ten principles through which he draws attention to the complexity of CPD, the importance of keeping pace with the increasing demands of the profession, and the significance of

experience in teacher learning. He also maintains that learning is bound to take place as one's experience increases, yet "learning from experience alone will ultimately limit development" (p. 22). This perspective also indicates that effective professional learning should span over time and teachers, experienced or otherwise, should actively invest in their learning of the profession. Therefore, CPD activities that leave out the teacher factor would most likely be inefficient. Indeed, studies suggest that one-size-fits all kind of activities hardly leads to change in teachers' beliefs and practices in the long run (Guskey, 2002a, 2002b).

CPD Activities

Several CPD activities have been investigated, listed, or categorized in the literature available. One such general categorisation was done by the Organisation for Economic Co-operation and Development (OECD) in the Teaching and Learning International Survey (TALIS). OECD TALIS (2009) suggests two main categories: a) more organized and structured, and b) more informal and self-directed learning.

The structured activities were, from most participated to least: courses and workshops, education conferences and seminars, professional development network, individual and collaborative research, mentoring and peer observation, observation visits to other schools, and qualification programmes. The informal activities, however, included informal dialogue to improve teaching and reading professional literature. Although this report reveals that the most participated activities differ among the countries, informal dialogue to improve teaching was most often mentioned by the participants of the survey, and reading professional research came third after courses and workshops (Talis, 2009).

Another classification, by Richards and Farrel (2005), was based on the nature of the activities. Individually participated activities are self-monitoring, journal writing, critical incidents, teaching portfolios and action research. Activities that can be conducted with a colleague are peer coaching, peer observation, critical friendships, action research, critical incidents, and team teaching. Activities that are carried out with a group are listed as case studies, action research, journal writing, and teacher support groups. The final category encompasses the activities that can be organized, supported or demanded by institutions: workshops, action research, and teacher support groups. As can be seen, there is quite an overlap in some of the categories. The reason for this overlap is the strategy with which the researchers set about when categorizing these activities: for any given context, the group of teachers is not homogeneous in terms of experience, knowledge, and competency. Therefore, they need consistent access to CPD activities. Teachers should actively shape their professional career, while schools and administration should provide them with support and opportunities.

Adult Learning Theory

As research establishes that CPD is fluid and complex, and therefore not every activity is suitable for every teacher or context, it would be beneficial to look into how teachers, or adults, learn in order to ascertain which of the activities would be most efficient. Simply put, adult learning is “making meaning or knowledge construction” (Merriam, 2008, p. 97). As knowledge construction, or making meaning, takes place by making sense of new information through prior data, arguably experience is the primary source for fostering adult learning.

Apart from experience, Knowles (1970) put forward four other qualities for adult learning, or andragogy: the concept of the learners, readiness to learn,

orientation to learning, and motivation to learn. He initially maintained that these qualities separated adult learning from that of children. However, several constructive criticisms (Hanson, 1996; Merriam, Mott, & Lee, 1996) and his on-going research on the area led him to move from the idea that these factors are unique in adult learning. He later proposed that these qualities could be observed in pedagogy as well, being gradually more common in adult learners.

In her article where she put together the emerging shift in the field of adult learning processes, Fenwick (2008) stresses four areas. She maintains that workplace learning is now closely linked to informal learning and that it is a process interconnected with common practices of everyday life. The second emerging area is the gradually increasing focus on the practice-based system perspectives. Contrary to the past, where knowledge was regarded as unchanging, and the learner's past experiences were deemed immaterial, learning is now constant fine-tuning as individuals engage in regular activities in their communities. This shift in the meaning of learning has been influenced by Wenger's (1998) community of practices, which led to the understanding that activity, knowledge, and communities co-emerge during learning. Another emerging theme according to the researcher is the growing importance placed upon identities. Identity is defined as one's depiction on how they see themselves and how others see them. One of the most important components of our sense of self lies within the correlation between the knowledge that we have and the knowledge that the community values. Therefore, this theme seems to be dominated by and fuel the concepts of change, and interaction with other colleagues, in the workplace and with the practises of the work itself. The final theme, power and politics in workplace learning covers the concept that a controlling

culture alienates others based on their qualities such as gender, race, religion, and sexual orientation.

Although Fenwick (2008) does not cover the field of language teaching, the implications seem to apply. Based on what she argues in her paper, these four areas seem to be interconnected with each other as well, and thus suggest that the shift is ongoing in the field of language teaching as well. This shift is the result of an intricate process through which teachers and institutions mutually affect one another. The themes, particularly the last one, also suggest that this change could be either positive or negative: teachers can participate in practices more willingly provided that they feel they belong, and therefore be a part of a dominant and strong community. Alternatively, teachers could shy away from the group, the practices, and the CPD activities due to their qualities such as gender or age, which are not shared or accepted by the community.

Career Development Theories

Apart from adult learning theory, another area in literature that should be looked into is career development theories. Literature on this particular area covers several theories (e.g. Hansen, 1976; Super, 1980). Career development from a teaching perspective has also attracted the attention of many researchers. The need for teachers to pursue professional growth led to the examination of the profession in an effort for the profession to be more rewarding, teachers more capable, and teaching more effective. This examination promoted the assumption that teachers go through certain stages in the span of their work life.

Several researchers proposed different stages (e.g. Burden, 1982; Fessler & Christensen, 1992; Lyons, 1981; Newman, Burden, & Applegate, 1980). In his quantitative study, where he interviewed 122 teachers from five comprehensive

schools, Lyons (1981) focused on career behaviours, success, and failure as defined by teachers. He found that schools became a place where teachers eventually pursued different careers.

Incorporating the principles of adult learning and development, and the career stages, and Fessler and Christensen's (1992) eight-staged model is generally accepted as a major source in the relevant literature. The stages are: pre-service, induction, competency building, enthusiasm and growth, career frustration, career stability, career wind-down, and career exit. Though the stages are sequential, and names of the states could be deemed self-explanatory, it should be noted that *competency building* is considered highly critical in the cycle in the sense that the teachers who fail to establish competence are likely to end up in career frustration stage, or even early career exit. Therefore, it could be assumed that these stages are not sequential in all respects. This study, along with that of Lyons's (1981), could suggest that one could move back and forth in these stages depending on several factors, individual, organisational, social, or otherwise (Figure 1).

Another crucial source in the literature is British Council's CPD Framework (Davidson et al., 2012). Comprising of six stages, namely, starting, newly qualified, developing, proficient, advanced and specialist, this framework, to some degree, coincides with that of Fessler and Christensen's (1992). However, this framework builds toward advancing a language teacher toward the further level by providing certain activities and therefore does not focus on career frustration or career wind down. Instead, teachers move onto essentially relevant but different roles in the profession such as mentor or trainer, administrator, researcher, materials or test writer: a shift that is described as career exit in the Model of Teacher Career Cycle. This difference could be explained with the difference in perspective: an extension or

end of teaching career. Nonetheless, the literature makes it clear that any change is subject to influences from other sources.

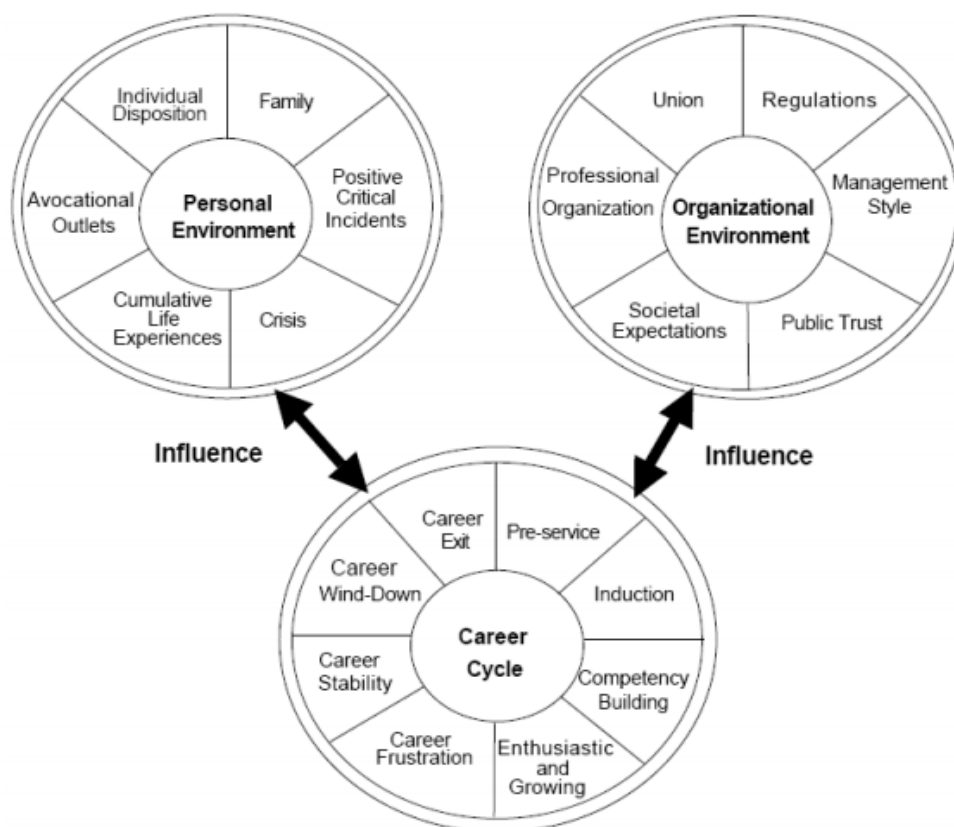


Figure 1. Dynamics of the teacher career cycle (Adapted from Fessler & Christensen, 1992)

Motivation

The literature on adult learning and career development shows that there are different reasons that motivate individuals for the teaching profession and professional development. In the field of ELT, motivation is defined as “what moves us to act, in this context to learn English, to learn to teach English, or to teach it” (McDonough, 2007, p. 36). This definition highlights certain elements such as individuals, aims and reasons. These elements are important as they change the level of motivation.

This fluid concept is divided into two as intrinsic and extrinsic motivation. Ryan and Deci (2000) state that the most fundamental distinction between these two constructs is about one's reason to do something: an intrinsically motivated individual does something because the work is in essence interesting or enjoyable, while extrinsically motivated one does it as there is an external outcome, such as a promotion, a degree or a salary raise. Although intrinsic motivation could lead to better results compared to extrinsic motivation (Gasket, 2003), it is important to find what extrinsic factors drive teachers in their profession (Ryan & Deci, 2000).

In a recent mixed-method study, İyidoğan (2011) investigated the personal factors affecting experienced English teachers' decisions whether or not to engage in CPD activities. The findings are significant in the sense that they indicate reasons about beliefs, identity, workplace, and the frequent changes in the educational system. Specifically, the study found that there were several factors influencing teachers' factors to participate in CPD activities: intrinsic motivation, attitude towards students and teaching environment, sense of well-being, and the effect of frequent changes in the educational system. Therefore, there are both intrinsic and extrinsic factors that influence teachers about their decisions of professional development.

In another study Hildebrandt and Eom (2011) examined the motivational factors of experienced teachers who achieved a national standard of professionalization in the United States. The participants ($N = 433$) completed a two-part online survey. The results showed five motivators for these teachers: improved teaching, financial gain, collaborative opportunities, self and external validation. Therefore, this study revealed that both intrinsic and extrinsic motivational factors for professional development.

Community of Practices

The concept of community of practices, the dimensions of which are mutual engagement, a joint enterprise, and shared repertoire, was put forward by Wenger (1998). He claims that mutual engagement, common activities for any community, is different, and indispensable for every practice. From a language teaching perspective, it could arguably be as simple as the practice of teaching itself, participating in meetings, or conversing about the practice. These activities need not be carried out by a homogenous group; similarities as well as differences are natural for a functioning community. More importantly, in order for the members to be mutually engaged, they need to embrace their own capabilities, as well as that of others. For a language teaching community, this necessity could mean that the teachers should be open to learn from those who might contribute to their knowledge or skills. This exchange is by no means simple, but entails various levels of ease to complexity; collaboration to competition.

The second dimension, joint enterprise, relates with the notion of mutual accountability rather than a stated goal. Arguably, despite the several external factors, language teachers' practice that makes it an institution. Having a gradually increasing joint repertoire is the final dimension of community coherence. Although it includes seemingly insignificant "...routines, words, tools, ways of doing things, stories, gestures, symbols, genres, actions, or concepts that the community has produced or adopted in the course of its existence" (Wenger, 1998, p. 83), it is an essential part of the institution.

SUSFL as a Community of Practice

Having looked at communities of practice, and its constituents from a language teaching perspective, it might be useful to review SUSFL as one, as well as

the studies on CPD activities. SUSLF is an accredited, community of practice: a group working towards being better qualified language teachers and help their students be more qualified language learners. Arguably, there are smaller community of practices in itself. There are different units where teachers have responsibilities other than teaching. These are: testing and assessment, professional development, technology integration, curriculum and material design, and student clubs. A total of 51 teachers work together meeting on a regular basis, coordinating tasks and responsibilities relevant to their respective units.

SUSLF, therefore, is organized, essentially committed to teaching, learning, and development within the field: the teachers are supported in their efforts to pursue professional development. There are also several opportunities within the institution such as workshops or conferences. Regarding this specific context, there are several studies looking into these CPD activities and these teachers perspectives ((e.g. Alan, 2003, 2015; Aydın, Sağlam, & Alan, 2016; Kimav, 2010; Özsoy, 2017). These studies explore SUSFL teachers' perceptions towards different CPD activities, respectively novice teachers' perceptions of in-service teacher training, CPD for novice teachers, perceptions of teachers towards CELTA, burnout and teacher efficacy of in-service teachers, and in-service teachers' perspectives of team-teaching.

In an exploratory mixed-method study, Alan (2003) investigated novice teachers' ($N= 17$) perceptions of an In-Service Training (INSET) program implemented at SUSFL. The study suggested that the program was perceived mostly positively. The workshops on classroom management, testing speaking, and teaching and testing grammar were deemed as the most valuable. On the other hand, the workshops on teaching reading, vocabulary and materials development were

identified as the least valuable. The findings also suggested that more contextual knowledge regarding topics such as classroom management, textbook use, and testing were needed.

Another qualitative study (Alan, 2015) on novice teachers' ($N= 8$) perceptions of an INSET program at the institution revealed similar results. Among the emerging themes were the immediate effects of the program on the participants' practices, the limited time to carry out the requirements of the program, and the importance of the observation and the video-recording components of the program. Therefore, it was concluded that the INSET programs are better-suited when they address the immediate needs of the novice teachers. The study also indicated that novice teachers should have a relatively lighter schedule considering the CPD program they follow in order to be a better part of the community of practice. Regarding the observation component, while the participants valued in-class experience more, they were concerned about the artificiality of this specific CPD activity.

In a qualitative study, Aydin et al. (2016) looked into the perceptions of Certificate of English Language Teaching to Adults (CELTA) holder ELT teachers ($N=44$) at SUSFL towards the certificate program and its impact on their teaching and learning. Particularly, the study explored if CELTA could act as a bridge between pre-service and in-service training. They found out that the program was beneficial to all in-service teachers who participated in CPD activities. However, the participants' educational background and experience were highly influential in their perceptions towards this certificate program. Specifically, CELTA was found to be instrumental for non-ELT graduate teachers regardless of their experience. ELT

graduates, on the other hand, appreciated CELTA as a refreshment course. The course also led the participants, both novice and experienced, to be more reflective.

In a more recent qualitative study, Özsoy (2017) investigated ELF teachers' ($N = 5$) engagement in reflective practice through team-teaching as a CPD activity. The findings of the study revealed that participants engaged in reflection and moved towards a more professional, growth mind-set through team-teaching. However, team-teaching should be taken on as optional, adaptable, and periodical reflective CPD activity as the teachers who took part in the study volunteered to take part, and were relatively similar in their responsibilities. Therefore, they did not have any struggles during planning, execution, and evaluation stages, which elevated the benefit of this CPD activity.

Most SUSFL teachers hold CELTA and Delta Certificates. As such, it would be prudent to review these two courses in detail. CELTA is a pre-service teacher-training course by Cambridge University. This 120-hour-course is highly demanded and widely recognised worldwide as the trainees, should they complete the course successfully, could seek employment as English teachers around the world. There are three options for the prospective trainees to complete the coursework: full-time, part-time and online.

The three options to take the CELTA course differ mostly in terms of duration and the intensity: full-time course lasts 4 to 5 weeks, part-time course may last a few months or it could expand over a course of a year. The online option combines self-study and hands-on teaching practice. The prospective trainees choose one of the options considering which option would serve them best.

The CELTA course provides the trainee teachers with knowledge about the basic principles of teaching, the English language, and help them practice a range of

practical skills through hands-on practices with real language learners. The syllabus covers a range of topics: learners and teachers, and the teaching and learning context, language analysis and awareness, language skills (i.e., reading, listening, speaking and writing, planning and resources for different teaching contexts, developing teaching skills and professionalism.

Throughout the course, trainees are assessed for 6 hours of actively teaching at least two different levels of proficiency. Moreover, they hand in 4 written assignments. These assignments include an essay about one of their chosen students, an essay about language focusing mostly on grammar or lexis, another one about a language skill, and a reflective one that is usually submitted through the end of the course. In order for the trainees to be awarded a passing grade, they need to demonstrate a range of skills throughout the course. These skills are evaluating learners' needs, and planning and teaching lessons based on learners' backgrounds and current needs, showing language knowledge and awareness as well as relevant teaching strategies, demonstrating knowledge about language skills, planning and preparing lessons tailored to improve their learners' overall language competence, and demonstrating a range of teaching skills as well as professionalism and responsibility (*CELTA Syllabus Assessment and Guidelines*, 2018).

As it is a widely known and recognized course, there are several studies investigating it (Delaney, 2005e.g.; Watkins, Harris, & Pulvernes, 2015). For instance, in a qualitative study, Watkins et al. (2015) discussed the direct and indirect benefits of internationally recognized training programs and focused on the challenges and benefits of adapting such programs to suit the needs of local contexts through the investigation of 3 case studies: CELTA in Sudan, CELTA in Perm, and the use of In-Service Certificate in English Language Teaching (ICELT) by a teacher

association in Pakistan. Although this is a pre-service course, teachers with some experience gained new insights and changed their beliefs and practices. It also challenged them in getting out of their comfort zones. Therefore, one of the findings of the study was about a shift in beliefs and teaching paradigms. Regarding the teaching techniques, for example, one of the participants' reaction was particularly interesting as "she didn't know how she could go back to her classroom on Monday morning knowing what she knew now" (Watkins et al., 2015).

Therefore, the CELTA course seems to offer much to the relatively experienced teachers. Another interesting finding is that the participants of the CELTA course in Perm had monthly post-CELTA meetings and they had a Facebook group so that they could keep exchanging information and ideas regarding challenging situations. Consequently, they held onto their newly found community of practice so that they could extend the conversation. Arguably, this form of CPD was beneficial enough for them to get together once a month. Should a challenging situation arise, they would seek help from their fellow trainees just like they did during the course itself.

Furthermore, in a qualitative, longitudinal case study of 6 participants, Delaney (2005) looked into the value and the impact of feedback given in CELTA courses from the trainees' perspective. She mentioned that the quality of the feedback is highly dependent on the experience, knowledge of the individual trainees. She also highlighted the challenges of providing peer or self-assessment when the trainees would like to establish rapport within their respective groups during the course. Therefore, a major component, reflective practice through observation could be a 'distorted-mirror'. The findings of this study and those of Watkins et al. (2015) resonate with Wenger's (1998) communities of practice. The

trainees form a community of practice during and *after* the course in the hope of becoming better practitioners.

The Delta course is a much more intensive course compared to the CELTA course and is composed of three separate modules all of which take both theory and practice into account. Module 1, Understanding Language, Methodology and Resources for Teaching, covers a range of topics from theories of acquisition, methodologies and linguistics to assessment. The trainees take a written test to successfully complete the module. Module 2, Developing Professional Practice, revolves around developing awareness and proficiency in English language teaching in various contexts. This module focuses more about practice, trainees attend lessons and practice teaching during the module. The assessment requires trainees to keep portfolios of their background essays for five assignments. Trainees submit two language skills and two language systems assignments each comprising of an essay of 2,000–2,500 words about their selected area of language systems or skills and related teaching and learning issues along with planning, teaching and evaluation of a lesson related to the chosen area. They also submit a professional development assignment, which they do during the whole module. In order to be successful, the trainees are required to get a passing grade from one skills and one systems essay and lesson.

Module 3 of the course has two options: Extending Practice and ELT Specialism and English Language Teaching Management. Here the trainees choose to specialize either as a teacher or a manager. In the first option, trainees select a specialism such as English for academic purposes of teaching monolingual classes and design a course for their chosen specialism. Those who select option two focus on situation analysis, planning and implementing change, and propose a change in

their selected specialism such as marketing or management. Both options of module three require trainees to submit a written assignment about 4,000–4,500 words (*Cambridge English Delta*, 2015).

While the CELTA is designed as a pre-service course, Delta is considered as an in-service course and designed for experienced teachers. In a recent longitudinal qualitative study Borg (2011b) looked into the effects of the course on their professional practices. The data were collected from six participants through a variety of means: pre-course-tasks, questionnaires, interviews, the coursework submitted, the given to the participants by the tutors during the course and written feedback by each participant after six months. He found that the impact of the Delta course to be influential, considerable and multi-layered. The participants consistently valued several of the components to be effective in their development. These components were the considerable amount of reading they did for the course, peer and tutor feedback, observations, input sessions, and the experimental practice: experiment teaching by using a different approach, strategy or framework.

Conclusion

In this chapter, the literature pertinent to the perception of teachers towards CPD has been reviewed. First, the definition of professional development and qualities of effective professional development was presented. After the types of CPD activities, the adult learning, and career development theories were reviewed. Then, research on identity and communities of practice were presented. Finally, SUSFL as a community of practice was presented.

In the next chapter, the research methodology of the current study with detailed information about the setting, participants, instruments, data collection procedures, and data analysis will be presented.

CHAPTER 3: METHODOLOGY

Introduction

This descriptive study aims to explore the CPD beliefs of EFL teachers working at an intensive English language program at a Turkish state university. The study also aims to explore the differences, if any, in their perceptions of CPD activities.

Thus, the research questions for this study are as follows:

1. What are the preferred CPD activities for SUSFL teachers?
2. Is there any statistically significant difference between the lecturers with undergraduate degrees and the lecturers with graduate degrees in terms of;
 - a) commitment
 - b) recognition
 - c) preferences
 - d) effectiveness
 - e) motivation and the types of motivation (i.e., intrinsic and extrinsic)?
3. Is there any statistically significant difference among the lecturers at different ages in terms of;
 - a) commitment
 - b) recognition
 - c) preferences
 - d) effectiveness
 - e) motivation and the types of motivation (i.e., intrinsic and extrinsic)

4. Is there any statistically significant difference among the lecturers with different years of experiences in terms of;
 - a) commitment
 - b) recognition
 - c) preferences
 - d) effectiveness
 - e) motivation and the types of motivation (i.e., intrinsic and extrinsic)?

5. Is there any statistically significant difference among the lecturers with CELTA Certificate, Delta Certificate and without these two certificates in terms of;
 - a) commitment
 - b) recognition
 - c) preferences
 - d) effectiveness
 - e) motivation and the types of motivation (i.e., intrinsic and extrinsic)?

The aim of this chapter is to provide information about the methodology of this study. First, the research design and the setting will be described. Next, the participants, the instrument, and the procedure for data collection will be presented in detail. Finally, information on the data analysis procedure will be provided.

Research Design

This study consisted of a quantitative approach. In this descriptive, non-experimental study, a cross-sectional correlation research design was used. The data were solely quantitative obtained from an online survey.

Setting

The study was conducted at a school of foreign languages at a state university in Turkey. The school provides compulsory and elective intensive English language education to students before they go on to their departments. The students are placed in different levels: D, C, B and A, (A1, A2, B1, and B1+ respectively) according to Global Scale of English (GSE) after the placement test at the beginning of each academic year. The teachers have 14-16 hours a week. Apart from the lessons, the teachers attend weekly meetings in order to ensure coordination and consistency. Some also have other responsibilities, including, at each level, there are teachers who ensure the coordination between the administration and the teachers who teach at that level, and they hold weekly meetings. Some other teachers work in different units: testing and assessment, professional development, technology integration, curriculum and material design, and student clubs. All teachers are required to participate in the preparation and grading of the tests, as well as attend in-service training activities. To illustrate, each semester, workshops or presentation sessions on different topics are organised for the instructors to attend based on their needs and interests.

Participants

There were 144 EFL teachers in the school when the study was conducted in 2017-2018 academic year spring semester. Of these teachers, 107: 75 female and 32 male participated in the study. The participants graduated from different departments such as English Language Teaching and American Culture and Literature, and had different years of experience. Moreover, their degrees ranged between B.A and Ph.D. Of the participants some had extra responsibilities, as they were members of the several units in the school. 24 of the participants also had other certifications

including In-Service Certificate in English Language Teaching (ICELT), Certificate of Pedagogical Formation by the Ministry of National Education, and Information and Communication Technologies Certificates. Table 1 demonstrates the demographic information about the participants that were involved in the study in detail.

Table 1
Information About the Participants of the Study

Demographics	N=107
Gender	
Female	75
Male	32
Age	
25-30	18
31-35	17
36-40	42
41+	30
Years of Experience	
1-5	8
6-10	19
11-15	30
16-20	31
20+	19
Last Completed Degree	
B. A	51
M. A	51
Ph.D.	5
Member of a Unit	
51	
Other Courses / qualifications	
CELTA	49
Delta	5
Other	24

Of the 37 teachers who did not participate in the survey four were on leave for several reasons, and 10 had completed the survey for the piloting stage. The researcher sent an e-mail to the remaining 23 teachers kindly reminding them about the survey. However, they did not respond or participate.

The participants were later grouped for age, experience, the most recent completed degree, and courses and qualifications (CELTA - Delta) dimensions. Regarding age dimension, the youngest age was determined as 25 and the participants were grouped in 5-year increments so that those who are five years apart would fall within different categories. As for years of experience, although the sample institution considered novice teachers as only those who are in their first year of teaching, in the literature, novice teachers are generally defined as those who are within their third or years of teaching experience (Freeman, 2001). However, several validated studies focusing entirely or partially on the sample institution grouped novice teachers as those who have five or fewer years of experience (Dağkiran, 2015; Kımav, 2010). Therefore, for the purposes of this study, a similar categorization was used for the age dimension. For the next dimension, the participants were grouped into two: undergraduate and graduate. Those who hold M.A. s and Ph. D.s fell into the same category. The participants were also asked if there were other courses they had done or any other qualifications they had. Regarding this question, those who had CELTA, Delta formed two groups. The 5 participants who hold both certificates were put into the Delta category. The remaining 24 courses and or certificates were disregarded as they varied from Creative Drama to Certificate Hotel Management. Hence, the final category for this dimension was for these instructors along with those who did not do any courses. The participants were shown in detail in Table 2.

Table 2

Information on the Participants

Dimension	Category	N
Gender	F	75
	M	32
Age	25-30	18
	31-35	17
	36-40	42
	41-+	30
Experience	1-5	8
	6-10	19
	11-15	30
	16-20	31
	21-+	19
Degree	B.A.	51
	M.A.	56
	Ph.D.	
Member of SUSFL	No	56
	Yes	51

Instrumentation

The data was collected through an online survey consisting of six sections (See Appendix A for the survey in paper format). Followed by an Informed Consent Form (Appendix B) these sections were namely, demographic information, time commitment to CPD, CPD Activity Recognition, CPD Activity Preferences, CPD Activity Effectiveness, and Motivation for CPD Activities.

The first section of the questionnaire was designed by the researcher to gather demographic data on the participants' gender, age, experience, educational status, and responsibilities other than the teaching hours. The participants were also asked to provide information on other courses and/or qualifications related to their professional development.

The remaining sections were adapted from Educational Professional Development Survey (Gasket, 2003). The second section of the survey, Commitment to CPD, focusing on finding out whether the participants considered the time they devoted to CPD was adequate or not. This section also aimed at investigating the reasons why these teachers do not invest adequate time for their professional development: there were seven items on a 5-point Likert scale ranging from *Strongly Disagree (1)* to *Strongly Agree (5)*. The third section, CPD Activity Recognition, focused on the activities the participants considered as part of professional development. This section had 22 items on a 5-point Likert scale ranging from *Strongly Disagree (1)* to *Strongly Agree (5)*. In the same vein, the fourth section, investigated how often the participants took part in these CPD activities. They were directed the same 22 items on a 5-point Likert scale ranging from *Never (1)* to *Always (5)*. Having looked into their preferences, the following part, inquired about the perceived effectiveness of these activities. This section had 17 items on a 5-point Likert scale ranging from *Strongly Disagree (1)* to *Strongly Agree (5)*. The participants were asked to choose *Not Applicable, or N/A (0)* for the activities they had never engaged in. The 11 items in the final section of the survey focused on the teachers' beliefs regarding their motivation to attend CPD activities. Similarly, the items in this section were on a 5-point Likert scale ranging from *Strongly Disagree (1)* to *Strongly Agree (5)*.

Piloting the questionnaire

Following the adaptation of the survey, all the items were checked by two graduate school professors at Bilkent University MATEFL program to ensure content and face validity. The questionnaire was then revised accordingly. Although the Educational Professional Development Survey (Gasket, 2003) was valid and

reliable, it was thought that a pilot study would provide valuable insight into the possible problems the participants might have. For pilot studies in survey research, ten to thirty participants were considered adequate (Hill, 1998). Therefore, the survey was piloted with 10 randomly selected teachers in the sample institution.

After the pilot study, the necessary modifications with respect to wording, clarity were made. Several items were also added due to the CPD activities supported and organized in SUSFL. The modifications and editions made were as follows:

Professional Development (PD) was changed to *Continuing Professional Development (CPD)* (Appendix A Part 2).

The 5-point Likert scale ranging from *Never Agree* to *Completely Agree* was found confusing; therefore, it was changed to *Never* to *Always* (Appendix A Part 4).

In the second section, Commitment to CPD, the item “Too many non-instructional policy types which are required” was removed, as the participants found it irrelevant to their context.

The participants stated that it would change their responses had the item been directed as two separate questions in the second section, “Inaccessibility to PDA (offered wrong time or place).” Therefore, it was changed (Appendix A Part 2).

In the third section, several changes regarding the activities were made so that they are more appropriate to the context of the study as suggested by the experts at Bilkent University and the participants of the pilot study: “National and regional conference” was directed as three items as “Attending national conferences”, “Attending international conferences”, and “Presenting a paper / poster at a conference”. The “mentor/master teacher” items were presented as “Attending workshops by guest book-writers and/or other experts, Being observed by school

administration, Being observed by a teacher trainer, Being observed by a critical friend/colleague, Observing an experienced teacher” and “Observing an experienced trainer”. Apart from these modifications, items 4, 5, 6, 18, and 20 were added in accordance with the CPD activities that were provided or supported in SUSFL. These modifications and additions were also followed for the fourth section of the survey, CPD Activity Preferences. For the next section, some modifications and additions were necessary in the same vein: items 1, 2, 3, 12, 13, and 15 were added. The items in the final section provided the teachers with an opportunity to reflect on their beliefs about their motivations for pursuing CPD. The last item, “I am most likely to attend CPD Activities if it is a school policy.” was added (see Appendix A).

Data Collection Procedure

After the completion of the final version of the survey, the items were transformed into an online survey. Once the official permission was granted, the researcher sent an e-mail to the 144 teachers. In the e-mail, the researcher provided a short explanation of the purpose of the study, a statement that the information would be kept strictly confidential and would be used just for research purposes, and the survey link. The data collection took 14 days.

Data Analysis

In order to answer the research questions for this study, both descriptive and inferential statistics were utilized. First the data were entered into Statistical Package for the Social Sciences (SPSS) to be analyzed quantitatively. There was an “other” category in parts 2, 3, 4, and 5 where the participants could write other reasons or activities that may not have been provided in the survey, or add their comments. These answers have been compiled and listed in Appendix C. Once the data set was entered into SPSS, it was organized and cleared up.

Reliability analyses were conducted for the items in each part. Then the composite scores were calculated for commitment, recognition, preferences, effectiveness, motivation and the types of motivation (i.e., intrinsic and extrinsic). For the first research question, the frequencies and the percentages were gathered. In order to answer the remaining research questions, the participants were grouped for age and experience dimensions. The participants who hold M.A. and Ph.D. degrees were also grouped together in order to be compared with those who hold B.A. For the last research question, there were 3 groups: CELTA, Delta, and None. The inferential statistics (independent t-test and One-Way ANOVA) were conducted based on the composite scores and these groupings.

Conclusion

In this chapter, information about the research design, setting and participants of the study, instrument used, data collection procedures, and data analysis techniques were presented. In the next chapter, the results will be presented.

CHAPTER 4: RESULTS

Introduction

The present study aimed to explore the CPD beliefs of EFL teachers working at an intensive English language program at a Turkish state university (i.e., SUSFL). Specifically, the researcher investigated the differences, if any, in teachers' perceptions of CPD activities by examining their preferences on the types of CPD activities, last completed educational degree differences, age factor, years of experience, and CELTA-Delta experiences. In this respect, the study addressed the following research questions:

1. What are the preferred CPD activities by SUSFL teachers?
2. Is there any statistically significant difference between the lecturers with undergraduate degrees and the lecturers with graduate degrees in terms of;
 - a. commitment
 - b. recognition
 - c. preferences
 - d. effectiveness
 - e. motivation and the types of motivation (i.e., intrinsic and extrinsic)?
3. Is there any statistically significant difference among the lecturers at different ages in terms of;
 - a. commitment
 - b. recognition
 - c. preferences
 - d. effectiveness

- e. motivation and the types of motivation (i.e., intrinsic and extrinsic)?
4. Is there any statistically significant difference among the lecturers with different years of experiences in terms of;
- a. commitment
 - b. recognition
 - c. preferences
 - d. effectiveness
 - e. motivation and the types of motivation (i.e., intrinsic and extrinsic)?
5. Is there any statistically significant difference among the lecturers with CELTA Certificate, Delta Certificate and without these two certificates in terms of;
- a. commitment
 - b. recognition
 - c. preferences
 - d. effectiveness
 - e. motivation and the types of motivation (i.e., intrinsic and extrinsic)?

In this study, the perceptions of 107 English teachers at SUSFL were examined based on the research questions above. The data was collected through an online adopted survey (Gasket, 2013) consisting of six sections (See Appendix A). Followed by an Informed Consent Form (Appendix B), the main sections of the survey included demographic information, time commitment to CPD, CPD Activity Recognition, CPD Activity Preferences, CPD Activity Effectiveness, and Motivation for CPD Activities. In accordance with a quantitative non-experimental design, the data from the adopted questionnaire were analyzed using SPSS v.24.

First, it was found that they were .25, .94, .91, .88, .86, .88, and .68 for each part of the survey, respectively (Part 2 to 6). Since the Cronbach alpha level for Part 2 items was very low, the items were checked for the possibility of reverse coding. However, all of the items were in the same category in terms of item meaning. Corrected item total correlation for item 6 (The time I devote to CPD is inadequate because of lack of control over my own CPD plan) was -.23 and it was removed because participants might have thought that they should have not been responsible from the time they devote to CPDs. Since this item is indirectly referring to CPDs and it is more internalized by the participants, it was removed. After the removal of item 6, the reliability analysis was conducted and the new value was .46. This is also not a high reliability. Therefore, the items were checked again, and it was found that the corrected item total correlation for item 4 (The time I devote to CPD is inadequate because of inaccessibility to CPD activities due to a wrong place) was .01. Since the participants might have thought that the activities at SUSFL were always conducted at the same place, they may have answered this as neutral. Therefore, this item was also removed. Then, the reliability analysis for Part 2 was calculated and it was found that .54 was a better value considering the items (1, 2, 3, and 5) that were left to calculate a composite score for Part 2 (i.e., commitment).

Table 3

Cronbach Alpha Levels for the Survey

Survey Parts	Cronbach Alpha
Part 2 Commitment	.54
Part 3 Recognition	.94
Part 4 Preference	.91
Part 5 Effectiveness	.88

Table 3 (cont'd)

Cronbach Alpha Levels for the Survey

Survey Parts	Cronbach Alpha
Part 6 Motivation	.86
Part 6 Intrinsic Motivation	.88
Part 6 Extrinsic Motivation	.68

Then, for each part of the survey (i.e., commitment, recognition, preferences, effectiveness, motivation) composite scores were created. The inferential statistics were conducted based on these composite scores to answer the research questions mentioned earlier. The results will be provided according to the order of the research questions.

Preferred CPD Activities by SUSFL Teachers

The following research question was to explore in which activities SUSFL teachers participated (See table 4 CPD preferences of SUSFL teachers in Appendix D).

Regarding conference and workshop activities (Figure 2), attending national and international conferences, presenting a paper or a poster as CPD activities were rarely participated by the EFL teacher in SUSFL: 44.9%, 30.8%, and 29.0% respectively. The participants found in-house activities more engaging. Most of them stated they sometimes participated in these activities: attending in-house technology workshops 36.4%, idea sharing meetings 32.7%, and workshops by SUSFL members 37.4%. Although the participants stated they usually participated in workshops by guest book writers and experts (33.6%), overall it was also an activity they *sometimes* preferred ($M=3.09$, $SD=1.12$).

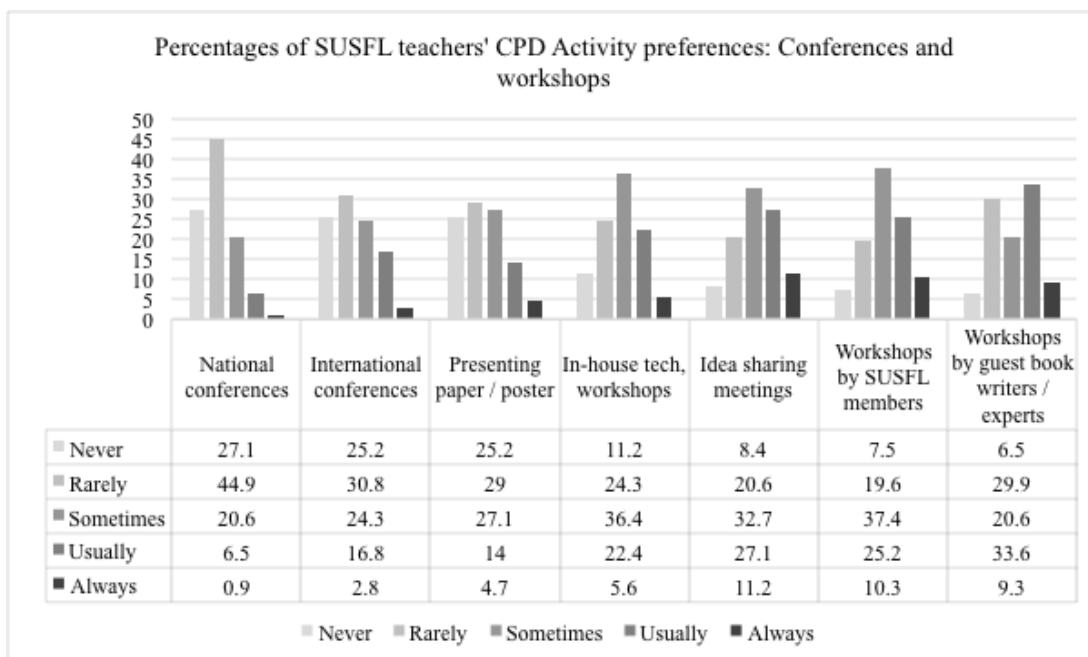


Figure 2. CPD activity preferences: conferences and workshops

Observation activities: being observed by school administration, being observed by a teacher trainer, being observed by a critical friend /colleague, observing an experienced teacher, observing an experienced trainer were not favoured by the EFL teachers in the sample institution. The least participated activity was *observed by school administration*, as 73.3% of the participants stated they *never* participated. The participants stated they *rarely* participated in the remaining observation activities (Figure 3).

Percentages of SUSFL teachers' CPD activity Preferences: Observation activities

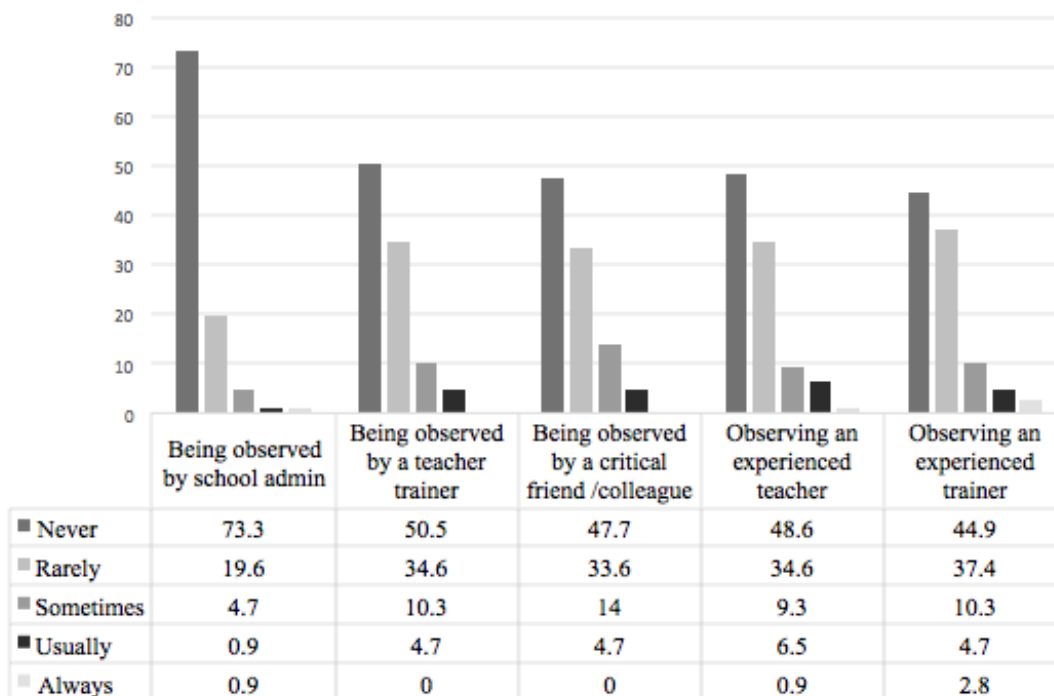


Figure 3. CPD activity preferences: observation

Compared to observation activities, doing courses was slightly more participated in. From least to most preferred CPD activities about courses were taking graduate courses, doing online courses, and doing CELTA / Delta Courses (Figure 4).

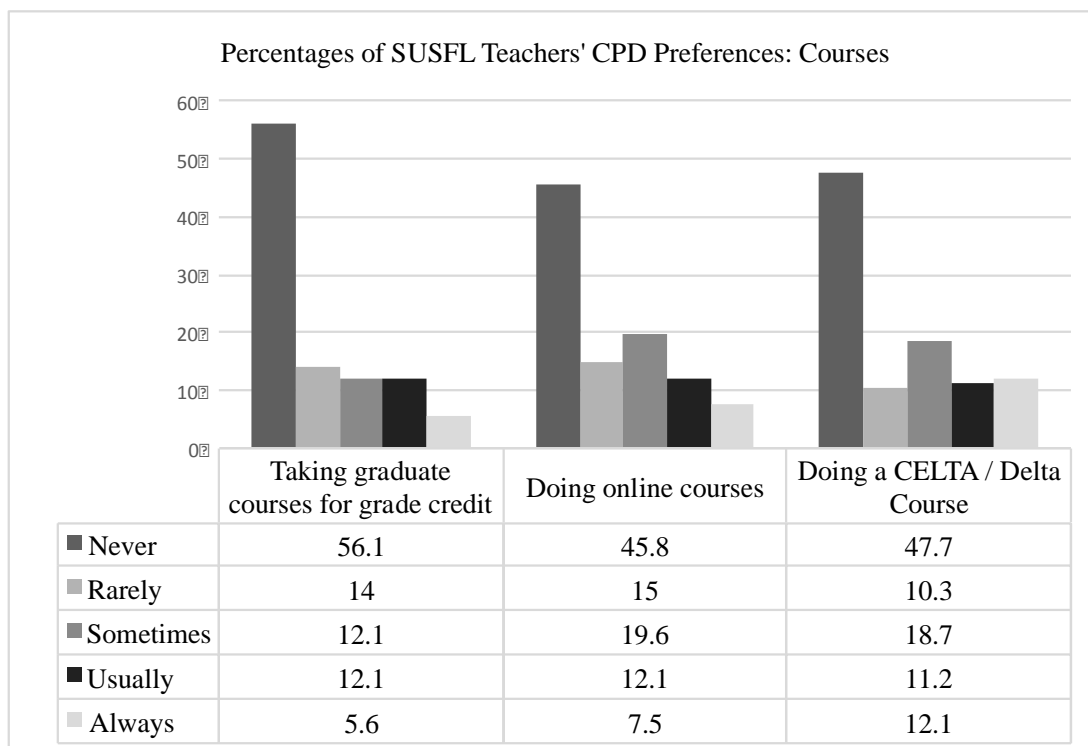


Figure 4. CPD activity preferences: courses

As for the CPD activities related to reading, most of the participants stated they sometimes read published research or resource materials on language teaching (30.3%). Reading journals was more popular among the SUSFL teachers: 26.2% rarely stated they rarely engaged: however, 21.5% of them sometimes preferred to read journals, and 22.4% of them stated they usually read journals as a CPD activity. Reading online materials (e.g. websites, blogs) was the most preferred CPD activity: most of them (34.6%) stated they usually engaged in reading journals as a CPD activity. 23.4% of the SUSFL teachers sometimes preferred reading online materials, and 21.5% stated they always engaged in reading various online materials for CPD (Figure 5).

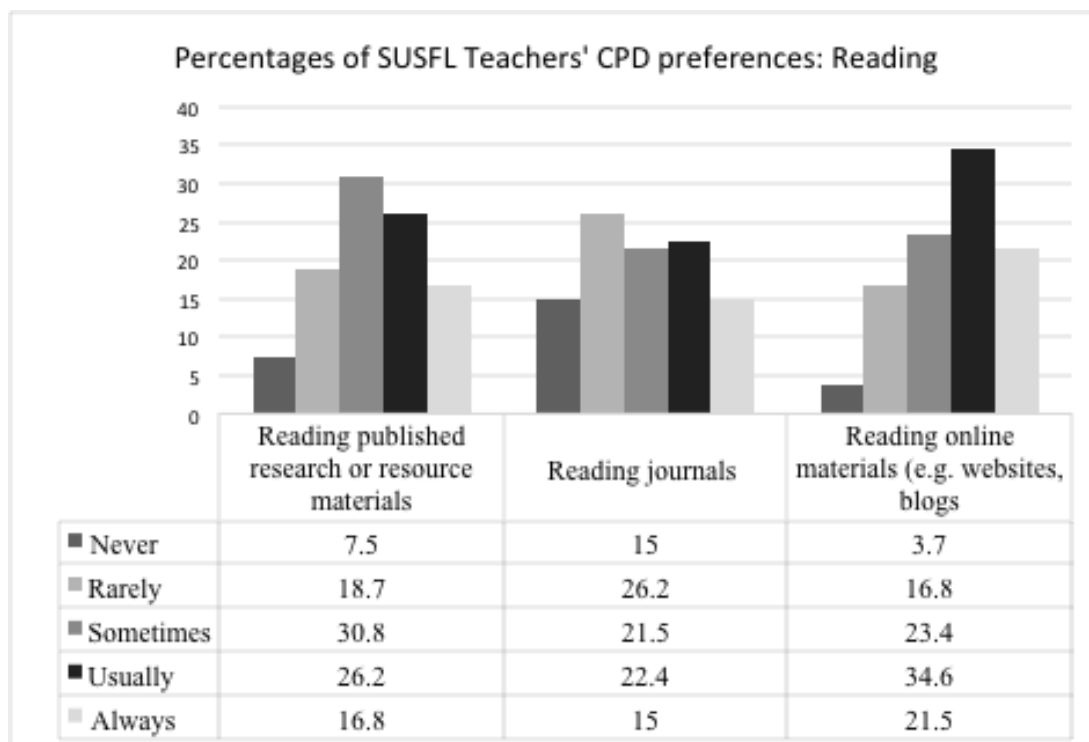


Figure 5. CPD activity preferences: reading

The remaining activities were forming a study group, conducting action research and reflecting on practice in collaboration with other teachers. Of these activities, forming a study group was the least preferred: most of the SUSFL teachers (47%) stated they never engaged in study groups as a CPD activity, and 29% said they rarely did. Similarly, conducting action research was a rarely preferred activity. 43.9% never and 20.6% rarely conducted action research as part of their CPD. As for reflection, most of the participants stated they sometimes (26.2%) or usually (23.4%) reflected on their practice in collaboration with other teachers (Figure 6).

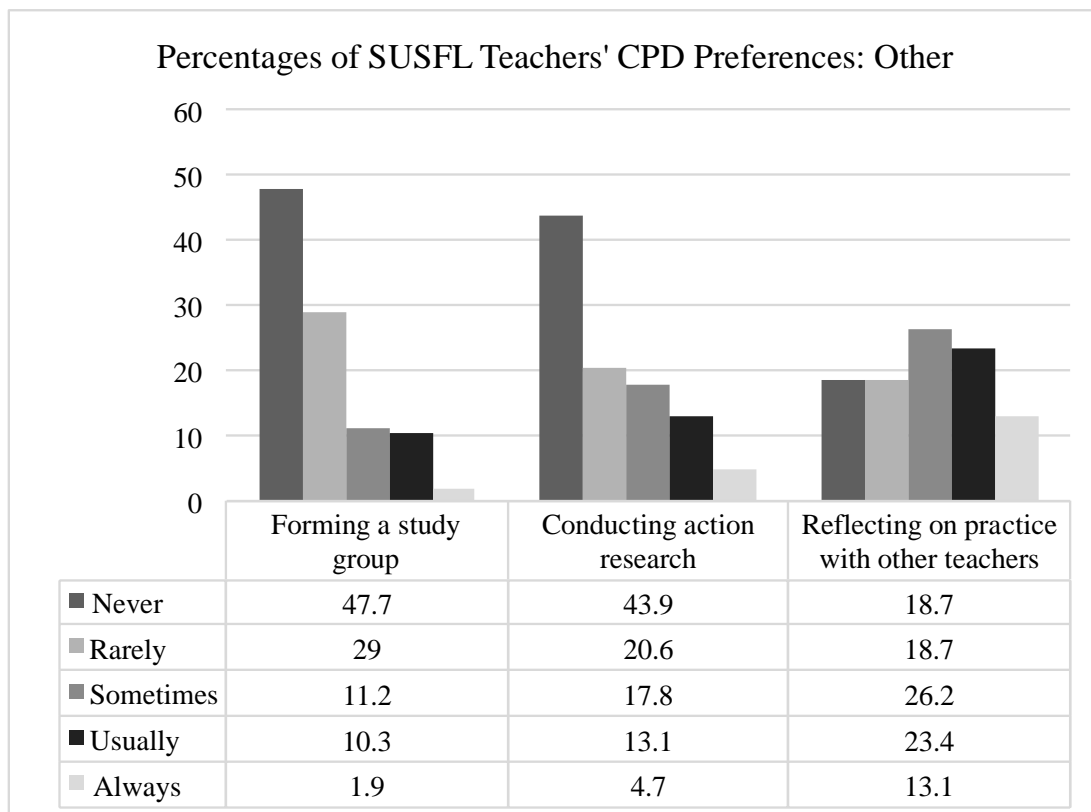


Figure 6. CPD activity preferences: other

Overall, the majority of the participants did not favour *observation* activities, *observed by school administration* being the least participated in: ($M=1.36$ $SD=0.70$) Other less favoured activities are: *attending national and international conferences*, *forming a study group*, *conducting action research*, *taking graduate courses for grade credit*, *doing online courses and doing a CELTA or a Delta course*. In-house activities (i.e., attending technology workshops, workshops by SUSFL members, idea-sharing meetings, and reflecting on their own practice in collaboration with colleagues) seem to be participated in *more* than most of the other CPD activities given. Reading published research or resources or resource materials, journal reading, and reading online materials are also CPD activities engaged in.

The mean values show that the only activity the participants stated they *never* participated in was being observed by administration. The activities they *rarely*

participated are: attending conferences, presenting a paper or a poster, participating in observation activities, doing online courses and doing a CELTA or a Delta course. The activities they *sometimes* participated in are as follows: participating in in-house activities, and workshops by guest book writers /experts, reading published research or resource materials on language teaching, journal reading, and reflecting on practice in collaboration with other teachers. Reading online materials was a popular activity for SUSFL teachers.

Having a graduate degree or not?

Furthermore, to answer the second research question, an independent t-test was conducted to find out if there are statistically significant differences between the lecturers with undergraduate degrees and the lecturers with graduate degrees in terms of commitment, recognition, preferences, effectiveness, motivation, and the types of motivation (i.e., intrinsic and extrinsic) (See Table 5). According to the results, there was not a statistically significant difference between the teachers with undergraduate degrees and the teachers with graduate degrees regarding noncommitment to CPD ($t(48) = -1.92, p = .06$). The 95% confidence interval of group differences between the means ranged from $-.77$ to $.01$. Teachers with undergraduate degrees had a lower mean ($M = 2.89, SD = .54$) than the teachers with graduate degrees ($M = 3.27, SD = .85$). In addition, there was also not a statistically significant mean difference between the two groups regarding recognition of CPD activities ($t(97036) = -.07, p = .93$). The 95% confidence interval of group differences between the means ranged from $-.28$ to $.26$. Teachers with undergraduate degrees had a slightly lower mean ($M = 3.68, SD = .56$) than the teachers with graduate degrees ($M = 3.69, SD = .83$). However, regarding preferences on different types of CPD activities, there was a statistically significant mean difference between the two groups ($t(105) = -3.81, p =$

.00). Teachers with graduate degrees had a higher mean ($M = 2.64$, $SD = .67$) than the teachers with undergraduate degrees ($M = 2.16$, $SD = .61$). The 95% confidence interval of group differences between the means ranged from $-.72$ to $-.22$.

On the other hand, regarding their perception on the effectiveness of CPD and their motivation for CPD, the two groups did not differ from each other. Specifically, in terms of teachers' perspectives on the effectiveness of CPD activities, there was not a statistically significant mean difference between the two groups ($t(105) = -.22$, $p = .82$). The teachers with graduate degrees had a higher mean ($M = 3.57$, $SD = .67$) than the teachers with undergraduate degrees ($M = 3.54$, $SD = .58$). The 95% confidence interval of group differences between the means ranged from $-.27$ to $.21$. Similarly, there was not a statistically significant mean difference between the two groups in terms of motivation for CPD ($t(105) = -.13$, $p = .19$). The teachers with graduate degrees had a higher mean ($M = 3.63$, $SD = .69$) than the teachers with undergraduate degrees ($M = 3.46$, $SD = .64$). The 95% confidence interval of group differences between the means ranged from $-.42$ to $.08$. Regarding the type of motivation, specifically intrinsic motivation, the two groups did not differ from each other. There was not a statistically significant mean difference between the two groups ($t(105) = -1.11$, $p = .26$). The teachers with graduate degrees had a higher mean ($M = 3.85$, $SD = .78$) than the teachers with undergraduate degrees ($M = 3.69$, $SD = .69$). The 95% confidence interval of group differences between the means ranged from $-.44$ to $.12$. Similarly, there was not a statistically significant mean difference between the two groups in terms of extrinsic motivation for CPD ($t(105) = -1.28$, $p = .20$). The teachers with graduate degrees had a higher mean ($M = 3.41$, $SD = .73$) than the teachers with undergraduate degrees ($M = 3.23$, $SD = .70$). The

95% confidence interval of group differences between the means ranged from -.45 to .09.

Table 5

Differences Based on Degree in terms of Commitment, Recognition, Preference, Effectiveness, and Motivation (Commitment $N_u=31$ $N_G=19$, Recognition, Preference, Effectiveness, Motivation $N_u=51$ $N_G=56$)

Dimensions	Degree	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>	95% Confidence Interval of the Difference	
							Lower	Upper
Commitment	U	2.89	.54	-1.92	48	.06	-.77	.01
	G	3.27	.85					
Recognition	U	3.68	.56	-.07	97036	.93	-.28	.26
	G	3.69	.83					
Preferences	U	2.16	.61	-.38	105	.00	-.72	-.22
	G	2.64	.67					
Effectiveness	U	3.54	.58	-.22	105	.82	-.27	.21
	G	3.57	.67					
Motivation	U	3.46	.64	-13	105	.19	-.42	.08
	G	3.63	.69					
Intrinsic Motivation	U	3.69	.69	-11	105	.26	-.44	.12
	G	3.85	.78					
Extrinsic Motivation	U	3.23	.70	-12	105	.20	-.45	.09
	G	3.41	.73					

(Always 4.50 to 5.00, Usually: 3.50 to 4.49, Sometimes: 2.50 to 3.49, Rarely: 1.50 to 2.49, Never: 1.00 to 1.49)

* U: Undergraduate degree, G: Graduate degree

Does age matter?

Furthermore, a One-way ANOVA was conducted to find out if there are statistically significant differences in scores among the lecturers in four different age groups (i.e., Group 1: 25-30 ages, Groups 2: 31-35, Group 3: 36-40, and Group 4: 41-+) in terms of commitment, recognition, preferences, effectiveness, motivation, and the types of motivation (i.e., intrinsic and extrinsic) (See Table 6).

Table 6

ANOVA Results: Differences Based on Age in terms of Commitment, Recognition, Preference, Effectiveness, and Motivation

Dimensions		<i>df</i>	<i>F</i>	<i>p</i>
Commitment	Between Groups	3	.62	.60
	Within Groups	46		
	Total	49		
Recognition	Between Groups	3	.95	.41
	Within Groups	103		
	Total	106		
Preferences	Between Groups	3	.26	.85
	Within Groups	103		
	Total	106		
Effectiveness	Between Groups	3	1.24	.29
	Within Groups	103		
	Total	106		
Motivation	Between Groups	3	.22	.88
	Within Groups	103		
	Total	106		
Intrinsic Motivation	Between Groups	3	.23	.87
	Within Groups	103		
	Total	106		
Extrinsic Motivation	Between Groups	3	.36	.78
	Within Groups	103		
	Total	106		

The homogeneity of variances tests were checked (Appendix D) and it was found that all composite scores were met the criteria. One-Way ANOVA results indicated that there were no statistically significant differences in scores among the lecturers in four different age groups (i.e., Group 1: 25-30 ages, Groups 2: 31-35, Group 3: 36-40, and Group 4: 41-+) in terms of commitment, recognition, preferences, effectiveness, motivation, and the types of motivation (i.e., intrinsic and extrinsic). Specifically, there was not statistically significant difference among the lecturers at different age groups in terms of commitment ($F(3, 49) = .62, p = .60$). There was also not any statistically significant difference among the lecturers at different age groups in terms of considering CPD activities as professional development activities for language teachers (i.e., recognition) ($F(3, 106) = .95, p = .41$). Furthermore, there was not any statistically significant difference among the lecturers at different age groups in terms of their preferences on CPDs ($F(3, 106) = .26, p = .85$), and also in terms of their perception on the effectiveness of CPD activities ($F(3, 106) = 1.24, p = .26$).

Regarding motivation for CPDs, there was also not any statistically significant difference among the lecturers at different age groups ($F(3, 106) = .22, p = .88$). Participants' intrinsic motivation ($F(3, 106) = .231, p = .875$) and extrinsic motivation ($F(3, 106) = .36, p = .78$) were not affected by the age group differences. When the group differences were examined in post-hoc tests by using Bonferonni, none of the groups was statistically significantly different from others.

Do years of experience matter?

A One-way ANOVA was conducted to find out if there are statistically significant differences in scores among the lecturers in five different years of experience groups (i.e., Group 1: 1-5 years, Groups 2: 6-10 years, Group 3: 11-15

years, Group 4: 16-20 years, and Group 5: 21+ years) in terms of commitment, recognition, preferences, effectiveness, motivation, and the types of motivation (i.e., intrinsic and extrinsic) (See Table 7).

Table 7

ANOVA Results: Differences Based on Experience in terms of Commitment, Recognition, Preference, Effectiveness, and Motivation

Dimensions		<i>df</i>	<i>F</i>	<i>p</i>
Commitment	Between Groups	4	.32	.62
	Within Groups	45		
	Total	49		
Recognition	Between Groups	4	.29	.68
	Within Groups	102		
	Total	106		
Preferences	Between Groups	4	.23	.75
	Within Groups	102		
	Total	106		
Effectiveness	Between Groups	4	.04	.98
	Within Groups	102		
	Total	106		
Motivation	Between Groups	4	.16	.84
	Within Groups	102		
	Total	106		
Intrinsic Motivation	Between Groups	4	.08	.96
	Within Groups	102		
	Total	106		
Extrinsic Motivation	Between Groups	4	.44	.49
	Within Groups	102		
	Total	106		

The homogeneity of variances tests were checked (Appendix D) and it was found that all but extrinsic motivation composite scores were met the criteria. One-Way ANOVA results indicated that there were no statistically significant differences

in scores among the lecturers in five different years of experience groups (i.e., Group 1: 1-5 years, Groups 2: 6-10 years, Group 3: 11-15 years, Group 4: 16-20 years, and Group 5: 21+ years) in terms of commitment, recognition, preferences, effectiveness, motivation, and the types of motivation (i.e., intrinsic and extrinsic). Specifically, there was not statistically significant difference among the lecturers at different age groups in terms of commitment ($F(4, 49) = .65, p = .62$). There was also not any statistically significant difference among the lecturers at different experience groups in terms of considering CPD activities as professional development activities for language teachers (i.e., recognition) ($F(4, 106) = .56, p = .68$). Furthermore, there was not any statistically significant difference among the lecturers at different experience groups in terms of their preferences on CPD activities ($F(4, 106) = .48, p = .75$), and also in terms of their perception on the effectiveness of CPD activities ($F(2, 106) = .10, p = .98$).

Regarding motivation for CPDs, there was also not any statistically significant difference among the lecturers at different experience groups ($F(4, 106) = .34, p = .84$). Participants' intrinsic motivation ($F(4, 106) = .15, p = .96$) and extrinsic motivation ($F(4, 106) = .85, p = .49$) were not affected by the experience group differences. When the group differences were examined in post-hoc tests by using Bonferonni, none of the groups was statistically significantly different from others.

Does getting a CELTA Delta matter?

A One-way ANOVA was conducted to find out if there are statistically significant differences in scores among the lecturers in three different groups (i.e., Group 1: CELTA, Group 2: Delta, Group 3: Neither Certification) in terms of

recognition, preferences, effectiveness, motivation, and the types of motivation (i.e., intrinsic and extrinsic) (See Table 8).

Table 8

ANOVA Results Differences Based on Courses in terms of Commitment, Recognition, Preference, Effectiveness, and Motivation

Dimensions		<i>df</i>	<i>F</i>	<i>p</i>
Commitment	Between Groups	2	2.34	.10
	Within Groups	47		
	Total	49		
Recognition	Between Groups	2	6.03	.00
	Within Groups	104		
	Total	106		
Preferences	Between Groups	2	7.90	.00
	Within Groups	104		
	Total	106		
Effectiveness	Between Groups	2	3.55	.03
	Within Groups	104		
	Total	106		
Motivation	Between Groups	2	4.87	.01
	Within Groups	104		
	Total	106		
Intrinsic Motivation	Between Groups	2	6.31	.00
	Within Groups	104		
	Total	106		
Extrinsic Motivation	Between Groups	2	2.36	.09
	Within Groups	104		
	Total	106		

Note: Commitment: CELTA M=3.20, SD=.58, Delta M=3.62, SD=.17, Neither Certification M=2.85, SD=.58. Recognition: CELTA M=3.93, SD=.57, Delta M=3.83, SD=1.04, Neither Certification M=3.46, SD=.70. Preferences: CELTA M=2.46, SD=.64, Delta M=3.22, SD=.61, Neither Certification M=2.26, SD=.65. Effectiveness: CELTA M=3.68, SD=.58, Delta M=3.88, SD=.45, Neither Certification M=3.41, SD=.65. Motivation: CELTA M=3.67, SD=.61, Delta M=4.02, SD=.43, Neither Certification M=3.37, SD=.69. Intrinsic Motivation: CELTA M=3.93, SD=.64, Delta M=4.35, SD=.43, Neither Certification M=3.56, SD=.78. Extrinsic Motivation: CELTA M=3.41, SD=.77, Delta M=3.70, SD=.47, Neither Certification M=3.19, SD=.69

After checking the homogeneity of variances tests (Appendix D), One-Way

ANOVA results indicated that there were statistically significant differences in

scores among the lecturers in three different groups (i.e., Group 1: CELTA, Group 2: Delta, Group 3: Neither Certification) in terms of recognition, preferences, effectiveness, motivation, and the types of motivation (i.e., intrinsic and extrinsic). There was not a statistically significant difference among the lecturers at different course groups in terms of commitment ($F(2, 49) = 2.34, p = .10$). There was, however, a statistically significant difference among the lecturers at different course groups in terms of recognition $F(2, 106) = 6.03, p = .00$. CELTA group has higher scores ($M_{\text{CELTA}}=3.93, SD=.57$) than Delta ($M_{\text{Delta}}=3.83, SD=1.04$) and the group with neither certification ($M_{\text{NC}}=3.46, SD=.70$). Bonferonni test indicated that the difference between CELTA group and Neither Certification group (M. Difference = .47) was significant at the .05 level (Table 9).

Table 9

Bonferroni Comparison for Certificates / Courses

Dimension	Comparisons	Mean		<i>p</i>	
		Difference	<i>SE</i>		
Commitment	NC	Delta	-.76	.49	.38
	CELTA	NC	.34	.19	.24
	Delta	CELTA	.42	.50	1.000
Recognition	NC	Delta	-.36	.25	.47
	CELTA	NC	.47*	.13	.00
	Delta	CELTA	-.10	.26	1.00
Preference	NC	Delta	-.96*	.24	.00
	CELTA	NC	.19	.13	.40
	Delta	CELTA	.76*	.24	.01
Effectiveness	NC	Delta	-.46	.23	.14
	CELTA	NC	.27	.12	.09
	Delta	CELTA	.19	.23	1.00
Motivation	NC	Delta	-.64*	.24	.03
	CELTA	NC	.29	.13	.07
	Delta	CELTA	.34	.25	.50

Table 9 (cont'd)

Bonferroni Comparison for Certificates / Courses

Dimension	Comparisons	Mean		<i>p</i>	
		Difference	<i>SE</i>		
Intrinsic Motivation	NC	Delta	-.79*	.26	.01
	CELTA	NC	.37*	.14	.03
	Delta	CELTA	.41	.27	.39
Extrinsic Motivation	NC	Delta	-.50	.27	.19
	CELTA	NC	.22	.14	.38
	Delta	CELTA	.28	.27	.92

- The mean difference is significant at the 0.05 level.
- *NC: Neither Certification

There was also a statistically significant difference among the lecturers at different course groups in terms of their preferences of CPD activities ($F(2, 106) = 7.90, p = .00$). Delta group has higher scores ($M_{\text{Delta}}=3.22, SD=.61$) than the other groups scores ($M_{\text{CELTA}}=2.46, SD=.64$, and $M_{\text{NC}}=2.26, SD=.65$). CELTA group has higher scores than the group with neither certification. According to Bonferonni test, the mean difference between Delta and CELTA was significant at the .05 level and it was .76, while the mean difference between Delta and Neither Certification group was significant at the .05 level and it was .96.

Furthermore, there was statistically significant differences in terms of participants' perception on the effectiveness of CPD activities ($F(2, 106) = 3.55, p = .03$). Both CELTA and Delta groups have higher scores than the group with neither certification ($M_{\text{Delta}}=3.88, SD=.45, M_{\text{CELTA}}=3.68, SD=.58$, and $M_{\text{NC}}=3.41, SD=.65$). However, Bonferonni test did not indicate a significant mean difference in terms of multiple comparisons.

Regarding motivation for CPDs, there was also a statistically significant difference among the lecturers at different course groups ($F(2, 106) = 4.87, p = .01$). Both CELTA and Delta groups have higher scores than the group with neither certification ($M_{\text{Delta}}=4.02, SD = .43, M_{\text{CELTA}}=3.67, SD =.61$, and $M_{\text{NC}}=3.37, SD=.69$). Bonferonni test indicated that the mean difference (.64) between the Delta group and Neither Certification group was significant at .05 level regarding motivation for CPD activities.

Specifically, there was a significant difference between the groups in terms of participants' intrinsic motivation ($F(2, 106) = 6.31, p = .00$). Both CELTA and Delta groups have higher scores than the group with neither certification ($M_{\text{Delta}}=4.35, SD=.43, M_{\text{CELTA}}=3.93, SD=.64$, and $M_{\text{NC}}=3.56, SD=.78$). Bonferonni test indicated that the mean difference between the three groups was significant at .05 level. The difference between Neither Certification group and CELTA was -.37, and the difference between no certification group and Delta was -.79.

Lastly, there was not a statistically significant difference among the groups in terms of participants' extrinsic motivation ($F(2, 106) = 2.36, p = .09$). However, Delta group had a higher mean score than the group with no certification and CELTA group ($M_{\text{Delta}}= 3.70, SD= .47, M_{\text{CELTA}}=3.41, SD=.77$, and $M_{\text{NC}}=3.19, SD=.69$).

Conclusion

This study looked into the CPD perceptions of EFL teachers' working at a state university in Turkey. The findings based on quantitative data collected via an online survey were presented in this chapter. The next chapter will provide the

discussion and conclusion of these findings, pedagogical implications, limitations of the study, and suggestions for further research.

CHAPTER 5: CONCLUSIONS

Introduction

This chapter includes an overview of the study and followed by the discussion of the major findings regarding Turkish EFL teachers' beliefs of CPD activities in view of the relevant literature. Next, the implications and the limitations of the study are discussed. Finally, suggestions are made for further research.

Overview of the Study

This study aims to investigate how Turkish EFL teachers working in a state university perceive CPD activities they engage in. Hence, in this study, the following research questions are addressed:

1. What are the preferred CPD activities for SUSFL teachers?
2. Is there any statistically significant difference between the lecturers with undergraduate degrees and the lecturers with graduate degrees in terms of;
 - a) commitment
 - b) recognition
 - c) preferences
 - d) effectiveness
 - e) motivation and the types of motivation (i.e., intrinsic and extrinsic)?
3. Is there any statistically significant difference among the lecturers at different ages in terms of;
 - a) commitment
 - b) recognition
 - c) preferences
 - d) effectiveness

- e) motivation and the types of motivation (i.e., intrinsic and extrinsic)?
4. Is there any statistically significant difference among the lecturers with different years of experiences in terms of;
- a) commitment
 - b) recognition
 - c) preferences
 - d) effectiveness
 - e) motivation and the types of motivation (i.e., intrinsic and extrinsic)?
5. Is there any statistically significant difference among the lecturers with CELTA Certificate, Delta Certificate and without these two certificates in terms of;
- a) commitment
 - b) recognition
 - c) preferences
 - d) effectiveness
 - e) motivation and the types of motivation (i.e., intrinsic and extrinsic)?

Data were collected via a survey consisting of six parts adapted from Gasket (2003). The first part was designed to collect demographic information. The remaining parts sought to gather data on the participants' beliefs on the recognition, preference, effectiveness and motivation of CPD activities. The quantitative data collected from the surveys were analysed using SPSS. The data from each part were tabulated accordingly.

Discussion of Major Findings

Given the overall results of the descriptive and inferential statistics, several assumptions can be made regarding the perceptions of EFL teachers working at a preparatory school of a state university in Turkey.

Preference of CPD activities

The first research question was to explore what CPD activities the SUSFL teachers preferred. Except for *being observed by administration*, the participants stated they took part in several of the activities, including attending conferences, carrying out action research and reflecting on their teaching with differing frequencies. The CPD activities they *rarely* participated in included attending national and international conferences, presenting a paper or a poster, being observed by a teacher trainer, or by a critical friend or a colleague. Other activities they *rarely* engaged in were attending courses such as online, college courses, and CELTA/Delta courses, and carrying out action research. Among the more preferred activities were workshops by SUSFL members and guest book-writers and / or other experts, idea sharing meetings, reading published research or resource materials on language teaching, journal reading, and reflecting on their practice in collaboration with other teachers. The most frequently preferred CPD activity is reading online materials (e.g. websites, blogs, etc.).

Considering the data, an important finding of the current study is that the activities that the teachers actively engaged in are in-house activities, i.e. idea sharing meeting and workshops by its own members seem to be quite sought-after. The fact that they were mostly on a voluntary basis suggests that this much attendance could not be explained by the mere availability. Therefore, in terms of the frequency of the CPD activities, the findings of this study align with the findings of

OECD TALIS (2009): workshops, reflection, and reading on relevant literature have been more frequently engaged in, which were categorised as more informal activities. This finding also aligns with the previous research findings regarding the qualities of good CPD identified in the literature (Borg, 2015a): EFL teachers preferred activities where they identified their needs under the guidance of the administration, collaborated with one another by sharing their respective expertise through workshops and meetings. As a result, these activities were the end result of joint efforts of the administration, and teacher collaboration. The topics were contextual and the teachers' beliefs and practices were taken into account both during and after the CPD activities mentioned earlier.

Teachers' preferences on the in-house activities are also in accordance with the findings in the literature about the community of practices (Wenger, 1998). According to Wenger (1988) a community of practices derives strength from its constituents, and the relationship between them. Arguably, the EFL teachers in the SUSFL recognize one another as parts of a community where they can depend on each other professionally. This current study found that teachers frequently and voluntarily attended the in-house workshops held by their colleagues. This would suggest that the teachers valued their colleagues' knowledge and experiences, and attended their workshops for more and relevant CPD activities. In this perspective, the sample university could be described as an institution that is a strong community of practice.

The frequently preferred in-house activities also align with the theory of adult learning, particularly the four areas highlighted by Fenwick (2008): workplace learning, practice-based system perspective, identities, and power and politics in workplace learning. The findings of the current study suggest that the participants

consider their institution as a place for learning as well as teaching. Furthermore, they try to keep up with the unique challenges of their context and depend on one another to find ways to overcome these challenges instead of seeking help elsewhere, which also shows that they consider each other as valuable sources of information. As also indicated in Fenwick's (2008) study, these four emerging areas: workplace, practice-based system perspective, identities, and power and politics have profound effects on how adults learn.

However, there are also some differences between the findings of this study and the findings drawn from the literature. To illustrate, *courses* seem to be the most participated CPD activities in previous studies (Gasket, 2003; Talis, 2009): however, the participants of the current study rarely preferred them. This difference might have been resulted from the different types of courses offered to ELT teachers and K-12 teachers, or that K-12 teachers participated in the study focused on different courses. Alternatively, the teachers' workload or their programs / schedules might have prevented them from taking on a course they may have been interested in. Also, they might have found other CPD activities to be more relevant to their specific context. However, only qualitative data could have shed some light into these assumptions regarding why the participants in the current study differ from those in the literature in terms of courses as CPD activity, which is acknowledged in the limitation section of this study.

Another difference is that *reading* was found to be the least preferred PD activity in (Gasket, 2003) study while it is among the most preferred ones in this current study. Perhaps, the more structured activities were the less favorable to the EFL teachers who took part in the survey. Another reason for this difference could be that the EFL teachers' preferences differ from those of K-12 teachers regarding

these activities. Alternatively, the high preference of reading as a CPD activity in the sample institution could have resulted simply from more variety and easy access to the materials, especially when considering the most preferred activity is reading online materials.

For a continuing and self-sustaining CPD program in each institution, it is significant to know which specific activities the teachers prefer on a regular basis. This way, the institutions could build a tailor-made CPD program away from “one-size-fits-all” activities by taking participants’ needs, expectations, and preferences into account. Such a CPD program would build a group of teachers who are better equipped to deal with the specific challenges of their context, and serve opportunities to re-evaluate their beliefs and practices. Taking preferences into account would also help build a stronger community of practice in the sense that the teachers could feel valued and be more positive about their workplaces and engaging in more CPD activities.

Age and Experience

There are some studies supporting that age and experience are significant in the teachers’ beliefs about teaching and CPD as well as the choice of CPD activities (Davidson et al., 2012; Day, Kington, Stobart, & Sammons, 2006; Fessler & Christensen, 1992; Gasket, 2003; Lyons, 1981). The current study, however, did not find any statistically significant differences regarding age and experiences in participants’ choice of CPDs. A possible reason could be that the sample institution has an ongoing CPD where their needs are taken into account. Therefore, the workplace is effective in shaping teachers beliefs and practices as suggested in the literature (e.g., Cole, 1991).

Furthermore, the teachers in the sample institution work in smaller groups to carry out some responsibilities other than teaching. In these units, they work with other teachers more often and more closely. Thus, the lack of a significant difference might result from their experience of working together in these smaller cohorts. To put it in another way, in a strong community of practice (Wenger, 1998), the participants with different ages or experiences might have contributed to the dynamics positively and homogeneously. For instance, those who are in the initial and later stages of their careers might have helped each other so that there was less frustration, and the teachers could reach the *competency building* sooner or remain in the *enthusiasm and growth* stages longer. Alternatively, these teachers could be in the *developing* stage building relevant skills to be more proficient in their fields (Davidson et al., 2012).

In the relevant literature, the first two-three years in teaching profession are labelled as *induction* or *starting* in different sources, and there is a clear difference between experienced teachers and “novice” teachers who are in the early stages of their careers in terms of their limited participation in CPD activities (Davidson et al., 2012; Fessler & Christensen, 1992). The fact that the participants in this current study did not yield any difference regarding their experience and participation in CPD activities could be explained through the existence of other possible factors as stated in the literature (Fessler & Christensen, 1992; Lyons, 1981). These factors could be individual, organisational, or social factors. For instance, a teacher’s life experiences could be highly influential in their career. Similarly, the structure of the institution a teacher works could foster development or lead to frustration or burnout. From a cultural perspective, the high or low expectations of the society may change the way teachers think and behave. Regarding these factors, it was already

established that in the sample institution, those only within their first year are thought as novice teachers, and they go through an INSET program so as to familiarise them about the inner workings of the institution (Alan, 2015). Perhaps this program closed the gap between the experienced and novice teachers' perceptions towards CPD in the sample university. Furthermore, few teachers stated reasons why they did not engage in more CPD in the second part of the survey (Appendix C). Therefore, the structure and inner workings of the organisation possibly led to the insignificant difference between the teachers with differing experiences, as also stated in Flores (2001).

Graduate / Undergraduate Degrees

A significant finding of the current study is that SUSFL teachers with graduate degrees engaged in CPD activities more often than those with undergraduate degrees. Since they did not differ significantly regarding their commitment, recognition, effectiveness, and motivation, it could be assumed that as individuals proceed to get a further degree, they naturally engage in more activities. As discussed in the literature review, teachers go through certain stages during their professional lives: pre-service, induction, competency building, enthusiasm and growth, career frustration, career stability, career wind-down, and career exit (Fessler & Christensen, 1992) or starting, newly qualified, developing, proficient, advanced and specialist (Davidson et al., 2012). The teachers with graduate degrees in the current study may go through the *competency building* or *enthusiasm and growth period* of their professional life cycles according to Fessler and Christensen (1992); or *developing* or *proficient* according to the British Council's Continuing Professional Development framework (Davidson et al., 2012).

Although there seems to be no significant difference in the SUSFL teachers' perceptions regarding their commitment, recognition, effectiveness, and motivation towards CPD, it should be noted that both groups' responses were relatively high except for their participation to CDP activities. The data suggested that both groups recognized the activities listed in the survey as CPD activities. These activities included attending conferences, taking online or graduate courses, attending workshops or conferences, and reading field related manuscripts. However, the participants did not necessarily engage in these activities often. Although they might not have participated in the activities, both groups considered them to be quite effective in general. This pattern seems to be in line with the findings in Gasket's (2003) study, where the K-12 teachers considered the listed CPD activities as such, however, they did not always choose to engage in them. Thus, although teachers might appreciate the activities offered to them, they may not always engage in them for some reasons. For instance, some of the participants of this study mentioned other hobbies or responsibilities as reasons for not investing more time to CPD. İyidoğan (2011) also found reasons for teachers' not engaging in more activities such as the frequent policy changes or perceptions towards the workplace.

CELTA or Delta Courses

Regarding the courses the SUSFL teachers took, there were some significant differences between the CELTA, Delta and Neither Certification groups. The participants who held CELTA certificate recognized more activities as CPD activities in the survey. That CELTA holders recognized more activities as CPD activities was expected because the trainees were required to engage in several activities such as reading or observation in order to complete the tasks to

successfully complete the course during the CELTA courses ((*CELTA Syllabus Assessment and Guidelines*, 2018).

The score for the recognition of CPD activities of the Neither Certification group was lower than the CELTA group. This finding is interesting especially considering the insignificant difference in both groups' perceptions on how effective the CPD activities are. The reason behind this finding cannot be explained with the quantitative data only. Since the participants did not offer any answers to the open-ended part of the survey for part 3 or 5, more research would shed some light into the perceptions of the participants.

Regarding the participants' preferences on the CPD activities, the Delta group participated in more activities compared to the two other groups. It could be argued that since they were engaged in several of these activities during Delta courses and found them constructive (*Cambridge English Delta*, 2015). This finding aligns with previous study findings (Borg, 2011b). In Borg's (2011b) study, Delta trainees also found CPD activities and requirements embedded in the course to be useful for their development (Borg, 2011).

As for the participants' perceptions towards the effectiveness of the activities, there was no significant difference. However, based on the relatively high mean scores of the questions on how effective they thought these activities were, it should be noted that the teachers in the sample institution considered them as effective. Regarding CELTA courses, in a previous study, Aydin et al. (2016) found that the program was beneficial to all the trainees in the institution. They also found the participants' educational background and experience to be an important factor in their perceptions towards program. However, the findings of the current study contradict with these findings because neither experience nor educational

background seems to be an important factor in the participants' perception towards how effective CPD is.

With respect to the participants' intrinsic motivation, the data suggested that the Delta group was significantly more motivated compared to the group with neither certificates. Arguably, this result could be attributed to the intensive nature of the course itself (*Cambridge English Delta*, 2015). In order to successfully complete any of the three modules, trainees have to do a great amount of reading and research, and engage in several of the CDP activities listed in the survey such as reflection, study groups, and doing research. Therefore, successful completion of the course should indicate a high level of intrinsic motivation, which is arguably reflected in the participants' responses.

Similarly, CELTA holders demonstrated a higher level of intrinsic motivation compared to the teachers with neither certificates. The argument of why Delta holders might be more intrinsically motivated than those with neither certificates could apply here as well. To complete such challenging programs, one needs to be relatively highly intrinsically motivated as indicated (*CELTA Syllabus Assessment and Guidelines*, 2018). The course program and the requirements to be awarded a passing grade along with the time pressure make it quite a challenging course. For instance, the trainees would have to do a great amount of reading even before the course so as to prepare for it and keep up with the intensive nature of the course. Thus, a high level of intrinsic motivation is necessary even before the course. The CELTA holders' higher level of intrinsic motivation in this study, then, could be attributed to this factor.

Implications for Practice

The findings of the present study denote significant pedagogical implications for practice. Firstly, the participants revealed that SUSLF has provided them with enough opportunities. They also stated that they engaged in in-house CPD activities significantly more often than most activities listed in the survey. Thus, in order to develop and sustain such devotion to CPD, institutions should provide the teachers with several CPD activities in accordance to their needs and support them in their endeavors and in their pursuit of CPD.

Secondly, teachers should be encouraged by the administration to develop themselves in their respective fields so that they become more active participants in their community. The results may indicate that such endeavors would be helpful in motivating other teachers who are in their later stages of their career cycles. In order for a self-sustaining CPD program, teachers working together could help each other be more involved.

Another implication of the study is that further education, specifically M. A. and Ph.D. degrees should be encouraged and supported. In the current study having a graduate degree seems to be a catalyst in helping teachers engage in more CPD activities: teachers' striving towards a higher degree automatically translates to diverse and a great amount of CPD engagement. This would also help co-workers consider each other as valuable sources or information.

Similarly, doing a CELTA or a Delta course should be encouraged as these courses seem to have a positive effect on teachers' perceptions towards CPD. In this study, those teachers who held either certificate have developed more positive attitudes towards engaging in CPD activities. Taking these courses would help not only to those in these courses, but also to the institution as a whole in the sense that

these teachers might be considered as more proficient teachers who could be more active participants in the CPD activities of the institutions.

Limitations

There are several limitations of the current study suggesting that the findings should be interpreted with caution. The major limitation is that the study was carried out with 107 SUSFL teachers. Therefore, it should be noted that the results could change across different settings or time, and it may not be possible to generalize the findings.

Another limitation of the study is related to the number of participants. Although there were 144 teachers working at SUSFL during the time when the survey was delivered, and 10 were given the pilot study, 107 of them completed the survey. Therefore, the results of the study may not show the perspectives of all the SUSFL teachers.

One other limitation results from the nature of the study design. Due to the limitations of quantitative research methods, in this present study, the perspectives of the teachers may not have been investigated in depth although the participants were given the option to add their opinions in the survey. Adding semi-structured interviews to triangulate the data would be helpful to have a better understanding of the participants' attitudes towards CPD.

Another limitation is about the methodology of the study. Since the composite scores were calculated to conduct descriptive and inferential statistics, the results regarding the preferences of CPD activities may not necessarily show the differences between participants' choices. Semi-structured interviews would be helpful to specify the participants' preferences of CPD activities.

Implications for Further Research

Based on the findings and limitations of the current study, several suggestions can be made for future research. Firstly, the current study can be replicated in other foreign language schools in order to see if the results can be generalised and similar conclusions drawn. The current study could also be repeated in SUSFL to compare and contrast the differences between the current study and a future study to see if time will yield a difference in the teachers' perspectives towards CPD.

The perceptions of the teachers working in SUSFL could further be investigated through a qualitative design in order to gain a more in-depth understanding. Despite the reasons put forward by the participants being limited in number, these reasons could be investigated to see if they are generalizable to all the SUSFL community. Semi-structured interviews, in particular, to triangulate the data would prove to be insightful to understand the participants' attitudes towards CPDs.

Conclusion

This quantitative descriptive study investigated English preparatory school teachers' perceptions towards engaging in CPD activities. The aims of the study were: to find out the preferred CPD activities of the SUSFL teachers, and to investigate if the level of education, age, experience or doing a CELTA or a Delta course affect teachers' perceptions in terms of commitment, recognition, preferences, effectiveness, and motivation. The findings indicated that the English teachers engage in a wide variety of activities. Although there are studies in the literature that show personal factors such as age and experience affect teachers' perceptions towards CPD, the study showed no significant difference in terms of age or experience. However, having a graduate degree, or doing a CELTA or a Delta course significantly change teachers' perceptions, their preferences and motivation in

particular. In the light of these findings, it can be concluded that these specific activities may be catalysts in building positive attitudes towards other CPD activities for EFL teachers.

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APPENDICES

APPENDIX A: Survey Form

PART 1- DEMOGRAPHIC INFORMATION

Please choose the appropriate response for each item	
1. Gender	
Female	
Male	
2. Age	
Please write in the space provided:	
3. Years of teaching experience	
Please write in the space provided:	
4. Most recent completed degree	
B.A	
M.A	
Ph.D.	
5. I am a member of a unit in SUSFL	
Yes	
No	
6. Other Courses or Qualifications	
CELTA	
DELTA	
Other:	

PART 2- COMMITMENT TO CONTINUING PROFESSIONAL DEVELOPMENT (CPD)

Please decide if the time you devote to CPD is adequate or not.

If "adequate" please skip to the next section.

If "inadequate" please check the column on the scale to indicate the factors why.

Adequate (Skip this section)					
Inadequate (Go on with item 1)					
The time I devote to CPD is inadequate because of...	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. No remuneration					
2. Insufficient time					
3. Inaccessibility to CPD Activities due to wrong time					
4. Inaccessibility to CPD Activities due to a wrong place					
5. Inappropriateness of CPD					
6. Lack of control over my own CPD plan					
7. Other: (Please Explain) the time I devote to CPD is inadequate because of...					

PART 3- Continuing Professional Development Activity Recognition

What should be included in the list of CPD activities?

Please check the scale next to the activities listed below that reflects the degree to which you would consider them as professional development activities for language teachers.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. Attending national conferences					
2. Attending international conferences					
3. Presenting a paper / poster at a conference					
4. Attending in-house technology workshops					
5. Attending idea-sharing meetings					
6. Attending workshops by SUSFL members					
7. Attending workshops by guest book-writers and / or other experts					
8. Being observed by school					

administration					
9. Being observed by a teacher trainer					
10. Being observed by a critical friend/colleague					
11. Observing an experienced teacher					
12. Observing an experienced trainer					
13. Forming a study group					
14. Conducting action research					
15. Taking graduate courses for grade credit					
16. Reading published research or resource materials on language teaching					
17. Journal reading					
18. Reading online materials (e.g. websites, blogs)					
19. Doing online courses					
20. Doing a CELTA / DELTA course					

21. Reflecting on my practice in collaboration with other teachers					
22. Other: Please explain below					

PART 4- Continuing Professional Development Activity Preferences

How often do you participate in the following CPD Activities?

	Never	Rarely	Sometimes	Usually	Always
1. Attending national conferences					
2. Attending international conferences					
3. Presenting a paper / poster at a conference					
4. Attending in-house technology workshops					
5. Attending idea-sharing meetings					
6. Attending workshops by SUSFL members					
7. Attending workshops by guest book-					

writers and / or other experts					
8. Being observed by school administration					
9. Being observed by a teacher trainer					
10. Being observed by a critical friend/colleague					
11. Observing an experienced teacher					
12. Observing an experienced trainer					
13. Forming a study group					
14. Conducting action research					
15. Taking graduate courses for grade credit					
16. Reading published research or resource materials on language teaching					
17. Journal reading					
18. Reading online materials (e.g.					

websites, blogs)					
19. Doing online courses					
20. Doing a CELTA / DELTA course					
21. Reflecting on my practice in collaboration with other teachers					
22. Other: Please explain below					

PART 5- Continuing Professional Development Activity Effectiveness

How effective do you think the CPD activities you have participated in are?

(Please check N / A if you have not participated in an activity.)

	N / A	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. National conferences have significantly impacted my teaching practice.						
2. International conferences have significantly impacted my teaching						

practice.						
3. Presenting a paper / poster at conferences has significantly impacted my teaching practice.						
4. Listening to a guest book-writers and/or other experts has significantly impacted my teaching practice.						
5. Reading about my field on websites or blogs has significantly impacted my teaching practice.						
6. Reading journals has significantly contributed to my teaching practice.						
7. Involvement in observation with other teachers has significantly impacted my						

teaching practice.						
8. Doing online courses has significantly impacted my teaching practice.						
9. Pursuit of an advanced degree or certificate has significantly impacted my teaching practice.						
10. Forming study groups has significantly contributed to my teaching practice.						
11. Reading published research or resource materials on language teaching has significantly impacted my teaching practice.						
12. Reflecting on my work in collaboration with other						

teachers has significantly impacted my teaching practice.						
13. Participating in workshops by SUSFL members has significantly impacted my teaching practice.						
14. Participating in technology workshops by SUSFL members has significantly impacted my teaching practice.						
15. Attending idea-sharing meetings has significantly impacted my teaching practice.						
16. Carrying out small-scale research has significantly impacted my teaching practice.						
17. Doing a CELTA /						

Delta course has significantly impacted my teaching practice.						
18. Other: Please explain below						

PART 6- Motivation for participating in CPD Activities

Please read the sentences below and choose the option that best describes your reasons for involvement in CPD Activities.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. I feel more professional when I participate in CPD Activities.					
2. Colleagues, parents, or community members perceive me as more professional when I participate in					

CPD Activities.					
3. It is important for me to participate in CPD Activities because I believe it significantly impacts my teaching practice.					
4. It is important for me to participate in CPD Activities because I believe it significantly impacts my students' learning.					
5. It is important for me to participate in CPD Activities because I believe it significantly impacts my own learning.					
6. I believe teachers should be compensated (monetarily or with course credit) for any involvement in CPD Activities.					
7. In most cases I would attend CPD activities even if no compensation is attached.					
8. I am most likely to attend CPD					

<p>Activities if they are offered during times other than workdays. (e.g.: evenings, after school, weekends)</p>					
<p>9. I am most likely to attend CPD Activities if they are offered during times other than during the workday with released time.</p>					
<p>10. I am most likely to attend CPD Activities if it is a school policy.</p>					

APPENDIX B: Consent Form

Dear colleagues,

This study is designed to look into your perspectives on and choices of continuing professional development activities. To that end, your careful completion of the questionnaire will contribute to obtaining real data, which is crucial for more accurate findings. Please be informed that by completing the survey, it is assumed that you agree to participate in this survey study. All the information will be kept strictly confidential and will be used just for research purposes.

Thank you very much in advance for your invaluable time and cooperation.

Başak EROL GÜÇLÜ

MA TEFL Student

Graduate School of Education

Bilkent University, ANKARA

APPENDIX C: List Of The Participants' Answers To The "Other" Part Of The Survey

1. distraction & low intrinsic motivation.
2. Disinterest
3. I can do better.
4. Loss of motivation somehow, and private and family life
5. working here gives you more than enough time and opportunities
6. maybe it is because I don't have a professional development plan I can stick to
7. it is because of the priorities in life
8. because of lack of intrinsic motivation 😊
9. I don't think it is inadequate. I think the time I devoted to my CPD is more than necessary.
10. restrictions illegally implemented by the administration regarding MA & PhD
11. because i have other hobbies so i find it difficult to spend more time on CPD than planning my lessons and grading student work.
12. Priorities: family and children

APPENDIX D: Table for SUSFL Teachers' CPD Preferences

Table 4

CPD preferences of SUSFL teachers

CPD Activity	Never %	Rarely %	Sometimes %	Usually %	Always %	Mean	SD.
National conferences	27.1	44.9	20.6	6.5	0.9	2.09	0.9
International conferences	25.2	30.8	24.3	16.8	2.8	2.41	1.12
Presenting paper / poster	25.2	29.0	27.1	14.0	4.7	2.44	1.15
In-house tech, workshops	11.2	24.3	36.4	22.4	5.6	2.87	1.06
Idea sharing meetings	8.4	20.6	32.7	27.1	11.2	3.12	1.12
Workshops by SUSFL members	7.5	19.6	37.4	25.2	10.3	3.11	1.07
Workshops by guest book writers /experts	6.5	29.9	20.6	33.6	9.3	3.09	1.12
Being observed by school admin	73.3	19.6	4.7	0.9	0.9	1.36	0.70
Being observed by a teacher trainer	50.5	34.6	10.3	4.7	0	1.69	0.84
Being observed by a critical friend /colleague	47.7	33.6	14.0	4.7	0	1.76	0.86

Table 4 (cont'd)

CPD preferences of SUSFL teachers

CPD Activity	Never	Rarely	Sometimes	Usually	Always	Mean	SD.
	%	%	%	%	%		
Observing an experienced teacher	48.6	34.6	9.3	6.5	0.9	1.77	0.93
Observing an experienced trainer	44.9	37.4	10.3	4.7	2.8	1.83	0.98
Forming a study group	47.7	29.0	11.2	10.3	1.9	1.90	1.08
Conducting Action research	43.9	20.6	17.8	13.1	4.7	2.14	1.24
Taking graduate courses for grade credit	56.1	14.0	12.1	12.1	5.6	1.97	1.29
Reading published research	7.5	18.7	30.8	26.2	16.8	3.26	1.16
Journal reading	15.0	26.2	21.5	22.4	15.0	2.96	1.30
Reading online materials	3.7	16.8	23.4	34.6	21.5	3.53	1.11
Online courses	45.8	15.0	19.6	12.1	7.5	2.21	1.33
CELTA / Delta	47.7	10.3	18.7	11.2	12.1	2.30	1.46
Reflection	18.7	18.7	26.2	23.4	13.1	2.93	1.30

(Always 4.50 to 5.00, usually: 3.50 to 4.49, sometimes: 2.50 to 3.49, rarely: 1.50 to 2.49, never: 1.00 to 1.49)

APPENDIX E: Tables for Homogeneity of Variances

Test of Homogeneity of Variances: Age

	Levene Statistic	<i>df1</i>	<i>df2</i>	<i>p</i>
Commitment	.638	3	46	.59
Recognition	1.599	3	103	.19
Preferences	.465	3	103	.70
Effectiveness	.605	3	103	.61
Motivation	1.329	3	103	.26
Intrinsic Motivation	1.630	3	103	.18
Extrinsic Motivation	.634	3	103	.59

Test of Homogeneity of Variances: Experience

	Levene Statistic	<i>df1</i>	<i>df2</i>	<i>p</i>
Commitment	1.234	4	45	.31
Recognition	.784	4	102	.53
Preferences	.512	4	102	.72
Effectiveness	.740	4	102	.56
Motivation	1.995	4	102	.10
Intrinsic Motivation	1.070	4	102	.37
Extrinsic Motivation	2.949	4	102	.02

Test of Homogeneity of Variances: Courses

	Levene Statistic	<i>df1</i>	<i>df2</i>	<i>p</i>
Commitment	1.379	2	47	.26
Recognition	2181	2	104	.11
Preferences	.028	2	104	.97
Effectiveness	.947	2	104	.39
Motivation	.580	2	104	.56
Intrinsic Motivation	1.282	2	104	.28
Extrinsic Motivation	.939	2	104	.39