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**The Interaction of Needs: Exploring the CPD Perceptions and Needs of EFL Instructors
and Administrative Staff Members**

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(Master's Thesis)

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Çanakkale
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Declaration

I hereby declare that the Master's Thesis "The Interaction of Needs: Exploring the CPD Perceptions and Needs of EFL Instructors and Administrative Staff Members", which was written by myself, has been prepared with the ethical scientific values, and all the sources which I have used are contained in the references.
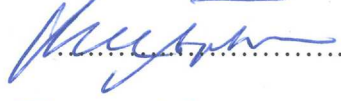
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Abstract

The Interaction of Needs: Exploring the CPD Perceptions and Needs of EFL Instructors and Administrative Staff Members

İsmail ARICI

This case study primarily aimed to investigate the Continuous Professional Development (CPD) perceptions of EFL instructors and the administrators who were working in the English preparatory program of a non-profit private university. Secondarily, it aimed to find out the CPD needs of the instructors. Finally, this study sought to reveal whether the perceptions of these two parties interacted or not.

A convergent mixed method design was utilized. The data were collected through a survey which was developed to elicit the CPD perceptions and needs of 36 EFL instructors. In addition, face-to-face interviews were conducted with the voluntary participation of 9 instructors and 4 administrators to better understand the issues raised in the study. Descriptive statistics were performed with the survey data and the mean scores, standard deviations and frequencies were calculated. The inductive content analysis was used to analyze the interview data.

The findings showed that both the instructors and administrators perceived CPD as an essential, ongoing, instructor-centered and dynamic process. However, it was also found that only the instructors perceived CPD as a process which ultimately aims to enhance student learning. Furthermore, testing, ESP, teaching skills, using drama, new practices in ELT, finding and designing materials were found as significant needs of the instructors. The study also confirmed that although the CPD perceptions of the instructors and the administrators mostly interacted, there are significant differences regarding the CPD needs of the instructors. For example, while teaching and assessing pronunciation, ESP, using drama and teaching

writing were found as essential needs of the instructors, the administrators did not refer to them as needs areas.

In conclusion, it can be said that there are parallelisms between the CPD perceptions of the instructors and administrators. However, they diverge regarding the CPD needs of the instructors, which appeared to be a major conclusion of the present study that needs to be further investigated and intervened.

Keywords: CPD, Needs Assessment, Perceptions, EFL Instructors

Özet

İhtiyaçların Etkileşimi: İngilizce Öğretmenlerinin ve Yöneticilerin Sürekli Mesleki Gelişim (CPD) İhtiyaçlarının ve Algılarının İncelenmesi

İsmail ARICI

Bu durum çalışması öncelikle özel bir üniversitenin İngilizce Hazırlık Programında görev alan öğretmenlerin ve yöneticilerin sürekli mesleki gelişim (CPD) algılarını incelemeyi amaçlamıştır. Ek olarak, öğretmenlerin sürekli mesleki gelişim ihtiyaçlarını ortaya çıkarmayı hedeflemiştir. İlaveten, bu çalışma öğretmenlerin ve yöneticilerinin sürekli mesleki gelişim algılarının etkileşip etkileşmediğini ortaya çıkarmayı amaçlamıştır.

Araştırma deseni olarak birleştirme (çeşitleme) deseni kullanılmıştır. Veri toplamada 36 öğretmenin sürekli gelişim algılarını ve ihtiyaçlarını belirlemeyi amaçlayan bir ölçek geliştirilmiş ve kullanılmıştır. Ek olarak, çalışmanın ortaya koyduğu hususları daha iyi anlamak amacıyla gönüllü 9 öğretmen ve 4 yöneticiyle yüz yüze mülakatlar gerçekleştirilmiştir. Ölçek sonuçları betimleyici istatistikler olarak analiz edilmiş ve ortalama değerler, standart sapma ve frekanslar hesaplanmıştır. Mülakat sonuçları ise tümevarımsal içerik analizi yöntemiyle incelenmiştir.

Çalışmanın bulguları göstermiştir ki hem öğretmenler hem de yöneticiler sürekli mesleki gelişimi sürekli, öğretmen temelli, dinamik bir süreç olarak bulunmuştur. Ancak, yalnızca öğretmenlerin algılarının mesleki gelişimin en nihayetinde öğrencilerin gelişimini hedeflediği yönünde olduğu saptanmıştır. Ek olarak, ölçme, öğretim becerileri, drama kullanımı, İngilizce eğitimi alanındaki yeni uygulamalar, ve materyal bulma ve geliştirme öğretmenlerin en önde gelen ihtiyaçları olarak saptanmıştır. Çalışma ayrıca göstermiştir ki öğretmenlerin ve yöneticilerin sürekli mesleki gelişim ihtiyaçları genel itibariyle örtüşse de, öğretmenlerin sürekli mesleki gelişim ihtiyaçları hususunda önemli farklılıklar mevcuttur.

Örneğin, her ne kadar öğretmenler telaffuz öğretimi ve değerlendirilmesi, özel amaçlar için İngilizce (ESP), drama kullanımı ve yazmayı öğretmeyi önemli ihtiyaç alanları olarak görseler de, yöneticiler bu hususlara değinmemişlerdir.

Sonuç olarak, öğretmenlerin ve yöneticilerin sürekli mesleki gelişim algılarının paralellikler gösterdiği söylenebilir. Ancak, öğretmenlerin sürekli mesleki gelişim ihtiyaçları konusunda farklılıklar mevcuttur ki bu durum çalışmanın önemli bir bulgusu olarak ortaya çıkmakla birlikte daha fazla araştırmayı ve müdahaleyi gerektirmektedir.

Anahtar Kelimeler: Sürekli Mesleki Gelişim (CPD), İhtiyaçlar Analizi, Algılar, İngilizce Öğretmenleri

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Abbreviations

A1/A2: Administrator 1/Administrator 2

AR: Action Research

CIA: Critical Incidence Analysis

CPD: Continuous Professional Development

ELT: English Language Teaching

ESP: English for Specific Purposes

EFL: English as a Foreign Language

EMI: English as a Medium of Instruction

INSET: In-Service Teacher Education Programs

P1/P2: Participant 1/Participant 2

PD: Professional Development

NA: Needs Assessment

SPSS: Statistical Package for Social Sciences

TPD: Teacher Professional Development

TSG: Teacher Study Group

Chapter I: Introduction

Introduction

The first chapter starts with the statement of the research problem. Next, the purposes of the study and research questions in relation to these purposes, the significance of the study, limitations, assumptions and relevant definitions are provided in detail. Afterwards, literature relevant to CPD is reviewed in order to identify the gaps per se, as well as identifying the variables that may potentially interact with the research findings.

Research Problem

It is an undeniable fact that the world has become a global place and the need for communication has arisen. Within this context, English has become the main and worldwide-accepted language. In accordance of its significance, teaching English as a Foreign Language (EFL) has also gained importance. However, teachers need to keep up to date with the demands of the changing world and society, which is, thus, increasing the demand for well-qualified, knowledgeable and competent teachers day by day. For this reason, teachers need to continue their professional learning right after they graduate from pre-service teacher education (TE). This being the case, PD and CPD need to be an integral part of their lives. In other words, English teachers' Continuous Professional Development (CPD) has also become a major issue and an obligation in the context of EFL education (Spolsky, 2004).Without a doubt, CPD is essential since societal, sectorial, and institutional intended goals can be met through the continuous development of instructors.

CPD has its roots in professional development (PD) which was a major movement in the 20th century. The traditional perception of professional development had only two purposes which were knowing their subject matters better, and managing the classroom (Greenwalt, 2016). However, with the increasing demands of the 21st century, especially after Dewey's discussions on reflective practice, it has evolved towards CPD, in which the

development is a process that does not run as a sole, it functions with the involvement of multiple stakeholders with a wider scope beyond the classroom.

There are several definitions of CPD. For instance, Friedman et al. (2000) describe CPD as a systematic maintenance, improvement and broadening knowledge and skill and the development of personal qualities. On the other hand, Kelchtermans (2004) defines CPD from a more focused perspective as "a learning process resulting from meaningful interaction with the context (both in time and space) and eventually leading to changes in teachers' professional practice (actions) and their thinking about that practice" (p. 220). Despite the fact that CPD refers to the development of teachers, the key and ultimate rationale behind it is improving learning. In other words, learners are in the heart of the notion of CPD. Therefore, it can be concluded that CPD is a systematic learning process during which teachers broaden their knowledge and skills regarding their professional and personal qualities and this learning process ultimately aims at improving student learning.

In educational settings CPD has several functions or purposes as well. For example, CPD broadens horizons and allows teachers to move constantly forward (Wyatt & Ager, 2016), contributes to student learning (Guskey, 2003; Hismanoğlu, 2010; Kennedy, 2002), improves institutions (Edge, 2002), and offers solutions to the problems encountered within the educational setting (Zuber-Skirritt, 1992). As can be seen, CPD is necessary since getting a degree is not the end of the world; it is just an opening on a long road (Wyatt & Ager, 2016).

In addition to the functions, CPD can be categorized under different models. These models define and describe how CPD programs can be planned and run. Wells's (2014) STAR (Supporting Teachers as Researchers) model and Kennedy's (2005) spectrum of models are among the most common ones. For example, Wells's STAR model places teachers in the center of their development and regard them as experts with knowledge who are in

charge of making professional judgments. Kennedy's spectrum of models, on the other hand, provides insights about 9 models of CPD, and organizes them along a spectrum so that teachers can consider their own perceptions of teaching and choose the most suitable model related to their modes of practice.

CPD also includes different activities. These activities include, though not limited to, plenty of practices such as team teaching, coaching, audio/video recording of lessons, classroom observation, teacher focus groups, teaching portfolio, conducting action research, mentoring, getting feedback from colleagues and students and using a teaching journal (Kosnik et al., 2015; Springer & Bailey, 2006; Villegas-Reimers, 2003).

When the relevant research literature is reviewed, it is seen that numerous studies have been conducted in the frame of CPD both abroad and in Turkey. An in-depth analysis of these studies reveals that while some of them have dealt with the relationship between CPD activities and EFL instructors' self-efficacy (Bolcal, 2017; Korkmaz, 2015), attitudes (Sadıç, 2015; Yümsek, 2014), perceptions (Muyan, 2013; Yümsek, 2014), and needs (Demir, 2015; Ekşi, 2010), there are others which focused on in-service teacher education programs (INSET) (Çetin, 2013; Sadıç, 2015), certain types of CPD activities in the EFL setting (Çınkır, 2017), and learner achievement (Cohen & Hill, 1997; Darling-Hammond, 1999; Warwich&Reimers, 1995). In the light of the literature on CPD, it can be concluded that research on CPD is given importance since the quality of English education is directly linked to the outcomes of such studies.

Despite the dearth of research on CPD and its interaction with various variables and the generalizability of their results, CPD is a context-specific endeavor. In that, they change from society to society, and institution to institution; thus, it is an institution specific even more, an individual specific concept. Therefore, no matter how many studies are conducted on it, a solid CPD is based on contextual information that is derived from the institutions.

This being the case, an ongoing needs assessment (NA) is required on both institutional and individual levels, which needs to focus on the continuous evaluation of the needs of the instructors in order to foster professional, personal and institutional benefits as well as enhancing learning.

Due to the aforementioned need for CPD, focusing on the CPD needs of EFL instructors is highly important, and it can even be concluded that it is an essential need nationwide. There are 206 universities in Turkey. Whether it be state or foundation, a big number of these universities have English preparatory programs. Especially most of the foundation ones are in the context of English as Medium of Instruction (EMI). Since English has become the main language of education in such institutions, improving the quality of English education has also become a must. This necessitates NA in as an integral part of CPD.

Considering the discussions in the last two paragraphs, this study is an outcome of a reality in Turkey which is about how essential CPD and NA are. Moreover, it is based on the contextual realities of the institution where it was conducted; thus, it is context-specific. Besides, as the studies reveal, there are no research studies taking the perceptions of the instructors and the administrators and looking into the interaction of these perceptions, which is quite significant since both administrators and instructors are also important stakeholders of CPD. Therefore, this study is a unique one and these are the major departure points of this current study. In relation to that, the primary aim of the present study was to find out the CPD perceptions of the instructors and administrators. Secondarily, it sought to reveal the CPD needs of the instructors. Moreover, it aimed to find out whether the perceptions of the instructors and those of the administrators interacted or not. Therefore, it sought to find answers to the following research questions:

1. What are the instructors' perceptions and practices of CPD programs?

    a. How do they describe CPD?

    b. What are the facilitators for and barriers to attending CPD programs as perceived by the instructors?

    c. What are the most common CPD activities that the instructors practice?

2. What are the CPD needs of the instructors?

    a. In what areas of teaching do the instructors need CPD activities?

    b. What are the instructors' preferences for the delivery methods and formats of the CPD activities?

3. What are the administrators' perceptions of and expectations from CPD programs?

4. Do the needs of the instructors, administrators' expectations and the institutional projections interact? If *yes*, how?

Limitations of the Study

Considering the fact that needs are dynamic in nature, the needs and the perceptions of the current participants of this study may change at any given time. In relation to that, this study is limited to the specific time of the data collection. Finally, survey, and interviews were utilized to collect data; therefore, the conclusions of the study are limited to the data collection tools.

Significance of the Study

A variety of studies on CPD have been conducted in the context of primary school, high school or higher education institutions. In addition, some of those studies have institution-specific focuses since each institution has its own system with its unique context. This study is significant because it is a case study, which solely focused on the specific CPD needs of the EFL instructors working in one particular context. Moreover, this study also focused on the interaction and fluidity between the needs of instructors and the administrators

in the institution. Since this study merely focused on one institution, an in-depth analysis was conducted. This being the case, the findings of this study contribute to the institution where it was conducted.

On the other hand, this study may serve as a model to CPD units at the tertiary level where it can shed light upon how CPD units can be structured and the organizational units can be handled by providing insights into various perceptions and needs.

Furthermore, considering its unique research problem, in that the interaction of the perceptions and needs of two different stakeholders were dwelt upon, this study may contribute to other studies which will be conducted abroad in the way to include participants of various stakeholders.

In addition, with its methodology and data collection, this study might be considered as a model for similar studies to be conducted in the future. In the light of its methodology, this study can provide insights to CPD directors and school administrators who can take more active roles in shaping the structure of CPD units and investigating the perceptions and needs of the instructors.

Finally, the future researchers of CPD can utilize the methodology of the design of this current study and conduct research studies considering the parameters of their own institution.

Assumptions

Within the context of the study, it was assumed that the responses of the participants to the survey items, and the interview questions reflected their honest beliefs, opinions, and perceptions. It was also assumed that the data collection techniques were sufficient in terms of providing answers to the research questions.

Definitions

Professionalism. Professionalism refers to "an ideal to which individuals and occupational groups aspire in order to distinguish themselves from others" (Pratte & Rury,

1991, p. 60). In a similar vein, it is also defined as how committed a professional is to the profession within his autonomy (Marlow, 1988).

Professional Development (PD).PD refers to the activities that improve the skills, knowledge, expertise and other characteristics of teachers (Borg, 2015). In addition, it is also perceived as a process of development through learning, discovering and making use of their own practices as teachers (Villegas-Reimers, 2003).

Continuous professional development (CPD).CPD refers to "a learning process resulting from meaningful interaction with the context (both in time and space) and eventually leading to changes in teachers' professional practice (actions) and their thinking about that practice" (Kelchtermans, 2004, p. 220). Similarly, it is also defined as a "systematic maintenance, improvement and broadening knowledge and skill and the development of personal qualities" (Friedman, Watts, Croston & Durkin, 2002, p. 368).

Needs assessment (NA).NA in the context of the study refers to the recognition process of the performance of teachers and the level of performance they desire or are desired to fulfill(Smith, 1989). Similarly, it is also defined as a step to determine the curriculum so that the learning needs of students are met more properly (Brown, 1995)

Chapter Summary

The first chapter of the study provided insights regarding the background to and rationale for the study in terms of the research problem, aims, significance and limitations of the study along with the research questions and the definitions.

Chapter II: Literature Review

Introduction

This part firstly discusses Professionalism and Teacher Professional Development (TPD). Next, it narrows its focus by presenting Continuous Professional Development (CPD), CPD Models and CPD Activities. Finally, it explores the relationship between CPD and Needs Assessment (NA) as well as providing related studies available in the literature.

Professionalism and TPD

In many disciplines, professionalism and what it means to be a professional have been defined at some point. One common definition of professionalism is that it is "an ideal to which individuals and occupational groups aspire in order to distinguish themselves from others" (Pratte & Rury, 1991, p. 60). In a similar vein, professionalism is how committed a professional is to the profession within his autonomy (Marlow, 1988). Therefore, professionalism can be defined as displaying the skill of autonomy to reach the ideals of the profession including having subject and pedagogical knowledge and showing working relationships in the educational setting for the purpose of meeting the needs of what the profession itself requires.

On the other hand, teacher professionalism can be defined as having a firm knowledge of the subject field, analyzing student needs, being knowledgeable about the standards of the teaching profession and being accountable to meeting the needs of students (Wise 1989).

Similarly, Sockett (1993) lists five strands of teacher professionalism which are "character, commitment to change and continuous improvement, subject knowledge, pedagogical knowledge, and obligations and working relationships beyond the classroom" (p. 4).

Apart from the ones listed above, there are some more basic indicators of professionalism in teaching. For example, Kramer (2003) states that teachers' attitude,

behavior, and communication are three essential qualities of teacher professionalism. More comprehensibly, Hurst and Reading (2009) assert that professionalism in teaching refers to maintaining effective communication and building strong relationships with learners, colleagues, administrators and parents as well as reflecting on teaching practices for the purpose of development. Within this context, it can be concluded that professionalism in teaching refers to the quality of practice and teacher attitudes, which is the core purpose of TPD.

As for Professional Development (PD), it is not a stilted or frozen concept, it basically focuses on development. One way it can be defined is as the activities that improve the skills, knowledge, expertise and other characteristics of teachers (Borg, 2015). In the light of this, teacher professionalism exists under professional development.

As for TPD, one way it is described as the instruction which is supplied to teachers to develop themselves in a particular area (Hooker, 2008). However, this definition puts teachers in a passive role for whom instruction is provided. On the other hand, in today's world, teachers no longer wait for institutions to provide themselves with certain training programs, there are those who are actually in charge of their own professional development. For this reason, in a broader sense Lange (1990) defines TPD as "a process of continual intellectual, experiential, and attitudinal growth of teachers" (p. 250). Similarly, it is also stated that TPD is an ongoing process where teachers' goal is to develop themselves to meet the expectations and needs of their learners (Hismanoğlu, 2010). In sum, in the light of the definitions provided above, TPD can be described both as a self-driven and/or institutionally-driven process where teachers are responsible for their own learning for the sake of enhancing the quality of their professional identity and their teaching, and therefore the achievements of their students.

Continuous Professional Development (CPD)

In the literature, as in Hismanoğlu's (2010) definition of TPD above, it is likely to see a great emphasis on the continuity of PD. This being the case, CPD refers to "a learning process resulting from meaningful interaction with the context (both in time and space) and eventually leading to changes in teachers' professional practice (actions) and their thinking about that practice" (Kelchtermans, 2004, p. 220). Although Kelchermans (2004) provided a comprehensive definition from professional perspective, Friedman et al. (2002) also include the concept of 'personal qualities' in their definition of CPD and they conceptualize it as a "systematic maintenance, improvement and broadening knowledge and skill and the development of personal qualities" (p. 368). In the light of these definitions provided above, it can be concluded that CPD is a systematic learning process during which teachers are provided with a change regarding their professional and personal qualities.

Although TPD and CPD may be considered as similar processes, the difference between CPD and TPD has a significant place in the frame of this study. The main difference between them appears to be the historical evolvement of TPD into CPD as a more process-based development (Mann, 2005). In a more specific sense, CPD contains three different perspectives (Edge, 1999). The first one is 'self-development' which refers to individual or group development where a teacher or a group of teachers conduct CPD activities for their continuous development. Another one is 'management' in which educational institutions invest in CPD activities for the development of their staff and education program. Finally, the last perspective is 'professional body' such as International Association of Teachers of English as a Foreign Language (IATEFL), where professionals gather to feed their individual and institutional developments and cooperate by learning as a community.

Perspectives of CPD
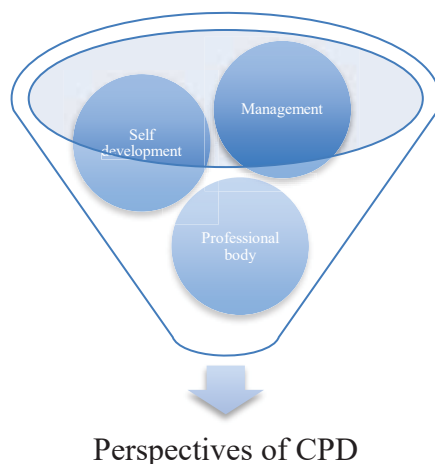
Figure 1. Three Different Perspectives of CPD

As TPD historically used to refer to only individual teacher development and teachers' own endeavors, goal-setting, CPD in that sense differs from TPD in that it includes organizational parameters as Figure I illustrates. Here in this figure, the management and professional body dimensions differ CPD from TPD in the sense that development is not independent from organized institutional parameters and does not only take place as teachers' self-development. On the contrary, in CPD, development takes place in all these three layers and organized institutional parameters are an essential part of it.

However, although this model may appear to include the stakeholders, in this understanding stakeholders were not named and clarified and it is dubious that management and professional body are even stakeholders. Rather than stakeholders, they might be considered as service providers. Yet, CPD is not a process that runs as a sole, it more like a give - take business, thus it includes more specifically named stakeholders. Therefore, in his later work Edge (2002) added these specific stakeholders to bring more attention to the difference of CPD from PD and TPD. These stakeholders might include but not limited to teachers, trainers, educators, applied psychologists, administrators and managers, policy makers. This involvement or clear reference to various stakeholders makes it easier to define the individual roles in an education program well enough. This distinction is essential for this

present study given the fact that it is a case study and it includes the perceptions of not only the instructors but also the administrative staff members in the institution.

As for the reasons why CPD is essential, it can be argued that teachers, through CPD activities, can develop personally and professionally important skills such as thinking, planning and practice (Day, 1999). Similarly, Khan (2006) underlines three basic reasons regarding CPD's importance. First of all, PD activities provide a platform where novice and experienced teachers can work together thus, novice teachers can benefit from their colleagues. Furthermore, experienced teachers can update their knowledge and improve their skills, which may prevent them from experiencing burnout. Finally, CPD activities help boost professional capacities as well as highlighting weak areas not only for individual teachers, but also for institutions. Beside these three reasons mentioned above are highly essential, in the overall picture there seems to be an overemphasis on the individual teacher as the agent of development however, as Edge (2002), points out there are several stakeholders interdependently working to create a conducive platform who both benefit from as well as feeding into the whole learning and development process. In summary, CPD surely aims at the development of individual teacher with the cooperation and contribution of all related parties in a given educational context, which ultimately aims the improvement of the learning of the core audience -the target group- who are also the most important stakeholders i.e. students (Earley and Porritt, 2014).

Characteristics of CPD

Although education leaders, administrators and curriculum writers, acknowledge the validity and importance of CPD, its principles and what makes CPD effective have not yet been drawn out sufficiently (Muyan, 2013). For example, in a study conducted by Steiner (2004), it was found out that teachers participate in CPD programs in two ways: either they take part in a CPD program that is sponsored by their institution or district in order to transmit

a set of beliefs or techniques to teachers, or they take university courses which are full of academic knowledge rather than practical information for teachers' use in the classroom. In addition to these shortcomings, it is also a reality that a substantial number of CPD activities consist of one-shot trainings which do not enable teachers to develop a skill in time, or include any coherent set of steps to enable teachers master their CPD goals (Foots & Hooks, 2002; Borg, 2015). Despite the fact that there may be a number of factors that make a CPD program less successful, what makes participants think that a CPD program is ineffective is the fact that they do not feel that they have become more knowledgeable or skilled after that particular CPD program (Smylie et al., 2001). This being the case, Steiner (2004) claims that rather than designing a one-shot CPD program with the mindset of "one-size-fits-all", it is necessary to tailor the content of a CPD program based on the needs of participants. This way, teachers can benefit more from CPD programs and they can make a bigger impact on student learning. As can be seen, there are several reasons that drain the potential success of an effective CPD program, which brings the necessity to clearly define the working principles and characteristics of an effective CPD program to the forefront.

To start with, it is a well-known fact that the effectiveness of CPD programs largely depends on the needs of the particular teachers in a particular context (Guskey, 2003). However, despite their centrality, not only teachers' needs but also other factors come into play in designing a successful CPD program. Below are the most cited characteristics of successful CPD program:

Teacher-driven: In order to cater for institutions' improvements, CPD programs should respond to teachers' individual needs and interests. In other words, CPD programs provide more benefits when participant teachers have their ownership of its process and content therefore, teachers should be centrally involved in decisions and regarding the content and the process of CPD (Borg, 2015; Burns, 2005; King & Newman, 2000).

Driven by a vision of student learning: Although being teacher-driven lies in the center of CPD programs, it essential that teachers' individual needs and interests comply with the learning objectives of the teaching program, and the needs of students (Guskey, 2003; Kennedy, 2002).

Collaborative: Having teachers and students in the center, a successful CPD program should be designed in a collaborative manner. According to King and Newman (2000), it is more likely for teachers to develop when they learn together with their professional peers in and outside their schools. In addition, when teachers join CPD programs with their colleagues from the same institution, learning is more likely to occur (Birman, Desimore, Garet, & Porter, 2000). In addition, CPD is a collaborative practice which is supported by institutions (Borg, 2005).

Despite the fact that successful CPD programs include characteristics regarding the way they are initiated and executed, there are also some essential features of CPD programs about their content and delivery.

Content-focused: Above all, it has been demonstrated that an absolute connection exists between teachers' continuous professional development and the content of the subject matter of the CPD activity (Birman et al., 2000). The subject matter of the CPD activity should have a direct link with teachers' prior knowledge and subject interests (Cohen, Hill & Kennedy, 2002).

Extended: Having set the content, for the delivery, rather than one-shot sessions, extended CPD activities allow teachers to engage in the subject matter more and create more opportunities for their active learning (Birman et al., 2000; Burns, 2005).

Ongoing: Finally, many studies indicate that CPD should be ongoing, not episodic, and provide teachers with the opportunity for further learning and follow-up (Burns, 2005; Borg, 2010; Mann, 2005; Medzior, 2004)

In addition to the characteristics stated above, Casteel and Ballantyne (2010) also refer to the same principles by alluding to one more characteristic which is about student performance and skills. According to them, a CPD program's success is also determined regarding the extent to which it contributes students' learning and development. Without a doubt, as Edge (2002) mentions, CPD activities solely target one audience, which is students.

The discussion above basically draws the borders of a framework for the effective characteristics of a successful CPD program. However, it is not clearly defined with what means success could be achieved. At this point Smylie et al. (2001) look at these characteristics from a more applicable perspective and offer some possible tools that can be used in attaining a successful CPD program. In mentioning those tools, Smylie et al. (2001) approach teachers as researchers and view them as disseminators of their experiences by regarding CPD as a process that works collaboratively with the other units of an institution. This way, Smylie et al. (2001) provide educators with a gateway to move from a micro-level of development to a broader level. The tools in question are given in four aspects.

First of all, a CPD activity is experiential. In that it engages teachers and students in concrete tasks of teaching/learning, assessment and observation. This way, teachers regard their concerns and interests about teaching or student needs as a departure point and take an action in exploring them. For example, if a teacher would like to try out teaching short stories to improve students' reading comprehension, he/she should actively do so for the purpose of his/her own development as well as that of his/her students.

Furthermore, a successful CPD activity is grounded by continuous research on the effectiveness of the practice, which clearly entitles teachers with a researcher identity. To use the same example, a teacher who is using short stories as part his/her CPD should measure the experience and put the research in action with a researcher mindset.

Next, in addition to experimenting a CPD activity and measuring it, a successful CPD activity is collaborative, involving sharing among educators. This entitles teachers with the role of disseminators like a teacher, who has done research about the use of short stories in the classroom, sharing it with colleagues and maybe inviting them to do further research in cooperation and collaboration.

Finally, a successful CPD program is connected to other aspects of school improvement in a coherent manner. It should not be regarded as a single body of development, but as one that runs in connection with other aspects of school development.

As can be understood from the discussion above, an effective CPD program is the one which exists within the system in the most collaborative, sustainable and experiential way for the purpose of improving not only teachers but also students, institutions and different third parties by measuring performances. Also, it does not only focus on the teacher and the students in the micro level, but it goes beyond the classroom and connects to other aspects of institutions on a much larger scale.

In the light of the characteristics proposed by various researchers, it can be stated that a CPD program can be effective as long as it is connected to other aspects of schools. Another similarity among all the approaches mentioned above is the fact that they all make a reference to the assessment of CPD programs, which shows that measuring the outcomes of CPD programs both for teachers and learners is essential to figure out the effectiveness of that particular program.

In sum, it can be seen that there are some crucial points, and suggested tools to be considered in designing CPD programs and these characteristics play a vital role in the outcomes of CPD activities.

CPD models

As aforementioned, traditional approaches i.e. PD and TPD have resulted in ineffective attempts for the continuous developments of teachers (Edge, 1999; 2000); they often focus on individual practical issues seeking to improve individual teachers in terms of their teaching skills such as using technology, and classroom management (Borg, 2015). Although such practical knowledge plays an important role in CPD, it has been understood and acknowledged that CPD is a multi-faceted process, which goes beyond the methodological skills (Borg, 2015). Therefore, individuals and institutions have looked for structured models of CPD in order to ensure success in their own CPD practices. Although there are a number of CPD models, they vary in terms of the way they approach CPD. To be precise, although some of them focus on the continuous development of individual teachers, thus students, there are others with a wider scope and go about CPD as the development of not only the individuals, but also institutions and organizations. The models addressed in this section are presented from the point of their scope.

Among a number of CPD models, one highly referred model is by Wolter (2000),which is called as *participant-centered model*. As its name clearly illustrates, Wolter's (2000) model is pragmatic and approaches CPD from the utilization perspective. That is, it views CPD as a notion that can be shaped and characterized by teachers to cater for their needs. This model places participants and their context in the heart of the CPD program. Through this approach, the model provides a considerable fit to the real-life teaching context since participants are highly encouraged to share what they experience. According to Wolter (2000), the idea behind this approach is that as participants are the ones who know their teaching contexts best, they are the ones who will determine the content and medium of CPD program in order for them to get the maximum benefit. Owing to its nature, participant-

centered model provides a two-way exchange of ideas and experiences unlike traditional one-way, knower-learner relationship.

A different model, which places teachers, thus teaching, at the center, is by British Council. To this end, British Council published a very comprehensive CPD framework for teachers in 2015. The framework gives teachers information about the four stages of development, namely; *awareness*, *understanding*, *engagement* and *integration*, and twelve professional practices with their descriptors to help teachers boost the quality in their classrooms.

1-Awareness	• You have heard of this professional practice
2-Understanding	• You know what the professional practice means and why it is important
3-Engagement	• You demonstrate competency in this professional practice at work
4. Integration	• You demonstrate a high level of competency in this professional practice and this consistently informs what you do at work
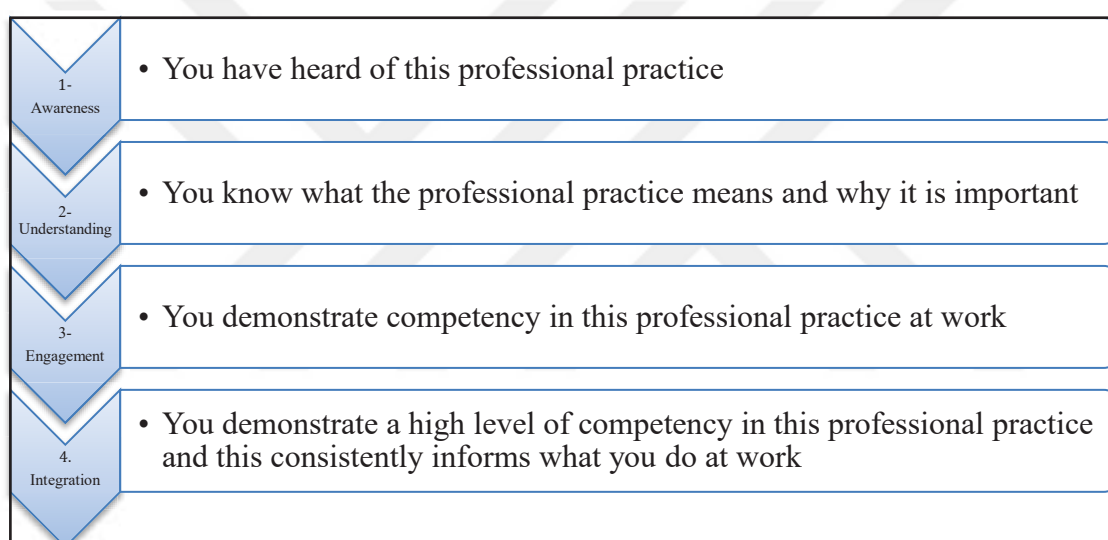
Figure 2. Stages of Development (British Council, 2015)

According to this framework, for a teacher to be competent in a professional practice, s/he sets out a journey that starts with gaining awareness regarding that professional practice. Next, if the teacher is aware of the importance and the structure of that practice, it means he/she is at the understanding stage. In the third stage, engagement, the teacher applies that professional practice in school in a competent way. If the teacher consistently and competently continues to do that professional practice at school, it means he/she has reached to the 'integration' stage (British Council CPD Framework, 2015).

As for the professional practices, the framework suggests twelve practices that are meant for teachers in order for them to understand and plan their continuous development to increase the quality in the classroom (see Figure 3).
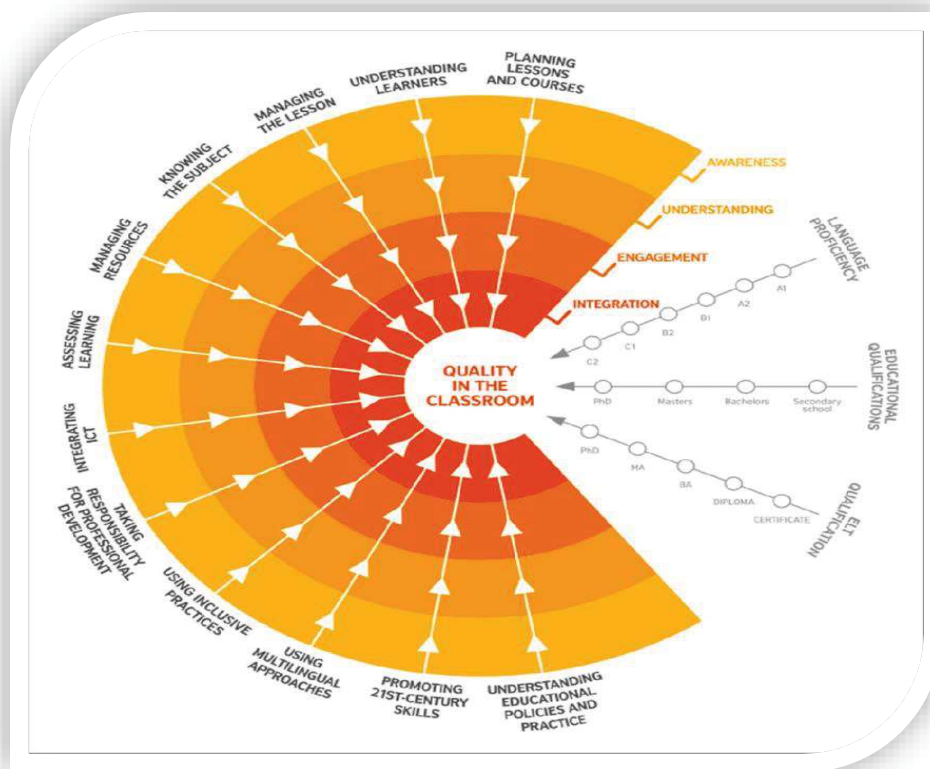
Figure 3. CPD Framework for Teachers (British Council, 2015)

The framework has got two crucial aspects. The first one is that it enables teachers to take control of their own CPD. The second one, on the other hand, is that it places 'quality in the classroom', in other words, student learning, in the center of the whole wheel of development (British Council, 2015). As can be seen, the framework consists of 12 professional practices that a teacher needs to know in order to increase the quality of his/her own teaching. It suggests that each professional practice includes the four aforementioned stages namely, awareness, understanding, engagement, and integration. Therefore, for a teacher to be competent at a professional practice, he/she should develop through these stages and this way the framework becomes a means of CPD for teachers. To give an example, for a

teacher to be in the awareness level in 'managing the lesson' means that he/she needs to improve in that practice in the sense of CPD. If the teacher develops himself from the awareness level towards the integration level, it actually means that the goal, which is the 'quality in the classroom', is attained. This of course improves student learning as well.

Finally, having a more organizational scope, thus a larger one, another example of CPD models is offered by Kennedy (2005) who proposes a spectrum of 9 models of CPD. Kennedy's (2005) model is different from the others in the sense that it focuses not only on the instructors and students, it also refers to other stakeholders (see for example Edge, 2002). To this end, he determines three categories of CPD models namely, transmissive, transitional, and transformative. However, it is important to note that these CPD models are not superior to one another, instead they just have different purposes and they all have their strengths and weaknesses (Gaible & Burns, 2005).Figure4 below provides a spectrum of all nine models proposed by Kennedy (2005).

Transmissive	Transitional	Transformative
☐ The training model	☐ The standards-based model	☐ The action research model
☐ The award-bearing model	☐ The coaching/mentoring model	☐ The transformative model
☐ The deficit model	☐ The community of practice model	
☐ The cascade model		
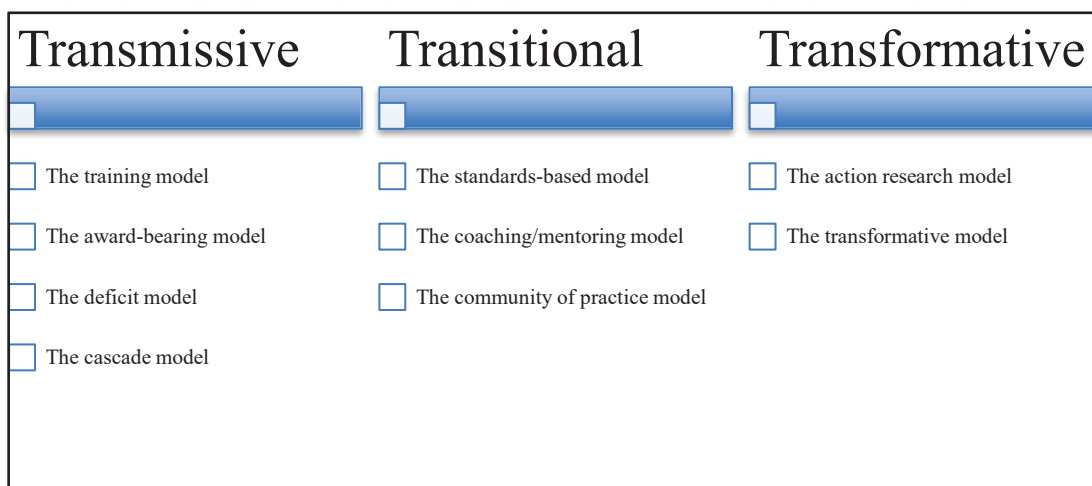
Figure 4. Spectrum of CPD Models

The first category of CPD models is transmissive which refers to the transmission of knowledge or experience through knower-learner relationship type CPD activities. There are four models in this category. The first model is *"training"* model in which an expert delivers training to participants. In training model, while the expert is in the active form by preparing

the agenda and delivering the content, the participant is in the passive form without taking any active part in the process. The second one is called as "*award-bearing*" model. This model highlights the accomplishment of award-bearing programs usually validated by universities, which ensures the quality of assurance. The third model is "*deficit*" model which aims to strengthen a specific area in teacher performance. To successfully employ this model, a delicate analysis of teacher performance by the institution is essential. The fourth model is "*cascade*" model. In this model individual teachers take part in training sessions and then deliver what they have acquired to a larger group of colleagues.

As for transitional models, this category includes models which refer to CPD in an institutional setting. Three models exist under this category. The first one is "*standards-based*" model which requires setting a set of standards for the purpose of scaffolding PD and enabling a common language to boost a greater dialogue among colleagues. The next model is called "*coaching/mentoring*" model. In this model an experienced and an inexperienced teacher work together. In this model the two teachers have a one-on-one dialogue, and the quality and confidentiality of their dialogue is highly essential. Finally, the last model is "*community of practice*". Similar to "*coaching/mentoring*" model, this model requires the communication of at least two communities. Unlike "*coaching/mentoring*", in this model there are more than two participants and the issue of confidentiality is hard to achieve.

Finally, the last category, transformative, refers to teachers' own reflections on their teaching and develops thorough their own practices. There are two models under this category. The first one is called as "*Action Research (AR)*". AR, as a CPD model, seeks to have teachers approach to their teaching practices from a critical perspective and take actions to obtain better results. This model of CPD requires teachers with professional autonomy to evaluate the reasons and results of their implementations. The last one on the other hand is "*transformative*" model. The combination of practices and condition which support a

transformative set of actions lies in the center of this model. The conditions in this model are not regarded as individual conditions. In contrast, they are a combination of a variety of conditions liaising with transformative practice.

In short, there are different types of CPD models available for teachers and decision-makers or any other stakeholders to consider the realities and needs of their institution and staff in order to determine the most suitable CPD model to be used for their development.

CPD activities

Since teachers are lifelong learners, they seek ways of professional development though a number of activities. These activities can be in various forms. For example, teachers can perform different ways of self-study practices such as teacher research, or they can take part in more collaborative practices like peer observation (Borg, 2015). As one of the aims of CPD is to focus on an area or more in a collaborative way so as to change or improve it, teachers can make use of various CPD activities (Villegas-Reimers, 2003). Some of the most common CPD activities are described below.

Workshops. It is stated in the literature, that workshops are one of the most common CPD practices (see for example Borg, 2015; Richards & Farrell, 2005; Rust, 1998). One comprehensive definition of workshops is as "a session that emphasizes the exchange of ideas and the demonstration and application of techniques and skills" (Cranton, 1996, p. 32). On the other hand, as a shorter and more to the spot definition is as "a workshop is an intensive, short term learning activity that is designed to provide an opportunity to acquire specific knowledge and skills" (Richards & Farrell, 2005, p. 23). Parallel to these definitions, it can be concluded that workshops in professional development are professional activities through which teachers can improve in a number of ways to improve the quality of their teaching or to cope with the problems that they encounter in their teaching.

According to Richards and Farrell (2005), there are a number of benefits of workshops as part of a CPD program and they provide the following advantages. First of all, workshops can supply input from expert people. In addition, they provide instructors with functional classroom applications. Next, they can increase instructors' motivation. Workshops also improve agreement between stakeholders. Furthermore, they can support innovations. Moreover, they are short-term and do not take much time. Finally, workshops are flexible in organization and they can be tailored. With these advantages, it is claimed that workshops are one of the most effective CPD practices (Richards & Farrell, 2005).

In a similar sense, it is stated that through workshops teachers at an institution can be provided with professional training to tackle a specific problem they experience within their context (Zuber-Skirritt, 1992). In align with this, Villegas-Reimers (2003) cites an example of a series of workshops offered to teachers in New Zealand to train them for a new form of national curriculum in the country and these workshops provided a positive outcome for teachers according to the results of supportive and informative classroom visits carried out by field experts. Although workshops are usually offered in a classroom-like setting, according to Yang and Liu (2004), workshops can also be offered online. Therefore, they are easily accessible to teachers who do not have a direct access to such CPD activities.

On the other hand, research also provides data about the negative aspects of workshops. One example of it is by Jesness (2000) who claims that workshops are highly traditional CPD activities which do not have a long-lasting impact; therefore, they do not really contribute to students' performances. In addition, he also asserts that workshops are meant for a group of instructors each of whom may have different characteristics and interests. Although workshops may have the possible negative aspects stated above, there are ways to make them more effective. To this end, Richards and Farrell (2005) provide the following points to consider:

- Choosing an appropriate topic.

- Limiting the number of participants.

- Identifying a suitable workshop leader.

- Planning a suitable sequence of activities.

- Looking for opportunities for follow-up.

- Including evaluation. (pp. 28-29).

In summary, workshops are highly common CPD activities with their positive and possible negative aspects. However, there are basic points to consider before making use of them as part of a CPD program to make them more effective.

Peer-coaching. Hismanoğlu (2010) defines peer-coaching as the "voluntary and collaborative visits of two teachers in order to provide feedback and advice to one another about their teaching" (p. 19). It is also asserted that teachers' CPD can be developed with the help of experimentation, observation, reflection and exchange of professional ideas, which ultimately provide participant colleagues with a valuable opportunity to learn from each other as well as tackle teaching puzzles collaboratively (Zwart, Wubbels, Bolhuis & Bergen, 2011). According to Showers and Joyce (1996), teachers with a coaching relationship in which they plan together, accumulate experiences, practice new skills and strategies expand their repertoires more than those who work alone.

In their study Kohler, Frank, Crilley, and Sheare (2001) state that there are three main uses of peer-coaching as a CPD activity. In the first one, researchers use peer-coaching for the purpose of examining changes and improvements in their pedagogical strategies, and most of such studies reveal that peer-coaching provides more instructional benefits when compared to other types of CPD activities (See for example, Munro & Elliott, 1987). Another use of peer-coaching is for viewing student outcomes and Kohler et al. (2001) report that teachers who benefit from peer-coaching as a CPD activity usually observe essential benefits by means of

their students' learning. Moreover, they also point out that the last common use of peer-coaching is about teachers' self-satisfaction and the results demonstrate that most of the participants are happy for undertaking peer-coaching activities for the sake of CPD. Finally, in a study carried out in the Turkish context, Göker (2006) investigated the effects of peer-coaching on teachers' instructional skills and found that peer-coaching contributes to teachers in terms of their self-efficacy perceptions.

Peer-observation. Peer-observation is a type of CPD activity where two teachers share the roles of being either the observer or the observee. A comprehensive definition of peer-observation is offered by Richards and Farrell (2005) who state that peer-observation refers to the activity of a teacher's watching another teacher's lesson or a part of the lesson for the purpose of understanding more about that teacher's teaching, students' learning and the classroom interaction.

As for the use of peer-observation, overall, there are two most common functions of peer-observation in institutions (Gosling, 2002). The first one of these is for the developmental purposes in which the observer and the observee see peer-observation as a tool to reflect on each other's teaching to improve their teaching quality. On the other hand, the second use of peer-observation is for evaluation purposes. Gosling (2002) states that this result-oriented approach can be employed in institutions to see whether teachers can reach to the desired level of student success.

There are three main phases of peer-observation namely, pre-observation, teaching observation and post-observation. According to Costa and Garmston (1994), in the pre-observation stage the visiting teacher and the inviting teacher meet and agree upon what to be observed and they talk about the lesson plan. After spending about 20 minutes in this step, the observation stage begins and the visiting teacher observes the lesson for about 30-40 minutes

and makes notes. In the final stage, the two teachers meet and the visiting teacher shares his/her notes in a constructive way.

Despite its simple process and being one of the most common CPD activities, there are also some negative aspects attributed to peer-observation. The most common of them is the pressure that the inviting teacher feels while being observed. As Peel (2005) states, the inviting teacher may experience the gaze of the other as confirming, threatening and to him, this is the reason why peer-observation is not very effective.

In one study carried out in the Turkish context, Akyazı and Geylanioğlu (2015) investigated the corpus that had been compiled from the post-observation discussion of 12 instructors. The data revealed that peer-observation contributed to teachers in terms of reflecting on their pedagogical knowledge, methodological knowledge and having empathy to observe the lesson from students' perspectives. In another study, having interviewed 9 EFL instructors, Yaylı and Dikilitaş (2018) found out that teachers benefitted from peer-observation by means of collaborating with colleagues, building a broader perspective for classroom observation, and having a larger repertoire for troubleshooting in the classroom.

In sum, peer-observation is one of the core ways of achieving CPD and it is employed in the Turkish context too. Despite some negative perceptions of it, peer-observation provides a great number of benefits to EFL instructors.

Teaching portfolios. Teaching portfolios are a collection of documents in which teachers reflect their continuous development as well as their professional ideas and a variety of data about their performances. According to Corrigan and Loughran (1995), teaching portfolios create opportunities for teachers to document their ideas, development and their professional actions. Furthermore, teaching portfolios also provide information to the teacher for the purpose of self-assessment (Evans, 1995). In addition to the benefits provided above, a comprehensive list of benefits of portfolios are presented below compiled from Zeichner and

Wray (2000), Shulman (1987), Barton and Collins (1993). Teacher portfolios provide insights into accomplished teaching practice; assemble a career record; assist in applications and promotion for a position; record continuous professional development; reflect on past practice; assist self-evaluation; celebrate development and achievement; acquire new skills; formalize key experiences; gain recognition/accreditation by external organizations; help and encourage others.

As can be seen above, teaching portfolios are very beneficial sources to enhance the CPD of individual teachers for many reasons and they are authentic forms of CPD.

Self-monitoring. Self-monitoring is a form of CPD activity which enables teachers to make observation and evaluation of and assess their teaching performances (Armstrong & Frith, 1984). Through self-monitoring teachers can diagnose areas for further development, which may not always be noticed during the class, such as unclear instructions, speech pace or irritating manners in the class (Richards & Farrell, 2005).

In one study conducted in the department of psychology, Liberty, Heller and D'Huyvetters (1986) found that self-monitoring allows teachers to improve their instructional decision making mechanisms. Similarly, Allinder, Bolling, Oats and Gagnon (2000) revealed in their study that self-monitoring makes a positive impact on student learning since self-monitoring helps teachers make better instructional decisions.

In sum, self-monitoring is an essential CPD activity which provides numerous benefits to teachers in terms their teaching performances and decision making; therefore, it affects student performance positively.

*Critical incidence analysis (CIA).*Critical incidence analysis refers to an effective theory where the development takes place by reflecting upon critical classroom events (Farrell, 2008). In this case, a critical incidence refers to a vividly remembered, unplanned and unanticipated classroom event (Brookfield, 1990). In a similar sense, a critical incidence

is the interpretation of an essence of a classroom situation (Tripp, 1993). CIA is an excellent way to foster participants' engagement during their development process (Tripp, 2011). Among a number of benefits of CIA, one main advantage is to have teachers question the reasons of what happened as well as what could have been done to better the situation (Cruickshank &Applegate, 1981). CIA provides teachers, especially novice ones, with the opportunity to reflect on the critical incidents and turn those incidents into learning opportunities for their development (Farrell, 2008).

In the case of a critical incidence being experienced, Angelides (2001) proposes four essential questions to be asked in order to analyze the incidence better:

- "Whose interests are served, or denied by the actions of these critical incidents?

- What conditions sustain and preserve these actions?

- What power relationships between the head-teacher, teachers, pupils, and parents are expressed in them?

- What structural, organizational, and cultural factors are likely to prevent teachers and pupils from engaging in alternative ways?" (p. 436).

As the questions illustrate, the main focus in CIA is to look at the incidence from various perspectives and try to see missed or possible opportunities to improve that particular incidence.

According to Richards and Farrell (2005), CIA provides a number of benefits in the frame of CPD. The first one is that CIA can create a greater level of self-awareness for teachers about their teaching and teaching contexts. Next, it can prompt an evaluation of established routines and procedures. Another benefit is that it can encourage teachers to pose critical questions about their teaching. Furthermore, it can help bring beliefs to the level of

awareness. Also it can create opportunities for action research. Subsequently, it can help build a community of critical practitioners. Finally, it can provide a resource for teachers.

In an attempt to find out about the impacts of CIA, Chien (2016) designed a CIA course for 19 elementary level EFL teachers in Taiwan. Having received training on CIA, discussions of 19 teachers were recorded. The results of the study illustrated that the participant teachers became more aware of critical incidences in their classrooms and felt a trusting and safe environment to reveal these incidences to others. In another study, which focused on students learning via CIA, 25 EFL learners were asked to recall both positive and negative incidences regarding the way their language skills were assessed. The results of the study revealed that the participant students came up with unanticipated positive and negative aspects of language assessment such as scores being prioritized over their learning experiences and freely shared them with one another (Czura, 2017).

All in all, CIA is helpful for creating opportunities for both teachers and students to go deeper in critical incidences in their teaching/learning and develop an understanding of learning from their own experiences and also pursue a developmental process in a collaborative way.

*Teacher study groups (TSGs).*Also referred as Teacher Support Groups and Collaborative Groups, TSGs are a collaborative practice of CPD carried out by a group of teachers to improve their teaching as well as students' learning. Among many definitions of TSGs, a comprehensive and detailed one is by Ospina and Sanchez (2010) who state that TSGs are valuable CPD practices which are commonly performed by four to ten teachers with similar interests, and TSGs gatherings provide an opportunity for professional interaction and collaboration while helping participants reach their individual goals. In a similar vein, Carrol (2005) defines TSG as a form of CPD which can potentially engage a group of teachers in the inquiry of critical situations in practice-centered and collaborative way. As the definitions

above clearly illustrate, TSGs foster teachers to control their own learning in collaboration with their colleagues.

In addition to the benefits provided, TSGs are also helpful for novice teachers in terms of learning from the experiences of experienced teachers. For example, in a study carried out by Lambson (2010), a homogenous group of experienced teachers and novice teachers, who were in the first year of their teaching, worked together in a study group for one academic year. Starting from the first meeting until the last one, the attitudes of the novice teachers were recorded. At the end of the academic year, it was found that the novice teachers improved themselves in many ways. For example; although the novice teachers were uncomfortable in taking part in discussions, by the end of the year they talked more readily and volunteered more to share. In addition, their generalized talks, which usually included confusion, shifted to having more concise comments and they also included points from their own practices. Finally, unlike their intimidated and uncomfortable behaviors before participating in TSGs, they felt more confident at the end of the year.

In conclusion, TSG provide an excellent opportunity for teachers to work collaboratively in groups of colleagues and improve their own teacher identity as well as their teaching.

Keeping teaching journals. It is a well-known fact that reflection is an essential element of CPD, through which teachers can pursue a 'lifelong learner' mindset and become critical of their own professional practices. According to Boud (2001), a teaching journal is a written record of the teaching events of a teacher for the purpose of a future reflection.

In employing this CPD practice, there are a few things to consider by teachers. For example, it is suggested that teachers should not write down every single thing about their teaching, but to focus on nagging questions or issues no matter how big or small they are (Chiptin, 2006). In addition, Fletcher (1996) asserts that it is highly important for teachers to

be fully honest about their perceptions of their teaching practices especially against the pressures put on the teachers by students, administrators, colleagues and parents. Finally, teachers should first set a goal and a time frame to keep a teaching journal, and then they should systematize their writing and evaluate their notes on a regular basis to keep up with their progress (Richards and Farrell, 2005).

To seek the actual benefits of keeping a teaching journal, Ho and Richards (1993) carried out a research study in which they delivered questionnaires to 32 language teachers. The results of the study revealed that 71% of teachers found this form of CPD a useful practice. Their opinions included that keeping a teaching journal promoted their reflective teaching, enabled them to discover the significance of their individual practices, got them to think about their unconscious thinking as a teacher in the class, and helped them reflect on specific issues and disclose them out to work on to improve.

In short, keeping a teaching journal provides teachers with the exploration of their teaching practices in a reflective way and it is an excellent way to perform a CPD practice (Ho & Richards, 1993).

Team teaching. In its broadest definition, team teaching is the presence of two educators in the same classroom at the same time by sharing responsibilities in the development, delivery and assessment of teaching in the form of an instructional or behavioral intervention (Richards & Farrell, 2005; Welch, Brownell & Sheridan, 1999). In this form of CPD, the two teachers share the responsibilities of teaching and even the follow-up work like evaluation and assessment. In team teaching, students expect their teachers to differentiate their teachings and this way team teaching creates an opportunity for teachers to develop their methodology and respond to their students in the most creative and collaborative way. In making use of team teaching, Buckley (1999) highlights some important points. For example, it is important that teachers share responsibilities not only during

teaching, but also in the planning and evaluation, too. He also asserts that the sincere and continuous communication between the teachers are also very important in determining success of team teaching as a form of CPD. A study that confirms it was carried out by Bailey, Curtis, and Nunan (1998). The researches applied three different ways to enhance CPD. While Nunan compiled a teaching portfolio, Andy and Kathi were videotaped. In addition, Andy kept a teaching journal. In doing this, they collaborated through regular support sessions they held. The results of the study illustrate that each teacher benefitted from the practice and had the chance to reflect on their teaching through self-initiated data collection.

Action research (AR). Action Research is defined as "a process, in which participants examine their own educational practice systematically and carefully, using the technique of research" (Ferrance, 2000, p.1). In other words, AR is a practical way for a teacher to look at her own work to see if it is as he/she would like it to be (McNiff, 1995).

AR is an inquiry-based CPD practice which allows teachers to explore their own worlds for the purpose of improving teaching and learning by taking deliberate and planned actions (Villegas-Reimers, 2003). Among different models of AR, a prominent one was proposed by Calhoun (1994) who suggested five steps of AR which are (1) selecting a problem relevant to your teaching to investigate; (2) collecting and interpreting information about that problem; (3) going through the relevant literature; (4) coming up with an action plan; and (5) taking the action and documenting the results. In addition to this model, a more recent and widely-accepted one was offered by Burns (1999). According to Burns, the first step of AR is investigating an issue or problem. Here, she uses the concept "issue" deliberately by stating that the starting point for a teacher does not have to be a problem, but it can also be a puzzle or issue in his/her mind. The second step in her model of AR is analyzing the issue and then deciding on the data collection instrument to collect more data on the issue.

Next, data is collected and analyzed until the teacher fully understands the issue. In the subsequent phase, the teacher plans and takes the necessary actions and records them to reflect on and share with other colleagues. Although Burns (1999) came up with a very detailed process of AR, Richards and Farrell (2005) had a more recent four-stepped model of AR. According to their model, there are four phases in AR which are planning, conducting, observation and reflection. They also state that one cycle of AR can actually be the new issue or puzzle for a new cycle of AR, which makes it a well-suited CPD activity.

There are a number of studies conducted on AR in the Turkish EFL context. For example, in a study conducted by Cabaroğlu (2014), the self-efficacy beliefs of English language teacher candidates were explored after receiving a 14-week course where AR was utilized. Related data were collected through self-efficacy scales, reflective journals and a course evaluation form and revealed that AR has a positive impact on English language teacher candidates' self-efficacy levels and it is a valuable tool to be used in teacher training. In a similar study, Kayaoğlu (2015) provided training on AR for 3 EFL instructors. Having received that training, the instructors were involved in AR to explore their classroom teaching and improve it. The findings of the study revealed that teachers felt more positive in terms of getting over with some inadequacies of their teaching. Finally, in a study which focused on a particular problem of EFL learners at a non-profit foundation university in Turkey, Savaşçı (2014) explored the reluctance of 22 EFL learners to speak in English in her class. In her study, the researcher collected data from the participants through face-to-face semi-structured interviews. The results of the data analysis revealed that the reasons of the reluctance of speaking in English for EFL leaners are a lack of confidence, fear of making mistakes, cultural factors and teacher effect. In the light of the findings of her study, the researcher explored the problematic parts related to speaking in her own class.

In summary, in this chapter, some major CPD activities have been identified and their basic principles are presented. Although the presented CPD activities can be employed in a top-down manner, where an institution requires teachers to take part in a CPD activity that the institution chooses, they can also be in a bottom-up manner where teachers take part in CPD activities with their own discretion (Khan, 2008; Mann, 2005). The bottom line is that teachers are expected to engage in CPD activities, either alone or in collaboration with others, or, either with their own intuition or with the encouragement of their institutions, for their CPD. In order for teachers to benefit from these CPD activities more, it is utmost important that they are first introduced these CPD activities regarding what they include or require (Borg, 2005). For example, in order for a teacher to do AR, it is necessary for the teacher to be knowledgeable about the steps of AR as well as the tools he/she can use to collect and analyze data. Therefore, it is essential that teachers or teacher candidates are taught CPD activities. For a successful and healthy development, CPD activities should not be viewed in isolation; in contrast, they should be regarded as different paths to achieve the same purpose (Mann, 2005).

Conceptualization of CPD in relation to the current study. As can be seen from the discussion above, CPD basically aims at the development of teachers, thus student learning (Early &Porritt, 2014; Guskey, 2003). Although the development of teachers and students seem to be lying in the *micro level* as the basis of CPD, this does not necessarily mean that CPD is for the development of only the two. It is obvious that CPD also includes a number of stakeholders (Edge, 2002). Therefore, on the *meso level,* these stakeholders, being formal or informal agents, such as trainers, educators, applied psychologists, fellow teachers, administrators and managers, policy makers also have their parts to play in the sense of CPD and boost the development of teachers and students. Although these stakeholders can be in a formal relationship, they can also pursue informal connections like having informal

discussions in teachers' lounge. Finally, having considered CPD in the micro and meso levels, there is one final layer of CPD, *the macro level*, which refers to professional bodies such as International Association of Teachers of English as a Foreign Language (IATEFL), where professionals gather to feed their individual and institutional developments and cooperate by learning as a community (Edge, 2002). Although it can be concluded that CPD exists in three different levels, one important thing is that there is a transparent and never-ending relationship between all these layers. Figure 5 below summarizes the overall notion of CPD in the light of the discussion above.

Macro Level: Professional Bodies i.e. IATEFL

Meso Level: Stakeholders and formal/informal organizational structures i.e. administrators

Micro Level: Individual teachers and student learning
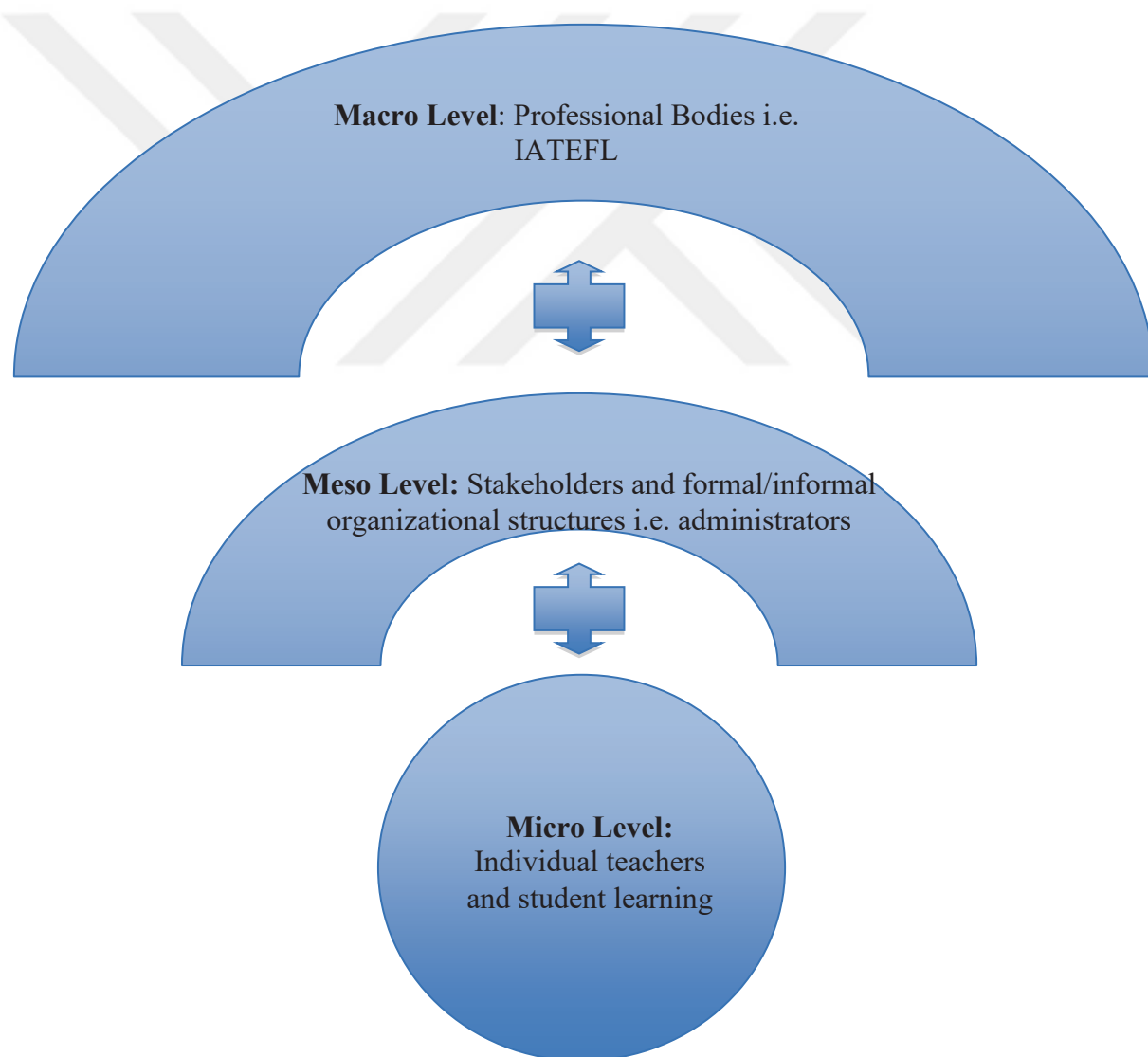
Figure 5. The Wireless Model of CPD: Connections in Micro, Meso and Macro Levels

As can be seen from Figure 5, CPD in these three layers resemble to the basic working principle of 'wireless connection'. In a wireless connection, each outer layer represents how stronger the connection gets. In CPD, the micro level refers to the essence of development aiming at the improvement of teachers and students. However, just like a wireless connection getting stronger, in the meso level, the development of teachers and students are empowered with their connection with other stakeholders and formal/informal organizational structures, in other words, CPD exists in an organizational sense, rather than staying on a personal level. Finally, the notion of CPD exists in the macro level through professional bodies, which enables development in the strongest sense by involving professionals from not only from the same micro setting, but also those from around the world, even from different disciplines.

Although 'wireless' is a basic technology that shows users how strong their Internet connection is, the 'wireless' technology includes a dynamic fiber network per se. In the sense of CPD, for this dynamic fiber network to be successful, it should function in the organizational level, and it should be beyond the development of teachers and students only.

In the light of the discussions of CPD above, in this present study, the researcher regards CPD as a process which does not only refer to individual teachers' CPD, it also includes the involvement of various stakeholders on different levels in the way Edge (2002) discusses it, and the researcher refers in his 'wireless' metaphor. In other words, unlike traditional approaches to CPD, in this study CPD is a concept that refers to an overall development on micro, meso, and macro levels in relation to one another.

Needs Assessment (NA)

NA is an essential step of designing a CPD program. In order to understand the concept of NA, it is better to understand the notion of need first. According to Witkin and Altshuld (1995), a need is "a discrepancy or gap between 'what is', or the present state of affairs in regard to the group and situation of interest, and 'what should be' or a desired state

of affairs" (p. 4). Apart from the identification of the 'gap', a second important point is that it needs to be measurable so that any tackle and progression towards the need can be tracked (Altschuld & Kumar, 2010). However, in order for a need to be attainable and measurable, teachers are supposed to be aware of this need. Only then does the need change into a demand which can be described as the teachers' desire to improve themselves (Witkin & Altschuld, 1995).

As for NA, Smith (1989) states that it is the recognition process of the performance of teachers and the level of performance they desire or are desired to fulfill. Similarly, Brown (1995) emphasizes the importance of NA as a step to determine the curriculum so that the learning needs of students are met more properly. As can be understood from the definitions above, NA stands at a very important place for curriculum development.

As for how to conduct an NA, Nation and Macalister (2009) claim that in conducting an NA there are some essential steps. In the first step there are important aspects to consider which are *lacks*, *wants*, and *necessities*. Though the concepts are self-explanatory, *lacks* refer to what aspects of a skill or construct is missing or not practiced enough beforehand. On the other hand, *wants* refer to what the participants of a training or a program want to learn. Finally, *necessities* refer to determining what is necessary for the participants of a program in order to meet its objectives (Nation & Macalister, 2009).
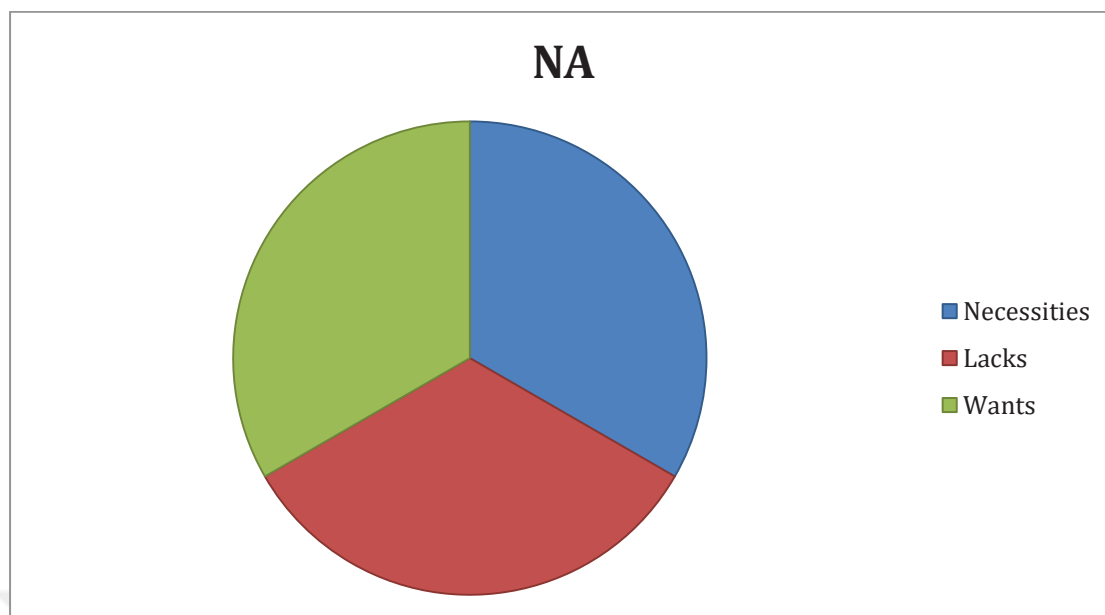
Figure 6. Steps of Conducting an NA

As the figure above illustrates, in NA firstly, the realities of not only the individuals, but also the institutions are very important. That is, it is necessary that individual and institutional needs, wants and necessities are taken into consideration while conducting an NA. Secondly, certain tools can be used for collecting the needs of the participants, such as surveys, interviews and so on (Nation & Macalister, 2009). Lastly, the researcher who conducts the NA needs to focus on evaluating the results of it. In other words, deciding on what content to include in order to meet those needs is the last but an important step of NA.

Another well-known NA design is by Richards (2001). According to him, in NA, there is no linear series of steps since every context has their own realities and objectives. However, there are a few important points to consider and a list of suggested steps.

Firstly, according to Richards (2001), a researcher needs to focus on the purpose of the NA. Since NA is a vast area of research, narrowing down the focus would help in terms of administering the whole process. Next, he/she needs to determine who is going to be the audience of the NA, in other words, who is going to be reported regarding the results of the NA i.e. stakeholders. The third step is determining the data source. In this case, the data source can vary from being teachers to students, or the administrators in an institution.

Finally, in the final stage, the NA tools should be determined which may include, but not limited to, interviews, survey, and observation (Richards, 2001).

CPD and NA. From a CPD perspective, as in curriculum development, NA has a vital place. According to Dubin and Wong (1990), NA is significant for CPD programs since such programs address to a specific context to unveil a specific purpose. In a similar vein, Kaufman (1988) claims that NA is the best way to clarify the needs of teacher-learners for the purpose of preparing a CPD program to meet the goals of the education program in the most accurate way.

CPD needs of teachers at an institution can have two possible sources. Although such needs may come from an internal root, meaning teachers' own desires for development, institutions might also initiate NAs, in that, they may focus on what they expect their teachers to be able to do. This being the case, determining the needs of teachers prior to designing a CPD program helps institutions balance the two sources of needs and identify most relevant goals and objectives (Evans, 1998; Koç, 1992; Miller & Osinski, 2000). Determining the needs of teachers in preparing a CPD program is also important to maximize the satisfaction level of participant teachers and engage them more since they may end up resisting to CPD activities unless they connect them to themselves and believe that they are going to be useful for their professional development (England, 1998). On the other hand, neglecting the desires and needs of teachers may be detrimental in the success of a CPD program. According to Daloğlu (2004), teachers sometimes state that they benefit very little from CPD programs unless they believe that what they do is relevant to them. In such cases, it is too difficult to talk about a development taking place.

Yet another importance of exploring the needs of teachers is the fact that this allows institutions to design a CPD program, which consists of multiple steps rather than being one-shot. According to Atay (2007), CPD in a traditional sense includes one-shot trainings which

have a limited impact on teachers' development. However, when teachers' needs and interests are identified beforehand, a variety of CPD activities can be designed, which can maximize the benefits of teachers.

With all these benefits in mind, it would not be wrong to conclude that NA stands as a very important factor for designing a CPD program for its numerous advantages in the context of CPD.

In this current research, NA is regarded as an inseparable part of CPD. Due to the fact that the researcher is one of the instructors in the institution, and the data size included both instructors and administrative staff members, the researcher had the opportunity to approach NA from multiple perspectives. Therefore, in this research, the researcher used Nation and Macalister's (2009) approach to NA by focusing on the necessities, lacks and wants. To be precise, necessities came from the data collected from administrative staff members about what is necessary to be success of the preparatory program in the institution. As for lacks, both instructors and administrative staff members contributed by means of what is lacking that hinder the success of CPD in the institution. Finally, wants came from both instructors and administrative staff members regarding their requests.

Related Studies in Turkey

This part of the literature review provides insights about only similar studies to the present study in Turkey. The studies conducted on CPD have usually concentrated upon the perceptions of teachers on CPD programs as well as their needs. In addition, a handful of studies have focused on the comparison of needs or perceptions between novice and experienced teachers and the relationship between CPD and various constructs such as self-efficacy, student learning, CPD practices and so on. Although some of these studies were conducted in the context of English preparatory schools, there are others which were conducted in K-12 level.

Among those which were carried out in the context of English preparatory schools, Duzan (2006) examined a CPD program specifically designed for newly hired teachers at a state university in Turkey. The participants of the study were 12 new teachers who joined the institution in that year, 45 experienced teachers and 4 teacher trainers. Having collected data through questionnaires and interviews and analyzing the data both qualitatively and quantitatively, Duzan found out that novice teachers needed training to develop themselves in terms of classroom management, exploiting teaching resources, teaching language skills and assessment. On the other hand, the data also revealed that experienced teachers thought that CPD programs are not necessary for them, which contradicted with the findings coming from teacher trainers who believed that CPD programs are necessary for all the teachers no matter how experienced they are. In a similar study Alan (2003) focused on the perceptions of 17 novice EFL teachers about the CPD program delivered at a state university in Turkey. The aim of the study was not only to identify to what extent novice teachers found the CPD program not so useful but also which specific areas required more focus. To this end, the participants were delivered a questionnaire and a delayed semi-structured interview. The findings of the study illustrated that the participant teachers needed more trainings by means of classroom management and designing assessment tools. At the end of the study, it was found out that there needed to be some sort of tailoring regarding the content of the CPD program.

Being a large-scale study, Şentuna (2002) conducted a large-scale study in 18 state universities in Turkey for the purpose of identifying what teachers with different experience levels needed for their CPD. To this end, a questionnaire was delivered to 530 EFL instructors from state universities. It was found out at the end of the study that, although teachers with more than 5 years of teaching experience and those who had less than 5 years of experience had similar needs such as increasing learner motivation, employing new methods and trends

in ELT and facilitating classroom interaction less experienced teachers were more interested than those who had more experience.

In another study Gültekin (2007) investigated the CPD perceptions of EFL instructors at a state university in Turkey about a CPD program delivered within the institution. In addition, he compared the outcomes coming from novice and experienced teachers. The data for this study were collected from 39 EFL instructors through a survey, interviews with 10 instructors and video observations of another 10 instructors' teaching/classes and an interview with the chair of the preparatory program. Having analyzed the data qualitatively and quantitatively, it was found out that both experienced and novice teachers showed a positive perception towards the CPD program and wanted to receive it more. Also, they stated that they needed more training in terms of teaching speaking skills, verbal feedback and increasing learner autonomy.

Similarly, Muyan (2013) aimed to find out about 122 language teachers' perceptions of PD activities. To this end, he conducted a survey with 122 language teachers working at a university in Turkey. The results of the study indicated that the participants accepted the existence of PD as part of their profession; however, they do not implement it much. Finally, self-motivation was considered as the reason that hindered teachers most in terms of their application of PD activities.

In a recent study Bolcal (2017) focused on improving EFL instructors' self-efficacy beliefs by identifying commonly followed PD activities. In her study she measured the instructors' self-efficacy beliefs and found out whether there was a relationship between instructors' self-efficacy beliefs and conducted PD models. To that end, the researcher employed a questionnaire and semi-structured written and oral interviews to collect data from 104 EFL instructors. The results of the study revealed that the most common form of CPD activity was attending workshops. As for the self-efficacy levels of the instructors, it was

found out that it was in an acceptable level although there were a few instructors who stated that they felt hesitant about their self-efficacy. Finally, it was also revealed in the study that the more complex PD activities instructors follow, the higher self-efficacy levels they have.

In addition to the studies conducted in the preparatory school context, there are many others which were carried out in K-12 level. For example, in one study, to find out about CPD needs, Daloğlu (2004) executed small and whole group discussions with 45 English language teachers teaching for a foundation primary school based in Ankara, Turkey. The findings of the study revealed that the primary need of the teachers was coordination achievement, coherence, and curriculum continuity among grades. In addition, what was also found out was encouraging communication and collaboration among teachers teaching at different grades was another need of teachers. Finally, the last two needs of the teachers were identified as setting standards to ensure the effectiveness of lesson materials and establishing a platform which allows sharing teaching materials. Based on the findings of her needs analysis discussions, Daloğlu (2004) divided teachers into three groups namely; core group, grade groups and discussion groups. As part of the studies of these three groups, a materials bank was established in three modules namely; defining characteristics of effective materials; establishing a classification, borrowing, maintenance, and evaluation system for the bank; and developing and piloting materials, successively. In order to collect data on the effectiveness of the usefulness of the program, a Likert type of questionnaire and monthly interviews with randomly selected teachers were employed. The descriptive and pattern-coding analysis of the data revealed that teachers highly appreciated the program for two main reasons namely: being utilizable immediately and increased communication between different grade teachers.

Furthermore, in another study, which was carried out by Yurttaş (2014), it was aimed to reveal the perceptions of EFL instructors working at private schools in Ankara and its whereabouts about the effectiveness of the in-house CPD program they received. To collect

data, 44 ELF instructors were given a survey. Moreover, 10 of those instructors were also interviewed. The results of the study revealed that although participant teachers considered that the CPD program was satisfactory in terms of course book adaptation, collaboration and classroom activities, it lacked some quality in terms of the duration of the course and some content being irrelevant to their needs and contexts.

In a similar study, Özçallı (2007) carried out a study so as to find whether an in-service education program would have any impacts on teachers' efficacy and reflective teaching. To this end, Özçallı (2007) worked with 25 teachers from 5 different schools in Istanbul, Turkey. After collecting data through questionnaire, interviews and teacher journals, it was found out that the education program had a positive impact on teacher efficacy but not a significant impact on reflective thinking.

In addition to self-efficacy, one study looked at CPD involvement of EFL instructors. Çınkır (2017) looked at the profile of English Language teachers working at state schools in Seyhan, Adana in terms of their involvement in PD activities. Moreover, the study sought teacher perceptions of updating, feedback and collaboration activities. The results of the study reveal that the teachers in question try to join the following PD activities such as; accessing newly available resources, newspapers and the internet, exercise books, digital communities, school training sessions and mentoring. On the other hand, it was also found out that those activities like joining conferences and workshops, accessing science publishing and following professional journals are not among the common PD activities that they undertake. Another finding of the study is that the most common type of updating activities are watching soap operas with English subtitles, joining MEB courses and web conferences and pursuing MA studies. In a similar vein, as for other reflective practices, teachers stated various activities including, keeping a self-diary, sharing recent online tasks and making use of drama in their classes.

Another study on CPD revealed the effects of using reflection tools on teachers' attitudes towards teaching. Kirazlar (2007) aimed to find out about reflective practices that are applied by primary school English language instructors in Çanakkale, Turkey. Another aim of the study was to introduce diary keeping as a form of reflective teaching to see if there would be a change in teachers' perceptions of their own occupation as well as their reflective practices. To this end, Kirazlar (2007) applied a Reflective Practice Questionnaire and attitude scale to collect data from 27 instructors from 16 different primary schools. Amongst those 27 instructors, 12 of them were introduced diary keeping as a reflective teaching practice for the second part of the study. The results of the study revealed that teachers are still stuck with traditional ways of reflection. In addition, after being introduced with diary keeping, the participant instructors were found to have experienced no change in their attitudes towards teaching.

Among CPD studies, it is also possible to see researchers evaluating large-scale CPD programs. In one study carried out by Lozano, Sung, Padilla and Silva (2002), the researchers evaluated a CPD program, named California Foreign Language Project (CFLP) designed to improve and expand foreign language teaching in California. To this end, an evaluation was designed to focus on three main aspects of the project, namely, site performance, teacher performance and student performance. Since the project was conducted at various sites by various institutions, sites and teachers provided various materials to be evaluated such as video records of the classes, lesson plan samples, student portfolios and even hand-outs used in PD activities. The results of the study revealed that 600 language teachers benefited from the project in only one academic year. The content of the programs ranged from lesson planning to integration of technology into the classroom. It was also found out that providing guidance towards lesson planning helps teachers design effective lesson plans however it does

not necessarily mean that they make up a good lesson. Finally, the evaluation provided a clear snapshot of students' oral and written proficiencies across all the sites obtaining the program.

Related Studies Abroad

Although a number of foreign studies were referred while discussing CPD and CPD activities above, some others will be analyzed in this part. In one study Mohamed (2006) explored the relationship between teacher beliefs and their teaching practices and PD in the context of Maldives. In the first part of the study Mohamed (2006) collected data from 197 teachers from 51 different institutions teachers' beliefs and their self-reported practices in terms of teaching grammar. Having obtained data, the researcher provided inductive ways of teaching grammar to 14 of the teachers in 12 week-long program. Having collected data through surveys, interviews and observations, it was found out that there was a significant improvement in teachers' instructional practices at a level of awareness although this did not cause a change in their beliefs.

In another study, Bailey et al. (1998) applied three different ways to enhance their CPD. While Nunan compiled a teaching portfolio, Bailey and Curtis were videotaped during their lessons. In addition, Curtis kept a teaching journal. The results of the study illustrate that each teacher benefitted from the practice and had the chance to reflect on their teaching through self-initiated data collection.

In a study, which is similar to one of the foci of this study, Kennedy (2011) focused on stakeholders' perceptions of collaborative CPD and the exploration of some barriers. To collect data, the researcher made use of interviews and a survey. The results illustrated that collaborative CPD is gaining popularity and it is taking place in more institutions every year. Especially, if the CPD activity is in a common location and if it provides a common interest to teachers, collaborative involvement of teachers increases. Also, the results also revealed

that structural barriers, such as time, place, and having no co-workers attending are the most agreed barriers to CPD attendance.

In another similar research to this present study, Powell, Terrell, Furey and Scott-Evans (2003) explored primary and secondary school teachers' and head teachers' perceptions of CPD. Related data were collected from 49 participants through surveys, and 9 of those teachers were also interviewed. Also, head teachers of the institution were interviewed. The results illustrated that most teachers found CPD programs significantly beneficial for their development both in short-term and long-term. Also, most of the participant teachers stated that the school administration were very supportive for their CPD involvement. Finally, it was found that CPD was beneficial for students; it enabled teachers to evaluate their own practices, and provided opportunities for teachers to improve themselves not only professionally, but also personally. As to the data coming from head teachers, it was noted that CPD was very important for the institution regarding performance management –a type of teacher appraisal system-, and it provided benefits for both teachers and student learning. However, one main problem was teacher motivation regarding attendance to CPD.

In one project by Brown, Edmonds and Lee (2001), CPD and school support for teachers were explored. The study specifically focused on the role of Local Education Authorities (LEAs) in supporting schools to provide CPD opportunities to their staff. The study investigated this in three different levels namely, LEA, schools and teachers in England and Wales. The support from LEAs included strategies for CPD for schools, and innovative classroom practices for teachers. The findings of the study were analyzed in all three levels. For LEAs, it was understood that they had a significant value for supporting teachers' CPD in providing and facilitating CPD programs, providing networks, and encouraging schools and teachers. As to schools, the study revealed that school culture was a prominent factor in encouraging teachers to attend CPD activities. In addition, head teachers and CPD coordinator

had an essential role in CPD and identified as gatekeepers to the CPD participation of staff. Finally, at the teacher level, it was identified that CPD was most useful when teachers were provided with the opportunity to choose the CPD activities to join, and lead their own CPD.

All in all, when the literature on CPD is reviewed, it is possible to come across a number of studies that touch upon CPD from various perspectives. Although some of those studies were conducted in the primary or secondary levels, most of them were in the context universities, more specifically in preparatory schools. In the panorama of CPD studies in Turkey most of them focused on teachers' CPD, and some case studies of specific CPD activities. It is also possible to see that some of the studies focused on the comparison of novice and experienced teachers in CPD involvement. Given that CPD has a history of a few years in Turkey, the range of studies on CPD seem to be limited. In the light of this analysis, it is barely possible to see a study that focused on CPD from the organizational point of view as a whole in terms of the teacher, CPD unit, and the institution. Therefore, this present study has a significant focus and fills in an essential gap in the literature by involving all the aspects of CPD, having a systematic analysis of needs and including multiple stakeholders of CPD. which view CPD from different perspectives.

Chapter III: Methodology

This chapter of the study presents details regarding the methodology. First, the overall design of the study is presented. Then, more information is provided about the objectives of the study and the research questions.

Research Design

This case study aimed to investigate the continuous professional development perceptions and needs of EFL instructors working at a private non-profit, university as well as the beliefs of the administrative staff members and find out whether these two interact. In meeting this objective, a convergent mixed method methodology research design was used in this study. According to Creswell (2014), in convergent mixed methodology research design qualitative and quantitative data is collected simultaneously, merged and interpreted to answer the research questions. This type of a research design is usually utilized to see if qualitative and quantitative results yield similar or different results, and in this type of research design, the researcher values both qualitative and quantitative data equally (Creswell, 2014). Figure 1 below provides graphical information about the convergent research design.
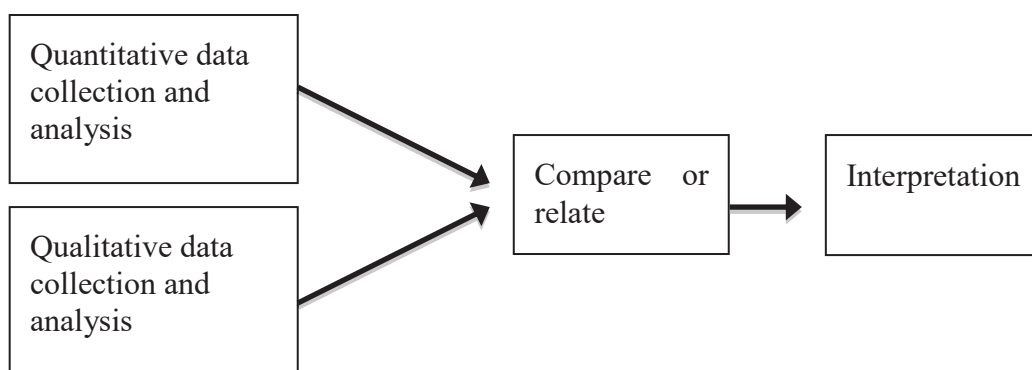
Figure 7. The Convergent Mixed Methods Design (Creswell, 2014, p. 541)

With reference to the figure above, in this present study, the data were collected from instructors and administrators for the purpose of finding out about the needs of instructors and

the interaction of the views of both parties. To this end, a Likert type of questionnaire was employed to collect data from the instructors. In addition, interviews were conducted with the administrators and instructors in order to have more in-depth information about the CPD in the institution. The findings of both data collection tools were combined and interpreted together.

Research Questions

This case study aims to answer the following research questions:

1. What are the instructors' perceptions and practices of CPD programs?

   a. How do they describe CPD?

   b. What are the facilitators for and barriers to attending the CPD programs as perceived by the instructors?

   c. What are the most common CPD activities that the instructors practice?

2. What are the CPD needs of the instructors?

   a. In what areas of teaching do the instructors need CPD activities?

   b. What are the instructors' preferences for delivery methods and formats of the CPD activities?

3. What are the administrators' perceptions of and expectations from CPD programs?

4. Do the needs of the instructors, the administrators' expectations and the institutional projections interact? If *yes*, how?

Setting and Participants

This present study was carried out at a non-profit private university in 2018-2019 academic year. The university consists of 11 faculties which are the Faculty of Education, the Faculty of Business, the Faculty of Communication, the Faculty of Dentistry, the Faculty of Engineering and Natural Sciences, the Faculty of Fine Arts Design and Architecture, the Faculty of Health Sciences, the Faculty of Humanities and Social Sciences, the Faculty of

Law, the Faculty of International School of Medicine, and the Faculty of Pharmacy. English is mandatory for most of these faculties and therefore, students spend a year at the English Preparatory School. Every year, once student intake is completed, all the new students take a proficiency exam. As a result of the exam, successful students are exempted from the preparatory program and those who cannot pass the exam are grouped as A1, A2, B1 and B2 level students with reference to the Common European Framework of Reference (CEFR). In the preparatory year, students take intensive English classes so as to be able to get to the proficiency level so that they can cope with their departmental courses.

Since there are around 2000 students in the preparatory school, students are divided into two shifts: morning and afternoon. In determining which students take which shift, their departments are taken into consideration. Therefore, there are two shift groupings in the school: MEDEEN (Medicine, Dentistry, and Education) and ENARCH (Engineering, Architecture and Others). Since there are two groups of students, there are also two groups of teachers. Although these two groups are parts of the same program, they divert in terms of their course objectives and course materials. To be more precise, the students in the morning shift are all 4-year degree students while some of those in the afternoon shift are 2-year associate degree students. Since the student profiles are different, the two shifts have different objectives. For example, the exit level goals of the morning shift and the afternoon shift are different. This being the case, they use different classroom resources to reach their purposes.

This study was carried out with MEDEEN, morning shift, teachers since the researcher is also a part of this group. There are 40 participants of this study. Although 36 of them are teachers in MEDEEN, the rest of the participants are the CPD Supervisor, two Academic Coordinators and the Director. All the instructors in MEDEEN except for the researcher and the ones who are on maternity leave participated in the study. Table 1 below shows descriptive statistics of the participant instructors for the following variables: gender,

age, whether they hold any teaching certificates, their attendance to any CPD activities and the department they graduated from.

Table 1

Demographic Information of the Participant Instructors

Variables	*f*	*%*
Gender		
Female	19	52.8
Male	17	47.2
Department		
ELT	15	41.7
Literature	12	33.3
Linguistics	2	5.6
Translation	5	13.9
Other	2	5.6
Teaching Certificate		
Yes	23	63.9
No	13	36.1
Previous CPD attendance		
Yes	23	63.9
No	13	36.1

Overall, 36 instructors participated the study. For the interviews, 9 of the 36 participants of this study volunteered to take part in the interviews. As the table reveals, 19 of the instructors are female, whereas 17 of them are males In addition, 15 of the teachers are graduates of English Language Teaching (ELT) while 12 of them graduated from English Language and Literature, and the remaining 9 of them are graduates of various other departments. The table also illustrates that 23 of the instructors have a teaching certificate while the rest do not. The same number of instructors have also attended a CPD activity before.

As to the demographic information of the participants regarding their ages, years of experience, the number of teaching hours and the number of levels they taught, Table 2 provides related information.

Table 2

The Range of the Instructors' Age, Hours of Teaching and Number of Levels

Variables	Minimum	Maximum	M
Age	24	48	31.92
Years of teaching	1	23	8.47
Teaching hours	14	24	21.31
Number of levels teach	1	3	2.14

According to the table, the mean age of the participants is 31.92. Their teaching hours range from 14 to 24 hours a week. Furthermore, among the participants, there are those who started teaching at the beginning of 2017-2018 academic year, whereas there are also other teachers who have up to 23 years of experience.

As for the administrators, Table 3 below provides the same information namely, gender, department, whether they have a teaching certificate and their previous CPD attendance.

Table 3

Demographic Information of the Participant Administrators

Variables	f	$\%$
Gender		
Female	1	25
Male	3	75
Department		
ELT	1	25
Literature	1	25
Other	2	50
Teaching Certificate		
Yes	3	75
No	1	1
Previous CPD attendance		
Yes	4	100

According to the table above, it can be seen that only one of the administrators, the CPD supervisor, is female. As to their educational backgrounds, while one of the CPD supervisor is a graduate of ELT, one of the administrators is a Literature graduate, and the remaining two have diplomas from different disciplines. The table clearly reveals that three of the four participants have a teaching certificate whereas all of them have previously attended CPD activities.

Furthermore, Table 4 below provides information regarding the participants' ages, years of experience as administrators.

Table 4

Range of the Participant Administrators' Age and Years as an Administrator

Variables	Minimum	Maximum	*M*
Age	30	56	41.5
Years as an administrator	1	9	5.25

It can be seen from the table above that the mean of the age of participants is 41.5 whereas the years of experience as an administrator is 5.25.

Data Collection Instruments

This case study aimed to investigate the continuous professional development perceptions and needs of EFL instructors working at a private, non-profit, university as well as the beliefs of the administrative staff members and find out whether these two interact. To this end, the data were collected through a survey and interviews. While administrators were interviewed, the EFL instructors were administered a questionnaire as well as some instructors volunteered to be interviewed to reach more valid data. Figure 8 below provides the summary of the data collection techniques and tools adopted in this study.
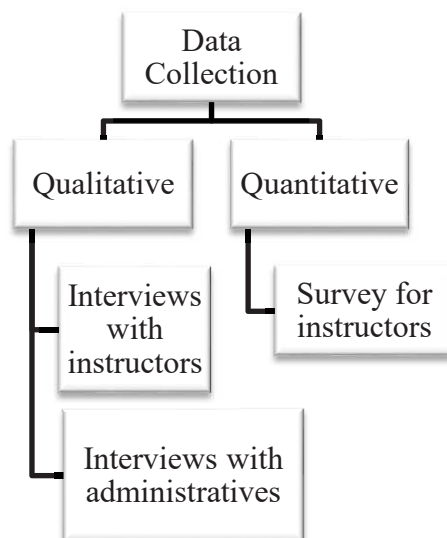
Figure 8. Data Collection Techniques and Tools

The survey. In collecting data about instructors' professional development perceptions and needs, a survey was employed to 36 instructors (see Appendix A). The original version of the survey had been prepared and employed by Ekşi (2010), and an adapted version of the same survey was developed and used by Çoban, Şahan and Şahan (2017). By employing the two surveys, a hybrid version of the survey was developed. Initially, both of the surveys were scrutinized. Then, the parts, which suited to the context of this present study, were taken. After the survey was developed, expert opinions were consulted for construct and face validity. Having collected feedback, the survey was piloted with 51 instructors. The initial survey prepared had 5 main parts with 79 items in total:

Table 5

Parts of the Survey

Part	Content of the part
Part 1	CPD perceptions
Part 2	CPD activities
Part 3	CPD needs
Part 4	Preferences for delivery methods and formats
Part 5	Background information

The first part of the questionnaire had 5 items aiming to find out about the CPD perceptions of the instructors. The Participants were asked how much they agree with the

items on a five-point scale from "Strongly Disagree" to "Strongly Agree". Some Sample items included "Professional development programs help me improve my teaching skills" and "Professional development programs give me practical information that I can use in my classroom."

The second part of the questionnaire had three sections. The first section consisted of 9 items aiming to learn about what CPD activities the participants do for their professional development. The items were on a five-point scale from "Never" to "Always". The Sample items were "Sharing experiences with colleagues" and "Joining a special interest group". The second section of the survey asked the participants about their overall satisfaction with their participation to CPD activities. The options were on a five-point scale ranging from "Very dissatisfied" to "Very satisfied". Finally, the third section of the survey included 10 questions about potential barriers that hinder the participants from joining CPD activities. The items were on a five-point scale from "Never" to "Always". Some items were "Intensive pacing" and "Unrealistic content".

The third part of the survey aimed to explore the CPD needs of the instructors. On a five-point scale from "No need" to "Very high", there were 23 items, some of which were "Increasing student motivation", "Giving constructive feedback", and "Preparing supplementary materials for Speaking.

The fourth part of the scale included such items with regard to the participants' preferences for the delivery methods and formats of CPD activities.

The final part of the survey included questions for the purpose of collecting background information from the participants such as their age, major, academic and educational experiences and so on.

After the first version of the survey was prepared, expert opinions of three professionals were taken and necessary amendments were made in the light of their feedback.

Then the survey was delivered to four instructors for construct and face validity. Based on their feedback, a typo error and some indenting issues were fixed. There happened to be no issues with the wording and clarity of the items. Having applied the suggestions, the final version of the survey was ready for piloting.

   Piloting. After obtaining the construct and face validity, although the survey had 5 parts, a pilot study was carried out in order to find the internal consistency of the items only in Part 1, Part 2 and Part 3 since only three parts of the survey included Likert scale survey items. Part 1 included items regarding CPD perceptions, Part 2 had items about CPD activities and finally, Part 3 included items about CPD needs (see Table 5). The pilot study was carried out at the preparatory school of a non-profit private university based in İstanbul, Turkey. All 51 participants of the pilot study represented the profile of the participants of the actual study since both groups of instructors were working at the preparatory program of a non-profit private university based in İstanbul (see Table 6).

Table 6

Demographic Information of the Participant Instructors in the Pilot Study

Variables	*f*	*%*
Gender		
Female	25	49
Male	26	51
Department		
ELT	20	39.2
Literature	23	45.1
Linguistics	4	7.8
Translation	3	5.9
Other	1	2.0
Teaching Certificate		
Yes	38	74.5
No	13	25.5
Previous CPD attendance		
Yes	42	82.4
No	9	17.6

Table 6above illustrates that 25 of the 51 participants were female. In addition, 20 of the participants were ELT graduates while 23 of them were the graduates of English Language and Literature. In terms of holding a teaching certificate, 38 of the participants held a teaching certificate and similarly, 42 participants previously attended a CPD activity.

Table 7below provides data on the age, years of teaching experience, the number of hours taught and the number of different proficiency levels the participants taught at their institution. As the table illustrates, the ages of the participants range from 22 to 50. While there are teachers who started teaching at the beginning of the 2018-2019 academic year, there are those who have up to 25 years of experience. In addition, although some participants teach 8 hours a week, there are those who teach 24 hours. Finally, some teachers teach only 1 level, whereas some teach up to 4 levels.

Table 7

The Range of the Participant Instructors' Age, Years of Teaching, Teaching Hours and Number of Levels

Variables	Minimum	Maximum	*M*
Age	22	50	34.10
Years of teaching	0	25	10.24
Teaching hours	8	24	19.90
Number of levels taught	1	4	1.59

The survey was delivered to 51 participants for the purpose of piloting and its results were analyzed to find out the internal consistency of the items in Part 1, Part 2 and Part 3 which are the only parts that include Likert type of items. As a result of the piloting, it was found that one item from part 1 had a wider focus compared to the others according to the statistical results, thus it was eliminated. The eliminated item was "Professional development programs are relevant to my needs and interests". Similarly, in the first section of part 2, another item was eliminated which lowered the reliability of the survey. The item was "Reflecting on my own teaching".

Having removed the items which lowered the reliability of the first part of the questionnaire, Cronbach's alpha statistics of each part was re-computed. The table below presents Cronbach's alpha values of each part of the survey. As the table clearly suggests, the Cronbach's alpha values of the parts ranged from .80 to .95, which shows that the survey was reliable (α values of .70 or higher) for each of its sections (Dörnyei & Taguchi, 2009).

Table 8

Results from the Cronbach's Alpha Statistics for the New Version of the Survey

The sections in the survey	Cronbach's α
Part 1 CPD perceptions	0.95
Part 2 CPD activities	0.80
Part 3 CPD needs	0.83

As a result of the piloting, the survey took its final form (see Appendix A).

The interviews. To gather in-depth information about the perceptions and CPD needs of the participants, an interview was conducted. Interviews are especially useful by means of to uncover the experiences and perceptions of participants to gather more in-depth information. Interviews are mainly used in qualitative research and conducted as the researcher asks one or more open-ended or general questions to participants (Creswell, 2014). While obtaining the data, researchers usually employ audio records to which they refer for a more consistent and accurate transcription (Creswell, 2014). These transcriptions are usually entered onto a computer file for the purpose of analysis.

In this present study, three different sets of interviews were used (See Appendices C, D & E). The first type of interview was prepared to collect data from the director of the program and the two vice directors. The interview consisted of questions regarding the CPD perceptions, the organizational structure of CPD within the institution and CPD needs and expectations from the instructors. The second interview aimed to collect data from the CPD supervisor in the institution. The questions varied from CPD experiences of the supervisor to

organizational structure of the CPD unit, and how CPD activities are organized in the institution. Finally, the last type of interview was conducted to collect data from instructors. This version of the interview protocol included questions regarding the perceptions of CPD, the organizational structure of CPD within the institution and CPD needs of the instructors.

In development stage of the interviews, initially the first drafts of the questions were produced. The questions were scrutinized with and expert and negotiations took place over the content of the questions and wording. After several rounds of revisions, the draft versions were finalized. Having prepared the draft versions, the interviews were piloted with two colleagues and their feedback was collected for construct and face validity and the final version of the interviews were formed (See Appendix A). Once the interviews were ready, they were conducted in the second and third weeks of January 2019. Having conducted the interviews, the researcher transcribed the audio records and worked out the codes and themes. Once the codes and themes were ready, an external rater was consulted and the researcher and the external rater had negotiations over the codes and themes for several times over a 6 weeks period. Having completed the whole process, an inter-rater reliability analysis using the Kappa statistic was performed to determine the consistency among the raters.The inter-rater reliability for the raters was found to be (κ) = 0.93 (p <.0.001). According to Stemler (2004), a Kappa co-efficiency value over (κ) = 0.90 or more means the raters of the study are in perfect agreement over the analysis of the qualitative data. After these final steps, the interview protocols were ready to be used in the main study.

Data Collection Procedures and Analysis

This case study aimed to investigate the continuous professional development perceptions and needs of EFL instructors working at a private, non-profit university as well as the beliefs of the administrative staff members and find out whether these two interact. Figure

9 below provides information regarding the summary of the data collection procedure of the main study.
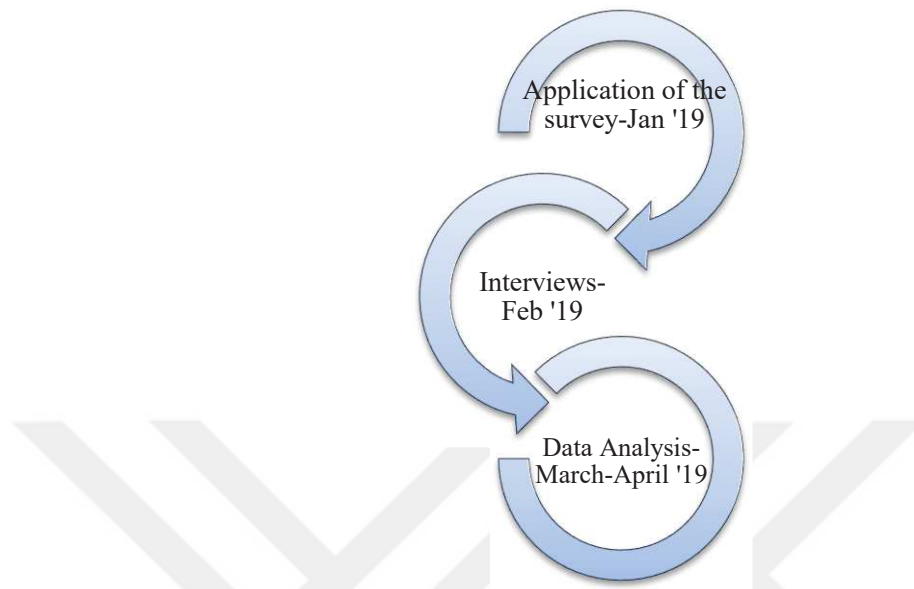
Figure 9. Data Collection Procedure and the Time Frame

In order to collect data, a survey and three different interviews were employed after obtaining necessary permissions from the institution. For the survey, the printed versions of it were provided to 36 instructors working at the institution in the second week of January 2019. The collected data were analyzed through Statistical Package for Social Sciences (SPSS) version 20 by entering the responses into a file. The statistics conducted included frequencies, mean values and percentages.

On the other hand, for the interview, the collected data were analyzed through inductive content analysis. Inductive content analysis refers to using a set of codes to decrease the amount of data to a more manageable level for the researcher to identify themes and sights (Elo & Kyngäs, 2008).

Finally, for anonymity purposes the interviewee instructors were coded as P1 and P2 up to P9. Also, the administrators were coded as A1, the director, A2 and A3, the vice directors and A4, the CPD supervisor.

Chapter Summary

This chapter provided information about the research design, data collection tools, procedures and analysis. The results of the gathered data are presented in the next chapter.

Chapter IV: Findings

Introduction

This case study aimed to investigate the CPD perceptions and needs of EFL instructors working at a private, non-profit university as well as the beliefs of the administrative staff about professional development and find out whether these two interact. To this end, the related data were collected through survey and interviews. The findings of this study will be presented in this section under separate headings in line with the research questions.

Findings of RQ1: What are the instructors' perceptions and practices of CPD programs?

The first research question of the study sought to shed light upon the instructors' perceptions and practices of CPD programs. To this end, the related data were collected from the instructors through a survey and interviews. RQ1 is formed in two separate but related sub-questions therefore, each parameter of the research question, i.e. their perceptions and practices, will be presented below separately.

Findings of RQ1a: How do they describe CPD?

Table 9 below provides the information regarding the instructors' perceptions of CPD programs based on the survey results. For the purpose of presenting the highest and lowest scores, mean scores were calculated (Table 9).

Table9

The Instructors' Perceptions of CPD Programs

Items	M	SD
3. CPD programs help me improve my teaching skills	3.94	.83
2. CPD programs improve my teaching competence	3.92	.81
4. CPD programs make me reconsider my teaching methods	3.89	.75
1. Attending CPD programs make me feel confident	3.86	.83
5. CPD programs give me practical information	3.50	.94

The table above reveals that the mean values range from 3.50 to 3.94. This distribution of means indicates that there are no competing perceptions and the participants in the cohort perceive CPD in relation to themselves more or less in the same way. Overall, it can be asserted that they have positive perceptions about CPD programs. When analyzed in detail, it is seen that 'CPD programs help me improve my teaching skills' (M=3.94, SD = .83) seems to be the most relevant aspect of CPD with respect to their own perceptions of the participants. The second most agreed upon item is 'CPD programs improve my teaching competence' with the mean score of 3.92 (SD = .81). This can be because of the participants' previous CPD experiences and the benefits they might have gained from them in terms of their teaching competences. With a slightly lower mean score, 'CPD programs make me reconsider my teaching methods' stands as the third most relevant item based on the survey results (M = 3.89, SD = .75). This might be interpreted as a benefit of CPD programs to reflect on one's own teaching methods. In the fourth place, 'Attending CPD programs make me feel confident' is another item that most participants agree upon (M = 3.86, SD = .83). Similar to the two previously mentioned items, instructors might have related the effects of their CPD experiences to their perceptions of CPD. Finally, although not very dramatic, the decrease in the perceptions of the participants for the item 'CPD programs give me practical information' (M = 3.50, SD = .94) may indicate some doubts about the use of the information the participants obtain from CPD programs. This result might be interpreted as the effects of the participants' previous CPD experiences, when they found a CPD activity unhelpful for their classroom practices therefore consider it as a barrier (see Table 12 & 13).

The interviews conducted with 9 instructors, on the other hand, revealed more insight about CPD perceptions of the participants. The analysis yielded 12 themes under 4 categories. When the participants were asked to describe CPD, they provided answers with regard to the 'description of CPD', 'the purposes of CPD', 'the agency in CPD', and their 'negative

perceptions of CPD'. Table 10 below provides information regarding the categories and themes.

Table 10

In-depth Perceptions of the Instructors about CPD as Revealed by the Interviews

Category	Theme	Participant Codes
Description	An instructor-driven process	P3, P4, P7
	An institutional body	P2, P3
Agency	Self-directed development	P1, P3, P4
	Institution-directed development	P1, P2, P3
Purpose	CPD for professional development	P1, P3, P5, P6, P7, P9
	CPD for problem-solving	P1, P4, P6
	CPD for enhancing student learning	P1, P7
	CPD as a motivational tool	P2, P4
	CPD for personal development	P2, P8
	CPD for institutional development	P2
Negative Perceptions	Concerns about the content	P3, P4, P5, P8
	Concerns about the sufficiency	P3, P8

As Table 10 above illustrates, the first category is description. When the participant instructors were asked to describe CPD, their descriptions touched upon two different themes namely, an instructor-driven process and an institutional body. Some participants perceived CPD as a process in which instructor is responsible for his/her development. For example, P3 reported "*Whatever CPD offers, it is up to the instructor*". Similarly, P4 stated, "*As instructors, we need to improve ourselves all the time, it is us who need to learn new skills and technologies*". As participants' comments illustrate, instructors stand in the center of CPD and they are in charge of their own development. On the other hand, as to the second theme under this category, some other participants perceive CPD as an institutional body. To give an example, P2 remarked,

> *CPD means a unit in institutions which aims to develop instructors' personal and*
> *professional skills. It is a unit to help us and improve the institutions, instructors and*

managerial team. For me, it is the heart of an institution". In a similar way, P3stated*I think CPD unit helps us with our professional development. I expect them to lead me and help me. They can show me my options. It is important that there is a department like this. (P2)*

As the responses clearly illustrate, some of the instructors tend to perceive CPD as an institutional organization rather than an activity that stems from the personal and professional needs of the instructors themselves. In short, it can be inferred that there seems to be a variety of perceptions of CPD among the instructors.

In addition to description, another category that appeared as a result of the data analysis is agency. As the table demonstrates, while some of the instructors put themselves in the center of development, there are others who believe that it is the responsibility of the institution. To give an example, P1 stated "*The field is so profound and you always need help. CPD is a way we can improve ourselves as instructors*". Similarly, P9 reported "*Whatever CPD offers, it is up to the instructor*". As can be seen, some of the instructors put themselves in the heart of development. On the other hand, P2remarked "*Without CPD, an institution is just an institution but at the same time CPD is what shapes our skills and broadens our mind. It is one of the most important things at an institution to develop us*". It can be understood that some other instructors perceive that institutions are to include CPD in order to improve instructors. The difference regarding the agent of CPD reveals that CPD can be considered both as a teach-driven and an institution-driven developmental process.

The third category that emerged through the data analysis is the purpose of CPD. As the table illustrates, according to the participants, CPD has multiple purposes and the themes that came out of the data are 'CPD for enhancing student learning', 'CPD for professional development', 'CPD for institutional development', 'CPD as a motivational tool', 'personal development' and 'CPD for problem solving'. The most commonly stated purpose of CPD is

that it is for professional development, and it enables instructors to keep up with the latest developments. For example, P6 stated that "*For me it means like developing yourself, but developing yourself professionally; not getting tired of the work and always keeping up with latest technologies*". In a similar way, P9 stated "*As an instructor you have to keep improving yourself because the world is changing; you have to keep up*". It can be understood that the main purpose of CPD is well perceived by most of the instructors. In addition, some instructors related CPD to personal development as well. To give an example, P2 remarked, "*CPD is not only for professional development, it also helps instructors develop personally*". Another purpose some participants mentioned is that CPD is a way to foster student learning. In that sense, P1, for example, reported, "*The field is so profound and you always need help. You always look for ways to advance students*". This reveals that a few of the instructors could relate their professional development with their teaching practices, thus their students' learning. Furthermore, some of the instructors perceived that CPD has a purpose to propose solutions to the problems that they encounter in their professional lives. For instance, P1 asserted "*You might have problems or you may need to improve yourself for any task. This is where CPD comes in. It can help you improve yourself and maybe find some solutions for things related to work. I think it is what this is*". As P1 illustrated, CPD, as a solution to problems, appeared to be one of the purposes of CPD. Finally, the last theme in this category is 'CPD as a motivational tool'. To be precise, a few of the instructors believe that CPD encourages them to improve themselves as instructors. To give an example, P6 remarked, "*If you have CPD and you are improving yourself gradually then I can say that it has a really important place in language teaching and CPD is what motivates you to improve yourself*". In short, these findings revealed that there are a number of purposes of CPD ranging from the instructors' development to student learning.

The last category that appeared based on the participant instructors' responses is negative perceptions. Although a number of benefits and purposes of CPD were mentioned by the instructors, this does not necessarily mean that negative perceptions do not exist. Under this category, two themes emerged, which are 'concerns about the importance of CPD' and 'concerns about the content of CPD activities'. First of all, some of the participants raised their concerns about the importance of CPD. For example, P3 stated, "*I don't think that the place of CPD is very important. I don't think it is very important because it is all individual. Whatever they offer, it is all up to me. Sometimes I may want to be a part of it. Sometimes if I don't want I don't take part*". It can be inferred that some instructors seem to believe that CPD as a top-down, institution driven activity is not that important and it is up to instructors whether to improve themselves or not. Another commonly stated negative perception of CPD is about the sufficiency of CPD programs to address specific needs and their applicability. To give an example, P8 reported "*It might be necessary at some point but usually I believe that it is the repetition of the same things over and over again. Sometimes I do not find what they offer new, or sometimes they are not new at all. Sometimes they are not applicable in the real world*". Similarly, P4 asserted "*I believe CPD is important but most of the CPD activities are not useful. Even if there are good things, you cannot apply them in the real world, or they are too much in the air*". This shows that the content of CPD activities is essential for their success and some instructors find them unhelpful because of their content and their unresponsiveness to needs.

Findings of RQ1b: What are the facilitators for and barriers to attending the CPD programs as perceived by the instructors?

This part of the first research question aimed to reveal the facilitators and the barriers which affect instructors' participation to CPD activities. To this end, each parameter of the question, i.e. the facilitators and barriers, will be presented below separately.

The facilitators. The survey, which was used to collect data for this present study, did not include any parts regarding the facilitators for the attendance to CPD programs. Therefore, the related data were collected from 9 participants through interviews. The results of the data analysis yielded four categories namely, session-related facilitators, trainer-related facilitators, institution-related facilitators and finally miscellaneous factors which included ideas that were mentioned only once. Table 11 below provides a summary of the interview results.

As Table 11 below illustrates, the first of the categories is session related facilitators under which four main themes were identified, namely, 'content', 'relevance', 'title of the activity', and 'small group'. As can be seen, content stands as one of the most stated facilitator by most of the participants. For example, P7 stated "*About what facilitates me, content is the key word here. It should be something new to me. If the topic was so repetitive, it wouldn't grab my attention*". Similarly, P4 asserted,

> *For some things, you just look at the name or the leaflet and have an opinion. It should be something people cannot reach easily. Originality I guess is the word for that. This is what makes me join something or not. It should be something I have no idea or never thought about. (P4)*

Table 11

Facilitators for CPD Activities as Perceived by the Instructors

Category	Theme	Participant Codes
Session-related facilitators	Content	P1, P2, P3, P6, P7, P9
	Relevance	P1, P3, P4, P6, P7, P9
	Title of the activity	P2, P6
	Small group	P3, P6
Institution-related facilitators	Being voluntary	P3, P9
	Institutional support	P5, P8
Trainer-related facilitator	Qualified trainer	P1, P2, P3, P4, P5, P7, P9
Miscellaneous	The idea of being a student	P1
	Colleague support	P2

As P4 and P7 ensampled, most of the participants pay a great deal of importance to the content. One reason why the situation is so could be related to their previous experiences with CPD programs. These experiences might have made them become more sensitive about the content. Another theme that came out of the interviews is 'relevance'. More than half of the participants believe that the CPD program should be relevant to their needs and interests. For example, P3 remarked "*As long as I see it as an opportunity and relevant to me I am okay to join. It should be about something that I cannot deal with alone. If the school arranges it, it should be something that I need*". As can be seen, the participants preferred CPD activities to be relevant to them. The reason might be related to the fact that they want the time they spare for development to be worthy of it. The third theme the participants referred to is the 'title of the CPD activity'. About that, P2, for example, stated "*You might find it a bit funny but when I see the title of the workshop and if I need it, I say that OK, it is what I need*". This response exemplifies how important the title of a CPD activity is. With a striking/exciting title that represents the content, some of the participants seem to be motivated. The final theme under this category refers to the size of the participants of the CPD activity. A few of the participants believe that CPD activities with a small number of participants facilitate their attendance to it. For instance, P3 stated "*Actually, more personal training is good. If they ask me what I want, I would be happy to share it. I don't feel comfortable with large groups. I think they should aim personally. I would be comfortable in one on one or small group trainings*". It can be concluded that some of the participants pay a great deal of care to the individual attention they receive throughout a CPD activity.

The second category regarding the facilitators to CPD programs is institution-related facilitators. Under this category, two themes emerged: 'being voluntary' and 'institutional support'. For the former one, a few of the participants appeared to value the opportunity to choose to attend or not to attend a CPD activity. For example, P3 asserted "*If it is obligatory*

to join. I feel like not doing it. The opposite of it motivates me". As for the latter one, institutional support is essential according to a few of the participants. To give an example, P8 stated "*Sometimes it's like you need to do it. Last year, you had to attend some seminars to collect some points. It goes to your portfolio or something. Our institution evaluates us on different bases and CPD is one of them*". As P8 reported, institution's stance towards CPD does affect instructors' participation to CPD activities.

The third category of facilitators is about the trainer. As Table 11 illustrates, there is one single theme under this category which refers to the qualification of the presenter and it is an essential element according to most participants. For example, P7 asserted "*The person is important. That should be someone with qualifications. I would specifically prefer an academic*". With a similar approach, P3 remarked "*I want to be sure that the trainer is qualified. Otherwise, I don't feel like joining*". As can be seen, the qualifications of the trainer pose a great deal of importance to most of the participants. One reason why the situation is so could be related to the fact that the participants want to make sure that they are going to take something with them at the end of the day therefore, the qualifications of the presenter may ensure the possibility of satisfaction in that CPD activity.

The final category of facilitators is named as miscellaneous simply because there appears to be only one participant who stated them, thus they were categorized together. The first of these themes is 'the idea of being a student'. According to P1, the idea of being a student is what facilitates his attendance to CPD activities. He remarked "*In general, it is more about the social aspect. I like being a student. When I attend workshops or conferences, I feel like a student. It gives me a chance to see the point of students' point of view. Maybe my knowledge is going to be challenged*". As can be seen, P1 regarded being a student, or challenged by the presenter as a facilitator to attending a CPD activity. Another benefit he refers to is the chance CPD activities enable him regarding empathizing with students. The

other theme referred to is 'colleague support'. According to P2, "*For me colleague support is important. It might sound a bit funny, but when I see that my colleagues are attending, it makes me attend those workshops*". As can be seen, the academic tendencies of instructors seemed to create an impact on the others. Therefore, P2 found it motivating to see others attending a CPD program.

   The barriers. As for the barriers, the related data were collected from both the survey and the interviews. The table provides the findings coming from the survey about the barriers to CPD activities as perceived by the instructors (see Table 12 below).

Table 12

Barriers to CPD Activities as Perceived by the Instructors

Items	M	SD
1. Heavy workload	3.92	1.13
4. Intensive pacing	3.56	1.16
5. Inconvenient date/time	3.44	.81
7. Cost	3.25	1.19
6. Inconvenient location	3.08	.91
9. Unrealistic content	2.89	1.26
3. Lack of institutional support	2.67	1.24
8. Unqualified trainers	2.64	1.05
2. Lack of self-motivation	2.31	1.12
9. Lack of information about upcoming CPD activities	2.13	1.12

   The table above reveals that the mean values range from 2.13 to 3.92. This distribution of means indicates that there are various perceptions of barriers among participants and the participants in the cohort see barriers in relation to themselves pretty much in a different way. A closer look at the table illustrates that among the top three barriers 'heavy workload' stands as the most agreed upon (M = 3.92, SD = 1.13). This can be interpreted as an institutional factor that sets a barrier for instructors to taking part in CPD activities. This might also be related to the lesson hours and extra duties that instructors have within the institution. The second perceived barrier is 'intensive pacing' (M = 3.56, SD = 1.16). Similar to the first item,

this one is also related to an institutional factor. In other words, it is clear that the instructors found it difficult to spare time for CPD activities because of the intensive pacing in the institution. Next, with a slight drop in the mean score, 'inconvenient date/time' is perceived as the third barrier reported by the participant instructors ($M = 3.44$, $SD = .81$). This may illustrate that because of their heavy workload and intensive pacing, the participant instructors may find it difficult to attend CPD programs which are time wise inconvenient for them.

In addition to the top three barriers, the bottom three ones include 'unqualified trainer' ($M= 2.64$, $SD = 1.05$), 'lack of self-motivation' ($M= 2.31$, $SD = 1.12$), and 'lack of information about upcoming CPD activities' ($M= 2.13$, $SD = 1.12$). The interview data revealed earlier (see Table 13) that some participants reported the qualifications of CPD trainers as a negative factor that impedes them from attending CPD activities. Yet, the survey results indicated that this is not much of a concern for the majority of the participants. Therefore, it can be seen that although some participants perceived it as a barrier, there are others who did not think that the qualifications of the trainer affect their participation. This may show that some participants believe that the qualifications of a trainer are the indicators of the potential contributions he/she can provide them. As for the second least perceived barrier, i.e. 'lack of self-motivation' only a few of the participants perceived their lack of self-motivation as a barrier, pleasingly, the lack of self-motivation is not a reason for not attending CPD activities. Finally, 'lack of information about upcoming CPD activities' appeared to be the least relevant barrier to the participants. This situation can be related to the fact that instructors receive constant updates about upcoming CPD programs through e-mails as most of the interviewees also reported.

In addition to the survey results, the interviews provided more comprehensive data regarding the barriers. The analysis of the interviews yielded 11 themes categorized under 5 broad categories which are: session-related barriers, delivery-related barriers, institution-

related barriers, trainer-related barriers and the instructors-related one. Table 13 below provides the interview results.

Table 13

Barriers to CPD Activities as Perceived by the Instructors as Revealed by the Interviews

Category	Theme	Participant Codes
Session-related barriers	Content	P1, P2, P3, P6, P7, P8, P9
	Cost	P1, P5
Delivery-related barriers	Size of the group	P1, P3, P6
	Time	P1, P6
	Place	P1, P6
Institution-related barriers	Being obligatory	P3, P9
	Tight schedule	P4, P9
	Extra classes	P4, P9
Trainer-related barriers	Unqualified trainer	P1, P2, P3, P4, P5, P7, P9
	Attitude	P4, P9
Instructor-Related Barrier	Laziness	P4

As Table 13 above illustrates, the first category of barriers is session-related ones. Under this category, two themes seem to appear: 'content' and 'cost'. According to most of the participants, content is a significant barrier to their participation to CPD programs. For example, P7 remarked "*The content is the key word here. It should be something new to me. If the topic is so repetitive, it wouldn't grab my attention*". Similarly, P3 asserted "*The topic of the activity is essential. It should be something I need so that I will be motivated to go, because I am going to spend my time and energy for it*". As can be seen, the content of the CPD activity is highly significant for most of the participants. As P3 clearly underlines, instructors seemed to expect the CPD activity to contribute to them especially because they spare time and effort for it in their tight schedules.

This finding is quite different from the survey results discussed above. Although content emerged as an essential barrier in the interviews (see Table 13), the survey results indicated that it is, even when unrealistic, one of the least relevant factors. The reason might

be related to the fact that when it is unrealistic, it might not be practical for the instructors in their teaching environment. Given that the mean value of the same item is 2.89 ($M = 1.26$) according to the survey results, even when the content is realistic, it can be concluded that their perceptions will not be more than merit. The second session-related barrier is 'cost'. A few of the participant instructors perceived cost of the CPD activity as a barrier to their attendance. To give an example, P1 remarked "*Cost especially is very important. I already have a lot of expenses, so I cannot spare an extra budget for CPD programs. I usually prefer free events because of that*". This attitude of the participants towards cost is also similar to what the survey results indicated.

As for delivery-related barriers, 'place', 'time' and 'group size' were found to be essential for some of the participants. For time and place, P6, for example, remarked "*If the CPD event is in a different venue, if it is in a time that is not appropriate for me, like if it is at 8 p.m. but my lesson finishes at 5 p.m. Then, it would hinder me*". One reason why time and place are important to the instructors could be related to their tight schedule. The last theme under this category is about 'the size of the group' of participants. As previously mentioned in the facilitators, some of the participants feel that their individual needs are better met when they join CPD activities in smaller groups, therefore being a part of large groups is perceived to be a barrier to their attendance. On the issue P3 stated "*I don't feel comfortable with large groups. I think they should aim personally. I would be comfortable in one on one or small group trainings. Otherwise, I don't feel like joining*". In short, all three themes show that there are some essential factors to be considered regarding the planning and delivery of CPD programs.

The third category about the barriers is related to the institution itself. Some of the participants seemed to believe that their 'tight schedules', the 'extra classes' they teach and 'obligatory attendance' to CPD programs stood as barriers for them. For example, P9 stated

Sometimes, I have problems with the schedule too. It is already busy, I will be in the army soon, therefore, and they give me a lot of hours before I go. In addition, when there is an instructor missing, if I am free I cover someone else's lesson so I don't have much time for CPD. This is a big problem for me. (P9)

As can be seen, institutional policies regarding cover lessons and instructors' overall 'tight schedule' may pose a problem for them to attend CPD activities. This is clearly related to the institution itself. In addition to tight schedules the fact that some CPD activities are obligatory to join may become a barrier for some of the participants. One example of such participants is P9 who remarked "*If it isn't a thing I want or need, I don't join. Also being obligatory. If I have to join it but I don't need it, I feel unhappy about that and I don't want to join*". As P9's comment illustrates, forcing instructors to take part in a CPD activity may cause reluctance. The reason of it could be related to the autonomy of instructors. For example, if they believe that they do not need that particular training, they might be irritated when they are forced to join it. Another reason could be CPD is needs based; therefore, its being obligatory makes its effectiveness doubtful.

The fourth category of barriers is related to the trainer. Unlike what the survey results indicate, most of the interviewees regard trainer as an essential factor for their participation. One example of these participants is P7 who approached this, as "*The person is important. She/he should be someone with qualifications. I would specifically prefer an academic*". As the comment clearly illustrates, instructors may even have specific criteria regarding the trainer. This could be related to the ages and experiences of participants. Given that the average age of the participants of this study is around 32and their years of experience as instructors is over 8 (see Table 2), it might be normal that they would like to receive training from experts only. The other point the participants aroused regarding the trainer is 'the attitude' of him/her. P4 remarked this, as "*The trainer is also super important, we are*

experienced people and I really don't like to be treated like a student. CPD activities shouldn't be the show of the presenters". Similarly, P9 asserted "*The presenter is also important. If they are arrogant and they act like we know nothing but they know everything, it makes me furious*". As can be seen, the attitude of the presenter was found as an essential factor that affects instructors' participation.

The final category is named as instructor-related barrier. The only theme in this category appeared to be 'laziness'. About that P4 stated "*Also, my personal laziness is another factor. I personally decide not to attend. I sometimes don't want to spend time for CPD*". This situation is also similar to the survey results which demonstrated that lack of self-motivation is the second least relevant item for the instructors (see Table 12). As can be seen, sometimes, personal reasons, like that of P4, can become a barrier to attendance to CPD activities.

Findings of RQ1c: What are the most common CPD activities that the instructors practice?

The last part of the first research question of the study sought to identify the most common CPD activities that the instructors practice. To this end, the related data were collected from the instructors through the survey.

In order to present the highest and lowest scores, mean scores and standard deviations were calculated. Table 14 below indicates that the mean scores range from 2.03 to 3.89. It can be seen that the mean values of none of the CPD activities is over 4, which shows that none of the CPD activities seemed to be highly common among the instructors. Table 14 below provides detailed information about common CPD activities that participants take part in.

Table 14

Common CPD Activities That the Instructors Practice

CPD activities	*M*	*SD*
5. Sharing experiences with colleagues	3.89	1.01
4. Asking colleagues for help	3.44	1.00
6. Observing other instructors	2.78	.83
1. Reading ELT articles, magazines, books etc.	2.75	1.25
2. Participating in courses, workshops	2.64	.96
8. Joining a special interest group	2.28	1.00
7. Joining a teacher association	2.25	1.11
3. Conducting classroom research	2.19	1.04
9. Joining an online ELT discussion group	2.03	.94

According to the table, 'Sharing experiences with colleagues' (*M*= 3.89, *SD* = 1.01), appeared to be the most common form of CPD that instructors practice. One reason why this is the case, the institution where this present study was conducted has a unit system. In other words, students are divided into different units based on their departments. Therefore, the instructors who teach in the same unit may share similar experiences since they are teaching students of same profile. This might be the reason why instructors get to share their experiences with one another, and regard this as a part of their CPD. The second most relevant CPD activity for instructors is 'Asking colleagues for help' with the mean value of 3.44 (*SD* = 1.00). With a similar reason to the first item, teaching in the same context with others might have encouraged the instructors to ask for each other's support when needed. What appeared to be important according to the results is that both items refer to formal/informal interaction that colleagues have within the institution, and they are the only one whose mean value is over 3. This may indicate that the relationship instructors have among themselves seems to be contributing to them professionally.

On the other hand, the least common CPD practices of the instructors are 'Conducting a classroom research' the instructors (*M* = 2.19, *SD* = 1.04) followed by 'Joining an online

ELT discussion group' (*M* = 2.03, *SD* = .94). As for the former one, classroom research requires specific knowledge and skills and not every instructor may feel competent to conduct research. The latter one can be explained in relation to the two most common CPD activities they do. In other words, the fact that they share their experiences with colleagues and ask for each other's advice might reduce their need towards joining online discussion group.

Findings of RQ2: What are the CPD needs of the instructors?

The second research question sought to reveal the CPD needs of the instructors as well as their preferences regarding the delivery methods and formats of the CPD activities. To this end, the related data were collected through the survey and the interviews. Because of the nature of the research question, CPD needs of instructors, and the delivery methods and formats will be discussed below separately.

Findings of RQ2a: In what areas of teaching do the instructors need CPD activities?

To begin with, the survey included three parts with regard to the CPD needs of instructors. The first part aimed to investigate skills teaching needs of the instructors. The second part revealed data regarding the assessment needs of the instructors. Finally, the last was related to the CPD needs by areas.

To begin with, Table 15 below provides information regarding what teaching skills the instructors need to improve. The table illustrates that the mean values of skills needed range from 2.06 to 2.81. As can be seen, the range of mean values is not that marked, and none of the items has a mean score over 3. In the light of this, it can be understood that all the skills given below are needed though none of them is needed desperately.

Table 15

Skills Teaching Needs of the Instructors

Items	*M*	*SD*
7. Teaching pronunciation	2.81	1.06
2. Teaching writing	2.61	1.02
1. Teaching reading	2.61	.99
4. Teaching speaking	2.53	.97
3. Teaching listening	2.50	1.13
6. Teaching vocabulary	2.19	.98
5. Teaching grammar	2.06	.98

According to Table 15 above, 'teaching pronunciation' is by far the most common need with the mean value of 2.81 (*SD* = 1.06). This could be because of the fact that pronunciation is not considered as a main skill and usually neglected. This might be the reason why the instructors felt the need to improve themselves in teaching pronunciation. The second and third place, 'teaching writing' and 'teaching reading' seemed to have the same mean values, which is 2.61 (*SD* = 1.02 & .99, respectively). This shows that some of the instructors perceive that these skills are essential and they need to develop teaching them. With a slight drop in the mean value, 'teaching speaking' appears to be in the middle of the scale of needs (*M* = 2.53, *SD* = .97). This may be because of the context-based nature of CPD. More precisely, in the preparatory programs, writing and reading are usually the top academic skills. Therefore, the instructors might have prioritized them. Similarly, 'teaching listening' is also one of the least needed skills with the mean value of 2.50 (*SD* = 1.13). As for the least agreed needs by the participant instructors, with a significant drop in the mean value, 'teaching vocabulary' and 'teaching grammar' (*SD* = .98 for both) are at the bottom of the ranking. The reason could be because the two mechanical skills are taught in every level therefore, the instructors might have felt that they have gained enough experience and confidence in teaching these skills.

The qualitative findings provided more in-depth data regarding the CPD needs of the instructors. The results of the interviews are provided below.

Table 16

Skills Teaching Needs as Revealed by the Interviews

Skill	Participant Codes
Teaching listening	P2, P6, P7, P8
Teaching writing	P1, P2, P9
Teaching grammar	P1, P9
Teaching reading	P1, P4
Teaching vocabulary	P1, P7
Teaching speaking	P2, P6
Teaching integrated skills	P1

According to the table above, 'teaching listening' appeared to be the most needed skill with reference to participants' responses. The results illustrate that four out of nine participants believe that they needed to improve themselves in teaching listening. For example, P6 stated "*On skill based things, especially in listening lessons, I would like to get some techniques, some special ways that I can implement in my lessons to help students be more interested in the lesson*". As can be seen, some of the instructors perceived teaching listening as a skill they need to improve themselves at. One interesting finding about teaching listening is that it appeared to be one the least needed skills according to the survey results. Therefore, it can be concluded that although surveys provide valuable data, when it is the individual needs of the instructors, survey results provide overall information, thus; interview results provide more in-depth data regarding individual needs. However, when it comes to the interview, they might have stated the skill that they needed most. In the second place, 'teaching writing' appeared to be one of the most common needs of participant instructors. About that, P2 reported "*When I am teaching writing, I sometimes feel very bored of myself and students are bored too. That's why I need training on teaching this skill*". As P2's comment revealed, some instructors might have needed to improve in teaching writing. This

finding appears to be very similar to the quantitative findings. In both of them, teaching writing appeared to be the second most needed skill. As the table reveals, 'teaching grammar', 'teaching reading', 'teaching vocabulary', and 'teaching speaking' appear to be equally needed skills according to the interview results. When compared to the survey results, 'teaching reading' and 'teaching speaking' have similar mean values, which is also the case according to the qualitative results. However, unlike the survey results, 'teaching grammar' and 'teaching vocabulary' seem to be more agreed need areas in the interviews. Finally, the interview results demonstrated two interesting findings, the first of which was reported by P1 who stated that he needed training on 'teaching integrated skills'. This was not an option in the survey; however, it appeared during one of the interviews. Secondly, although 'teaching pronunciation' was the most agreed need according to the survey results, it was not even mentioned once in the interviews. The reason of this situation could be because 'teaching pronunciation' was an option in the survey and this might have guided the participants; however, since there were no options in the interview, they may have gone for more mainstream skills as needs.

In addition to the teaching skills, the survey also included a part specifically asking the participants about their assessment needs. Table 17 below includes the findings. The table illustrates that the highest mean value is below 3, therefore, it can be concluded that none of these needs is a strong need. More specifically, the mean values range from 1.97 to 2.83.

Table 17

Skills Assessment Needs as Revealed by the Interviews

Items	M	SD
7. Assessing pronunciation	2.83	1.08
4. Assessing speaking	2.53	.91
2. Assessing writing	2.42	.91
1. Assessing reading	2.42	1.00
3. Assessing listening	2.33	.93
6. Assessing vocabulary	2.19	.86
5. Assessing grammar	1.97	.81

A closer look at the table above reveals that 'assessing pronunciation' is the most common assessment need with the mean value of 2.83 (*SD* = 1.08). This appears to be a very similar finding to the teaching needs. In the light of this, it can be concluded that teaching and assessing pronunciation are the most necessary needs of the instructors. In the second place, 'assessing speaking' is the second mostly needed assessment skill with its mean value of 2.53 (*SD* = .91). This could be because skills like grammar, listening and vocabulary are tested through multiple choice questions in the institution, speaking and writing on the other hand require a more holistic approach to grading, therefore, the instructors might have felt the need to improve in assessing speaking. In line with this, 'assessing writing', with the mean value of 2.42 (*SD* = .91) comes right after 'assessing speaking', which might be because of the same aforementioned reason. Similar to 'assessing writing', 'assessing reading' has the same mean value of 2.42 (*SD* = 1.00) and it does not really appear to be an essential need to instructors. It can be seen from the table that 'assessing listening' and 'assessing vocabulary' have significantly lower mean values. While the former one has the mean value of 2.33 (*SD* = .93), the latter one has 2.19 (*SD* = .86). The reason why they do not appear to be on the top of the ranking could be related to the assessment system in the institution. All the exams in the institution include multiple-choice type questions; therefore, not many of the instructors might have felt that it is a need for them. Finally, 'assessing grammar' appears to be the least needed assessment skill with the mean value of 1.97 (*SD* = .81).

The interview results illustrated that there is no reference to assessment needs of instructors except for a statement by P3, who asserted "*I need help with testing because it is a burden on me. We prepare exams and I have never done it before*". Rather than touching upon a specific skill in assessment, P3 seems to need improvement in testing in general.

The final part of the survey is about the instructors' CPD needs in different areas related to teaching English. Table 18 below clearly illustrates that the highest mean value of

need areas is significantly below 4. Thus, it can be interpreted that none of the needs appears

to be highly relevant to the participant instructors. Also, the range of mean values is from 1.94

to 3.22 (see Table 18).

Table 18

The Instructors' Specific Needs Related to Teaching English

Items	M	SD
13. ESP (English for Specific Purposes)	3.22	1.22
11. Using drama in ELT	3.17	1.32
12. New theories and practices of ELT	3.08	1.20
4. Syllabus design	3.06	1.12
15. Conducting classroom research	2.97	1.16
9. Using games in ELT	2.94	1.15
22. Preparing students for exams (e.g. TOEFL,IELTS)	2.75	1.05
6. Test development	2.72	1.00
10. Story telling	2.72	1.14
8. Use of technology in ELT	2.69	1.28
14. Teaching integrated skills	2.64	1.13
5. Increasing student motivation	2.61	1.15
17. Preparing supplementary materials for listening	2.58	1.18
16. Preparing supplementary materials for speaking	2.50	1.00
7. Giving constructive feedback	2.50	.97
23. Understanding CEFR	2.47	1.11
1. Lesson planning	2.44	.88
18. Preparing supplementary materials for writing	2.42	1.03
3. Identifying learner characteristics	2.39	.93
19. Preparing supplementary materials for reading	2.33	1.01
21. Preparing supplementary materials for vocabulary	2.22	.96
20. Preparing supplementary materials for grammar	1.97	.88
2. Classroom management	1.94	.92

According to Table 18 above, among the top three most relevant CPD needs of the

instructors, 'ESP' is on the top of the list (*M*=3.22, *SD* = 1.22). This could be related to the

fact that there are no ESP classes in the institution where this study was conducted. This being

the case, the participant instructors might have felt that they were not competent in teaching

ESP. With a similar mean value of 3.17 (*SD* = 1.32), 'using drama in ELT' is the second CPD

need that the instructors reported. The reason why drama became one of the most relevant

needs to the instructors could be because drama was accepted as a semester project by the

institution in the Fall semester of 2017. Therefore, many of the instructors who teach B1 or

B2 levels are expected to guide their students through the project. This situation might have urged the instructors to feel that they needed to improve in using drama in ELT. Finally, 'new theories and practices of ELT' was found to be an essential need among the instructors with a mean value of 3.08 ($SD = 1.20$). This shows that some of the instructors are in a constant need to improve their classroom practices by being knowledgeable about the new theories and practices and improving their repertoire as instructors.

On the other hand, as for the bottom three items, 'classroom management' with the mean value of 1.94 ($SD = 92$) was found as an area that most instructors do not need. This could be related to the average years of experience of instructors. Given that this is over 8 years(see Table 2), most of the instructors might have felt that they are competent in managing their classes. Similarly, 'preparing supplementary materials for grammar' does not appear to be an area of need with a significantly low mean value of 1.97 ($SD = .88$). This could be related to the fact that grammar is one of the most emphasized components of the teaching program in many institutions. Therefore, there are usually a lot of materials available. Finally, another CPD need regarding material preparation being 'preparing supplementary materials for vocabulary' is one of the least needed three CPD needs areas with its mean value of 2.22 ($SD = .96$). The same reason with the previous item might have applied for preparing materials for vocabulary as well.

In addition to the survey results, the qualitative data enabled more insights regarding the CPD needs of the instructors. The results of the interviews yielded 7 themes under three categories. Each of the categories and themes will be discussed separately.

Overall, it can be seen that the qualitative findings regarding the CPD needs of the instructors are in conflict with quantitative ones. For example, some of the most common CPD needs based on the survey results such as 'using drama', were not even mentioned once in the interviews. This could be related to fact that unlike interviews, Likert type of surveys

tend to give instructors some ideas that they cannot think of in face-to-face interaction, therefore they can go for those options. Table 19 below provides the summary of the data collected from the interviews (see Table 19).

Table 19

CPD Needs of the Instructors According to the Interviews

Categories	Themes	Participant Codes
Classroom skills	Classroom management	P1, P2
	Using new technologies	P2, P9
	Increasing student engagement	P6
	Teaching advanced level students	P4
	Board use	P6
Lesson preparation	Finding lesson materials	P1, P4, P5
	Designing lesson materials	P1, P2, P3
Miscellaneous	Classroom research	P2

As Table 19 reveals, the instructors appear to need some classroom skills. First of all, some of the interviewees stated that they needed training on 'classroom management'. For example, as P2 remarked,

I would say that I need to improve in classroom management. It can be a workshop or something. That would be perfect. Most of the time yes we experience so many types of students. For example, this year I am teaching 33-34 students in one class. I am not used to it. In this case, a workshop on classroom management would be great. (P2)

This shows that CPD needs are not constant or frozen; instructors may have various needs based on changing situations in their contexts. Even if an instructor has a great deal of experience, contextual differences might make them feel that they need to improve themselves in certain skills. However, it is important to note that 'classroom management' interestingly was the least relevant CPD need according to most of the instructors based on the survey results. Secondly, one of the instructors stated that they needed to focus on ways

they could increase 'student engagement'. To give an example, P6 mentioned this need as "*I'd like to get some techniques, some special ways that I can implement my lessons to help students be more interested in the lesson*". Furthermore, only one of the instructors, P4, mentioned the need of 'teaching advanced level students'. This could be because of the level system in the institution where this study was conducted. In this level system, an instructor who usually teaches low level students might end up teaching high level ones at some point, this might make instructors feel that they need new strategies to deal with a different group of students. Another theme that emerged to be a need of some of the instructors is regarding 'using technology'. For example, P2 remarked "*I need trainings on using technology. Personally, I believe that technology has changed teaching. Whenever I include technology, I can see that students feel much better. I mean they are more productive. With technology, it is more productive*". As can be seen, sometimes instructors tend to keep up with the changes so that they can improve student learning. As P2 stated, the learning styles of students make it necessary for instructors to improve themselves in that regard. The last point that qualitative data unravels is regarding 'board use'. About that, P6 appears to feel that he needs improvement. He stated "*For me, I would like to be able to use the board more efficiently*". What can be inferred from this point is that even some basic teaching skills might appear to be a need for instructors at some points of their career.

The second category of CPD needs is about lesson preparation under which two themes emerged: 'finding lesson materials' and 'designing lesson materials'. For the former one, finding lesson materials seems to be a need for some of the instructors. For example P1 asserted

> *I need to improve at finding different materials. Whatever you do, the student profile is always changing and you need to change too. Now I have a class and they have awareness about everything. When I ask them a question, they always have an idea. I*

didn't think they would do it well. It means we always have different profiles. In this case, I need to do something more. I need more ideas for such classes to improve myself. I never feel satisfied. (P1)

As can be seen, changing student profiles might encourage instructors to improve themselves, especially in finding different materials in this case. Some of the participants seemed to believe that they need improvement in designing their own materials. Regarding that, P2 referred to 'designing lesson materials' by pointing out "*I can say that I want to learn how to prepare materials, my own materials*". This situation could be related to the shortcomings of the course books. Sometimes, instructors might have felt the need to supplement the course book with the materials that they design suitable to the needs and interests of their students. Although this appears to be a need according to interview results, surprisingly the survey results seem to provide a contradictory finding. As Table 19 above demonstrates, needs regarding material preparation are among the least relevant CPD needs among instructors. This shows that using only surveys for data collection may not be a healthy approach.

Finally, under the category of miscellaneous, only one of the instructors seemed to believe that she needed to improve herself regarding 'classroom research'. About that P2 asserted "*In relation to my teaching, I need to do more classroom research and publish my own articles. However, I don't think I am competent in doing so*". As can be seen, in addition to teaching-related needs of instructors, it is also likely that they might need to improve in some academic skills as well. The reason why this appears to be a need could be because following MA or PhD studies is a common thing among the instructors in the institution where this present study was conducted (see Table 1).

Findings of RQ2b: What are the instructors' preferences for delivery methods and formats of the CPD activities?

The second part of the research question sought to demonstrate instructors' preferences for delivery methods and formats of the CPD activities. To this end, related data were collected from the participant instructors through the survey, which has a part including related questions. The findings of this part are provided below in Table 20.

Table 20

The Instructors' Preferences for Delivery and Format of CPD Activities

Items	*f*	*%*
Preferred format		
Optional	33	91.6
Compulsory	3	8.3
Preferred sessions		
Seminar	20	55.5
Workshop	33	91.6
Group discussions	14	38.8
Other	1	2.7
Preferred place		
At my institution	33	91.6
At another institution in my city	25	69.4
At another institution in Turkey	13	36.1
Online	20	55.5
Abroad	18	50.0
Preferred trainer		
A colleague from my institution	9	25.0
A group of teachers from my institution	11	30.5
A trainer or expert from an outside institution	32	88.8
A colleague from my institution and a trainer from another Institution	16	44.4
Other	1	2.7
Preferred time		
Weekday morning	16	44.4
Weekday afternoon	21	58.3
At the weekend	19	52.7
Preferred frequency		
Once a week	3	8.3
Once every two weeks	8	22.2
Once a month	22	61.1
Once every two months	18	50.0
Once a semester	14	38.8
Preferred length of sessions		

Up to 30 minutes	8	22.2
Up to 45 minutes	18	50.0
Up to 60 minutes	21	58.3
Up to 90 minutes	12	33.3

According to the table above, it can be seen that while the majority of the instructors (f=33) preferred to have PD activities in 'optional' format, only 3 instructors reported that it must be 'compulsory'. Considering the preferred types of PD sessions, it is clear that there was unequal distribution of types such as seminar (f=20), workshop (f=33), and group discussions (f=14). Furthermore, one of the instructors offered a different type of CPD activity which is 'conference'. This unequal distribution might have resulted from the previous experiences of instructors. They might have picked the types that they find beneficial more. In the light of all this, 'workshop' is the most preferred type of CPD session. The underlying reason behind this could be because workshops provide hands-on experience to the instructors.

Table 20 also revealed information about the preferred place of CPD activities. According to the results, the most favored place of CPD sessions was 'at my own institution' (f=33). With a slightly lower frequency, 'another institution in Istanbul' (f=25) was the second most preferred venue. As for the remaining options, 'another institution in Turkey' (f=13), 'online' (f=20) and 'abroad' (f=18) were also favored by the instructors. In brief, it can be understood that instructors mostly prefer joining CPD programs at their institutions and others in Istanbul.

Furthermore, preferred trainer was also asked. According to the results, 'a trainer or expert from an outside institution' (f=32) is by far the most preferred type of trainer. With significantly lower frequencies 'a colleague from my institution and a trainer from another institution' (f=16), 'a group of teachers from my institution' (f=11), and 'a colleague from my institution' (f=9) were also preferred by some of the instructors. In addition, one of the

instructors also added 'an academic' as his preference. In brief, it can be seen that most instructors tend to receive a CPD from a trainer or expert from outside the institution.

The survey also revealed information about the preferred time of the CPD activity. According to the results, 'weekday afternoon' (f=21) and 'at the weekend' (f=19) seem to be almost equally preferred times. Also, 'weekday morning' (f=16) had a slightly lower frequency. The reason behind why 'weekday afternoon' and 'weekday morning' were preferred more could be related to the teaching hours of instructors.

As regard to the interval of CPD activities, 'once a month' (f=22) was the most preferred one. In addition, 'once every two months' (f=18), and 'once a semester' (f=14), 'once every two weeks' (f=8), and 'once a week' (f=3) were also preferred. As can be seen, 'once a month' and 'once every two months' seem to be the most preferred intervals of CPD activities. The underlying reason behind this could be the heavy workload of instructors, which was also mentioned as a barrier to attending CPD activities.

Finally, as for the preferred length of sessions, participant instructors seem to mostly prefer 'up to 60 minutes' (f=21) and 'up to 45 minutes' (f=18). 'up to 90 minutes' (f=12) and 'up to 30 minutes' (f=30) were also selected. This situation might be related to the interval preferences of instructors. Since they mostly preferred 'once a month' they probably wanted to have sessions long enough to make their time worth it.

Findings of RQ3: What are the administrators' perceptions of CPD and expectations from CPD programs?

The third research question sought to reveal the CPD perceptions of administrators as well as their expectations of instructors regarding CPD. The administrators in this study include the director, two vice directors and the CPD supervisors. The related data were collected from these four participants through interviews. Since the research question includes

two parameters, perceptions and expectations, each parameter will be tabulated and discussed below separately.

The administrators' perceptions of CPD. For the first parameter, when the administrators were asked about their perceptions of CPD, the analysis of the data revealed that their responds yield nine themes which were then placed under five categories namely, description of CPD, benefits for the instructors, benefits for the institution, implementations of CPD and the challenges of CPD (see Table 21 below).

Table 21

The Administrators' Perceptions of CPD Programs

Category	Theme	Administrator Codes
Description	CPD as a dynamic-ongoing development process	A1, A2, A4
	CPD as an institutional body	A1, A3
Benefits for instructors	CPD is for professional development	A1,A2, A3, A4
	CPD for personal development	A1, A2
Benefits for the institution	CPD for the benefit of the institution	A1,A2, A3, A4
	CPD is for problem-solving	A1, A4
Implementation of CPD	CPD as a top-down process	A1, A3
	CPD as a bottom-up process	A2, A4
Challenges of CPD	Concerns about implementation	P2

As Table 21 illustrates, when the administrators were asked about their perceptions of CPD, their responses included descriptions. These descriptions touch upon two main themes. For the first theme, most administrators believe that CPD is a 'dynamic and ongoing developmental process'. For example, A1 reported "*CPD means life-long-learning. Learning is a kind of changing. This way the instructors improve themselves all the time*". On the other hand, some of the administrators regarded CPD as 'an institutional body'. For example, A3 stated "*CPD is a unit that helps our staff in many ways. It is like an organic part of our program*". Similarly, according to A1, CPD is like a "*maintenance unit*" in an institution and

it fixes the problems that occur per se. As can be seen, A1 seemed to believe that CPD is both an instructor-driven process and an institutional body. This could be because of the two different roles that administrators have in the institution. In other words, the fact that administrators are also instructors, they might tend to describe CPD from both perspectives.

Another category that came out as a result of the data analysis is benefits for instructors. As the table above suggests, 'CPD is for professional development' and 'CPD for personal development' are the two themes under this category. For the first theme, all the participants believe that CPD aims instructors' professional development. To give an example, A4 asserted "*To follow the changes, be up to date and serve better in the class, I think all the instructors need to improve and CPD is what ensures that*". As can be seen, CPD is regarded as a process whose aim is to equip teachers with the professional skills that they need to improve their classroom practices. As for the second theme, some administrators believe that CPD helps instructors not only professionally, but also personally. In that regard, A2 for example remarked "*When I say they need CPD, I don't only mean their professional development. They also need to relax and improve themselves socially. I mean their personal development. It's important too*". Similarly, A1 asserted, "*Also personal development is important. I always say something, if you are not happy, you cannot make anybody happy. So you must be happy in every way so your personal development is very important. It is like sharpening your axe*". As A1 and A2 clearly pointed out, the instructors' personal development is as important as their professional development.

As Table 21 also illustrates, CPD is also beneficial for the institution. For the third category, all the participants reported that CPD provides a great deal of improvements to the institution. For instance, A3 remarked "*CPD is one of the core practices for ELT. CPD is utmost important because program development and assessment are important and CPD assures that. It is important in our school now*". Similarly, A1asserted "*CPD is one of the*

most important things in institutions like ours. It helps us improve the quality of our institution". As can be seen, administrators agree upon the fact that CPD is beneficial for the institution. This could be related to their expectations from the CPD unit regarding the contributions it can make to improve the institution. About that, the second theme under this category focuses upon a specific function of institution which is problem-solving. In that regard, A1 clearly explained:

CPD is a kind of maintenance for an institution. For example in our school CPD supervisor is doing some observations and she gives feedback to teachers about teaching. It's a kind of fixing things, like fixing the teaching and teaching skills. Therefore, CPD fixes stuff in our school. (A1)

As can be seen, CPD is regarded as a mechanism where problems are dealt with in an institution. In the light of this, it can be inferred that the fact that the administrators see CPD as maintenance could be the underlying reason of the previous point which discusses the idea that CPD is for the benefits of an institution.

Subsequently, the fourth category that the data analysis of the interviews yielded is about the implementation of CPD. Under this category, two opposing themes appear. The first theme suggests that CPD is a 'bottom-up process'. In other words, the instructors are in charge of their own development. With regard to this perception, A1 stated "*CPD activities should be voluntary based; teachers should attend them by being aware of their strengths and weaknesses*". This suggests that instructors have a role to take charge of their own development process. In contrast to this view, CPD is also a 'top-down process'. In that regard, A4 suggested "*CPD programs should have certain aims and procedures and they should be relevant to teachers needs*". Similarly, A2 reported "*CPD in an institution should have systematic rules so that everyone comes and learns the certain thing you want them to learn*". As can be seen, there seem to be two opposing views regarding the implementation of

CPD. This shows that individual perceptions of CPD can cause a conflict of ideas even within the same institution. In the light of this, it can be inferred that CPD is regarded as a process which is both top-down and bottom-up at the same time.

The final category is about the challenges of CPD. The analysis of the data yields only one theme in this category which is 'the concerns about the implementation of CPD'. One of the administrators believes that CPD is a difficult process to implement. He reported "*CPD has never been easy to implement. It is especially difficult to do it with people who have no motivation*". It can be inferred from this respond that there might be some challenges to implementing CPD programs and teacher motivation can be an issue within institutions. However, considering that there are highly experienced instructors in the institution (see Table 2), their experience levels may be a factor to make them believe that they do not need further development.

The administrators' expectations from CPD programs. The second parameter of the third research question referred to the administrators' expectations of CPD programs and the needs of instructors. To this end, the four administrators were asked related questions in the interviews. Overall, the interview results revealed that all of the administrators expect instructors to be enthusiastic and motivated to take part in CPD activities all the time. To give an example A2 remarked "*Participation to CPD activities is voluntary, but I want our teachers to join them. It is about the synergy we want to create here*". In a similar approach, A4 stated "*CPD programs are all voluntary but we pay attention to instructors' participation at the end of the year as part of the appraisal system. We expect them to be motivated to join CPD programs*". It can be inferred from the data that instructors are expected to be autonomous and choose to participate in the CPD activities voluntarily. This way, the institution wants to make sure that CPD is taking place and it is through instructors' own enthusiasm.

In addition to the overall attitude-wise expectations, the administrators also expect the instructors to improve themselves in some particular areas. These areas are presented below in Table 22 under the categories of primary needs and secondary needs. The rationale behind this division is that the primary needs of instructors were stated and emphasized very often in the interviews. The secondary needs on the other hand were mentioned by only some of the participants.

Table 22

CPD Needs of the Instructors as Perceived by the Administrators

Primary needs	Secondary needs
Testing	Classroom management
	Teacher research
	Giving instructions
	Lesson design
Program development	Material adaptation
	Technology integration
	Giving feedback to student writings

On the one hand, as stated above in Table 22, primary needs were stated multiple times in the interviews. As can be seen from the table, only 'testing' and 'program development' emerged as the primary needs of the instructors which the administrators expect them to improve themselves on. In that regard, A3 stated "*CPD is utmost important because program development and assessment are important and CPD assures that. It is important in our school now*". Similarly, A2 asserted "*The staff definitely needs CPD and it should be a part of teacher appraisal. They specifically need trainings on testing (preparation) and program development because of our institutional expectations. These things are also important in teacher recruitment too*". One reason why 'testing' and 'program development' appeared as primary needs could be related to the fact that the institution, where this present study was conducted, does not have a testing unit. Therefore, the instructors themselves produce assessment materials. This being the case, testing might have become a primary need

for the institution. As for program development, the institution in question is a fast developing university which increases the number of academic departments every year. In relation to that, the number of units and divisions within the preparatory program increase as well. Therefore, the instructors are expected to contribute to the changing system within the preparatory program. This situation might be the reason why 'program development' appears to be a primary need.

On the other hand, the interview results also reveal that there are other areas the administrators expect the instructors to improve themselves. These areas of needs appear as a result of the classroom observations that are conducted by one of the administrators, the CPD supervisor in particular. As for the needs, according to Table 22 above, 'classroom management', 'giving instructions', 'lesson design', 'material adaptation', 'technology integration' and 'teacher research' are the areas that the instructors need further development on. More specifically, for material adaptation for example, A4 remarked,

> *Adapting materials seems to be an issue. In your lessons you see that some parts of your materials will not work well in the class. In our school, teachers focus on filling the charts like I have finished this or that. They don't really focus on how to adapt that material for their own students (A4).*

To give another example, A4 also asserted,

> *I can see that sometimes our teachers are doing some tasks just for the sake of doing them. Let's say it is a speaking task, just because students are speaking, does it mean they are learning? Our teachers need to improve in terms of designing their lessons like adding some learning points to a speaking lesson. (A4)*

As can be seen, classroom observations in the institution seem to give ideas about the CPD needs of instructors to the CPD supervisor. As for the other CPD needs, A4 stated

I don't know why but somehow we may forget how to use our basic skills, even giving instructions, teacher talk time, or giving instructions. We are doing technology integration, because I feel that it's a need. Giving feedback to writing is also we are not that well yet. (A4)

In short, as a result of the interviews that were conducted with four administrators, it can be concluded that there are both primary and secondary needs of instructors. It is important to note that while primary needs refer to those mentioned multiple times by the administrators, secondary ones come from the CPD supervisor upon her experiences of classroom observation.

Findings of RQ4: Do the needs of the instructors, the administrators' expectations and the institutional projections interact? If yes, *how*?

The fourth research question of the study aimed to reveal whether the instructors' perceptions and needs of CPD interact with those of the administrators. To this end, each parameter, being the perceptions and needs, will be discussed below separately.

Perceptions. As part of the data collected throughout the study, the CPD perceptions of both the instructors and the administrators were recorded. Although there are a number of similarities between the two sides, there are also some differences. The diagram below provides information regarding the similarities and differences (see Figure 10).
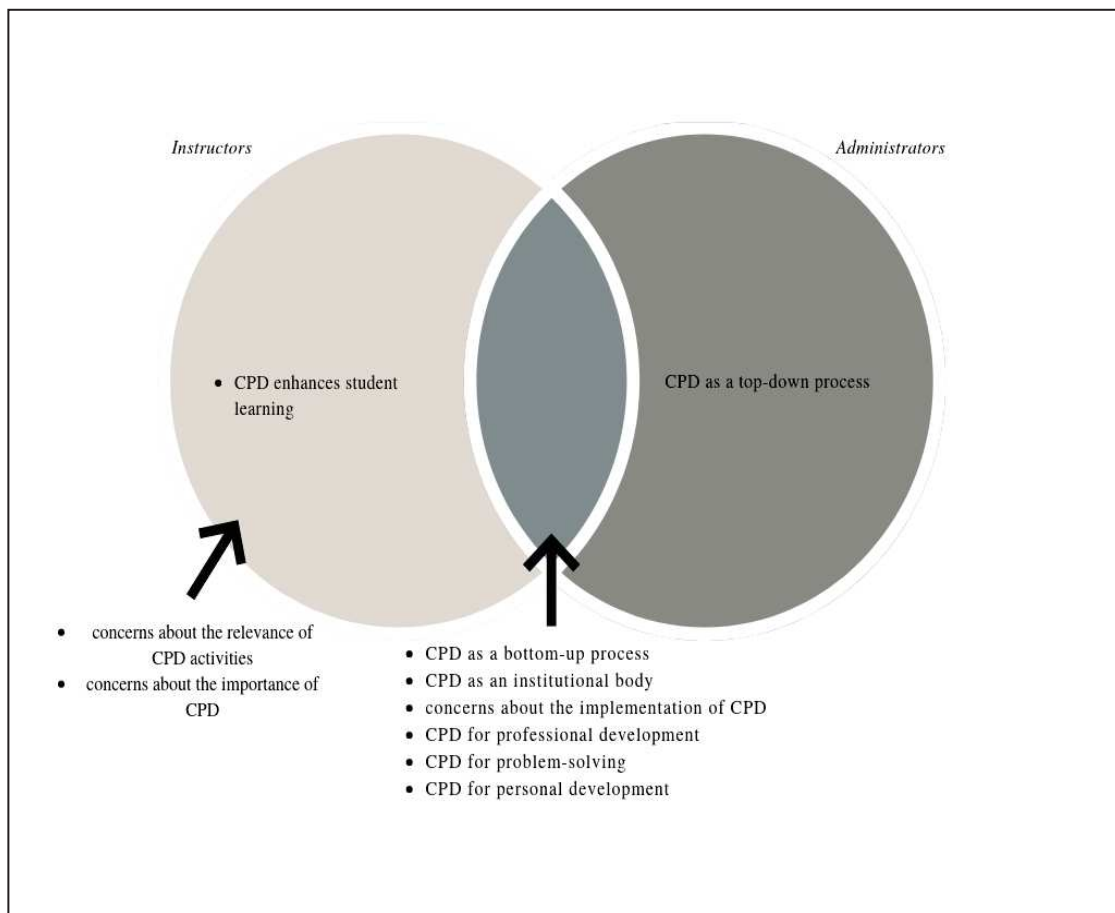
*Figure 10.*Similarities and Differences Between the Instructors and the Administrators in

Terms of Their Perceptions of CPD.

As the venn diagram above illustrates, there are more similar points than differences by means of the CPD perceptions of the instructors and the administrators. As the first similar point, both parties believe that CPD is a 'bottom-up process'. For example, P4, an instructor, remarked "*As teachers, we need to improve ourselves all the time. Therefore, CPD is an ongoing process*". Similarly, A2, an administrator, stated that CPD is a part of life-long-learning and instructors are the ones in charge of it. This similarity may illustrate that the administrators believe that instructors should have the mindset of being in charge of their own developments, and the instructors acknowledge this by stating that they need to improve themselves all the time.

As another similarity, both the instructors and the administrators agree upon the fact that CPD is also an 'institutional body'. To give an example, P2 stated "*CPD is the heart of an institution and the center of development for instructors*". With a similar approach, A3 argued "*CPD is one of the core units of an institution and it is utmost important for us*". Just like the previous point, this similarity also illustrates that both parties regard CPD as an institutional body which functions for the development of instructors. In the light of this similarity, it would not be wrong to conclude that CPD is regarded both as an institutional body and a bottom-up process.

As the third similar point, both the instructors and the administrators seem to perceive CPD as the 'problem-solver'. For instance, P1 claimed "*You might have problems or want to improve yourself, that's where CPD comes in and helps you get over your problems*". In a similar way, A1 concluded "*CPD is a kind of maintenance for an institution. It is a kind of fixing things like fixing teaching and teaching skills*". As can be seen, both parties regarded CPD as a problem-solver. However, there seems to be a slight difference between their perceptions. Although the instructors mean that CPD solves their problems and helps them in terms of their teaching practices, administrators seemed to have a broader perspective and regarded CPD as a problem-solver for institutional matters as well as instructors' development. In the light of all this, one can infer that individuals perceive CPD under the impact of their positions or roles in an institution.

The fourth similar point is about the purposes of CPD. Both the instructors and the administrators perceive that CPD programs aim the instructors' 'professional development'. For instance, P2 remarked "*CPD is for teachers' development, it shapes our teaching skills and broadens our mind*". Similarly, A4 argued "*Everything keeps changing. Nothing remains the same. To follow the changes, be up-to-date and serve better in the class, we need to improve and CPD ensures that*". As can be seen, both parties seemed to agree upon the fact

that CPD actually aims teacher development. This situation might be related to the previous finding where CPD is regarded as the problem-solver. This way, CPD seems to improve instructors.

The fifth similarity is that CPD also aims 'personal development'. About that, P2 stated "*CPD improves teachers' personal and professional skills*". Similarly, A1 asserted,

Just like professional development, personal development is also important. I always say something: If you are not happy, you cannot make anybody happy. So, you must be happy in every way so, your personal development is very important. It is like sharpening your axe. (A1)

This similarity shows that participants attribute personal development as part of CPD. This might be the reason why CPD has two versions in the institution where this present study was carried out. A2 explained these two versions of CPD as "*CPD in our school is divided into two parts: academic and social. In our school, we are trying to contribute to staff in many ways*". As can be inferred, this division might be the outcome of the perception of CPD for both professional and personal development.

As the final similarity, instructors and administrative staff members seemed to agree on a negative perception of CPD which is 'concerns about the implementation of CPD'. For instance, for instructors, P8 remarked "*CPD activities are sometimes in an unsuitable time or date, also sometimes they are very disorganized. I sometimes feel that I go there in vain*". Similarly, A2 shares a concern by stating "*CPD has never been easy to implement. It is really complicated to do it with people with no motivation*". As can be seen, although both sides seem to have a similar concern, their reasoning is quite different. While the instructors shared their concerns by complaining about the implementation of CPD activities, the administrators do it by attributing the negativity to teacher motivation. In short, both levels of staff share a similar concern for different reasons.

As for the differences about CPD perceptions between the instructors and the administrators, one striking difference is about the purposes of CPD. Although some of the instructors make references to student learning while discussing their perceptions of CPD, there is no such a reference in the comments of administrators. For example, P1 remarked "*For teaching, CPD is everything. The field is so profound and you always need help. You always look for ways to advance your students. CPD is the way to do so*". As can be seen, according to some of the instructors, CPD is a way to improve student learning. However, none of the administrators touched upon this issue. This shows that their responses solely include things related to the instructors and their institution, not students in particular.

Surprisingly, although the administrators did not voice any concerns, the instructors reported to be concerned about 'the relevance of CPD activities' and 'the importance of CPD'. For the former one, some of the instructors seem to have concerns about the fact that some CPD programs are not really relevant to their needs. To give an example, P4 stated "*Most CPD activities are not relevant to us. They either include things we already know, or they turn out to be the show of presenters*". As can be seen, 'relevance' of CPD programs stands as a concern for some the instructors. One reason why this is the case could be related to the fact that the average years of experience of instructors in the institution is over 8 years (see Table 2). Therefore, their experiences might make some of the CPD programs repetitive and less interesting. While instructors' point is like this, there appears to be no references by administrators about this issue. As for the latter one, concerns about the importance of CPD, a few of the instructors have concerns about whether CPD is really important or not. For instance, P3 stated "*I don't think CPD has a big place in the professional world. I mean its importance is not too big, because everything is individual*". As can be seen, it is possible to see that sometimes, the instructors are critical about CPD itself. The reason of this might be related to their previous unsatisfactory experiences of CPD, thus they might have negative

perceptions like this. On the other hand, the data revealed that the administrators seem to have the opposite perceptions. All four of the administrators believed that CPD is highly essential. To give an example, A2 stated that CPD is utmost important for an institution. Similarly, A1 remarked "*CPD is very important, it is like a maintenance for an institution*". In short, although a few of the instructors have negative perceptions of CPD, this situation is not valid for the administrators.

The last difference in terms of the CPD perceptions of the instructors and the administrators is about the way administrators approach the process of CPD. According to some of them, CPD is a 'top-down process'. For example, A4 suggested "*CPD programs should have certain aims and procedures and they should be relevant to teachers' needs*". Similarly, A2 reported "*CPD in an institution should have systematic rules so that everyone comes and learns the certain thing you want them to learn*". However, most of the instructors have an opposite opinion believing that instructors are in the center of CPD and they should be the one who are in charge of their own development.

Needs. The last research question also aimed to reveal whether there are similarities and/or differences between the instructors and the administrators in terms of the perceived CPD needs of instructors. It is important to note that the data regarding the instructors' CPD needs come from both the survey and interviews; yet, only the interviews provided data about the perceptions of the administrators. Overall, there seems to be more differences than similarities between the perceptions of both parties. The diagram below provides the overall summary of similarities and differences (see Figure 11).
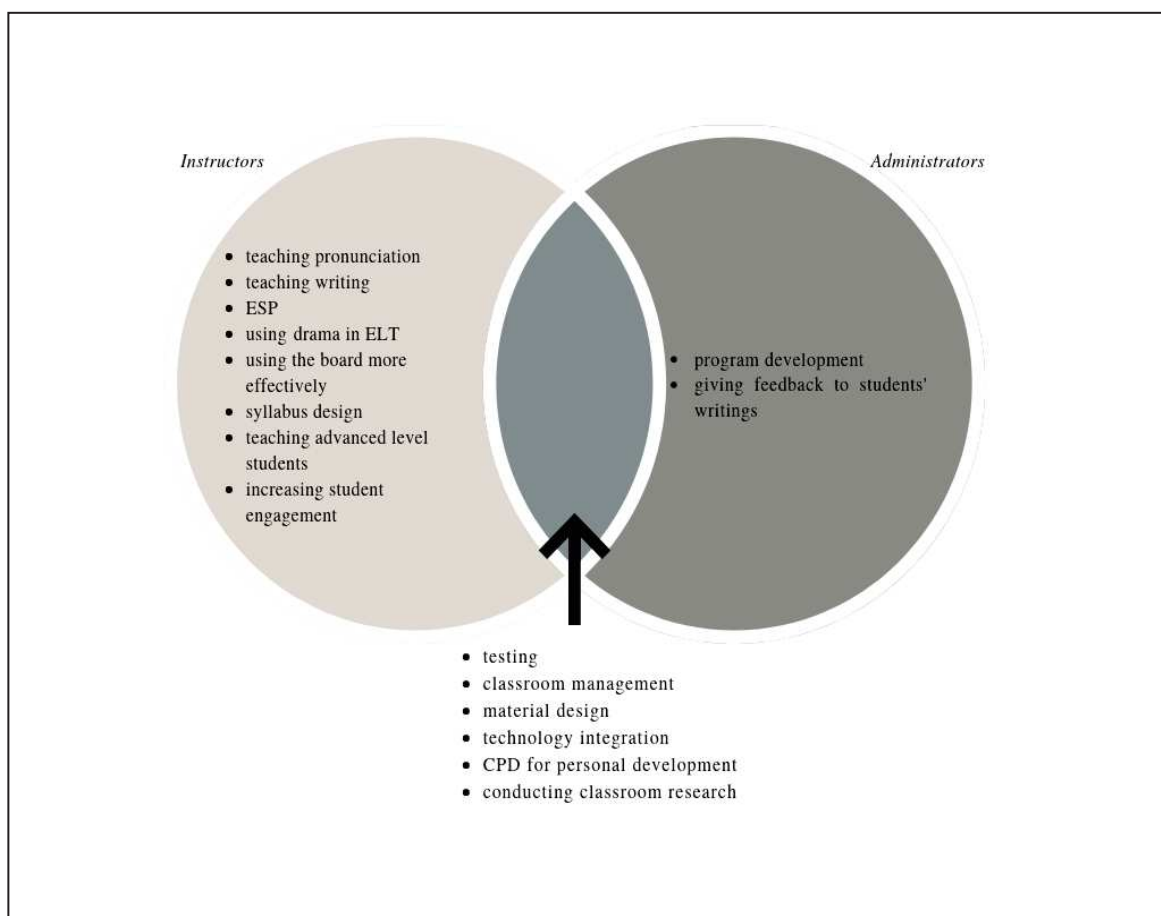
*Figure 11.*Similarities and Differences of the Instructors and the Administrators in

Terms of the CPD Needs of the Instructors.

As Figure 11 above clearly illustrates, there are some differences between the instructors and the administrators regarding the perceived CPD needs of the instructors. First of all, all four of the administrators stated that 'testing' is one of the core needs of the instructors. In a similar way, the survey results provide the information that 'assessing pronunciation', 'assessing speaking', 'assessing writing' and 'test development' are among their most important needs. Although the instructors and the administrators seem to be on the same page because of the nature of the survey, the instructors' needs about assessment seem to be more precise.

Another similarity is the need of 'classroom management'. However, it is important to note that although classroom management was the least relevant CPD need to 36 instructors

who took the survey (see Table 18), it emerged as one of the most mentioned needs according to the interview results. In the light of this conflict, it can be inferred that CPD needs are not frozen and they are individual. Also collecting data only quantitatively may not produce accurate results. As for the administrators, classroom management is an essential need of instructors based on the classroom observations. In the light of this data, it can be concluded that classroom management is a need according to both sides.

A similar case exists regarding 'material design'. Although the survey did not include any items called material design, there are those which go by the name of preparing supplementary materials for listening, speaking, writing, grammar and vocabulary. Also material design is one of the most stated needs in the interviews. Similarly, the administrators also perceive it as a CPD need. This could be related to the fact that there is no office for material development within the institution. Therefore, both parties might have picked it as a crucial need.

Although it is not as serious as the aforementioned needs, technology integration appears to be a need for some of the instructors and only one of the administrators. Although the mean value of the item 'use of technology in ELT' is pretty low ($M = 2.69$, $SD = 1.28$), some of the instructors might have felt the need to improve in using technology. This situation might be related to the average age of instructors which is almost 32 (see Table 2). This situation makes it clear that there are highly experienced teachers and because of their age, they may not be quite familiar with recent technologies.

As for the final similarity, 'conducting classroom research' is another CPD need that instructors and administrators agree upon. Although only one of the administrators perceives it as a CPD need of teachers, conducting classroom research is the 5th most relevant item to instructors according to the survey results ($M = 2.97$, $SD = 1.16$). Although the mean score is below 3, the value of standard deviation shows that there are some who perceive it as a

serious need. They reason why the situation is like this could be related to the fact that the number of instructors who pursue or have completed their MA and PhD degrees is 19 (see Table 1) therefore, they might have the tendency to do more research compared to others.

As for the differences between the instructors and the administrators in terms of the perceived CPD needs of instructors, as Figure 11 clearly illustrates, there happens to be a number of differences.

To begin with, the instructors seem to have some needs about teaching particular skills or groups. Firstly, 'teaching reading' seems to be a serious need for the instructors as a result of both the survey and interview results. However, data analysis of the interviews with administrators revealed that there happens to be no references to teaching reading as a CPD need. It can be inferred that the needs for teaching specific skills may possibly arise in-class thus, the instructors are knowledgeable about it. However, the observations by only one administrator may not provide enough opportunities for the observer to notice it as a need. Another teaching skill need of instructors is teaching writing. The survey and interview results indicated that 'teaching writing' is a skill that most teachers would like to improve at; however, none of the administrators makes a reference to it as a CPD need. There is only one point to note that one of the administrators perceives that teachers need training on giving feedback to student writings, which can possibly be considered as part of teaching writing. Next, though the interview results revealed the opposite, 'teaching pronunciation' is the most relevant need area to instructors according to the survey results. On the other hand, the administrators made no reference to teaching pronunciation. The underlying reason behind this might be because pronunciation is usually ignored in most of the teaching programs. Therefore, the instructors might have felt themselves insecure about teaching it, while making it unnecessary to the administrators. As the final teaching skill need, 'teaching advanced level students' is a skill that some of the instructors feel the need to improve, but administrators

never mentioned. This could be because the institution has got students whose levels range from A1 to B2, and the number of students in higher levels is much lower than those in low levels. Therefore, not many teachers get the opportunity to teach advance level students, thus it might have appeared as a CPD need.

In addition to the needs about teaching skills, there are some other needs of instructors that they need regarding their teaching. First of all, according to both survey and the interview results, 'using drama' and 'increasing student motivation' seem to be essential needs of instructors. On the other hand, none of the administrators regards these areas as CPD needs according to the interview results. The reason behind this conflict of perceptions could be because these needs might have appeared as a result of instructors' teaching practices; however, the administrators may not have had the chance to observe it during classroom observations.

Finally, as the table above illustrates, 'using the board efficiently' seems to be a need that only one of the instructors brought up, and none of the administrators referred to it as a need in the interviews. Therefore, this specific need could be a personal need of an individual teacher, which shows that needs are individual and change from person to person.

Chapter Summary

This chapter presented the findings of the study regarding the research questions. Each research question was answered in relation to the quantitative and qualitative findings that provided answers to it. The questions, which investigated more than a single parameter, were divided into sub research questions.

Chapter V: Discussion, Conclusions and Implications

Introduction

This chapter presents the discussion of the findings with regard to the aims of the study as well as the conclusions and implications are drawn by taking the discussed issues as a basis. Following to the discussion of the findings, conclusions, implications, and the suggestions for further studies are also presented in order to address the gaps of the present study.

Summary and Discussion of RQ1. *What are the instructors' perceptions and practices of CPD programs?*

In order to answer the first research question, the findings were obtained through a survey and interviews. In addition to analyzing the mean scores, the qualitative data coming from the interviews were also investigated. Since the research question includes two aspects, the perceptions about and practices of CPD, each of which will be discussed below separately. Under perceptions, the instructors' perceptions of CPD programs, facilitators and barriers to CPD attendance will be covered. As for practices, the most common CPD practices of instructors will be discussed.

Summary and discussion of RQ1a: *How do they describe CPD?*

The quantitative data from the survey initially described how the participants perceived the benefits of CPD programs. Accordingly, the findings indicated that instructors were of the opinion that CPD programs help them improve their teaching skills ($M = 3.94$, $SD = .83$), teaching competence ($M = 3.92$, $SD = .81$), and make them reconsider their teaching methods ($M = 3.89$, $SD = .75$). They also thought that attending CPD programs make them feel confident ($M = 3.86$, $SD = .83$). Although still perceived positively, the participants seem to be a bit doubtful about the practicality of the information they get from CPD programs ($M = 3.50$, $SD = .94$).

As can be seen, overall, the instructors had positive perceptions towards the benefits of CPD programs; in that, they regard them as means by which they improve their teaching skills, teaching competence, and build confidence. This finding is similar to the findings of Gültekin's study (2007), which revealed that the participants in his study related the main purpose of CPD programs to their own professional development. In relevant literature, one of the most noted benefits of CPD programs is also its positive contribution to teaching skills (Khan, 2006). As the results of this study confirmed, teachers seemed to approach CPD positively believing that the perceived major purpose of it is teacher development.

On the other hand, as the findings indicated, the instructors were skeptical about the practical information they gain from CPD programs. This result is similar to the finding of Yurttaş's (2014) study, which also indicated that the irrelevant content of CPD activities is a factor that affected the instructors' perception of CPD negatively. In addition, an absolute connection exists between teachers' CPD and the content of CPD activities, which helps teachers determine their participation (Birman et al., 2000). The same situation seems to be the case in this study as well. When the average years of experiences of the instructors in the present study is considered (on average 8 years) it might not be incorrect to assume that these instructors might have experienced different CPD programs before; therefore, they might have considered the unresponsive trainings that they received; thus, this finding might be the result of their experiences.

In relation to the RQ 1a, that is, what CPD is, the qualitative results gave a clear picture of how the instructors described it. The analysis revealed the themes of 'CPD as an instructor-driven process', 'CPD as an institutional body', 'CPD as a self-directed development', 'CPD as an institution-directed development', 'CPD for enhancing student learning', 'CPD for professional development', 'CPD for institutional development', 'CPD for personal development', 'CPD as a motivational tool', 'CPD for problem-solving',

Wolter's (2000) CPD model seems to include some similarities to the CPD perceptions of the instructors regarding it being instructor-driven and self-directed. In his CPD model, Wolter placed the instructors in the heart of development and claimed that the instructors are those who know their teaching context and their professional strengths and weaknesses better; thus, they should be the ones who direct their CPD process. In brief, inline with his approach to CPD, some of the participants of this study seemed to perceive CPD similarly. This similarity also exists when King and Newman's (2000) approach to CPD is considered. According to them, CPD programs are more beneficial when the instructors have their ownership regarding its process and content. Similarly, when the major descriptions of the participants of the study are considered, CPD activities, which are instructor-driven and self-directed, may benefit its participants more. Despite all these similarities, the fact that Wolter's and King and Newman's perceptions of CPD come from the early 2000s, it should be noted that instructors' perceptions of CPD are somehow based on the traditional interpretations of CPD and neglect the involvement of other stakeholders.

On the other hand, it was also found that CPD was also perceived as an 'institution-directed process'. This finding is congruent with Hooker's (2008) perceptions of CPD and those of Smylie et al. (2001). According to Hooker, CPD is the instruction that is provided to teachers from the institution to develop themselves in a particular area. Similarly, Smylie et al. added an institutional perspective to CPD by arguing that CPD is a process that works collaboratively with other units of an institution. In conclusion, the contradictory perceptions of CPD in the literature regarding who or what controls, owns, manages CPD activities appear to be the same among the instructors who participated in this study.

Some of the instructors, on the other hand, related CPD to student learning. This finding seems to be highly similar to some of the studies available in the literature (see for example, Guskey, 2003; Hismanoğlu, 2010; Kennedy, 2002). According to them, the ultimate

and core purpose of CPD is to enhance student learning; therefore, CPD programs should be driven by a vision of student learning. This being the case, both the findings of this study and those of some others in the literature seem to bring students' learning in the center. Unlike the traditional approaches to CPD (see Wolter, 2000) where instructors are regarded as the heart of CPD, this finding illustrates that students are also involved in the process of CPD.

Furthermore, the analysis revealed that the instructors described CPD as a way to foster professional learning of instructors, which coincide with Kelchtermans's (2004) and Hismanoğlu's (2010) opinions. For example, CPD is regarded as a learning process that eventually leads to changes in teachers' professional practice (Kelchtermans, 2004). Similarly, Hismanoglu (2010) asserted that CPD is a process where teachers' goal is to develop themselves. In the light of these perceptions, it can easily be recognized that a similar approach exists among the participant instructors of this study, who also regard CPD as a way of their own professional development.

In addition to the professional development perspective of CPD, the instructors reported to improve themselves personally as well. This goes hand in hand with the approach of Friedman et al. (2002). According to their conceptualization of CPD, personal qualities of teachers are also developed through CPD programs. Therefore, this appears to be a similarity between the findings of this study and the literature. The reason behind this could be because CPD programs do not only focus on professional skills, but also personal qualities that a teacher ought to have.

Although professional and personal developments appeared to be the two important aspects of CPD, according to the participant instructors, CPD also aims at institutional development. Edge (2002) also described CPD as a process that includes multiple stakeholders, and institution is one of them (see Figure 3). From this perspective, some participants in this study regarded it as the process of development for multiple stakeholders.

Therefore, it can be concluded that in addition to the traditional perceptions of CPD, it is also possible to come across with modern ways of approaching it in the institution.

The qualitative findings regarding the CPD perceptions of the instructors also appeared to be in line with the perceptions of Zuber-Skirritt (1992) who concluded that CPD programs aim at tackling a specific problem that teachers face in their teaching contexts. Similarly, problem-solving function of CPD appeared to be among the descriptions that the participants came up with.

Despite the aforementioned congruent findings of the study, CPD as a motivational tool appears to be incongruent with the findings of Muyan (2013). According to the findings of his study, bad experiences coming from CPD activities can sometimes reduce the instructors' motivation to attend further CPD programs. However, this study revealed that CPD turns out to be a motivational figure for the instructors to improve themselves and attend more CPD sessions. This divergence in the findings could be related to the previous experiences of the instructors. For example, having participated in a CPD program that was not very fruitful, the instructors might possibly have had some doubts regarding future CPD programs. The opposite can also be possible. Therefore, it can be concluded that individual experiences can play an essential role in instructors' motivation to attend CPD activities, and clearly, the participants of the present study had some positive experiences that motivate them for the future CPD activities.

Apart from the positive perceptions as regard to what CPD is, this study also found that the instructors had some concerns about the importance of CPD and the content of CPD activities. Regarding the content, Yurttaş (2014) found that the irrelevant content of CPD activities reduce both the quality and participation rates of instructors. In a similar vein, the present study revealed that irrelevant content is a concern of the participant instructors. This might be related to a number of reasons. For example, because of their hectic teaching

programs, some participants of this study barely find time to attend CPD programs thus, they might want to make sure that they are sparing time for something that is relevant to them (see Tables 12 & 13 for barriers). Another reason could be related to the fact that instructors expect to improve themselves professionally and/or personally (Friedman et al., 2002), which is also a finding of the present study. Therefore, a CPD activity with an unrelated content might make instructors think that they are not benefitting from it. As for the concerns regarding the importance of CPD, because of the scarcity of similar studies available in the literature, there seems to be no reference to the importance of CPD. However, as noted earlier, this could be related to the teaching experience levels of the instructors. This supports the findings of Maskit (2011), who presented the professional development stages of instructors. According to her, teachers with more than 10 years of experience might find themselves in the stages called career stability and/or career frustration in which they have lower motivation to pursue their professions; thus, their developments. Teachers in one of those stages are hardly motivated because of their high competence in teaching.

In conclusion, both qualitative and quantitative findings within the context of the present study regarding instructors' perceptions of CPD were supportive of a number of similar studies which were also conducted in the frame of CPD.

Summary and Discussion of RQ1b: *What are the facilitators for and barriers to attending the CPD programs as perceived by the instructors?*

The second parameter that the first research question investigated is the facilitators and barriers that affect the CPD participation of instructors. To that end, for the facilitators, the related data were obtained through interviews. As for barriers, in addition to analyzing the mean scores, the qualitative findings coming from the interviews were also investigated.

The facilitators. The data collected from the interviews revealed information about what facilitates the instructors to attend CPD activities. According to the results, 'the content'

and 'the relevance' of the CPD activity to the instructors' needs and interests, and the qualifications of the trainer are the top three facilitators to the instructors' participation to CPD activities. Furthermore, the data collected revealed some other facilitators namely, 'the title of the CPD activity', 'the size of the participant group', 'being voluntary', 'institutional support', 'the idea of being a student and colleague support'.

First of all, 'content' of the CPD activity was found as a major facilitator. This finding is congruent with the findings of Yurttaş (2004) and Kennedy (2011) who also found that most participants decide whether to attend a CPD activity or not by looking at the content of it. The underlying reason behind this could be related to the tight schedules and heavy workload of the participants (see Tables 12 & 13 for the barriers). Given that the two possible reasons are among the barriers to the instructors' attendance to CPD activities in the current study, it can be considered as an understandable reason for the instructors to be sensitive about the content.

As an extension of content, relevancy is another reason that the instructors in the present study considered as a facilitator. Relevancy was also referred as a barrier in the literature. For example, Cohen et al. (2002) asserted that the subject matter of the CPD activity should be relevant to teachers, and have a direct link with their prior knowledge and subject interests. However, it important to remember that CPD needs are personal, and not frozen. Therefore, not every CPD activity is expected to be relevant to every instructor (Borg, 2015). As aforementioned, this could again be related to the barriers that the instructors mentioned (see Tables 12 & 13).

As the last main facilitator, the 'qualifications of the trainer' was found as an essential facilitator for the instructors. This seems to be in line with the findings of Ekşi (2010) and Karaarslan (2003) in that; both of these studies identified the trainer as a factor that affects instructors' participation to CPD activities.

In addition to the three main facilitators, the interview data also revealed other facilitators that were mentioned, though not as often as the aforementioned facilitators. One of these is 'institutional support' which seems to be a common finding of this study and that of Karaarslan (2003). In that, both studies revealed that the ongoing support of the institution in the journey of CPD is one of the factors that motivate instructors to join further CPD activities. Another facilitator is 'colleague support' which was also found by Kennedy (2011) who claimed that the CPD participation of a professional can create a motivating impact on another and this increases the participation to CPD activities. As for the remaining facilitators, because of the scarce number of similar studies, no similar findings were found in the literature therefore, future studies are required.

The barriers. The quantitative data collected from the survey revealed information about what hinders the instructors from attending CPD activities. Also, additional barriers were also explored through the interviews.

The quantitative findings revealed that 'heavy workload' ($M = 3.92$, $SD = 1.13$), 'intensive pacing' ($M = 3.56$, $SD = 1.16$), and 'inconvenient date/time' ($M = 3.44$, $SD = .81$) are the top three barriers according to the perceptions of the participant instructors.

To start with, 'heavy workload' was also found as a barrier by Karaarslan (2003), and Ekşi (2010). In their study, the instructors considered 'heavy workload' as the main reason for their lack of attendance to CPD activities. Furthermore, 'intensive pacing' is the second most agreed barrier according to the findings of this study which was also found in Gültekin's (2007) study. In that he argued that because of spending their efforts on the intensive pacing constantly, participants could barely find time for CPD. An interesting finding of this study is that the two aforementioned barriers are also institution-related. More precisely, both 'heavy workload' and 'intensive pacing' result from the hectic work at the institutions. In the light of this, it would not be wrong to conclude that the institutions themselves might create barriers

to CPD attendance though they also expect their staff to take part in CPD activities. Finally, 'inconvenient date/time' was also found as a barrier to the instructors' CPD attendance. A similar result was also attained in Ekşi's (2010) and Çoban et al.'s (2017) studies. This particular finding becomes more meaningful when it is considered together with the two aforementioned barriers. Given that 'heavy workload' and 'intensive pacing' are the two main barriers, it can be concluded that the instructors have issues with the dates and times of the CPD activities because of their hectic work life. Looking at the three most agreed barriers closely, it can easily be seen that all three of them are interrelated to one another.

The qualitative data, on the other hand, also revealed additional barriers which are content, unqualified trainer and the size of the participant group. A close look at the literature revealed that Ekşi (2010), Karaarslan (2003) and Çoban et al. (2017) found in their studies that content is one of the barriers to CPD attendance of instructors. Similarly, Ekşi (2010) and Karaarslan (2003) also found unqualified trainer as another barrier. These congruent findings demonstrate that the two factors are among the most common barriers in similar contexts to the present study. However, interestingly the 'size of the group' as a finding of this study was never found as a barrier in any other studies; thus, further research is required.

On the other hand, although they were not stated by many participants as the aforementioned barriers, the qualitative results also revealed 'cost', 'place', 'time', 'being obligatory', 'tight schedule', 'attitude of the trainer' and 'laziness' as barriers. Some of these findings show similarities with existing studies in the literature. One of them is 'laziness'; according to Swafford (2000), Curtiz (2001), and Karaarslan (2003), laziness is one reason instructors perceive as a barrier. Another one is 'being obligatory', which was also found as a barrier by Gültekin (2007). With reference to this finding, Guskey (2003) argued that when CPD activities are not imposed to the instructors, they make better choices about what kind of activities will be more beneficial to them. Finally, Ekşi (2010) also found 'cost', 'place', and

'time' as barriers. As the last facilitator, 'attitude of the trainer' was never referred in any studies in the literature; thus, it requires further investigation.

As a conclusion, the quantitative and qualitative analyses revealed some barriers, which were also among the findings of other studies in the literature. Those who were found only in this study require further research.

Summary and Discussion of RQ1c: *What are the most common CPD activities that the instructors practice?*

This current study also revealed information about the most common CPD activities that instructors practice. According to the quantitative results, the top three most common activities are 'sharing experiences with colleagues' ($M = 3.89$, $SD = 1.01$), 'asking colleagues for help' ($M = 3.44$, $SD = 1.00$), and 'observing other instructors' ($M = 2.78$, $SD = .83$). As can be seen, only 'sharing experiences with colleagues' and 'asking colleagues for help' are the items whose mean scores are over 3 therefore, it can be concluded that the options provided in the survey may not be the right representatives of instructors' common CPD practices, which thus, requires further research.

The findings of this study regarding the most common CPD practices seem to be in line with those of Ekşi (2010) and Çoban et al.'s(2017). Ekşi (2010) also found that the most common CPD activity among the participants is 'sharing experiences with colleagues'. Similarly, 'asking colleagues for help' is the second most common CPD practice in Çoban et al.'s (2017) study, similar to the present study. The results illustrated that the two most common CPD practices are those which are conducted in the immediate circles of instructors. This being the case, it would not be wrong to conclude that because of their heavy workload and intensive pacing, which were found as the major barriers in this study, may cause the instructors to have a tendency to improve themselves together with professionals that are near them. Another reason could be related to the fact that the instructors working under the same

roof share the same context. Therefore, they might feel that they are connected to their colleagues more because of the sense of empathy. Similarly, Kennedy (2011) also argued the positive impact of the interaction among colleagues for their CPD. Finally, since the two forms of CPD practices require collaboration, it might be the reason why they are the most common forms in line with the finding of Çınkır (2017) who found that collaboration activities are the most common forms of CPD practices.

As the third most common form of CPD, 'observing other instructors' was found as what the participants of this study perform for CPD. Similar results were also found in the studies of Gosling (2002), and Yaylı and Dikilitaş, (2018) who suggested that peer-observation is among the most common CPD practices. The underlying reason behind this could be related to institutional parameters where this study was conducted. The institution encourages instructors to observe each other's classes as part of formative observations. Furthermore, the instructors' practices of peer-observation are recorded and this has a weighing in calculating teacher appraisal score at the end of the year. Because of the nature of the existing appraisal system in the institution, the participant instructors might have had a tendency to do peer-observation.

On the other hand, the study also revealed that 'joining an online ELT discussion group' ($M = 2.03$, $SD = .94$) was found as the least common CPD activity. The same was also found by Ekşi (2010). In her study, the participants also chose it as a CPD activity that most of them did not do.

Although the aforementioned findings of the present study seem to be similar to some studies mentioned above, they are also incongruent with some other studies. More precisely, the literature revealed that 'workshops' are the most common form of CPD practice since they provide hands-on experience (Bolcal, 2017; Borg, 2015; Gültekin, 2007; Richards & Farrell, 2005; Rust, 1998). The reason why the present study did not reveal any data regarding

workshops is because of the nature of the survey, which did not include workshops among the options of common CPD practices. Therefore, this can be considered as a limitation of the present study, and requires further research.

Summary and Discussion of RQ2. What are the CPD needs of the instructors?

The second research question aimed to reveal information about the CPD needs of instructors as well as their preferences regarding the delivery methods and formats of those CPD activities. Since the research question, with its sub-questions, focuses on two different parameters, each of them will be discussed below separately.

Summary and Discussion of RQ2a*: In what areas of teaching do the instructors need CPD activities?*

The related data regarding the CPD needs of the instructors were collected thorough a survey and interviews. The survey included three parts regarding the instructors' CPD needs. While the first part included items about teaching skills and the second one about assessment skills, the third one had items of CPD needs areas (see Appendix A). The qualitative results, on the other hand, also revealed data about the needs for teaching skills and CPD needs areas. This being the case, the findings of both quantitative and qualitative data will be discussed in the same format of the survey.

To start with the teaching skills, quantitative results revealed that 'teaching pronunciation' is by far the most common need with the mean value of 2.81 (SD = 1.06), which was followed by 'teaching writing' and 'teaching reading' which had the same mean value of 2.61 (SD = 1.02 & .99, respectively). Qualitative findings, on the other hand, revealed that 'teaching listening' and 'teaching writing' are the top two teaching needs of instructors. As can be seen, while 'teaching writing' as a finding supports the quantitative results, 'teaching listening' seems to be contradicting.

Similar results were also attained in Kabadayı's (2013) study regarding 'teaching writing' and 'teaching reading'. Also 'teaching listening' was found in Korkmazgil's (2015) study. It is important to note that needs are also shaped by institutional parameter (Borg, 2005). In line with Borg's opinion, this congruency might have resulted from the course objectives and program of the institutions where the participants of these studies worked. More precisely, most preparatory programs put an extra emphasis on 'teaching writing' and 'teaching reading' since they are two important skills needed in the faculties; therefore, teaching them can become a bigger challenge because of their intense content.

On the other hand, the two aforementioned findings are incongruent with some other studies conducted before. For example, in Gültekin's (2007) study, the instructors needed 'teaching speaking', and in Korkmazgil's (2015) they needed 'teaching speaking', 'teaching listening', and 'teaching grammar' most. Again, this difference might have resulted from the institutional factors as aforementioned above.

Unlike the most needed teaching skills, 'teaching grammar' was found as the least needed one ($M = 2.06$, $SD = .98$). In contrast to this finding of the present study, teaching grammar was found as one of the most needed teaching skills in Kormazgil's (2015) study. As noted earlier, this might again be related to the differences among the institutions regarding their course objectives and programs.

As for the assessment needs of the instructors, the quantitative findings revealed that 'assessing pronunciation' ($M = 2.83$, $SD = 1.08$), 'assessing speaking'($M = 2.53$, $SD = .91$), and 'assessing writing' ($M = 2.42$, $SD = .91$) are the top three assessment needs of the instructors. The reason behind why assessing writing and speaking are among the most common assessment needs could be because skills like grammar, listening and vocabulary are tested through multiple choice questions in the institution; pronunciation, speaking and writing, on the other hand, require a more holistic approach to grading; therefore, the

instructors might have felt the need to improve in assessing these skills. In the literature, the two assessment skills were also found as immediate needs by Kabadayı (2003). However, there are studies which found 'assessing pronunciation' as a CPD need; thus, further research is required.

Finally, the present study also revealed information about the needs areas. According to the quantitative findings, 'ESP'($M = 3.22$, $SD = 1.22$), 'using drama in ELT' ($M = 3.17$, $SD = 1.32$), and 'new theories and practices of ELT' ($M = 3.08$, $SD = 1.20$) are the biggest needs of instructors. On the other hand, 'classroom management' was found as the least needed skill according to the quantitative results ($M = 1.94$, $SD = .92$).

Regarding 'new theories and practices of ELT', similar results were attained in Şentuna's (2002) and Kabadayı's (2013) studies. This could be related to the average years of experiences of the participants in both studies, which is over 8. Given that there are highly experienced instructors in the institution, it would be understandable to see them hoping to learn new theories and practices to update their teaching skills. In contrast, Duzan (2006) found that 'new theories and practices of ELT' is the least needed CPD area. This contradiction could be related to the institutional parameters where the study was carried out.

'Using drama in ELT' on the other hand was attained as a finding in Can's (2019) study though his research context was not specifically ELT, it was only about using drama in the classroom. The underlying reason behind this finding could be because drama enables student-centered teaching (Wan, 2017).

As for 'ESP', no studies made references to it as a need. The reason behind this could be context of the present study. There are no ESP classes in the institution where this study was conducted. This being the case, participant instructors might have felt that they were not competent in teaching ESP. Atai (2006) and Savaş (2009) claimed that teachers would need CPD trainings for ESP and EAP due to the nature of courses.

Finally, unlike what was found in this study, 'classroom management' was found as an essential need by Duzan (2006) and Alan (2003). This could be related to institutional parameters; especially the size of the classroom might be the main reason behind this conflict of findings.

The qualitative data added more insight regarding the needs of the instructors. According to the results, 'finding' and 'designing' lesson materials, 'classroom management' and 'using new technologies appeared' to be the most significant findings. As can be seen, unlike the survey results, classroom management was found as an essential need according to the interview results. Therefore, as noted earlier, although participants share the same teaching context, needs are personal; thus, there might be differences in needs. Similar to the qualitative findings, Duzan (2006) and Alan (2003) also found 'classroom management' as an essential CPD need.

Furthermore, regarding lesson materials, Duzan (2006) also found similar results. In his study, the participants also needed to improve at finding and designing lesson materials. As for 'using new technologies', Korkmazgil (2015) and Lozano et al. (2002) found the same results. Therefore, it can be concluded that fast changing technologies in education require the integration of technology training for teachers (Gaible & Burns, 2005).

Summary and Discussion of RQ2b. *What are the instructors' preferences for delivery methods and formats of the CPD activities?*

The analysis of quantitative findings revealed data regarding the attendance format of the CPD activities, most commonly preferred type of CPD, and the trainer, venue, time, frequency, and length of the CPD activity.

To start with the attendance format, among 36 participant instructors, a majority of them (f=33) preferred CPD activities to be 'optional'. This finding is congruent with the findings of Woodward (1991), Curtis (2001), Gültekin (2007), Ekşi (2010), and Yurtsever (2012) who found that teachers mostly preferred volunteer CPD activities. The reason behind why being 'optional' was preferred by most participants could be related to the fact that mandatory CPD programs create more challenges regarding participants' motivation (Curtis, 2001). Moreover, this could also be related to the self-efficacy of participants regarding their own development (Bolcal, 2017). In her study, Bolcal argued that teachers with high self-efficacy make more responsible decisions regarding what to do for their development.

As for the most preferred types of CPD sessions, it is clear that workshop (f=33) was chosen as the most relevant type of CPD session. This confirms the findings of Rust (1998), Richards and Farrell (2005), Ekşi (2010), and Borg (2015), who all remarked that 'workshops' are the most common type of CPD activities. According to them, workshops are easier to organize than other types but it should be noted that they are not one-shot events. In the light of this, it can be concluded that because they are the most common type, most instructors seemed to have chosen it. On the other hand, group discussions (f=14) were the least preferred type of CPD activity. This finding is incongruent with the finding of Çoban et al.'s (2017) who found that group discussions are one of the most preferred type of activities. This contradiction might have resulted from institutional differences, as well as the learner types of instructors.

The results also unraveled data about the venue of CPD activities, according to the results; the most favorable place of CPD sessions was 'at my own institution' (f=33), and 'another institution in Istanbul' (f=25) in the second place. Similar to them, 'online' was also preferred by a remarkable number of participants (f=20). These findings of the present study support those of Ekşi (2010) who also found that most of the instructors preferred 'at my

institution' as the most preferred option. This could be related to practical reasons such as transportation. On the other hand, a considerable number of participants preferred 'at another institution in my city' as the second preference, which might be because of the same reason. One interesting finding is that unlike Ekşi's (2010) finding, 'online' as an option was preferred by a remarkable number of participants of this study. With the growing technology, this appears to be an exciting approach to the venue of CPD activities. According to Yang and Liu (2004) and Dede, Breit, Ketelhut, McCloskey, and Whitehouse (2009), 'online' CPD activities are becoming more popular because they stand as an attraction to a number of professionals from various locations.

Regarding the trainer, 'a trainer or expert from an outside institution' (f=32) was by far the most preferred type of trainer. On the contrary, 'a colleague from my institution' (f=9) was picked as the least preferred type of trainer. These findings support the findings of Ekşi's (2010) study regarding the most preferred trainer. However, it is in contradiction with the findings of Gültekin (2007) who found that instructors seem to prefer a more collaborative approach towards the trainer. More precisely, a collaboration of a trainer from the institution, and another trainer from outside appeared to be what participants preferred most. This difference might have resulted from the qualifications of the staff members. In the case of having academically qualified staff might encourage instructors to collaborate with trainers from outside and produce CPD together.

The results unraveled that 'weekday afternoon' (f=21) and 'at the weekend' (f=19) seem to be almost equally preferred times for the CPD activity. However, there is incongruence with the findings of Ekşi (2010) who found that instructors preferred 'weekday mornings' as the most suitable time. This difference might be related to the timetables of instructors. The participants of this study teach in the morning shift therefore, it seems understandable to prefer CPD activities in the afternoon or at the weekend.

As regard to the interval of CPD activities, 'once a month' (f=22) was the most preferred one. In addition, 'once every two months' (f=18) was also preferred by the instructors. This supports the findings of Ekşi (2010). The reason behind this could be related to instructors' heavy workload which was also found as a barrier in the present study (see Table 12 & 13).

Finally, as for the preferred length of sessions, participant instructors seem to mostly prefer 'up to 60 minutes' (f=21) and 'up to 45 minutes' (f=18), which is similar to Ekşi's (2010) findings, in that the instructors preferred 'up to 60 minutes' and 'up to 45 minutes' as their preferences. Again this can be related to the heavy workload and intensive pacing of participants.

Summary and Discussion of RQ3. What are the administrators' perceptions of and expectations from CPD programs?

The third research question aimed to reveal information about the CPD perceptions of administrators as well as their expectations from CPD programs. Related data were collected from 4 administrators three of whom were the director and two vice directors, whereas one of them was the CPD supervisor. The data collected revealed that although the administrators have different roles, they are more or less responsible for the same things except for the CPD supervisor who is in charge of the CPD unit and classroom observations. Given that the research question has two parameters per se, each of the parameters will be discussed below separately.

CPD perceptions of the administrators. Data regarding CPD perceptions of administrators were collected through interviews. The analysis of the qualitative data revealed the following themes: CPD for professional development, CPD for the benefit of the institution, CPD as a dynamic-ongoing development process, CPD as an institutional body,

CPD for personal development, CPD for problem-solving, CPD as a top-down process, CPD as a bottom-up process, and concerns about the implementation (see Table 21).

For the first theme, 'CPD for professional development', the administrators seemed to perceive CPD as a professional development process for the instructors, which is congruent with Day's (1999) approach to CPD who argued that teachers can develop themselves and gain professionally important skills such as thinking, planning and practice. This finding also supports Earley and Porritt's (2014) perception of CPD about which they claimed that CPD surely aims at the development of individual teacher. Similarly, Borg (2015) stated that CPD provides teachers opportunities to grow in professional manner. As can be seen, a lot of similarities exist between the findings of the current study and the literature.

The second theme is 'CPD for the benefit of the institution', which in line with Khan's (2006) findings. According to him, CPD activities provide a platform where novice and experienced teachers can work together; thus, novice teachers can benefit from their colleagues. Moreover, CPD activities help boost professional capacities as well as highlighting weak areas not only for the individual teachers, but also for institutions. As can be seen, institutional benefits are among the positive aspects of CPD through which institutions can help grow both experienced and novice teachers together. Thus, the teaching quality in the institution increases.

Furthermore, the results also revealed that the administrators described CPD as 'a dynamic-ongoing process'. Similarly, according to Foots and Hooks (2002), and Borg (2015), when CPD activities consist of one-shot trainings, they do not enable teachers to develop a skill in time, or include any coherent set of steps to enable teachers master their CPD goals. Furthermore, many other studies indicate that CPD should be ongoing, not episodic, and provide teachers with the opportunity for further learning and follow-up (Borg, 2010; Burns, 2005; Mann, 2005; Medzior, 2004). In the light of all this, it can be concluded that this

particular finding of the present study confirms the literature about the fact that CPD activities should be ongoing, rather than one-shot or episodic, thus, more coherent set of steps can be taken for instructors' development.

Another theme that the present study revealed is 'CPD as an institutional body'. This is congruent with Edge's (2002) approach to CPD who argues that CPD includes institution and other stakeholders (see Figure 5). More precisely, traditional understanding of CPD places instructors in the center by neglecting other stakeholders like in the way Wolter (2000) described it. However, in a more modern approach to CPD, Edge (2002) added the institution and other stakeholders to the scope of CPD and brought it from a micro perspective to the macro. In the light of this, related to the findings of the present study and Edge's approach, it can be concluded that CPD is also an institutional body, beyond being teacher oriented.

The present study also revealed that the administrators regarded 'CPD for personal development'. This finding supports Friedman et al.'s (2002) description of CPD who included the concept of 'personal qualities' in their definition of CPD and they conceptualized it as "the development of skills and personal qualities" (p. 368). In a similar vein, Day (1999) argued that CPD is essential since it fosters not only professional, but also personal development. In conclusion, the CPD perceptions of administrators confirm those of researchers who contributed to the literature.

Another finding of the present study regarding the CPD perceptions of the administrators is that CPD is for 'problem-solving' which is congruent with Friedman et al.'s (2002) perception of CPD. In that, they described CPD as a systematic maintenance, improvement and broadening knowledge, skill and the development. That the description underlined the statement of 'systematic maintenance' is similar to the approaches of the administrators who perceive CPD as a systematic maintenance process for not only instructors, but also the institution. One slight difference could be the emphasis of institution

on the administrators' end. Given that the administrators are responsible for the institution as a whole, it seems to be an understandable situation that they view CPD as a way to deal with the problems within the institution.

On the other hand, the analysis of the data collected from the administrators revealed two contradictory results regarding CPD being 'top-down' and 'bottom-up'. According to the results, the administrators seemed to diverge in the way they perceived CPD. The analysis of the literature also revealed a similar conflict. According to McNaught and Kennedy (2000), CPD can be approached in a 'top-down' manner, and this way it provides a coherent policy of development, and efficient planning of resources to avoid duplication. On the other hand, the literature also revealed that CPD programs provide more benefits in a 'bottom-up' manner when participant teachers have their ownership of its process and content therefore, teachers should be centrally involved in decisions and regarding the content and the process of CPD (King & Newman, 2000; Borg, 2015; Burns, 2005). As can be seen, both the literature and the present study provided similar results. In the light of all these, it can be concluded that CPD can be regarded as a both 'top-down' and 'bottom-up' process; therefore, it is a joint-endeavor where the two approaches are interacting.

Finally, the last finding of the current study regarding administrators' perceptions of CPD is related to the 'concerns about the implementation' of CPD. According to the administrators, the main reason that creates a setback for the implementation of CPD is instructors' lack of motivation. Similarly, Bernadine (2019) also found two reasons that affect the implementation of CPD, which are poor participation and lack of interest of the instructors. As can be seen, when instructors are not motivated enough regarding attending CPD activities, it causes an issue to overcome for institutions.

Expectations from CPD programs. The analysis of the interviews with the administrators revealed data regarding the expectations of the administrators from CPD

programs, in other words, the needs of the instructors. The data collected were categorized as primary and secondary needs of the instructors. The underlying idea behind this categorization was because the primary needs appeared to be the most stated needs areas by the administrators. However, the secondary ones were stated by the CPD supervisor only who recorded those needs areas as a result of her classroom observations.

Data analysis revealed that 'testing' and 'program' development are the primary needs of the instructors. To begin with the first one, the main reason behind this finding is because of the context of the study. The institution, where the present study was conducted, does not have a testing unit. Therefore, the instructors are assigned with the duty of exam preparation. Given that exam preparation requires some specific training (Bailey, 1999), this appeared to be one of the essential needs of instructors according to the administrators. Since the number of studies, which looked at the needs of the instructors from the eyes of the administrators, is rather scarce, there appears to be very limited data regarding the issue. According to one study carried out by Finn, Swezey, Warren (2010), the administrators considered 'testing' as a CPD need of the instructors. The reason behind their finding was also because of institutional parameters. In the light of this, it can be concluded that contextual realities affect the administrators' perceptions regarding the CPD needs of the instructors.

As for the second main need of the instructors, 'program development' emerged as an essential finding. Similar to testing, this finding is also closely linked to institutional parameters. The institution, where the present study was conducted, is a fast growing university. Therefore, every year the number of departments in faculties increases. In relation to that, the student profile of the preparatory program changes as well, and new units are opened. This being the case, instructors are expected to create syllabi and teaching programs in such cases. Therefore, program development appeared to be an essential need for the

instructors. Unfortunately, to best knowledge of the researcher, there happens to be no finding related to this in the literature. Thus, this finding requires further investigation.

Finally, the secondary needs included the following needs areas: 'classroom management', 'lesson design', 'material adaptation', 'technology integration', 'giving feedback to student writings', 'teacher research', and 'giving instructions'. For 'classroom management', it was also found as a CPD need of the instructors by Duzan (2006), and Alan (2003). In addition to being congruent with these studies, this study also revealed the underlying reason why this appeared to be a CPD need. According to the data collected form the interviews, because of the increase in the number of in-take students at the beginning of the semester, some classrooms in lower level groups needed to have around 33 students. This being the case, this might have appeared to be a need for the instructors, and was also observed in the classroom observations by the CPD supervisor. In the second place, 'lesson design' surfaced as a need area. The same was found as a need by Yurttaş (2014), who found that the instructors needed lesson design to improve their teaching. Next, 'material adaptation' was found to be a CPD need. This finding supports the findings of Duzan (2006) and Yurttaş (2014). In that, both of them argued the way course books were exploited and stated that the instructors needed training regarding how employ the materials they have based on the needs of their students. Among all the secondary needs, 'technology integration' is one of the most essential one that was repeated in the interviews a few times. This might be because of the fast changing educational technologies. However, one underlying reason could be the background of the CPD supervisor who holds her MA degree in educational technologies. Therefore, it can be assumed that she had a more sensitive and careful look at the instructors' technology use and came up with this need after all. Also, the literature also acknowledges 'technology integration' as a CPD need of the instructors (see Lozano et al., 2002; Korkmazgil, 2015). As to the last result of this research question, giving feedback to student

writings, teacher research, and giving instructions are the perceived CPD needs of instructors according to the administrators. In relation to these, no similar findings were found in other studies. Therefore, these need areas require further research.

Summary and Discussion of RQ4: *Do the needs of the instructors, the administrators' expectations and the institutional projections interact? If yes, how?*

The fourth research question of the study aimed to reveal whether the instructors' perceptions and needs of CPD interacted with those of the administrators. It is important to note that there is almost no other study which aimed to investigate whether such an interaction existed. Therefore, the discussion will be mainly based upon institutional parameters. Since the research question includes two parameters, each parameter, the perceptions and needs, will be discussed below separately.

Perceptions. The results illustrated that there are a number of similarities between the CPD perceptions of the instructors and the administrators. This indicates that the instructors and the administrators perceived CPD more or less in the same way. However, there are a few differences as well (see Figure 10). These similarities and differences will now be discussed.

As the first similar point, both the instructors and the administrators perceived CPD as a 'bottom-up processes'. Therefore, it can be concluded that CPD programs are mainly teacher initiated. This finding could be related to the fact that CPD programs provide more benefits in a bottom-up' manner when the participant teachers have their ownership of its process and content therefore, teachers should be centrally involved in decisions and regarding the content and the process of CPD (Borg, 2015; Burns, 2005; King &Newman, 2000). Given that the instructors in this study prefer CPD programs to be optional, rather than mandatory (see Table 20), it can be concluded that they would like to have the ownership of their own development. This could also be related to the autonomy of the instructors. According to Clement and Vanderberghe (2000), when instructors have the responsibility of

their own development process, it increases their autonomy. In the light of the findings and the existing literature, it can be concluded that the instructors and the administrators are more or less of the same opinion and agree that the instructors should have the overall control.

Another similarity is that both the instructors and the administrators also regarded CPD as an institutional body. It can be concluded that this finding actually expands the previous one. More precisely, although it was found that CPD is a bottom-up process, it does not necessarily mean that it can also be a unit or body in the institution. Unlike traditional descriptions of CPD (see for example Wolter, 2000), CPD is a process that includes more stakeholders (Edge, 2002). One of these stakeholders is of course the institution (see Figure 5). Therefore, it appears that the administrators perceived CPD as an institutional body, as the representatives of the institution, and the instructors acknowledged it. In conclusion, when the two findings are considered together, the instructors and the administrators shared the perception that CPD is mainly a bottom-up development process; however, the institution is also a part of that process, which can be referred as a joint-endeavor.

In line with the previous points, the results revealed that some of the administrators viewed CPD as a 'top-down process'. This finding adds more conflict to the divergence of the perceptions of both parties. However, such a conflict also exists in the literature. According to McNaught and Kennedy (2000), CPD can be approached in a top-down manner, and this way it provides a coherent policy of development, and efficient planning of resources to avoid duplication. Considering this, it can be inferred that running CPD in a top-down manner also provides some benefits. In the light of the findings of this study and the related literature, it can be concluded that CPD is a process that has multiple aspects. Although it is a top-down process, since it includes the institution as a stakeholder and the institution needs to consider its resources and the implementation of CPD, it can also be considered top-down especially about the implementation of it. This situation can also be related to the appraisal system of

instructors in the institution where this study was conducted. According to the results, although the administrators would like to the responsibility of CPD to instructors; thus, they have CPD activities on a voluntary basis, they also evaluate the CPD attendance of the instructors as part of their appraisal system. This is approach was also stated in the literature. According to Powell et al. (2003), the instructors' attendance to CPD activities provides valuable data regarding teacher appraisal. All in all, because of the conflict in the approach of the administrators, there are understandable similarities and differences between the two parties.

Other similarities in perceptions are about the aims of CPD, which are 'CPD for professional development' and 'CPD is for personal development'. According to the results of the present study, both the instructors and the administrators perceived that CPD provides both professional and personal development for instructors. In line with this, the CPD unit in the institution has two legs. While one of them is concerned with the professional development of the instructors, the other one deals with personal development. These findings are in line with the findings of Kelchtermans (2004) and Hismanoğlu (2010) who emphasized the benefits of CPD professionally. Similarly, Friedman et al.(2002) asserted that CPD not only provides professional benefits, it is also good for the personal development of instructors. Given that the instructors, the administrators, and the related literature present similar perceptions of CPD, it can be said that the professional and the personal aspects of CPD have been confirmed by the present study.

The instructors and the administrators share the same opinion regarding another function of CPD, which is 'CPD as a problem-solving' mechanism. Both parties agreed that CPD exists to provide solutions for the problems. Similarly, Zuber-Skirritt (1992) also emphasized that through CPD, the instructors can reach to solutions that they encounter in their teaching practices. However, it should be noted that there is a small difference between

the instructors and the administrators regarding this issue. The results indicated that while the instructors meant solving their own teaching-related problems through CPD, the administrators referred to problem-solving from a broader perspective which is solving the problems of the preparatory program. This situation indicates that despite having the same focus, the administrators and the instructors diverge in the scope of the problem solving. According to Bolom and McMahon (2005), this is an understandable situation. According to them, it is normal that the instructors and the management approach the same issue from different perspectives because of their differences in roles but ultimately aim similar things. In conclusion, this study seems to confirm the approach of Bolom and McMahon (2005), and it can be concluded that both parties aim the same thing from different perspectives.

The final similarity is about 'the concerns of the implementation of CPD'. A similar case with problem-solving also exists for this theme. Although the instructors meant the unprofessional management of CPD activities as a concern, and complained about the way organizing bodies implemented CPD activities, the administrators made references to the instructors' lack of motivation and how it created a setback in the implementations of CPD. Concerns regarding the implementation were also identified by Bernadine (2019) who found two reasons that affect the implementation of CPD, which are poor participation and lack of interest of instructors. However, when the institutional parameters are considered, it can be understood that the way both parties approached the implementation as a challenge is actually related. More precisely, when the instructors are not satisfied with the implementation of a CPD activity, their motivation to attend CPD programs decreases, which the administrators referred as the factor that made the implementation of CPD difficult.

Despite the high number of similarities as discussed above, the analysis of data also revealed some differences. The first of these is 'CPD for student learning'. According to the instructors, CPD ultimately aims students' development. This finding also confirms the

findings of Kennedy (2002), Guskey (2003), and Hismanoğlu (2010). However, no references regarding student development were made by the administrators. According to Bredson (2000), although the management staff of a school has a direct impact on the development of instructors through CPD, they might not have a similar impact on students' learning directly. In that, instructors serve like the transmitters of the opportunities provided by the institution. Considering this point, it can be inferred that the administrators were mainly interested in the development of the instructors, which makes it understandable that they did not make a clear reference to student learning.

Another difference includes two different concerns about CPD which are 'concerns about the importance of CPD' and 'concerns about the relevance of CPD'. The two are concerns that came from the instructors, and they are congruent with the findings of Ekşi (2010), Yurttaş (2014), and Maskit (2014). However, the administrators did not mention them in the interviews at all. On the contrary, they emphasized the importance of CPD. Unfortunately, there seems to be no studies that investigated the concerns of the administrators about CPD. Therefore, further research.is required.

Needs. The analysis of the data revealed that there are both similarities and differences between the instructors and the administrators regarding the perceived CPD needs of instructors. However, it is important to note that, apart from testing and program evaluation, all the other needs areas came out as a result of the classroom observations that were conducted by the CPD supervisor. The similarities are 'testing', 'classroom management', 'material design', 'technology integration', and 'conducting classroom research'.

Both the instructors and the administrators regarded 'testing' as an essential need of the instructors. Similar results were also found by Duzan (2006), Alan (2003), and Kabadayı (2013). According to them, the instructors needed training on testing. However, the underlying reason behind the fact that both the instructors and the administrators perceived

testing as a need is because of institutional parameters. As mentioned earlier, the institution does not have a testing unit and the instructors prepare all the assessment tools. Given that exam preparation requires some specific training (Bailey, 1999), this appeared to be one of the essential needs of instructors. Since the number of studies, which looked at the needs of instructors from the eyes of both the instructors and the administrators, is rather scarce, there appears to be very limited data regarding the issue. According to a study carried out by Finn et al. (2010), administrators considered 'testing' as a CPD need of instructors. As aforementioned, there are also studies that found it as a need of instructors (see Alan, 2013; Duzan, 2016; Kabadayı, 2013).

Furthermore, 'material design' was also found as another similarity. This is a congruent finding with other studies i.e. Yurttaş (2014) and Korkmazgil (2015), in that material design was found as an essential need. However, the reason behind the emergence of 'material design' as a need is actually very similar to the previous need area. In the institution, where this study was conducted, there is not a unit or department that produces materials. Therefore, along with the course book, the instructors are expected to produce their own materials and use them in their classroom. However, material design requires some specific training (Tomlinson, 2012), and both parties seem to be aware of this as a need area. Therefore, the emergence of this as a need area is another satisfactory finding of this study.

As for the next similarity, 'classroom management' was considered to be a need of instructors by both parties. Similarly, as a result of their studies Duzan (2006), and Yurttaş (2014) also found them as the CPD needs of the instructors. As aforementioned before, the fact that classroom management was found as a CPD need is because of some institutional parameters. Since the number of students who were accepted to the preparatory program increased at the beginning of the year, in some classes there were even 33 students. This being the case, this might have appeared as a need of instructors both because of the instructors'

perceptions, and the observations of the CPD supervisor. In conclusion, it can be considered as a satisfactory situation that both parties were aware of this institutional parameter.

Moreover, the instructors and the administrators seemed to agree upon the fact that 'technology integration' is another CPD need of the instructors. The results are congruent with the studies of Can (2019), Lozano et al. (2002), and Korkmazgil (2015). According to them, technology integration is an essential need of the instructors and affects their teaching practices. Also, it is important to note again that the CPD supervisor holds her MA degree in educational technologies. Therefore, it can be assumed that she had a more sensitive and careful look at instructors' technology use and came up with this need after all. Given that both parties agreed upon this particular need, it can be concluded as an essential finding of the current study.

The last similarity is that both the instructors and the administrators reported that the instructors needed 'conducting classroom research'. Richardson (1994) and Cobb (2000) also assert that 'conducting classroom research' is essential in improving the quality in the classroom. As can be seen, in addition to teaching-related needs of instructors, it is also likely that they might need to improve in some academic skills as well. The reason behind this could be because following MA or PhD studies is a common thing among the instructors in the institution where this present study was conducted. Therefore, both the administrators and the instructors might have expected teachers to improve themselves about it.

As for the differences, the instructors and the administrators diverge in a number of ways (see Figure 11). The first one is 'teaching pronunciation'. Although this was found to be the most relevant CPD need of the instructors according to the survey results, and confirmed the findings of Burns (2006), none of the administrators made any references to it during the interviews. Therefore, it appeared to be a difference between the perceptions of both sides. The reason of this situation might also be related to institutional parameters. In the institution

where the present study was carried out, pronunciation is neither taught nor assessed. This being the case, it could be understandable that the instructors felt the need to improve themselves since they were not used to teaching it, and the administrators did not mention it since pronunciation is not a part of their teaching objectives. In brief, this still requires further research.

A similar case also exists with 'ESP' as a CPD need. While 'ESP' emerged as a CPD need based on the survey results according to the instructors, yet again, none of the administrators made any references to it. Similarly, no studies also found the same result to the best knowledge of the researcher. However, considering the institutional parameters, ESP is also an area that is not a part of the teaching program objectives in the institution. Therefore, similar to the previous need area, teaching pronunciation, the instructors might have needed to improve themselves at it, but the administrators did not mention it as a need since it is not a part of their teaching objectives.

Furthermore, 'using drama in ELT' is another need area that was chosen by the instructors, but none of the administrators mentioned. This finding confirmed the study of Can (2019) who also found that drama is an essential need in teaching. Although it is equally important in the institution, the reason of this conflict is that drama became a course project in the year in the fall semester in 2017. In that, students were asked to work in groups and create a scenario and act it out in English. It even has a score weighting. Therefore, it can be understood that the instructors wanted to improve themselves; however, interestingly the administrators did not even mention it, which might require a further study.

Another difference is 'program development', which was found as a primary need of the instructors according to the administrators. However, none of the instructors referred to it as a need area. Similarly, it was not found to be a need in any other studies, either. The reason behind this situation is as aforementioned the growing number of students in the institution.

However, this was considered as a need from the eyes of the administration, but not the instructors. This can be considered understandable because the increase in the number of students is primarily a concern of the administrators.

In addition to the needs areas mentioned above, 'teaching writing', 'using the board more effectively', 'syllabus design', teaching advanced level students', 'increasing student engagement', and 'giving feedback to students' writings' are also among the differences. These need areas were mentioned by only a few of the participants therefore, the reason behind their emergence could be related to the fact that needs are personal in nature.

Conclusions

The present study aimed to reveal the CPD perceptions and the needs of the instructors. Secondly, it also sought to reveal the CPD perceptions of the administrators as well as the CPD needs of the instructors from the eyes of the administrators. Finally, it aimed to reveal whether the perceptions of the instructors and the administrators interacted. Since this is a case study, the conclusions drawn here are limited to the study context.

From the perspective of the instructors:

- CPD is a bottom-up process; however, it also includes some institutional management.

- CPD programs provide benefits in a number of ways both professionally and personally.

- CPD needs of the instructors vary; however, because of their hectic schedules, they prefer CPD programs to be delivered on weekday afternoons or at the weekends and by an expert from outside the institution.

From the perspective of the administrators:

- CPD is a mostly bottom-up process; however, it also includes the institution as a stakeholder since attendance to CPD activities is a part of the performance evaluation of the instructors.

- The instructors have various needs both because of their teaching related duties such as exam preparation, and for their in-class practices.

In summary, the CPD perceptions of the instructors and the administrators mostly interact. However, this interaction seems to be weak regarding the CPD needs of the instructors. The conclusions of the present study have certain implications for the instructors, the administrators and other stakeholders.

Implications

There are some implications of the present study for CPD units and the administrators, and the instructors.

Implications for CPD Unit and the Administrators

The findings of the study, and the similarities and differences found in different studies indicate the context specific nature of CPD. Therefore, each CPD unit at different universities needs to manage their own CPD activities which must be unique to the institution.

The present study also revealed that there were conflicts among the 4 administrators regarding their CPD perceptions, which necessitates more interaction between them. To be able to do this, they need to develop a more sound CPD knowledge, create more opportunities to discuss CPD, collect data regularly regarding the needs of the instructors. However, in order for the instructors to better perceive their own CPD needs, institutional motivations need to be provided.

Finally, the administrators need to make sure that they are in touch with different stakeholders for the success of the CPD within the institution (see Figure 5 for the wireless

method). This way, with these connections, they can create a more sound CPD in the institution.

Implications for the Instructors

As the data collected illustrated, CPD was found to be a mostly bottom-up, but also top-down process; therefore, the interaction of the two perceptions is highly essential. This being the case, in order to better perceive their CPD needs, the instructors need motivations from the institution since this is a joint-endeavor. In line with this, the instructors can demand more support from the institution regarding their CPD needs.

Furthermore, NA provides insights to the instructors regarding their CPD needs. However, the instructors can also benefit from collaborative CPD activities such as peer-observation, so that they can be more aware of their needs. In other words, considering that CPD is mainly bottom-up, the instructors can initiate CPD activities to improve their professional and personal skills. When their awareness increases, they can also chase CPD opportunities available outside the institution as well.

Implications for Further Research

Overall, although the present study was a case study, there is no doubt that it has contributed to the field of English language education, and CPD in specific. However, in order to find out about parallelisms and contradictions, similar studies should be conducted both in similar and different contexts. Only then could it be possible to drag more attention to the significance of CPD and carry out relevant CPD programs for instructors.

Furthermore, the current study revealed some serious CPD needs both by the instructors, and the administrators. For the purpose of understanding whether these needs areas are common in other similar contexts, similar studies should be conducted. This way, collaborative CPD programs can be organized.

In addition, when carrying out similar studies to the current one, a larger variety of data collection tools can be employed. Since this study is a descriptive one, it can be taken a step further and an intervention study might be conducted. In that experimental design can be formulated to search more how the needs assessment can be related to CPD activities and how they are organized and implemented within the context can be observed.

Finally and most importantly, this study is a unique example of comparing the perceptions of the instructors and the administrators. Therefore, for the success of CPD programs, more studies should include more than one group of stakeholders and have a wider range of data.

Chapter summary

In this chapter, the summary and the discussion of the findings were provided. Also, the conclusions of the whole study were drawn. Finally, this chapter included implications of the present study and suggestions for further studies.

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APPENDIX A: The Survey (English)

Professional Development Perceptions and Needs Assessment

Dear Colleagues,

This questionnaire aims to identify your perceptions, opinions and needs regarding your professional development as an English language instructor at your institution and it is a part of my Master's Thesis that I am conducting at the Institute of Educational Sciences, the ELT Department at Çanakkale Onsekiz Mart University under the supervision of Assoc. Prof. Ece Zehir TOPKAYA. Your participation in this study is completely voluntary. Your responses will be coded and remain strictly confidential. However, if you feel uncomfortable answering any questions, you can withdraw from the survey at any point. Please give truthful and straightforward answers in order to obtain accurate results. It will take approximately 15 minutes to complete the questionnaire. If you have questions at any time about the questionnaire or the procedures, you may contact me via my e-mail ismail.arici@yahoo.com or phone number +90 (541) 910 4010.

Thank you very much for your time and support.

İsmail ARICI
English Language Instructor
MA candidate

PART 1: TEACHERS' PERCEPTION OF PROFESSIONAL DEVELOPMENT PROGRAMS

1. Please read the following statements, and tick the box that most closely corresponds your opinion.

	1 Strongly Disagree ← →		5 Strongly Agree		
1. Attending professional development programs makes me feel more confident while teaching.	1	2	3	4	5
2. Professional development programs improve my teaching competence.	1	2	3	4	5
3. Professional development programs help me improve my teaching skills.	1	2	3	4	5
4. Professional development programs make me reconsider my teaching methods.	1	2	3	4	5
5. Professional development programs give me practical information that I can use in my classroom.	1	2	3	4	5
If there are any other things that you would like to state about professional development programs, please indicate them here:					

PART 2: PROFESSIONAL DEVELOPMENT ACTIVITIES

1. How often do you do the following activities for your professional development? Please rate each activity in terms of frequency from 1 to 5.

Activities	Never	Rarely	Sometimes	Often	Always
1. Reading ELT articles, magazines or books	1	2	3	4	5
2. Participating in courses, workshops or seminars	1	2	3	4	5
3. Conducting classroom research	1	2	3	4	5
4. Asking colleagues for help	1	2	3	4	5
5. Sharing experiences with colleagues	1	2	3	4	5
6. Observing other teachers	1	2	3	4	5
7. Joining a teacher association	1	2	3	4	5
8. Joining a special interest group	1	2	3	4	5
9. Joining an online ELT discussion group	1	2	3	4	5
10. If there are any other ones, please indicate **other professional development activities** that you do:					

2. How would you rate your satisfaction with your participation in the professional development activities mentioned in the previous section? Please tick the box that most closely corresponds to your opinion.

Very Dissatisfied	Dissatisfied	Somewhat Satisfied	Satisfied	Very Satisfied
( )	( )	( )	( )	( )

3. Which of the following factors would you consider a hindrance to your participation?

Hindrance	Never	Rarely	Sometimes	Often	Always
1. Heavy workload	1	2	3	4	5
2. Lack of self-motivation	1	2	3	4	5
3. Lack of institutional support	1	2	3	4	5
4. Intensive pacing	1	2	3	4	5
5. Inconvenient date/time	1	2	3	4	5
6. Inconvenient location	1	2	3	4	5
7. Cost	1	2	3	4	5
8. Unqualified trainers	1	2	3	4	5
9. Unrealistic content	1	2	3	4	5
10. Lack of information about upcoming PD activities	1	2	3	4	5
11. If there are any other factors, please indicate them here:					

PART 3: AREAS OF NEED FOR PROFESSIONAL DEVELOPMENT

1. To what degree do you feel that you need to develop the following <u>teaching skills</u>? Please indicate the degree of need for each skill from 1 to 5.

Teaching Skills	No need	Low	Moderate	High	Very high
1. Teaching reading	1	2	3	4	5
2. Teaching writing	1	2	3	4	5
3. Teaching listening	1	2	3	4	5
4. Teaching speaking	1	2	3	4	5
5. Teaching grammar	1	2	3	4	5
6. Teaching vocabulary	1	2	3	4	5
7. Teaching pronunciation	1	2	3	4	5

2. To what degree do you feel that you need to develop the following <u>assessment skills</u>? Please indicate the degree of need for each skill from 1 to 5.

Skills	No need	Low	Moderate	High	Very high
1. Assessing reading	1	2	3	4	5
2. Assessing writing	1	2	3	4	5
3. Assessing listening	1	2	3	4	5
4. Assessing speaking	1	2	3	4	5
5. Assessing grammar	1	2	3	4	5
6. Assessing vocabulary	1	2	3	4	5
7. Assessing pronunciation	1	2	3	4	5

3. In the following table, you are given a variety of areas of need for professional development. Please indicate the degree to which you feel each area of need is applicable to you from 1 to 5.

Areas of Need	No need	Low	Moderate	High	Very high
1. Lesson planning	1	2	3	4	5
2. Classroom management	1	2	3	4	5
3. Identifying learner characteristics	1	2	3	4	5
4. Syllabus design	1	2	3	4	5
5. Increasing student motivation	1	2	3	4	5
6. Test development	1	2	3	4	5
7. Giving constructive feedback	1	2	3	4	5
8. Use of technology in ELT	1	2	3	4	5
9. Using games in ELT	1	2	3	4	5
10. Story-telling	1	2	3	4	5
11. Using drama in ELT	1	2	3	4	5
12. New theories and practices of ELT	1	2	3	4	5
13. ESP (English for Specific Purposes)	1	2	3	4	5
14. Teaching integrated skills	1	2	3	4	5
15. Conducting classroom research	1	2	3	4	5
16. Preparing supplementary materials for Speaking	1	2	3	4	5
17. Preparing supplementary materials for Listening	1	2	3	4	5
18. Preparing supplementary materials for Writing	1	2	3	4	5
19. Preparing supplementary materials for Reading	1	2	3	4	5
20. Preparing supplementary materials for Grammar	1	2	3	4	5
21. Preparing supplementary materials for Vocabulary	1	2	3	4	5
22. Preparing students for exams (e.g. YDS, TOEFL, IELTS)	1	2	3	4	5
23. Understanding CEFR (Common European Framework of Reference	1	2	3	4	5
Please indicate any **other areas of need** that you might require for professional development:					

PART 4: PREFERENCES FOR DELIVERY METHODS AND FORMATS

In this section, please indicate the methods and formats that you would prefer to receive professional developmental activities.

1- Preferred attendance format of professional development sessions
- □ Optional
- □ Compulsory

2- Preferred delivery format of professional development sessions (please check all that apply)
- □ Seminar
- □ Workshop
- □ Group discussion
- □ Other, please specify:…………..

3- Preferred place of professional development sessions (please check all that apply)
- □ At my institution
- □ At another institution in İstanbul
- □ At another institution in Turkey
- □ Online
- □ Abroad
- □ Other, please specify:…………..

4- Preferred trainer/educator of professional development sessions (please check all that apply)
- □ A colleague from my institution
- □ A group of colleagues from my institution
- □ A trainer or expert from another institution
- □ A colleague from my institution and a trainer from another institution
- □ Other, please specify:…………..

5- Preferred time of professional development sessions (please check all that apply)
- □ Weekday morning
- □ Weekday afternoon
- □ At the weekend
- □ Other, please specify:…………..

6- Preferred frequency of professional development sessions (please check all that apply)
- □ Once a week
- □ Once every two weeks
- □ Once a month
- □ Once every two months
- □ Once a semester
- □ Other, please specify:…………..

7- Preferred length of each session (please check all that apply)
- □ Up to 30 minutes
- □ 30 – 45 minutes
- □ 45 – 60 minutes
- □ 60 – 90 minutes
- □ Other, please specify:…………..

PART 5: BACKGROUND INFORMATION

1. Gender: **a. (   )**Female   **b. (   )** Male

2. Age:

3. How long have you been teaching English?
Please give your answer in years (new graduates must write 0): ………..

4. How long have you been teaching at your institution?
Please give your answer in years (new entries must write 0): ………..

5. Which department did you graduate from?
- ☐ Language Teaching
- ☐ Literature
- ☐ Linguistics
- ☐ Translating and Interpreting
- ☐ Other, please specify:……….

6. Please indicate your educational background:
- ☐ Bachelor's degree
- ☐ Master's degree completed or in progress
- ☐ PhD degree completed or in progress

7. Do you have any teaching certificates?
- ☐ Yes   **If your answer is yes, please specify**:………………………
- ☐ No

8. Have you ever attended an in-service or professional development program in ELT?
- ☐ Yes
- ☐ No

   If your answer is yes, please specify: _____

   _____

   _____

9. How many hours do you teach per week at your institution?
_____

10. How many different levels do you teach at your institution?
_____

THE QUESTIONNAIRE IS OVER.

YOUR ANSWERS ARE APPRECIATED, THANK YOU FOR YOUR PARTICIPATION

APPENDIX B: The Survey (Turkish)

Sürekli Mesleki Gelişim ve İhtiyaç Değerlendirme Anketi

Sevgili meslektaşlarım,

Bu anket, bir İngilizce öğretmeni olarak sizlerin sürekli mesleki gelişim hususunda algılarınızı, görüşlerinizi ve ihtiyaçlarınızı belirlemeyi amaçlamaktadır ve Çanakkale Onsekiz Mart Üniversitesi Eğitim Bilimleri Enstitüsünde, Doç. Dr. Ece Zehir TOPKAYA yönetiminde yürütmekte olduğum Yüksek Lisans çalışmamın bir parçasıdır. Bu çalışmaya katılımınız tamamıyla gönüllülük esaslıdır. Cevaplarınız kodlanıp kesinlikle gizli tutulacaktır. Ancak, eğer sorulardan herhangi bir tanesi cevaplama konusunda kendinizi rahatsız hissederseniz, bu anketi doldurmayı istediğiniz an bırakabilirsiniz. Doğru sonuçlara ulaşılabilmesi için lütfen doğru ve direkt cevaplar veriniz. Bu anketi tamamlamanız yaklaşık 15 dakikanızı alacaktır. Anket ya da prosedürler konusunda herhangi bir sorunuz olması durumunda, eposta adresim ismail.arici@yahoo.com veya cep telefonum +90 (541) 910 4010 üzerinden bana ulaşabilirsiniz.

Vakit ayırdığınız ve desteğiniz için teşekkür ederim.

İsmail ARICI

İngilizce Öğretmeni

Yüksek Lisans Öğrencisi

BÖLÜM 1: ÖĞRETMENLERİN SÜREKLİ MESLEKİ GELİŞİM ALGILARI

1. Lütfen aşağıdaki ifadeleri okuyunuz, ve görüşünüzü en çok yansıtan seçeneği işaretleyiniz.

	1 Kesinlikle Katılmıyorum ⟷ 5 Kesinlikle Katılıyorum				
1. Mesleki gelişim programlarına katılmak beni ders anlatırken daha güvende hissettiriyor.	1	2	3	4	5
2. Mesleki gelişim programları öğretim yeterliliklerimi geliştirir.	1	2	3	4	5
3. Mesleki gelişim programları öğretim becerilerim konusunda bana yardımcı olur.	1	2	3	4	5
4. Mesleki gelişim programları öğretim metotlarımı gözden geçirmemi sağlar.	1	2	3	4	5
5. Mesleki gelişim programları sınıf içerisinde kullanabileceğim pratik bilgiler kazandırır.	1	2	3	4	5
Mesleki gelişim programlarıyla ilgili belirtmek istediğiniz başka bir şey varsa, lütfen buraya yazınız:					

BÖLÜM 2: MESLEKİ GELİŞİM AKTİVİTELERİ

1. Aşağıdaki mesleki gelişim aktivitelerini ne sıklıkla yaparsınız?

Lütfen her aktivitenin sıklığını 1 ile 5 arasında işaretleyiniz.

Aktiviteler	Asla	Nadiren	Bazen	Sık sık	Sürekli
1. ELT makaleleri, dergileri veya kitapları okumak	1	2	3	4	5
2. Kurslara, atölye çalışmalarına ya da seminerlere katılmak	1	2	3	4	5
3. Sınıf içi araştırmalar yürütmek	1	2	3	4	5
4. Meslektaşlarımdan yardım istemek	1	2	3	4	5
5. Meslektaşlarımda deneyimlerimi paylaşmak	1	2	3	4	5
6. Diğer öğretmenleri gözlemlemek	1	2	3	4	5
7. Öğretmen derneklerine katılmak	1	2	3	4	5
8. Özel çalışma gruplarına katılmak	1	2	3	4	5
9. Çevrimiçi ELT tartışma gruplarına katılmak	1	2	3	4	5
10. Eğer başka varsa lütfen belirtiniz, yaptığınız diğer **mesleki gelişim aktiviteleri**:					

2. Yukarıda bahsedilen mesleki gelişim aktivitelerine katılımınız hususunda kendinizi nasıl değerlendirirsiniz? Lütfen görüşünüze en yakın kutuyu işaretleyiniz.

Hiç memnun değilim	Memnun değilim	Kısmen memnunum	Memnunum	Çok memnunum
( )	( )	( )	( )	( )

3. Aşağıdaki faktörlerden hangileri mesleki katılımınızı engeller?

Engeller	Asla	Nadiren	Bazen	Sık sık	Sürekli
1. Ağır iş yükü	1	2	3	4	5
2. Öz motivasyon eksikliği	1	2	3	4	5
3. Okul desteğinin eksikliği	1	2	3	4	5
4. Yoğun müfredat	1	2	3	4	5
5. Uygun olmayan tarih/saat	1	2	3	4	5
6. Uygun olmayan konum	1	2	3	4	5
7. Fiyat	1	2	3	4	5
8. Yetersiz eğitmenler	1	2	3	4	5
9. Gerçekçi olmayan içerik	1	2	3	4	5
10. Yaşlaşmakta olan mesleki gelişim aktivitelerinden haberdar olmama	1	2	3	4	5
11. Eğer başka faktörler varsa, lütfen buraya belirtiniz:					

BÖLÜM 3: MESLEKİ GELİŞİM İHTİYAÇ ALANLARI

1. Aşağıdaki öğretim becerilerine ne kadar ihtiyacınız vardır? Miktar derecelerini 1 ile 5 arasında belirtiniz.

Beceriler	Hiç	Az	Kısmen	Çok	Oldukça çok
1. Okumayı öğretme	1	2	3	4	5
2. Yazmayı öğretme	1	2	3	4	5
3. Dinlemeyi öğretme	1	2	3	4	5
4. Konuşmayı öğretme	1	2	3	4	5
5. Dilbilgisini öğretme	1	2	3	4	5
6. Kelime öğretme	1	2	3	4	5
7. Telaffuz öğretme	1	2	3	4	5

2. Aşağıdaki değerlendirme becerilerine ne kadar ihtiyacınız vardır? Miktar derecelerini 1 ile 5 arasında belirtiniz.

Beceriler	Hiç	Az	Kısmen	Çok	Oldukça çok
1. Okumayı değerlendirme	1	2	3	4	5
2. Yazmayı değerlendirme	1	2	3	4	5
3. Dinlemeyi değerlendirme	1	2	3	4	5
4. Konuşmayı değerlendirme	1	2	3	4	5
5. Dilbilgisini değerlendirme	1	2	3	4	5
6. Kelime bilgisini değerlendirme	1	2	3	4	5
7. Telaffuzu değerlendirme	1	2	3	4	5

3. Aşağıdaki tabloda birçok mesleki gelişim ihtiyaç alanı verilmiştir. Lütfen bu alanlara ne derece ihtiyacınız olduğunu 1 ile 5 arasında seçiniz.

İhtiyaç Alanları	Hiç	Az	Kısmen	Çok	Oldukça çok
1. Ders planlama	1	2	3	4	5
2. Sınıf yönetimi	1	2	3	4	5
3. Öğrenci karakteristiklerini belirleme	1	2	3	4	5
4. Müfredat dizaynı	1	2	3	4	5
5. Öğrenci motivasyonunu artırma	1	2	3	4	5
6. Sınav geliştirme	1	2	3	4	5
7. Yapıcı geribildirim verme	1	2	3	4	5
8. ELT de teknolojiyi kullanma	1	2	3	4	5
9. ELT de oyunları kullanma	1	2	3	4	5
10. Hikaye anlatma	1	2	3	4	5
11. ELT de drama kullanma	1	2	3	4	5
12. ELT deki yeni teori ve uygulamalar	1	2	3	4	5
13. ESP (Özel Amaçlar için İngilizce)	1	2	3	4	5
14. Becerileri bütünleşik olarak öğretme	1	2	3	4	5
15. Sınıf içi araştırma yapma	1	2	3	4	5
16. Konuşma için ek materyaller hazırlama	1	2	3	4	5
17. Dinleme için ek materyaller hazırlama	1	2	3	4	5
18. Yazma için ek materyaller hazırlama	1	2	3	4	5
19. Okuma için ek materyaller hazırlama	1	2	3	4	5
20. Dilbilgisi için ek materyaller hazırlama	1	2	3	4	5
21. Kelime bilgisi için ek materyaller hazırlama	1	2	3	4	5
22. Sınav hazırlama (örn. YDS, TOEFL, IELTS)	1	2	3	4	5
23. CEFR'ı anlama (Avrupa Ortak Dil Çerçevesi)	1	2	3	4	5
Lütfen başka bir alanda ihtiyacınız varsa burada belirtiniz:					

BÖLÜM 4: AKTARIM YÖNTEM VE FORMATLARI KONUSUNDA TERCİHLER

Bu bölümde, lütfen mesleki gelişim aktivitelerinin aktarımı hususunda yöntem ve format tercihlerinizi belirtiniz.

1- Mesleki gelişim aktivitelerine katılım formatı tercihi
- □ Gönüllü
- □ Zorunlu

2- Mesleki gelişim aktivitelerinin aktarımı tercihi (lütfen uygun olan hepsini işaretleyiniz)
- □ Seminer
- □ Atölye çalışması
- □ Grup tartışması
- □ Diğer, lütfen belirtiniz:…………...

3- Mesleki gelişim aktivitelerinin mekanı tercihi (lütfen uygun olan hepsini işaretleyiniz)
- □ Kendi kurumumda
- □ İstanbul'daki başka bir kurumda
- □ Türkiye'deki başka bir kurumda
- □ Çevrimiçi
- □ Yurt dışında
- □ Diğer, lütfen belirtiniz:…………...

4- Mesleki gelişim aktivitelerinde eğitmen/konuşmacı tercihi (lütfen uygun olan hepsini işaretleyiniz)
- □ Kendi kurumumdan bir meslektaşım
- □ Kendi kurumumdan bir grup meslektaşım
- □ Başka bir kurumdan bir eğitmen ya da uzan
- □ Kendi kurumumdan bir meslektaşım ve başka bir kurumdan bir eğitmen
- □ Diğer, lütfen belirtiniz:…………...

5- Mesleki gelişim aktivitesi için zaman tercihi (lütfen uygun olan hepsini işaretleyiniz)
- □ Hafta içi sabah
- □ Hafta içi öğleden sonra
- □ Hafta sonu
- □ Diğer, lütfen belirtiniz:…………...

6- Mesleki gelişim aktivitesi için sıklık tercihi (lütfen uygun olan hepsini işaretleyiniz)
- □ Haftada bir kez
- □ Her iki haftada bir kez
- □ Ayda bir kez
- □ Her iki ayda bir kez
- □ Dönemde bir kez
- □ Diğer, lütfen belirtiniz:…………...

7- Her bir aktivitenin tercih edilen uzunluğu (lütfen uygun olan hepsini işaretleyiniz)
- □ 30 dakikaya kadar
- □ 30 – 45 dakika arası
- □ 45 – 60 dakika arası
- □ 60 – 90 dakika arası
- □ Diğer, lütfen belirtiniz:…………...

BÖLÜM 5: GEREKLİ BİLGİLER

1. Cinsiyet: **a. ( )** Kadın   **b. ( )** Erkek

2. Yaş:

3. Kaç yıldır İngilizce öğretiyorsunuz?
Lütfen cevabınızı yıl olarak yazın (yeni mezunlar 0 yazmalıdır): ………...

4. Kaç yıldır kurumunuzda İngilizce öğretiyorsunuz?
Lütfen cevabınızı yıl olarak yazın (yeni başlayanlar 0 yazmalıdır): ………..

5. Hangi bölümden mezun oldunuz?
- ☐ İngilizce Öğretmenliği
- ☐ Edebiyat
- ☐ Dil Bilimi
- ☐ Mütercim Tercümanlık
- ☐ Diğer, lütfen belirtiniz:……….

6. Lütfen eğitim durumunuzu belirtiniz:
- ☐ Lisans derecesi
- ☐ Yüksek Lisans derecesi tamamlandı ya da devam ediyor
- ☐ Doktora derecesi tamamlandı ya da devam ediyor

7. Herhangi bir öğretmenlik sertifikanız var mıdır?
- ☐ Evet   **Cevabınız evet ise, lütfen belirtiniz**:…………………………
- ☐ Hayır

8. Daha önceden ELT'de herhangi bir hizmet içi ya da mesleki gelişim programına katıldınız mı?
- ☐ Evet
- ☐ Hayır
  Cevabınız evet ise, lütfen belirtiniz: _____
  _____
  _____

9. Kurumunuzda haftada kaç saat derse giriyorsunuz?
_____

10. Kurumunuzda kaç farklı seviyede derslere giriyorsunuz?
_____

ANKET BİTMİŞTİR.

CEVAPLARINIZ İÇİN TEŞEKKÜR EDERİM

APPENDIX C Interview Questions for the Instructors

Dear Instructor,

Thank you for accepting to participate in this study. This interview aims to explore your Continuous Professional Development (CPD) perceptions and needs. Your responses are very important in order to reach the most reliable data about CPD about your institution. You are certainly assured that all the responses you will make are for research purposes only.

Gender:

Years as an ELT instructor:

Years at the institution:

Educational Background:

Teaching Certificate:

Questions:

1- What does CPD mean to you?

    a- What do you think about the place of CPD in the professional world as an English language teacher?

2- Do you know about the overall organization of CPD at your institution? If yes, how do things run in CPD in terms of structure?

    a- Do you have CPD meetings at your institution, or do you get to chance to discuss CPD by any chance?

    b- Are instructors in a way involved in the decision-making process for CPD activities at your institution? If yes, how?

    c- Do you think that the ideas and needs of instructors are valued in shaping the content of CPD activities at your institution?

3- Do you think you need anything for your professional development? If yes, what do you need?

    a- Have you ever attended a CPD activity at your institution? If yes, did you know about its content and the way of delivery beforehand?

    b- What facilitates/hinders you from joining a CPD activity?

    c- What do you think about the intensity of CPD activities at your institution?

    d- In what skill(s) do you think you need development? (reading, writing etc.)

    e- In what forms would you like CPD activities to be delivered? (*at your institution or elsewhere, online vs offline, by a colleague or an expert.*)

Is there anything that you would like to add?

Thank You

APPENDIX D Interview Questions for the Director & Academic Coordinators

Dear Director/Academic Coordinator,

Thank you for accepting to participate in this study. This interview aims to explore your Continuous Professional Development (CPD) perceptions and needs. Your responses are very important in order to reach the most reliable data about CPD about your institution. You are certainly assured that all the responses you will make are for research purposes only.

Gender:

Years at the institution:

Years as a Director/Academic Coordinator:

Educational Background:

Teaching Certificate:

Questions:

1- What does CPD mean to you?
   a- Do you think it is important at institutions like yours? If yes, in what ways?

2- Do you have an organized CPD unit at your institution? If yes, how do things run in terms of CPD at your institution?
   Organizational Structure

   a- Have you ever designed a CPD program so far as an institution? If yes, how did you run it?

   b- How is the whole structure shaped in terms of managing CPD programs?
   Management of Process

   c- Are you involved in the decision-making process for CPD programs at your institution? If yes, in what capacity are you involved?

   d- Do you meet your supervisors/coordinators on a regular basis to talk about CPD at your institution? If yes, on what kind of issues do you collect information from them?

   e- Does the CPD supervisor report to you about CPD activities? If yes, how does it work?

   f- Do you collect information from staff about the content or form of CPD programs? If yes, how do you do it?

3- According to you, does the staff need professional development? If yes, what do you think they need?

   a- Considering the staff at your institution, do you expect them to participate in CPD activities? If yes, why?

   b- When you are recruiting new members for your institution, do you give importance do their involvement in any kind of CPD work? If yes, what kind of previous experiences do you look for?

   Is there anything that you would like to add?

<div align="center">Thank You</div>

APPENDIX E Interview Questions for the CPD Supervisor

Dear Supervisor,

Thank you for accepting to participate in this study. This interview aims to explore your Continuous Professional Development (CPD) perceptions and needs. Your responses are very important in order to reach the most reliable data about CPD in your institution. You are certainly assured that all the responses you will make are for research purposes only.

Gender:

Years at the institution:

Years as a CPD Supervisor:

Educational Background:

Teaching Certificate:

Questions:

1- How did you become a CPD supervisor? Did you have a prior experience?

2- What does CPD mean to you?

    a- Do you think it is important? If yes, why?

    b- Can you tell me a little bit about the place of CPD at your institution?

Organizational Structure

3- How do things run in terms of CPD at your institution?

    d- Do you ever have CPD meetings with administrative staff members at your institution or do you get the chance to discuss CPD in a way? If yes, are they held on a regular basis?

    e- Do you collect information/feedback from instructors about CPD at your institution? If yes, on what kind of issues do you collect information from them?

Management of the Process

    a- Do you prepare yearly plans for CPD activities? If yes, how do you do it? Can you elaborate on the steps you follow?

    b- What CPD activities does the staff need for their professional development? How does the procedure for designing the content of a CPD program work at your institution?

    c- Do you report to the Director or Academic Coordinators about CPD activities?

CPD Experiences at the Institution

    a- Have you ever designed a CPD program so far in your institution? If yes, how did you run it?

    Is there anything that you would like to add?

<div align="center">Thank You</div>

APPENDIX F Institutional Permission to Administer the Survey for Piloting

İSTANBUL AYDIN ÜNİVERSİTESİ
İNGİLİZCE HAZIRLIK PROGRAMI

07.11.2018

Konu: Anket Uygulaması

ÇANAKKALE ONSEKİZ MART ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ
YABANCI DİLLER ANABİLİM DALI BAŞKANLIĞI'NA

Üniversiteniz Yabancı Diller Eğitimi Anabilim Dalı, İngilizce Öğretmenliği Bilim Dalı Tezli Yüksek Lisans öğrencisi İsmail ARICI'nın, İstanbul Aydın Üniversitesi İngilizce Hazırlık Okulu'nda anket uygulaması yapması uygun görülmüştür.

Bilgilerinizi ve gereğini rica ederim.

Necmiye Karataş
İngilizce Hazırlık Program Başkanı

APPENDIX G Institutional Permission to Administer the Survey and Interviews for the

Main Study

İSTANBUL MEDİPOL ÜNİVERSİTESİ
DİL OKULU PROGRAMI

03.12.2018

Konu: Anket ve Mülakat Uygulaması

ÇANAKKALE ONSEKİZ MART ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ
YABANCI DİLLER ANABİLİM DALI BAŞKANLIĞI'NA

Üniversiteniz Yabancı Diller Eğitimi Anabilim Dalı, İngilizce Öğretmenliği Bilim Dalı Tezli Yüksek Lisans öğrencisi İsmail ARICI'nın, İstanbul Medipol Üniversitesi Dil Okulu'nda anket ve mülakat uygulaması yapması uygun görülmüştür.

Bilgilerinizi ve gereğini rica ederim.

Murat CULDUZ
Dil Okulu Program Müdürü

Murat Culduz
General Coordinator of
English Department