REPUBLIC OF TURKEY
ÇUKUROVA UNIVERSITY
INSTITUTE OF SOCIAL SCIENCES
DEPARTMENT OF ENGLISH LANGUAGE TEACHING

PROMOTING CONTINUOUS PROFESSIONAL DEVELOPMENT FOR ENGLISH LANGUAGE INSTRUCTORS WITHIN A HIGHER EDUCATION CONTEXT

Cemile DOĞAN

PhD. DISSERTATION

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PhD. DISSERTATION

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To Çukurova University Institute of Social Sciences,

We certify that this thesis is satisfactory for the award of the degree Doctor of Philosophy in the Department of English Language Teaching.

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Cemile DOĞAN

ÖZET

YÜKSEK ÖĞRENİMDE İNGİLİZ DİLİ OKUTMANLARININ SÜREKLİ MESLEKİ GELİŞİMLERİNİ DESTEKLEMEK

Cemile DOĞAN

Doktora Tezi, İngiliz Dili Eğitimi Anabilim Dalı
Danışman: Prof. Dr. Yasemin KIRKGÖZ
Temmuz, 2016, 179 sayfa

Karma yöntem araştırma desenine sahip bu çalışma, üniversite ortamında çalışan İngilizce öğretim elemanlarının mesleki gelişime yönelik tutumlarını, öz yeterlik inançlarını ve yansıtıcı düşünmelerini geliştirmek amacını gütmüştür. Çalışmada Vygotsky'nin sosyo-kültürel teorisi altyapıyı oluşturmuş ve bu bakış açısıyla hazırlanan bir mesleki gelişim programı tasarlarmıştır.

Araştırma, Konya ilinde üç farklı üniversiteden gönüllülük esasına göre seçilen dokuz İngilizce öğretim elemanı ile gerçekleştirilmiştir. 16 haftalık program, katılımcılara kendi ortamlarında belirledikleri ihtiyaçları/mesleki ilgileri doğrultusunda eylem araştırması yapabilmelerini sağlamak üzere, eylem araştırması becerisi edindirmeye yönelik içeriktedir. Katılımcılar Plan, Harekete Geçme, Gözlem ve Yansıtma aşamalarından oluşan döngüyü tamamlamışlardır. Nitel veri toplama araçları çalışma öncesinde ve sonrasında yarı yapılandırılmış görüşme, haftalık değerlendirme formları, araştırmacı alan notları, katılımcı günlükleri ve program değerlendirme formlarıdır. Ek olarak, katılımcılara her ikisi de Likert tipi ölçek olmak üzere öğretmenlerin mesleki gelişimine yönelik tutum ölçeği ve öğretmenlerin öz yeterlik ölçeği uygulanmıştır. Ölçeklerle ilgili veri analizi Wilcoxon ve Friedman testleri ile yapılmıştır. Nitel ve nicel verilerden elde edilen bulgular program sonrasında, katılımcıların mesleki gelişime tutumları, öz yeterlilik inançları ve yansıtıcı düşünme yetilerinde anlamlı bir artış olduğunu göstermiştir.

<u>Anahtar kelimeler:</u> Eylem araştırması, sosyo-kültürel yaklaşım, sürekli mesleki gelişim

ABSTRACT

PROMOTING CONTINUOUS PROFESSIONAL DEVELOPMENT FOR ENGLISH LANGUAGE INSTRUCTORS WITHIN A HIGHER EDUCATION CONTEXT

Cemile DOĞAN

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The study adopts a mixed method research design to foster English Language instructors' attitude towards professional development, self-efficacy beliefs and reflective thinking. Vygotsky's socio-cultural theory constituted the base and the professional development program was designed accordingly.

The participants of the study were nine English Language instructors working at three different universities. Throughout the 16-week program, it was aimed to equip the participants with action research skills to conduct their own study in their own context according to their needs and/or interests. All the participants completed the Plan, Act, Observe and Reflect stages of the Action Research Cycle. Qualitative data collection instruments were semi-structured interviews which were conducted before and after the study, weekly evaluation forms, researcher's field notes, participant diaries and program evaluation forms. Additionally, Teachers' Attitude towards Professional Development Scale and Teachers' Self-efficacy Scale were implemented before and after the study. Wilcoxon and Friedman tests were used for data analysis. The analysis revealed that there was a significant improvement in teachers' attitude towards professional development, their self-efficacy beliefs and reflective thinking after participating in the program.

Keywords: Action research, Socio-cultural perspective, Continuous professional development

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Cemile DOĞAN

Adana / 2016

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ABBREVIATIONS

AR: Action Research

ELT: English Language Teaching

PDA: Professional Development Activities

CPD: Continuous Professional Development

TAP: Teachers' Attitude towards Professional Development

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CHAPTER I

INTRODUCTION

1.0. Introduction

This chapter is composed of six sections. In the initial section, a background to the study is given. Secondly, statement of the problem is provided. Thirdly, research questions are stated. In the fourth section, the significance of the study is discussed. In the fifth section, key terms of the study are defined. Finally, the limitations of the study are stated.

1.1. Background to the Study

The 21st century is a noteworthy time as it is signified with the rapid advancement in technology which ushered in an era of evolutionary changes in teachers' professional development. Teachers have embraced the ease of reaching countless sources; therefore, their concern for staying up-to-date, communicating and exchanging information globally led to a remarkable body of literature focusing on 'teacher change' in the field of language teacher education. (Darling-Hammond, 2006; Day, 1999; Foord, 2009; Fullan, 2009; Guskey, 1988; Harmer, 2001; Kumaravadivelu, 2001). Among all these exhilarating opportunities to become proficient, there is still the need to put collaborative effort to sustain professional development as 'most schools look much the same today as they did a generation ago' (OECD, 2014, p.3). Moreover, it is even much more challenging for the teachers to equip themselves with the skills to meet the diverse needs of the millennials.

In essence, language teacher education has been centered on what teachers need to know (core skill courses in pre-service education), how teachers should teach (pedagogical courses) and how teachers learn to teach (pre-service teaching practice). These standard courses in language teaching departments are academic credentials on the way to obtain a professional teaching status. Along with being authorized to work in the field of education; values, attitudes, beliefs and assumptions play a great role in teachers' career-long professional development which is vital for improving teachers' 'both personal and professional knowledge and enhancing their career by helping them

change and review their skills, attitudes and understanding' (Glattorn, 1995; UNESCO, 2003).

In current definitions, teachers are able to adopt changes according to the demands of the contemporary world and the success of students is reliant on the professionalism of teachers. Sustaining professional development of teachers to address student needs is the constant goal. Whether as individuals or social beings, teachers are life-long learners and they are not seen as subjects to change but as the agents of change (Guskey, 2002). Bailey, Curtis and Nunan state that (2001) teachers should have an active role in their development, which suggests teacher autonomy in identifying and fulfilling their needs and investing for their future. Professional development helps to deepen teachers' understanding of their profession and identity and enhances teachers' professionalism by enabling them to grow from learning to teach to the highly cognitive and competent stage of teachers as theorists (Kumaravadivelu, 2001). Professional development, therefore, harnesses teachers with a critical insight into both their own practices and what is around them. According to Richards and Farrell (2005) teachers need to be given the opportunity to keep up to date by attending professional development activities (henceforth PDA) all of which require professional dialogue or professional exchange of ideas. Several of these activities are 'teacher support groups, critical friendships, team teaching, peer observation and peer coaching, workshops, action research (henceforth AR), case studies, journal writing, self-monitoring and teaching portfolios. All these tools are a means of ensuring continuous growth of teachers at all levels ranging from pre-school education to higher education. More importantly, they are the key elements providing teachers with a professional social environment, which gives rise to learning from each other. The term 'continuous professional development' (henceforth CPD) is widely used to emphasize the positive relationship between long term educational programs and teachers' personal development. Edge (2003) states that this relationship contributes to individual, group and institutional development. It is commonly agreed that CPD is a need felt by teachers regardless of their level of expertise and experience (Tedick, 2005).

There is a tendency to define the essentials of teacher learning in a professional development program. In Guskey's view (2002), a teacher professional development program should.

1. recognize change as being both an individual and organizational process,

2. think big, but start small,

3. work in teams to maintain support,

4. include room for feedback,

5. provide continuous follow-up and support,

6. integrate programs.

A high-quality professional development program, having taken the teachers' needs into account as a first step, should have a design to enhance their attitude towards continuous professional development. The notable scholars of teacher education (Mann, 2005; Richards, 1990 & Roberts, 1998) agree that language teachers' PDA produce more fruitful results if they are based on contextual needs of the teachers and follow a bottom-up tradition.

In line with the shift from previous century's centralized look to more context sensitive implementations in teacher development, Turkey has undergone a series of changes concerning its macro level policies for betterment of language teacher professional development as a whole. Since as in 'no country is this trend more prominent than in Turkey where English, currently, is the only foreign language that has become a compulsory subject at all levels of education' (Kırkgöz, 2008, p. 667), language teacher education receives substantial attention from the stakeholders. They are officials, field authorities, educational administrators, teacher educators, and teachers. There have been attempts to move teacher education towards a decentralized system of delivery which addresses contextual needs.

When it comes to the stakeholders who have vital roles to realize Turkish language policy, it would be pertinent to start with language teachers. They are the graduates of Faculty of Education; English Language Teaching Departments, Faculty of Humanities and Social Sciences; English Language and Literature, American Language and Literature and Translation and Interpreting Departments with added pedagogical courses after graduation. The diversity in pre-service education is one of the factors that comprise the dispersion among the educational needs of the teachers. A study by Ozer (2004) puts forward several problems regarding in-service training activities arranged around the country for teachers working in primary, secondary and high schools, conducted by In-service Training Department of Turkish Ministry of Education in 2000. The programs were organized both centrally and locally mostly as short-term courses and seminars. The content was made up of teaching methods, computer and Internet

applications, total quality management in education, communication and quality development, curriculum development and evaluation, foreign languages, and workshop and laboratory organization. In organizing and implementing in-service training programs, the Ministry of National Education and its units all over the country cooperated with institutions such as the Higher Education Council, universities, the Public Administration Institute for Turkey and the Middle East, the National Productivity Center, the Turkish Institute for Industrial Management, the Turkish Scientific and Technical Research Council, the International Cooperation Agency, Ataturk Culture, Language and History Institution, and the Foreign Language Center for Civil Servants. The programs were organized in in-service training institutes, teachers' guest houses, hotel management and tourism vocational high schools and boarding schools. In the study although teachers stated that they were in need of PDA 'to enrich their views and understanding on general education, to renew and refresh their knowledge and skills in methodology', they claimed that they did not have systematic activities in their institutions, they lacked motivation, they were not able to follow the current literature, they did not have the freedom to choose from a menu appealing to their needs and they had financial concerns related to accommodation, participation and catering in order to attend an educational activity out of their institution. They also added that the planning and the organization of the in-service program was poor, they lacked follow-up support in the workplace after the program. They claimed that they needed regular activities which were relevant to their needs, within their reach and applicable in their immediate environment.

In higher education context, in the similar vein, sustaining professional development of language teachers is demanding owing to several reasons according to the study conducted by Küçüksüleymanoğlu (2006). First, there has been an increase in the number of newly established universities almost all of which embody School of Foreign Languages and Foreign Languages Research Centers. In spite of the convenience of language education almost in every city in the country, there is unequal distribution of social, cultural, technical and educational opportunities for language teacher education. In service PDA at universities vary from one another, often left to teachers' own or administrative initiatives and little is known about the impact on teachers' classroom instruction (Alan, 2003; Atay, 2006; Ekşi, 2010; Gültekin, 2007; Personn & Yiğitioğlu, 2015; Şentuna, 2002; Tomak & Karaman, 2013; Yıldırım, 2001). Second, teachers' workload (teaching hours and additional responsibilities) hinders

teachers' participation in systematically designed PDA out of their institutions. Third, PDA which are designed by outsider professionals are insufficient in number and addressing contextual needs. Moreover, the administrators of schools do not consider PDA as momentous and as a result pay minimum attention due to institution's financial constraints.

Teachers are still mostly exposed to one shot seminars or meetings in which teachers' uniqueness as one concrete self, their needs and realities are disregarded. The general trend of the professional meetings is towards informing the teachers on how to exploit new textbooks, presenting new digital applications, reporting to the administration on daily or weekly inefficiencies or lecturing on brand new topics in ELT. No matter how much incentive to develop is given, 'neglecting contextual requirements will be a loss of time, effort and money'. (Taymaz, 1981; Küçükahmet, 1985; & Tezer, 1994, as cited in Özdemir, 1998, p. 62). The professional development programs should be well-planned, systematic, long-term and collaborative which have room for contextual realities, dialogical relationships, active participation, learning from one another and reflection (Birello, 2012).

1.2. Statement of the Problem

From a global view, CPD is seen as a key to expanding teachers' opportunities to become lifelong learners (Guskey & Yoon, 2009). It is not a matter of acquainting teachers with the latest topics, resources or technical equipment; rather it is essential to offer teachers continuous support for their growth through reading, discussing, reflecting and professional networking (Hennessy, 2014).

In Turkey, so-called activities are generally conducted in large cities' universities with multicultural academic culture, several of which are in Ankara: Middle East Technical University, Bilkent University, Başkent University, Hacettepe University and TOBB Economics and Technology University; in İstanbul: Sabancı University, Bilgi University, Yeditepe University, Boğaziçi University and Marmara University; in İzmir: Gediz University, Ege University and Yaşar University. They either have a Teacher Training and Development Unit (TTDU) or a Professional Development Unit (PDU) as a part of administration. According to teachers' work schedule, teachers attend seminars, conduct collaborative research, form special interest groups, follow and discuss academic journals, make self/pair/other/collaborative observation, join

webinars, conferences and share with colleagues, do AR, conduct special interest group (SIG) meetings, organize workshops in the institution and keep teaching journals. Additionally, there are PDA mostly in those cities organized in collaboration with British Council, ELEA (English Language Education Association), IATEFL (International Association of Teachers of English as a Foreign Language), T-PLUS (Trainers' Professional Learning and Unlimited Sharing) and American Embassy to contribute to the development of language teacher education and in-service professional learning within university sector.

On the other hand, most universities in provincial towns, especially newly founded state or private universities are either distant from providing their teaching staff with regular PDA or they are in the very beginning stage of establishing professional growth culture. They host short-term seminars/conferences/events in their context organized by outsider professionals. They have not launched administrative bodies responsible for professional development of the teachers up to present. As the researcher of the study, having worked as a language instructor for 19 years starting in the capital of Turkey and later on in the context of the study and having followed the PDA that were held throughout Turkey since the end of 1990s until present, I had the impression that teachers were generally left to their own initiatives, which usually ended up with accepting the inevitable; namely, less eager and demotivated teachers.

In the context of the study, there are five universities; two state and three private. They all have English Language Preparatory Schools and for several departments, a minimum of one-year-prep school is compulsory before attending departmental courses. Most of the English language staff are young English Language Teaching, English/American Language and Literature and Translation and Interpretation department graduates. To equip students with the skills they need for their undergraduate and graduate studies, the Language Schools run intensive programs with special emphasis on reading, writing, listening and speaking. Teachers have access to the latest teaching materials such as audio-video and online components of the course books. However, there is no professional development unit that conducts regular programs in the universities. A maximum of twice a year, the teachers are provided with one-day training seminars in the institution. These sessions are often certificated and they are open to all language teachers in the city. They usually focus on how to exploit course books in the most effective way. They are held by outsider professionals working with publishing companies. Although such sessions are of value in training

especially novice teachers to discover their strengths and weaknesses in theoretical, methodological and instructional knowledge, they are inadequate in answering individual and contextual professional needs. Since the academic year of 2000-2001 onwards, it has been observed that solely short-term PDA were offered to the teachers. There was only one state university in the city at the beginning of the millennium; however, the number increased to five since then. For years, the efficiency of the programs have been questioned by the teachers. They have been regarded as a drop in the ocean concerning their professional growth and seem far from fulfilling the teachers' full potential. The two studies carried out by Doğan and Tokaç, (2006) and Kartal and Şimşek, (2011) related to professional development in the context of the study, personal talks and annual meetings of the language schools the researcher has worked so far, laid the base for conducting the study. Teachers stated their needs and their wish for regular and effective PDA where interaction, collaboration, their own and students' contextual needs are taken into consideration. From the talks and discussions with the colleagues and administrators, and the pre-interview conducted with the participants, I collected ideas most of which centered on the insufficiency of activities in number, length and interaction. Additionally, teachers felt themselves away from developing themselves professionally but starting to repeat themselves over and over. They reported that this led to their feeling of uncertainty about their professionalism and lower self-Ş beliefs. Without professional interaction, they did not feel any need to reflect on their experiences and did not know where to begin in order to stretch their boundaries for better practices. Below is an expressive excerpt taken from one of the teachers' personal talks:

> I don't think one-shot seminars are beneficial. Educational programs should be conducted in our own context. Sometimes we join one day seminars for a plenary speaker or raffle only. I took a lot of notes until now. However, only very little is relevant to me. These conferences bring professionals together for a few hours, we see old friends have a chat; better than nothing, but they cannot be regarded as a development activity. A teacher development program should be long term, interactive and suitable to our needs. Mostly participants do not even ask questions at the end of the presentations because of time limitation. And asking a question and having a reply is not being interactive. We know that we can find the answers to our questions even by googling them. (Z. Doğan, May, 21, 2013)

The teacher above states what they expect from a professional development activity. She is against this type of professional development activity which Borg (2015)

identifies as 'teacher as consumer' mode. In this mode, teachers are engaged in externally-driven practices and their contributions are limited in both content and the process. Although 21st century teachers have the possibility to reach an infinite number of sources and opportunities to develop individually, sharing knowledge through participation in collaborative PDA where teachers are systematically facilitated to meet their needs is still perceived crucial (Hadar and Brody, 2010). This need stems from the teachers' desire to be the active players of their professional growth and to construct knowledge through talk and add to one another's ideas that are not likely in solitary situations (Cochran-Smith & Lytle, 1993).

Within this perspective, the question of how to contribute to CPD of the teachers in the context of the study came into play and AR was chosen as the professional development tool to serve for the needs of the teachers. The study aimed to contribute to the existing literature of teacher professional development through AR with the purpose of enhancing the teachers' attitude to continuous professional development, their self-efficacy beliefs and reflective thought.

1.3. Research Questions

The rich variety of professional learning experience in the context laid foundations for the current study to initiate action to bring the ELT instructors who are working at different universities in the city together and act collaboratively on a specified long term plan. The need to build up a supportive, collaborative and continuous professional atmosphere in the context of the study, encouraged the researcher to move from the input-led edge of the continuum to a more transformative mode of professional learning experience for the teachers via offering practical guidance instead of discrete theoretical input as it has been the case for a long time.

The study puts AR in the center of teacher learning. As a professional development tool, AR is contextually designed, innovative, collaborative and leading to professional learning in the workplace. Therefore, it has been widely used in language teacher education (Johnson, 2015). It is advantageous for the teachers to build the bridge between acting and research provided that they are introduced to AR cycle (Mann, 2005). To conclude, the study aims to answer the following research questions:

1. How does AR contribute to the teachers' professional development with specific respect to their attitude towards PDA?

2. How does AR contribute to the teachers' professional development with specific respect to their self-efficacy beliefs?

3. How does AR contribute to the teachers' reflective thought?

1.4. Significance of the Study

The study contributes to the existing literature in several dimensions as it intends to find out how AR (a professional development tool) contributes to teachers' professional development with regards to their attitude towards PDA, their self-efficacy beliefs and reflective thought. The conclusions drawn from the study will be meaningful for language teachers, teacher educators and administrators in that it displays teachers should be involved in longer term systematic PDA in which they are mentored and supported throughout the program, they collaborate, they participate in various patterns of interactions such as one-to-one, pair and group interactions, their needs, interests and contextual realities are taken into consideration. Additionally, AR will prove to be a meaningful professional tool for teachers' professional growth.

Another contribution will be to the context of the study as it is the first attempt to bring different universities together in an AR study in the researcher's setting. None of the universities had a professional development unit and no systematic development activities were held. The teachers were not required to attend any professional development program. In contrast to disputable nature of half/one-day seminars conducted by outsider experts which has a top-down design, a long term AR program based on the needs of the participants, providing space for dialogue and reflection and following a bottom-up fashion is the main goal of the program. Hence, a professional network in which ideas are shared and exchanged for the language teachers from different universities who are teaching the same age group of students at preparatory classes will be established. Furthermore, it is expected that the professional collaboration among teachers from universities would act as a means to explore their potential, work collaboratively and encourage yielding joint products to share both nationally and internationally.

The findings of the study will contribute to the researcher of the study since it provides insights into how to design an effective AR program, which is open to

negotiation, revision and addition. The flexible nature of the program will allow the researcher to be able to think from multiple dimensions to supplement/change the program content and delivery form partially where necessary. The experience as a mentor will add to the researcher's professional knowledge to include more teachers and build a professional network among teachers. In addition, the study will set an example of a long-term study for the teacher trainers who are on the lookout for designing a program.

1.5. Definitions of Key Terms in the Study (in Alphabetical Order)

AR:

The definition provided by Finch is what AR stands for in the present study. In Finch's (2005, p.1) terms: AR is the process of identifying a question or problem in the classroom, collecting data, and interpreting those data to improve the immediate learning environment, involving qualitative and subjective reflection on the learning process as perceived by the main participants.

Burns and Kurtoglu (2014) also define AR as a self-reflective, critical, and systematic approach to explore your own teaching contexts. The central idea of the *action* part of AR is to bring about changes/improvements in the teaching situation which arise from solid information. Kemmis and Mc Taggart (1988, as cited in Burns, 1999) state that AR comprises of four phases: 1. Plan (where a problem/an aspect that needs improvement is identified and a plan for action takes place), 2.Act (acting according to the preplanned route), 3. Observe (observing the results of the action systematically) and 4. Reflect (the stage in which the teacher reflects, evaluates and describes the results of the action) on which the present study is built.

CPD:

CPD refers to the continuing activity of life-long learning bearing in mind that the effective teacher is the developing teacher. It is an ongoing process that helps stakeholders of education; in other words, teachers, administrators and students to dig deeper into learning and cope with the challenges and achieve their goals. Reflective practice is incorporated and an essential part of the development process. Among many CPD types small-scale AR is the core of this study for especially novice teachers and experienced teachers without research experience. CPD in this study in the most general

sense is the path of gaining a reflective perspective to your work, augmenting your knowledge and skills, exchanging ideas and learning with colleagues by participating in CPD activities.

Socio-cultural Perspective:

This study takes a socio-cultural perspective as a frame to teacher development in the sense that the epistemological stance of the socio-cultural turn defines human learning as a dynamic social activity that is situated in physical and social contexts, and distributed across persons, tools, and activities (Rogoff, 2003; Vygotsky, 1978; Wertsch, 1991 as cited in Johnson, 2015). A socio-cultural perspective 'shifts the focus of attention onto teachers as learners' and   associates teacher education with a dynamic process of reconstructing and transforming to be responsive to both individual and local needs. (Johnson & Golombek, 2011, p.16)

Reflective Practice:

The terms 'reflection', 'reflective teaching, learning, dialogue and practice' generally overlap in definitions. In this study, reflection is the critical analysis of experiences to gain insight into one's teaching practice and routines (Schon, 1983 and Wallace, 1991). 'Reflective teaching and learning' is an approach to teaching and to teacher education which is based on the assumption that teachers can improve their understanding of teaching and the quality of their own teaching by reflecting critically on their teaching experiences. In teacher education programs, activities which seek to develop a reflective approach to teaching aim to develop the skills of considering the teaching process thoughtfully, analytically and objectively, as a way of improving classroom practices. This may involve the use of

1. Journals in which student teachers or practicing teachers write about and describe classroom experiences and use their descriptions as a basis for review and reflection

2. Audio and video taping of a teacher's lesson by the teacher, for purposes of later review and reflection

3. Group discussion with peers or a supervisor in order to explore issues that come out of classroom experience. (Longman Dictionary of Language Teaching and Applied Linguistics, 2002, p. 451)

'Reflective discussion' is defined as a form of discussion. It refers to 'the least structured form of discussion in which teachers/learners engage in critical and creative thinking, solve problems, explore issues, etc.' in the current study (Longman Dictionary of Language Teaching and Applied Linguistics, 2002, p. 164).

Systematic Reflection:

In this study, systematic reflection refers to the use of reflective tools by the researcher and the teacher researchers (participants) and their students to review their work critically. Furthermore, they reflect on the weekly sessions so that the researcher could take their individual or collaborative views into account and make necessary adaptations to refrain from remaining at narrative level. Similarly, the participants of the study are expected to reflect upon their own practice to explore their own skills, strengths and areas which need modifications or improvement on the way to become better reflective practitioners. Along all the stages of AR, the participants pursue a critical look into their practice, materials and students' work through using reflective tools. Reflection is a crucial component of the study right from the beginning.

Teachers' Sense of Self-efficacy:

Teachers' sense of self-efficacy can potentially influence both the kind of environment that they create as well as the various instructional practices introduced in the classroom (Bandura, 1997). The study takes General Teaching Efficacy (GTE) suggested by (Tschannen-Moran &Hoy, 2001) which comprises teachers' beliefs about the power of factors outside of the school and teacher's control in affecting student performance.

1.6. Limitations

The followings are the limitations of the study:

1. The first concerns the scope of the study. It does not aim to generate generalizable results due to sampling and limited number of participants and it is context-specific due to research design.
2. The study (face to face sessions either as a group of teachers and individual meetings) took four months. The participants' motivation is expected to

vary from time and influence the results of the study. Although the participants of the study were well-informed about the content and expected outcomes of the program, they have the freedom to quit without extending their reason. This possibility creates extra burden on behalf of the researcher to keep the participants enthusiastic, motivated and remain attached to their AR study while moving through the cycle and repeating it when necessary.

3. Another limitation is concerned with institutional constraints such as unexpected changes in the participants' teaching schedule. This would lead to departure from their AR study.

4. It was assumed the teachers would be sincere and truthful in their statements and in their reflections. Most of the teachers' clear-cut statements towards not being observed at the very beginning of the study (on account of their previous unprofessional experiences) led to gathering very little amount of video-recorded data. However, the researcher and the participants worked together in every phase and a remarkable amount of audio-recorded data was provided.

5. The final limitation of the study is its lack in measuring the long-term impact of the study on the participants' attitude towards PDA, self-efficacy beliefs and reflective thinking. The study continued for four months and data collection was done in pre/while/post stages of the study. No measures were applied afterwards.

1.7. Conclusion

This chapter began by providing background to the study and proceeded with the problem statement. Based on the problem, the aim of the study and the research questions are given. Subsequently, the significance of the study is provided. Next, key terms are defined with specific respect to what they refer to in the current study are given. The chapter ended with the limitations of the study.

CHAPTER II

LITERATURE REVIEW

2.0. Introduction

This chapter consists of relevant literature to provide a theoretical understanding of the study. Initially, a concise account on theoretical look to teacher education is provided together with the theoretical perpective that constituted the base for the current study. The concept of teacher professional development is discussed through an emphasis on the previous century's approach to professional development as training and development. The origins of AR, its definitions, types and its significance in teacher development follow the theoretical background. Next, teachers' attitude towards PDA, the effect of professional development on self-efficacy and reflective thinking with specific respect to AR are provided.

2.1. A Theoretical Look into Teacher Education

Given the 21st century's challenging expectations, it has been an imperative for teachers to develop personally and professionally and various perspectives have been adapted to foster teacher education; one of which is socio-cultural perspective. It will be discussed below together with a thumbnail sketch on the origins. Certain meanings are attributed to 'training' and 'development' as they stem from different schools of thought; that is, the former centers on behaviorist learning theory viewing person as an 'input-output system' while the later on humanistic theory viewing 'person with self agency' (Roberts, 1998). As socio-cultural perspective constitute the main theoretical approach for the study, a brief summary of shortcomings of the behaviorist and humanistic theories will be made to delve into the rationale behind putting socio-cultural perspective at the core of the study.

2.1.1. Behavioristic Perspective in Teacher Education

Behavioristic approach to teacher education dates back to ideas of early learning theorists. The Russian psychologist Pavlov became prominent with his popular experiment with dogs and other animals, which is known as S-R (stimulus-response) theory or classical conditioning (Brown, 2001; Harmer, 2001). This learning theory had

been very influential on language teaching. It was envisaged that human behavior could be shaped within frames. Skinner (as cited in Williams and Burden, 1997, p. 9), the founder of modern behaviorism, suggested that:

- teachers should precisely make clear what they are going to teach; (touching upon the pre-determined nature of teacher training programs);
- tasks should be broken into small, sequential steps;
- learning should be programmed by incorporating the procedures above and providing immediate positive reinforcement based as nearly as possible on 100 per cent success. (product-focused aspect of teacher training).

However, the theory is criticized that it;

- ignores individual differences in teachers' beliefs, values and background knowledge,
- is inflexible,
- centers around modelled behaviors and models can not be transferred to culturally different settings,
- excludes mental states (especially complex actions of human),
- shaped behavior rarely transfers to conditions different from those of the original training,
- the concept of shaping a behavior contradicts the human right to self-determination and self-expression (Roberts, 1998, p. 14, 17).

2.1.2. Humanistic Perspective in Teacher Education

Represented mainly in the works of Rogers (e.g.1961 and 1980) and Maslow (e.g.1968 and 1970), humanistic theory focuses on uniqueness of individuals. It is for the idea that human is a natural being and like other organisms they have internal tendency; that is, 'to develop their own potential to maintain and strengthen their organism' (Jingna, 2012). According to Aloni (2007), humanistic psychology emphasizes the notions of 'individual self worth', 'importance of feelings as well as facts and personal development being as significant academic development'. The receiver of education is first a human being, then a learner.

Wang (2005) basing on Maslow's Hierarchy of Needs, states that failing to meet physical needs causes failure in learning. In the humanistic tradition, individual's thoughts, feelings and emotions play a major role in human development (Moskovitz, 1978; Lei, 2007). The followings are what the theory offers as essentials:

1. Each person is unique and is a whole at the same time.
2. Each person has the innate potential for a fully deveolped self.
3. Self is good.
4. Each person intuitively knows what s/he needs for own growth.
5. Each person has self-agency (determining own personal growth).

Humanistic theory has implications on teacher education as well as counselling and teaching. It argues that learning is not externally controlled; rather internally driven. Therefore, it provides space for recognition of the need and personal autonomy (Benson, 2000; Little, 1995) and recognition of the affective dimension to personal change and teachers' need for support (Khatip, Sarem & Hamidi, 2013; Roberts, 1998).

Humanistic theory is open to criticism in that it disregards the insufficiency of inner resources since there is a need for constructive feedback and social aspects of teacher learning. Teacher development occurs through sharing and exchanging between personal theories and social and occupational contexts (Bell and Gilbert, 1996).

2.1.3. Socio-cultural Perspective in Teacher Education

When the socio-cultural views on teacher education are concerned, surprisingly, little has been discussed concerning the social nature of language and language teaching itself (Williams and Burden, 1997). The socio-cultural perspective dates back mostly on the work of Russian psychologist, Lev Vygotsky and his followers Leontiev, Lantolf, Wells and Wertsch, who focused on the significance of the interactive nature of learning. Vygotsky's holistic view centered on 'meaning should constitute the central aspect of any unit of study' (Vygotsky, 1978); therefore, breaking down what is to be learned into smaller units and discrete items and skills was rejected. He described learning as being embedded in social events through interaction with people, objects and events in the environment (Vygotsky, 1986 as cited in Kublin et al. 1998). Learning is not only a cognitive issue but also a social process.

One well-known concept of Vygotsky's theory is the '*zone of proximal development*'. It is the zone between what the learner can actually do and the level of potential development. Lantolf (2000), Lantolf and Thorne (2007) describe the ZPD as 'a metaphor for observing and understanding how mediational means are appropriated and internalized' (p. 17) (see Mitchel and Myles, 2004; Richards, 2002 Rogoff, 1995; 2003; Wertsch, 1995 & Wilfred, 2002 for a detailed description of the concept). It refers to the area of exploration for which the learner is cognitively prepared, but is in need of help to provide the learner with '*scaffolding*' which may be explained as how learning takes place via negotiation between the learner and a more able parent, teacher or peer to support the evolving understanding of knowledge or development of complex skills. Collaborative learning, discourse, modelling and scaffolding are strategies for supporting the intellectual knowledge and skills of learners and facilitating intentional learning.

The implications of Vygotsky theory propose that learners are to be provided socially rich environments in which they can explore knowledge with their students, teachers and experts (UNESCO, 2003) and 'their development can be understood only in light of the cultural practices and circumstances of their communities-which also change' (Rogoff, 2003, p. 3-4). In Wenger (1991 as cited in Johnson, 2006, p. 237) terms, social activities regulate reasoning, occur in a *community of practice*, and knowledge of the individual is constructed in the communities of practice where the individual participates. The reflective teacher movement (Schön, 1987), AR movement (Burns, 1999; Edge, 2001; Kemmis & McTaggart, 1988), and the teacher research movement (Cochran-Smith & Lytle, 1999; Freeman, 2001; Borg, 2014) lay emphasis on reflection and inquiry into teachers' experiences as mechanisms for change in classroom practices. Rankin (1999) states that AR is 'reflection-based, action-oriented and cyclical' and AR, reflective practice and teacher research are roughly synonymous. Thus, sociocultural perspective in teacher education highlights teachers as investigators of their own practice while making their learning visible to others.

Teacher learning is fostered through participating social practices in classrooms, what the teachers know and how they use the knowledge in the classrooms. Therefore, cognitive processes at work are not neglected. Rather, the socio-cultural perspective interconnects the cognitive and the social. Attention is focused on 'creating opportunities for teachers to make sense of theories in their settings where they work' (Freeman and Johnson, 2004). Furthermore, how teachers know, how teachers'

awareness improves and how this internal activity adds to teachers' comprehension of themselves as teachers and from their students eyes are traced. According to Johnson (2006), teacher education basing on this perspective is a 'dynamic process of reconstructing and transforming practices to be responsive to both individual and local needs' (p. 13). This is an enterprise because it requires attending to the social structures that shape the contexts in which teachers live and work as well as gaining insights of classroom life. What is equally significant for the teacher is to be engaged in the professional discourses and practices that are evolving beyond their localities as a means to critique their local knowledge and context. As teachers become reflective, their contextual knowledge improves with wider professional discourses and practices and can lead to praxis (Bell & Gilbert, 1996; Canagarajah, 2002; Carr & Kemmis, 1986, Hargreaves and Fullan, 1992; Johnson & Golombek, 2011; Lieberman, 1995; Schön, 1983).

Consequently, a sociocultural perspective is a theoretical look and a way to conceptualize teacher learning, which focus attention on teachers as learners of teaching and the social nature of teacher learning. The question is: how can a teacher development program depending on socio-cultural perspective bring about teacher learning and lead to change? How can teachers add to their professional background through action in a social context? In AR teachers are provided with a hands-on experience with the rationale that teachers learn best and more voluntarily implement what they have learned when they are involved in the process. The social dimension of the AR presents teachers with real-world contexts in which their immediate or long term problems are resolved.

2.2. The Concept of Teacher Professional Development

Until the end of 1990s, the potential professional danger for language teachers was falling into the vicious circle of repeating themselves. This unfruitful routine was well expressed in Ur's words as 'a teacher with 20 years' teaching background but repeating one year's experience for twenty years (Ur, 1995, p. 317). In her statement, Ur drew a comparison between an effective, professionally developing teacher who enriched his/her 20 years' experience and an incompetent, nonprogressive teacher who quit improving professionally.

Because of the technological revolution, language teaching profession proceeded to another phase and moved beyond the previous century's boundaries and development goals. Although the core idea is still moving forward, teacher professional development gained other various meanings than not repeating the same for years. Teachers have been acknowledged as the agents of change to transform the society (Villegas-Reimers, 2003). Therefore; they have had to adapt themselves to a meteoric rise in every aspect of their profession. Within this respect, 'teachers need continuous education in order to update themselves, acquire and accumulate information about their field, make use of the new technological devices in the educational process, follow contemporary educational approaches and acquire new perspectives' (Yıldırım, 2001, p.104). They both need to improve themselves and turn their schools into learning communities (Stoll, Bolam, McMahon, Wallace, & Thomas, 2007) to respond to educational change (Fullan, 2009). As a result, the concept of teacher development evolved through the years.

According to Brown (2001), the most invigorating aspect of teaching is constant learning. Embarking on the journey of teaching requires questioning on the best ways to continue professional development, meet the future challenges effectively and set practical goals to pursue. Day (1999) puts all natural learning experiences into the process of development and assumes that either directly or indirectly benefical activities to individuals, groups or schools are within the frame of natural learning. Keiny (1994, p. 158) states that 'professional development can be seen as a process of professional growth'. Lange (1989) describes development as a process of continual, intellectual and experiental growth. It is not possible to define teacher professional development in clear-cut boundaries and several terms; namely, 'continuous professional development, teacher training, teacher preparation, teacher education, teacher development and in-service training are used interchangibly to characterize teacher professional development. Despite elusiveness, some concrete meanings tended to cluster around 'training' and 'development'especially in the previous two decades.

2.2.1. Teacher Training versus Teacher Development

Different researchers' approach towards teacher development versus teacher training is summarized as follows:

Training is considered to refer to teachers' short term activities aiming to donate teachers with skills for teaching or responsibilities generally under supervision through feedback from outsiders (Freeman, 1989; Higgs, 1986; Richards and Farrel, 2005). One of the assumptions is that student teachers or teachers-in-education 'enter the program with deficiencies of different kinds'. The second assumption is 'teaching is not an individual matter but it is something reducible to general rules and principles derived from pre-existing knowledge sources'. Teachers should set out to improve their teaching through matching a style that of a proven teaching method or by learning what it is that successful teachers do. Another related assumption is that 'teachers can and should be changed and the direction of change can be planned, monitored and tested' (Richards, 1990, p.2). Lastly, the teacher education program is theory oriented and top-down. Experts may be the new source of information skills and theory which underly the program or it may be based on new directions in applied linguistics, methodology and second language acquisition. The training content is prescriptive to meet the immediate needs. Ur (1995) considers it as a preparation for professional life such as courses at college or universities and it mostly results in certification and degrees. The program typically depends on the current trends in the field. The focus for training is not an exploration of actual processes employed by teachers in classrooms.

On teacher development, Evans (2002) claims that interpretations or descriptions are easier to find than definitions of it. The term was coined in the 1980s to separate the concept from 'teacher training' as a reaction to behavioristic models of teacher training (Ur, 1997). In a study by Derek and Law (2005), when teachers and managers were asked to offer their own personal definitions of the so-called terms above, a relatively wide variation was found in terms of the interviewees' individual emphasis. At the same time, however, certain patterns emerged as perceiving teacher development as a broad and long-term notion while eacher training was tended to be considered more narrowly, short-term and for updating purposes. Likewise, despite nuances the terms can be put together under the category of teacher development concerning teachers' development as individuals (Bailey, Curtis & Nunan 2001; Nunan and Lamb, 1996; Nunan, 1989; Hill, 2000; Stuart and Thurlow 2000 as cited in Mann, 2005). Similarly, Johnston (2003) argues that engaging in teacher development is a moral commitment of individuals. Hargreaves and Fullan (1992) elaborate on the issue as taking it as 'one version of personal development' and see teacher development as advancement in teachers' skills and knowledge in addition to their self-awareness. The starting point is

teachers' experience and new insights are gained through seeking and being reflective. Roberts (1993, p. 1) points out the centrality of teacher background in development in his following words: 'a person begins with different experiences and starting points; they are likely to have different priorities and expectations'. Bell and Gilbert (1996) and Glickman (2002) add that development at an institutional level has also powerful effect on individual teacher development.

Grossman (1994) emphasizes the social aspect of teacher learning and takes professional development as fostering teachers' growth and gaining different perspectives, incorporation of a broader vision into teaching, collegiality, professional responsibility and communication. Bell and Gillbert (1994, p.494) categorize development into three main types as personal, professional and social, claiming that one can not proceed unless the others develop also. Dissimilar to training, development is a longitudinal process in which applicable teaching ideas are generated and tried out. Therefore, it is process-focused. In the process, either alone or with others, teachers add to their knowledge, revise, reflect and change. Richards and Farrell (2005) indicate that teacher development seeks to facilitate growth of teachers' understanding of teaching and of themselves as teachers. For Korthagen and Russell, development is 'an ongoing process of experiencing practical teaching and learning situations, reflecting on them under the guidance of an expert and developing one's own insights into teaching through the interaction between personal reflection and theoretical notions offered by the expert' (1999, p.5). From development perspective, teachers are not entering any program with deficiencies. Although there may be areas that teachers are not familiar with, more emphasis is put on what teachers know and do and providing them with tools to explore their own beliefs, attitudes and practice. The goals and content require that teachers reflect critically on their own teaching and their roles in the classrooms. Reflection is a key component of the development process and reflective teaching constitute the main focus of the contunious development (Zeichner and Liston, 1996). It moves beyond skill training to as stated in the work of Richards (1990):

- *Clarification of values*: Activities that engage teachers to examine their belief systems. These may be informal (discussion groups, focus groups) and may be formal (questionnaires and interviews)

- *Observation*: activities in which teachers observes their collegues and themselves to find out good teaching but to provide data for reflection and analysis.

- *Self-reflection*: journal and diary accounts can be used to provide teachers with their own reflection on their teaching as an analytical tool and for future use. (Pedro, 2005; Köksal and Demirel, 2008)

- *Self-reporting*: the use of checklists and reports provide valuable tool to work on what worked and what did not in their lessons.

- *Problem solving*: sessions in which participants bring problems that arose in their classroom and seek to provide solutions for them

- *AR*: Small scale classroom projects to develop an AR plan that needs data gathering, monitoring and evaluation (Kemmis and Mctaggart, 1988). Teachers do not have a subordinate role passively expecting guidance but has a collaborative relationship with the teacher educator. Teacher is an investigator of his own classroom and determines what aspects of the classroom he wants to learn more about. Furthermore, teacher educator moves from the role of supervisor or expert to that of collaborator, consultant or facilitator. Table 1 below summarizes the characteristics of teacher training and teacher development.

Table 1

Teacher Training versus Teacher Development

TEACHER TRAINING	TEACHER DEVELOPMENT
Compulsory	Voluntary
One-off	Ongoing
Short term	Long term
Competency based	Holistic
Temporary	Continual
External agenda	Internal agenda
Skill/technique acknowledge based	Awareness based, angled towards personal growth and the development of attitudes/insights
Compulsory for entry to the profession	Non-compulsory
Top-down	Bottom-up
Product/certificate weighted	Process weighted
Means you can get a job	Means you can stay interested in your job
Done with experts	Done with peers

Excerpted from (Woodward, 1991, p. 147)

Rather than focusing on making distinctions between perspectives on teacher education, it has been regarded as more prolific that these perspectives act complementary to develop teachers professionally. Day (1999, p. 4) summarized the experiences which go under CPD as the following:

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

Wilson and Berne (1999) state that it would be better to be on the lookout for providing teachers with 'opportunities to talk about subject matter, to talk about students and learning and to talk about teaching'. Therefore, focusing on what makes a program effective is essential. Haqq states (as cited in Wilson and Berne, 1999 p. 175) a similar set of characteristics, claiming that effective professional teacher development

- is ongoing,
- includes training, practice, and feedback; opportunities for individual reflection and group inquiry into practice; and coaching or other follow-up procedures,
- is school based and embedded in teacher work,
- is collaborative, providing opportunities for teachers to interact with peers,
- focuses on student learning, which should, in part, guide assessment of its effectiveness,
- encourages and supports school-based and teacher initiatives,
- is rooted in the knowledge base for teaching,
- incorporates constructivist approaches to teaching and learning,
- recognizes teachers as professionals and adult learners
- provides adequate time and inclusive.

To add more, Guskey and Yoon (2009, p. 499) focus on the time, organization and content of effective professional development by stating that it 'requires considerable time, and that time must be well organized, carefully structured, purposefully directed, and focused on content or pedagogy or both. Guskey (2002) also concentrates on another role of a program. He asserts that professional development programs are designed to lead change in the classroom practices of teachers, in their attitudes and beliefs, and in the learning outcomes of students. He (2002, p. 383) offers an an alternative model that re-examines the process of teacher change below:
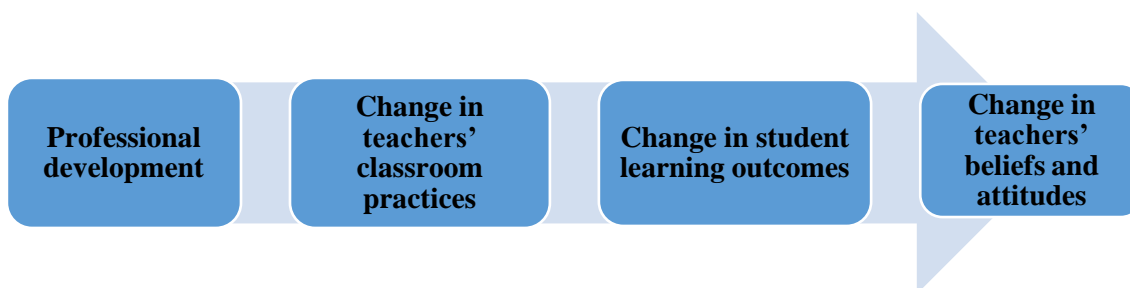
Figure 1. Model of teacher change

The model suggests that 'significant change in teachers' attitudes and beliefs occurs primarily after they gain evidence of improvements in student learning. These improvements typically result from changes teachers have made in their classroom practices and a new instructional approach, the use of new materials or curricula, or simply a modification in teaching procedures or classroom format. To conclude, learning in the classroom experience plays a vital role to guide the design of more effective development programs. The following section is devoted to an intensive look on AR and how it contributes to professional development of teachers.

2.3. The Origins of AR

Before probing into the definition of AR and its contribution to teacher professional development, it will be elucidatory to glance at the origins of our current understanding of AR.

The history of using AR can be traced back to the early works of John Dewey in the 1920s and to the social psychologist, Kurt Lewin, in the USA in the 1940s. In the mid 1940s, John Collier, the Commissioner of the US Bureau of Indian Affairs, claimed AR as a democratic tool to better the living standards of Native Americans (Kemmis & Taggart, 1988). The context of the research was the main issue and a cyclical pattern,

involving plan, act, observe and reflect stages were followed with the aim of developing practices. Although AR was a movement in other fields such as health and administration, Lewin's work (1948) is generally taken as the starting point in the world of education since it was conceptualized as a systematic method for people to take the responsibility of their planned social changes and evaluate their effect. Planning was the initial stage and an overall plan was developed secondly. Upon completion of this stage, an objective review took place as an evaluation and served as a prerequisite for the next step as the findings would necessitate modifications. The cycle was then repeated in the third stage to lay foundations for the fouth stage and so on. Concerning the aim of Lewin's research, which was to bring about social change, it would be appropriate to claim that Lewin's was mainly social science research rather than educational research. He wanted researchers (outsiders) to help the community (insiders) to become their own researchers with the focus of 'change'. He desired change for a non-racist and non-discriminating society against minority groups. After Lewin's work, the behavioristic winds at the time reinforced the use of scientific model for more then two decades. In the United Kingdom, in the 1960s, AR was influential in the Humanities Research Council into curriculum reform and in Stenhouse's work as the director in the Humanities project which proposed a view of curriculum development. Stenhouse (1975) regarded 'curriculum development', 'professional development' and the research process as closely inter-linked and he viewed that the teacher is a researcher and the teacher as researcher is the link to professional development and research is embedded with reflection. AR was furthered by Kolb (1984), Carr and Kemmis (1986) and Kemmis McTaggart (1988) in education. This brief account of the origins forms a basis of 'action' as practice and 'research' and it is a history of continuity as well as change.

2.4. AR Defined

AR has been defined in general terms as an inquiry or a systematic study to gain a deeper comprehension of an educational issue. (Bullough & Gitlin, 1995; Greenwood & Lewin, 2007; McNiff, Lomas & Whitehead, 1996; Mc Taggart, 1997; Richards & Nunan,1990; Schmuck, 1997; Tomlinson, 1995). Teachers set out a cycle of posing questions on a particular problem to solve, whose solution leads into other areas of study. A teacher may work alone or collaborate on a problem with colleagues or ask for support and guidance from administrators, university scholars and others. AR is

currently prominent in teacher professional education and other social field of studies such as management, social and health care work. Through the years, various interpretations of AR have been implemented. Depending on the context and the field of study, some people laid emphasis on technical aspects more while others were interested in professional learning. Carr and Kemmis (1986, p.162) define AR as 'a form of self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own practices, their understanding of these practices, and the situations in which the practices are carried out. They (1986: 156) suggest a critical educational science which 'has the aim of transforming education'. The emphasis of AR is on exploring the power and limitations of practices, understandings and situations by changing them and learning from the effects of change. It is AR that makes transformation possible by those who are involved in action (Carr and Kemmis, 1986: 192). They identified the four stages of AR as: Plan, Act, Observe and Reflect, which are to be undertaken during the AR process. As a result, AR was seen as an educational tool in which the practitioners could test their own educational theories by approaching them as experimental hypotheses to be regularly assessed certain contexts (Elliot, 1991; Wallace, 1987 as cited in Carr, 2006, p. 424). According to Burns and Kurtoglu (2014), AR is an approach to address a challenge, a problem or curiosity to gain a deeper understanding of the context. It is an 'inquiry done by/with insiders to an organization or community and a systematic reflective process (Herr & Anderson, 2005). By the same token, Carr and Kemmis (as cited in Hopkins, 2002) defines AR as self-reflective enquiry undertaken by participants in social situations to improve rationality and justice of their own social or educational practices. Pine (2009); Richards and Farrel (2005) and Wallace (1991); also define AR as systematic data collection on teachers' current practice and having a say on what future practice should be. McNiff's (2010, p.12) notion of AR is displayed as a 'dialectical interplay between practice, reflection and learning' which does not ensure a final outcome but always progression. According to Patterson & Shannon (1993), AR is not a linear but a cyclical process. Burns (1999) adds to what is above by emphasizing that data collected by teachers makes AR different from some other forms of traditional research which provide findings and validate these findings independently. Van Lier (1988) cites Cohen and Manion (1985, p.174), who sees AR as a 'small scale intervention … and a close examination of the effects of such intervention'. It makes it a more 'manageable form with its more informative and immediate results' (Mills,

2011). Within all the definitions of AR, there are four agreed upon themes; empowerment of participants, collaboration through participation, acquisition of knowledge, and social change. Depending on a comprehensive review of literature, Costello (2003) lists the most commonly agreed upon characteristics of AR as in the following:

- It refers to a term, process, enquiry, approach, flexible spiral process and it is cyclic.
- It has a practical, problem-solving emphasis.
- It is carried out by individuals, professionals and educators.
- It involves research, systematic, critical reflection and action.
- It aims to improve educational practice.
- Action is undertaken to understand, evaluate and change.
- Research involves gathering and interpreting data, often on an aspect of teaching and learning.
- Critical reflection involves reviewing actions undertaken and planning future actions (p. 5- 6).

2.4.1. Types of AR

Bringing different approaches together, Berg (2001) categorizes AR into three groups as technical, collaborative and emancipatory AR. Another categorization especially in the field of education is considering AR as individual, collaborative and school wide. Calhoun (2009) states that type of research should be chosen according to their needs by considering six elements; purpose and process, support provided by outside agencies, the kind of data utilized the audience for the research and expected side effects. As collaborative AR constituted the base of the study, a brief description of collaborative AR and an overview of AR contribution to teacher professional development with specific respect to collaborative AR and reflection surveyed below by providing a number of examples from the international and national research.

2.4.1.1. Participatory/Collaborative AR

This type of AR is the commonly pursued type of AR in education in terms of its flexible nature (Henry, 1991; Yıldırım & Şimşek, 2011) and it was the focused form of

AR during the study. Participatory AR aims to empower individuals and groups to improve their lives and to bring about social change at some level—school, community, or society (Pine, 2009). The stakeholders are equal partners. They plan, collect data, analyze and interpret jointly. For this reason, participatory AR is often referred as collaborative research. The researcher collaborates with local practitioners as well as stakeholders in the group or community. Sometimes a trained researcher identifies a problem; however, what is essential is that the stakeholder considers the problem as significant. Cochran-Smith (1991, p. 307) states that 'the only way for beginners to learn to be both educators and activists is to struggle over time ,in the company of experienced teachers who are themselves committed to collaboration and reform in their own classrooms'. Collaborative AR is currently perceived as a powerful way of teacher professional development and translating theory into practice. In her book Collaborative Action Research, Burns highlights that collaborative AR offers a chance to teachers to share common problems and be in contact with the others 'as a research community to explore their present values within the sociopolitical cultures of the institutions in which they work' (1999, p. 13). In this respect, 'collaborative AR is potentially more empowering than AR conducted individually as it offers a strong framework for whole school-change' (ibid.).

The overall characteristics of Collaborative AR are outlined by Bryant (1995, p.10) as follows:

It is

- A systematic learning process, which improves education by change,
- Collaborative in nature whereby educators work together to improve their practices in empowering relationships,
- A method of developing reflection about teaching,
- The establishment of self-critical communities of educators that encourage each other to examine their teaching practices,
- A cycle that requires educators to test their ideas about education,
- Open-minded and flexible to adapt to the working realities of educators,
- A commitment to action with an emphasis on the particular therefore is practical in nature. The questions are down-to-earth and relevant,
- A critical analysis of working contexts,
- Keeping a personal journal about teaching as a part of the reflective process,

- A justification of teaching practices,

- Where the researcher works from the community perspective in building theory and analytic models from people's "real life" or actual experience. AR reflects the richness and diversity of what other people have said or done.

2.4.2. Teacher Research and AR as a Valuable Form of Professional Development

Professional development settings where teachers attend long term, multi-sessions suitable to their needs are valued by both parties. In such in-service programs teachers are given the opportunity to shape their knowledge by adding to it and enriching it through active learning components. Hensen (1996) and Zuber-Skerritt (1996) regard AR as a valuable teacher learning tool in that it helps them enhance their knowledge directly related to their own classroom, develops their critical thinking and teaching, widens their pedagogical repertoire, commits them to their teaching enterprise, consolidates in practice and students' success and encourages lifelong learning and having a broad vision.

What is more, Tomlinson (1995) argues that using AR as a form of teacher professional development increases the feeling of being professional and when systematically undertaken it can 'help reduce the feeling of isolation that many teachers, counselors, and administrators experience as they go about their daily tasks within the school' (Fraenkel & Wallen, 2009). An increasing number of studies on the effect of teacher inclusion in teacher research for professional development and AR as a form of teacher research have been on the agenda. Hence, it would be illuminating to scrutinize teacher research through AR as a form of professional development as the study took AR as the professional growth instrument.

It has been claimed by the scholars (Barone, Berliner, Blanchard, Casanova & McGown, 1996; Cochran-Smith & Lytle, 1993; Crooks, 1993; Henson, 2001; Tomlinson, 1995) that the language used in educational studies can be over descriptive and the methodology of the research can be beyond the scope of teachers' immediate context. This leads to the development of the idea that research and real life context of the teachers are the two edges of the continuum. AR methodology provides an effective solution to bridge the so called gap and makes the 'researcher' role available to the teachers, too. Likewise, Somekh clarifies the idea in his statement (1993, p. 143) that

'it is not enough that teachers' work should be studied, they need to study it themselves.' In the same tradition, Elliot (1998), additionally, claimed that the validation of theories is not independently done and then applied in the practice; however, validation is done through practice. Therefore; the claims above agree that by researching about their own work teachers are kept in touch with the world of research, which is an approach to bring the teachers and the research together.

A comprehensive Borg study (2009), with 505 English from 13 countries investigated teachers' views on research. He, additionally, had interviews with 22 of the teachers to explore how often they read research and do research. The findings show that teachers conceive of research as a study which involves a large sample, statistical data analysis and academic output. Borg stated that these conceptions of research might discourage teachers from becoming involved in a research activity. Teachers' conceptions of research as formal written publication might also be another factor that de-motivates teachers' engagement in research. Teachers generally defined the characteristics of research as 'objective' and 'hypotheses are tested'.The third highly selected and at the same time remarkable characteristic was the need for its being practical so that it can provide them with results that they can apply in their classroom practices. AR differs from traditional professional development, which only shares the knowledge generated by an outside expert. Teachers take active roles as inquirers in their own practice, which may ensure the possibility of change and professional growth.

In the study by Wyatt (2016), teachers who engage in research are said to achieve psychological and educational benefits. Wyatt discussed the advantages concerning the study conducted within a Turkish university context. He claims that although teacher research has been claimed as a valuable to empower teachers, it still seems to receive little attention from teachers in most contexts, a disappointing level of space is provided in the journals for qualitative studies held by teachers. Wyatt argues that AR and Exploratory Practice (a form of teacher conducted research) enable teachers to develop research skills, increase awareness, to be enthusiastic for teaching, learning from colleagues and commit themselves to the profession. The documented analysis of the study revealed from the five years'experience of carrying out research projects since 2010 to 2015 indicates that both students and teachers have benefited personally. He found evidence in that the teachers who were engaged gained ethically and intellectually during the research process. They not only improved in knowledge, but

also improved in terms of their motivation, being autonomous, self-efficacy and supportiveness in their community.

AR places emphasis on the systematic nature of the inquiry conducted by teacher researchers to find solutions to the problems in a classroom context. In the AR model, teachers are seen as the generators of knowledge since they are involved in the research process by designing, collecting data, and interpreting data around the research question (Dana & Yendol-Hoppey, 2009). In this research paradigm, teachers attempt to improve their teaching practice. It is often regarded as a tool for professional development, bringing a greater focus on the teacher than before (Noffke & Stevenson, 1995; Richards & Farrel, 2005) through utilizing the immediate context. Teachers can expand upon their existing knowledge by focusing on a school issue, problem or area of collective interest. AR is done in a familiar setting, which 'helps to confer relevance and validity to a disciplined study… and it can be very helpful for teachers to pick up threads suggested in academic circles, and weave them into their own classroom by transforming the knowledge into something meaningful' (Ferrance, 2000).

AR promises a compromise in the ongoing theory vs. practice debate providing teachers with freedom to voice their concerns and become active generators of knowledge. As a result, teacher research both enriches educational research and empowers teachers. Holly, Arhar and Kasten (2009) state that recently more and more researchers are 'choosing to enter the real world of practice and they view subjectivity not as a definite obstacle in the research process since objectivity became a myth and 'that teachers live in language communities that shape them' (p. 10). In developmental order, the shift has been from research on teachers to research in the company of teachers, to research with teachers, finally, to research by teachers, with teachers, students, and others (p. 11).

When examining the process in which the teachers are involved; a cyclical path is followed. The process begins with the identification of the focus, then carrying out a cycle of different, but interactive, steps to take our ideas further (Bailey, Curtis & Nunan, 2001; Freeman, 1998; Hopkins, 2002; Pine, 2009; Richards & Farrel, 2005).The most widely used model of AR presented by Kemmis and McTaggart (1988) (provided in the previous chapter) constitutes the basis for this study. The process begins with the identification of a concern.

1. Plan:

This stage involves refining ideas on what to investigate, and identifying some questions to seek their anwers. Afterwards, it is appropriate how to develop strategies or activities to try out. The researcher investigates issues related to the concern and makes a plan to deal with the issues concerned.

2. Act:

This stage involves acting upon the proposed plan and experimenting with new approaches or activities.

3. Observe:

In this stage, data are collected on what is happening when the plan is implemented.

4. Reflect:

At the heart of AR is reflection, not only as a phase to end the cycle. All through the AR, the teachers are expected to explore what they are doing, why they are doing it and what the impact has been after doing it. In this part of the process, the overall messages coming from the research are identified, which help you to articulate your personal teaching philosophies or theories about practice. One of the most important aspects of AR is the reflection. Reflecting on practice begins with the first stage through the end of the process in which the research has (re)shapes the way teaching and learning. Reflection involves analysing the data collected and thinking on the deeper meanings to be deduced from the analysis which may be about the classroom, practice and students' learning. New insights can be drawn out of the cycles of AR until the process reaches a logical conclusion (Kurtoğlu-Hotoon & Burns, 2014).

In a study by Everton, Galton and Pell (2002), data were collected through a total of 572 questionnaires in two teacher organizations in 1998 and 2000 for the analysis of teachers' research. The analysis of data revealed that teachers value AR because it has implications for classroom practice and issues related to it.

Bradley-Levine, Smith, and Carr (2009) studied on the impact of AR on teachers' classroom practice and professionalism. 12 participants, who were master level students in the US, attended a course in research methods and two action inquiry courses. Multiple sources of data were collected through e-mail exchanges between the participants and the instructor, interviews with the participants and observations of students interacting in the course. The study showed that AR in a professional learning community model brought about teachers' confidence to implement AR in their

classrooms and they became more reflective. The researchers stated that in the professional learning community, the teachers found space for discussing and sharing their experiences and receiving supportive feedback. All these experiences resulted in teachers' posing questions about their instructional practices and making changes in their pedagogical decision making process.

AR was selected by Burns and Edwards (2014) for its 'transformative power' to foster high levels of professional practice among 2500 teachers in the English Language Intensive Courses for Overseas Students (ELICOS). Burns and Edwards argued that AR can have an impact on teachers, teacher researcher perspective and participating in a project can enhance teaching, develop practices of systematic inquiry and lead to entry into the 'world of research'. They evaluate this professional development innovation for four years. The innovation constitutes both top-down and bottom-up continuing professional development and contains macro (sector-oriented) and micro (individual) perspectives on the innovation. Formal feedback gathered from the participants suggested that the program was seen as an effective innovation. Burns and Edwards conclude that 'providing teachers with opportunities to conduct AR as a form of continuous professional development is an investment in teacher quality which means enhanced student learning.

Ponte, Ax, Beijaard and Wubbels (2004) carried out a case study as part of a two-year project called AR in Teacher Education International Project, in the Netherlands. Investigating teachers' professional development through AR and how the facilitation of the process by teacher educators affected this over two years were the outlined aims of the study. The ideological, empirical and technological development of teachers was traced. 28 teachers formed seven groups at six secondary schools and each group was supported by a teacher educator. The study revealed that the AR experience proved to be beneficial when the facilitators supported the teachers in the area they conducted their AR. The researchers concluded that the teachers should be directed on specific domains of knowledge and be supported so that the teachers can benefit from the AR they conduct.

A study was conducted by Curtis (2001) with 20 Hong Kong teachers. They carried out small-scale AR studies which focused on how they could increase and improve the quantity of spoken English used by their learners. The study revealed positive results on increased teacher awareness of classroom dynamics and expectations of their learners. In addition, Curtis (2001; p. 75) reported that the teachers learned 'a

great deal about themselves, their students and their teaching and learning environments through AR'.

Brown and Macatangay (2002) seeked the impact of teacher inquiry on the professional development of three teachers through an AR project. They intended to foster a research culture and enhance teachers' classroom practice and teaching standards. The three teachers conducted AR in their own classrooms with the support of local education authorities and university. Semi-structured interviews were carried out on the processes, factors affecting the implementation of AR, and their beliefs about its impact on their professional development. The study revealed that AR had a positive impact on the teachers' professional development. Teachers stated that they gained a critical approach in problem-solving, planning and evaluation. During the process, they enhanced their leadership skills, communication and decision-making skills. Furthermore, academics' appreciation on their work led to an increase in their self-esteem.

A longitudinal case study was carried out by Lee and Wang (2012) to examine the participants' understandings of AR, how their understandings of AR changed over time in an MA program, and the outcomes of doing this research. Various data were collected from semi-structured interviews, informal conversations, e-mail messages, and the participants' final AR paper and follow-up interviews. The study concludes with suggestions on how MA inservice teacher education programs can incorporate AR and how AR can be a meaningful professional development tool.

An AR study with a research team of eight EFL instructors at university context was conducted by Tuyan (2016). The researcher, as the team leader, aimed to build a community of inquiry and add to the professional development of the language instructors. The survey conducted revealed that the instructors reported several reasons for their inclusion in the study. They expected 'to develop new teaching strategies, interact with colleagues, engage in teaching-related research, learn about AR, improve their teaching in a systematic way, move further in their professional life, be a part of a group who can understand one another's problem, collaborate and share' (Tuyan, 2016, p. 61). She adapted a suggested teacher research program from Dikilitaş (2015, as cited in Tuyan, 2016). The program took more than six months from October-2014 to May-2015. The benefits reported by the participants at the end of the program are their improvement professionally (synchronizing personal philosophy with teaching practice, time managing through the process to catch up with the research group, observing

students more and noticing individual differences better), personally (understanding self while talking to others, feeling valued and reflecting on personal teaching experience) and collaboratively (collaborative learning through caring talk, learning from one another and having the chance to ask for and get help from the others, cooperating with the research partner). Additionally, the researcher stated her personal gains as a fruitful personal and collaborative learning experience and suggested administrations to form AR groups in their professional development programs, which would be a beneficial tool to solve teachers' problems.

Cochran-Smith and Lytle (1999) support the studies above concerning the potential benefits of working collaboratively. They note that teacher inquiry should be conducted as a part of teaching. Doing AR in a collaborative manner may provide teachers with the motivation and support needed to sustain their research. Collaboration provides space for teacher talk. During analysis and interpretation of data, teachers may become aware of their implicit knowledge and the knowledge they generate about teaching in the AR process. Thus, teachers receive support to share their findings when they work collaboratively and when communities of teacher-inquirers share their work, findings become more difficult to ignore than the findings generated by an individual teacher researcher.

Catelli (1995) and Friesen (1994) reported remarkable evidence to support the use of collaborative AR as a professional development tool in a preservice setting. They proposed that collaborative AR as a process has the potential to create a distinctive relationship between a 'mentor and a mentee'. This relationship is more than replicating as it is usually the case but doing a critical analysis of teaching and learning. Friesen (1994) found that when the traditional roles of novice and expert were given, AR promoted relationships. This instance was characterized by dialogue and collaborative inquiry. He concluded that pedagogy was more a matter of fostering the being and ensuring the efficient transfer of knowledge and skills from the cooperating teacher and faculty advisor to the intern' (p. 252).

In a study by Ermeling (2010) who investigated teachers' collaborative experiences, teachers identified their instructional problems, connected theory to action, reflected on the data collected and studied on the ways to implement the findings of their research in their classroom. Four high school science teachers constituted the population of the study. The researcher acted as a project facilitator by helping the teachers to define problematic areas, plan and find solutions to the problems addressed

in the research process and analyze the findings of their research. The researcher stated that there was a substantial improvement in teachers' classroom practices due to collaborative inquiry. It was also added that many factors; namely, team work in which teachers helped each other in improving their instructional practices, a teacher leader to guide the process, establishment of a protocol for conducting teacher inquiry and providing the opportunity to meet at a stable setting enabled teachers to work effectively in collaboration.

Mitchell, Reilly and Logue (2009) argued that the best approach to professional development is through a collaborative AR model. By extending the partnerships established between student teachers, mentor teachers and university supervisors during student teaching into the beginning teachers' career, many of the everyday problems could be confronted within a supportive network. Collaborative AR provided a remarkable shift away from previous models and it provided teachers with the opportunity to be reflective practitioners. It led to capability to make instructional decisions and their orientation towards research as a resource for instructional decision-making.

Chou (2010) investigated elementary English teachers' professional development through collaborative AR in an in-service teacher training program. The participants of the study were twenty-one elementary in-service teachers in Taiwan. The general aim of the study was to seek whether collaborative AR as a component of an in-service teacher training program could develop teachers professionally. The participants were required to implement a small-scale AR project in one of the courses they were teaching. The participants conducted AR in their classrooms through guidance. They listened to their peers' comments and suggestions while they were designing their lesson and worksheets. They shared their classroom videos, their peers and the researchers commented on them. The results of the study revealed that the training program contributed to teachers' professional knowledge. Chou (2010) concluded that collaborative AR in an in-service teacher training program provided the trainees with opportunities to explore teaching principles and reflect upon and share their learning results. This, in turn, was useful for teachers' knowledge and improved their teaching practices and built up their confidence in teaching English.

A study by Kırkgöz (2013), investigated the impact of a facilitated and supported collaborative AR upon its use in the development and evaluation of an in-service teacher development programme. Six newly-qualified English language teachers were

the participants of the study. They examined their instructional practices in relation to current developments in the revised ELT curriculum in teaching English to young learners. They were involved in a reflective process to investigate solutions to the problems that they identified in their own classroom to fit the proposed curriculum, and reflect upon their new practices. It was a qualitative case study and findings suggested that all participant teachers developed professionally by extending their personal understanding of the implications of the revised curriculum, and produced evidence of instructional change.

Atay (2008) conducted an INSET program to seek participating teachers' experiences and perspectives of teacher research. 18 English teachers working at the English preparatory school of a state university in Istanbul constituted the population of the study. The INSET program's content was on pedagogical issues and research, and conducting research through reflection and collaboration for six weeks. In the initial two weeks, the researcher provided the participants with theoretical knowledge on ELT topics, then concepts such as 'action/teacher research', 'reflection', and 'collaboration'; the notion of research through collaborative dialogues with their colleagues. After the program, teachers were asked to conduct research in their own classrooms and write a report on their studies. Data was collected through teachers' narratives and journals. The results of the study showed that teachers were aware of the significance of research; however, they also had concerns about conducting research because of lack of knowledge and the insecurity it creates. The process of collecting their own data seemed to have resulted in positive perceptions towards research and gave teachers the courage to make changes in their classroom practice. Although some teacher noted that collaboration helped them reflect on their own practices, for some it was difficult to cooperate with others. The researcher concluded that although teachers perceived of research as a difficult and challenging task, 'teacher research' brought positive results to the teachers' professional expertise.

2.5. PDA and Teachers' Attitudes towards PDA

Professional development is essential for teachers to be able to adapt to changes throughout their career, which begins with preservice training and continues with inservice training. (Clarke & Hollingsworth, 2002; Muzaffar & Malik, 2012; Richter, Kunter, Klusmann, Lüdtke & Baumert, 2011). PDA improve teachers' professional

competence, skills, adopting a new environment, harmonizing with the new environment, sharing of professional experiences and ideas and addressing to their students' needs which leads to student achievement (Arechaga, 2001; Bayar & Kösterelioğlu, 2014; İyidoğan, 2011). PDA are seen as a key to explore how teachers' knowledge and beliefs mediate their behavior in classrooms (Borko, 2004; Cochran-Smith, & Fries, 2005). Due to this reason, Duzan (2006) indicates that PDA are becoming more significant due to the fact that they are considered as indispensable to sustain the quality of the staff by the institutions. Especially, when the constraints of the preservice background experience of the teachers are concerned, the implementations of quality PDA became crucial (Ekşi, 2010). As a result, PDA receive remarkable attention around the world owing to several reasons as stated above.

Kennedy (2005) addresses the spectrum of PDA models comparatively by going through a wide range of international literature by adding some from the Scottish context. Nine key models are classified on their capacity for supporting professional community and transformative practice. The four of which are:

1. The training model
2. The award bearing model
3. The deficit model
4. The cascade model

and they are categorized under *transmission models* depending on its purpose. The remaining three of them are:

5. The standards-based model
6. The coaching/mentoring model
7. The community of practice model

and they are considered as *transitional models*.

8. The AR model
9. The transformative model

are classified as *transformative models* ranking highest in increasing capacity for professional autonomy.

On the other hand, the most commonly followed tradition in PDA usually require teachers to 'attend one-off workshops at which they are introduced to and engaged with new ideas, information and practical advice (referring to transmission models above). The same applies to longer in-service training courses which require teachers to attend classes and complete assignments to achieve a qualification' in Borg's terms (2015, p. 5), which may be matched with transmission and transitional models categorized by Kennedy (2005). Borg furthers his claims that many teachers have had 'bad' CPD experiences and they often found them as irrelevant to their needs, impractical and with minimal impact on classroom instruction. He states that externally-driven conventional approaches to professional development take place in the 'training room' and centers on teacher behaviours. Although there are no agreed upon templates for successful PDA, Broad 2006; Timperley, Wilson, Barrar and Fung 2008 (as cited in Borg, p. 6) suggest that PDA should have

- relevance to the needs of teachers and their students,
- teacher involvement in decisions about content and process,
- teacher collaboration,
- support from the school leadership,
- exploration and reflection with attention to both practices and beliefs,
- internal and/or external support for teachers,
- job-embeddedness,
- contextual alignment,
- critical engagement with received knowledge,
- a valuing of teachers' experience and knowledge (Borg, 2015, p. 6) to be more effective and innovative.

A comprehensive study explores the status of language teachers' professional development between the years of 2000- 2012, by Hoş and Topal (2013). In their systematic literatue review, they specifically selected studies written in English and published in refereed journals from SSCI and from the database of Turkish Higher Education Council (YOK). They found that there were two main settings and

participants in PDA; they were either in K-12 grade schools or university preparatory schools and language instructors there. The PDA were evaluative in nature (meaning that the researchers were concerned with the perceptions of teachers or instructors) not concerned very much with their impact. What is meant by impact is the observed change on the participants and their setting. The study concludes that research on professional development is rather limited in number and scope. Many of the studies conducted focused on gathering information and analyzing the needs of the teachers rather than providing them with effective PDA. According to the studies reviewed in the research, although teachers believed in the importance/necessity of PDA, they did not like to attend. The compulsory activities created tensions among teachers and decreased their motivation. Time constraints and inconvenience of settings were hindrances to their attendance. Furthermore, top-down nature of programs led to teachers' negative attitude towards not finding them to be useful for their context. Contrary to evaluative PDA, impact studies which used mixed methodology through various types of data collection allowed researchers gain an in-depth understanding of participants' real life experiences. Among all the studies reviewed, reflecting on experience, taking a step forward towards improving classroom practices and reanalyzing their own professional identitiy were the main factors leading biggest impact. What is more, the significance of collaboration among colleagues and mentors was another distinguishing factor.

Concerning teachers' attitude towards PDA, Torff and Sessions (2008) state that ongoing education reform in the United States of America requires teachers to participate in CPD activities and researchers put special emphasis on searching for the conditions under which they are most influential to better teacher learning and classroom practice. They report the findings of several long-term studies concerning the issue. The results of one of the studies mentioned by the researchers with a nationwide sample of 1027 teachers reveal that PDA were rated most effective when it (a) was intensive rather than short-term, (b) provided teachers with active learning opportunities, and (c) involved collective participation of groups of teachers from the same school (Garet et al., 2001, as cited in Torff and Sessions, 2008, p. 124). In the study, they implemented a scale that assesses which the teachers are amenable to professional development initiatives. Data analysis indicated that teachers' attitude towards PDA manifested three stages: increasing, decreasing and leveling out. The teachers in their first two years of a teaching career were more amenable to professional development. A drop was observed in teachers' attitude with three-to-nine-year

experienced teachers. In the third stage, teachers with more than ten years of experience tended to have unchanging attitudes about professional development. The changes entailed were statistically attributable to teaching experience, not age. Age did not make a difference in their attitude.

According to the study conducted by Muzaffar and Malik (2012), attitude formation is directly influenced by reinforcement and this assumption is supported by social learning theorists. There are four categories of attitude theories as:

1. Consistency theory which based on the assumption that consistency is a requirement for individuals,
2. Learning theory which matches with the behavioral theories of attitude change,
3. Social judgment theory which involves the application of judgmental principals to the study of attitude change,
4. Functional theory which focus on the motivational aspects of attitude change. (p. 306-307).

In their study they aimed to explore the attitude of teachers towards PDA. Additionally, they aimed to discover the reasons for not being positive towards activities and impact of activities on teachers' professional development. The population comprised of teachers from six state universities in Pakistan. A questionnaire including open and closed ended items was developed by the researchers for data collection. The findings of the study indicated that teachers found PDA necessary for their profession and they influenced teachers' teaching philosophies and their teaching practice. Majority of the teachers agreed that the activities in their country were mostly knowledge transmission based and teachers lacked enthusiasm as much emphasis was put on the theoretical aspects rather than practical. Therefore, they stated that they attended the seminars for receiving certificates in the end. The study did not provide clear information on the length, type and content of the programs. Teachers claimed that extra workload, theory-oriented content, personal responsibilities and teachers' not being fully aware of the benefits led them to have a negative attitude towards PDA. They suggested that they would have be more motivated and interested as long as the activities were long-term, well-planned and providing proper feedback on teachers' performance.

Valkanos, Giossi and Anastasiadou (2010) assert that participation in professional development programs is based on a positive attitude towards learning and improving one's performance. Stan, Stancovici and Paloş (2012) claim a positive attitude which is 'coupled with a favorable self-evaluation, lead to stimulating motivation to engage in new learning activities. They claim that people who are resistant to change are less likely to initiate change and they display a negative attitude towards the changes they face. Therefore, they put teachers' resistance to change as a source of negative attitude towards PDA. Their study includes 62 voluntary teachers from Romania. They implemented two instruments: Revised Adult Attitudes towards Continuing Education Scale and Resistance to Change Scale. The findings of the study reveal that attitude is a multidimensional construct highlighting three components as participative behavior, perceived importance and intrinsic value; resistance to change is also a multidimensional construct which is made up of affective, cognitive and behavioral components. The intrinsic value attributed by teachers to PDA makes them less preoccupied with short-term inconveniences and more preoccupied with long-term benefits of training. Another finding was that older and more experienced teachers prefer a routine-like environment compared to younger teachers with less teaching experience. The level of expertise is associated with reduced willingness to consider alternatives and perspectives for the older and more experienced teachers.

In a study in Cyprus, conducted by Hürsen (2011), in which 448 high school teachers constituted the universe, it was aimed to determine teachers' general attitude towards the effectiveness of PDA and gender and age of the participants. Data collection was carried out by the scales developed by the researcher. The results showed that teachers attitude towards the effectiveness of PDA was not stable. Gender caused significant difference and female teachers displayed higher positive attitude towards PDA. Age was also a significant factor in determining the attitude and it was found that younger teachers (with the age ranging from 27-36) have a more positive attitude towards PDA.

The study carried out by Bayar and Kösterelioğlu (2014) examined the satisfaction level of teachers in PDA in Turkey and the factors affecting the satisfaction level. The participants of the study were 12 purposefully selected teachers among 15 elementary schools. The study adopted qualitative research methodology: open-ended interviews and a list of factors that affect the satisfaction level in PDA activities generated by the interviewees took place. The results revealed that some (not stated in

number) of the teachers found PDA useful and believed that PDA directly improved their teaching skills and as a result yielded better success on behalf of the students. From the data analysis it was found that there major factors for teachers' dissatisfaction/lack of willingness (negative attitude) towards PDA. They are the traditional approach followed, minimal and lack of applicable ideas to classroom practice, lack of teacher involvement in the design of PDA, the mismatch between teachers' needs and the activities involved and the low quality of the instructors.

The studies above add to the literature of CPD of teachers and they suggest departure from the traditional approaches and move towards PDA which value teachers' knowledge and professional background, their needs, collaboration and contextual realities through a long-term supportive program. Teachers' previous experiences of PDA generally were reported as generally negative owing to their participation in PDA that disregarded the aspects above (Arıkan, 2004; Desimone at al, 2002; Sabuncuoğlu, 2006). On the other hand, scholars suggest that teachers' attitude towards PDA can be enhanced by providing teachers with regular programs instead of one-shot sessions (Atay, 2008; Bayındır, 2009; Borg, 2015).

2.6. PDA and Self-efficacy

Affective factors have been widely studied after humanistic approaches emerged in the world of education. The American Psychologist Ernest Hilgard states that 'purely cognitive theories of learning will be rejected unless a role is assigned to affectivity' (1963, p. 267). Along with the introduction of psychological aspects on teaching and learning process, many studies focused on the effect of self-efficacy. In general terms, self-efficacy beliefs are one of the most influential psychological factors in people's life as they play a dominant role identifying goals and accomplishing them. Self-efficacy beliefs determine how people feel, think, motivate themselves and behave.

According to Bandura (1994) people with a strong sense of self-efficacy feel that they can master challenging tasks, devote themselves to their interests and activities and digress easily from disappointments by heightening and sustaining their efforts in the face of failure. Such an efficacious outlook produces personal accomplishments, reduces stress and lowers vulnerability to depression. Bandura states four sources of self-efficacy as; achieving progress in a task, seeing people similar to oneself succeed by effort, being encouraged by others in a positive way to overcome self-doubt and

emotional states and physical reactions as well as stress levels. People who judge themselves as efficacious in managing potential threats neither fear nor shun them. Nevertheless, if people's reaction to a challenging task is not adequate, it may weaken self-efficacy (Bandura, 1989). When people are dissatisfied with their personal efficacy, they quickly abandon the skills they have been taught. They view threats anxiously and avoid them.

Regarding teachers' self- efficacy, there is a tendency to view it from two planes as teachers' beliefs about the effects of classroom instruction on students and their ability in classroom instruction (Wheatley, 2002, p. 6). High self-efficacy beliefs are associated with positive learning outcomes (Tschannen-Moran and Woolfolk-Hoy, 2007) while low beliefs are reported to have a negative effect. Teachers' sense of efficacy is reported to have influence on teachers' classroom management strategies (Hsieh & Kang, 2010; Woolfolk & Hoy, 1990), teachers' being open to innovation (Guskey, 1988), teachers' use of group work (Wyatt, 2010), and teachers' being less critical of students who make errors (Ashton & Webb, 1986 as cited in Cabaroglu, 2014). In the work of Delcourt and Kinzie (1993, as cited in Pinnock, 2006) it was found out that a successful completion of a longitudinal professional development program can improve self-efficacy and development of positive attitudes. Similarly, Henson (2001) reports that self-efficacy levels can be positively affected through fostering reflective thought in teacher education programs.

Cooper Twamley (2009) investigated AR and its impact on Teacher Efficacy by adopting a mixed methods case study. The researcher claimed that due to the documented positive impact of high teacher efficacy on student success, she explored the impact of participation in AR on teacher efficacy. The participants were nine math teachers from different suburban districts. They conducted parallel inquiries during which each studied their own research questions with support from the other teachers on campus. The specific research questions were: 1) What effect does participation in the process of AR as a form of professional development have on the participating teacher?; and 2) How does participation in AR as a form of professional development encourage change in teaching practices as compared to other professional development offered by a district or school? The study gathered data qualitatively through individual journal responses and three classroom observations spread throughout a semester. Quantitatively, the data collected consisted of a pre- and post-efficacy survey, a pre- and post-practices survey, and a survey of other professional development completed during

the span of this research project. Data analysis revealed that AR participation had an impact on teacher efficacy especially in their instructional practices. A teacher's willingness to continue as a teacher-reasearcher was also positively impacted for five of the nine participants.

Cabaroglu's research (2014) explored the impact of AR on English language teacher candidates' self-efficacy beliefs in a 14-week course. The course was designed to help prospective teachers understand and improve their classroom practice and adopt an inquiry-based approach to learning and teaching while contributing to their knowledge base. The study involved the use of self-efficacy scales, reflective journals and a course evaluation form to collect data about the participants' self-efficacy belief changes and learning experiences in the course. It was found out that the participants' teaching efficacies have increased as well as their self-awareness, problem-solving skills and autonomous learning. She concludes that AR is a valuable tool to develop pre-service English language teacher candidates' self-efficacy.

Seeing that relatively limited number of research on the impact of teacher research on teachers' self-efficacy beliefs, Wyatt and Dikilitaş (2015) conducted a qualitative multi-case study to explore the development of three in-service teachers of English on a foundation programme at a Turkish university. Findings reveal that engaging in CPD which directly benefited their learners, helped all three teachers develop positive teachers' self-efficacy beliefs and deeper practical knowledge in relation to the specific tasks that concerned them. The participants started with low self-efficacy beliefs in conducting practical research. According to the researchers this was a reflection of their lack of prior knowledge in this area. As they gained research experience, their self-efficacy levels increased. The study emphasized the benefits of helping teachers become more efficacious through CPD in which they take the role of knowledge generators. They concluded that mentoring, autonomy support and the opportunity to present their research more widely helped the teachers in this Turkish context to develop.

The studies conducted by Yost (2002), Fritz et.al (1995) and Henson (2001) display evidence for the strong relationship between teacher efficacy and professional development. Lewandowski (2005) carried out a study of three phases to answer the question of how schools can promote teachers' efficacy through leadership and professional development experiences. The first phase revealed that teachers varied in their efficacy (as a result of 192 teachers' responding to the Teacher Efficacy Scale). In

the second phase, a survey was conducted to identify the differences in leadership between teachers of schools identified as high efficacy and low efficacy. The results indicated that the schools with low-efficacy among faculty rated their principal higher for leadership characteristics: Good professional practice, collaborative decision-making, intellectual stimulation, individualized support, performance expectations and visions and goals. In the third phase, interviews were conducted with the teachers about the impact of professional development on their efficacy. Both high efficacy and low efficacy groups of teachers believed that all professional development experiences should be related to the classroom and student learning, and allow them to gain confidence and sensitivity toward students to provide tailored instruction.

Seider and Lemma (2004) worked with teachers who conducted AR as a part of their their Master's program during the years 1992 through 2001. They investigated to what extent teachers preserved their research skills gained through the process of conducting AR and how this experience affected their professional sense of efficacy and their students' success in the long term. The researchers also investigated teachers' perceptions of the long-term value that they associated with conducting AR as part of their Master's program. Three sets of data: surveys, in-depth interviews conducted with 18 of the teachers who responded to the survey and surveys sent to 14 colleagues and 14 administrators who worked with the teachers during the implementation of AR were analyzed. It was found out that teachers preserved their research mindset that they gained in AR after many years. Apart from a few teachers, other teachers also reported that they continued using some aspects of the processes such as reflecting on their instructional practices and using student data to make instructional decisions. The findings showed that in spite of years after the first implementation of AR, still the experience had a positive impact on teachers' sense of professional efficacy and also on their teaching strategies. In addition, most of the teachers reported that they went on implementing the teaching strategies from their AR projects. By the same token, conducting AR was reported to bring immediate positive outcomes in students' learning.

Outlining the research above, teachers become more reflective, critical and analytical about their practices in the classrooms. Their awareness increases through systematic inquiry, reflection and change. They gain confidence and knowledge of pedagogy and curriculum (Rock & Levin, 2002), which in turn is reflected in their practices. As they improve, their efficacies grow as a teacher (Henson, 2001). There are

few studies directly linking the process of AR with efficacy beliefs and how conducting AR affects teachers' attitude towards professional development in the context of ELT. This study attempts to extend AR studies through its relation to teachers' self-efficacy beliefs and their attitude towards professional development in Turkey.

2.7. PDA, Reflective Practice and AR

Although there is not an agreed upon description for reflective practices, it may be a concrete start to define reflective practice as one's being able to stand outside himself to see who he is and what he does clearly (Brookfield,1995, p.214). In Dewey's (1933) statement: 'Reflection is an active, persistent, and careful consideration of any belief or supposed form of knowledge in light of the grounds supporting it and future conclusions to which it tends'(p.6). According to Dewey, being reflective requires open-mindedness, responsibility and whole heartedness. It is not a random group of ideas, but rather a sequence of organised thoughts. For Dewey (1991, p. 14), reflective thinking is a way to escape from 'purely impulsive or routine action'. According to Osterman (1990), prompted by a problem, the gap between what happened and what was expected makes the reflective practitioners examine their actions and the reasons for the actions through which they shape their own professional growth.

Schön's (1987) concept of reflection clarified that teachers improve their teaching through continuous reflection on their practice and through their interactions with students. Dissimilar to Dewey, Schön (1991, p. 54) sees reflection as an intuitive process and he claims that practitioners can not only think about doing something, but also think about doing something while doing it. He introduced the terms 'reflection-in-action', which occurs during the actual teaching performance and 'reflection-on-action', when a teacher considers what has happened after the practice. Stemme and Burris (2005) added a third type to this classification: 'reflection for action', which is proactive in nature and is intended to guide future action.

Zeichner and Liston defined reflective thinking in terms of the type of thinking in which the teacher engages. They compared technical teaching with reflective teaching such as 'the teacher as reflective practitioner', which suggests a critical analysis of experiences, knowledge and values versus 'the teacher as technician', which suggests making decisions based on the fixed assumptions while disregarding the context or student background (Zeichner & Liston, 1996, p.48).

Ur (1996) sees reflective teacher development as a tool to survive during the first stressful years of teaching. Drawing on the works of Dewey and Schön, Farrell (1999) thinks that reflective teacher development frees teachers from routine, helps them to act intentionally, grow beyond to reconstruct their own personal theories from practice. In reflective practice, theories are not abstract concepts separate from the reality, but are closely related with every day experiences. Reflective teaching models in the current educational agenda seek to foster communication as it allows for professional growth. In foreign language teacher education, Wallace's remarkable work (1991, p. 48-59) provides a two-dimension reflective model for both teacher education and development basing on Schön's model (1991). Wallace's model (Figure 2 below) is as a compromise solution which gives due weight both to experience and to the scientific basis of the profession. To him, teacher education is composed of both:

Received knowledge which includes the necessary and valuable element of scientific research and *experiential knowledge* which relates to the professional's ongoing experience
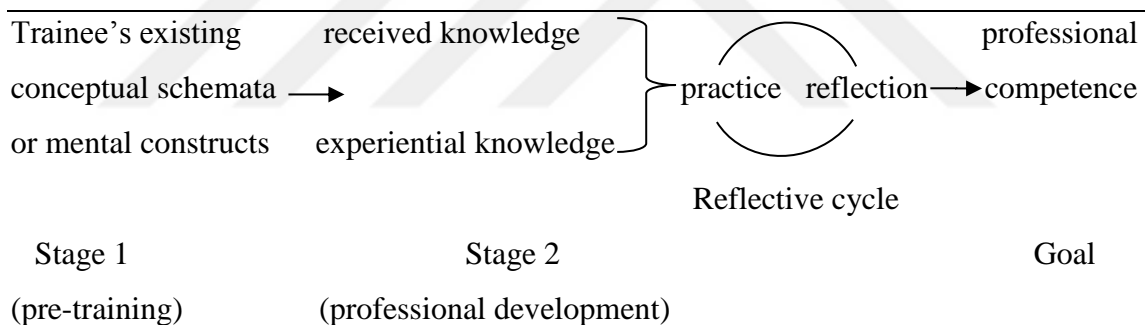
Figure 2. Wallace's (1991) model of reflective teacher development

In this model, as seen in stage 1, trainers' previous knowledge is taken into account. It gives importance to what they bring to the training/development process (their ideas, beliefs, attitudes, learning experiences). In the second stage, the trainee can reflect on the received knowledge in the light of classroom experience and so that classroom experience can provide feed back into the 'received knowledge' sessions. In the third stage, it is aimed to reach professional competence, which is the indication that someone has met certain minimum requirements for the exercises of his or her profession.

A great deal of research is conducted on reflective thinking in teacher education (Adler, 1991; Sparks-Langer & Colton, 1991; Gore & Zeichner, 1991; Hatton & Smith,

1995; Zeichner & Liston, 1996). The recent movement towards developing reflective practitioners has led to a body of research which focuses on the teacher as an inquirer into their own practice. It is believed that through reflection, teachers participate consciously and creatively in their own growth and development. Stemme and Burris (2005) suggest keeping teaching journals as an effective tool for reflection. They are regarded as a place to record criticisms, doubts, and frustrations, as well as the joys, successes, and accomplishments teachers experience in their classrooms. Processing these events and putting them down is thought to foster critical reflection.

Sagor (2000, p.7) believed that one of the most important aims of AR was 'building the reflective practitioner'. In addition, Kemmis and McTaggart (1988) and McNiff (2010) focused on the importance of teachers critically reflecting on their practice and AR provides a systematic, disciplined approach to reflect on classroom practices.

One of the studies bringing AR and reflection together is by Jove (2011) which explores how she can improve herself as a teacher, teacher educator and AR er through reflection and AR. Jove analysed the written assignments of the 28 prospective teachers in her class and reflected on her analysis of their assignments. She reflected on what she taught to her students as a teacher educator and how she responded to their assignments as a teacher, she realized that her own teaching and research methods were not consistent with what she wanted her students to do as teachers. In their assignment, the student teachers were required to reflect on their school experience and when doing so they were expected to make connections to other students' presentations. Jove (2011) was not satisfied with the quality of the work produced by the majority of the students in the first data analysis. Analysing student work with a new perspective and writing about their assignments helped her to pinpoint the problem in the task. In her discussion of the results of her AR, Jove highlights how her focus changed from her students' problems to the limitations of her own teaching through self-reflection. She concludes that her self-reflection and AR was invaluable in her "becoming" and her discoveries helped her to improve as a teacher and researcher. She suggests that all the teachers should be involved in self-reflection through AR.

In the study by İnözü and Yumru (2006), the researchers investigated ways to encourage ELT Freshman students at Çukurova University to take on the responsibility and authority to improve their written products through reflection on the tools (i.e. learning logs and self assessment letters). They made use of both reflection-on and -in

action questions to reveal the problems they encountered and how they tackled with them. Their purpose was to help students to think, understand and accordingly make decisions about their own writing going through the same cycles of AR as the researchers. The four-hour-weekly course lasted 14 weeks in total. The researchers' questions were on how to meet the requirements of the new scope of the writing course and how to enable students to formulate their own agenda for writing improvement. At the end of the AR study, the researchers as the teachers of the course stated that they gained valuable insights together with the students in the AR cycle. They concluded that students could take on the responsibility and the authority to improve their written product, but it really takes time, teacher guidance especially at the beginning of the writing instruction and a new role to be taken by the teachers. As for the students, most important of all, they found out that writing was not an in-born skill or a natural talent but it was a process that could be improved through time and effort.

2.8. Conclusion

This chapter commenced with a theoretical background to provide a rationale why sociocultural theory laid the base. The previous century's main approaches to professional development of teachers were elaborated. Next, AR, its origins in education, its definitions from different scholars and its significance in CPD was the main focus. Finally, teachers'attitude towards PDA, the effect of professional development on self-efficacy and reflective thinking with specific respect to AR were provided.

CHAPTER III

METHODOLOGY

3.0. Introduction

The chapter outlines a description of the research design and provides the rationale for the research methodology followed in the study. Initially, the overall research design is provided and details about the participants along with the researcher's role are stated. Next, data collection instruments, procedures of the study and weekly sessions of the 'AR Teacher Professional Development Program' are given. Finally, data analysis, ethical issues and conclusion are provided.

3.1. Research Design

Based on the local need for a long-term, CPD program addressing teachers' own contextual needs which have never been carried out before (as stated by the teachers in the research context), the study aimed to add to the literature since there is a need for more empirical research to enhance teachers' attitude towards professional development, their self-efficacy beliefs and reflective thought through engagement in an AR program. More specifically, although there have been studies to sustain professional development of language teachers both all over the world and in Turkey (see previous chapter), it was found that teachers need and value collaborative, long-term programs in which they are given the opportunity to voice their needs, learn from each other and generate and apply ideas in their own context. AR is a professional development tool which is in alignment with the so-called issues. Starting with the need in the immediate environment, which constituted the rationale behind the study, AR was chosen as a professional development tool in the program design to contribute to teacher research movement in recent years. In Turkish context, there is further need for such programs as the general trend is towards identifying the professional development needs of the teachers. Although it is noteworthy that long-term PDA have been conducted in the form of teacher research especially within five years in several institutions in Turkey and their results have been shared in national/international conferences and

publications, there is still a limited number of AR studies conducted by the teachers at university context. The following research questions are aimed to be replied:

1. How does AR contribute to the teachers' professional development with specific respect to their attitude towards PDA?

The question addresses the issue of AR's contribution to the change in the attitudes of the participants towards PDA by demonstrating the degree of improvement in their attitude before and after their involvement in the AR program.

2. How does AR contribute to the teachers' professional development with specific respect to their self-efficacy beliefs?

The question aims to explore whether the AR program contributes to enhancement of the teachers' self-efficacy beliefs. The analysis of self-efficacy scale and teachers' statements reported from pre and post interviews, weekly evaluation forms and diaries will provide a clear picture.

3. How does AR contribute to the teachers' reflective thought?

The question explores the contribution of AR on teachers' reflective thought. Researcher's field notes, participant diaries, weekly evaluation forms and pre and post interviews will be used to elaborate on the reflective thinking of the participants.

In the study, a mixed method research design was adopted. The mixed method research design of the study lends itself to both qualitative and quantitative data collection instruments. It was presumed as the most appropriate methodology to attain the aims of the study after a broad and profound search on professional development of teachers. Mixed method research design has been employed along with the development and 'perceived legitimacy of both qualitative and quantitative research in social and human sciences' (Creswell, 2003, p. 203). The mixing of quantitative and qualitative data in a single study necessitates explicit procedures to create meanings out of complex data. In the study, the researcher uses both quantitative and qualitative methods to study the same phenomenon to determine if the two converge upon a single understanding of the research problem being investigated. Both methods are given equal priority in the

study with the purpose that 'the strengths of the two methods will complement each other and offset each method's respective weaknesses' (Fraenkel, Wallen & Hyun, 2011). The study traces the research questions above through implementation of both quantitative and qualitative measures; therefore, a mixed method research design was preferred.

In accordance with the research methodology, choosing AR as a professional development tool for the participants is outlined below:

Firstly, conducting AR serves many purposes one of which is its power in linking 'action' and 'research'. This feature distinguishes it from other forms of inquiry as general tendency in academic research is focusing on methodological designs which are irrelevant to contextual needs of the teachers. This leads teachers to develop a misconception that educational research is beyond their boundaries (Barone, Berliner, Blanchard, Casanova, & McGowan, 1996). However, teachers' personal experiences in their own educational settings can be connected to their present research concerns. AR stands out among other traditional research forms since it requires practitioners to research their own practice (McNiff et al.1996: 14) and promoting the relationship between research and action is possible by individual coaching or supervision (Korthagen, Kessels, Koster, Lagerwerf, & Wubbels, 2001; Showers & Joyce, 1996 as cited in Korthagen, 2007). When professional development of teachers comes into play, AR lends itself to use in work or community situations. Teachers' participation in the research process maximizes partnership and generates action. The AR cycle offers systematic reflection as Schön (1987) considers it as an influential way of learning. Therefore, AR is a valuable tool as it melts learning, practice, research and reflection in one pot.

In this study, the teacher professional development program lends itself to equip the teacher with skills to conduct their own AR based on their contextual needs. The content, objectives and the evaluation of the program are designed dissimilar to common short-term (one or two-day seminars) which focus on what teachers should know and how they can be trained on certain issues. The participants are all included in the AR cycle to solve their problems by learning new skills which are applicable to their environment. AR provides a systematic and reflective inquiry and refrains from making them passive recipients, offering ready-made solutions as they are usually offered in pre-packaged programs. It is not prescriptive but fosters reflective thinking, classroom practice and teachers keep their own track in every phase of the research. The program

values the participants' 'experiences and knowledge to interact with the research experiences for change' (Fung, 2000; 155). Therefore, participatory AR constitutes the main tool for teacher development program. Within this framework, the researcher initially programmed a series of actions which allow freedom to exchange ideas, collaborate and support each other. The participants adopted AR methodology in their studies. Therefore, it would be illuminating to go over AR as a research methodology briefly. For some writers, AR is primarily qualitative although there is also space for quantitative data. The action researcher has the flexibility to decide for data collection and renew his/her decisions depending on the research problem, data collection tools and the analysis of the findings. Patton (2014) states that according to the research questions, quantitative and qualitative measures can be used and if it is aimed to seek feelings, perceptions and ideas of people, there is a need to use qualitative research methodology. AR is appropriate for teachers who opt for detecting their own problems, making a plan towards reaching solutions or at least improving the situation and adding to professional knowledge through the research process since in AR, theory, research and practice can be integrated (Elliot, 1991; Hopkins, 1993; Mills, 2000, as cited in Yıldırım and Şimşek, 2011).

The basic four stages of AR protocol are followed by the participants during the study as described in Figure 1:

1. to develop a plan of action to improve the context (identifying the research question(s)),

2. to act and implement the plan (gathering the information to answer the research question(s)),

3. to observe the effects of action in the context in which it occurs (analyzing and interpreting the information) and

4. to reflect on these effects as a basis for further planning, subsequent action and so on, through a succession of cycles (sharing the results with the participants).
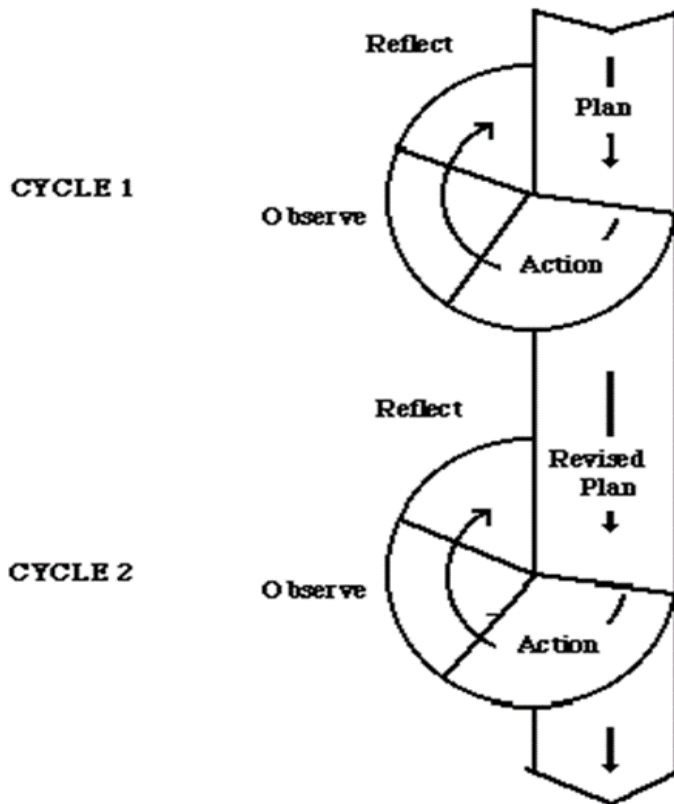
Figure 3. AR Spiral

Source: Kemmis & McTaggart, 1988

In the scope of the study both the participants and the researcher actively participated in revealing their views, needs and experiences. Teachers' pre and post interviews, the researcher's field notes during the program, the participants' diaries, weekly program evaluation forms, self-efficacy and teachers' attitudes towards professional development scales and professional development questionnaires constitute data collection instruments. These instruments are interrelated and based on the theoretical and methodological layout of the study.

3.2. Participants

The study was conducted with nine English language instructors; five male and four female instructors who are teaching English at various levels at private and state universities. Two of the instructors are working at different state universities in Konya. The remaining seven instructors are teaching at a private university in the same city. The sampling procedure is as important in mixed method studies as it is in any other

type of research. According to Fraenkel, Wallen and Hyun (2011), qualitative research prefers purposive sampling, in which the participants are selected intentionally and are informed about the central concept(s) being investigated. Usually samples are small, with the intent that a small number of individuals can provide a considerable amount of detailed, in-depth information that large-size samples would not. On the other hand, quantitative researchers choose individuals who are the representative of a larger population so that results can be generalized to that population and random sampling is preferred very often. However, 'this is not possible, especially in educational settings'. In mixed research design, according to Teddlie and Yu (2007 as cited in Fraenkel, Wallen & Hyun, 2011, p.565) sampling procedures may include any and all combinations of random and purposive sampling strategies to address their research questions. However, in this study data collection procedures lend itself to mixed method design but for the sampling procedure it is not appropriate to include completely different samples throughout the study. Therefore, the selection of the participants was based on purposive sampling which suits the intentions of the researcher. Patton (2014, p. 46) implies that purposive sampling is to 'choose information-rich cases which lead to clarification of research questions'. Miles and Huberman (1994), Berg (2001), Cohen, Manion and Morrison (2007) state that researchers are in a position to include small samples of people according to their methodology. The researcher developed an AR program for professional development of English teachers working at universities' to foster their attitude towards PDA, self-efficacy perceptions and reflective thought depending on the accumulated teachers' personal statements before the study during the seminars held by the book publishers in the context of the research for years. Therefore, the participants were chosen purposively bearing in mind that 'AR has significant contributions on teachers' professional development' (Elliot, 1991 as cited in Yıldırım and Şimşek, 2011, p. 344) and would lead to improvement in their attitude towards PDA, self-efficacy beliefs and reflective thought.

After an initial program design six months prior to the selection of participants, a few media tools; namely, e-mails and phone calls were utilized to reach a first round group of 20-25 people to conduct a meeting in the researcher's context. It was aimed to reach another group of 20 or more people in the next meeting if need be. It was intended to reach English language instructors working at various universities in the researcher's setting. An informative meeting session was organized to inform the audience on the

overall purpose, objectives and the provisional schedule of the professional development program. The criteria of choosing the participants were;

- their willingness to attend an 'AR for Professional Development of Language Teachers Program'
- not having carried out an AR study before

Willingness to attend the program was the main criterion in the selection of the participants as the AR is long term and cyclical in nature until achieving progress in resolving the identified problem.

Finding volunteers was the most effortless part of the study. The rationale behind their motivation was their enthusiasm for participating in a long-term study for the first time in their lives. Their belief in inadequacy and inefficiency of short-term, unsystematic teacher activities in which the content is pre-designed without taking their needs into consideration in their context resulted in their being on the lookout for the programs that were dissimilar to the ones mentioned above. Although they were motivated for such programs, there were not any professional development activities relevant to what they expected in the city they worked and lived as they stated in the interviews.

In the first face-to-face, informal meeting with teachers, the participants of the study were determined. Several issues related to professional development of language teachers working at the universities in the city were discussed. Teachers exchanged their ideas on the weaknesses of PDA and how they were out of their scope in terms of the way they are presented and how they were insufficient in meeting their expectations. They claimed that they were in need of development activities in which their professional background, needs and ideas are valued and included in the process (taken from the first reported written data from the one-to-one, one-to group talks during the first meeting by the researcher). They also stated that this program would be their first long term developmental study. They never conducted an AR before and solely heard 'AR' as a term. They were provided with partial information on AR and the program they were volunteering to attend was a minimum of fourteen-week long and their contextual needs would be the focus of the study. They were informed about the interviews to be held before and after the study and the documents were briefly tapped on. 12 teachers reported that they were eager to participate in the study (two of them

excluded themselves due to changes in their schedules and one of them quit in the middle of the program owing to his/her personal reasons by extending apologies). Since every teacher had a wide range of workload including actual teaching hours, preparing and examining the papers, developing extra materials for the students, and the like. Negotiations took place on deciding the most appropriate time for the weekly meetings. They were distributed a document (See Appendix 1) with grids to fill with personal information (their names, institutions they work, off-hours, e-mail addresses, mobile phones and available hours for the program). The meeting place was a meeting hall in the researcher's institution. The participants agreed upon weekly meeting hours which would be convenient to all: Fridays at 6:00 p.m. Lastly, they were scheduled for the interviews and the remaining data collection tools to be filled before the study. The features of the participants are provided in Table 2:

Table 2

Background Information about the Participants of the AR Program

Teacher	Gender	Age	Years of Experience	Graduate Degree area	Weekly Workload
T1	Male	27	5	ELT	32 h/week
T2	Male	26	4	ELT	30 h/week
T3	Male	29	8	ELT	25 h/week
T4	Male	27	5	ELT	24 h/week
T5	Male	30	7	English Language and Literature	40 h/week
T6	Female	46	25	ELT	20 h/week
T7	Female	26	2	ELT	24 h/week
T8	Female	28	3	English Language and Literatue	27 h/week
T9	Female	27	5	ELT	24 h/week
Total: 10	Gender	R: 26-46	R: 3-25		R: 20-40
	5 Males	Mean: 29,5	Mean : 7, 1		Mean : 27,3
	4 Females	Median: 27	Median: 5		Median: 25

As shown in Table 2, the majority of the participants are graduates of ELT (eight teachers out of nine). Most of the instructors' professional experience range from 3 to

25 years. Their age ranged from 26 to 46 years. They all had loaded weekly teaching hours between 20 to 40 hours.

3.3. The Researcher's Role

According to Anderson and Arsenault (2005), doing qualitative research comprehends the research context from the participants' perspective and it is noteworthy to establish rapport with them. 'Rapport' is defined as 'a close and harmonious relationship in which the people or groups concerned understand each other's feelings or ideas and communicate well' (Oxford online dictionary). It enables building effective interpersonal relationships through development of closer connections among parties. The researcher has an active, participatory role being aware of the fact that s/he may have either a direct or an indirect influence on the phases of the study. 'The researcher's own perspective is considered as an expected component of the process. On the other hand, 'describing, analyzing and interpretation are the most critical elements of the research' (Cresswell, 2003, p. 8). The researcher is together with the participants in the study; not outside as an objective observer or external consultant. S/He collaborates with the participants to contribute their physical and/or intellectual resources to the research process and acts as a partner with them. Berg (2001, p. 185) states that 'this type of research is considerably more value-laden than other more traditional researcher roles and endeavors.' The central position of the researcher implying that the role of the researcher is to be objective in terms of identity and political position while remaining sensitive and sensible especially during the data collection procedure gains significance.

From the beginning (first meeting with the participants) to the end, the risks involved in potential human issues were apparent. As the researcher of the study, one of my aims was to bridge the gap between teachers and research. In the pre-interview I had with the participants before the study, they voiced their doubts whether they would be able to carry out research owing to their misconception that doing research is beyond their scope. They stated that they had the fear of not being able to comprehend/do research although they wished to utilize research for their own purpose at their disposal and be able to relate it to their own context by actually being involved in it. Teacher 4's claim is a case in point as given in the following quote: '… research seems so far to me.

I may be wrong I am not so certain but I started thinking there is a border between research and teachers and doing research needs skills I do not have'.

The first challenge was building rapport with the participants as they would share confidential information with the researcher and the other participants. Making clarifications about the ethical issues such as confidentiality and anonymity was the first step to form a mutually trustworthy atmosphere. Establishing trust among the participants starting from the researcher herself necessitated being sensitive about making promises such as sending information, offering special assistance on certain issues, being punctual, etc.. . As the participants were a part of the academic culture, they refrained from making moral judgments, which laid the foundations of a democratic community spirit. Another role I took as a researcher was the 'note taker'. As Patton (2014) argues, field notes should contain a written comment of everything the researcher finds worthwhile. They are researcher's detailed notes, including observations, personal reflections, adaptations made and even details of the physical setting. I preferred writing immediately after the sessions in stream-of-consciousness mode in a notebook.

Furthermore, effective communication between the researcher and the participants was central and it allowed me to accumulate insightful data. As well as effective note taking skills, a pivotal emphasis is put on the researcher's awareness during the interview; one to one interaction with the participants. It is necessary to be aware of the flow of the interview/talk, following the reactions of the interviewee/listener and managing them in the most appropriate way (Patton, 2014). Altering questions or asking additional questions without digressing from the focus have utmost importance in time management. Therefore, the 'attentive listener, critical thinker, objective analyzer' can be considered as the most significant roles of the researcher throughout the study.

The maintenance of the physical setting where the program took place was also within the scope of the researcher's duty. The presence/absence of materials, quality and condition of the environment was checked regularly before and after the sessions.

Concerning data management, all written, printed, recorded and visual data were collected, controlled, organized and stored by the researcher.

The principal features of AR by Kemmis and McTaggart (as cited in Cohen, Manion & Morrison, 2007, p. 300) constituted the general frame of the researcher's role in the current study. These features both revise and add to the researcher's roles. According to Kemmis and McTaggart, AR

a. is an approach to improve education by *changing* it and *learning from the consequences of changes*, (initiator, learner, modifier)

b. is *participatory* and people work primarily for the *improvement* of their *own practices*, (active participant, self-improving)

c. constitutes self-critical communities of people participating and *collaborating in all phases* of the research process, (self-critical, collaborator, mediator)

d. is a *systematic learning process* in which people act deliberately, though *remaining open to surprises* and *responsive to opportunities*, (planner, emphathetic thinker, utilitarian)

e. helps people in *theorizing* about their practices – being *inquisitive* about circumstances, action and consequences and coming to *understand* the *relationships* between circumstances, actions and consequences in their own context, (investigator, receptive, understanding)

f. is open-minded about what counts as evidence (or data) – it involves not only *keeping records* which *describe what is happening as accurately as possible*, (apprehensive, objective)

g. involves *recording progress* and *reflections* about the practices studied and the process, (data keeper/provider, reflective)

h. is a political process because it involves *making changes that will affect others*, (critical thinker)

i. *begins with small groups of collaborators*, but *widens the community of participating action researchers* so that it gradually includes more and more of those involved and affected by the practices in question. (partner, cooperator, disseminator)

3.4. Data Collection Instruments

The study aimed to foster teachers' attitude towards professional development, self-efficacy beliefs and add to their professional development by involving them in an AR program to improve their research skills as a teacher and their reflective thought. An AR program was designed and implemented to equip teachers with AR skills and to conduct their own AR in their own context. The design and preparation of materials of the program took four months. After agreeing upon a specific time for weekly

gatherings, the approval for meeting regularly at the meeting hall in the researcher's setting was received. The participants did not need to obtain permission for attending the program as the meetings were possible only in their time off. In order to follow a framework and be able to end the program at the right time, a provisional work program was prepared by the researcher. Although it was intended to stick to the schedule, the participants and the researcher had the flexibility to make alterations concerning time, place, pacing and even the content.

To summarize and have a better understanding of the quantitative and qualitative data collection methods and the research questions they addressed are provided in Table 3 below:

Table 3

The Type, Implementation Time and the Purpose of Data Collection Instruments

Instrument Number	Data Collection Instrument	Data Collection Instrument Type	Implementation Time	Addressed Research Question
1	Semi-structured Interviews	Qualitative	Before and after the study	RQ1, RQ2, RQ3
2	Weekly Evaluation Form	Qualitative	During the study	RQ1, RQ2, RQ3
3	Participants' Diaries	Qualitative	During the study	RQ1, RQ2, RQ3
4	Researcher's Field Notes	Qualitative	During the study	RQ1, RQ3
5	Attitude Scale	Quantitative	Before/During /After the study	RQ1
6	Teachers' Self-efficacy Scale	Quantitative	Before and after the study	RQ2
7	Program Evaluation Form	Quantitative	After the study	RQ3

3.4.1. Qualitative Data Collection Instruments

Data were collected before, during and at the end of the program (between January 2015 and July 2015). Two semi-structured interviews were held before and after the study. Weekly evaluation forms, researcher's field notes, participants' diaries

were administered during the program. Together with the printed/ written documents, the sessions were video-recorded to be able to transcribe should the need arise. The participants were supported and guided over the course of their AR stages. At the end of the program, program evaluation form was implemented.

3.4.1.1. Interviews

Following the implementation of the scales, two semi-structured interviews took place; one at the beginning and the other one at the end of the study to obtain substantial information from the participants. Interviews are generally defined as a special forms of interaction in which incomparably rich source of data are collected within a highly purposeful frame (Cohen, Manion & Morrison, 2007; Downs, Smeyak & Martin, 1980; Hoyle, Harris & Judd, 2002; Kvale, 1996; O'Leary, 2004). Using interviews as a research instrument to collect data is circumstantiated in qualitative research by scholars. Gray (2004) emphasizes its success in attaining personalized data and its return rate. Holstein and Gubrium (2002) and McCracken (1988) define interviews as special forms of conversation generating empirical data. Patton (2014, p. 341) elaborates on interviews by stating that they ensure 'direct quotations from people about their experiences, opinions, feelings, knowledge and perspective'. 0In addition, interview is a form of interaction where it is possible to follow non-verbal cues such as facial expressions, gestures and tones of voice (Arsenault and Anderson, 2005). Briefly, in interviews, human embeddedness plays the major role and the researcher acts like the producer of the play who knows, selects, decides, asks, elicits and probes through the interview.

According to Dörnyei (2011), semi-structured interview is advantageous in that enables the interviewer to elaborate on a set of pre-prepared guiding questions and prompts in an exploratory way. The researcher conducting semi-structured interviews is freer than the one conducting a structured interview. Undoubtedly, it is essential for the researcher to prepare before the actual interview with an interview guide to be piloted in advance. As a matter of fact, the interview starts before the interview actually begins. In this study, the interviews were prepared and conducted in a conversational style to gather insights from the participants in terms of their perceptions of professional development, being reflective on their work, what they find critical for their professional development and their preferences. An interview guide to avoid ambiguity

in the questions and topics that the researcher wanted to cover during the interview was prepared. Another aim was to assure the participants that no personal or illegal questions would be asked. A list of questions was prepared and utmost attention was paid not to overflow the boundaries of the research questions. Furthermore, relevant probes were pre-thought and printed to reach a deeper understanding within interviewee's responses. Interview forms were preset and distributed to the participants after piloting stage.

Therefore, 4 major preliminary points were considered;

- A clear idea of why these questions were to be asked; (stated in the form)
- The purpose of the interview; (stated in the form)
- The probable length and stating that it would be recorded/printed simultaneously;
  (explaining *why)*; (maximum 45 minutes, would be extended depending on the participants' pace)
- Where and when the interview would take place; (at participants' workplace by making an appointment according to their personal and work schedule).

The pre-interview was of significance in terms of its being one of the initial stages of becoming acquainted with the participants. Therefore, perusing quite a number of interview documents on interview protocols with specific respect to planning, forming the content, how to eliminate distortions for clear messages, active listening skills, openness, building empathy, paraphrasing and taking the lead of the process had importance. A great deal of importance was attached to assure the participants of the issue of confidentiality, facilitating a relaxed, non-threatening atmosphere and abstaining from imposing any prejudice. How the questions were framed and pilot study for the interview questions to ensure clarity are presented below.

3.4.1.1.1. Debriefing about the Interview Questions

Before the interview conducted, a thorough pilot study with the aim of clarity and referring directly to research questions was conducted. Three educational experts (from the researcher's context with an educational background of minimum 10 years at a state university) were consulted to check whether the questions prepared were asking what

was intended. Necessary modifications were made and the questions were improved. To summarize, the researcher followed the stages below:

- Preparing the questions
- Checking with experts
- Making necessary changes
- Piloting the interview questions
- Making necessary changes (Appendix 2)
- Conducting interviews

Interviews were typed by the researcher simultaneously. Patton (2014) points out the importance of conducting the interview at the respondents' workplace to sustain comfort and ease from the standpoint of the participants. With the researcher's wish to establish rapport with the participants from the beginning, interviews were carried out in their offices. The interviewees were informed that they were free to check the typed versions of the interviews.

3.4.1.2. Weekly Evaluation Forms

Weekly Evaluation Forms were distributed at the end of all the sessions of the AR program with the purpose of helping teachers reflect on their work weekly throughout the program (Appendix 3). In addition, the forms provided the researcher and the participants with the ease to trace the course of the program and become aware of the changes which might have happened during the program. The forms acted as primary sources in eliciting the participants' degree of improvement of their reflective thought and resolving their own instructional problems due to the fact that they are regarded as keys to development in self-awareness and critical thinking. According to Schön (1987), Liston & Zeichner (1987) 'reflection' is an effort to develop critical thinking and 'reflective practice' should be integrated into every aspect of a teacher education program.

3.4.1.3. Participants' Diaries

Kumaravadivelu (1999), Brown (2001), Johnson (2015), Dörnyei (2011) define diaries as a data collection method which have assumed an important role and a source for feedback. They are the first person accounts of learning or teaching experience,

documented through regular entries. Bailey (in Richards and Nunan, 1990) defines them as highly beneficial exercises owing to the fact that they lead to behavioral changes and develop self-confidence.

3.4.1.4. The Researcher's Field Notes

Although Patton (2014) states that there is not a universal checklist or rule for taking notes, they are significant in reminding the researcher why s/he is there. Field notes are descriptions of what is observed excluding things having no value or use with regard to study's aims. Primarily, field notes include descriptive information such as physical setting, time, what kind of interactions took place and what activities were carried out. Secondly, field notes also involve what the participants said either as direct quotations or reported speech. The quotations reveal the 'emic, insider, inductive or bottom-up perspective' (Lett, 1990).

Owing to the fact that real time processing has difficulties, the researcher preferred time- based notes (at regular intervals; during the breaks of the program, after personal meetings with the participants). Richards and Farrell (2005) finds taking field notes advantageous in that they are a flexible way of observing as it allows freedom in catching relatively significant and relevant information. They complement the data produced by the research methodology (Hughes, 1996). The researcher kept field notes during the study to reflect on the researcher's practices, behaviors and feelings and to keep a summary of what happened in each session together with the feedback from the participants. In addition, the notes also provided the researcher with the assistance to refrain from mistakes for the following sessions and to provide a reference for future studies.

3.4.2. Quantitative Data Collection Instruments

Teachers' Attitude towards Professional Development (TAP) Scale and Teachers Sense of Self-efficacy Scale were filled by the participants before the beginning of the program. TAP scale was implemented through the middle of the program for the second time (the reason for the second implementation is provided in the next chapter). At the end of the program, program evaluation form, Teachers' Attitude towards Professional Development Scale and Teachers Sense of Self-efficacy Scale were administered.

3.4.2.1. Teachers' Attitude Scale

The first scale; Teachers' Attitudes about Professional Development (TAP) scale, was conducted before, during and after the program (Appendix 4). The scale assesses the extent of teachers' support for professional development initiatives (Torff et al. 2005). Participants completed the Teachers' Attitudes about Professional Development (TAP)—a scale that assesses the extent to which teachers are amenable to PD initiatives. The survey presents five statements about PD activities: (1) Professional development workshops often help teachers to develop new teaching techniques; (2) If I did not have to attend in-service workshops, I would not; (3) Professional development events are worth the time they take; (4) I have been enriched by the teacher training events I have attended; and (5) Staff development initiatives have not had much impact on my teaching. To mitigate against response bias, items two and five were worded for reverse scoring, such that a low level of agreement with the item indicates a favorable attitude about PD. Each of the statements was followed by a six-point scale. Validation research supported the theoretical and practical utility of the construct and measure of teachers' attitudes about PD (Torff, Sessions, & Byrnes, 2005). Criteria of ambiguity, relevance, and internal-consistency reliability were used to select items from 44 candidate items drafted to encompass a range of PD formats (e.g. workshops, college courses, journals) and possible outcomes of PD initiatives (e.g. development of new teaching techniques, growth as a teacher, effect on teaching performance). In preliminary pilot testing, 20 education professors correctly classified each of the 44 items as indicating either a favorable or unfavorable attitudes about PD. In their first study by Torff et al. (2005), the scale was completed by 66 teachers nominated by their supervisors as PD inclined or PD averse, with results of logistic regression analysis supporting a nine-item model that produced a 69.2% agreement with the PD classification and demonstrated satisfactory internal-consistency reliability (alpha = .91). In their second study, 176 teachers completed the scale, with factor-analytic results suggesting a subset of five items that evinced a stable single-factor structure, explained a higher percentage of the variance (66%, as opposed to 53% with the nine-item model), and yielded satisfactory internal-consistency reliability (alpha = .87). In the third study, the scale was completed by 59 teachers who produced scores weakly and/or insignificantly correlated with measures of need for social approval, need for cognition, authoritarianism, and teacher self-efficacy. Overall, TAP produced scores with a stable

factor structure, high internal-consistency reliability, and satisfactory construct and discriminant validity. The TAP scale asked teachers to rate their level of agreement with statements about professional development activities. Each statement was followed by a six-point Likert-type scale: 6=strongly agree, 5= moderately agree, 4=agree slightly more than disagree, 3=disagree slightly more than agree, 2=moderately disagree, and 1=strongly disagree. After adjustment of the two reversed items, higher scores indicate a more supportive attitude toward professional development.

3.4.2.2. Teachers' Self-efficacy Scale

Teachers' Self-efficacy Scale was implemented before and after the study. In this study, Turkish version of teachers' self-efficacy scale was applied (Appendix 5). The original English version of the Teachers' Self-efficacy scale was suggested by Tschannen-Moran and Hoy (2001) it was translated into Turkish by qualified individuals who are proficient in English and Turkish and who have been doing research on teacher efficacy for a long time. The instrument was translated, edited and reviewed by the researchers; Çapa, Çakıroğlu, and Sarıkaya, (2005). Subsequently this version was field-tested by four high school teachers in Turkey in order to check the clarity of the statements. Based on their comments, minimal modifications were made. Finally, the instrument was pilot tested with 97 preservice teachers in Turkey. Construct Validity of the scale was confirmed through the three-factor subscale scores, through the use of confirmatory factor analysis and Rasch measurement. The participants in this study were 628 preservice teachers from six different universities located in four major cities in Turkey. Based on Confirmatory Factor Analysis (CFA) CFA based on efficacy data for 628 preservice teachers was conducted to model a three factor solution, as suggested by Tschannen-Moran and Hoy (2001). Three subscales of the instrument are (Efficacy Student Engagement - SE, Efficacy for Instructional Strategies - IS, and Efficacy for Classroom Management - CM) were allowed to correlate to each other. The AMOS output provided a number of goodness of fit statistics to evaluate the fit between the hypothesized model and the data. The TLI and CFI of .99 indicated a perfect fit of the oblique three-factor model to the efficacy data, as values higher than .95 indicate a good fit. Browne and Cudeck (1993 as cited in Çapa, Çakıroğlu & Sarıkaya, 2005) reported that the RMSEA of about .05 indicates a close fit of the model and of .08 represents reasonable error of approximation. With our sample, RMSEA was found to

be .065 with a 90% confidence interval of .061-.070, indicating a mediocre fit. It must be noted that all parameters were found to be significant, indicating a significant contribution of each item to the corresponding subscale. These findings provided a single piece of evidence for the construct validity of the TTSES scores with this sample of Turkish preservice teachers. The Rasch rating scale model (Wright & Masters, 1982, as cited in Çapa, Çakıroğlu & Sarıkaya, 2005) was used to provide estimates of person and item scores for the used efficacy scale. This analysis was performed via Facets program. Person reliability indices were .82 for SE, .84 for IS, and .84 for CM, which are very close to the Cronbach alpha estimates. The person reliability indices were .99, .98, .98 for SE, IS, and CM respectively, indicating that the teacher efficacy estimates were well dispersed. Overall, Rasch analysis with acceptable model fit, high reliability estimates, and the presence of few unexpected responses helped verify that the items in each subscale are working together to define a recognizable and meaningful variable. Concerning the reliability of the scale, the coefficient alpha values for the Turkish preservice teachers were .82 for SE, .86 for IS, and .84 for CM. For the whole scale, the reliability of efficacy scores was .93. All items were contributing to the reliability with high item-total correlations.

3.4.2.3. Program Evaluation Questionnaire

This questionnaire was given at the end of the program to obtain the participants' ideas about the program and elicit how it has been beneficial in conducting their AR studies and developing themselves as a teacher. It included a Likert-type scale component and several open-ended questions to find out the degree of teacher involvement in developing themselves as teachers and their future expectations from the program (See appendix 6).

3.5. Preparation Procedures before Commencing the Program

A specified long term plan to improve teachers' research skills by carrying out their own AR was set out. The program brought the ELT instructors who are working at different universities in the city together for the first time. Knowing that there are no professional development units that conduct systematic long-term programs in the context of the participants and the researcher, it was a zealous start for upcoming future

teacher development programs. Therefore, meticulous attention had to be paid in the preparation stage.

Four months before the weekly sessions commenced, a rough presumed program was worked on (between September 2014 and December 2014). During this stage, a call for a meeting for announcing the program was made (through media tools and telephone). It was intended to conduct meetings with the teachers from five universities in the researcher's context. It was planned to reach the heads of the Schools of foreign languages, initially. More and more teachers would be called if the required number of participants could not be reached. Nevertheless, an ideal number of voluntary participants for the AR program was available in the first meeting. The remaining teachers were informed that they would be kept in touch for the future studies if they would like to attend.

The teachers were called on to make the first gathering informally to decide on certain issues, to ask their opinions about the place, time and duration of the weekly meetings and to gather more detailed contact information. They agreed to meet on a Saturday morning in the researcher's institution. Meanwhile, necessary arrangements were made to use available classrooms or meeting halls. The researcher obtained permission from the head to utilize two halls and to schedule them for the weekly sessions during the coming fifteen weeks. Some equipment; namely, a camera-recorder, a tripod, a tripod attachment, a projector; some stationary; files for each participant, pens, notebooks, notepads and some snacks, drinks, and the like were supplied before the program started.

3.6. Weekly Sessions of the AR Teacher Development Program

3.6.1. Week 1

The first week was devoted to decide on the participants, to become acquainted with them, obtain information about their available time on weekly basis schedule and exchange personal contact information. For this purpose;

1. I came together with a group of 23 teachers who heard the announcement through a social media tool
2. I introduced myself to the group
3. The teachers introduced themselves one by one

4. I briefly provided information about the study, its aims, length and what topics will be covered roughly, the delivery style of the program (one-to-one, pair work and group work tasks)

5. Apart from face to face meetings with the whole group, they were also informed that they would have pre-scheduled, one-to-one meetings throughout the study.

6. The assessment criteria were also distributed in which it was stated that regular attendance was required; all the sessions were to be carried out in a collaborative manner; the participants were to keep diaries throughout the program; and the AR project was to be conducted by the participants either individually, in pairs or as a mini group. Participants were expected to present their studies at a conference and their work was expected to be written in the form of an article to be submitted to a journal.

7. Some of the teachers stated that they were working at Ministry of Education (ME) secondary grade schools and they volunteered to take part in the study. However, I kindly informed them that the target audience was language instructors working at universities. I stated that I would be grateful to work with such enthusiastic group of teachers in future projects.

8. Some overall information was given that they would fill in questionnaires, weekly evaluation forms and program evaluation forms.

9. I informed that they would be distributed consent forms (Appendix 6) at the end of the session to be reviewed and signed if they decided to become a participant in the study.

10. I told the participants that they would be e-mailed or called back to be informed about the agreed time, place of the program and the exact time of the interview hours in their offices.

11. A social-media closed group would be created for frequent users and the announcements, exchange of documents, news, messages would be made throughout the study.

Reflections:

The sociocultural epistemological perspective regards human learning as a dynamic social activity that is situated in physical and social contexts, and distributed across persons, tools, and activities (Vygotsky, 1978). The beginning week was a brief,

smooth entrance to what the participants and the researcher would be doing throughout the sessions. The rationale behind this was highlighting that the program would center on the social nature of teacher learning. It was made clear from the beginning that the participants' thoughts, feelings, personal and professional background would be at the heart of the program. What humanism suggested for the language teacher (Williams & Burden, 1997, p. 38) such as

a. creating a sense of belonging,
b. making the subject relevant,
c. involving the whole person,
d. developing personal identity,
e. encouraging self-esteem, creativity, self-initiation, self-evaluation,
f. minimizing criticism and
g. allowing for choice

were powerful actors in the design and execution of the sessions. After the brief overview of the AR program, the criteria of choosing the participants were stated as their willingness to attend an 'AR for Professional Development of Language Teachers Program' and not having been carried out an AR study before.

3.6.2. Week 2

Objectives:

1. To establish rapport between the researcher and the participants on time/place/types of delivery of the sessions/language of instruction
2. To implement Teachers' Sense of Self-efficacy Scale, Teachers' Attitude towards Professional Development Scale (TAP Scale), Weekly Evaluation Forms
3. To conduct semi-structured interviews

Flow:

1. Depending on the form that the participants filled in, it was announced that weekly gatherings would be on Fridays after work.

2. The semi-structured interviews were held in the participants' workplace and the scales, consent forms and questionnaires were distributed.

3. Each participant was provided with the provisional weekly program.

3.6.3. Week 3

Objectives:

1. To break the ice among the participants and to learn more about each other

2. To distinguish between concepts of 'teacher education', 'teacher training', 'teacher development'

3. To discuss why there is a need to develop professionally

Flow:

1. Several ice-breakers prepared by the researcher took place to get to know each other.

2. The participants brainstormed /discussed/defended why it is/it is not required to develop   and do research as a teacher. After the discussion, I displayed a recorded video of students from different departments, including students from ELT departments, giving their opinions on 'what makes a teacher effective'. It constituted the central part of the discussion.

3. The participants compared their ideas with the students' ideas.

4. A presentation on differentiating the concepts of 'teacher education', 'teacher training', 'teacher development' was delivered through slides and a summary of the articles on the concepts.

5. At the end of this session, the participants were able to classify and generate examples under training or development categories from the given extracts and from their own professional experience.

Methods and Techniques used:

Brainstorming, discussing, displaying vignettes from real life, reading from printed documents, videos and slides.

Additional Reading:

Two state-of-the-art articles (by Mann, 2006 and Richards, 2002) from ELT were provided to review and a summary of the week was supplied in printed form

Evaluation:

Weekly evaluation forms were filled

Reflections:

The Vygotskyan concept of mediation refers to the social interaction between two or more people with varied levels of skill and knowledge. Often a peer and a teacher seek ways to help one another to learn and the significant person in the learning is the mediator. According to this perspective, a skill or knowledge which is beyond the learner's capability to cope necessitates working together with others. From the third session and onwards, the participants started working together, sometimes in pairs, sometimes in groups depending on the aim of the task.

Another significant issue that is worth mentioning is about teacher beliefs. Although there is a growing body of research on teacher's beliefs, it is hard to make a definition and evaluate them. According to Agyris and Schön (1974), teachers' behaviors are more enlightening than their sayings in reflecting their belief systems. Their beliefs about learning, their learners and themselves have an influence on the learning process. Therefore, teachers' reflection and its consistency with their actions is of vital importance. During the session, the participants were exposed to various tasks requiring different types of interactions. They had a welcoming attitude towards these interaction patterns.

3.6.4. Week 4

Objectives:

1. To go over the phases of AR from real life examples
2. To introduce key terms 'reflection, reflective teaching, reflection-in-action, reflection-on-action'
3. To inform the participants about reflective teaching, reflection-in-action, reflection-on-action, ways of being reflective, benefits of being reflective,

procedures for being reflective, factors to keep in mind while writing journals, approaches to writing reflective journals

4. To introduce the participants with crucial questions which are laying the base of reflective teaching pointed out by Burton (2009) to explore their teaching

5. To simulate writing entries to a journal

6. To make the participants respond to journals

Flow:

1. Participants were presented with vignettes of AR experience of teachers from different countries of the world, they read and analyzed them in terms of Plan, Act, Observe and Reflect stages.

2. Participants expressed their ideas about the vignettes and compared and contrasted their context with the given stories.

3. They were introduced with the terms and they elaborated on 'reflective teaching, reflection-in-action, reflection-on-action, ways of being reflective, benefits of being reflective, procedures for being reflective, factors to keep in mind while writing journals, approaches to writing reflective journals.

4. They distinguished between reflective teaching practices as 'reflection-in/on-action'.

5. They indicated the purpose and types of reflective journal writing.

6. They analyzed journal writing vignettes and differentiated their types.

7. They practiced writing their own journals and commenced writing teaching journals after this stage.

Methods and Techniques:

Brainstorming, discussing, analyzing vignettes from real life, reading from printed documents and slides, practicing journal writing

Additional Reading:

Focus questions (See appendix 7) for keeping journals derived from articles, book chapters on reflection, becoming reflective as a teacher, reflection-in-action, and reflection-on-action.

Task:

Keeping diaries by the participants according to the given guidelines (For those who prefer handwriting, notebooks were provided)

Evaluation:

Weekly evaluation forms were filled

Reflections:

Dewey (1933) takes reflection not simply as a sequence of ideas, but as a consequence in terms of its determining the next step as its proper outcome. Therefore, being reflective is a key issue to allow teachers to determine what they do well and what they need to do to improve in their practice. Using reflective practice is now widespread among many professional groups, both at the initial training stage and during CPD activities. (Forde, McMahon, McPhee and Patrick, 2006)

By being reflective, teachers gain a deeper understanding of their education context and make better-informed decisions. Schön's contrast between reflection-in/on-action, is a display of how teachers make judgements and decide on the next phase in a consecutive manner. Although reflective conversations, audio-video recordings and observations are useful, it is vital reaching written down insights of teachers and sharing them to a wider professional community (Burton 2009). Therefore, in the session teachers were introduced to writing their teaching events for later reflection and gain insights about their practices. With the guidance questions provided to teachers, they were requested to write down records of their routine and conscious actions in the classroom such as teacher talk with students, critical incidents in a lesson, beliefs about teaching, outsider factors affecting them and personal views about language teaching and learning. Before making entries from the week onwards, a few training exercises which provided focus questions took place during the session about the content of the session. Teachers were distributed notebooks to write their notes down. They were informed to make entries regularly and also unexpectedly if an incident arises. The reflective guidelines were provided:

- regular entries by setting aside regular five-to-ten minutes time as soon as possible after the event
- uncensored

- style, grammar or organization are not the main concerns

In addition, a session on how to go over the entries would take place in the following session.

3.6.5. Week 5

Objectives:

1. To analyze vignette examples and indicate the answers to the focus questions
2. To review the entries
3. To respond journals
4. Sharing and exchanging information on each other's journals
5. To relate AR to reflective teaching

Flow:

1. Participants were presented with vignettes of reflective experience of teachers from different countries of the world
2. They matched the focus questions and teachers' reflections
3. They read and analyzed them in terms of Plan, Act, Observe and Reflect stages
4. They distinguished between reflective teaching practices as 'reflection-in/on-action'
5. Affective, Procedural, Direct- respond comments were made.
6. The same procedure was repeated for the participants' journals in pairs.

Methods and Techniques:

Brainstorming, discussing, analyzing vignettes from real life, identifying the phases of AR in vignettes, reading colleagues' entries and responding to entries

Evaluation:

Weekly evaluation forms were filled

Reflections:

The session was probably the most strenuous part of the whole program due to the fact that it required effort both for the researcher and the participants. Apart from lesson notes written down on post-its on certain pages of the textbooks, it was the first time the participants made entries, made comments on them and read a colleague's entry and reflected on other's work.

3.6.6. Week 6

Objectives:

1. To refer to past teaching experiences and discuss 'burning questions' related to students' learning, changes to be made, trying out new teaching ideas and its results.
2. To match given questions under the category of broad areas of teacher interests those provide a focus for AR
3. To examine their personal beliefs on students themselves and classroom

Flow:

1. Participants recalled their experiences from working on the discussion questions distributed
2. Participants were provided with questions from teachers' interests and latest workshop topics in ELT
3. Participants matched the questions with areas of teacher research
4. Participants generated rough questions to refine for each areas
5. Participants wrote answers for survey questions on their 'beliefs' and add their own questions to the list
6. Participants were distributed a framework for writing a research question and noted down their ideas into the frame for the following week

Methods and Techniques:

Brainstorming, discussing, reading from printed documents, videos and slides.

Additional Assignment:

AR planning the action frame

Evaluation:

Weekly evaluation forms were filled

Reflections:

Among the types of journals, five participants preferred 'stream-of-consciousness' mode as they found it easier. The remaining four teachers preferred centering on the focus questions provided as they felt they suggested a route to work on. During the presentation of the researcher's documents and slides, a quick but fruitful discussion on Socratic Questioning took place. In this session, I realized that the participants spent less time on analyzing and unassembling the stages of AR in the given examples (in previous two weeks almost five minutes for each vignette; in this session only in 1, 5 minutes the analysis was completed) The participants were becoming more and more familiar with the process of AR and an overall idea how to conduct their own work.

3.6.7. Week 7

Objectives:

1. To identify a focus for the AR and formulate a research question
2. To search ways to find relevant literature
3. To identify and prepare the parts of a consent form for the participants' study
4. To fill in a hypothetical consent form

Flow:

1. Participants were provided a framework to brainstorm on a research question.
2. They noted down their ideas
3. They were provided with steps of searching for their study
4. Several pair work/group work tasks were assigned to narrow down their research ideas and discussed the patterns emerging from their journals which could constitute an AR frame

5. They analyzed the parts of a consent form one by one

6. Ethical issues were introduced the participants, example questions to relate to ethical issues were displayed. As mini groups, they noted a few anticipated ethical problems from their contexts.

7. They generated 'what if…' statements related to their context and suggested solutions to each other

8. They matched the contents and the main parts of a consent form and made their way to finalize their own consent forms

Methods and Techniques:

Brainstorming, discussing vignettes from real life, matching, reading from printed documents, slides.

Additional Assignment:

AR planning the action frame and shaping the research question

Evaluation:

Weekly evaluation forms were filled

Reflections:

During the session, two pairs of teachers decided to conduct their AR studies together as they were partners in their institutions and it would make their jobs easier and more effective. I did not reject the idea.

3.6.8. Week 8

Objectives:

1. To formulate/revise the research question for teachers' AR

2. To work on ways to search related research

3. To elaborate to make a preliminary plan on AR for each teacher collaboratively

4. To formulate rough stages of the AR

Flow:

1. The setting of the meeting hall was organized in a circular mode allowing small groups (three in each) to work on their AR plans one by one in a collaborative manner. (five teachers were quicker to start their cycles and had already passed their plan stage; this was possible by one to one meetings and e-mails sent and received)

2. The teachers shared their plans, discussed, exchanged their ideas on each other's plans and noted down their ideas that they found worth considering

3. The researcher acted as a conductor, managing the small circles of discussions making sure that each discussion was reported to be as doable AR plans.

4. They were provided with steps of searching for their study

5. Preliminary plans were noted down under the relevant categories by individual teachers after group work

6. Anticipated problems and how to avoid them were added to the reports

Methods and Techniques:

Brainstorming, discussing in groups, reporting under categories, filling in provisional plans

Evaluation:

Weekly evaluation forms were filled

3.6.9. Week 9

Main Goal: To put the plan into action (second stage of AR)

Objectives:

1. To analyze vignettes to identify the stages of AR

2. To discuss and choose appropriate ways to collect information according to the research questions

3. To match research problems with data collection methods

4. To comprehend and differentiate between observational and non-observational methods

5. To practice acting like a stranger in an immediate context for gaining a deeper understanding of observing

6. To develop skills like collection, analysis and interpretation of classroom data

7. To assess their behavior, as teachers, or the situation in the classroom.

Flow:

1. Participants were provided with vignettes to answer questions:

   1. How does s/he selects an issue to examine in more detail?
   2. What is the research question?
   3. What procedure does s/he choose for collecting information?
   4. How does s/he observe the effects of his/her plan?

2. Participants went over and discussed several research questions and ways to collect information for those questions to gain more insights about their own questions and ways and to compare

3. They were provided with examples of observational and non-observational methods of gathering data

4. They acted as strangers and take notes for five minutes in an immediate context for analysis

Methods and Techniques:

Brainstorming, discussing, comparing AR vignettes with teachers' studies, practicing how to observe, becoming familiar with observation documents, video, slides and filling in observation documents.

Additional Reading:

Articles on AR

Evaluation:

Weekly evaluation forms were filled

Reflections:

This session revealed teachers' concerns about classroom observation during the brainstorming and discussion stage about observation. Apart from one of the teachers,

they stated that they were exposed to unpleasant behaviors, criticism after they had been observed by their heads obligatorily. They were uninformed about the so-called classroom visits. From the discussions I deduced, their attitude towards being observed was negative especially by people who are emphasizing their superiority rather than developing the teacher, his/her classroom teaching, understanding, the institution they work and ultimately language teaching. In their previous experiences, they did not feel that the observers genuinely explored what was happening in the classroom. Even one of the teachers stated that they felt themselves as if they were in a police department investigation. On the other hand, they were aware that 'observation' would be really effective when done by professionals. As one of my research questions was resolving teachers' own instructional problems and fostering their reflective thought through AR, it was necessary to go over 'observation' in detail as a significant data collection and reflective tool. They were introduced to guidelines of observation, types of observing, its advantages which outweighed its drawbacks, and well-known observation tools by important scholars in the world of ELT (Fanselow, COLT, and the like) At the end of the session, they went over their data collection tools and realized that they were already using various observation tools and the term 'observation' did not necessarily meant being observed by superiors with a criticizing attitude.

3.6.10. Week 10

Objectives:

1. To inform the participants on observation and types of observation
2. To distinguish between the pre-while and post stages of the observation'.
3. To discuss what is visible and invisible in the classroom
4. To discuss the rules of giving feedback
5. To inform the participants on types of observation notes
6. To show and practice how to write reflective, analytical, narrative and shadowing notes

Flow:

1. Participants could describe and detect the features of 'other, self, peer, collaborative' observation and stages of observation after slides and videos presented

2. They wrote and related the appropriate focus questions for observation

3. They made necessary changes in their own work

4. They brainstormed /discussed what was visible and invisible in the classroom

5. They sorted out advantages and disadvantages of each type of observation

Methods and Techniques:

Brainstorming, reading from printed documents, video, slides, discussing, matching

Additional Reading:

Classroom observation examples, observation tools, a book chapter on observation

Evaluation:

Weekly evaluation forms were filled

Reflections:

The session was intensive in terms of its workload on part of both parties. A great number of documents of observations were reviewed. Certain problems related to using observation as a data collection instrument were discussed in groups. Ways to eliminate these drawbacks were discussed, too. Some checklists were revised together with the teachers. Several categories in teachers' observation forms were identified.

3.6.11. Week 11

Objectives:

1. To work on post – observation issues (briefing)

2. To inform the participants on feedback types

3. To distinguish between corrective, evaluative and strategic feedback

4. To describe types of observation notes

5. To illustrate observation notes

Flow:

1. Participants checked each other's post observation forms

2. They restated the concerns while giving feedback

3. They demonstrated examples of corrective, evaluative and strategic feedback on each other's work

4. They detected reflective, analytical, narrative and shadowing observation notes

5. They exchanged their notes to define the characteristics of their notes.

Methods and Techniques:

Relating under categories, arranging, reading from observation documents, modelling and revising examples

Evaluation:

Weekly evaluation forms were filled

Reflections:

Before the session, the teachers were distributed an observation form to fill in during the session. Each participant was assigned to focus on one component of the form. (See Appendix 8) After the session, a post session was scheduled with the participants to hold with every individual teacher during the week before the next session.

3.6.12. Week 12

Objectives:

1. To discuss the remaining data collection tools: Recording, surveys and questionnaires

2. To list advantages and disadvantages of audio and video recording

3. To inform the participants on types of survey questions

4. To inform the participants on the preliminaries of questionnaire design

5. To illustrate types of interviews and questions in the survey

Flow:

1. Participants listed other tools than observation

2. They recalled the advantages and disadvantages of audio and video recording

3. They categorized questions into three as factual, behavioral and attitudinal survey questions

4. They identified the qualities of questions in a survey from different aspects like ambiguity, language level and knowledge.

5. They outlined two AR examples using interviews as a data collection tool

6. They recognized the types of interview

Methods and Techniques:

Brainstorming, discussing vignettes from real life, analyzing printed documents, videos and   slides.

Additional Reading:

A document titled 'Interview Guide' and PowerPoint presentation notes on 'Interview in qualitative Research' were assigned as additional reading to reflect on what they did so far.

Evaluation:

Weekly evaluation forms were filled

3.6.13. Week 13

Objectives:

1. To review the remaining data collection tools

2. To inform on data triangulation

3. To distinguish between data triangulation types

4. To discuss observation stage of their action plans

5. To reflect on through discussion questions

Flow:

1. Participants went over data collection tools

2. They sorted out data triangulation methods from AR examples

3. They chose from what the best way was to make meanings of their data

4. They reflected on their data through answering reflection questions provided by the researcher.

5. They worked on ways of displaying data on their own first, then with their pair, than in groups and with the researcher.

Methods and Techniques:

Discussing, reflecting on data, slides

Additional Reading:

Reflect Stage from Burns (2009)

Evaluation:

Weekly evaluation forms were filled

Reflection:

The session was devoted to data triangulation. Data triangulation was handled through time, space and researcher aspects. Discussion key questions to put the data into meaningful units were replied. Teachers who observed the results of their action plan worked on their data and finalized their study.

3.6.14. Week 14

Objectives:

1. To end the process
2. To make overall conclusions and interpretations
3. To work on the ways of presentation
4. To make the AR research ready to share

Flow:

1. Participants shared their insights in the light of reflection questions (Burns, 2009, p.143-4)

2. They made a summary of their research journals, exchanged and went over each other's AR

3. They elaborated on whether there was a need to expand the related literature more

4. A research presentation schedule was provided

5. Together with the researcher each participant's AR was fit into the schedule through one-to-one discussions

Methods and Techniques:

One-to-one, group-based discussions, reflecting on data through framework questions

Additional Assignment:

Putting the teachers' AR studies into presentation modes

Evaluation:

Weekly evaluation forms were filled

Reflections:

This session was reserved to finalizing the AR studies of the participants. For two participants, the cycle had had to be repeated while the others finalized their studies in one cycle and decided to focus on other aspects of their classroom instruction, beliefs and students in future studies. They eagerly prepared their presentations in oral format through slides and shared their studies in an international conference on 'Language Teacher Research' three weeks after the end of the program

3.6.15. Week 15

Week 15 was devoted to refining and finalizing of AR studies. The researcher scheduled one-to-one meetings with all the participants.

3.6.16. Week 16

Objectives:

1. To implement the scales, forms and program evaluation forms together with post-interviews.

Flow:

Teachers prepared the final mode of the AR studies collaboratively. They prepared their presentations in the intended format. Seven of the teachers shared their work with an international professional audience in the same conference. The conference theme coincided with the aims of the study and it was chosen to disseminate their studies on purpose. The two remaining studies were presented in local circles, at their institution in a meeting. The scales and forms; namely, Teachers' Self-efficacy Scale, TAP scale were applied again. Program evaluation forms were distributed and post interviews were held with participants and their journal entries were collected together with weekly evaluation forms. .

Saying goodbye was not literally a farewell; nevertheless it was a gateway to further studies with the hope of making the rolling snowball bigger and bigger in future studies.

3.7. Data Analysis

According to (2002), data analysis begins with the analysis of the first documents; namely, first interview and first implementation of documents as it allows the researcher to make necessary changes along the way and not to end up with voluminous records without a clue where to begin. In this respect, data collection and analysis were overlapping from the beginning to the end of the study.

3.7.1. Qualitative Data Analysis

Firstly, some demographic variables such as age, teaching experience, undergraduate area of study, weekly workload were gathered to provide a profile of the participants. Throughout the study, participants wrote reflective diaries about the tasks related to their AR projects and the researcher took field notes and interviews were conducted. Patton (2014) claims that the researcher is aware that there is no one "recipe" but there are "unique" ways of interpreting the data for each qualitative researcher (p. 432). Although producing good, meaningful data is laborious and time intensive, it is advised that the researchers to first consider the patterns and themes that emerge in the data collected (Patton, 2014, p. 5). The qualitative data gathered from the semi-structured interviews, participants' diaries, researchers' field notes and weekly evaluation forms were subjected to content analysis and analyzed by means of an

inductive approach. The inductive approach is the identification of the codes, categories and themes. In the inductive data analysis, pre-coding categories that emerged were checked, confirmed and modified through a deductive approach.

3.7.1.1. Data Coding

Qualitative data obtained from all sources in the study were subjected to content analysis. Firstly, the qualitative data gathered was transcribed. The interview data were already printed on the computer as the researcher printed the talk simultaneously during the interview. The remaining data gathered from the participants and field notes by the researcher were printed later on, too. While doing so, it was beneficial for the researcher to be familiar with the transcribed data in terms of identifying common words and phrases to form relevant recurring themes and patterns. As a next step, the researcher began open coding, which refers to the process of breaking down, examining, comparing, conceptualizing and categorizing the data. A column was created on the right of the transcribed data. Strauss and Corbin (1999, as cited in Yıldırım and Şimşek, 2011, p. 261) put coding into three types;

1. Coding according to the previously identified theoretical framework of the study
2. Coding according to the concepts identified from the data (inductive coding)
3. Coding according to mixing type one and type two above.

In the coding process type three was followed. For research question one, inductive coding took place. Recurring words and phrases were identified and highlighted to form relevant recurring themes and patterns. The emerging main concepts were 'attitude towards professional development activities', and 'effect of AR on professional development'. This identification directed the content analysis and together with the data revealed through inductive analysis they were added to the coding list. Sometimes the old codes were revised and new ones were added to the list. The coding was done on the computer by creating columns for main themes and codes. The codes were double-checked and the irrelevant data were excluded.

For question two, a deductive method was employed. The teachers' self-efficacy scale has three dimensions (Çapa, Çakıroğlu, & Sarıkaya, 2005) as:

1. Teachers' efficacy in instructional strategies
2. Teachers' efficacy in student engagement
3. Teachers' efficacy in student engagement.

The general conceptual framework was based basing the data on these three dimensions of self-efficacy. The qualitative data gathered from the interviews, participants' diaries and weekly evaluation forms was read thoroughly. The recurrent words and phrases related to self-efficacy themes were highlighted and coded. For the third research question, the same approach was employed. After an intensive analysis of the participant and researcher qualitative data codes related to reflective thinking were identified and combined under the 'reflective thought' code. Teachers' direct statements related to reflective thought are provided in the results section.

The use of multiple data sources help to achieve 'triangulation of data to enhance the validity of data analysis' (Bryman and Burgess, 2001, p. 222) .To minimize possible bias in coding and data reduction, two experts were invited to code the transcribed version of the interviews, diaries and evaluation forms. They were provided with the transcriptions and the research questions of the study. They wrote down themes related to research questions of the study. During this process, new entries emerged as different factors such as combination and recoding under divergent categories. After the comparison of the data coded by the experts with that of the researchers', they were shared with an experienced colleague who had long years of teaching background to double check the coding and to sustain reliability and validity. For anonymity purposes, the participants' names were excluded from the study and merely numbers were used. For example, each instructor was given a number like Teacher 1, Teacher 2, etc. For authenticity, every spoken word in the interview was typed in Word, excluding irrelevant talks during the interview. The language of the interview was English; however, the interviewees were made sure that they could switch to Turkish whenever they felt the need. After the interview their answers to the questions were member checked. Additionally, grammatical mistakes in the reflection forms and diaries were not corrected as they did not interfere with the meanings deduced. The following stages outline the data analysis of the study offered by Patton (2014) and Creswell (2003).

1. Gathering information through interview, weekly evaluation form, researcher's field notes and the participants' diaries

2. Transcribing

3. Forming a general concept (to relate to the research questions) before analysis

4. Pattern recognition – intensive reading of the whole set of data to find themes and patterns

5. Inductive analysis to find patterns, themes and categories

6. Classifying themes to form categories and broader patterns

7. Data reduction and focusing on the research questions

8. Interpreting the data to reach generalizations and relating them to literature

3.7.2. Quantitative Data Analysis

Teachers' Attitude towards Professional development and Teachers' Self-efficacy Scales and program evaluation forms were analyzed statistically by using SPSS 20. For the program evaluation questionnaire, the percentages, means and frequencies of the data were calculated using SPSS 20, too.

3.8. Ethical Considerations

Several ethical issues that were considered in the research study are stated under the following headings:

3.8.1. Intercoding Reliability

Concerning the coding reliability two experts from the department of ELT who have carried out a coding process before and one of them with a PhD degree and the researcher agreed on common codes. They checked for intercoder reliability after the coding process. The intercoder reliability was based on Miles and Huberman's formula (1994, p.64). The rate of agreement between experts' coding was calculated by dividing the number of agreements into the sum of agreements and disagreements. The result was 85%. This is considered to be an acceptable level of coding reliability.

3.8.2. Validity

Validity is primarily concerned with the objectives of the study. Since qualitative research does not lend itself to the generalizability or the external validity, validity

refers "to determining whether the findings are accurate from the standpoint of the researcher, participant or the readers of an account" (Creswell & Miller, 2000 as cited in Creswell, 2003, p. 196). In this study, internal validity was sustained through the following means:

Clarification of the researcher bias

Clarifying 'the bias the researcher brings to the study by self-reflection, being open and honest' (Creswell, 2003, p. 196) was sustained and it is provided in the 'researcher's role' section.

Neutrality in the interviews

The neutral attitude along the interviews and the neutrality of the interview questions were essential to sustain validity.

Presenting opposite views and perspectives

In qualitative research to 'present negative or discrepant information that runs counter to the themes' is crucial (Creswell, 2003, p. 196). Accordingly, different perspectives were presented as much as the data revealed them.

Authorization of Release

In this research, the interview questions, the aim of the research study, the plan of the study, data collection methods, and the informed consent went through the approval of the participants of the study. They were ensured that their identities would not be revealed by any means in the study. They could end their participation in any phase of the study.

3.9. Conclusion

This chapter began by focusing on the research design of the study. A mixed method research design was implemented and the reasons why the current study lended itself to so-called research design were stated. Later on, a voluminous record of information on participants was provided. The researcher's roles from the beginning to the end of the study were explained. What is more, data collection instruments; qualitative and quantitative instruments were outlined by briefly touching upon the specific tools used throughout the study. In addition to that, preparation procedures of the study before commencing the program and weekly sessions of the AR Teacher Development Program were provided in detail. Information related to coding of qualitative data was given in stages. Finally, both qualitative and quantitative data

analysis procedures and ethical issues regarding reliability and validity constituted the end of the chapter. The following chapter is devoted to displaying how the data collected was analyzed.

CHAPTER IV

RESULTS

4.0. Introduction

This chapter presents the results with specific respect to the research questions of the study. Therefore, the results are categorized under three main questions: How does AR, as a form of CPD, contribute to teachers' attitude towards professional development, teachers' self-efficacy beliefs, and teachers' reflective thought. The quantitative data were analyzed through non-parametric tests addressing the initial two questions. The aim of the tests is to reveal teachers' attitude towards professional development and self-efficacy beliefs. For the third question, mean scores of the questionnaire are provided. Finally, content analysis report together with the excerpts from the participants' and the researcher's notes addressing the three sets of research questions are provided under each research question heading.

4.1. Results

All the participants went through a number of steps throughout the study. The AR for teachers' professional development program entailed certain steps: The participants were steered towards reflecting on their classroom practice, their students and themselves with the help of focus questions to identify their research questions, outline a research plan, collect data, analyze the data, document their AR study in written form, reflect and share their study with others. Figure 4 below shows the process that the participants were engaged in:
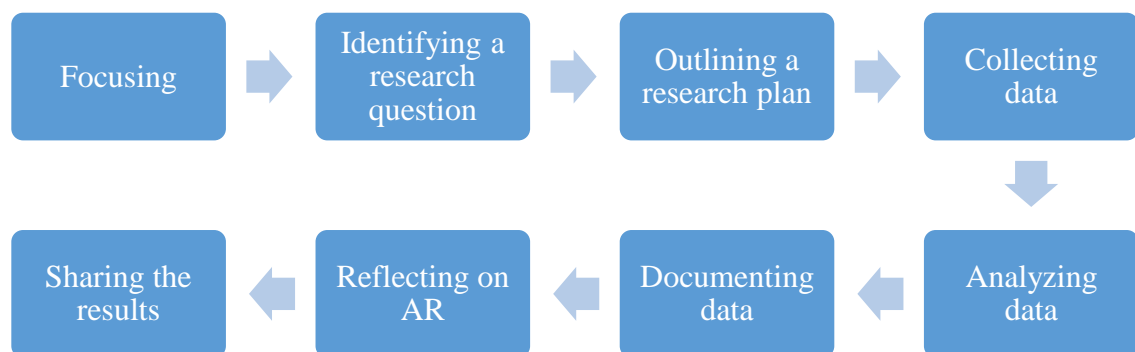
Figure 4. AR stages of the participants throughout the study

The results of the study are displayed in line with the research questions that lay the ground for the current study. For the results, both quantitative and qualitative methods were utilized. As for the quantitative part, SPSS statistical package 20 was used. The qualitative data were subjected to content analysis.

4.1.1. Findings Related to Research Question One

In order to see whether there is an improvement between the TAP scores of the participants before the beginning of the study and through the midst of the study, a Wilcoxon Signed Ranks Test was conducted to be able to trace the effect of the AR program and it was hoped to contribute to teachers' attitude towards professional development. Expectedly, there was an improvement in teachers' attitude towards professional development through the midst of the program. Table 4 shows the Wilcoxon analysis results of the pretest and while test scores of the participants.

Table 4

Wilcoxon Analysis of Pre-Test and While-Test Scores of TAP

Pairs	Tests	N	*Mean Rank*	*Sum of Ranks*	Z	*p*
TAP	Pre-Test	9	,00	,00	-2,694	,007
	While-Test	9	5,00	45,00		
Positive Ranks	9					
Negative Ranks	0					
Ties	0					

The results show that there is a statistically significant difference between the pre-test (M= 3.04) and the while-test scores of the AR participants (M= 3.97) (p<.05). As presented in Table 4 above the results of the two tests display difference between two intervals, which means that teachers' attitude towards professional development started to veer towards a more positive look after their participation in the AR program.

After seeing the difference between pre and while tests, the researcher continued with the program. After the program, a Friedman test was conducted to see whether there is a statistically significant difference among the three intervals with regard to

participants' attitude towards professional development. As the findings yielded significant differences, in order to find out which tests have significant differences, post hoc tests were conducted to see the differences between pre-test and post-test, while-test and post-test results of the participants. A Bonferroni correction was done. Thus, .05 was divided by three and reset the alpha at above .017. Wilcoxon test was used as a follow up test. The results indicated that all three pairs: pre-while (p<. 017), while-post (p<. 017), pre-post (p<. 017) have significant differences. Table 5 below shows the results of the Friedman Test:

Table 5

Friedman Test Analysis of Pre-test, While-test and Post-test Results of TAP

Tests	N	*Mean Rank*	*Df*	X^2	*p*
Pre-Test	9	3,04	2	18,00	,00
While-Test	9	3,97	45,00		
Post-Test	9	5,52			

4.1.1.1. Summary of the Content Analysis Regarding Question One

The study yielded most voluminous qualitative data on participants' attitude towards professional development. The data collected through qualitative methods are in agreement with the pre- while- and post- test results of the Wilcoxon Signed Ranks tests above as a result of participation in the AR process. This may have a variety of reasons which will be discussed below with the extracts taken from the participants' diaries, researcher's field notes, weekly evaluation forms and semi-structured interviews, which were all subjected to content analysis.

Although most of the participants were in their early years of teaching (Mean: 7. 1 years), they had preconceptions about the ineffectiveness of the professional development activities in general. According to all qualitative data gathered the rationale behind most teachers' negative attitude towards professional development activities stemmed from their past experiences in and out of their context (the activities held both at their workplace and in different institutions in the city).

A detailed comparison of the attitudes of teachers before and after the program displays that the program led to change in their claims concerning attitude. The data were classified under two categories as participants' pre and post attitude excerpts along

with the most frequently emerged themes: *Attitude towards Professional Development Activities before and after the program* and *Effect of AR on Professional Development.* The following table displays the themes emerged from the data:

Table 6

The Themes that Emerged from the Qualitative Data Analysis

Theme	Major Themes	Codes
Theme 1	Attitude Before the Program	
	Negative	Short term
		Impractical
		One way/no interaction
		Poor in quality
		Irrelevant to needs
	Neutral	Neutral
	Positive	Beneficial
Theme 2	Attitude After the Program	
	Positive	Professional improvement
		Humanistic
		Realistic
		Learning from others
		Collaboration
		Awareness raising
		Causing self-growth
Theme 3	Effect of AR on Professional Development	Positive
		Awareness raising
		Interest raising
		Instructional improvement
		Systematic thinking/acting
		Problem solving
		Teacher voice
		Teacher autonomy

From the analysis of the data, three major themes emerged as given above. These themes are related to research questions.

In general, most of the participants expressed their negative attitudes towards professional development activities and they stated a bunch of reasons for their attitude. They were categorized under the theme of 'attitude before the program'. They complained about their being one-shot, their content offering ideas which are not applicable to their classroom environment, one way input, the low quality and allowing

no room for participants. After the program, teachers' claims about their attitude changed. They reported that PDA raise awareness of teachers concerning their classroom instruction, the need for professional improvement, give way to growing as an individual, social teacher, encourages teachers to do more, cause self-respect as a professional, add to professional knowledge, make people learn from each other, share and collaborate and set realistic goals.

4.1.1.1.1. Analysis Results on Attitude before the Program

The analysis of the data on teachers' attitude attitude before the program revelaed three major themes as negative, neutral and positive. Out of nine teachers, six teachers (T1, T2, T3, T7, T8 and T9) stated that they had a negative attitude towards Professional development. Two teachers (T4 and T5) stated that they were neither positive nor negative towards PDA. Only one teacher (T6) had positive feelings towards professional development claiming that PDA were beneficial. The data analysis helped to identify the reasons behind their attitude through reaching major themes and codes. The most recurrent negative codes were PDA's being one way and irrelevant to their needs.

One way/No interaction

The teachers claims on the noninteracting nature of PDA were used to refer to teachers' not being provided with the opportunity to participate in a dialgoue but being seen as passive recipients of a community to be lectured. T2 was one of the supporters of this claim. T2 is an ELT graduate. He has 4-year experience in teaching English at a language course and a private university. He did not have a positive attitude towards professional activities due to one day seminars he attended in the city. Additionally, a few professional development sessions in his workplace added to his negative attitude. He was negatively influenced by unprofessional attitudes of the trainers in the workplace. Despite his unfavorable attitude to professional development activities, his colleagues persuaded him to attend the AR program. He stated that

'...I really did not want to attend the program but its being on AR (I just heard the term) and a long term activity puzzled me. After the first meeting, deciding on the time of the

program and being informed about the content, signing the consent form (for the first time) made me think twice. In the end I wanted to be with my friends…'

After his decision to participate, he was still unsure about his decision as he was still under the influence of his background experience as illustrated in the following extract:

'...I feel doubtful about this activity because I have the fear that it will turn out to be a lecture. This is what I have experienced until now. Although I never attended a study in which I can conduct my own work relevant to my context, all the short term conferences, seminars I attended were not interactive but one-way like a lecture. I think we need to move forward to make myself believe.'

Similarly, T8 suggests that PDA have one way interaction:

'... In my opinion, a teacher has to develop and make most of what he can. I learn more together with my colleagues. I feel myself weak in some points and sometimes think that other teachers are more confident since they know more than me. I know this is ridiculous because it is not possible to know everything about teaching. This is maybe because I am an English Literature graduate. Although I feel positive about improving myself, I have negative concerns about PDA. They were not held in the way I expected. I could not be heard as a teacher.'

T8 is an English Language and Literature graduate with three years of teaching experience. Although she has a relatively short teaching experience, her teaching experience varies in terms of student profiles and institutions. She worked for a High School for a short time, a language course and preparatory school in two different institutions. Dissimilar to other teachers, she attended a longer term (13 days) professional development activity on leadership. She stated that she always had the intention 'to break the routine in the classroom' and 'develop professionally'. She has a positive attitude towards professional development activities especially on making students and herself more autonomous.

In the interview, she additionally stated that the seminars in the city were usually held by the same professionals; so they were repetitive in style and not stimulating. She

considered herself as a novice and enthusiastic teacher trying to add to her profession by doing her best through reading and attending seminars at her convenience. Since she is a English Language and Literature graduate, she feels the need to be more competent as a teacher especially in classroom management. She claimed that there was lack of collaboration in the workplace, so she was interested in attending an AR program together with colleagues from different institutions. Furthermore, she stated that she expected more from a development activity in which few people participated. She preferred to remain silent in crowded seminars as she believed that it was impossible to solve problems without taking contextual realities into consideration and being collaborative. She believed that interaction is the key component of PDA.

In a similar vein, T9 stated her rationale behind her negative attitude towards PDA in a very expressive way:

'...I attended almost all the seminars here with different themes like how to teach through songs, classroom management, teaching a certain skill, etc… These seminars are disputable. Somebody comes and talks an hour without any interaction. They give you ideas on how to teach a skill; in fact, how to revise a taught skill. Mostly what is lectured has nothing to do with our context. Although it may be OK, since a teacher can adapt it, but why bother? Isn't it better to start with the center I mean depending on the relevant context? They are better than nothing but loss of energy, time and sources in my opinion.'

T9 is an English Language Teaching graduate with 5 years of teaching experience. She worked at two different preparatory schools and at a language course with adult learners. She attaches a great deal of importance to her profession and puts it in the second place after her family in terms of priority. T9 produced the most voluminous records during the program. Beginning from the pre-service teaching years, she commented on the insufficiency of practice teaching hours. She claimed that during departmental courses, they were distributed topics related to the course and they were presenting to each other. It had drawbacks in that all they could learn was much more about their presentation not the others'. They were not provided with support or mentored; merely they were given the topics to present to the classroom. However, she wanted to learn about other presenters' topics, too and have a discussion together on how to exploit the topic in a better way. She pointed out the weaknesses in pre-service

courses and stated that there was no room for creativity and students' voice. She could learn more after graduation from the real context. She emphasized the importance of learning within the context by her statement below:

'... I want to know about what other professionals doing and improve by helping each other. We need to talk, give feedback to each other. It is not likely to develop ourselves without knowing our realities. If we do that through small group long term activities by documenting and reflecting on our work, it will take less time to reach consensus on certain problems and to solve those problems together.'

T9 added that it would be better to have professional development options in the context depending on the needs in small groups since teachers refrained from talking about their reality or problems in a crowded group. She stated the importance of working collaboratively in small focus groups as teachers cannot make productive and focused talks during large group meetings but talk in general terms. She would like to know more about what other colleagues in other institutions teaching the same age groups are doing.

Impractical

Impracticality, as perceived in this study, refers to top-town or centralized organization of PDA and their being inappropriate to teachers' real life context. The two participants (T1 and T3) expressed their thoughts with specific respect to impractical nature of PDA they have attended so far.

T1 is an ELT graduate. He has a profound professional background despite having taught less than eight years. He has worked at Ministry of Education Secondary Schools. He attended centrally organized, regular in-service training programs of Ministry of Education for Secondary School Teachers. He carried out his AR on integrating smartphone applications into his instruction and specifically for the purpose of speaking skills of the students. He supports his claims on the impractical nature of the PDA as in the following:

'...They are not practical but theoretical. They are solely for fulfilling the wish of the administration. The trainers are not usually experts but teachers working on a topic. They search from the Internet and make presentations… Although you add to your

Professional background very little because of the content, the way they are handled and not enough professional background of the trainers. But the in short term training programs we chose to attend during the year there were experienced teachers. That was good. ...'

Additionally, he makes suggestions to better the way the PDA are held in his words as:

'...In my opinion, there must be a call for participation but with a variety of selections in topics…'

and the rationale behind teachers' attending to PDA according to T1 is:

'...The certificates that were provided by those short term seminars were considered as extra points on the way to become one of the administrators. That was why teachers attended those seminars: for certificates not for learning unfortunately…

To sum up, T1 claims that he doesn't 'think Professional development activities are really effective'.

Similar to T1 and T3 is an ELT graduate. He has 8-year teaching experience both at language courses and at the preparatory school of a private university. He is keen on teaching and becoming socialized at professional development activities. He was not as negative as T1 towards professional development activities because 'they were means of gathering with friends' as he stated. On the other hand, he was aware that professional development activities were to be more than social gatherings. He attended several one-day seminars, held certificates from them for future reference; however, he was sorry that he could not remember any of them when asked, what those activities added to him individually, professionally and institutionally.

While reflecting on previous experiences, he stated that beginning from his university years, including most of the courses he attended and just very few professional seminars so far, were so superficial. He said all the long lasting professional knowledge came from his actual classroom teaching. He claimed that he developed a negative attitude towards professional development activities as they disappointed him in content and style. The ones he attended were 'non-dialogic, lecture-

like conferences' and not open to discussion among participants. He stated that it was natural because of time and crowded participant constraints. All they could do was to take e-mail addresses of the presenters during the presentation but forgetting about it very quickly.

Concerning his instruction and students, he stated that he was in need of professional support. He wanted to attend the program because he had the hope that he would have a chance to tackle with these problems in such a long run program, in which he had the chance to gather together with colleagues from other institutions.

His claims are also related to PDA's being impractical in a similar sense as illustrated in his following talk:

'... What I wished in professional activities I attended was to be able to orient towards discovering and meeting my needs. I wanted to learn how to approach a problem and then how to solve it. I have been trying hard myself. The seminars I participated were in my city but usually in different institutions. They were held by trainers working for book publishers. I heard new technological and pedagogical terms. They were not worth the time they took from me, short indeed. I think I have to do masters or attend long specialized courses. I think it requires money.'

T4 and T5 had a neutral attitude towards PDA before the program. T4 is an ELT graduate. He has 5-year teaching experience both at a secondary school (for a short time) and at the preparatory school of a private university. From the researcher's impression he was rather meticulous in every session, attended all the discussions, made most of he could during coffee breaks and was very quick in returning researcher's e-mails and weekly responsibilities. As the researcher of the study, like all the participants he was devoted to his job. He was aware of his professional needs. He stated that he was really happy to be a part of a teacher professional development activity which was different from the very few activities he joined until that time. He was also pleased to be provided with the opportunity to work with academics from various universities in the city. He wanted to be a part of that academic atmosphere and was ready to learn from his colleagues without feeling the pressure of administration, getting grades but working merely for his professional development.

He also attended only a few one-day seminars offering certificates on classroom management and teaching certain skills. He preferred to attend them because he was at

the early stages of his teaching career. However, apart from a few tips on classroom management, he stated that what was presented was inapplicable in his classroom environment. Therefore, although the professional development activities he attended so far were in a way useful (in his terms), his expectations were not met. He stated that he was not favoring one day seminars basing on his experience. He was in his first semester of Master's Degree courses and he heard the term AR. He stated that AR is an emancipatory research study for the teachers. He would not have to be on the lookout for one day seminars after attending the AR program. So, his expectation from the program was really high. As the researcher of the study, I deeply felt the responsibility and the role I was holding, especially after T4's statements:

'…*In fact, most of us are searching for the answer of how we can become more professional in our jobs. So, we are looking for activities that would help us grow professionally. I am neutral towards professional development activities. Some people can take even from an hour of experience. There are a lot to learn for my job. What I expect is to be in a well prepared, clearly defined program that leads me towards a goal. The ones I attended were like spice in a meal. What I want is to be able to cook the meal first then add the spice.*'

T5 is an English Language and Literature graduate. He has 7-year teaching experience and a heavy weekly workload together with administrative responsibilities in his institution. He worked at various institutions; a language course, a Ministry of Education School and a private university in different cities. Working in different institutions added a great deal to his profession al background. He could attend mostly one/two day seminars. He stated that he was eager to participate in all those sessions due to his feeling of lacking in pedagogical courses in his department. He shared the same idea with T4 in that he was also neutral towards PDA as understood from his claims below before the program:

'…*To me, professional development activities such as workshops, seminars and short trainings may not be very beneficial. As my administrative role entails following and attending publishing companies' programs I sometimes feel that I am enriched by them. Nevertheless, there is more to do, I may not say I am totally positive towards professional development activities.*'

Another theme that emerged from the content analysis was being positive towards PDA. However, only one teacher (T6) found PDA beneficial:

'…*I have a positive attitude towards professional development activities. I try to attend whatever is organized in my setting and in the city. I believe one can learn from anyone, any topic. I have always loved my job and my students very much. I am curious person concerning teaching.*'

As the researcher of the study, I found T6 very devoted to her profession. Having the longest experience and being the oldest in the group, she was intrinsically motivated and that was the main reason for her positive attitude towards PDA as she welcomed every opportunity as an addition to her professional knowledge. T6 is an ELT graduate with 25 years of teaching experience. She worked for one the Ministry of Education High Schools in the beginnings of her career. Later on, she started working at preparatory school of a state university. She is a devoted teacher, she already has a positive attitude towards every kind of professional development activities. Similar to other participants, she attended short-term activities in the city.

She is the most experienced teacher in the group. She did not lose her young spirit in her wish to teach. She had a welcoming attitude towards working with young teachers as she believed becoming a better teacher entails learning from young people. She contributed a lot to the community spirit with her sincere and caring attitude.

She stated that in her university education, the students were not provided with enough practice teaching hours. The courses at the university were not efficient enough in steering and motivating them, either. She always read books, attended all kinds of Professional development activities in her setting. The activities were not systematic, but still she tried to benefit from them and tried to transfer what she learned in even those one-day seminars.

4.1.1.1.2. Analysis Results on Attitude after the Program

All the participants' attitude towards PDA was positive after the program. Through analysis under the main theme of 'positive' seven categories (professional improvement, humanistic, realistic, learning from others, collaboration, awareness-raising and causing self-growth) emerged.

The most recurrent categories were 'collaboration' (T3, T4, T5 and T8), 'professional improvement' (T2, T7), 'learning from others' (T5, T7), 'awareness-raising' (T1, T3), and 'humanistic' (T8). One participant (T2) found the PDA 'causing self-growth' and the remaining one participant (T6) as 'realistic'.

Collaboration

To start with the mostly preferred category, collaboration, it would be appropriate to what it addresses in the study. The participants valued the benefits of participating in the program. Collaboration was taken as working together, helping each other on something in order to achieve a goal. The collaborative improvement was by the sharing of ideas, the process of action research, and the critical feedback given by the teachers.

In the following extract, it can be seen how T3 *values* the collaborative nature of the program helped him to change his attitude towards positive. He claimed his personal benefit experienced in weekly meetings and diversity of experiences arising from this collaboration:

'...I more hopeful about my future studies. I learnt a lot from AR program. I have been encouraged to find solutions to my problems in teaching. A long-term professional development activity changed my attitude towards other professional development activities. My expectations from those programs changed because it was long-run and collaborative.'

T4's analysis yields similar claims in the following paying specific attention to sharing responsibilities with a colleague and the group:

'…I learnt a great deal in this involvement. My attitude towards activities like this are completely positive. Everything went well. There was trust among us. I met colleagues from different universities. We shared and helped each other in every step. After participating in this AR program, I learnt how to solve my problems. I worked together with a friend in the group. It made my job easier. In fact all the participants were there to lighten each other's work. Sharing the responsibility was enjoyable. I feel really enriched by all the activities and it had a good impact on me. I am luckier because a positive experience at the beginning of the career may last long.'

T5 as T4 above mentioned the collaboration category as a key factor which changed his neutral attitude to positive.

'...I benefited from AR program and I decided to make my classes more interesting and interactive for my students. In the program, I started to have a positive attitude towards professional development activities now because the one I was involved had interaction, collaboration and have space for discussion.'

T8 emphasized the collaboration in the program which made him feel more fruitful and self-sufficient at the same time as illustrated in the extract below:

'… Comparing sets of data was difficult. But working together with a colleague made it easier. We could produce many ideas; we even had to choose from them. I did not feel frustrated in any of the stages. We could lighten my work.

… In this study, I felt like playing the heroine in the film. I was responsible, I was working for my own context, I was supported, and I could work with colleagues on a problem or suggest solutions for their work (which made me feel important and self-confident).'

Professional Improvement

Professional improvement was another category mentioned by the participants. It was taken as a deeper understanding of the profession, adding to professional knowledge.   T7 is a case in point. She is an ELT graduate with two-year teaching experience. She worked as an educational consultant for an abroad language course program. She graduated from the department of ELT. She is committed to her job and very enthusiastic about improving herself as a teacher. Later on, she started working at preparatory school of a state university. Although she was in the beginning years of her career, she is well-equipped about finding ways to grow professionally. This is due to her previous experience as a consultant and profound knowledge on Turkish, abroad and online professional development programs.

Her personal interest was working on pronunciation. She claimed that not enough attention was paid on teaching pronunciation. Because of the pacing constraints in her institution, usually pronunciation sections of the units in their course book were selected as the primary parts to omit. Without being behind the program, she aimed to conduct

her AR study on pronunciation and received almost perfect results upon completion of the first AR cycle. Her research question was ready from the first week.

Her ambition in studying pronunciation also made the researcher and the other teachers enthusiastic about the study. Upon her interest, she wanted to focus on teaching silent letters and by reviewing literature and adding her own creative style of instruction, she conducted her study also attracting full attention from the students. Her study included voice recording by students at several intervals, individual/pair and group work, short story writing and acting out. Although being a fresh beginner as a teacher and not having attended in many professional activities, she had a negative attitude. She claimed that this attitude stemmed from other teachers' statements complaining about ineffectiveness of the nature of professional development activities in Turkey while working as a consultant:

'…*Unfortunately, I do not have a positive attitude towards activities. My previous job made me think that way. I was working in a firm for students and teachers on educational programs abroad. Teachers' complaints affected me in a negative way. I have been thinking that if the programs were effective, many people would not be looking for programs and paying a great deal of money.'*

Contrary to her previous attitude, she reported a positive attitude towards PDA after participating in the program by specifically focusing on professional growth in her statement below:

'…*My negative attitude transferred from others changed. I think PDA are very beneficial as long as they add to teachers' professional growth.'*

Likewise, T2 comments on how the program contributed to professional improvement:

'…*The program added a lot to my perspective. Unfortunately, I had many disappointments in professional activities. I did not start willingly. I could not help the idea 'I do not need to be here' before our first meeting. But my friends insisted. I am now happy that I took them serious. The collaborative AR program made me regret for my past activities but at the same time realize that when things are done professionally*

they make a difference in teachers' lives either small or big. I could not get rid of my worries before certain sessions. But Mrs. Doğan and my friends respected my silence. I was doing the agenda but could not feel very engaged towards the middle of the program although it was the first long term program I attended without any obligation. I learned to be aware of my students' needs and learned to trace the problems without worry but rather developed a critical look. What can I do? has become a frequent question in my mind. Professional trainings should be like this, with respect, without judgment, long term and full support of the friends and the mentor. Now I have a more relaxing and willing attitude towards activities.'

4.1.1.1.3. Analysis Results on the Effect of AR on Professional Development

During the analysis, another major theme emerged which displays the effect of AR on professional development. AR was used as the tool for fostering teachers' attitude towards professional development, their self-efficacy beliefs and reflective thought. The AR project allowed opportunities to the participants which they found beneficial in many aspects. All the participants found that AR has a positive effect on professional developmet. The positive categories were 'awareness raising' (T1, T2, T6, T9), 'interest raising' (T2, T9), 'instructional improvement' (T6, T7), 'systematic thinking/acting' (T3, T4, T5, T6, T7, T8), 'problem solving' (T4, T5, T9), 'teacher voice' (T7, T8) and 'teacher autonomy' (T1, T6, T9).

Awareness raising

Teachers mostly found AR as an awareness raising tool. What is meant by awareness is teachers' beginning to become more sensitive towards themselves, their teaching and students and gaining a critical and intensive look. T1 extends his evolutionary perspective on his previous attitude towards professional development in his journal as:

'... Like most of the teachers I had some negative ideas towards professional development activities. I had problems with my students in lessons and with my classroom practice. To tell the truth, I did not do anything important to solve these problems but I was aware that something was going wrong. Now I feel that I can solve

my own problems, what changed in me is my being more hopeful and willing towards attending development activities.'

The same teacher reports on AR's being an awaraness raising professional development instrument in the post interview as follows:

'…When you know how to draw a plan, you can make most use of it I believe. Participating in a long term program made me focus on myself as a teacher, my strengths and weaknesses and my professional plans. I think of attending professional development activities even I do not have to as I can find a new issue to work in my context.'

Having worked at a Ministry of Education Secondary School with in-service training experience, T1 had concerns about the poor quality of training programs. He was negative about the length, trainers and their professional background, the content and its certification. Being newly recruited at a university, he attended his first professional development activity at a university context with colleagues from different universities in the city. In his terms he 'took this opportunity to be a part of a small professional community to learn more about ELT practitioners working at university context'. His voluntary participation had a reasonable cause. However, he developed a more positive attitude towards professional development activities after the AR program. Specifically, AR had played a great role regarding this change.

Similarly, T2's claims are also focusing on the awareness raising role of AR on professional development. His awareness raised in terms of questioning his current status again and taking action towards developing himself and his practice:

'…In my context, students' main trouble is to pass the courses … they are not really keen on departmental English courses… But being a teacher means being an integral part of a never-ending development and it is no doubt that the AR program contributed to my teaching and philosophy. I convinced myself that being a dinosaur is more dangerous especially foreign language teachers, so my interest in using technology grew. So, by using more technology I am on the way to make my students more motivated and interested in their courses.'

Having a positive attitude towards PDA before the program and improving her attitude by finding the program effective and stating it as realistic as in her following statement:

'… *It was an exciting start and as a teacher with a long working experience. This was the most influential teacher development activity I attended until now. I now think that the short term seminars I attended were too theoretical and far from reality.*

T6 states the awareness raising aspect of AR during the post interview:

'*... I was so overwhelmed by recording myself and seeing many details that, I prepared a very detailed observation checklist. Of course, it was impossible to trace everything though I video-recorded myself. However, I could gather what I needed. ...I became conscious of my strengths and weaknesses.*'

Likewise, T9 extends the effect of AR in her following statement:

'*...A teacher PD activity which is interactive, regular and allowing space for discussion and hands-on experience will change other teachers' attitude towards PD. I think it is necessary to reach teachers at the beginning stage of their profession at first to make development on their daily agenda. I learned how to become a teacher researcher and deal with my own problems rather than looking for answers in irrelevant contexts. I can make my own inquiry, discover my teaching* and students. *At least I can plan what to do and what to follow to realize that plan. AR is a beneficial tool which can be done individually or collaboratively. I started keeping journals, by this way, I have a deeper understanding of the outcomes of what I am doing in my classes.*'

Another major category emerging from the analysis was teachers' finding AR as a professional development instrument to develop their systematic thinking and acting.

Systematic thinking/acting

Systematic thinking and/or acting refers to chunking of thoughts and actions into meaningful and step by step, achievable stages.

T3 extends how AR shaped his thinking in questioning:

'...I can recognize and improve the items of a classroom questionnaire. I practiced deducing the most reliable reply from my students. I became better at questioning and recording and analyzing their answers through systematic thinking and action. I think this will help me a lot in my master study.'

T4 mentions how he bridged the gap between saying and doing through systematic thinking:

'…I am aware that there is a gap between saying and doing. Collecting data takes time, analyzing it takes time, reaching conclusions takes time; however you add to you and your students… I now know how to limit my borders while doing research. So, I don't feel lost. Thanks to AR I learnt how to make a frame for studying a certain issue.'

T5, similarly, reports on how AR added to his systematic thinking in the following extract:

'… I understand what AR is and why it is needed. I learned that it was not as complicated as I thought. I benefited and will benefit from it to improve my teaching. The AR cycle we went through, plan, act, observe and reflect appears in my mind whenever I think of a problem to solve. It simplifies the series of action.'

And T7 very briefly focuses on the contribution of systematic thinking:

'… AR was what I was looking for. I became a systematic person. As a new teacher it was a very valuable gain at the beginning of my career'

4.1.2. Findings Related to Research Question Two

The results of the research question two concerned with the effect of participation in the AR program on teachers' Self-efficacy beliefs were analyzed. Teachers' Self-efficacy Scale was administered before and after the completion of the AR program. A Wilcoxon Signed Rank Test was conducted to analyze the effects of AR on participants' perceptions of self-efficacy. The so-called test was administered due to the small number of the participants and the data did not show normal distribution. The

Wilcoxon test helped to see the differences between pre- and post-test results of the group. Table 7 below shows the results of Wilcoxon Analysis of teachers' perceptions of self-efficacy.

Table 7

Wilcoxon Analysis Results of Teachers' Self-efficacy

Pairs	Tests	N	Mean Rank	Sum of Ranks	Z	p
Self-efficacy	Pre-Test	9	,00	,00	-2,666	,008
	Post-Test	9	5,00	45,00		
Ties		0				
Positive ranks		9				
Negative ranks		0				

The results revealed that there is a statistically significant difference between pretest (M: 5.32) and posttest (M: 7.10) mean scores of the participants (p<.05). In other words, the AR program, which aimed to contribute to teachers' professional development resulted in increase in teachers' perceptions of self-efficacy. The program was beneficial for the participants in terms of their self-efficacy levels.

As reviewed before in the second chapter, high self-efficacy beliefs are associated with positive learning outcomes (Tschannen-Moran and Woolfolk-Hoy, 2007) while low beliefs are reported to have a negative effect. Teachers' sense of efficacy is reported to have influence on teachers' classroom management strategies (Woolfolk & Hoy, 1990), teachers' being open to innovation (Guskey, 1988), teachers' use of group work (Wyatt, 2010), and teachers' being less critical of students who make errors (Ashton & Webb, 1986 as cited in Cabaroglu, 2014). Henson (2001) reports that self-efficacy levels can be positively affected through fostering reflective thought in teacher education programs. Throughout the study teachers were reflective through active participation in discussions and tasks in every session.

4.1.2.1. Content Analysis Results of Teachers' Self-efficacy

The qualitative data gathered through their reflections in weekly forms, semi-structured interviews and researcher notes revealed positive effects from participation in

AR in terms of self-efficacy beliefs. Although an overall improvement was traced in teachers' self- efficacy beliefs as displayed in the results of Wilcoxon Test above, there were significant themes that echoed throughout the content analysis of the data. The quotations below shed light into the findings in that teachers added to their self-efficacy in terms of themes that were deductively related to codes emerged. The themes are student engagement, instructional strategies and classroom management. Teachers' reflections on agreed upon themes related to their self-efficacy beliefs are provided in the tables below.

In terms of self-efficacy perceptions in instructional strategies, classroom management and efficacy in student engagement, the extracts above from T2, T3, T4, T6, T7, T8 and T9 showed that the AR experience proved to be beneficial since it enabled them to search for new ways to be more efficacious in their instruction, student engagement which lead to better classroom management.

4.1.2.1.1. Teacher 1's Self-efficacy Beliefs

T1 conducted an AR study on using technology applications for improving speaking skills of the students. The quotation below is a display of the relation between the AR study he conducted and the change/improvement in his instructional strategies.

Table 8

Teacher 1's Before and After Program Self-efficacy Statements according to Themes

Pre Statements	After Statements	Theme
…University students are young adults. **I expect them to express their needs.** … **I expect them to conform social rules and adjust their behaviors according to context, they do not learn where/when to use their phones. But they are really stick to their phones**. I try to suppress my anger when I see them surfing in social network sites from time to time. This really puzzles me something must be done on mobile phone use in the classroom. **I'd better have a look at the literature and see how to make use of phones for classroom instruction.**	…Students don't really express what they need. The simple questionnaire I conducted and the interview clear my understanding of their answers revealed things I never noticed. **I was surprised but this was because my new trials to gather information.** **Well, I made a decision and rather than getting angry, to avoid unwanted use of mobile in the classroom, I made phones an indispensable tool to use especially in the beginnings of a reading and as a post speaking activity. That made me happier, instead of waiting for a brainstorming question to be replied in silence, I see students competing against each other through searching on the Net.**	Efficacy in Instructional Strategies

4.1.2.1.2. Teacher 2's Self-efficacy Beliefs

T2 worked on an alternative way to teach vocabulary. Although working on a more effective way to teach vocabulary seemed a cliché topic in broad terms in the beginning, both his personal interest in vocabulary and his instructional need (as vocabulary skills were regarded as the most essential skill for departmental courses) he decided to work on vocabulary instruction. He was supported by the teachers in the group; especially by his colleagues from his institution as they knew about his inclination towards learning and teaching vocabulary. His statements below show how he started to think in frames to try out a new strategy in his vocabulary instruction.

Table 9

Teacher 2's Before and After Program Self-efficacy Statements according to Themes

Pre Statements	After Statements	Theme
… I felt like a drop in the ocean when confronted with the idea of doing research. I was mostly frustrated about where to start thinking and I really thought I wouldn't be able to focus on one thing at a time. However, having reviewed the AR examples of teachers, sometime later I started seeing the frame, the skeleton of a study. Then, I had the idea that I could identify the general borders of my thinking. **It seemed possible that I could be one of the teachers whose story would be heard somewhere else like the ones we read.**	**The possible broad AR topics and starter statements paved the way for my systematic thinking. I started trying different strategies in my teaching.**	Efficacy in Instructional Strategies

4.1.2.1.3. Teacher 4's Self-efficacy Beliefs

Although T4 conducted his AR study on giving feedback to students in teaching speaking, his claims below indicate his beliefs on student engagement rather than the effect of AR on his instructional strategies.

Table 10

Teacher 4's Before and After Program Self-efficacy Statements according to Themes

Pre Statements	After Statements	Theme
You find yourself working with the students to find the answer. So, how can I make necessary changes in my instruction and **how can I help my students to think more critically? The target audience is a living organism not a group of robots waiting to be prompted.**	**Rather than using the given prompts in the books, I added critical thinking questions into my instruction.** Sometimes before and activity, sometimes as a post activity. **It produced more input from the students and they seem to approach a topic with a wiser perspective.**	Perceptions of student engagement

4.1.2.1.4. Teacher 6's Self-efficacy Beliefs

T6 had the longest teaching background with 25-year experience. She worked on teaching grammar with specific respect to teaching tenses. She was on the lookout for trying out new strategies appealing to interests of the new generation. What she came up with was using songs to work on teaching tenses. She designed an AR study first through getting help from the literature on using songs and her colleagues in the group. The rest of the participants aided her in reaching popular songs and websites to exploit songs in her classroom. Although feeling uncomfortable with using web applications, her enthusiasm in reaching new generation, helped her find an enjoyable topic to work on. Below are her claims on her rough thoughts on the way to become more efficient in her instructional strategies.

Table 11

Teacher 6's Before and After Program Self-efficacy Statements according to Themes

Pre Statements	After Statements	Theme
Grammar is a worn-out topic. Is it possible to make my grammar teaching more effective?	**I detected the mostly problematic areas and checked it with my students. I searched for songs with grammar points. Well, it was a great change. I worked in my most comfortable skill but made a choice and succeeded in doing it by moving beyond my comfort line.**	Efficacy in Instructional Strategies

4.1.2.1.5. Teacher 7's Self-efficacy Beliefs

T7's AR study was on raising student awareness on mispronunciation. Therefore, she mostly worked and stated on student engagement. Like other participants, her study was also within the borders of the course. Upon her personal interest on the topic and conduct an AR which is usually left out by the teachers with the concern to keep up with the pacing, she carried out an exceptional study. She had to engage her students actively throughout the stages; therefore, she mostly claimed on student engagement.

Table 12

Teacher 7's Before and After Program Self-efficacy Statements according to Themes

Pre Statements	After Statements	Theme
I was intending to work on teaching pronunciation… I provided students with a variety of enjoyable options such as using the target words in short plays, in poems, picturing and presenting them to the classroom etc… **It was students who decided on the roles and type of their presentation.**	**…** Usually pronunciation sections in the coursebooks are omitted due to pacing constraints. **This time, however, I could tap on the pronunciation issues. Students' group work with assigned roles made my and their job easier. I think working with students, deciding on a work plan together makes their engagement more effective and Though I did not feel comfortable in the beginning, I felt better as my plans started working.**	Efficacy in Student Engagement

4.1.2.1.6. Teacher 8's Self-efficacy Beliefs

In line with her AR study, T8's self-efficacy beliefs enhanced working on instructional strategies.

Table 13

Teacher 8's Before and After Program Self-efficacy Statements according to Themes

Pre Statements	After Statements	Theme
I began to learn the importance of receiving and giving assistance to learn. It is easily created in a social learning atmosphere with a positive attitude towards learning, towards a common goal and a community spirit.	**Basing on students' open ended questionnaires I found I did not make effective chunking before making students to write. I started to spend more time on the preparation stage before writing. Another thing is together with the students I worked on mistake codes for writing, trained them on using codes on a variety of examples. This produced better student essay and made my job easier.**	Efficacy in Instructional Strategies

4.1.2.1.7. Teacher 9's Self-efficacy Beliefs

T9 commented on more aspects of self-efficacy beliefs; such as her improvement in instructional strategies, student engagement and classroom management. Her AR topic was on essay writing. Parallel to the results in Teachers' self-efficacy beliefs, the data drawn from content analysis yielded improvement in her self-efficacy beliefs. The statements below are to provide example on three dimensions of teachers' self-efficacy.

Table 14

Teacher 9's Before and After Program Self-efficacy Statements according to Themes

Pre Statements	After Statements	Theme
I did not criticize my role before. **… I am not sure about what I am doing in my teaching. I fear questioning.** I think there is a need to start changing myself, my teaching practice and my audience. But how?	This program **helped me to question understand my role as a manager in the class.** I can see what is possible and not possible. Self-inquiry and thinking critically contributed to my instruction. After I carried out an AR I learnt new ways to solve problems in the class. **In fact it led to some changes in my perception of teaching strategies. I liked gathering data from the students through interviews and questionnaires. What I was sure about turned out to be something else, so it was a discovery of me and my students.**	Efficacy in Classroom Management Instructional Strategies, Student Engagement

In terms of self-efficacy perceptions in instructional strategies, classroom management and efficacy in student engagement, the extracts above from T2, T3, T4, T6, T7, T8 and T9 showed that the AR experience proved to be beneficial since it enabled them to search for new ways to be more efficacious in their instruction, student engagement which lead to better classroom management.

4.1.3. Findings related to research question three

The study was conducted to explore the effects of AR on teachers' fostering reflective thought. A vital component of the AR program conducted by the researcher was to promote reflective thinking and contribute to their teaching, as a consequence. During the pre-interview, they stated that they knew some of the reflective tools by name (observation and audio-video recording). However, they were not familiar with tools such as questionnaires, interviews and keeping journals as forms of reflection for CPD of teachers. All the participants had fairly negative attitude towards 'observation',

they repulsed the idea of 'being observed' when they were confronted with the question in the interview. At the end of the pre-interview, the participants requested not to be utilizing observation as a reflective tool. In order to gain deeper understanding of their negativity towards observation, a few questions were asked to reveal the reasons. They stated that their background experience on observation was unprofessional and insulting. Although they claimed that they sincerely wanted to learn what was happening in their colleagues' classrooms (peer observation), they did not observe each other. On the other hand, they stated that they were sharing their actual classroom experience through talk in their offices especially between partners when there is a case of emergency usually on how to deal with problematic students in the classroom. Additionally, they were sharing supplementary materials which worked well before the exams (these two were the only sharing activities among colleagues and taken as reflective experiences by the participants).

Concerning observation by others, they stated that they were observed unexpectedly by the administration without a prior talk or planning. They felt intense during the observation. One of the administrators in the institution interfered their classroom teaching and sat at the back of the classroom. They were not informed before and contacted afterwards. However, they heard rumors about their classroom teaching and they were offended by this unprofessional behavior. They stated that they did not want to be observed during the program. Nevertheless, they stated that they could share certain parts of video or audio recordings when necessary.

As a result of teachers' request upon not being observed, the researcher revised the provisional plan and decided to focus on other reflective tools during the program but included 'observation/forms of observation and observational tools' in a more detailed way with the aim of introducing observation as a useful tool for professional development of teachers. They were introduced to reflective tools and their guidelines; namely, journals, audio-video recording of lessons, questionnaires and observation. From the first week onwards, teachers were reflective throughout the program by filling in weekly evaluation forms, by their discussions during the sessions and by keeping journals during their AR study.

Of the nine teachers participated in the study, all the teachers reflected on what was expected, some of them were even more reflective than the others and participated very actively in all the reflective discussions and documented more.

In the beginning as the researcher of the study, we had concerns related to written reflections of the teachers whether or not they would be rejecting the idea or not. In contrast to our preoccupation towards being reflective, teachers were as reflective as possible. This was parallel to their wish to participate in a long term study in which they had the opportunity to reflect on their experience and take action basing on their reflection. Therefore, reflection was two-way: to provide feedback and to act upon it.

The participants found the professional development activities to improve their reflective thinking very useful. The mean scores and the standard deviations for reflective thought provoking activities were obtained from the program evaluation questionnaire. Table 15 below displays the results:

Table 15

Mean scores and standard deviations for activities to foster reflective thought

Question	Very Useful								Not Useful et all		M	S.D
	f	%	f	%	f	%	f	%	F	%		
Activities for development of professional tools for reflective thought	8	89	1	11	0	0	0	0	0	0	4.89	.333

The fourth question in the Program Evaluation Questionnaire was about the usefulness of the activities for fostering reflective tools. The results in Table 15 show that all of the participants found the activities in the program useful (eight participants out of 9 found it very useful, one participant found it useful). From the content analysis of printed and transcribed data, it can be said that the participants gained a deeper understanding of themselves and their practices. The parts that reveal the information about the third research question of the study were identified and analyzed. Below teachers' reflections on the effect of reflection on their professional development are provided. In the final section of this chapter, the researcher will provide a summary of the reflections from the field notes collected throughout the program.

The fourth week of the program was devoted to reflective thought from many aspects such as introduction of the key terms, the distinction between reflecting in and on action, procedures for being reflective, advantages of being reflective, writing journals as a form of reflective thinking. Through several tasks they practiced making entries in a journal. Although the participants were reflective from the beginning, T1, T3, T4, T6, T7, T8 and T9 shared their reflections with specific respect to the introduction of being reflective in the fourth week as the following:

I learned how I can utilize from writing journals and its benefits for both teachers and students. I think it would be a good way to be aware of m students' learning styles, my strategies in my lessons, their needs, and the right way to handle problems in the classroom environment. I may notice what is happening during the lesson day by day. So, I may find a chance to rethink what I aimed before the lesson, what I did and what I achieved as a goal in the end. Thanks to AR I may have a good command of the processes in my lessons. (T9)

Reflection is a prerequisite in order to find a direction for what you are doing and you want to do… (T1)

T3 decided on how to write his journal.

Reflecting on my classroom is easier from now on. I know what to focus on; sometimes on my teaching, sometimes a student and sometimes the whole class. I think I will prefer stream-of-consciousness mode not to restrict myself. (T3)

After making entries into his journal for three weeks, T3 started thinking about using social media tools to teach vocabulary and extending his AR study for reference in his future Master's degree.

…After discussions and reflecting on my work by the help of questions, I found that my students follow a pattern during the classes. From my writings, I realized that I was sharing my documents, announcements and homework through social media tools. So, I planned to integrate social media use and my classroom instruction. (T3)

… I care much more about reflective teaching after this week. I was putting reflective notes into my coursebook as reminders; although they had a very specific purpose, I decided to jot down my reflections into a more organized form. (T4)

T6 states the relation between being reflective and doing research through the middle of the program.

… I have got some plans to shape my research question… I examined some focus areas by the help of some AR vignettes, discussed them with my friends and the mentor. In fact I realized that I learn most from talking to my colleagues and the mentor. Hearing my talk is a way of brainstorming, then shaping my thoughts. I am doing the same while writing entries into my journal. Reflecting helped me outline my research. (T6)

T7, T8 and T9 focus on what they found significant with regard to being reflective and its relation to AR.

… AR requires reflective teacher. I am learning a variety of ways for being reflective such as keeping journals, observations, audio-video recording of the classroom. We should ask basic questions before making an entry into a journal? Who is the audience? What is your focus? Reviewing your entries regularly and deciding on the frequency of entries are important, too. You know more about yourself, your classroom practice and your students as you reflect on them. I find reflecting through all the steps of AR really important. You start the next stage with new questions, eliminating the ill ones. (T7)

… Being reflective generates ideas, questions, it improves our awareness. It develops my teaching. I learned that being reflective can take many forms. Learning about reflection-on and in-action made me follow my acts throughout the lessons. Some time later I became automatic in reflection. I became quicker in what to look for in reflection and make well-directed reflections according to my focus. (T8)

... AR is definitely a reflective teacher movement and I started believing it from the bottom of my heart. I initiated for my professional development, and the people in this group did the same, too. In my teacher-initiated classroom, keeping a diary will increase my understanding of the class teaching and learning... Reflecting is easy, I started keeping records of my teaching. It was a fruitful experience. I saw that I reflected in action more and having a thought-provoking analysis on what I did in the classroom was a bit difficult in the beginning. However, it was comforting to share the

job with my colleagues and reflect on our work. We crosschecked and questioned what we are doing (T 9).

Seeing that reflecting on their work provided them with a series of future action to work on, teachers gained confidence in reflecting on their AR through discussion, collaborative tasks and writing about their studies. The extracts from T5, T6 and T9 provide reflective practice helped them finalize their studies.

By reflecting I learned to judge my own teaching with a systematic analysis… I regularly checked whether things were going well or not. Whenever there was something unexpected it was easy to go over the stages because your every action necessitated the other. It was like tracing a flowchart. Everything was interrelated. Reflection made it possible to eliminate the undesired and change your route. (T5)

Likewise T6 made claims about the ease of following the steps due to being reflective:

… Reflection is a vehicle for teachers who want to pursue their own professional development. It raises awareness and the need to collaborate. Collaboration helps you to concentrate on strengthening your teaching. With AR you realize your own approach to being effective. To summarize, I planned action to improve a point in my teaching, I acted to implement my plan, I observed the effects of my action and I reflected on these and shared my study with teachers around the world. What I have to say is continuous reflection made all these steps possible. (T6)

… I made a variety of tools to be reflective. I used surveys and questionnaires before deciding on my research question. I made use of simple observation tools to be sure about my focus. Not only me but also my students experienced being reflective about themselves and their work in the classroom. I came across surprises in their reflections. Something I thought perfectly well was not welcomed by the students. Because of the AR I conducted in my own classroom, I was able to provide contextual solutions. It helped me change my perspective and be brave in trying new ideas. (T9)

The researcher of the study, basing on the field notes throughout the program, through the video-recording of most of the sessions, from the participants' discussions

either in pair/group or individual talks collected data systematically. The researcher paid utmost effort to be reflective in every phase of the study simply by asking three sets of questions to herself:

1. What am I doing? What are my participants doing?
2. How am I doing it? How are they doing it?
3. What does this mean for me and those I work with?

The researcher planned the next step by taking her notes, participants' notes, talks and their comments. From time to time a few minor revisions had to be made in the provisional program depending on the needs and wishes of the participants. To illustrate, the researcher provided the participants with her reflections from the previous week before beginning each session. It was a five-minute revision of the former week. After seeing the participants' interest in short summaries along with photographs or illustrations from the sessions, the beginning of the session was devoted to quick discussion on the previous issue. Another revision was adding more vignettes to presentations. From the participants' comments on the vignettes, the researcher realized that teachers felt a sense of relief seeing what teachers from the world did. They stated that those vignettes helped them think that teacher research was possible. An example extract from T8's statement is provided below:

I was not presented with unreachable research stories. The vignettes of AR from different teachers all around the world made me relieved. I asked myself 'Why can't I do it? I can do it if teachers like me can do it'. Doing AR seemed not far. (T8)

Basing on the reflections from the participants, the researcher increased the number of vignette examples, added them to the presentations, discussions and pair work. Towards the midst of the program, a few of the participants (T2, T3 and T9) were worried about their study as they were almost facing with instructional changes from their administrations. The researcher needed to make more one-to-one meetings after the sessions and more e-mail messages were sent to provide them with support not to be affected from the anticipated change. However, there was no change in their teaching schedule. They needed extra reinforcement during the study.

Guiding the participants by providing the steps to follow while doing pre-research on a provisional question was not sufficient. Due to the fact that they did not feel comfortable with encountering terms, the researcher devoted a substantial amount of time for each researcher on literature. After they were facilitated and they felt secure in the beginnings, they were merely guided to make necessary readjustments.

Another phase which required more effort by the researcher was making the participants' AR ready to share. The participants and the researcher received acceptance from an international conference. Guidelines were provided; nevertheless, individuals meetings were held in their context and the researcher's context before the reflect stage of the AR. A great deal of importance was attached to this stage by the participants as the last stage was the most stressful stage for the participants due to its being first experience of sharing with colleagues from other cities and countries. Eventually, the researcher and the participants shared their AR studies in the ELT arena and expressed their sincere feelings in the following extracts about their reflection for future:

… The first AR I conducted inspired me to be in the field more and more. It was a long term study and I learned many things. In fact, the most important thing is to experience 'Rome was not built in one day' but we could manage to end it with a product. (T8)

… I know all the AR stages and conducted one myself with the help of our mentor and colleagues. I started making critics after sharing my work and seeing others. I could be better. I could make it another way. Why not for the next AR? (T1)

… I think what makes AR different from others is you have to take action. I presented my results, although I have not reached very impressive results, the process added to my professional growth. Things became clearer; I think I may able to follow others' research to improve myself. (T6)

4.2. Conclusion

This chapter presented the results from the qualitative and quantitative data with regards to the research questions. The quantitative data were analyzed through non-parametric tests addressing the initial two questions. For the third question, mean scores of the questionnaire are provided. The qualitative data gathered from the qualitative data collection instruments were subjected to content analysis and were displayed under the related research question. For the first research question which aimed to explore

whether AR as a professional development tool contributed to teachers' attitude towards professional development was outlined in three sections; namely, teachers' attitude towards PDA before the study, after the study and effect of AR on professional development. The results were provided under the categories together with the excerpts from the participants. The content analysis results concerning research question two were displayed in tables with the aim of enabling the ease of reading before and after the program self-efficacy statements of the participants according to deductively categorized codes parallel to the sub-dimensions of the self-efficacy scale. The third research question was handled in accordance with what teachers gained from the program as reflective thought in a step by step approach after the introduction reflective skills.

CHAPTER V

DISCUSSION

5.0.Introduction

This chapter intends to present the summary of the study initially. Following the summary, the discussion of the findings with respect to research questions are provided.

5.1. Summary of the Study

In the study, it was aimed to foster teachers' attitudes towards professional development, self-efficacy beliefs and reflective thought to contribute to their professional growth by involving them in an AR program initiated by the researcher. The long-term AR program intended to introduce AR to the participants, help them conduct their own AR study in their own context and through mentoring and continuous feedback.

The participants of the study were nine English Language instructors from different universities in the researcher's context. The participants who had not carried out an AR study before were invited to participate in the program on voluntary basis. The contents of the program which were prepared by the researcher and subject to adaptations according to the needs of the participants were shared with the instructors to agree upon appropriate regular meeting hours. After deciding on a schedule, the program was set out. Various patterns of interaction took place as one-to-one, pair work and group work while carrying out the weekly sessions. They critically examined their instructional practices and sorted out what they would like to improve or resolve in their classrooms through reflective practices. Reflection took place all through the stages of the AR cycle and they investigated solutions to their problems within the margins of their curriculum. The researched adapted herself to several roles in compliance with the needs, pacing and theme of the weekly sessions.

Before commencing the study, the researcher implemented an attitude scale (TAP scale) to reveal teachers' attitude towards professional development. The same scale was administered during the study and after the study. In addition, the teachers' self-efficacy scale (TSES) was implemented to identify the teachers' self-efficacy beliefs before and after the study. Also, semi-structured interviews were held before and after

the study. During the program, the participants filled in weekly evaluation forms, reflected on their experiences and the researcher kept field notes. The participants conducted their AR studies during the 16-week-program and shared their work in an international conference upon completion of the program. The participants filled in program evaluation forms. The qualitative data gathered via the qualitative data collection instruments were subjected to content analysis. For the quantitative analysis Wilcoxon Signed Ranks Test and Friedman Test were utilized.

The professional development program was designed to introduce AR as a form of teacher research, aid the participants in conducting AR which arose out of their own context and enable them to gain insight into their continuous development as teacher learning as 'skill learning', teacher learning as a 'cognitive process' and teacher learning as 'reflective practice' as put forward by Richards (2005). The participants were provided with a series of tasks and activities through different patterns of interactions to reflect and exchange their professional ideas collaboratively and conduct AR. The program aimed to establish the first grounds for the professional development of the language instructors in the researcher's context which provided room for feedback and systematic reflection.

The substantial increase in the number of universities which entailed an increase in professional development needs of English teachers set the grounds for the study as limited number of universities in Turkey established Teacher Development Units to cater for the professional needs of their English teachers with their regular meetings and activities. On the other hand, most of the formerly/newly founded state and private universities did not establish development units or administrative bodies to contribute to professional learning of their teachers. Although there were five universities in the researcher's context, long-term professional development activities addressing to the needs of the teachers allowing them to collaborate and voice their needs were not held. The current AR study was the first attempt to bring language teachers working at different universities together in an AR program. It aimed to take an evolutionary perspective to set out a continuous professional development program freeing teachers from being assigned as passive recipients, irregularity of teacher education activities but rather giving way to professional dialogue, sharing and reflecting on their learning, which would contribute both to their own and institutional improvement at the same time.

Upon completion of the study, the findings revealed positive results concerning the research questions. In the next section, after an overall discussion, the research questions will discussed in the light of the relevant literature.

5.2. Research Questions and Discussion

The study centered on the following macro level aims:

1. How does AR contribute to the teachers' professional development with specific respect to their attitude towards PDA?
2. How does AR contribute to the teachers' professional development with specific respect to their self-efficacy beliefs?
3. How does AR contribute to the teachers' reflective thought?

At the micro level; nevertheless, a continuous language teacher professional development culture in the researcher's city which might be subject to adaptation, revision, addition and deletion according to the needs of the participants through reflective dialogue was intended. Although at universities the language teachers are expected to update themselves and adjust to the changing needs of their school, not enough effort is paid to provide conditions where teachers achieve higher levels of learning through collaboration. In the study, the researcher aimed to equip the participants with AR skills to carry out their own AR and discover their potential to develop as individual teachers, together with their colleagues and as stakeholders of their school.

5.2.1. Discussion on Teachers' Attitude towards Professional Development

One of the main aims of this study was to foster teachers' attitude towards PDA. Upon gathering of reflections among university instructors in and out of the workplace of the researcher, carrying out personal talks with the colleagues, it was found to be necessary to conduct a long-term professional development activity. From the semi-structured interview administered before the study, teachers supported previous claims on professional development activities made by other teachers during personal talks. The interview data showed that instructors' perceptions of the professional development activities were generally negative. The study yielded positive findings on teachers'

attitude towards professional development as provided in chapter IV. As stated in the previous chapters, the study aimed to foster teachers' attitude towards professional activities through involvement in an AR study.

After graduation, teachers are confronted with challenges and they may not be provided with the opportunity to be a part of regular development activities appealing to their needs in their context, which was the same for the participants of the study. The findings of the current study is in alignment with the scholars (Cochran-Smith, 1999; Lieberman, 1995; Capobianco and Joyal, 2008; Borg, 2015; Kırkgöz, 2013; Edge, 2003) in that Professional development activities which are applicable to teachers' context yield more effective results. The participants conducted their AR studies in their own context and the program was found to be effective in terms of the research question one. Another study which drew a similar result concerning the positive impact of a professional development program which centers on teachers' collecting and analyzing their own work in their context is by Joyce and Showers (1995). The data from this study revealed that being engaged in a long-term, systematic AR program improved teachers' attitude towards Professional development activities.

The key elements which are recognized as the essentials of a Professional development system (Borko, 2004):

- The professional development program;
- The teachers, who are the learners in the system;
- The facilitator, who guides teachers as they construct new knowledge and practices; and
- The context in which the professional development occurs constituted the main elements of the AR program. Before the AR study, the participants attended short term professional activities with eagerness to add to their professional competence. They stated that despite the activities' offering a chance for breaking the work routine or a short-time professional social gathering, they were insufficient in meeting their professional needs. Therefore, the participants did not favor short-term activities as professional development instruments. The positive change in their attitude stemmed from their active involvement through dialogue, reflection in the AR program and conducting their own study depending on their contextual

needs as they stated. Thus, conducting AR proved to be useful as put forward by Wallace (1987), Levin & Rock, (2003), Thorne and Qiang (1996) 'as one means of fostering meaningful professional development for teachers' Atay (2008, p. 140) and the findings related to the research question above confirmed that AR led to a positive change in teachers' attitude towards professional development. Additionally, the study confirms Valkanos, Giossi and Anastasiadou (2010), Atay (2008), Bayındır (2009), Borg, (2015), Stan, Stancovici and Paloş (2012) studies on the role of long term well-planned professional development programs towards change in teachers' attitude.

5.2.2. Discussion on Teachers' Self-efficacy Beliefs

Being involved in a systematic and well-framed cycle of AR improved teachers' self-efficacy beliefs in the current study. Basing on the AR study they conducted, the participants were able to analyze their instructional practice, gain a deeper understanding of themselves and their students through using reflective tools; namely, diaries, questionnaires, interviews and audio recordings. As they were introduced a topic in the weekly meetings, they transferred what they learnt to their classroom in a way which was relevant to their context and AR study. Teachers worked with their students and collected and analyzed data from their context. Having worked within their context for their own purpose exerted a powerful influence on their self-efficacy beliefs as it was stated in the previous chapter. Parallel to the results obtained from the Self-efficacy scale and in addition to content analysis results, the participants reported on the issues which are attached to self-efficacy beliefs:

- Learning new techniques and tasks from the program
- Growing professionally by the help of a more able person (meaning both the researcher and their colleagues from time to time)
- Feeling themselves comfortable in a less formal but a more professional atmosphere
- Not panicking when confronted with an unexpected reaction from the students
- Knowing where to start searching and reading about the anticipated problems
- Getting feedback from their students

- Feeling more relieved to receive feedback from their colleagues
- Managing the classroom well by establishing rapport with their students by making their expectations and students' expectations clear from the beginning of the semester
- Setting individual assignments or using individualized instruction techniques for better or problematic students when necessary
- Improving in giving feedback to students and colleagues

The summary above indicated their overall improvement in points related to their self-development as a teacher.

Conducting an AR assisted teachers in embracing the complexities of teaching and learning through clearly defined stages of AR. The AR cycle as the participants put forward 'offered a frame, a skeleton to build their studies on'. As it was echoed in several studies formerly (Mertler, 2012; Carr and Kemmis, 1986, Burns & Kurtoglu, 2014; Burns, 1999; Kırkgöz, 2013; Tomakin, 2001; Yaman,2004; Mitchell, Reilly & Logue, 2009), owing to AR, teachers explore what they are implementing, the reasons why they are doing it and how they are influenced by their act via continuous reflection. This growing self-awareness on their work give rise to enhancement in their self-efficacy perceptions through discovery of themselves and having a more comprehensive knowledge of their classroom practice, themselves and students. (Henson, 2001; Cabaroglu, 2014) The findings of the study concerning the research question on the effect of AR on self-efficacy beliefs of teachers shows what Bandura (1997) stated as the possible sources of teachers' sense of efficacy. The participants stated that although they experienced failures in their AR plan, they had a better command of their classroom practice and learned not to focus on the failure but on what can be done to overcome it. Another point by Bandura was that observing others doing the same led to self-evaluation. In the current study, although observation was one of the main topics that were dealt in a detailed manner, a systematic mentor observation or a colleague-colleague observation did not take place. However, some teachers audio/video recorded themselves and shared it with the participants. The researcher preferred not to cause compulsion as some of the teachers were negative towards being observed and they stated it very clearly from the beginning. Therefore, the researcher excluded systematic observation in the program on account of their claims. Nonetheless, when the

observation was handled as a topic in the program with its professional tools, teachers stated that what they were exposed to in the past was far from professionalism. When they were introduced to observational tools, they claimed that they would have observed and would have been observed by others if they were acquainted with pre-while- and post meetings and Professional observational tools before. However, due to time constraints since it took a time long to introduce teachers with the tools (almost through the midst of the program) a regular observation program could not be scheduled. Nevertheless, teachers' comprehension of observation when carried out professionally by using tools changed their claims about observation. During the AR sessions, they were able to reflect on each other's experiences as well as their own through discussion during the AR stages. They suggested ways to each other when failure or a problem occurred. They also recommended sources or their experiences on the use of those sources when necessary. They could self-evaluate themselves while sharing their experiences with each other. During sharing, their verbal positive realistic appraisals for each other and the researcher's appraisal on their work were regarded valuable by the participants. Their listening and caring for each other's work aroused the feeling of pleasure which led to further motivation and effort they invested in their teaching and the goals they set (Woolfolk Hoy & Burke-Spero, 2005), teachers' use of group work (Wyatt, 2010), and teachers' being less critical of students who make errors (Ashton & Webb, 1986).

In conclusion, the systematic process of AR promoted teachers' self-efficacy beliefs similar to the results of .Cabaroglu's research (2014), Wyatt and Dikilitaş (2015) Yost (2002), Frizt (1995) and Henson (2001).

5.2.3. Discussion on Teachers' Reflective Practice

The results of the study signaled that reflective practices which took place during the program were valued by the participants as they resulted in self-awareness and improvement in themselves as teachers and their instruction in the classroom and their attitude towards students depending on the data collected by the teachers and the researcher. Self-development was identified as the main theme of the reflection drawn from the participants. The reflective process of writing is known to have 'other benefits than being a personal record' for the researcher and the participants (Townsend, 2010).

Conducting an AR study throughout an AR program affected teachers' reflective practices. Formerly, a few teachers in the study stated that the only reflective practice they were carrying out was attaching post-it notes on certain pages of their course book to remind themselves of their track. They were also taking in- and on- action (Schön, 1983) decisions during their classroom practice without being aware of the terms. Through conducting an AR in their own classes, the participants were encouraged to reflect on their experiences from the beginning to the end of the program by using reflective tools. As it was stated in several studies, (Sagor, 2000; Burns, 1999; Kemmis and McTaggart, 1990; McNiff, 1997) AR is essential in generating reflective practitioners. Accordingly, in the current study, the participants became reflective practitioners and claimed that reflecting on their practice became a part of their instruction. Not only conducting their own AR studies but also the collaboration among the participants during the session played a significant role in teacher reflection. The teachers collaborated on discussions, tasks and assignments without assessment and administrative purposes. By doing so, the participants had to opportunity to reflect thoroughly without having the fear of being judged by the authority.

Teachers' learning to reflect by actually doing made them more critical about their practices in a fruitful way since they could link their prior knowledge to new information and added themselves by reflecting and solving their own problems. The extract below is an example of reflections from one of the teachers (T2) on how reflection added to their professional knowledge:

I thought I was already reflective. I didn't know the terms (Schön's in-on action) actually. Being reflective all the sessions helped me to understand the importance of talking to yourself and noting them down to see what I do, when and why I do the things I do. Doing it seemed demanding at first; however, it became quicker and more enlightening about myself, my students and my instruction. I am focused, realistic, critical and attentive. (T2)

On the other hand, as the researcher of the study, it was challenging to provide a reflective culture during the sessions. One out of nine teachers was the only teacher (T3) who did not like the idea of reflecting on experience after each session. However, he did not miss any of the weeks but reflected less than the other teachers in amount. Sometime later, the researcher realized that the participant did not like the idea of

reflecting by hand writing but by texting through a social media tool and talking in the office. Accordingly, the researcher had to take notes several times during the talk.

The participants stated that they were challenged in the beginning by having to write and reflect. As time progressed, they realized the importance of reflective practice, they had a broader perspective and continuously revised what they were doing. They felt the need for communication and collaboration by means of reflective practice. Collaboration made reflection easier and reflection made collaboration easier.

The teachers' involvement in the AR cycle, gaining new knowledge, acting towards their identified problems and challenging their background experience served as an instrument for change (Winkler, 2001; Jove, 2011) starting their from their thinking system and expectations from a professional development activity in the future. Teachers stated that they started to become critical about their practice as well as the others and could not stop themselves from inferring colleague's and administrators' reflections. Findings from the participants' claims are similar to Osterman's (2010) views in that supporting professional growth that responds to human needs is possible by reflective practice and school would be more effective through reflection from teachers and others in the workplace. Also, the study confirms Stemme and Burris (2005), Jove (2011), Yumru and İnözü (2006) studies in that long term professional development fosters reflective thought.

5.3. Conclusion

The chapter began with a brief summary of the study. Then, the research questions were stated again. Afterwards, the discussion of each research question was provided by relating the results to the literature. The following chapter is devoted to further conclusions and implications drawn from the study and suggestions for further research.

CHAPTER VI

CONCLUSION

6.0. Introduction

In this chapter, conclusions and implications drawn from the study are presented. The chapter is concluded with recommendations for future studies.

6.1. Overall Conclusions

The AR program lasted 16 weeks. Throughout the sessions, the roles that both the participants and researcher took and the efforts paid by the parties were essential for receiving the recompense for the desired development in the participants.

The study came up with some additions to the stated roles in the methodology chapter. A CPD program intending to equip its participants with AR skills should allow more space to experimentation of the new knowledge as well as the theoretical content knowledge. There should be a parallel between the aim of the study and the way activities are carried out. Moving within the frame of teacher research movement and aiming to bridge the gap between theory and practice, making teachers become practitioners to explore ways to re/solve their problems or improve themselves professionally, requires considerable time to internalize the content of the program and apply it in their own classroom experience. Therefore, in addition to the anticipated roles, being a patient analyst capable of addressing recurrent and divergent needs and preparing hands-on activities to shorten the internalization stage are crucial. Putting the socio-cultural perspective to the focus, the study encouraged the participants to carry out their own AR depending on their own contextual needs. The social nature of learning promoted sharing and collaborating on tasks, being sensitive to others and the like and led to more positive attitudes towards PDA, a rise in their self-efficacy beliefs and reflective thought within the scheduled period of the study. However, the participants do not usually maintain the change they experienced during the program. Therefore, in this study, the activities utilized provided sound theoretical and pedagogical basis for the participants and helped them to be aware of their own strengths and weaknesses of their existing beliefs and emerging beliefs from the study in a learner-centered and emancipating way. More importantly, the participants reflected

critically on their work. As claimed by Burns' (1992) they could analyze their own practice that they were not aware.

6.2. Implications

In this study, nine English language teachers working at different universities in the researcher's city attended an AR program prepared by the researcher. During the program, they were presented with the AR cycle as Plan, Act, Observe and Reflect stages and they conducted their AR studies. The overall aim was to foster their attitude towards professional development activities, self-efficacy beliefs and reflective practice. They were supported by the researcher in their implementation of AR projects basing on a problem or an issue they would like to develop which they identified in their classroom setting.

As one of the professional development instruments, AR is a tool which lends itself to a long-term investment. The most prevalent finding of the study was that AR provided teachers with a systematic structure and it offered teachers a valuable framework to be reflective in every step and to expand their skills as a teacher which led to an increase in their self-efficacy beliefs and their attitude towards professional development. Fazio and Melville's (2008) suggest that teacher development programs which are appealing contextual needs into consideration and appeal to teachers' reality are required. The current study proposed AR as an effective way to address the so-called needs. Although challenges faced, it is suggested as one of the most influential ways to foster teacher development with regard to self-efficacy beliefs, attitude towards professional development and reflection.

AR's being a long term study (Burns & Kurtoglu-Hooton, 2014; Rainey, 2000; McNiff, 2002; Kemmis, 1991) requires meticulous planning. A well-framed AR program necessitates flexibility and/or adaptability according to participants needs. To put it more explicitly, it implies that the mentor of the program should be well-prepared to provide extra materials, supplementary readings and a wide selection of tasks in order to be able to meet the needs, break the routine and sustain participants' motivation throughout the study.

Another point to consider is that establishing a democratic atmosphere (starting from the mentor) is necessary from the beginning. According to sociocultural view in teacher education, the adult mentor should be concerned about the conditions that s/he

might 'create to allow multiple worldviews in adult education.' To put it in another way, giving 'value to multiple voices' and 'shifting what dominates from an individualistic perspective' to a more sociocultural one by not ignoring the individual view is necessary (Alfred, 2002). Additionally, as Rogoff (1995) claims, the sociocultural theory incorporates the individual, social, and cultural dimensions of learning. It embraces, rather than rejects and opens space for acknowledging and supporting multiple ways of knowing. The study confirmed that in order to be able to carry out a professional development program and enhance teachers' attitude towards development activities, establishment of a democratic atmosphere where teachers are supported and their individual selves are respected in terms of social and cultural worldviews is vital. In order to sustain democracy, different patterns of interaction should be allowed to promote the sense of being respected as an individual and growing together as a pair or group. The design and variety of tasks, mentor's patience and keeping his/her distance same to all the participants, his/her welcoming approach sensitive to individual and collaborative efforts are valuable in achieving a democratic atmosphere. In the study, the participants had a heavy workload; however, they eagerly accepted to be a part of a long term program. Such a professional approach increases the responsibility on behalf of the researcher. Therefore, establishing rapport among the parties from the beginning until the end is necessary. This was well established by making teachers feel in a democratic and caring atmosphere, listening to the participants attentively and confirming that their questions and needs are well understood by reporting what they said and meant, being quick in reply and being organized all the time (taking notes when necessary not to miss a point). When the participants feel sure that the mentor is prepared to do what s/he can, it becomes easier to create a mutual trust environment.

AR program provided the nine participants with the opportunity to gain knowledge and skills to conduct their own study throughout input and inquiry sessions. They became more aware of the benefits of working as a small group in which it was easier to make their voice heard among each other and by the mentor. Through participating in the AR cycle, they became more critical about themselves and their practices. The collaborative learning atmosphere fostered the commitment of the teachers. Through reflection they enlarged their knowledge from their own experiences. They concluded that AR was the main motive for their increased, meaningful and

systematic reflective practices and reflection became an essential part of their teaching practice as stated by Schön (1983) as the habit of mind.

Another remark of the current study is for program designers. Even though considerable amount of effort was paid on the rich content of the program, sometimes additional tasks, readings were necessary depending on the needs of the individuals or the group. Therefore, the program design is recommended not to be rigid but flexible enough to revise, add and delete a particular content. The participants in the program requested for further readings. From time to time, the researcher added articles, book chapters and vignettes to the content tailored according to the needs of the participants. Stating that the program is open to negotiation and participants' needs would constantly be on the agenda, the participants felt freer to express their needs. Integrating sources into the content and providing links for relevant web sites are expected from the program designers. What is more, in the program design certain communicative activities to start a session, to break the routine or to create suspension with the aim of energizing the participants should be included.

6.3. Contribution to the Field

The current study is the first AR and long-term study (16 weeks) conducted in the researcher's city which was specifically planned for the English language instructors working at university context. It claims to be valuable in that it is the first teacher development program bringing the universities in the city together in a long term investment. It provides a detailed and long-term account of how a small group of language teachers were engaged in an AR study to foster their self-efficacy beliefs, attitude towards professional development and reflective thought. Thus, this study provides a framework for professional development of teachers working in contexts without teacher development or training units and systematic in-service programs. Within this perspective, the study managed to occupy a niche especially for the newly founded universities without a well-established in service teacher development units or administrative bodies. Furthermore, it contributed to the field in that ELT practitioners working in different university contexts can be brought together for professional sharing and exchanging of ideas.

6.4. Recommendations for Further Research

In this study, although it was attempted to add to teachers' attitude towards professional development, self-efficacy beliefs and reflective thought, further AR studies are necessary to reveal AR's contribution to the aspects above.

Taking the participants' recorded accounts into consideration, further weeks may be added to the program to be able to focus more on figures and statistical issues. Furthermore, a network among outsider mentors may be established for further discussion and questions for the coming AR programs.

Another recommendation is on the necessity of financial support from the administrative bodies. In this study, all the financial cost (photocopies, tasks for the weekly sessions, drinks, snacks) was met by the researcher. Although it appears insignificant in the whole picture, the coffee/snack corner and the materials provided played a major role in staying connected. This study was conducted to provide a beginning with baby steps but with great aspirations in mind. Therefore, seeking financial aid is necessary and recommended for future studies to reach more and more language teachers.

Finally, further programs to conduct AR as a long term study are necessary to explore what additions/revisions can be made to improve the current content of the programs. As the needs are context specific, teachers involved in AR programs should be provided opportunities to share their work in institutional, national and international arenas. Therefore, the mentors or trainers hold the responsibility of encouraging teachers to attend professional teacher research seminars, workshops, discussions (may be online) to keep up with their colleagues all around the world. This would result in more and more teachers questioning themselves and their practice, reflecting on their work and adding to their professional growth.

6.4. Conclusion

Consequently, the chapter presented conclusions drawn from the study. It began with overall conclusions and continued with the implications deduced from the conducted program. Furthermore, contribution of the study to the field is stated. Finally, it is concluded with recommendations for future studies.

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APPENDICES

Appendix 1: Participant Information Form

ACTION RESEARCH TEAM- KONYA

	Name	Institution	Phone #	E-mail address	Likely to be available on…….between….. and ……
1	Cemile Doğan	NE University		azazilla@yahoo.com	---
2					
3					
4					
5					
6					
7					
8					
9					
10					

Appendix 2: Interview Form for the AR Study Participants with the Revisions Made Depending on Experts' Opinion

Dear Action Research Study Participant,

I deeply appreciate your approval to participate in this interview. The data obtained from this interview will be used in a research study for educational purposes. Your name and the information you provide will be confidential. Your name and records will be represented by numbers and/or pseudonyms.

I request your sincere and detailed answers to the questions below. Upon your consent, your answers will be simultaneously typed. I would be glad to show you the transcription of your answers for your approval.

Cemile DOĞAN

PART A. BACKGROUND/GENERAL QUESTIONS

1. Where did you graduate from? When?

2. Where did you work after graduation?

3. ~~What is your status in your institution now~~? (revised by expert 1 as: ~~Can you describe your position and additional responsibilities in your institution?,~~ then this revised version was suggested to be changed as question 4 below by the experts)

4. What does your weekly workload consist of?

5. ~~What degrees do you hold?~~ (deleted depending on experts' opinion as the same question was asked in Part B. below

PART B. ATTITUDE TOWARS PROFESSIONAL DEVELOPMENT

1. What does your profession mean to you?

2. What were the weaknesses/strengths of your graduate program? How did they affect

   your profession?

3. Did you receive any education/certificate/degree except your university degree? What

   are they?

4. What was their length? Topic?

5. ~~What was the most important benefit you obtained~~ How did you benefit from

   them concerning your profession in short/long term? Can you describe it?

6. ~~What did it add to~~ How did they affect your students in short/long term? Can you

describe it?

7. What did it add to your institution in short/long term? Can you describe it?

8. What were the weaknesses/strengths of the professional development activities

programs you attended? How could that be improved?

9. Do you have systematic professional development activities in the workplace or

in Konya?

10. Basing on your experience above, what is your attitude towards continuous

Professional development?

PART C. INSTRUCTIONAL PROBLEMS and BEING REFLECTIVE

1. What are the problems you encounter in the classroom? What are your

strategies to better the situation?

2. ~~What can you do to improve the situation?~~

3. What are the factors that are out of your scope?

4. Have you ever made written records of your classroom/your teaching/your

students for reflection?

5. Have you ever observed yourself? Was there a focus?

6. Has someone a colleague/a mentor observed you? Was there a focus?

7. Have you ever audio-video recorded yourself? What did you use it for?

8. Do you think reflecting on your work will improve you professionally?

PART D. FUTURE PLANS

1. What are your professional development plans for the future?

Appendix 3: Teachers' Self-efficacy Scale

Turkish version of the Teachers' Sense of Efficacy Scale (TTSES)

ÖĞRETMEN ÖZYETERLİK ÖLÇEĞİ	yetersiz		çok az yeterli		biraz yeterli		oldukça yeterli		çok yeterli
1. Çalışması zor öğrencilere ulaşmayı ne kadar başarabilirsiniz?	1	2	3	4	5	6	7	8	9
2. Öğrencilerin eleştirel düşünmelerini ne kadar sağlayabilirsiniz?	1	2	3	4	5	6	7	8	9
3. Sınıfta dersi olumsuz yönde etkileyen davranışları kontrol etmeyi ne kadar sağlayabilirsiniz?	1	2	3	4	5	6	7	8	9
4. Derslere az ilgi gösteren öğrencileri motive etmeyi ne kadar sağlayabilirsiniz?	1	2	3	4	5	6	7	8	9
5. Öğrenci davranışlarıyla ilgili beklentilerinizi ne kadar açık ortaya koyabilirsiniz?	1	2	3	4	5	6	7	8	9
6. Öğrencileri okulda başarılı olabileceklerine inandırmayı ne kadar sağlayabilirsiniz?	1	2	3	4	5	6	7	8	9
7. Öğrencilerin zor sorularına ne kadar iyi cevap verebilirsiniz?	1	2	3	4	5	6	7	8	9
8. Sınıfta yapılan etkinliklerin düzenli yürümesini ne kadar iyi sağlayabilirsiniz?	1	2	3	4	5	6	7	8	9
9. Öğrencilerin öğrenmeye değer vermelerini ne kadar sağlayabilirsiniz?	1	2	3	4	5	6	7	8	9
10. Öğrettiklerinizin öğrenciler tarafından kavranıp kavranmadığını ne kadar iyi değerlendirebilirsiniz?	1	2	3	4	5	6	7	8	9
11. Öğrencilerinizi iyi bir şekilde değerlendirmesine olanak sağlayacak soruları ne ölçüde hazırlayabilirsiniz?	1	2	3	4	5	6	7	8	9
12. Öğrencilerin yaratıcılığının gelişmesine ne kadar yardımcı olabilirsiniz?	1	2	3	4	5	6	7	8	9
13. Öğrencilerin sınıf kurallarına uymalarını ne kadar sağlayabilirsiniz?	1	2	3	4	5	6	7	8	9
14. Başarısız bir öğrencinin dersi daha iyi anlamasını ne kadar sağlayabilirsiniz?	1	2	3	4	5	6	7	8	9
15. Dersi olumsuz yönde etkileyen ya da derste gürültü yapan öğrencileri ne kadar yatıştırabilirsiniz?	1	2	3	4	5	6	7	8	9
16. Farklı öğrenci gruplarına uygun sınıf yönetim sistemi ne kadar iyi oluşturabilirsiniz?	1	2	3	4	5	6	7	8	9
17. Derslerin her bir öğrencinin seviyesine uygun olmasını ne kadar sağlayabilirsiniz?	1	2	3	4	5	6	7	8	9
18. Farklı değerlendirme yöntemlerini ne kadar kullanabilirsiniz?	1	2	3	4	5	6	7	8	9
19. Birkaç problemli öğrencinin derse zarar vermesini ne kadar iyi engelleyebilirsiniz?	1	2	3	4	5	6	7	8	9
20. Öğrencilerin kafası karıştığında ne kadar alternatif açıklama ya da örnek sağlayabilirsiniz?	1	2	3	4	5	6	7	8	9
21. Sizi hiçe sayan davranışlar gösteren öğrencilerle ne kadar iyi baş edebilirsiniz?	1	2	3	4	5	6	7	8	9
22. Çocuklarının okulda başarılı olmalarına yardımcı olmaları için ailelere ne kadar destek olabilirsiniz?	1	2	3	4	5	6	7	8	9
23. Sınıfta farklı öğretim yöntemlerini ne kadar iyi uygulayabilirsiniz?	1	2	3	4	5	6	7	8	9
24. Çok yetenekli öğrencilere uygun öğrenme ortamını ne kadar sağlıyabilirsiniz?	1	2	3	4	5	6	7	8	9

Çapa, Çakıroğlu, & Sarıkaya, 2005

Appendix 4: Teachers' Attitude Towards Professional Development Scale

Dear participant,

Please give your personal opinion about each statement below by circling the appropriate number to the right of each statement. This is an opinion questionnaire – there are no "right" or "wrong" answers. Your answers will remain confidential.
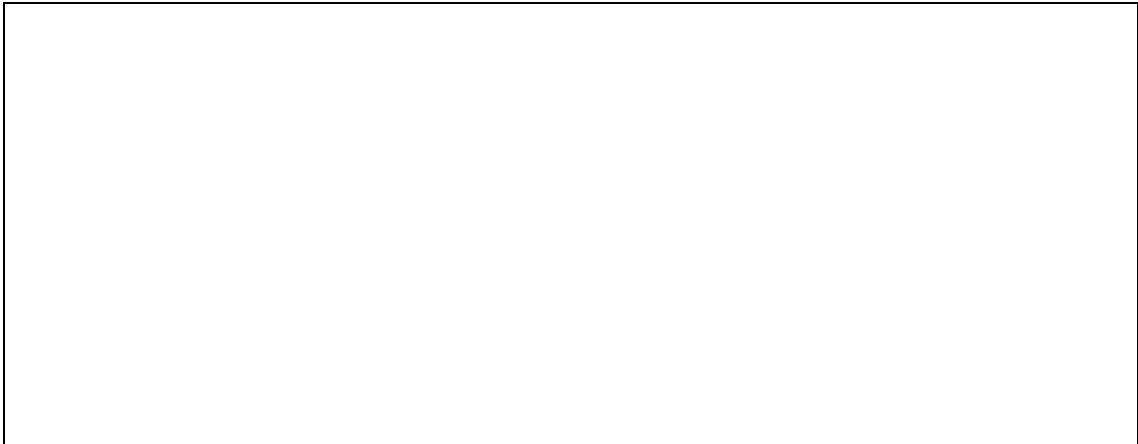
Key

1 = strongly agree 2 = moderately agree 3 = agree slightly more than disagree 4 = disagree slightly more than agree 5 = moderately disagree 6 = strongly disagree

1. Professional development workshops often help teachers to develop new teaching techniques	**1** **2** **3** **4** **5** **6** agree disagree
2. If I did not have to attend inservice workshops, I would not	**1** **2** **3** **4** **5** **6** agree disagree
3. Professional development events are worth the time they take	**1** **2** **3** **4** **5** **6** agree disagree
4. I have been enriched by the teacher training events I have attended	**1** **2** **3** **4** **5** **6** agree disagree
5. Staff development initiatives have NOT had much impact on my teaching	**1** **2** **3** **4** **5** **6** agree disagree

Appendix 5: Weekly Evaluation Form

WEEKLY EVALUATION FORM

Name: **Session:**   **Date:**

1.What is the name/activity/topic/experience of this session?

```
```

2. What did you find important in this session ?

```
```

3. What did you learn from this session?

```
```

4. Would you like to change anything about this session? If yes, what would you like to change?

5. What can you transfer to your classroom from what you learned in this session? How?

6. Further comments on the session …

Appendix 6: Program Evaluation Questionnaire

PROGRAM EVALUATION QUESTIONNAIRE

SECTION I. Please rate the following statements about the program components to the extend you consider that they have been beneficial to you in conducting AR and develop yourself as an ELT teacher.

1.Activities for understanding Teacher Development

5 Very useful	4	3	2	1 Not useful at all

2. Activities for the ACTION RESEARCH cycle

5 Very useful	4	3	2	1 Not useful at all

3.Activities offered to resolve your instructional problems

5 Very useful	4	3	2	1 Not useful at all

4. Activities for introduction and development of Professional tools (observation, reflective tools, self monitoring, etc…)

5 Very useful	4	3	2	1 Not useful at all

5.Working as a teacher-researcher during your ACTION RESEARCH cyle

5 Very useful	4	3	2	1 Not useful at all

6.Writing an ACTION RESEARCH Project

5 Very useful	4	3	2	1 Not useful at all

SECTION II. Please answer the following questions to help us make changes for future courses

1. What were the strengths of the program?

…

2. What were the weaknesses of the program?

…

3. What can be done to improve the program?

…

4. Did it meet your expectations? In what ways?

…

5. What kind of Teacher Development programs would you like to participate in the future?

…

Appendix 7: Participant Consent Form

INFORMED CONSENT FORM

I hereby confirm that I take part in this research study voluntarily. I was assured by Cemile Doğan, the researcher, that the information I provided will be used for only research purposes without revealing my name and personal information.

Title of the Study: Promoting Continuous Professional Development for English Language Instructors within a Higher Education Context

Purpose of this research study: The study aims to investigate your attitudes towards Professional development and your perceptions of self-efficacy. In order to contribute to your Professional development, an Action Research program is initiated by the researcher to foster your research skills and reflective thought.

Ethical considerations and confidentiality: There is no risk involved in this study. All the information provided by you will remain confidential. Nobody except the researcher will have access to any of the data. The results of the study may be published in academic journals and elsewhere without giving your identity.

Available Sources of Information

If you have any further inquiries, you may contact me from my mobile phone- 0505 771 40 60- or through my e-mail at azazilla@yahoo.com

Authorization

I have read and understood this consent form, and I volunteer to participate in this research study. I am ensured that in case of my request to be excluded from the study during the course of research, informing the researcher Cemile Doğan will be sufficient.

Name: **Researcher's Name:**

Date: **Date:**

Signature: **Signature:**

Appendix 8: Focus Questions for Reflection

QUESTIONS ABOUT YOUR TEACHING
1. What did you set out to teach?
2. Were you able to accomplish your goals?
3. What teaching materials did you use? How effective were they?
4. What techniques did you use?
5. What grouping arrangements did you use?
6. Was your lesson teacher dominated?
7. What kind of teacher-student interaction occurred?
8. Did anything funny or unusual occur?
9. Did you have any problems with the lesson?
10. Did you depart from your lesson plan in your mind? Why? Did it make things better or worse?
11. What was the best thing in the lesson?
12. Which part was the most successful?
13. Which part was the least successful?
14. Would you change anything if you taught it again?
15. Did you discover new about your teaching?
16. What changes should you make in your teaching?

QUESTIONS ABOUT THE STUDENTS
1. Did you interact with all of the students in the class today?
2. Did students contribute actively?
3. How did you respond to different students' needs?
4. Were students challenged by the lesson?
5. What do you think students really learned from the lesson?
6. What did they like most about the lesson?
7. What didn't they respond well to?

QUESTIONS ABOUT YOURSELF
1. What is the source of my ideas about language teaching?
2. Where am I in my Professional development?
3. How am I developing myself as a language teacher?
4. What are my strengths as a language teacher?
5. What are my limitations at present?
6. Are there any contradictions in my teaching?
7. How am I helping my students?
8. What satisfaction does language teaching give me?

CURRICULUM VITAE

PERSONAL INFORMATION

Name and Surname: Cemile DOĞAN
Date of Birth: 14.06.1974
Place of Birth: Konya-TURKEY
Marital Status: Married
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E-mail: azazilla@yahoo.com

EDUCATIONAL BACKGROUND

MA 2001-2004 Selcuk University, Faculty of Education, Department of English Language Teaching - Konya/ Turkey

Thesis Topic: Achieving Progress in Writing Performance of Selcuk University Preparatory Classes Depending on Multiple Intelligence Theory

Undergraduate 1992-1997 Middle East Technical University, Faculty of Education, Department of Foreign Languages Education - Ankara/Turkey

High School 1989-1992 Meram Anatolian Commercial High School, Computer Technology - Konya, Turkey

PROFESSIONAL EXPERIENCE

2012- Present **Lecturer**- Konya Necmettin Erbakan University School of Foreign Languages, Modern Languages

2009-2012 **Erasmus Coordinator of Faculty of Education**/Department of English Language Teaching/Selçuk University/Konya

2007- 2012 Lecturer Selcuk University/Faculty of Education/Konya

Courses given: English Phonetics- Advanced Speaking Skills -Measurement and Evaluation in English Language Teaching- Advanced Reading and Writing - Effective Communication Skills- Public Service- Drama in ELT

2005-2012 **Assistant Manager of Translation Office** Selcuk University/ Konya

2001-2007 **Instructor** Selcuk University/School of Foreign Languages/ Konya

2000-2001 **Teacher** to OSS, OYS, KPDS, UDS and General English groups
Language Course/Konya

1998-1990 Instructor of Departmental English/Baskent University/Faculty of
Engineering/Ankara

1997-2000 Instructor of English /Baskent University/School of English Language
/Ankara

INTERNATIONAL CONFERENCE PRESENTATIONS

●Yılmaz, C. (1998) *Teaching Literature in Language Classes* /Baskent University
Workshop Festival/Ankara

●Dogan, C. (2006) *Exploitation of Course Books*/Selcuk University School of Foreign
Languages/Konya

●Dogan, C. (2006) *Daring to Share Leadership Responsibilities in a Language
School*/10th International INGED Conference/Konya

●Dogan, C. & Tokac, A. (2006) *A Collaborative Community of
Practice*/(Workshop)/Selcuk University School of Foreign Languages/Konya

●Dogan, C. & Tokac, A. (2006) *Teacher Initiated Action for a Collaborative
Community/*the 40th TESOL Annual International Convention And
Exhibit/Tampa, Florida/THE USA

●Dogan, C. (2007*) Fulfilling the Well-Known Desire of the Students: To speak*/
UNESCO Mevlana Year International 7th Language, Literature and Stylistics
Conference/Selcuk University/Konya

●Dogan, C. (2009) *Stepping Beyond the Margin of a Language Class/*(Poster
Presentation) /12th International Conference of BASOPED/Ohrid/ROMANIA

●Dogan, C.   (21-24 July 2010) *Interaction Analysis* (Paper Presentation) 2nd
International Conference on Education, Economy and Society /Paris
/FRANCE

●Dogan, C. (15-18 October 2012) *Innovative Methods for Foreign Language Teaching
and Learning*/European Union Project–Life long Learning/(Paper presentation)
Necmettin Erbakan University /Konya

●Doğan, C. (27-29 August 2014) *Exploring Ways to Enhance Academic Writing Collaboratively/* Conference on Writing Research (Paper Presentation/Amsterdam/NETHERLANDS

●Doğan, C. (11-13 September 2014) *EYFOR V. EĞİTİM YÖNETİMİ FORUMU*(Educational Administration Platform) (Paper Presentation)/by Atatürk Research Center, Association of Educational Administrators and Experts & Konya Necmettin Erbakan University/Konya/TURKEY

●Doğan, C. (4 April 2015) *Searching to Read vs. Reading to Search/* 1st International Neu YDYO ELT Conference/(Paper Presentation)/Konya/TURKEY

●Doğan, C. & Öztürk, S. (22-26 April 2015) *A 3D Analysis of Student Metaphors /* IATEFL TTed SIG INTERNATIONAL CONFERENCE: The Journey from Input to Interaction in English Language Learning/(Paper Presentation)/Gaziantep /TURKEY

● Doğan, C. (18-19 June 2015) *An Endeavour to Put a Brick in the Wall/* Teachers Research IATEFL ReSIG Annual International Conference & 5th Gediz University Annual Teacher Research Conference/Izmir/TURKEY

● Doğan, C. (3-5 June 2016) Continuous Professional Development of ELT Practitioners 25th BETA-IATEFL Annual International Conference –Teaching and Learning English: From No Tech to High Tech. How to Motivate Learners Plovdiv University "Paisii Hilendarski"/BULGARIA

● Doğan, C. (24-25 June 2016) *The Implications of Sociocultural Perspective in Teacher Education* Teachers Research! IATEFL ReSIG Annual International Conference Bahçeşehir University İstanbul/TURKEY

TRAININGS AND SEMINARS ATTENDED

●1997 Spring Practice Teaching for Undergraduates / 24 hours of observationmiyorum/6 hours of Practice teaching /TED Primary School/Ankara

●1997 September Pre-Service Teacher Training Program of English Language School/ 3 weeks/Baskent University/Ankara

●1997 to 2000 Various conferences and seminars held monthly at Baskent University by ELT Professionals/Ankara

- ●2004 March Challenge in Learning: Helping Learners Realize Their Full Potential/9th International BUSEL Conference/3 days/Bilkent University/Ankara

- ●2005 March Best Practices for Teaching Writing Conference/2 days/US Embassy and Anadolu University/Eskişehir

- ●2005 June Skills and Strategies International Seminar/2 days/Istanbul Technical University/Istanbul

- ●2005 July Training the Trainer Course/Tim Hahn Taylor/Pilgrims/1 week course/Bodrum/TURKEY

- ●2006 May Using Computers and Technology in the Classroom & Shaping the Way We Teach English (Jeela Bentley, Access Coordinator) 4 hour workshop/Turkish- American Association/Ankara

- ●2007 March Using Pictures in the Classroom(Maria Snarski, English Language Officer) and Getting the Most of Your Fun Activities (Monica Wiesman - Hichert, Senior Eng., Fellow)/3 hours/Turkish American Association/Konya

- ●2007 May Different Activities for Different Age Groups/Inged event/Selcuk University/Konya

- ●2007 May Language Seminar by Marry Wynn(Teacher Trainer) and Guy Elders (Teacher Trainer)/2 hour session/Pearson Longman/Diltas High School/Konya

- ●2007 June Using Storybooks to Develop English/ Tony Mahon (Lecturer at Canterbury Christ Church University) 2 hour session/ Selcuk University/Konya

- ●2008 October Further Education in the Balkan Countries International Conference/ 3days/Selcuk University/Konya

- ●2010 May The Voices of Experience International ELT Conference by The US Embassy/Selcuk University/Konya

- ●2000-2010 Various seminars and workshops held at Selcuk University by ELT professionals such as David Nunan, Theodore Rodgers, Mary Ann Christison, Susan Johnston, Cristine Feak

- ●25.12.2012-05.03.2013 Guidance for 7-19 Year Olds Program (3 months) by Konya Science and Art Center/Konya/TURKEY

- ●2013 March No Need for Brain Pollution ELT Conference by Necmettin Erbakan University and Private Esentepe Schools/Konya/TURKEY

- ● 2013, 2-4 May Integrating Social Media into ELT/ workshop by Prof. Dr. Maggie Sokolik /Necmettin Erbakan University/Konya/TURKEY

● 2013, 21st Dec. Teacher Development Workshop / by INGED & British COUNCIL/ /Necmettin Erbakan University/Konya/TURKEY

●2014 January Continuing Professional Development Symposium by Hacettepe University and British Council/Ankara/TURKEY

●2014 March Bringing the World to the Classroom- and the Classroom to Life Seminar by Judy West, Dr. Joan Kang Shin/National Geographic Learning/ CYPRUS

●2015 2-3 February Continuing Professional Development Symposium by Hacettepe University and British Council/Ankara/TURKEY

●2015 4 April 2nd ELT International Conference by Private Diltaş Institutions Konya TURKEY

EXTRA RESPONSIBILITIES

●1998-2000 Working for CDU (Curriculum Development Unit) Preparing Course Book Analysis, Pacing Schedules, Weekly Supplementary Materials, Revision Materials, Compiling a course book for Engineering students/Baskent University/Ankara

●2002-2005 Working for CDU (Curriculum Development Unit) /Selcuk University/School of Foreign   Languages/Konya

●2005-2008 Working for TDU (Teacher Development Unit)/ Selcuk University School of Foreign Lang./Konya

●2010-2012 Erasmus Coordinator of Selcuk University-Faculty of Education/ELT Department

●2013 21 December Organization Committee Member of NEU-INGED-BRITISH COUNCIL Event ELT Seminar/Konya/TURKEY

●2015 31 May-4 June HEC (Higher Education Council – Mevlana Exchange Program for Academic Staff) 4-day- Teacher- Development- Conference to English Lecturers/ Turkish-Kazak Ahmet Yesevi University/Faculty of Philology Turkistan KAZAKISTAN

●2015 18-19 June Panel Discussion Konya Group Leader/ Teachers Research IATEFL ReSIG Annual International Conference & 5th Gediz University Annual Teacher Research Conference/Izmir/TURKEY

INTERNATIONAL PUBLICATIONS

●Dogan, C. (2014) The Pioneering Figure of Critical Pedagogy: Paulo Freire and His Work. International Journal of Academic Research. DOI: dx.doi.org/10.7813/2075-4124.2014/6-6/B.11Vol. 6. No. 6. November, 2014

RECENT PROJECTS

DESEPA (Disability Employment Skills for Employers and Personal Advisors)

Director: Assoc. Prof. Dr. Hakan Sarı

Position in the project: Researcher

Funded by: European Union

HOBBIES & LIKES & SKILLS

Taking photographs, Turkish Folk and Classical Music, Travelling, Cycling and Theatre

REFERENCES

1. Prof. Dr. Hüsnü Enginarlar, METU, Faculty of Education/ Department of FLE, 0542 812 92 04- ODTÜ/Ankara/TURKEY
2. Prof. Dr. Hasan Çakır, Necmettin Erbakan Üniversitesi, Ahmet Keleşoğlu Eğitim Fakültesi, İngilizce Öğretmenliği Bölümü, 0332 323 8220-5610- Konya/TURKEY