



# HACETTEPE ÜNİVERSİTESİ

## EĞİTİM BİLİMLERİ ENSTİTÜSÜ

Foreign Language Education Department  
English Language Teaching Program

AN INDIVIDUALIZED PROFESSIONAL DEVELOPMENT MODEL FOR EFL  
PROFESSIONALS: A SELF-DIRECTED LEARNING APPROACH

Gülsen PULATSÜ

Ph.D. Dissertation

Ankara, 2024

With leadership, research, innovation, high quality education and change,

*To the leading edge... Toward being the best...*



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English Language Teaching Program

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PROFESSIONALS: A SELF-DIRECTED LEARNING APPROACH

YABANCI DİL EĞİTMENLERİ İÇİN BİREYSELLEŞTİRİLMİŞ BİR MESLEKİ GELİŞİM  
MODELİ: ÖZYÖNETİMLİ BİR ÖĞRENME YAKLAŞIMI

Gülşen PULATSÜ

Ph.D. Dissertation

Ankara, 2024

### Acceptance and Approval

To the Graduate School of Educational Sciences,

This thesis / dissertation, prepared by **GÜLSEN PULATSÜ** and entitled “An Individualized Professional Development Model for EFL Professionals: A Self-Directed Learning Approach” has been approved as a thesis for the Degree of **Ph.D.** in the **Program of English Language Teaching** in the **Department of Foreign Languages Education** by the members of the Examining Committee.

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This is to certify that this thesis/dissertation has been approved by the aforementioned examining committee members on 24/12/2024 in accordance with the relevant articles of the Rules and Regulations of Hacettepe University Graduate School of Educational Sciences, and was accepted as a **Ph.D. Dissertation** in the **Program of English Language Teaching** by the Board of Directors of the Graduate School of Educational Sciences from 24/12/2024

Prof. Dr. İsmail Hakkı MİRİCİ  
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## Abstract

This case study seeks to investigate the efficacy of Individualized Professional Development (IPD) approaches and their possible advantages over traditional professional development (PD) methods in enhancing SDL and personalized professional growth. The study aims to deliver an in-depth overview about the EFL instructors' PD perceptions and needs, their related experiences, and the impact of IPD implementation on their teaching. The participants of the study were EFL instructors working at a foundation university in Turkey. This study employed an embedded experiential mixed-method research design. In the pre-intervention phase, a survey was administered to 32 EFL instructors to find out their initial perceptions and needs related to PD Practices. Then, pre-test and post-test were employed to 6 EFL instructors to explore their self-assessment before and after the implementation. Descriptive Statistics and The Wilcoxon signed-rank test were carried out to analyze the quantitative data by using the SPSS Version 25 and 30. The qualitative data were obtained from 6 EFL instructors via Structured Follow-up Interviews and a focus group meeting. Thematic analysis was carried out to describe the EFL instructors' viewpoints related to the IPD. The findings emphasizes the drawbacks of traditional, one-size-fits-all PD methods, advocating alternative PD practices promoting self-reflection, flexibility, autonomy and customization by catering to instructors' specific needs and interests to synchronize their self-directed IPD with classroom requirement. Despite initial skepticism and challenges in self-regulation, the participants exhibited a positive shift towards adopting IPD strategies by emphasizing the significance of getting scaffolded support and guidance by a mentor or an expert.

**Keywords:** EFL instructors, professional development, self-directed learning, individualized professional development

## Öz

Bu vaka çalışması, Bireyselleştirilmiş Mesleki Gelişim (BMG) yaklaşımlarının etkinliğini ve kendi kendine öğrenmeyi ve kişiselleştirilmiş mesleki gelişimi geliştirmede geleneksel mesleki gelişim (MG) yöntemlerine göre olası avantajlarını araştırmayı amaçlamaktadır. Çalışma, İngilizce öğretmenlerinin MG algıları ve ihtiyaçları, ilgili deneyimleri ve BMG uygulamasının öğretimleri üzerindeki etkisi hakkında derinlemesine bir genel bakış sunmayı amaçlamaktadır. Çalışmanın katılımcıları, Türkiye'deki bir vakıf üniversitesinde görev yapan İngilizce öğretim görevlileridir. Bu çalışmada gömülü deneyimsel karma yöntem araştırma deseni kullanılmıştır. Müdahale öncesi aşamada, 32 İngilizce eğitmenine MG Uygulamaları ile ilgili ilk algılarını ve ihtiyaçlarını öğrenmek için bir anket uygulanmıştır. Ardından, uygulama öncesi ve sonrasında öz değerlendirmelerini araştırmak için 6 İngilizce öğretmene ön test ve son test uygulanmıştır. Nicel verileri analiz etmek için SPSS Sürüm 25 ve 30 kullanılarak Tanımlayıcı İstatistikler ve Wilcoxon işaretli sıralar testi yapılmıştır. Nitel veriler, yarı yapılandırılmış görüşmeler ve bir odak grup toplantısı yoluyla 6 İngilizce eğitmeninden elde edilmiştir. İngilizce eğitmenlerinin BMG ile ilgili görüşlerini tanımlamak için tematik analiz yapılmıştır. Bulgular, geleneksel yöntemlerinin dezavantajlarını vurgulamakta ve eğitmenlerin öz-yönetimli BMG'lerini sınıf gereksinimleriyle senkronize etmek için özel ihtiyaç ve ilgi alanlarına hitap ederek öz-yansıtma, esneklik, özerklik ve kişiselleştirmeyi teşvik eden alternatif MG uygulamalarını savunmaktadır. Başlangıçtaki şüpheciliğe ve öz denetimdeki zorlanmalara rağmen katılımcılar, bir mentor ya da uzman tarafından destek ve rehberlik almanın önemini vurgulayarak BMG stratejilerini benimseme yönünde olumlu bir değişim sergilemiştir.

**Anahtar Kelimeler:** İngilizce öğretim görevlileri, mesleki gelişim, öz-yönetimli öğrenme, bireyselleştirilmiş mesleki gelişim.

## Acknowledgements

This dissertation owes its existence to the invaluable assistance and endless support provided by numerous individuals.

I would like to convey my sincere gratitude to my supervisor, Prof. Dr. İsmail Hakkı MİRİCİ, for his unwavering advice and encouragement during my Ph.D. journey. Prof. Dr. MİRİCİ's office was consistently accessible anytime I had clarification on my studies. He consistently guided me towards the right path whenever he noticed it necessary.

I am very appreciative of the helpful advice and feedback provided by Assoc. Prof. Dr. Ceyhun KARABIYIK and Assoc. Prof. Dr. Hatice ERGÜL, who served as members of my dissertation monitoring committee.

I would like to express my gratitude to the members of my jury, Prof. Dr. Abdülvahit ÇAKIR and Assoc. Prof. Dr. Özlem CANARAN, whose expertise and guidance has been precious, beneficial, and inspiring to me.

I would like to express my immense gratitude to Gül EKŞİ, her significant addition to the existing literature on the subject of teacher professional development. Specifically, I am grateful for her provision of the survey that I utilized in my dissertation.

I deeply value the emotional and psychological support provided by my dear friend, Merve ÖZDEMİR during this entire process. I could not have undertaken this journey without your support and help. I'm so lucky to have such an amazing friend and a sister by heart.

I am extremely grateful my dear friend Gökçe MANDALI KURDOĞLU, for contribution, support, motivation, guidance, and encouragement throughout all phases of this dissertation. I would also like to thank Melda YILMAZ ŞENGÖZ for her valuable feedback and comments.

I express profound gratitude to the administrators of the foundation university, as well as the EFL instructors who facilitated the data collection process for this study.

I wish to convey my profound appreciation to all the educators who have guided me during my academic journey, illuminating my way and propelling me forward, one step at a time.

I express my gratitude to my mother, Cavidan DOĞAN, my father, Cemal DOĞAN, my mother and father-in-laws, İnci and Korcan PULATSÜ and my entire family for their endless love and support in all my endeavors. They exemplify the ideal role models throughout my life.

I would like to express my deepest appreciation to my brother, Reşat DOĞAN, for his love and trust in me, who brings joy of my life during times I was so overwhelmed by the hard work and hectic schedules I was surrounded by. I am grateful to know that I can count on you anytime, anywhere!

Last but not least, I express my heartfelt gratitude to my dear spouse, Korhan, and my beloved son, Efe, for their unconditional love, unlimited assistance and ceaseless motivation that has been a constant presence in my life. They have never stopped believing in me, supporting me day and night in any possible way. They were so compassionate and tolerant during all the stressful moments of this journey, which gave me resilience.

You all are the ones making all my efforts seem worth it.

Thank you all from the bottom of my heart!



To my beloved son, Efe, with my deepest love and affection...

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## Symbols and Abbreviations

CPD :	Continuous PD
EFL :	English as a Foreign Language
ELL :	English Language and Literature
ELT :	English Language Teaching
TEFL:	Teaching English as a Foreign Language
BA:	Bachelor's Degree
MA:	Master's Degree
PD :	Professional Development
TPD:	Teacher Professional Development
IPD:	Individualized Professional Development
PLC:	Professional Learning Community
MC:	Microcredentials
EPG:	European Portfolio Grid
e-Grid:	Electronic European Portfolio Grid
EPOSTL:	European Portfolio for Student Teachers of Languages
SPSS:	Statistical Package for Social Sciences
RQ:	Research Question



## **Chapter 1**

### **Introduction**

This chapter comprises five sections. The first phase of the study focuses on introducing the statement of the problem and providing a brief summary of the study's context. The following part clarifies the aim and the significance of the study, thereafter, outlining the study's purpose and research questions. The fourth section outlines the limitations of the investigation, while the final part clarifies the definitions of the language frequently used in the study.

### **Background to the Study**

As a result of the continuous and rapid evolution of language users' and educators' needs, education systems, educational implementations, and education policies must undergo significant modifications. According to Karn (2007), other areas of education, such as mathematics and physics, do not have the ever-changing aspects. On the other hand, the practice of teaching languages has been continually growing, motivating educators to get one forward in to being the very best. There have been a great number of research done on the perspectives of educators in the field of teaching in relation to the topic of professional development (PD) (Powell, Terrell, Furey, & Scott-Evans, 2003; Smith & Gillespie, 2007).

Furthermore, new pedagogical techniques and methodologies have had a favorable impact on classroom instruction. As new questions arise concerning current methods used in teacher preparation, it is clear that significant adjustments must be made to in-service training in order to meet the wide variety of learners' requirements. Educators' need to engage in ongoing PD during their careers in order to keep up with the rapid pace of change in their field is supported by a large body of secondary sources (Borko, 2004; Mann, 2005). Teacher Professional Development (TPD) has not received the attention it deserves in the language teaching profession, according to instructors' views and attitudes (Pipere, Veisson & Salite, 2015). PD is an umbrella word for the continuous education and training necessary to remain

competitive in any given field. According to Glatthorn (1995), a teacher's development is "the professional progress a teacher achieves as a result of obtaining additional experience and methodically assessing his or her teaching" (p. 41). TPD is a dynamic process that is paved by two types of experiences: formal and informal. For example, formal experiences related to TPD include participation in conferences and workshops, mentorship relationships, and workplace meetings. Informal experiences, such as reading related literature and keeping up with related media, are another source of TPD.

Before, PD was typically thought of as a program with a few workshops and short-term options, sometimes unrelated to the teaching profession, and was limited to 'staff development' or 'in-service training,' which had short-term goals with no structured plan providing no sustainable career growth. With the growing significance of lifelong learning, the quest for the perfect method of PD has begun. While Ingvarson (1998) acknowledged the importance of the tried-and-true method of PD—attending seminars and workshops—it is no longer adequate (Ingvarson, 1998). The demands of individual educators provide the basis for individualized approaches to in-service PD. In order to create an efficient model for PD, it is essential to do a thorough needs-analysis on PD for educators. The needs analysis's descriptive statistics outline every teacher's top priority (Blazer 2005). Evidence suggests that PD shaped by a comprehensive needs-assessment has a significant effect on teachers' outlooks and practices, which in turn affects student achievement. There is a continuous cycle of sustainable TPD that begins with teachers' beliefs and ends with their practice in the classroom (Cobb et al., 1990; Frankes et al., 1998; Borko et al., 2010; Bendtsen, 2022).

### **Statement of the Problem**

In recent years, there has been an increasing focus on enhancing the professional growth of EFL instructors employed in higher education establishments. Nevertheless, the conventional standardized method of PD has faced criticism for its insufficiency and failure to fully cater to the distinct needs of individual educators. This study suggests implementing a

customized approach to PD for EFL practitioners at higher education institutions considering their individual requirements, preferences, and objectives.

Significant advancements have been achieved in the realm of EFL education, with a heightened focus on enhancing the skills and knowledge of instructors through PD. However, there is still a lack of consensus regarding the best effective approach to improving the abilities and expertise EFL instructors. The aim of this study is to investigate the factors that make Individualized Professional Development (IPD) a more advantageous choice for EFL educators. This will be accomplished through the examination of viewpoints expressed by prominent figures in the field.

Rodman (2019) emphasize the significance of personalized PD in their work. Educators vary in their needs, interests, and expertise; therefore, a one-size-fits-all approach may not be effective and practical as Goleman (1998) highlighted as the “one-size-fits all training programs, fit no one specifically” (p. 252).

. Therefore, a standardized approach may not be suitable; yet more, IPD essential. Advocates assert that personalized PD enables educators to concentrate on particular areas of enhancement according to their distinct aptitudes and deficiencies (Darling-Hammond et al., 2005; Gamrat et al., 2014)

Furthermore, Sebotsa et al. (2019) emphasizes the significance of SDL within the realm of PD. According to his perspective, when teachers are granted autonomy to assume accountability for their own learning, they exhibit increased motivation and engagement in the process. Personalized PD inspires EFL teachers to reflect on their teaching approaches and actively seek out tailored resources and concepts aligned with their own educational goals.

Nunan (2004) emphasizes the importance of continuous professional growth over a teacher's whole career. He proposes that conventional one-time seminars or training sessions are inadequate in addressing the changing requirements of EFL teaching. Alternatively, he suggests implementing an ongoing process of individualized professional growth that enables

teachers to consistently enhance their abilities and adjust to novel approaches and technologies.

This study seeks to investigate how IPD might effectively cater to the varied requirements and inclinations of EFL instructors, while simultaneously fostering SDL and guaranteeing continuous advancement across their professional trajectories. This research will contribute to a better understanding of the reasons why IPD is a superior option for EFL instructors by analyzing the perspectives presented in the related literature via the course of this investigation. According to Darling-Hammond et al. (2017), PD acts as a significant factor in providing individuals with the information, abilities, and skills that are essential for achieving success in the specific fields they work in. Nevertheless, conventional methods of PD have faced scrutiny due to their uniformity, absence of customization, and restricted influence on practical implementation (Garet et al., 2001; Merchie et al., 2018). IPD has become a potential approach to solve the limits caused by the uniformity of conventional PD method and absence of customization presenting a better awareness of adult learning principles.

In a world that is continuously changing due to technology breakthroughs and evolving job requirements, the need of effective professional growth is becoming increasingly significant. Therefore, it is essential to consider different techniques that are in line with individual needs and preferences. This dissertation seeks to examine the efficacy of personalized PD strategies in comparison to conventional approaches. This research aims to contribute to the existing literature on IPD by assessing its benefits. It also seeks to provide insights into how this type of development can enhance professional performance.

The current educational and PD environment necessitates a reassessment of conventional methods in favor of customized tactics. As educators confront the changing requirements of a variety of learners and shifting teaching methods, there is an increasing demand for IPD. Avalos (2011) highlight the diminishing effectiveness of a universal approach in addressing the distinct difficulties encountered by educators in various settings. The constraints of conventional PD approaches, marked by rigidity and a dearth of personalization,

impede educators' capacity to address the unique requirements of their classrooms. Moreover, Rhode et al. (2017) emphasizes that teachers' PD is most effectively fostered through individualized, continuous assistance that corresponds with their distinct abilities and areas requiring enhancement. The insufficiency of generic workshops and seminars in meeting the specific requirements of educators is clearly demonstrated by the ongoing disparities between PD offers and their practical implementation in the classroom (Garet et al., 2001). This dissertation seeks to rigorously analyze the efficiency of IPD in comparison to conventional methods by investigating its influence on teacher efficacy, work contentment, and student achievements.

Furthermore, a recent study conducted by Webster-Wright (2009) emphasizes the significance of acknowledging the varied backgrounds, experiences, and expertise of educators. Customizing PD to suit individual needs not only acknowledges these variations but also cultivates a climate of ongoing enhancement (Hiniz & Yavuz, 2024). This study aims to augment the current knowledge base by offering empirical evidence regarding the efficacy of IPD in boosting teachers' instructional methods, cultivating a growth mindset, and eventually enhancing student accomplishment.

Ultimately, the necessity for a fundamental change in PD is apparent due to the limitations of conventional approaches. Based on recent research, this dissertation seeks to examine the effectiveness of IPD as a better option, providing insight into its influence on teacher effectiveness, contentment, and, crucially, student achievement. The aim of this research aims to provide significant insights to educational policymakers, administrators, and educators regarding the transformative potential of tailored methods to PD. It will achieve this by conducting a thorough analysis of existing literature and empirical studies.

The main issue with traditional PD is in its often inability to adequately address the varied and evolving requirements of educators in the field. Traditional PD often follows a uniform approach, is directed from the top, and lacks connection to practical application (Darling-Hammond et.al., 2017). Studies indicate that traditional PD has a restricted influence

on enhancing the quality of educators and the outcomes of children. On the other hand, IPD is superior in terms of effectiveness and engagement since it is customized to suit the specific learner and is in line with their work environment. IPD facilitates autonomous learning, introspection, and cooperation, all of which are crucial for enhancing PD and advancement. IPD utilizes technology to offer adaptable and easily available learning options, including online courses, portfolios, and coaching.

Hence, IPD seems to be a superior choice compared to traditional PD for EFL workers. IPD may effectively tackle the complex issues and advantageous prospects of the 21st century, including the rise of diversity, the promotion of equity, and the incorporation of evidence-based approaches. IPD has the potential to empower and inspire learners to actively pursue their professional goals and aspirations, ultimately leading to improved quality of services.

### **Aim and Significance of the Study**

This study provides a comprehensive analysis of the theoretical foundations, core principles, and practical strategies of IPD for EFL educators. Furthermore, it presents a case study of a successful implementation of individual PD in a Turkish university. The study's findings suggest that IPD can effectively and consistently enhance the quality of EFL instruction and learning in higher education institutions. Recently, there has been an increasing fascination IPD strategies as a substitute for traditional methods of improving the expertise and understanding of professionals. This dissertation seeks to examine the efficacy of personalized PD approaches and their possible advantages over traditional techniques in enhancing professional performance.

This study aims to examine the impact of IPD on the PD and performance of EFL instructors employed in higher education institutions. IPD is a customized method for improving the knowledge and abilities of instructors, tailored to their specific jobs, interests, and requirements<sup>1</sup>. IPD facilitates career progression and growth by assisting instructors in recording their skills and accomplishments. Additionally, the study will contrast IPD with

conventional PD, which often follows a uniform approach, is hierarchical in nature, and lacks integration with practical application. Evidence indicates that conventional PD has a restricted influence on enhancing instructor quality and student outcomes. On the other hand, IPD is anticipated to be more efficient and captivating as it is customized to the specific educator and in line with their professional environment. IPD facilitates autonomous learning, introspection, and cooperation, all of which are crucial for enhancing PD and advancement<sup>1</sup>. IPD utilizes technology to offer adaptable and easily available learning options, including online courses, portfolios, and coaching.

The ultimate goal is to lead EFL instructors working at higher education institutions into transforming traditional PD idea by self-directedly taking active part in it and breaking change resistance of teachers with organizational support. The researcher intends to investigate what professional needs the teachers have, how the teachers reflect on their experience in the phases of IPD, as well as what perspectives the teachers develop on the practices of IPD that are used within the scope of the study. The researcher will also try to investigate the impacts of IPD on their PD journey throughout the process.

This study holds considerable significance across multiple dimensions. Based on the theoretical frameworks, which play complementary roles with one another, a solid foundation will be established for the modelling of IPD. With the light of the components of these frameworks, an eclectic model is envisioned to be formed for a better understanding about how to individualize the process of PD for EFL educators. Considering its nature, this study serves as a multidimensional showcase for characterizing a model for IPD, conducting both quantitative and qualitative research methods and analyses. The outcomes of this study would have the potential to make a valuable scholarly contribution to the existing body of knowledge on IPD for EFL educators, both locally and globally.

## **Research Questions**

**RQ1:** What are the perceptions of EFL instructors related to PD Practices?

**RQ2:** What are the PD needs of EFL instructors?

**RQ3:** What are the opinions of EFL instructors related to the IPD implementation process?

**RQ4:** What is the difference between EFL instructors' self-assessment results before and after the implementation?

**RQ5:** What are the viewpoints of EFL instructors about the effect of the IPD implementation on their PD?

### **Limitations**

The first issue pertains to the extent of the investigation. The study does not intend to provide findings that can be applied to a larger population due to the restricted number of participants. Additionally, the study's methodology makes its findings typical characteristic to the particular setting in which it was conducted. With regard to this issue, the predicted limitation of the study would be to conduct the current study as a case study, which is going to be carry out at a foundation university and for approximately 40 EFL teachers for the quantitative data analysis. The universe of the data to be obtained from the case would be seen as limited; nonetheless, it would be enough to characterize a well-structured IPD model for any Schools of Foreign Languages in a similar educational context.

For the qualitative part of the study, the primary limitation of this study is the decrease in participants during the implementation phase. The study initially included 12 purposively selected volunteer EFL instructors, comprising both novice and experienced professionals to obtain a variety of views and educational context. Nevertheless, six instructors decided to withdraw from participation, citing reasons not related to the study. The final participant group had six volunteer instructors: one novice and five experienced educators. The decrease in participants poses a challenge to the study's generalizability, as the diminished sample size may restrict the diversity of insights and heterogeneity in experiences. Notwithstanding this constraint, the voluntary aspect of the final sample enhanced the study's emphasis on people



authentically dedicated to the IPD process. Future study may mitigate this constraint by implementing ways to improve participant retention, like offering supplementary incentives or flexible scheduling to align with instructors' obligations.

The study consisted of both group sessions with instructors and individual meetings, conducted in person. The duration of the study was four months. The participants' motivation is anticipated to fluctuate over time and impact the outcomes of the study. While the study participants were knowledgeable about the program's content and anticipated results, they retained the option to withdraw without providing further justification. This potentiality imposes an additional responsibility on the researcher to ensure that the participants maintain their enthusiasm, motivation, and engagement with their augmented reality study as they progress through the cycle and repeat it as needed. It was expected that the instructors would exhibit sincerity and honesty in both their comments and reflections. Additionally, the researcher collaborated with the participants throughout every stage, resulting in a substantial quantity of audio-recorded data from the meetings.

The study is limited in its ability to measure the long-term effects on the participants' attitude towards their beliefs related to self-directed learning and IPD and their reflective thinking on the IPD model which they are acting upon throughout the implementation process. The study spanned a duration of four months, during which data was collected at three distinct stages: pre, while, and after.

## **Definitions**

**English Language Teaching (ELT):** English language education and instruction for those whose primary language is not English.

**English as a Foreign Language (EFL):** It can be defined as the teaching of English to students whose first language is not English. The distinction between EFL and ESL lies in the fact that in an EFL context, the students are typically monolingual and reside in their home

country, whereas, in an ESL context, the students are usually multilingual and reside in the culture where the target language is spoken.

**EFL Professionals:** This study defines EFL professionals as educators who specialize in teaching English to learners in non-English-speaking environments. These professionals may work in diverse educational environments, such as schools, universities, and language institutes, with the primary objective of delivering linguistic skills and teaching competencies that enable language learners to utilize English proficiently for academic, professional, or personal endeavors.

**Self-directed learning (SDL):** SDL in its largest sense refers to individuals' ability to taking initiative to identify their own learning needs, their ability to determine their learning goals, their ability to define the sources they need in order to learn, their ability to choose/use appropriate learning strategies and evaluate learning outcomes with or without help from an outsider (Knowles, 1975).

**Professional Development (PD):** Generally, PD involves a comprehensive, structured and intensive approach to improving teachers' and principals' effectiveness in raising student achievement (Darling-Hammond et al., 2017).

**Teacher Professional Development (TPD):** Glatthorn (1995), a teacher's development is "the professional progress a teacher achieves as a result of obtaining additional experience and methodically assessing his or her teaching" (p. 41).

**Individualized Professional Development (IPD):** The IPD is one of the Customized PD plans grounded on an individual's professional needs consisting of suggested workshops, teaching resources, tutorials, and consultations (Rhode et al., 2017).

**Participating instructors:** The 32 instructors working at a foundation university who participated in the 'Teacher Perception and Needs Analysis Survey'

**Participating volunteer instructors:** 6 volunteer instructors working at the same foundation university, who participated in both the quantitative and the qualitative data collection processes and who play a vital role in the process of the IPD implementation

## Chapter 2

### Theoretical Basis of Research and Literature Review

#### Introduction

This study aims to offer a fresh outlook on IPD for EFL Teachers. This chapter primarily presents a literature review on the basic principles of SDL, teacher PD, specifically focusing on the concept of IPD and its reflections through the field of ELT.

#### Fixed Mindset vs. Growth Mindset

Mindsets, which are our core ideas about ourselves and our potential, have gained significant influence in the fields of education and personal development. Dweck (2006) distinguishes between two main mindsets: fixed and growth. This research study examines the fundamental principles of each mentality, their influence on learning and accomplishment, and possible strategies to cultivate a growth mindset.

**Fixed Mindset.** Individuals who possess a fixed mindset have the belief that their intelligence, talents, and abilities are innate and immutable (Dweck, 2000). They perceive problems and disappointments as evidence of their limitations, resulting in emotions of powerlessness and discouragement (Elliot & Dweck, 2005). Having a fixed attitude might impede motivation since it leads to the belief that putting in effort is pointless if success is dependent on natural talent (Yeager et al., 2020). Individuals with a fixed attitude tend to keep away from the problems, give up easily, or resort to dishonesty in order to protect their perceived intelligence when confronted with difficulties (Mueller & Dweck, 1998)

**Growth Mindset.** On the other hand, individuals who possess a growth mindset have the belief that their skills and talents may be enhanced by hard work, acquiring knowledge, and maintaining determination (Dweck, 2006). They perceive problems as chances to develop and enhance their abilities. Feedback is regarded as important input for advancement, rather than a personal assault (Dweck, 2000). People that possess a growth mentality are more inclined

to welcome exertion, persevere through challenges, and actively pursue opportunities for learning (Duckworth et al, 2007). This promotes the development of resilience, which is a crucial element in achieving success both academically and personally (Paunesku et.al., 2015).

Studies indicate that mindsets have a substantial impact on both learning and accomplishment. Students that possess a growth mindset have better results than their peers who have a fixed perspective in academic environments (Dweck, 2000; Haimovitz & Dweck, 2017). They exhibit elevated levels of drive, involvement, and self-control in the process of acquiring knowledge (Duckworth & Gross, 2014). Furthermore, growth mindsets are associated with a heightened inclination to engage in risk-taking, experimentation, and the acquisition of knowledge from errors, all of which are fundamental components of successful learning (Dweck &Yeager, 2019).

The beneficial influence of growth mindsets underscores the need of cultivating them in educational and personal environments. Dweck and her colleagues have discovered techniques to encourage the development of a growth mindset (Henderson & Dweck 1990; Dweck, 2006; Elliot & Dweck, 2005; Dweck & Yeager, 2019). These strategies encompass instructing students directly on the notion of mindsets, commending their work and persistence rather than their inherent talent, and offering them chances to confront problems and gain knowledge from their errors.

The study of fixed versus development mindsets provides vital insights into the psychology of learning and accomplishment. By comprehending the attributes of each mentality and their impact on motivation and behavior, educators and individuals can strive to cultivate a growth mindset. This has the ability to enable individuals to accept challenges, persevere through problems, and ultimately achieve their maximum capabilities.

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Research has demonstrated that the mindset of teachers in educational environments has a significant impact on their teaching methods and the academic achievements of their students. Tirri (2014) highlighted the significance of teacher education in Finland, underscoring the necessity for teachers to cultivate a growth mindset in their pupils. Rissanen et al. (2019) investigated the elements of growth mindset pedagogy, pinpointing crucial tactics such as facilitating students' personal learning processes and fostering a focus on mastery. Teachers that have a growth mindset typically help students with their individual learning processes, promote a focus on mastery, and motivate them to persist and put in effort (Rissanen et al., 2018a; Schmidt et al., 2015). The feedback they offer emphasizes the learning process rather than the end result, which aids in the cultivation of a growth mindset among students (De Kraker-Pauw et al., 2017).

Within the specialized domain of ELT, possessing a growth mindset is of utmost importance. Acquiring a new language inevitably entails difficulties and obstacles. Students who possess a fixed mindset may perceive these challenges as indications of a deficiency in their linguistic abilities, resulting in demoralization and reduced drive (Elliot & Dweck, 2005). In contrast, pupils who possess a development mindset perceive problems as chances to acquire knowledge and enhance their language abilities (Dweck, 2016). This promotes a more optimistic and adaptable mindset towards learning, which is crucial for continuous advancement in ELT (Henderson & Dweck, 2012).

Moreover, a growth attitude promotes pupils to willingly accept and engage in exertion and trial-and-error in their language acquisition (Dweck, 2006). Developing fluency and accuracy in English communication is crucial. According to Duckworth et al. (2007), students who have a growth mindset are more inclined to engage in class activities, actively practice speaking and writing outside of class, and actively search for extra learning materials. In

English language schools, cultivating a growth mindset can greatly improve student motivation, engagement, and eventually, their success in learning English language competency.

### **Reflective Thinking**

The capacity for reflection is widely recognized as a determinant of the efficacy of teacher professional growth. Readings and articles concerning PD, training, and education frequently use the terms reflection, reflective thinking, reflective practice, reflective judgment, and reflective learning. Various research studies (Kolb,1984; Kirby, 1988; Morine-Dershimer,1989; Zimmerman, 2000; Loughran, 2002; Merriam, 2004; Mezirow, 2018) constantly emphasize the significance of reflection in the education and development of teachers and professionals. To enhance the efficacy of teaching, educators must possess a keen understanding of their own instructional methods and the surrounding context in which they operate, encompassing both their students and colleagues within their professional setting. In order to fulfill their responsibilities and adapt to their work environment, individuals must possess knowledge and innovative ideas to strategize and take action. Teachers have the ability to gain knowledge from their own experiences by engaging in reflection during their observation and response processes. Their introspection of their own experiences is connected to the creation and advancement of their teaching methods, which directly influences the everyday activities of the teachers.

Dewey (1933) argued that reflective thinking frequently arises from a state of uncertainty or a challenging situation, which prompts deep contemplation and ultimately yields a conclusion or solution. He characterized contemplation as a methodical and concentrated form of cognition that is distinct from haphazard thinking. Reflection is the cognitive process used by teachers to assess and overcome the issues they face in their everyday professional activity within his professional endeavors. Teachers can enhance their commitment to action and gain the capacity to put theory to practice by engaging in reflection, rather than relying solely on practical experience. Reflective action involves a thorough analysis of each belief or

habit in connection to the reasons that support it and the potential results it may generate (Zeichner & Liston, 1996). According to Loughran (2002), reflection is a deliberate and purposeful cognitive process that aims to identify strategies for addressing challenging situations. Teachers can enhance their viewpoint and get a more profound comprehension of the intricacies of teaching by engaging in reflective practice, rather than only participating in it. This introspection enables individuals to understand the act of teaching from a fresh perspective and gain a deeper appreciation for its complexities.

Schön (1983) differentiates between two types of reflective thinking: reflection-in-action and reflection-on-action. As to his explanation, reflection-in-action pertains to the act of reflecting while engaged in an action. It encompasses implicit cognitive processes that continuously interact with current practical application. Reflection activates cognitive processes such as self-evaluation, event clarification, conclusion formation, and adaptation to fulfill certain criteria. Engaging in such engagement would ultimately drive practitioners to adapt and enhance their approach (Leitch & Day, 2000). Reflection-on-action refers to the process of intentionally and methodically reviewing one's past activities and thinking about them. This type of reflection typically occurs after the activity has occurred, with the aim of gaining a deeper comprehension of the circumstance and enhancing our teaching methodologies. Maintaining a reflective notebook is an effective method for navigating the process of reflection-on-action. The essence of professional creativity revolves around the two modes of reflection in which reflective practitioners participate (Leitch & Day, 2000).

Organized reflective thinking fosters the creation of significance and the establishment of a connection between past and present experiences, as well as between personal and collective knowledge. A strong self-awareness is crucial for both personal and professional growth, as it allows individuals to identify their own strengths and flaws. Self-awareness is strengthened by reflective thinking as a critical effort to enhance teaching skills (Akkoyunlu et al., 2016; Schön, 1987). More apparently, Schön (1987) defines professional skill as the capacity to efficiently manage a variety of difficult tasks by connecting knowledge in a coherent



manner. This method enables individuals to develop the ability to make intuitive, instinctive judgments and engage in critical thinking by carefully analyzing their activities and their impact on the intended objectives. In an environment where instructors are frequently depicted and treated unfavorably, and when their professional growth is focused on their weaknesses rather than their strengths, their personal progress will be hindered and their motivation to achieve higher levels of performance diminishes. In addition, if PD is not customized to address the specific requirements of instructors, it has minimal impact on enhancing their teaching methodologies. Furthermore, if teachers are not prompted to engage in self-reflection to enhance their comprehension and obtain profound insights into the process of learning and teaching, they will merely go through the actions without making a genuine positive impact on their students' academic performance.

The ability of reflective reasoning is an essential competency for educators and should be included in their whole formal training process. The findings of the Sharma and Pandher's (2018) study emphasizes that educators should consistently engage in self-assessment and self-reflection. This necessitates a profound dedication to their professional and a robust conviction in effecting change. Regarding student teachers, written reflection approaches illustrate their metacognitive processes, including their attitudes towards teaching, their beliefs and perceptions, and their professional self-image (Collina & Karsenti, 2011). Reflective practice is essential for adopting a profound approach to learning and serves a crucial function in both improving learning outcomes and PD in every stage of an educator's professional life.

### **Adult Learning Theory**

Malcolm Knowles brought the European notion, Andragogy, to the United States in the late 1960s. In 1968, he described it as "a new label and a new technology" that differentiates adult learning from children's learning or pedagogy (Knowles, 1968, p. 351). Knowles presented the subsequent collection of presumptions concerning adult learners:

- As an individual develops, their self-concept transitions from that of a reliant personality to that of an autonomous human being.
- As an individual matures, they amass an expanding repository of knowledge and expertise, which serves as a valuable asset for acquiring new knowledge.
- The adult's readiness to learn is strongly linked to the developmental demands associated with their social function.
- As individuals age, there is a shift in their time perspective from a focus on future application of knowledge to a focus on immediate application. According to Knowles (1980; pp. 44-45), adults tend to focus more on solving problems rather than on the subject itself when it comes to learning.
- Adults are primarily motivated by intrinsic factors rather than extrinsic incentives. According to Knowles (1984), it is important for adults to understand the purpose for learning anything.

The fact that change will always be an unavoidable part in the field of education will eventually lead teachers into engaging in continuous learning, development, and adjustment to incorporate new methodologies, updated academic criteria, and fresh curricula. Adult development theories offer a structure for comprehending the distinctions between adult learners and younger learners. They also provide valuable guidance for designing more effective PD programs that cater to the requirements of teachers at every stage of their careers.

In the present day, educators are encountering numerous difficulties that have significant consequences for their professional identities and the organizations they are employed by. The difficulties encompass rapid technological advancements, growing consumption of information, various student needs, and escalating demands for accountability and productivity. Despite the effectiveness of PD programs and activities in meeting this demand, their importance and urgency have not been properly acknowledged. It is crucial in today's world to change this mindset and make a deliberate effort to prioritize PD.

Nevertheless, the mere provision of "sit-and-get" style activities for PD is insufficient to alter the aforementioned mentality (Diaz-Maggioli, 2004).

Contrary to children, adults are not just passive recipients and transmitters of information, but rather actively engage in their own learning process. Individuals possess unique requirements when it comes to obtaining knowledge or developing a skill (Knowles et al., 2014). Therefore, it is plausible to see teachers as adult learners and view all types of PD initiatives as a variant of adult education. This perspective on PD minimizes the need for intellectual and emotional effort and simply considers teachers' backgrounds and situations on a surface level (Little, 1993). These techniques transform teachers into passive recipients of knowledge, perhaps leading to or exacerbating teachers' reluctance to participate in PD endeavors (Knowles et al., 2014). This approach prioritizes the requirements of teachers and the specific environments in which they teach and learn (King & Lawler, 2003). This perspective has been adopted as the conceptual basis for numerous research studies on PD in the sector (Terehoff, 2002; Beavers, 2009; Zepeda et al., 2014).

According to the adult learning theory, people in their thirties and forties can usually tell what they need to know or what is expected of them based on their job title or other external factors. Their sense of "self" dictates how they conduct themselves in both their personal and professional spheres. This assumption suggests that policymakers and programs that prepare teachers should keep this notion in mind when they design and execute PD opportunities. Specifically, educators should not merely sit on the sidelines and take in knowledge; they should actively participate in making decisions regarding the content and implementation of PD activities, guided by their own convictions about the long-term goals they want to attain. As adults with a strong feeling of self-determination and autonomy, they may find it offensive to be taught in a classroom setting where they are supposed to passively absorb information, like children (Knowles et al., 2014). They could be led astray into thinking that the opinions and experiences of outside experts on the subject of education take precedence over their own.

Adults are more likely to be motivated to participate in PD events if they can see a tangible and immediate benefit that they can apply to their personal life or work environments (Merriam, 2008). The practicality and applicability of this knowledge can assist teachers in enhancing job satisfaction and professional self-esteem, which are crucial variables for intrinsic motivation, a fundamental element of the adult learning process. In addition to internal motivation elements, external variables such as salary increases, academic recognition, and job titles are also crucial in fostering a sense of accomplishment for instructors as adult learners. In addition, time and resource limitations, lack of institutional support, and unfavorable attitudes towards learning can impede teachers' intrinsic desire to participate in PD activities (Knowles et al., 2014).

In contrast to children, adults have distinct requirements when it comes to learning (Knowles et al., 2005). Teachers are individuals who engage in continuous learning, and their professional growth can be considered a type of adult education. This approach emphasizes the importance of tailoring PD to meet the specific needs of teachers and the many environments in which they acquire knowledge and instruct (King & Lawler, 2003). PD that provides teachers the opportunity to investigate, experiment, reflect, discuss, and collaborate with other teachers can help them change their practice (Darling-Hammond & McLaughlin, 1995; Lieberman, 1995; Little, 1993); however, the one-size-fits-all workshops that are usually offered try to disseminate new information to teachers in an effort to fix what is broken (Diaz-Maggioli, 2004).

Teachers' openness to new information and ideas as a means of improving their own teaching is another tenet of adult learning theory. In other words, the intellectual, psychological, and personal preparedness of adult learners should inform PD initiatives. When it comes to adult education, Merriam summarizes Knowles's assumptions (2001, p.4). Merriam defines an adult learner as someone who:

- has a strong sense of identity and is able to take charge of their own education;
- has a wealth of life experiences to draw from as a learning resource;

- has learning needs that are directly tied to shifting social roles;
- is problem-oriented and eager to put what they've learned into practice right away;
- is driven to learn by internal rather than external forces (Merriam, 2001, p.4).

### **Self-Directed Learning**

SDL a significant adult learning theory, emerged about the same time as Knowles presented andragogy. SDL played a crucial role in differentiating adult learners from children. The initial premise of andragogy, which posits that individuals become increasingly autonomous and self-directed as they age, directly addresses the inherent self-directedness of adult learners. The emergence of SDL as a prominent theory was driven by Tough's (1971) investigation into the SDL endeavors of adult learners in Canada. He discovered that 90% of his participants had participated in an average of 100 hours of SDL projects in the previous year, and that this learning was strongly integrated into their daily lives. Extensive study conducted over a span of 45 years in North America and Europe has provided evidence that the majority of people actively participate in SDL endeavors. This learning takes place in the context of their daily lives, follows a structured approach, and does not rely on the presence of a teacher or a traditional classroom setting.

SDL has shown to be a very successful strategy for involving and preparing adult learners ever since Tough first it in the literature on adult learning in 1967 (Ellinger, 2004). SDL research in the 1970s was mostly concerned with definition and identification. According to Knowles (1975), the most widely accepted definition of learning involves eight elements. Firstly, learning is a process. Secondly, it is initiated by the individual. Thirdly, it may or may not involve the assistance of others. Fourthly, it is aimed at identifying the individual's learning needs. Fifthly, it involves developing learning goals based on these needs. Sixthly, it requires finding the necessary resources to achieve these goals. Seventhly, it entails selecting and implementing appropriate learning strategies to meet the goals. Lastly, it involves determining how to measure the outcomes of the learning process.

To comprehend SDL, it is crucial to acknowledge that SDL does not include isolating oneself in a room to acquire knowledge. Instead, SDL revolves around the learner assuming control over their own learning process. An autonomous learner seeking knowledge may opt to enroll in a course, seek guidance from a mentor, or participate in an online forum. SDL is present in various aspects of adult life, such as the workplace, continuing professional education, health and medical fields, higher education, and online contexts. In addition, research indicates that online learners who are more self-directed tend to be more successful (Merriam and Bierema, 2013).

Boyatzis (2001) indicates that adults acquire knowledge in subjects that interest them. According to Specht and Sandlin (1991), other information, even if obtained temporarily (e.g., for a test), are quickly forgotten. Self-directed change refers to a deliberate transformation in either your current self (the Real) or your desired self (the Ideal), or both. SDL refers to the process of intentionally and independently pursuing personal growth and development, while being conscious of the changes taking place and having a clear understanding of the process of change. The theory of SDL is visually represented in Figure 1 in (Boyatzis, 2002; Goleman et al., 2002). This model is an enhancement created by Boyatzis (2002) after studying and examining the previous models (Kolb, Winter & Berlew, 1968; Boyatzis & Kolb, 1969; Kolb & Boyatzis, 1970a and 1970b).

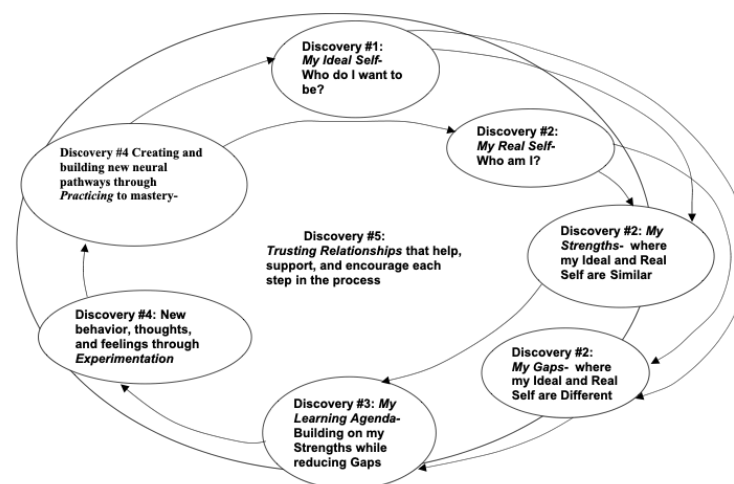


Figure 1. The Theory of Self-directed Learning by Boyatzis (2002)

### ***Self-assessment and related tools***

The term "reflect" refers to the deliberate and thorough consideration of something. According to Dewey (1910), reflection involves examining and articulating one's experiences from many perspectives in order to get a deeper understanding. Reflective teachers are seen as effective educators because they not only impart knowledge but also engage in self-reflection and evaluation to enhance their own performance. The concepts of self-assessment and self-reflection stress the importance of educators taking charge of their own PD by deciding what skills to improve and keeping track of their own progress (Attard, 2017). Through reflection, educators gain a detached perspective on their job, enabling them to spot and address any issues or recognize their achievements (Brandenburg, 2021). Teachers can utilize self-evaluation, which occurs after reflection, to assess their performance, acknowledge their areas of expertise, and pinpoint flaws, enabling them to develop methods for personal growth (Nikolic, 2002).

In the context of a rapidly evolving world that sets new standards for teachers' abilities, the primary emphasis is on self-improvement. This process starts with self-assessment (SA) and the development of self-assessment skills (Aslan et al., 2022). These skills are rooted in teachers' ability to reflect on their own performance, enabling them to address the challenges they encounter. An educator who engages in self-reflection is often seen as an effective instructor. Every time he instructs a lesson; he simultaneously acquires knowledge himself; he evaluates his own work and the level of progress made.

Self-assessment is considered a tool for gauging self-awareness, allowing individuals to understand their own strengths and flaws (Goleman, 2012). According to the suggestion made by Black and William (1998), self-assessment (SA) consists of three fundamental elements: identifying the desired objective and confirming the existing status, as well as determining how to close the gap between the two. Teachers' self-assessment enables them to recognize their own strengths and weaknesses and promotes collaborative exchanges with their peers, so contributing to their PD (Peterson, 2000). Teachers can utilize data obtained

from self-assessment to articulate modifications in their teaching methods within a framework that is both non-intimidating and non-evaluative, with the aim of addressing the educational requirements of students (Bailey, 1981).

Marzano and Toth (2013) suggest that a straightforward and efficient method for collecting observations is to begin with teachers' self-evaluation. This is because self-reported information can encourage instructors to reflect on their practice and demonstrate that their perspective is respected. In addition, self-evaluation improves perceptions of work stability and enables teachers to have a deeper understanding of the reasons behind classroom behaviors or activities (Nikolic & Cabaj, 2003). In addition, self-assessment enables educators to contemplate the various elements that influence their teaching, including personal, organizational, or institutional aspects (OECD, 2013a).

According to OECD (2009b), when the goal of teacher evaluation is to enhance teaching practices, self-evaluation is a must-have instrument. However, in most cases, the evaluation's ability to improve is compromised, and the effectiveness of self-evaluation tools is diminished. Due to the widely held belief that teachers are unable to assess themselves impartially, this form of evaluation is typically avoided. However, this also hinders the teacher's active involvement in their own evaluation process. Additional assessment findings can corroborate self-assessment reports as educators have a more accurate understanding of their customary conduct. Moreover, in order to identify any bias present in a teacher's self-assessment, it is necessary to compare this evaluation with the evaluation scores documented by other observers (Marzano and Toth, 2013). Teachers can engage in self-evaluation by gathering various documents such as lesson plans, artifacts, and student work. These materials can then be used to assess the teacher's performance, as per the evaluator's perspective, so placing the teacher in a more proactive position (Danielson & McGreal, 2000).

According to Wu (2019), while there are often external elements that can influence the professional growth of teachers, it is mostly an internal process that involves the individual themselves. Without a genuine desire for self-development, even an ideal external



environment will have little impact on the instructor. According to Davis and McDonald (2019), PD becomes significant when teachers recognize their individual requirements and take ownership of their ongoing PD. According to Somantri and Iskandar (2021), instructors are accountable for their own PD. In order to liberate themselves from the constraints of a conventional and unproductive mindset that hinders their creativity, empowerment, and effectiveness, individuals must possess a strong desire to develop professionally. The capacity of teachers to guide their pupils towards the best learning opportunities relies on their own professional growth.

In recent years, several frameworks have been established for evaluating English teachers, which incorporate the practice of self-assessment. According to Borg and Edmett (2019), these frameworks assert that teachers can assess their own needs and determine how to enhance their skills in order to achieve specific outcomes through a structured process of self-reflection. The British Council provides the SA framework for PD of EFL instructors, known as "Teaching for Success." The international continuing PD framework consists of 12 professional abilities, each of which is further broken into more detailed "elements" that outline the knowledge and actions required for professional strength in teaching (Prince & Barrett, 2014). Also, Cambridge Assessment English provides a framework that enables teachers to assess their current level of development and determine their desired direction for future progress. In addition, the European Portfolio for Student Teachers of Languages (EPOSTL) is designed to examine the competences necessary for language teaching. These qualities are fundamental skills that English teachers should strive to attain (Newby, 2007). The European Profiling Grid (EPG), on the other hand, provides specific criteria for various language teaching competences and skills, which might assist English language teachers in enhancing their PD (North et al., 2011).

Specifically, European Profiling Grid (EPG) is an evaluation tool for language teachers developed as the result of a project by the European Commission. It is commonly used in Europe for teacher education program, and there are some higher education institutions which

use the EPG by merging into their Teacher Development Programs. This tool has the descriptions related to the current competences of language teachers. Sets of descriptors were organized as three developmental phases each of which has two stages for language teachers (novice to very experienced) to map and assess their language teaching competencies. The EPG contains four categories: training and qualifications, key teaching competences, enabling competences and professionalism. There are three set of phases in EPG: 1.1 and 1.2 for novice teachers; 2.1 and 2.2 for experienced teachers; and the last, and 3.1 and 3.2 for the expert or professional teachers. Considering the descriptors of the EPG, teacher development is primarily 'bottom up': teachers discover the teaching competences needed to be improved by themselves. To start with, teachers should consider the trainings they participate in, their own professional teaching experiences, and their interests in the field, and then they can find out what to do next in the long-lasting road of PD.

Considered to be one of the most effective and applicable tools for self-assessment, the EPG was mainly for the use of its inspections in various countries to assess teams of teachers with diverse educational backgrounds, since this tool was originally developed by EAQUALS. Afterwards, the project of the EPG aims at providing support for language teachers to keep track of their own PD, and also to improve the quality of language teacher training. The EPG is also a validated tool for administrators, coordinators, mentors and teacher trainers of language teaching institutions to assure the quality of language education and to provide support and in-service development opportunities for language teachers. This project was validated after testing with over 2000 teachers, over 60 managers and 100 trainers.

On the other hand, The EPOSTL is a significant self-assessment tool for prospective students undergoing their initial education where they can get their pedagogical and field knowledge. The EPOSTL was developed between the years from 2004 to 2007 for the European Centre for Modern Languages (ECML) of the Council of Europe by a project team, led by David Newby of teacher educators from five different countries (Austria, Armenia, Norway, Poland, and the UK). The EPOSTL contains three-part structure which include

personal statement, self-assessment including 196 can-do statement items and the dossier- teachers can document progress and record examples for their future profession.

It is created with the intention of helping teachers and student teachers while having teacher training education to assess their own improvement in terms of various competencies. Furthermore, this self-assessment tool can be the guide for not only the prospective students but also in-service teachers, curriculum developers, teacher mentors and teacher trainers to increase the quality of language teacher education. It also gives prospective users purposes to put themselves targets to do their best to achieve the highest performance while teaching language with all the competences necessary. More importantly, the reason why we should regard the descriptors of the EPOSTL as a guidance is that the expectation to reach the competences and skills promotes the cooperation between pre-service students, between prospective students and their educator or mentors to raise students' awareness about their strengths and their skills which need to be improves in terms of language teaching practice (Newby, Allan et al., 2007).

Looking for the related studies conducted in Turkey, Çakır and Balçıkanlı (2012) reported that the great number of the participants (95%) who were prospective teachers defined the EPOSTL as an effective tool that makes them realize how to improve their skills and competences in teaching profession, and to monitor the improvement throughout the self-assessment process. The same study includes the teacher educators to collect data about what they think of the usage and the outcome related to the implementation of the EPOSTL to the pre-service language teaching education. The results were intriguing since they all were certain about the effectiveness of the EPOSTL, which, they thought it would raise the future teachers' awareness about how to carry out teaching practices and improve the points needed to be concerned (Çakır & Balçıkanlı, 2012) The other study conducted by Seitova (2017) collected the data about the usage of the EPOSTL by in-service teachers and reported that the teachers found the use of the EPOSTL beneficial in terms of self- assessment and self-

reflection. According to the findings, it is suggested that EPOSTL is not only useful for pre-service teachers but it is also very effective for in-service teachers.

### **Teacher Professional Development**

There are a variety of views in the literature on the nature, purpose, and extent of PD for educators. PD encompasses the growth and enhancement of an individual's skills and knowledge within their professional capacity. "Teacher development is the professional growth a teacher achieves as a result of gaining increased experience and examining his or her teaching systematically" (Glatthorn, 1995, p. 41). Similarly, Yeşilçınar and Çakır (2018) state that "Teachers are not passive consumers of the information provided in INSETs" They should be encouraged to actively create knowledge through teacher research and adapt their methods in the classroom to the insights they gain (Yeşilçınar and Çakır, 2018, p. 72). Regarding the primary objectives and central emphasis of PD, scholars like Borko (2004) and Desimone et al. (2002) perceive teacher PD as a crucial mechanism for improving instructors' understanding and teaching methods. Authors such as Guskey (2002) and Desimone (2009) consider changing teachers' attitudes and beliefs to be a significant goal of PD. According to Avalos' definition (2011), we believe that the primary focus and ultimate objective of teacher PD should be to enhance students' learning and academic success. Avalos (2011) stated that PD entails teachers acquiring new knowledge, honing their learning skills, and applying their expertise to enhance their students' progress. Teacher professional learning is an intricate procedure that necessitates the intellectual and emotional engagement of teachers both individually and as a group. It involves the ability and willingness to assess one's own convictions and beliefs, as well as the exploration and implementation of suitable alternatives for enhancement or modification (Avalos, 2010).

The education system is undergoing adjustments to address ongoing development, growing diversity, and a focus on effectiveness, accountability, and transparency. Besides, Organization for Economic Cooperation and Development (2010) indicates that instructors are

required to confirm and enhance their knowledge and abilities in order to address new difficulties (OECD, 2010). PD includes activities that seek to enhance teachers' knowledge, attitudes, and behaviors in a positive manner with the goal of enhancing their ability to teach (OECD, 2014). Moreover, the United Nations emphasizes the significance of ongoing PD for teachers as part of sustainable development goal 4, which aims to guarantee inclusive and fair quality education and foster lifelong learning opportunities for all. This goal includes the objective of increasing the number of proficient educators through teacher training (UNESCO, 2015).

The discipline of TPD is a distinct area of research that has its own ideas and models (Avalos, 2011). Over the course of thirty years, researchers have put forth numerous theoretical viewpoints regarding the process of instructors acquiring knowledge and undergoing transformation. These models of teacher learning vary from unidirectional models, where teacher learning is seen as a direct result of specific processes and conditions, to multidirectional models, where teacher learning is seen as a more complex consequence of cyclical and dynamic processes, based on complexity theories. Furthermore, the primary objective of a well-designed PD process should be to improve teachers' understanding and methods, as well as students' educational achievements, rather than solely focusing on specific activities or materials such as workshops, study groups, reflective processes, or debates (Desimone, 2009; Desimone et al., 2002).

Scholars like Kazemi and Hubbard (2008) and Opfer and Peder (2011) argue that PD has the capacity to influence various dimensions of teachers' professional and personal lives, including their knowledge, skills, and beliefs. Desimone (2009) conducted a theoretical study and identified five key features that should be highlighted in teachers' learning in order to enhance their knowledge and abilities and improve their practice. The following factors are: "content focus, active learning, coherence, duration, and collective participation or cooperation." The emphasis on content includes both expertise in the subject matter and understanding of how students might attain this information. Active learning can involve either

witnessing experienced educators or being directly watched, followed by interactive feedback and discussion. Coherence pertains to the alignment between the substance of teachers' learning and their own knowledge and beliefs. Duration refers to the specific length of time that development activities should take place and the timeframe throughout which they are distributed. Desimone (2009) proposes that the duration of the development activity should be no less than one semester, with a minimum of 20 hours of direct interaction between participants. Collaboration, an essential element for development initiatives, entails teachers within the same school, teaching in the same academic year or department, engaging in collective learning. Teachers can subsequently acquire knowledge from one another. According to Darling-Hammond and McLaughlin (1995), PD is regarded as a collaborative process. While there may be some chances for individual work and reflection, the most successful PD happens when there are significant exchanges, not only among teachers, but also between teachers, administrators, parents, and other members of the community.

### ***Models of Teacher Professional Development***

Various models have been created and utilized in different contexts to facilitate and enhance the PD of teachers, spanning from their early career stages until retirement. Fisherman (2016) states that PD is a never-ending process that educators should get engaged in during their professional lives. To enhance the clarity of the presentation, the models are categorized into two sections: 'Traditional (One-size-fits-all) PD' and 'Visionary PD.

#### ***Traditional (One-size-fits-all) Professional Development***

The discipline of teacher PD has generated substantial knowledge regarding effective strategies for enhancing teacher learning and what strategies are ineffective. The primary method of traditional PD for teachers is limited to staff development or in-service training. These often involve seminars or short-term courses that provided teachers with new material on certain aspects of their work. Typically, this is the sole form of training that instructors would receive, and it is commonly not relevant to their actual job responsibilities.

The majority of research studies have produced unsatisfactory outcomes when examining the efficacy of PD in enhancing teachers' knowledge and instructional methods (Garet et al., 2008; Garet et al., 2011). The influence on student learning and achievement is particularly underwhelming, as evidenced by studies conducted by Powell et al. (2010). Annually, governments worldwide allocate substantial funds towards conventional PD endeavors, including seminars, lectures, workshops, and conferences (Gersten et al., 2010; Yoon et al., 2007). These events are typically short and infrequent, where teachers often assume a passive role as mere recipients of information, lacking opportunities for collaboration with their peers. According to Borko (2004), scholars believe that these forms of PD are severely lacking since they are fragmented and lack intellectual depth. They are not connected to classroom practices and do not address the actual needs and interests of teachers. Nevertheless, possibly because of a shortage of superior alternatives or innovative concepts (Little, 1993), numerous schools and school districts worldwide persist in allocating their resources towards arranging such types of PD events - arranging isolated workshops, inviting university professors to deliver specialized lectures and seminars, or sending their educators to expensive conferences and conventions once or twice annually. Ball (1995) has labeled these events as "style shows," while Darling-Hammond (2010) has described them as the "spray and pray approach" because to the absence of mechanisms that offer teachers feedback and follow-up support.

The local developers who initiate these PD programs usually lack the necessary expertise in PD theory and practice, and they tend to be short-lived and limited in scope. Furthermore, they typically carry out minimal formal assessment, limited to satisfaction surveys administered at the end of the course (Darling- Hammond, 2010). It is currently understood that traditional PD programs have minimal or no ability to enhance teachers' value, and hence, they do not have the capacity to benefit students (Hill et. al, 2013).

### ***Visionary Professional Development***

An efficient PD practice also encompasses introspection, investigation, and cooperation (Borg, 2015; Broad and Evans, 2006; Diaz-Maggioli, 2003; Richards and Farrell, 2005). Moreover, in effective PD practices, teachers have a significant role in making decisions on the content and process of their PD (Borg, 2015). In contrast to the conventional top-down method, current PD takes a bottom-up perspective, involving instructors as active contributors to their own professional advancement (Tanış & Dikilitaş, 2018). According to Borg (2015, p.6), the teacher tends to be seen as a "knowledge generator". Borg (2015) argues that effective PD practices, rooted in a constructivist perspective of development, prioritize the needs of both teachers and students. These practices involve teachers in decision-making regarding content and process, encourage collaboration among teachers, and promote exploration and reflection. They focus not only on instructional practices, but also on teachers' beliefs.

Ingvanson (1998) draws a comparison between the "traditional system of PD," also known as "in-service training," and the "standard-base system," in which professional bodies have control over goal setting and model-implementation and where opportunities are tailored to teachers' actual needs as they work in the field. In the former system, employers and governments set the goals, while universities, employers, and consultants are the actors involved. The models used in the former system tend to be short-term courses or workshops that do not necessarily address practical issues. Likewise, Kennedy (2005, 2014) emphasizes that continuous PD models which move from transmission (i.e. 'the training model' and 'the cascade model'), through transitional (i.e. 'coaching/mentoring model' and 'the community of practice model') to transformative (i.e. 'the action research model' and 'the transformative model') categories increase capacity for professional autonomy.

In Díaz-Maggioli's (2004) study, traditional PD development is distinguished from visionary PD. Figure 1 demonstrates that the author defines the former as an educational strategy where teachers receive knowledge that lacks personal significance but is delivered by experts in the field. Traditional PD lacks sensitivity to the situation or the needs of the teacher. Conversely, visionary PD aims to facilitate the growth of teachers in their profession and adopts



a constructivist approach to learning. Moreover, when PD program aligns closely with instructors' own experiences, expectations, and needs, they are more inclined to make positive changes to their teaching methods and enhance their instructional abilities (Darling-Hammond & McLaughlin, 1995).

Characteristics of Traditional Professional Development	Characteristics of Visionary Professional Development
<ul style="list-style-type: none"> <li>• Top-down decision-making</li> <li>• A “fix-it” approach</li> <li>• Lack of program ownership among teachers</li> <li>• Prescriptive ideas</li> <li>• One-size-fits-all techniques</li> <li>• Fixed and untimely delivery methods</li> <li>• Little or no follow-up</li> <li>• Decontextualized programs</li> <li>• Lack of proper evaluation</li> <li>• Pedagogical (child-centered) instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborative decision-making</li> <li>• A growth-driven approach</li> <li>• Collective construction of programs</li> <li>• Inquiry-based ideas</li> <li>• Tailor-made techniques</li> <li>• Varied and timely delivery methods</li> <li>• Adequate support systems</li> <li>• Context-specific programs</li> <li>• Proactive assessment</li> <li>• Andragogical (adult-centered) instruction</li> </ul>

Figure 2. Differences Between Traditional and Visionary PD (Díaz-Maggioli, 2004)

In 2017, Borg classified PD activities into two categories: training-based activities and practice-based activities. The former category of activities comprises formal and structured events such as seminars, workshops, and conferences. Consequently, these activities are generally seen as top-down. In contrast, the latter refers to activities like as action research, teacher support groups, or peer observation, which are the activities initiated and carried out by teachers themselves. Training-oriented PD initiatives have faced criticism due to teachers perceiving them as one-time events lacking subsequent support. Furthermore, the substance of those exercises is inconsequential to the teachers' genuine requirements and the challenges they encounter in their classrooms. Consequently, they fail to assist teachers in improving their expertise or promoting beneficial modifications in their instructional methods (Hişmanoğlu and Hişmanoğlu, 2010).

Borg (2017) has expressed disapproval of top-down PD models, arguing that they focus on instructing teachers on desired behavior rather than providing them with opportunity to learn from their own experiences. Practice-based PD encompasses a range of activities including

peer observation, mentorship, lesson studies, self-monitoring and reflection, teacher support groups, team-teaching, reading clubs, and more. According to Stoll et al. (2006), professional learning is considered more effective when it is rooted in self-development and work-based learning (p. 232). PD also provides contexts for collective participation and collegial sharing, as well as constructive feedback. Additionally, high-quality PD offers sustained follow-up support even after the program is completed (Bautista et al., 2015). Teachers require ample time to analyze and contemplate the novel concepts provided to them, experiment with them in the classroom, and engage in discussions with their peers.

Kearney et al.'s (2012) framework defines personalization as learners making choices about educational opportunities that are specifically suited to their needs, delivered at the right time and in the right amount. This allows learners to build a customized learning experience according to their individual preferences and requirements. According to Kearney and colleagues' model, agency is a part of personalization and refers to individuals' capacity to make choices regarding their learning, such as the subject matter, goals, and delivery method (Kearney et al., 2012).

McLoughlin and Lee (2008) enhance comprehension of personalization by offering a viewpoint on customization that enables learners to select the necessary resources to achieve their professional objectives and by modifying the content to align with these objectives. In addition, McLoughlin and Lee (2008) argue that decision making plays a crucial role in achieving "personally meaningful learning" and empowers learners to determine the most effective approach to achieve their objectives (p. 17). Decision making process enhances personalization by giving learners the autonomy to choose their activities, as well as the timing and format in which they engage in those activities. Teachers utilize responsive decision-making to prioritize their own requirements and areas of competence (Ching & Hursh, 2014; Hew & Brush, 2007). According to McLoughlin and Lee (2008), workplace customization can be adjusted to fit local regulations, individual skills, and desired evaluation. Kinshuk et.al. (2009) proposed two methods for personalized learning: providing content that is tailored to

the learner's individual needs and adapting content to suit the learner's specific work environment. These include opportunities for active learning, such as engaging in exploration, reflection, and discussion.

### **Individualized Professional Development through Self-directed Learning**

PD is defined by the TALIS 2018 Glossary as "activities that are intended to enhance an individual's expertise, knowledge, and skills as an educator." (OECD, 2019). SDL is a cognitive process where individuals independently recognize their learning needs, set specific learning objectives, locate relevant learning materials and resources, and select and use effective learning strategies. In the context of SDL learners take the initiative to engage in the learning process, actively participate, and rely on their own efforts to learn. They also seek assistance from others when necessary. However, the most significance feature is that -as Holec states- an autonomous learner has "the ability to take charge of one's learning" (1981, p. 3).

SDL, as defined by Nunan and Lamb (1996), is when learners take on the responsibility for making all the decisions related to their learning, but they may not actually carry out those decisions themselves. Self-directed (SD) learners assume full responsibility for their own learning and make all decisions regarding it. However, it can be challenging to fulfill these duties, despite the benefits of SDL in developing competences, gaining real-world experiences, being familiar with the subject matter, and overcoming learning problems. Unlike traditional TPD activities that see learning as the spread of information and place teachers as passive receivers of expert knowledge, SDL aligns with the principles of the growth model. It acknowledges the crucial role of teachers as active participants and recognizes their contexts as potential sources of valuable knowledge (Raza, 2010; Smith, 2017).

The learners must supervise and organize the resources. The learners should be self-motivated in order to be effective, as they are the central focus. SDL is comprised of the

learners' interest, dedication, comprehension, and practical application. Eva and Regehr (2005) provide a definition of SDL as a process of self-regulation as follows:

“...it is time to recognize that, when trying to identify and redress gaps in learning, seeking and incorporating external evaluations will be a better model for effecting self-awareness than any form of personally generated summative assessment. Second, and to us more important, the focus on self-assessment as “summary judgments” fails to capture the context to which self-assessment is, in fact, critical to self-regulation: the context of reflection in practice. Self-assessment as a mechanism of ongoing monitoring must take precedence over self-assessment as a mechanism for identifying and redressing gaps.” (p.53)

The objective of SDL is to facilitate learners in cultivating self-sufficiency in the process of learning. Autonomous learners possess the capacity to carry out tasks alone, without the need for guidance from others. Self-directed TPD refers to instructors engaging in autonomous learning either on their own or in groups. This frequently occurs when teachers choose to independently pursue professional growth, with or without assistance from their school, utilizing available resources. In self-directed forms of TPD the teacher assumes the responsibility of setting TPD goals and selecting suitable activities to achieve these goals (Villegas-Reimers, 2003). This type of learning is significant because it acknowledges the worth and influence of both "experiential and action-based learning" (Richards & Farrell, 2005, p. 14). In line with this perspective, Webster-Wright (2017) has proposed that the inclusion of flexible learning approaches is a powerful strategy for facilitating teachers' learning experiences within PD.

Richards & Farrell (2005) have identified many mechanisms that are essential to SDL. These involve teachers engaging in inquiry by continuously asking thought-provoking questions about their daily practices. They also engage in self-appraisal to evaluate their teaching and identify areas for improvement and areas of strength. Personal experience serves as a catalyst for learning, and learners construct meaning for themselves. Learning is

also contextualized within a specific social setting. Additionally, planning and managing are crucial for the success of this type of learning, as teachers must set learning goals and determine strategies to achieve those goals.

To effectively plan and continuously evaluate teaching progress can be accomplished by creating teacher portfolios. Teacher portfolios are educational instruments with dual purposes, offering numerous advantages for enhancing teachers' instructional skills and fostering their professional growth. The purpose of maintaining a teacher portfolio is to enhance teachers' learning through reflection and facilitate professional growth. This usage is frequently linked with in-service teachers. Teacher portfolios serve as both self-assessment tools and aids for teachers' professional growth (Wilcox, 1997).

According to Nunan (2003), "Learners who are able to play the kind of active role in their own learning is self-directed learners" (p.194). Self-directed TPD can be conducted independently, such as through self-monitoring, study of significant episodes, journal writing, and contemplation. Additionally, it is possible to carry out this process individually, through methods such as peer coaching, peer observation, critical peers, and team teaching. Furthermore, it can also be organized into groups, such as case studies and teacher support groups. Moreover, it can be fostered by institutions (Day, 1999). Some activities, such as action research, are applicable to all the aforementioned categories.

Self-reflection in SDL involves not just identifying areas for improvement but also acknowledging and enhancing one's strengths. Teachers can benefit from reflecting on their strengths while they seek ways to improve their weaknesses by first identifying the techniques they enjoy and then deciding which ones to keep doing (Çimer et al., 2013). Likewise, acknowledging strengths enables teachers to feel more assured. It is necessary for individuals to have the ability to modify their practice gradually, implementing minor adjustments as they progress. These adjustments can accumulate and result in measurable improvements in teaching practice (Kennedy, 2010).

The key elements of the education system are the teacher's competence and the possibilities provided for their professional growth (Seferoğlu, 2004). Hence, there is a requirement for meticulously structured individual PD strategies that will track the progress of teachers' professional growth and assist them in consciously achieving their PD goals. Baran (2016) outlined six essential strategies for accomplishment. These strategies included identifying requirements, examining the benefit and constraints of technologies, providing scaffolding, exchanging feedback, integrating technology into pedagogy and content, and conducting assessment. The implementation of individualized professional learning experiences that integrate activities focused on these six essential strategies may facilitate an effective implementation of innovative instructional methods (Baran, 2016). Furthermore, Tucker (2019) emphasizes that leaders aiming to foster change and promote innovation among teachers in their districts must allocate time, effort, and resources towards establishing a durable professional learning structure to facilitate such transformation. Darling-Hammond et.al. (2017) claim that effective professional learning, using methods involving the IPD strategy, should have a sustained duration. This means that teachers should have enough time to gain knowledge, take action, implement, and reflect on new strategies that will bring about changes in their teaching practice.

The findings of Zhang et al. (2021) provided empirical support for the necessity to advance traditional sit-and-get or one-shot PD (Miller, 1995) and foster more personalized learning experiences for teachers (Hunt et al., 2019, Hunt et al., 2020). Moreover, Adult learners require IPD that facilitates the acquisition of the knowledge and skills necessary to enhance student learning (Spratt, 2019). Hence, Individualized Professional Development Plan (IPDP) assists educators in creating a customized strategy for their professional growth. It provides guidance for career advancement and helps individuals follow their plan to successfully reach their goals (Evans et al., 2002). Dean (2015) mentioned that the IPD method involves PD plans created through a work-oriented approach that maps individual professional growth and career paths, guided by a consultant, mentor, or professional

organization. IPDP stands for Individual PD Plan, which is a strategy where employees assess their personal development needs, establish specific goals for the year, and identify chances to accomplish those goals. It is hypothesized that when teachers are regarded as accountable individuals who have control over their own learning, they are more inclined to actively participate in the learning process (Ellinger, 2004). Furthermore, seeing teachers as capable of self-direction implies that teachers are regarded as professionals, so addressing the fundamental disconnect observed in PD when a program fails to involve teachers as active contributors in shaping their own professional growth (Van Veen et al., 2012). Having well-defined professional objectives will eventually result in positive outcomes for students, the school, and the learning organization (Powell and Bodur, 2017).

### **Challenges of Professional Development**

Various obstacles impede the effective engagement of different groups in PD programs despite their significance and their willingness to participate. The main obstacles encompass a scarcity of facilitators, uncooperative administrators, negative staff attitudes, lack of accessible programs, work-related stress and family obligations (Fernandez-Manzanal et al., 2015). Furthermore, Izci and Eroğlu (2016) highlighted that the lack of effectiveness in course trainers, negative attitudes of participants towards PD programs, poorly organized schedules of courses, out of date course content, and insufficient availability of courses all impede the PD Program participation.

Research undertaken in the last twenty years suggests that for PD to be successful, it needs to be continuous and include feedback on instructors' specific classroom practices. Isolated training sessions, which are frequently used in early childhood and K-12 and higher education do not offer sufficient depth or opportunities for teachers to apply newly acquired knowledge in the classroom (Wayne et al., 2008). Frequently, the outcome is a lack of increased knowledge for both educators and students (Garet et al., 2001; Borko, 2004). Significantly, educators have indicated a preference for participating in extended,

concentrated, and rigorous PD activities (Garet et al., 2001). Research suggests that extended, continuous, in-classroom PD is more successful in providing teachers with the time to practice and improve new tactics (Yoon et al., 2007; Desimone, 2009). However, it is uncommon to be comprehensive and continuous PD programs (Desimone, 2009; Wasik & Hindman, 2011). Kriek and Grayson (2009) emphasize that traditional methods of PD, which involve a single session, are insufficient and unsuitable given the present educational reform initiatives.

The factors that contribute to the effectiveness of intended goals in a PD endeavor may not be applicable or significant in a different environment, level, institution, or for an individual. There is no universally superior approach to professional growth, and the obstacles to it can vary depending on the educational setting. Firstly, a frequently mentioned obstacle to PD is the absence of connection between the education received before starting a job and the actual practices followed while on the job. Darling-Hammond and McLaughlin (1995) assert that, starting with pre-service education and continuing it throughout a teacher's career, teacher development must focus on deepening teachers' understanding of the processes of their own teaching and learning, as well as of the students they teach. Employers often find that new graduates lack the necessary skills and attitudes needed for an effective learning setting (Seferoğlu, 2006; Coşkun & Daloğlu, 2010).

The insufficient focus and significance placed on PD (PD) by educators could be contributing to their unwillingness to take part in PD activities. The initiation, ongoing support, and working environment of an institution are crucial for the effectiveness of PD programs (Johnson, 2006; Bubb & Earley, 2007; Johnson & Marx, 2009). Similarly, the absence of a professional network may hinder instructors from initiating or participating in PD initiatives due to the apprehension of not receiving any assistance (Desimone, 2011).

The potential efficiency of PD activities is hindered by a lack of flexibility, autonomy, and variation in the manner they are conducted (Johnson & Marx, 2009; Guskey, 2009). Ultimately, it is imperative to ensure that there are ample and appropriate resources specifically



designated for teacher training and PD, as well as the necessary tools and aids required for this purpose. Insufficient time for active participation and thoughtful contemplation is also a worrisome issue when it comes to engaging in professional growth. Teachers require sufficient time to acquire new skills, practices, and knowledge, and to effectively incorporate them into their teaching methods. They also need time to experiment with the newly acquired skills and knowledge, and to reflect upon their effectiveness. Teachers often cite workload as the primary cause for their lack of engagement in PD activities (Guskey, 2003; Desimone, 2011).

Sellen (2016) indicated that the heavy working hours negatively impact teachers' participation in ongoing PD. Educators in England dedicated an average of merely 4 days to these continuing PD options, that includes courses, observer visits, seminars, and in-service training, in contrast to an average of 10.5 days. In Shanghai, on the other hand, teachers indicated they dedicate an average of 40 days annually to these forms of continuing PD which is tenfold the amount reported by teachers in England. Among the categories, only mentorship shows an above-average involvement rate in England, possibly attributable to the induction system rather than being an alternative PD practices related to sustainable and ongoing professional growth. According to 60 percent of teachers in England, workload constitutes a substantial obstacle to getting PD (Sellen, 2016).

Teachers should possess inherent motivation to enhance their SDL and PD. In addition, when examining the process, professional growth should not be limited to generic or standardized procedures that are intended to apply to everyone but should be customized and even more individualized if its possibly affordable. However, these factors encompass the provision of appropriate infrastructure and sufficient hardware and software. In addition, there is a shortage of funds provided to instructors' instructional time when they are required to participate in PD activities. In order to prioritize the comfort of instructors, it is imperative to allocate additional funding (Adamy & Heinecke, 2005).

## Professional Development and Change

Educators must go beyond their traditional, discipline-specific content and skills, exploring an array of 21st-century competencies, including teamwork, creativity, transferable skills, and problem-solving to adapt today's educational contexts (Merrick, 2020). This enables them to formulate their ideas for keeping pace with change. Recent research suggests that the assumptions made in this model may not be correct when it comes to PD programs for experienced instructors. This is supported by studies conducted by Huberman and Miles in 1984, and Guskey and Huberman in 1995. A model that critically evaluates the process of teacher change is necessary to provide guidance for the construction of more efficient PD programs (Guskey, 2002).

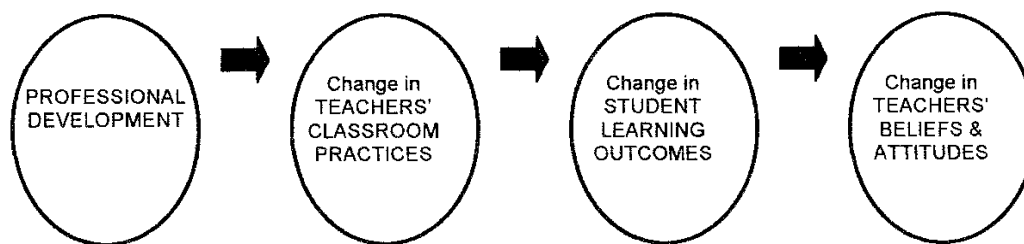


Figure 3 Guskey's model of teacher change (2002)

The 'Model of Teacher Change' depicted in Figure 1 offers an alternate approach. This approach proposes an alternative order for the three main results of professional growth. Based on the approach, teachers' attitudes and beliefs undergo significant changes mainly when they receive evidence of improvements in student learning. These advances generally arise from modifications that teachers have implemented in their classroom practices, such as adopting a new instructional method, utilizing new resources or curriculum, or making adjustments to teaching processes or classroom format.

Teachers are drawn to PD because they believe it will broaden their understanding and abilities, foster their personal growth, and improve their effectiveness in working with students. However, teachers often have a strong inclination towards practicality. The desired outcome of PD is to acquire particular, tangible, and practical concepts that have a direct relevance to

the daily functioning of their classrooms (Fullan & Miles, 1992). PD programs that do not adequately satisfy these demands are unlikely to achieve success.

Another crucial aspect that is often overlooked in numerous PD programs is the phenomenon of teacher transformation. PD initiatives often aim to inspire transformation in instructors' attitudes, beliefs, and perceptions (Griffin, 1983; Guskey, 2002). PD directors frequently endeavor to modify teachers' views regarding specific parts of teaching or the attractiveness of a particular curriculum or instructional innovation. It is assumed that modifications in instructors' attitudes and beliefs will directly cause specific alterations in their instructional behaviors and practices, ultimately leading to enhanced student learning.

The issue of maintaining change is regularly disregarded in PD. Professional growth must be viewed as a continuous process rather than a one-time occurrence in order to achieve success (Loucks-Horsley, 2009). Acquiring expertise in a new skill or discovering significance in a novel approach can be challenging and occasionally distressing. Moreover, any modification that shows significant potential for improving individuals' proficiency or boosting an organization's efficiency is expected to progress gradually and necessitate additional effort (Guskey, 2002). Similarly, Mirici and Pulatsü (2022) highlight that the focus must be on developing a framework of modular components that may be integrated or removed as needed, so offering flexibility to both individual educators and organizations in fostering an interactive, collaborative, and evolving community of teacher learners. It is crucial, therefore, that progress is regarded as a constant and ongoing effort (McLaughlin & Marsh, 1978).

### **An Overview of PD in Turkey**

Both formatively and reflectively, teachers' performance is impacted by their efforts to engage in PD, which in turn reflects their dedication to teaching both personally and professionally. There is not sufficient amount of research on the behaviors and attitudes of Turkish EFL instructors about their voluntary PD activities. Most of the existing studies examined are related to English language instructors in elementary and secondary education

levels (Bayrakçı, 2009; Özer, 2005). There is a number of studies focusing on the needs and perceptions of EFL instructors for the sake of increasing the quality of PD in Turkey working at the higher education institutions.

Canaran (2023) examined teachers' perspectives on continuing PD and online peer-coaching. The study was conducted during a time when all instruction and learning occurred remotely thanks to COVID-19. The participants consisted of two female educators from the English Language Education Department of a private higher education institution. Data analysis indicated that participants perceived online peer coaching for PD as enhancing instructional practices, fostering self-reflection, and contributing to an increased sense of well-being through peer support. It was reported that PD approaches could be implemented across diverse modalities and platforms, offering greater flexibility, adaptability, and practicality for educators based on their specific needs.

Koşar et al. (2022) conducted the study to determine the PD needs of in-service English instructors at Anatolian High Schools in Antakya, Turkey. It was reported that continuous TPD is essential for sustainability, necessitating ongoing support for educators from the pre-service teacher education program through to retirement. In-service teacher PD programs must be tailored to the genuine PD needs of educators, rather than those dictated by educational ministries or school administrations, to achieve desired outcomes and enhance teaching and learning effectiveness. In other words, bottom-up PD initiatives would be more likely to produce the desired effects than top-down approaches. This study also examined the PD strategies of English teachers. The findings indicated that the teachers took various measures for their PD and willingly participated in PD activities designed to enhance their teaching skills.

Özer et al. (2020) states that the design process for PD activities does not incorporate needs analysis for the teachers individually. In addition, the process lacks a procedural organization that would allow participants to assess and offer feedback on the quality of PD activities. Furthermore, there is a shortage of essential materials railing teachers into the process of PD. Most importantly, the trainers' conduct is unprofessional, which further hampers

the process. The issues related to the quality of PD in Turkey may deter instructors from participating in PD activities at different levels.

In another study, Yasar (2019) conducted research to explore the opinions of Turkish English language instructors regarding self-initiated professional advancement, as well as the elements that influence these viewpoints. When it came to the level of appreciation that the participants demonstrated, the researcher found that there were substantial differences between male and female participants overall.

Eroğlu (2019) examined the potential correlation between teachers' views and their engagement in self-directed PD activities, as well as their opinions of the support offered by their institution. The results indicated that there are notable differences in attitudes towards PD and the level of engagement in PD activities. While there is some research accessible regarding PD in Turkey's higher education system, the number of studies conducted on this topic is still rather minimal.

Kulavuz-Onal and Tatar (2017) examined the potential differences between English language instructors employed in state universities and those in private universities in terms of their personal/professional fulfillment and engagement in PD activities. The study utilized a quantitative research methodology and gathered data from a sample of 224 Turkish EFL instructors. The findings indicated that instructors employed by private universities participated in PD activities to a greater extent, resulting in a great achievement. Moreover, the instructors' degree of personal achievement is directly linked to active involvement in PD activities.

Elçiçek and Yaşar (2016) conducted a study to evaluate the strategies in Turkey and compare them to those of successful nations in PISA reports. The research findings necessitate urgent attention to the issue of PD, with the adoption of school-based techniques recommended for implementation in several nations. Furthermore, in order to enhance the quality of PD, it was recommended that PD activities should be varied, instructors' requirements and needs should be acknowledged. Consequently, all PD activities should be designed based on data.

Bayar (2014), in his study, sought to clarify the significance of effective PD activities and to present a list of the essential elements necessary to be included in each effective PD program. The study was conducted with sixteen elementary school teachers (8 male, 8 female) in Turkey regarding their experiences with PD practices. The results of the study suggested that each effective PD program must include the following elements: (1) consideration of specific needs of teachers, (2) consideration of school requirements, (3) teacher participation in designing and planning PD practices, (4) opportunities for active engagement, (5) ongoing engagement, and (6) high-quality educators.

Ekşi (2010) assessed the requirements of 92 EFL instructors working in preparatory classes at a public institution in Istanbul. Within her research, she also examined the perceptions of instructors, their typical methods for PD, the elements that influence their involvement, the most challenging skills to teach and assess, and the preferences of instructors for PD program forms. While instructors generally had a good attitude towards PD and valued the opportunity to exchange experiences with other instructors, the majority preferred workshops to be conducted within their own institution, with participation being voluntary. The primary obstacle impeding their involvement was the timing, deemed inconvenient. The instructors expressed a strong desire to enhance their understanding of "cutting-edge theories and practices in ELT."

Seferoğlu (2004) emphasized in his study that educators could enhance their professional competencies in perceived deficient areas by utilizing internet media and tools. Additionally, it is stated that in a rapidly evolving environment, this scenario is crucial and essential not only for educators but also for all members of society for personal development. Seferoğlu (2004) added that significant number of educators currently was not technology literate. It is reported that the benefits of using technology in educational settings were recognized and acknowledged by all educators. The technological proficiency of educators would immediately influence the quality of teaching they deliver; thus, ensuring the proper

utilization of technology would be a crucial element in the enhancement of educational activities.

### **Research on IPD in Turkey**

For the majority of teachers, participating in in-service education, such as workshops, training sessions, and seminars, is a requirement that must be fulfilled as part of their job (Daloğlu, 2004; Özer, 2005). In addition to structured PD events, educators at all levels have several chances to participate in IPD.

Özer et al. (2020) 's study focused on the necessity of TPD guide characterized as professional support at each stage of the IPD plan. The TPD guide would provide assistance in formulating your plan, executing the implementation process, and assessing the plan, so facilitating the achievement of educators' specific goals. It was stated that the IPD Plan Proposal would function as a guide for educators regarding PD. The plan would be non-mandatory and essential for the educator to adhere to and strategize their PD. The IPD Plan, which instructors will voluntarily adopt, would be intended as a resource to assist educators throughout their careers. Most importantly, the significance of IPD was emphasized for the success of teachers' professional growth.

Zerey (2018) conducted a recent quantitative study involving 96 EFL instructors from seven state institutions in Turkey. Out of these instructors, 20 were additionally interviewed to investigate their self-initiated development attempts, perspectives, and actions related to self-improvement. The instructors had a favorable attitude towards self-directed PD and emphasized the significance of collaboration among colleagues, experimentation with novel methods, conducting action research, and engaging in self-reflection. Common challenges they frequently encountered included insufficient assistance from institutions, a burdensome workload and a lack of self-motivation.

Taniş and Dikilitaş (2018) analyzed the impact of action research on the PD of English language instructors, comparing it to different models of PD. This comparison revealed the disparity in beliefs between teachers who employ transformative modes of PD, such as action

research, and those who use transmissive and transitional models. The teachers who employed transformative PD models adopted a bottom-up approach and were driven by internal motivation, while others played passive roles and were motivated by external factors. In conclusion, action research has been found to be a highly successful and ongoing PD activity.

Topkaraoğlu (2017), in his study, reported that despite the presumption that PD is valuable and critical to successful teaching, there is a shortage of empirical evidence regarding the motivations for teachers' engagement in continuous learning and the impact of PD on teaching efficacy or student learning outcomes. In this study, the qualitative findings revealed that EFL teachers in Turkey recognize the significance of PD and are eager to enhance their skills. They are likely to be truly motivated to reflect on their practices, collaboratively exchange experiences and challenges with colleagues, and advance in their professional lives only if encouraged and supported by institutional support.

Özbilgin & Erkmen (2016) conducted a study on the views, experiences, and needs of 12 educators who teach English in Northern Cyprus. Their analysis of the qualitative data revealed that teachers expressed a positive inclination towards participating in PD activities, despite the absence of institutional support. They recognized the importance of engaging in extended seminars and workshops, as they believed that a single session would not be sufficient to bring about meaningful changes in their classrooms. The participants expressed dissatisfaction with previous events due to their failure to meet their expectations and requirements. They emphasized the beneficial impact of school collaboration. This study demonstrated that teachers possess a strong inclination to acquire knowledge about contemporary topics through extended and organized periods of learning. They endorse the utilization of bottom-up approaches to identify their own PD needs and firmly think that PD is a self-directed endeavor.

Korkmazgil (2015) conducted qualitative research to investigate the needs, practices, and issues faced by English language teachers in their PD. The study included a total of 41



English Language teachers who were employed in state schools located in various towns. The analysis of the findings revealed that teachers required improvement in their language abilities, adoption of new instructional methods, integration of innovative approaches, and production of teaching materials. One of the concerns was the lack of autonomy that teachers had in their teaching techniques. Ultimately, it was determined that the most effective activities for the PD of teachers would be those that address their immediate needs and are carefully planned and guided with their active involvement.

In a study conducted by Yurtsever (2013), which involved 91 lecturers primarily employed at Akdeniz University, School of Foreign Languages, the researcher examined the opinions of English language instructors regarding traditional and constructivist PD methods. Data were gathered via a questionnaire that was available in both physical and digital formats. The results indicated that all PD models were preferred, with the self-directed model being the most preferred, scoring 79.6%. This suggests that instructors prioritize their own PD.

Karaaslan (2003) conducted a descriptive study in which a questionnaire was used to gather information about the perceptions of 110 EFL professors at Bahçeşehir University regarding their self-initiated PD. Evidence indicated that educators concurred on the indispensability of PD. Peer observation and action research were not preferred among other developmental activities. Although PD activities were deemed important, their use fell short of expectations. Typical explanations for not getting involved in developmental activities include a heavy workload, lack of self-motivation, and insufficient support from institutions.

## **Chapter 3**

### **Methodology**

#### **Introduction**

This chapter outlines six distinct sections that detail the methodological complexities of the inquiry. The introduction began with a description of the thorough research design. Secondly, the participants and the setting were provided. The next section offers an in-depth description of the researcher's roles. The chapter proceeds with the data gathering approach, followed by a comprehensive review of the methodology utilized for data analysis, encompassing the sections on reliability, validity, and trustworthiness. The final section examines the ethical considerations related to the investigation.

#### **Research Design**

This study is a case study utilizing an embedded experimental mixed method research design in order to acquire insight into a specific educational issue and to provide support for theoretical statements about the topic (Creswell & Clark, 2007). Case study research offers advantages by focusing on specific instances rather than generalizations (Stake, 2005) and utilizing several sources of information (Yin, 2009). The case study is an effective method where the researcher examines a real-life contemporary case or cases by collecting detailed and comprehensive data from many different sources of information (Creswell & Poth, 2018). A researcher employs purposeful selection to choose a case, which can be an individual, a small group, or an institution. Hence, the main focus is not on making broad generalizations, but rather on constructing a comprehensive depiction, analysis, and clarification of this particular instance (Marshall & Rossman, 2015; Creswell & Poth, 2018). Furthermore, Yin (2009) pointed out that the conventional standards for sample size are inconsequential in the case study approach. Yin (2009) emphasizes that the researcher should prioritize obtaining information on the different facets of the case. Creswell (2013) states that this actually involves

obtaining diverse viewpoints on the issue being investigated. Hence, the sample size of the present case study is deemed to be valid.

The research design of the study is an embedded experimental (intervention) mixed methods design, and it involves collecting quantitative data before and during the intervention phases of the study. In the initial quantitative phase of the study, the researcher collected data to explore EFL instructors' needs and perceptions related to PD Practices before the intervention begins. Then, the quantitative data was collected by carrying out pre-test and post-test related to the participants' self-assessment results before and after the intervention. During the intervention, qualitative data was collected to understand the participants' experiences with the intervention. Furthermore, in the intervention phase of the study, the quantitative data was collected to conduct a pre-test and a post-test related to the participants' self-assessment results before and after the intervention to find out whether there was a statistically significant difference between the results.

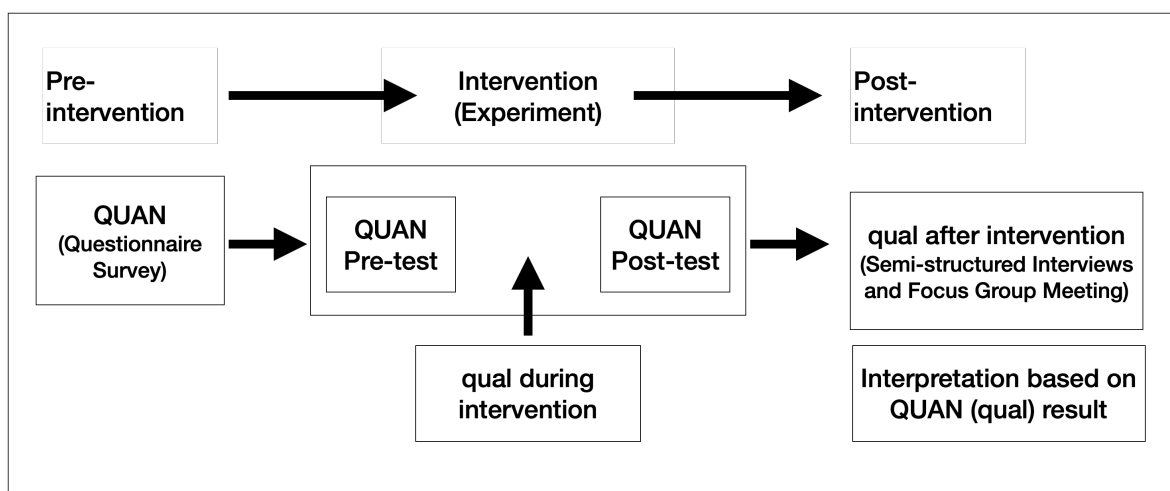


Figure 4 Embedded Experimental Mixed Method Research Design Model of the Study based on “Designing and Conducting Mixed Method Research” (Creswell & Clark, 2007)

Creswell (2012) provides a definition of mixed-method research as a form of research in which the researcher gathers both quantitative and qualitative data in order to investigate the research topics. The researcher integrates these two kinds of data and draws conclusions by leveraging the benefits of their combination. Additionally, Toraman (2021) provides a

definition of mixed methods research as a systematic strategy that encompasses the gathering, examination, and synthesis of both qualitative and quantitative data. It is crucial to amalgamate and incorporate both qualitative and quantitative data in mixed-method studies. The utilization of a mixed-method study design offers advantages since it allows for the examination of both quantitative and qualitative data. Quantitative data provides insights into general trends and linkages, while qualitative data offers a glimpse into the specific perspectives of individuals.

The study started with a comprehensive survey aimed at providing more data about the needs and perception related to the current PD practices and projecting results to a larger population and continues with utilizing self-assessment tool to give participants an accurate understanding of their starting point in the implementation process. This was followed by the next phase that concentrates on qualitative, open-ended interviews and a focus group meeting to gather in-depth perspectives from participants, thereby enhancing the understanding of the results of the initial quantitative survey. By combining these two sorts of findings, not only was it obtained a greater amount of data, but a more comprehensive understanding was gained. By employing a mixed-method design, the researcher was able to generate multiple perspectives or corroborate a dataset through alternative means.

### ***The intervention***

IPD model developed by the researcher expands upon and refines various foundational theories, including Boyatzis' (2001) 'Self-directed Learning Theory', Knowles and Cole's (1994) 'Experiential Learning Cycle', and Knowles' (2005) 'Adult Learning Theory'. Each theory provides essential insights that underpin the IPD model, ensuring it is rooted in known concepts while introducing innovations in PD for English language professionals. The IPD paradigm fundamentally revolves around the principle of SDL, as described by Boyatzis (2002). Boyatzis' (2002) model underscores the necessity for individuals to assume responsibility for their learning by establishing personal objectives, recognizing deficiencies in their abilities or knowledge, and pursuing resources to rectify these deficiencies. This notion is evident in the

circular and spiral characteristics of the IPD model, wherein teachers willingly participate in an ongoing process of self-assessment, investigation, and reflection. The IPD paradigm encourages instructors to take responsibility of their PD, facilitating their growth, which is a fundamental element of SDL.

The experiential learning cycle proposed by Knowles and Cole (1994) significantly influences the IPD paradigm. This philosophy, which highlights experiential learning, reflection, and application, corresponds with the iterative characteristics of the IPD paradigm. The "Act, Reflect, Update" cycle within the IPD framework urges educators to implement novel teaching practices, assess their effectiveness, and modify their methods accordingly. The spiral configuration of the IPD model guarantees that every update enhances the prior one, promoting ongoing improvement and PD, akin to the spiral advancement articulated by Knowles and Cole (1994).

Knowles' (2005) Adult Learning Theory, which highlights the distinct attributes of adult learners, constitutes the third basic pillar of the IPD paradigm. This idea posits that adults are self-directed, purpose-driven, and pursue learning experiences that are directly applicable to their professional or personal contexts. The IPD model integrates these ideas by providing a flexible, individualized approach to PD that corresponds with the distinct requirements and interests of English language instructors. This approach acknowledges that adult learners necessitate practical, applicable, and SDL opportunities, integrated into the reflective and autonomous characteristics of the IPD framework.

the IPD model integrates known theories to construct a holistic approach that enables educators to direct their professional trajectories, fosters experiential learning and reflection, and offers a sustainable framework for continuous improvement. Its cyclical and spiral structure leverages the benefits of each theoretical foundation while facilitating fresh opportunities for on customization and engagement in PD.

The diagram shown in Figure 6 illustrates an IPD Model tailored for EFL instructors. It indicates a circular and spiral process that empowers instructors to independently navigate their PD, promoting ongoing improvement.

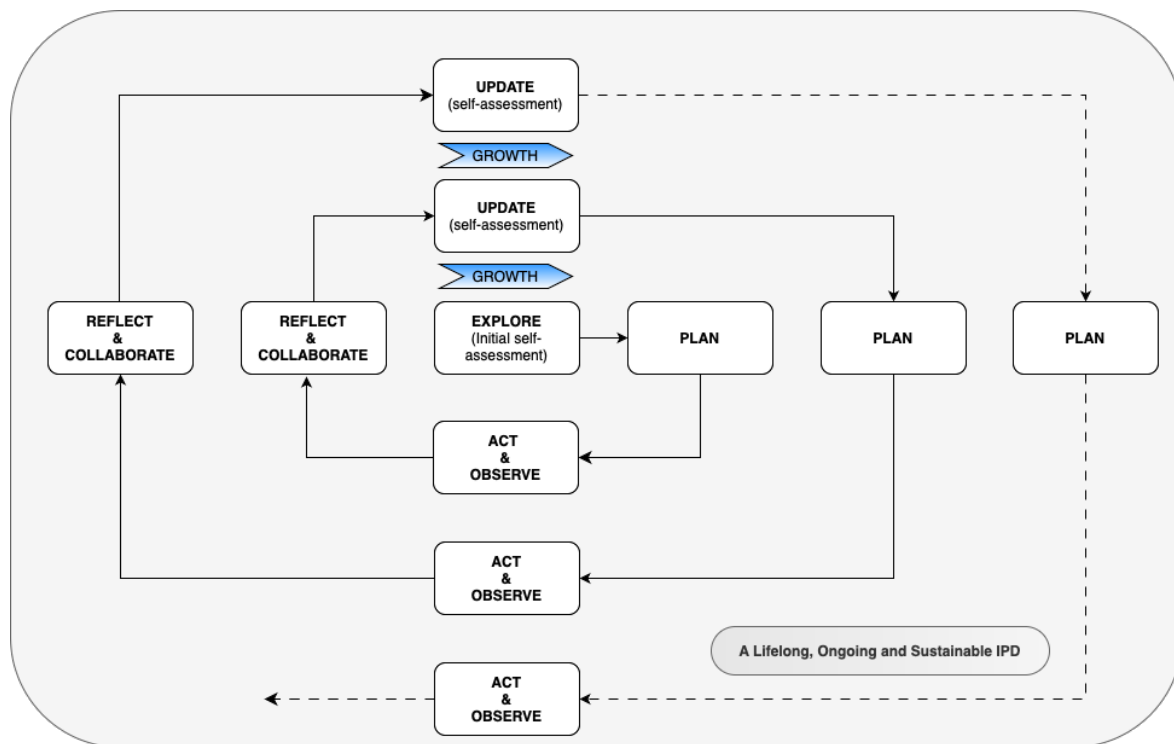


Figure 5 Individualized Professional Development Model

The model has four essential stages: exploration, planning, action and observation, and reflection and collaboration as follows:

**Explore (Initial Self- Assessment).** This phase entails an initial self- assessment in which instructors review their existing pedagogical methods and pinpoint areas necessitating enhancement. This step facilitates the establishment of individualized development objectives.

**Plan.** Following the self-assessment phase, instructors transition to the planning phase, during which they construct a comprehensive action plan aligned with their distinct objectives. This guarantees that their PD is focused and efficient.

**Act and Observe.** During this step, instructors apply the devised strategies in their instructional practice while diligently observing the results. This tool facilitates immediate feedback and modification of techniques.

**Reflect and Collaborate.** The concluding phase promotes reflection of the observed results and cooperation with colleagues. Instructors enhance their comprehension and methodology through reflection and discourse, paving the way for additional advancement.

**Update.** This phase constitutes the preliminary step for the subsequent cycle of IPD, entailing a self-assessment wherein instructors examine their existing teaching methodologies and pinpoint areas necessitating enhancement following the completion of their original cycle. This step prompts an individual to undertake subsequent actions by establishing IPD goals and tracking the next phases in the IPD process.

During the IPD implementation process, instructors were advised that maintaining teacher portfolios would be the most effective method for tracking their progress. They were encouraged to include all relevant data related to their IPD practices, such as self-assessment files, workshops, diagnostic observations and self-reflections, in these portfolios.

**Table 1**

**Phases, Dates and Steps related to the IPD implementation Process**

<b>IPD Phases</b>	<b>Dates</b>	<b>Steps</b>
<b>1. EXPLORE</b>	Dec. 2023 -Mar. 2024	Performing self-assessment E-Grid EPOSTL
<b>2. PLAN</b>	Feb. 2024 – Mar. 2024	Chosing a topic Reading the related literature Attending workshops, webinars, conferences, etc...
<b>3. ACT &amp; OBSERVE</b>	Mar. 2024 – Apr. 2024	Self-monitoring Peer-observation Diary-keeping (reflecting the whole process day by day)
<b>4. REFLECT &amp; COLLABORATE</b>	Apr. 2024	Writing a final reflection report (by participants) Making Structured Follow-up Interviews with the participants

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Focus Group discussion meeting		
<b>5. UPDATE</b>	May 2024	Performing self-assessment by using E-Grid and EPOSTL for an update
<b>6. PLAN (Finalizing the Process)</b>	May 2024	Choosing a topic for the future act

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**Teacher Portfolios.** Teacher Portfolios are project documentations that can reflect the journey of their IPD through the medium of individually attended workshops, pre and post observation reports, self-assessment progress reports, reflective reports. Each instructor prepared a teacher portfolio consisting of all the documents they gathered during the implementation cycle. They, then, shared this portfolio (See in Appendix-P) with the researcher upon completion of the IPD process.

In the IPD model, the instructors had the autonomy to determine their approach and the methods they would select for their individual professional growth. While, in self-monitoring through video recording, the instructors focused on the personal experience involved in reflecting on self-performance in teaching, which helped the instructors learn from themselves creating 'a powerful end result', peer observation provided the instructors a collegial support and collaboration, which helped the instructors learn from each other. All the data extracted from the pre and post observation were put into their teacher portfolios to check their progress during the implementation.

The process is continuous, with regular updates to self-assessment enabling instructors to evaluate their PD. The model is spiral, signifying that as instructors participate in successive rounds of this process, they attain enhanced expertise and professional maturity. This methodology fosters lifelong learning, adaptability, and sustainability in PD, in accordance with the dynamic requirements of EFL instruction.



The research design of the study for the implementation of the IPD model is meticulously constructed to capture both quantitative and qualitative data, offering a full perspective on the model's effects on EFL instructors. This approach guarantees a comprehensive evaluation of each stage of the IPD process, enabling the researcher to obtain the instructors' perception, needs and also nuanced insights into the model's efficacy and applicability from several viewpoints. The research design integrates statistical analysis with comprehensive qualitative data, facilitating a profound comprehension of the IPD model's impact on PD and pedagogical practices.

The quantitative aspect of the research seeks to evaluate the overall efficacy of the IPD model via systematic data collection techniques, including perception, needs analysis and pre- and post-assessment surveys intended to document alterations in instructors' self-assessed competence, motivation, and pedagogical practices. The data gathered from these surveys enables the researcher to statistically examine changes in the instructors' professional growth during the model's implementation. Primary areas of emphasis encompass instructors' self-assessment of their teaching competencies, their fulfillment with PD chances, and the perceived applicability of the IPD model in meeting their specific requirements. The quantitative analysis aids in discovering overall patterns, descriptives and substantial changes, offering definitive evidence of the model's efficacy.

The qualitative research design concurrently entails the collection of comprehensive data via Structured Follow-up Interviews (See in Appendix-K), Focus Group Discussion Meeting (See in Appendix-M), and observation forms, reflective journals kept by instructors during the implementation phase. This component is essential for recording the teachers' subjective experiences, attitudes, and perceptions while interacting with the IPD model. Through qualitative analysis, the researcher can explore the emotional, cognitive, and behavioral responses of the instructors, providing insights into how the model facilitates or impedes their development. These personal experiences contextualize the quantitative data, demonstrating the complex and distinct trajectories of PD that the IPD model promotes.

By combining both quantitative and qualitative research methodologies, the researcher guarantees a thorough comprehension of the IPD model's impacts. The quantitative data offers extensive statistical evidence of the model's effect, but the qualitative data enhances this by providing in-depth insights into the personal and professional changes that instructors undergo. With regards to validity, Creswell and Creswell (2018) highlighted that “If explaining the quantitative result in more depth, then in select the quantitative sample from individuals who participated in the quantitative sample. This maximizes the importance of one phase explaining the other.”

This embedded experimental mixed-methods approach captures quantifiable results while also offering a detailed narrative that emphasizes the personal experiences of EFL instructors in their professional growth. Thus, this integrated research method provides a comprehensive assessment of the IPD model's practicality.

### **Participants and Setting**

This study was conducted at an English Language School in a foundation university in Ankara, which had 40 EFL instructors. Due to the nature of conducting a case study, the survey as the first quantitative data collection tool, was carried out with the entire population of full-time EFL instructors working in the higher education institution without using any random or purposeful selection of the participants. Out of the total of 40 instructors who work full-time, 80% (N=32) took part in the survey and provided responses to the questions.

**Table 2**

#### **EFL instructors' Demographic Information**

<b>Demographics</b>	<b>Frequency</b>	<b>Percent</b>
Gender:		
Female	23	72
Male	8	25

Preferred not to respond	1	3
<hr/>		
Age:		
21-25	1	3
26-30	5	16
31-35	11	34
36-40	6	19
41-45	5	16
46-50	3	9
51-55	1	3
<hr/>		
Major:		
English Language Teaching	17	53
Linguistics	3	9
English Language and Literature	9	28
Translating and Interpreting	3	9
<hr/>		
Years of Teaching Experience:		
0-5	4	13
6-10	7	22
11-15	9	28
16-20	8	25
21-25	3	9
26-30	1	3
<hr/>		

Table 1 provides a concise overview of the demographic data pertaining to the participants. 72% of the instructors were female. In terms of age, the instructors in the age range of 31 to 35 had the highest frequency in proportion as 34%, while those having 21 to 25 and 51 to 55 years of age were the least in number. 53% of the instructors were graduates from the Departments of English Language Teaching, while 28% were graduates from Literature and the remaining other departments, Linguistics and Translating and Interpreting, were 18%. 22% of the participants had teaching experience ranging from six to ten years, while 13% have experience ranging from one to five years. On the other hand, 13% of the participants had zero to five years of teaching experience. Additionally, 28% of the participants have teaching experience ranging from eleven to fifteen years. On the other hand, 25% of the

participants have accumulated experience ranging from sixteen to twenty years. Lastly, 9% of the participants have twenty-one to twenty-five years of experience followed by 3% having twenty-six to thirty years of experience.

In the next step of the quantitative research, the researcher considered voluntary involvement as it is crucial for participants to willingly communicate their thoughts using the self-assessment tools. The demographic information of the participants was shown in Table 2. In order to maintain anonymity, the participants were assigned alias names.

**Table 3**

**Demographics related to the Participants of the IPD Implementation**

<b>Instructors</b>	<b>Gender</b>	<b>Age</b>	<b>Years of Experience</b>	<b>Bachelor's Degree</b>	<b>Master's Degree</b>	<b>Weekly Workload</b>
<b>Ahu</b>	F	35	13	ELT	ELT	20hrs. teaching
<b>İpek</b>	F	38	15	ELT	ELT	10hrs. teaching +material development
<b>Işıl</b>	F	42	16	ELL	ELL	20hrs. teaching
<b>Şule</b>	F	39	15	ELT	TEFL	20hrs. teaching
<b>Karsu</b>	F	34	11	ELT	ELT	20hrs. teaching
<b>Nehir</b>	F	26	4	ELT	ELL	20hrs. teaching

Following the completion of the quantitative phase of the study, which involved all full-time instructors at the foundation university, the initial step in selecting participants for both the rest of the stages in both quantitative and the qualitative research phases was to notify volunteer instructors through messaging, providing them with a brief overview of the entire process. Initially, there were a total of 12 individuals who volunteered. However, due to the upcoming semester and the burden of a substantial workload, the count decreased to eight. Out of the 8 teachers who were initially interested in participating in the study, one of them had to withdraw because of some institutional changes and one of them quit in the middle of the program due to some personal reasons, expressing regrets.

Purposive sampling was employed to select EFL instructors from a various level of ELT as participants in the study. Out of the participant teachers, five of them graduated from the ELT department, while one of them graduated from the English Language and Literature department (ELL). Upon examination of the teachers' academic qualifications, it was found that all the instructors held a master's degree. The teachers' experience varied from four to sixteen years. All the participants participated in this study willingly were female. Overall, the volunteer instructors represent a wide range of experiences, academic qualifications, and workloads, enhancing the understanding of how the IPD model impacts instructors at various stages of their careers.

### **The Researcher's Role**

According to Creswell and Poth (2018, p. 127), researchers must possess a pleasant attitude and be sensitive towards participants during interviews. Hence, it is imperative for researchers to exhibit a positive attitude and a compassionate manner towards the participants' diverse emotions and responses. Additionally, the researcher plays a crucial role in establishing a positive relationship with participants and maintaining a neutral stance during the interview process. On the other hand, Anderson and Arsenault (2005) assert that qualitative research involves understanding the research situation from the participants' viewpoint and emphasizes the importance of establishing rapport with them. It facilitates the establishment of productive interpersonal relationships by fostering stronger connections between individuals. The researcher actively engages with the participants in the study, rather than remaining detached as an impartial observer or external advisor. The individual collaborates with the participants, encouraging them to contribute their physical and/or intellectual resources to the research process, and assumes a partnership role with them.

The researcher plays a vital part in qualitative inquiry as stated by Patton (2014), who emphasizes that in qualitative research, the researcher serves as the instrument. The reliability of qualitative approaches, for this reason, largely depends on the expertise, proficiency, and

thoroughness of the individual doing fieldwork. Being conscious of the possibility of having a direct or indirect impact on the study's phases, the researcher plays an active and participating role in it. The researcher's personal viewpoint is seen as an essential element of the process. Additionally, according to Creswell (2003), describing, analyzing, and interpretation are the most critical elements of research (p.8). Furthermore, Creswell and Poth (2018, p.15) argue that researchers bring their own views and assumptions to the research, which influences the manner in which qualitative studies are carried out. In addition,

The initial stage in establishing a mutually trustworthy environment was to provide clarifications regarding ethical concerns, such as confidentiality and anonymity. Building trust among the participants, beginning with the researcher, required being mindful of making commitments such as providing information, delivering specific support on certain matters, and being punctual. Moreover, the researcher's ability to communicate effectively with the subjects played a crucial role in gathering valuable data. The researcher's most crucial tasks throughout the study include being trustworthy, attentive, critical, and objective. It was the responsibility of the researcher to maintain the literature support and provide any necessary resources for the investigation. Regular checks were conducted through phone calls or text messages to monitor the availability or absence of materials and the state of the classroom environment where the instructors' IPD occurred. In regard to data management, the researcher gathered, supervised, arranged, and preserved all the collected data.

According to Berg (2001, p. 185), this kind of research holds significantly greater value compared to other conventional researcher responsibilities. Throughout the whole process, starting from the initial meeting with the participants, the risks associated with potential human concerns were very evident. As the researcher, one of her objectives was to establish a connection between participants and research. During the introductory group meeting prior to the study, the participants expressed their skepticism about their ability to do research due to an assumption that research is beyond their capabilities. They expressed concerns about their ability to understand and conduct research, despite their desire to use research for their own

benefit and apply it to their specific personal and professional contexts by actively participating in it.

The researcher of this study has been an EFL teacher for about 20 years and has taught at all educational levels. She made a concerted effort to maintain an understanding, compassionate, and impartial demeanor towards the participants. Additionally, she strived to maintain control over the timing and remained focused on the interview process.

### **Data Collection Instruments**

Data were collected from a survey, which served as the initial quantitative data collection instrument, prior to the implementation phase. The second step consisted of two self-assessment instruments known as EPOSTL and e-Grid, the digital version of EPG.

#### ***Professional Development Needs Assessment Survey***

The survey comprises four sub-scales including a total of 53 items. These items are rated on a 5-point Likert-type scale. The initial 6 questions of 26 items addressed EFL instructors' perceptions about PD including the questions like "Attending PD programs make me feel more confident while teaching." ("1= Strongly Disagree" to "5 = Strongly Agree"); 10 questions are related to the most prevailing types of PD activities consisting the items such as "Sharing experiences with colleagues' (1= 'Never' to 5='Always'); and 10 questions are about the factors hindering attending PD programs containing the phrases like "Heavy workload" (1='Not important at all' to 5='Very important'). The last 27 questions were to identify the EFL Instructors' need areas related to PD including the items such as "Increasing student motivation"(1=No Need to 5=Very High).

#### ***Self-assessment Tools: e-Grid (EPG) and the EPOSTL***

The second data collection tool set utilized for this study was the online self-assessment instruments called the e-Grid, the digital version of the European Profiling Grid (EPG) and the European Portfolio for Student Teachers of Languages (EPOSTL). The self-assessment

instruments were used to collect data on participants' skills and progress during the IPD process.

These instruments offered a well-organized and systematic approach for participants to evaluate their abilities and expertise in many areas that are important for their PD. By employing these tools, the data collected was guaranteed to accurately represent the participants' self-perceptions and adhere to widely recognized frameworks for language teaching competencies. Ultimately, incorporating the EPG and the EPOSTL as self-assessment tools at the conclusion of the implementation phase was crucial in figuring out its impact of the IPD process on the PD of the participants.

**Table 4**

**Implementation dates of participants related to self-assessment tools**

<b>Participants</b>	<b>Explore</b>	<b>Plan</b>	<b>Act &amp; Observe</b>
<b>1. AHU</b>	E-Grid: 18.02.24 EPOSTL: 20.03.24	Topic: 'Strategy training and giving feedback' *Reading literature, attending workshops	Self-monitoring & Diary-keeping
<b>2. İPEK</b>	E-Grid: 18.02.24 EPOSTL: 20.03.24	Topic: 'Adapting 21 <sup>st</sup> Century Skills into the lessons' *Reading literature	Peer Observation
<b>3. İŞİL</b>	E-Grid: 20.02.24 EPOSTL: 14.03.24	Topic: 'The relationship between student motivation and their attention span' *Reading literature, collecting ss' background infos, attending workshops	Self-monitoring
<b>4. ŞULE</b>	E-Grid: 19.02.24 EPOSTL: 20.03.24	Topic: 'Increasing the ss' participation to the speaking activities' *Reading literature	Self-monitoring
<b>5. KARSU</b>	E-Grid: 19.02.24 EPOSTL: 18.03.24	Topic: 'L1 use in the classroom' *Reading literature	Peer observation



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<b>6. NEHİR</b>	E-Grid:	19.02.24	Topic: 'Adapting 21 <sup>st</sup> Century Skills into the lessons'	Self-monitoring
	EPOSTL:	18.03.24		
*Reading literature				

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At the beginning of the IPD implementation process, self-assessment instruments like the e-Grid and EPOSTL were essential in assisting EFL instructors in recognizing their teaching competencies and developmental requirements. The approach started with the implementation of the e-Grid, a reflective instrument intended to assist educators in identifying areas necessitating improvement. This preliminary evaluation offered participants a foundational understanding of their professional status, acting as a framework for navigating the next stages of the IPD implementation.

Following that, just before teachers moved into the 'Plan' phase, the methodology section of the EPOSTL was provided. This step was intentionally positioned after administered e-Grid to explore specific teaching competencies, especially those pertinent to the 'Plan' and 'Act' and 'Observe' phases. The EPOSTL assessment, by concentrating on the methodological aspects of their practice, enabled a refined comprehension of the educational skills needing improvement. Instructors pinpointed particular domains—such as incorporating interactive pedagogical strategies, enhancing learner autonomy, or improving assessment methodologies—that they would focus on throughout the practical stages of the IPD model.

This dual-layered method of self-evaluation facilitated a systematic and contemplative initiation into the PD process. It enabled instructors to undertake informed efforts in their pedagogical practices while ensuring coherence with their own aspirations and the overarching aims of the IPD Model. The IPD implementation highlighted the significance of self-awareness and goal-oriented planning in promoting sustained PD by incorporating these tools early in the process.

***e-Grid as an Online Self-assessment Form***

The e-Grid survey has four distinct sub-scales: 'training and qualifications', 'key teaching competences', 'enabling competences', and 'professionalism' comprising a total 13 items. The e-Grid consists of three sets of phases: 1.1 and 1.2 for novice teachers, 2.1 and 2.2 for experienced teachers, and 3.1 and 3.2 for expert or professional teachers. These items are rated on a 6-point Likert-type scale as 1.1 as 1 to 3.2 as 6. According to the criteria of the e-Grid, teacher development is predominantly driven by individual teachers themselves, as they identify the specific teaching abilities that require improvement. Initially, instructors should take into account the trainings they engage in, their personal teaching experiences, and their interests in the field. Subsequently, they can determine the further steps to take in their ongoing journey of professional growth. e-Grid is to offer assistance to language educators in monitoring their personal growth and enhancing the caliber of language teacher education. At the beginning of the IPD process, participants filled out this instrument to identify the starting point in order to plan further acts, whereas they complete the document at the end of the process to compare the outcomes and ascertain the effectiveness of the IPD implementation in their IPD.

### ***The EPOSTL as a Self-assessment Form***

This ongoing process aims to motivate them to reflect on the didactic and pedagogic knowledge and language teaching skills. It also provides them the agenda to be able to monitor their own didactic competences and to give supports to use the method of recording of their own teaching experiences throughout the initial language teaching education (Newby, Allan et al., 2007).

The EPOSTL consists of a personal statement, a self-assessment section that has 196 can-do statement items, and a dossier where teachers can track their progress and record examples for their future career. However, in this research, as a subsidiary self-assessment tool, the document given to the instructors to fill out only focuses on the methodology part of the self-assessment categories of the EPOSTL aiming to help them reflect on their specific methodological insights. The methodology part highlights strategies for targeting the four

primary language skills: speaking, writing, listening, and reading. In the document, there are 57 can-do statements consisting of 12 items for 'Speaking/Spoken Interaction'; 12 items for 'Writing/Written Interaction'; 8 items for 'Listening'; 9 items for 'Reading'; 5 items for 'Grammar'; 3 items for 'Vocabulary'; 8 items for 'Culture'. These items are rated on a 5-point Likert-type scale ("1= Strongly Disagree" to "5 = Strongly Agree").

### ***Structured Follow-up Interview Question Form***

Interviews are commonly used in case studies to gather in-depth explanations by asking how and why questions to the participants (Yin, 2018). Based on the survey results, five interview questions were formulated to supplement the conclusions of the quantitative data. Structured Follow-up Interviews including six interview questions were formed based on the survey results to complement the findings of the quantitative data. The follow-up interview questions have yielded data that discloses conclusions pertaining to several important facets of the professional field, including: (1) Teachers' needs related to PD, (2), Teachers' PD expectations from a PD program, (3), The initial perception of PD Practices prior to IPD implementation, (4) The instructors' perspectives related to PD in ELT based on their recent encounters with IPD, (5) The instructors' opinions about using self-assessment tools (e-Grid and EPOSTL) before and after the implementation, (6) the challenges faced and benefits gained from the IPD Program implementation.

The researcher conducted a written Structured Follow-up Interview as part of the investigation. Qualitative researchers can collect qualitative data using several approaches, including traditional face-to-face and telephone interviews. Additionally, they can utilize modern communication platforms such as email and MSN message as alternate means of data collection. Before selecting an interview style, it is important for the researcher to carefully evaluate the advantages and disadvantages associated with each method (Opdenakker, 2006).

Firstly, written interviews provide the benefit of being flexible in terms of schedule and convenience. Participants have the autonomy to respond to the interview questions at their

own pace and at their desired location, thereby eliminating the need for scheduling individual interviews. This can be particularly beneficial when participants are located in different locations or have busy schedules that make it difficult to organize in-person interviews.

In addition, written interviews provided participants with the chance to reflect on their responses and provide well-thought-out answers. They had the opportunity to thoughtfully consider the questions and articulate their thoughts in written format. Written format interviews have the capacity to generate more complete and nuanced responses compared to in-person interviews, as participants may feel rushed or obligated to give rapid answers. Furthermore, Opdenakker (2006) states that email interviewing offers the additional benefit of allowing the interviewer to construct questions, while enabling the interviewee to respond at their own convenience, free from any disruptions caused by location or time constraints.

Because of the non-simultaneous nature of communication, the interviewee may experience delays of many days or even weeks before responding to the questions (Kivits, 2005). To mitigate this issue, the researcher provided timely reminders to the interviewee to eliminate the risk that the interviewee would lose interest in the data collection process.

According to Opdenakker (2006), email interviews are the preferred method of information gathering, when the following conditions are met: the interviewee's social cues are not a reliable source of information for the interviewer; standardization of the interview situation is not important; both the interviewer and the interviewee are computer literate and capable of typing; and it is imperative that the interviewee take time to give insights to the evolving dialogue. After checked out all the conditions mentioned above, the researcher provided the teachers with a written Structured Follow-up Interview for the research, citing several justifications.

### ***Focus Group Meeting***

The data gathered via Focus Group Meeting questions is related to some significant aspects of PD included: (1) Instructors' perception and need areas regarding PD, (2) their experiences throughout the implementation process of IPD Model, (3) impact of their IPD journey, (4) any aspect to change or add into the IPD model.

The focus group meeting occurred without the researcher's presence, as participants felt comfortable, heard without judgment, and free to share personal information. The permissions of each participant were obtained, and the research goal was clarified prior to the focus group meeting. The moderator clarified that the interview data will solely be utilized for this research, ensuring the confidentiality of the participants would be preserved. It is essential to organize focus group members, since participant interaction will generate optimal information when individuals feel comfortable and cooperate (Creswell & Poth, 2018). Prior to the focus group meeting, the researcher designated a moderator, who is one of the participants in the current study, and briefed her on the procedural steps to be followed throughout the session. The moderator was instructed to pose questions to each participant sequentially, refrain from making judgments, actively listen to the participants, and ensure equal opportunities for all to speak. Eventually, participants were inquired whether they had any questions prior to concluding the interview.

The participants were given the opportunity to articulate their agreements or disagreements with one another. The focus group meeting occurred on the Microsoft Teams online platform. The Focus Group Meeting lasted fifty-two minutes. The recording was conducted with the consent of all participants. At the conclusion of the discussion, the moderator expressed gratitude to the participants and adjourned the session, thereafter, downloading the video and transmitting it to the researcher. Immediately after the focus group meeting, the Structured Follow-up Interview questions were promptly delivered for completion. Upon reviewing the video of the focus group meeting, the researcher documented notes and subsequently developed Structured Follow-up Interview questions for clarifying certain aspects and providing participants the opportunity to voice additional explanations if desired.

## **Data Collection Procedure**

This study's data collection occurred in two phases, employing both quantitative and qualitative methods to thoroughly assess the impact of the IPD implementation on EFL instructors. During the quantitative data collection, a pre-intervention questionnaire by Ekşi (2010) was administered prior to the implementation of the IPD model to evaluate instructors' initial perceptions and their requirements for professional growth. Additionally, pre- and post-tests were administered throughout the intervention to assess alterations in instructors' teaching competencies and to evaluate the direct effects of the IPD model on their PD.

At the beginning of the intervention process of qualitative data collection, the instructors were informed that they were to compile portfolios during the intervention, recording their growth, reflections, and experiences. The portfolios offered continuous qualitative data regarding individual development throughout the IPD process. Following the intervention, Structured Follow-up Interviews were performed to obtain detailed insights into each instructor's experiences with the IPD implementation. The interviews facilitated personal reflections and narratives regarding the instructors' stated advancements and challenges. A Focus Group Meeting was conducted after the intervention to collect the IPD related experiences and final perceptions from the instructors. The group dynamic facilitated collaborative reflection and enhanced the understanding of the IPD's effectiveness, considering both individual and collective experiences. The embedded data collection process facilitated the capture of measurable outcomes via quantitative methods and comprehensive insights through qualitative approaches.

### ***Quantitative Data Collection Procedure***

The quantitative phase of data collection utilized two primary instruments. A pre-intervention survey was conducted to evaluate the instructors' initial perceptions and PD requirements. Pre- and post-tests were conducted during the intervention to assess changes in competencies related to teaching. The tests quantified the impact of the IPD model

by comparing instructors' development as professionals before and after the intervention, providing an apparent metric for evaluating the model's effectiveness.

Prior to beginning the IPD implementation process, the survey related to the perception and needs analysis regarding PD was administered in the form of Google Forms Document and collected online. The next step was to call for voluntary participation for the process. The teachers were notified to gather in an informal manner on one of the online meeting platforms, Microsoft Teams, in order to deliberate on specific matters, seek their input regarding their anticipations and expectations about the process, and most importantly to overcome any existing bias in their minds. The researcher obtained permission from the participants to record the meeting as a part of the data collection procedure.

A rough presumed program schedule for the IPD implementation process was announced as between December 2023 and June 2024. The researcher and the participants agreed to meet any time they need on the platform Microsoft Teams. Meanwhile, necessary arrangements were made to use WhatsApp for instant messaging to readily reach out to each other for help when they need any assistance in the process. After meeting with the volunteers, a comprehensive document titled 'The Roadmap of the IPD Implementation Process' was distributed, containing detailed information about the procedure. (See in Appendix-O)

After conducting the first part of quantitative phase of the study to all the full-time instructors in the foundation university, as a second step was to use the self-assessment tools utilized to gather data on participants' competences and advancement during the IPD process, using the e-Grid and EPOSTL as self-assessment tools. The participants were instructed on how to complete the self-assessment documents as Word Documents. The data obtained from these self-assessment tools was collected both at the beginning and the end of the IPD process. The participants received assistance and direction throughout the data collection process of IPD.

When using intentional sampling, it is crucial to choose individuals who have directly encountered the phenomenon under investigation (Creswell, 2015). As a result, the

participants were intentionally selected based on their willingness to take place in the study to benefit from PD and their positive attitude towards the long-term spiral and cyclical characteristics of the implementation process of IPD.

The necessary step by selecting the participants for both quantitative and qualitative research of the study was taken by calling for the volunteer instructors via messaging informing the instructors about the whole process briefly. There were 12 volunteers at first; however, because of the upcoming semester and heavy workload, the number dropped to eight. Out of the initial group of 8 teachers who expressed interest in participating in the study, one had to leave due to institutional changes and another departed in the middle of the program for personal reasons, expressing regret. Eventually, a total of 6 instructors expressed their enthusiasm for taking part in the study.

### ***Piloting***

Prior to the main data collection process, a pilot study was carried out and then published as a research article (Pulatsü & Mirici, 2022) related to the current study. The key objective of the pilot study was to have a better understanding about teachers' perception and needs related to TPD, and also to verify the reliability of the data collection tool. The research was carried out at a foundation university in Ankara, Turkey. The study focused on the entire population of EFL instructors employed in the Foreign Languages Department. Information was gathered from a sample of 20 individuals who work as full-time EFL instructors. 80% of the instructors were female. The quantitative data were gathered through a survey created by Ekşi (2010).

This survey includes sub-categories such as 'Teacher Perception', 'PD Activities', 'PD Hinderances', and 'PD Need Areas' Questionnaire. After confirming that the gathered data passed the assumption checks and had a satisfactory level of reliability, as shown by the Cronbach alpha coefficients. The reliability of all four sub-scales was high, with Cronbach's  $\alpha$  coefficients of .93 for Teacher Perception on TPD, .71 for PD Activities, .81 for PD Hindrances, and .95 for PD Need Areas. Normality tests were conducted on the data collected from the PD



Needs Assessment Survey. The purpose of these tests was to determine if the collected data represents a sample population that follows a normal distribution. The data exhibited a normal distribution, with the exception of one subcategory, PD 'Need Areas', which had a p-value of .03. The histogram also demonstrates the closeness to normality by the presence of central peaks and the symmetrical shape of the curves. Samuels et al. (2012) state that "as long as the data is approximately normally distributed, with a peak in the middle and fairly symmetrical, the assumption of normality has been met" (p.2).

The pilot study has the potential to serve as a foundation for gaining a preliminary comprehension of teachers' perception about TPD. This understanding can prove to be a significant resource for the current study. The findings showed that implementing a customized PD program offering diverse personalized options for each individual would initiate sustainable and effective professional learning opportunities. In addition, the participants in the pilot study expressed a desire for more flexible IPD programs that allowed them to tailor their learning to their specific needs and interests (Pulatsü & Mirici, 2022). Furthermore, they highlighted that their primary need was to have access to high-quality teaching and materials that would facilitate the enhancement of their skills and progression in their professional endeavors. The study concluded that IPD has the potential to be a potent instrument for professionals to enhance their skill set utilizing in their teaching career.

### ***Qualitative Data Collection Procedure***

The qualitative phase of data gathering involved conducting Structured Follow-up Interviews and a Focus Group Discussion Meeting. This phase was driven by the data that has been gathered, analyzed, and assessed throughout the process. This designed structure facilitated the assessment of the implementation's influence in the characterization of the IPD model.

The process of determining the location and participants for a research study, known as sampling, was a crucial aspect of the study. Even in a single case study, it is important to provide a rationale for selecting this particular instance above others (Maxwell, 2013). While

probability sampling and convenience sampling are commonly used in research, there is a third category known as purposeful selection or purposive sampling. Fraenkel et al. (2011) argue that qualitative research favors purposive sampling, a method in which participants are deliberately selected and provided with information on the key concepts under investigation. Typically, samples are of a small size, as the goal is for a limited number of people to yield a substantial amount of comprehensive and thorough information that larger samples would not be able to deliver. This involves deliberately selecting specific settings, participants, or activities in order to address the research questions at hand (Maxwell, 2013; Patton, 2015). When doing case studies, it is essential to select the most important instance that is easily available and sheds light on the research issue (Creswell & Poth, 2018; Yin, 2018).

In the current study, the data collection processes were suitable for a mixed method design. However, it was not appropriate to gather entirely different samples for the sampling procedure. Hence, the researcher employed purposive sampling to pick the participants, aligning with the research objectives. According to Patton (2014), purposive sampling involves selecting cases that include a wealth of information and can help clarify research questions. To encourage their attitude toward PD, the researcher developed an IPD model for EFL instructors working at universities. Due of the long-term spiral and cyclical characteristics of IPD, the most critical requirement for the selection of the participants were to be willing to take part in the program and not to have any prior experience with IPD.

After having their contact information, with an online informative meeting related to the whole process of IPD implementation, the participants of the qualitative phase of the study were finalized. In case they need support in any step of the process, the volunteer participants were provided the informative booklet named 'The Roadmap of the IPD Implementation Process' (See in Appendix-O).

A range of significant matters concerning the PD of EFL instructors working at universities were deliberated. The instructors discussed the limitations of conventional PD (PD) programs, highlighting the failure to meet the personal and institutional objectives. The

participants asserted their need for PD activities that would appreciate and incorporate their professional expertise, needs, and ideas. Additionally, they indicated that they have never been participated in any IPD program previously and that they were enthusiastic about having a chance to improve themselves by deciding what and how to do considering their own needs for PD.

It was evident that each instructor was allocated heavy workload, which included maintaining a demanding teaching schedule, working as a unit member, preparing and evaluating exams, and generating supplementary resources for students. They were notified that each stage of the IPD model had its own deadline, but they had the flexibility to organize their schedule according to their convenience. They were distributed documents (See in Appendix-I & J) related to the self-assessment part of the process (e-Grid and EPOSTL) and informed in detailed. Every step of the implementation process, they were asked if they need any assistance or support via messaging. In different stages of the process, each participant required assistance, and the researcher provided the necessary instructional aide, such as literature support relevant to their topic or guidance on the IPD activities that would enhance the progress of their PD.

Before conducting the Structured Follow-up Interviews, the participants were asked whether they would like to do interview orally or written only if the answers were answered in detail. Because of the heavy workload and time constraints, they chose to do the interview written by answering the questions in detail. Furthermore, the researcher abstained from participating in the Focus Group Discussion Meeting to avoid influencing the members in any particular direction. Consequently, one of the participants was assigned the role of moderator for the meeting. At the onset of the meeting, the moderator inquired whether the participants preferred conducting the meeting in their native language, Turkish, or in English. They reported feeling more at ease speaking Turkish during the meeting. After the meeting had finished, the video recording of the meeting was sent to the researcher by the moderator, Ahu.

### ***Piloting***

Before the processes of the Structured Follow-up Interviews and Focus Group Meeting were conducted, the questions were piloted in two stages. Grady (1998) outlined that conducting a pilot of the interview questions allows you to assess their authenticity and clarity, as well as their ability to extract relevant data. In addition, piloting can aid a researcher in rearranging questions to obtain a more optimal response. The questions for the Structured Follow-up Interviews and the Focus Group Discussion Meeting were meticulously designed based on the research questions, following a thorough review of the literature on PD practices. Subsequently, an ELT expert and two proficient EFL educators were engaged to ensure that they effectively cover the areas relevant to the research patterns. The think-aloud methodology was employed during the second phase of the piloting process. For this process, the first essential step taken was the involvement of an ELT expert and an EFL instructor from a foundation university in Ankara. They were separately instructed to read the questions out loud and provide an explanation of their comprehension for each question. The corroboration of the answers was reviewed and analyzed by the specialists through examining the items from both of these instruments. For example, the first question of Structured Follow-up Interview was 'What are your needs and expectations from a PD Program as an EFL Instructor?'. In the process of examining the interview questions, the ELT expert suggested to ask needs and expectations separately to get more specific responses from the participants. Therefore the question was divided into two as 'What are your PD (PD) needs as an EFL Instructor? Please explain it in detail.' and 'What are your PD expectations from a PD Program? Please explain it in detail.' In response to their suggestions, the researcher modified some of the items, added additional questions and eliminated certain existing ones. The researcher revised and modified the ambiguous questions based on the written feedback received from the ELT reviewers (See in Appendix-L).

### **Data Analysis**

Regarding the research design of the study, it was crucial to incorporate both quantitative and qualitative methodologies within the research design. The researcher

conducted the research under the assumption that gathering a variety of data kinds offers a more comprehensive grasp of a study problem compared to relying solely on quantitative or qualitative data. Given that there were no current PD units offering structured and sustained programs for participants, the initiation of upcoming teacher development programs was enthusiastic. Consequently, careful and thorough attention was necessary during the preparation stage. As an initial step, a specified long-term plan to improve teachers' PD skills by carrying out their individual PD was set out.

The current study's data analysis for the implementation of the IPD model aims to provide a thorough evaluation of both quantitative and qualitative outcomes. The mixed-methods approach facilitates a comprehensive assessment of the impact of the IPD on the PD and teaching practices of EFL instructors. A pre-intervention questionnaire evaluated the instructors' initial perceptions and needs during the quantitative phase. Utilizing two self-assessment tools, Pre- and post-tests were conducted during the intervention to assess changes in teaching competencies and practices.

During the qualitative phase, instructors kept teacher portfolios during the intervention to document their progress and reflections. The portfolios functioned as continuous qualitative data for monitoring improvements. Furthermore, Structured Follow-up Interviews and a focus group meeting were conducted after the intervention, yielding deeper insights into the instructors' experiences and the overall effectiveness of the IPD model. The combination of statistics and qualitative narratives provides a comprehensive understanding of the intervention's impact, facilitating nuanced data interpretations.

### ***Quantitative Data Analysis***

Before and during the IPD implementation process, many inquiries such as needs analysis, perception check, process tracking for self-assessment were conducted. These activities will be guided by the data that has been collected, processed, and evaluated throughout the process. This structural plan will enable the measurement of the

implementation's impact, allowing for the identification of areas that can be improved in the characterization of the IPD model.

The selection of data analysis procedures was based on the nature of the research questions. The objective of the current study was to determine the specific characteristics of an IPD model for EFL instructors. The study was structured around five sub research questions. The data gathered for each research question were examined using both quantitative and qualitative research methodologies. Employing both quantitative and qualitative methodologies enhanced the credibility of the gathered data and proves to be successful in obtaining supplementary insights. This approach strengthened research findings by analyzing the same aspect using multiple data gathering methods.

The collection of the first part of quantitative data was carried out using a survey created by Eksi (2010) related to PD. The data obtained from the teachers' perception and needs analysis survey carried out with EFL instructors was analyzed using quantitative data analysis methods employing the Statistical Package for the Social Sciences (SPSS) Version 25 for Mac statistic software package. Before conducting the primary analysis, the accuracy of data entry was assessed, missing data were checked, and the distribution of all variables was investigated. Moreover, there were no instances of missing data in the dataset.

The self-assessment tools, the e-Grid (EPG) and EPOSTL were administered to participants at two crucial critical points: at the beginning and the end of the IPD process. This approach facilitated a thorough examination of the changes and improvement in the participants' self-perceived abilities during the course of time. The study was focused on finding growth patterns, areas of proficiency, and areas requiring additional development by comparing the data acquired at these two stages. The self-assessment tools were employed by the participants twice, once at the beginning and once at the end of the implementation process.

The statistical analysis for the collected data was performed with SPSS Version 30 for Mac statistic software package. To address the fourth study question, "What is the difference

between EFL instructors' self-assessment results before and after the implementation?", the Wilcoxon signed-ranks test was employed to determine whether a significant difference existed between the instructors' self-assessment results on the pretests and the posttests of both e-Grid and EPOSTL. The Wilcoxon signed-ranks test, which was developed by Wilcoxon (1945), generates a statistical test that is more sensitive by considering the magnitude and direction of changes. It is utilized with paired data and is particularly successful when the sample size is small and data distribution does not meet the assumptions of normality required for the paired t-test.

The two-sample t-test can be employed when the data from two samples are statistically independent, but the paired t-test is utilized when the data consists of matched pairs (Xu et.al.,2017). Due to the violation of a key assumption of the t-test, which requires that samples be randomly and independently selected from their populations, the Wilcoxon signed-ranks test, a nonparametric alternative, was employed to compare the samples (Rosner, 2006). Due to the low number of participants and the heterogeneity of the groups, the Wilcoxon signed-ranks test was utilized to examine changes between the pre- and post-test scores.

### ***Qualitative Data Analysis***

Data transcribed from Structured Follow-up Interviews and Focus Group Meeting were transcribed and analyzed using thematic content analysis to uncover common themes and patterns within the data set. The present study employed and Creswell's six-step model of qualitative analysis (2018) to conduct an in-depth analysis of the data.

**Thematic Analysis.** The study's qualitative data were analyzed using the data analysis procedures outlined by Creswell and Creswell (2018). The steps in Figure 5 were elaborated.

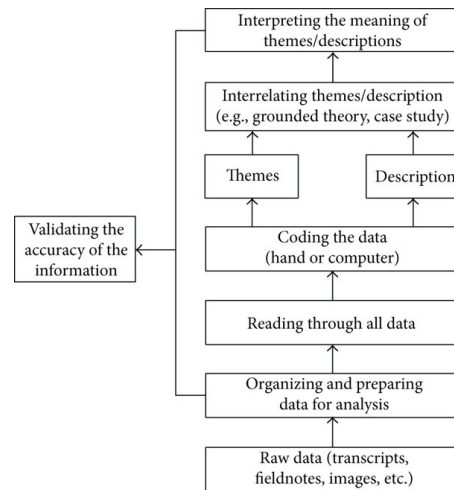


Figure 6. The steps of the data analysis procedures by Creswell and Creswell (2018)

#### Creswell and Creswell's 6-step model of qualitative analysis (2009/2013/2018)

Gathering and organizing data for analysis should be the initial step, according to Creswell & Creswell (2018). Interviews are transcribed, documents are scanned optically, field notes are typed, and the data is categorized and grouped into different types based on the nature of the information. In the second step, all of the data should be thoroughly scrutinized or analyzed. The preliminary phase provides a comprehensive understanding of the data and enables you to evaluate its overall significance. The third phase involves the implementation of coding for all the gathered information. According to Saldana (2021), a code is defined as a word or brief phrase that symbolically assigns an essence-capturing, evocative, summative, and salient feature for a piece of language-based or visual data. The fourth stage involves generating a detailed description and a collection of themes. A theme is an underlying subject that structures a collection of recurring concepts (Auerbach & Silverstein, 2003). Themes are the main outcomes of qualitative investigations and are commonly employed as headings in the sections presenting study data. The fifth stage involves presenting the description of the subject matter and its primary themes, and then analyzing how these elements will be conveyed in the qualitative description. The last stage is to interpret the description of the subject matter and its primary themes to present the conclusion of the analysis.



The researcher employed Creswell & Creswell's (2018) data analysis procedures to examine the interview data of this study. Following the initial data analysis of the interviews, the researcher transcribed the discussions using Microsoft Word and collected written documents from participants. Subsequently, they identified and annotated lines with descriptive terms and phrases after reviewing and labeling the transcripts of both the Focus Group Meeting and Structured Follow-up Interviews. Following that, all of the information was coded. The subsequent analytical phase involved assessing and scrutinizing the data for possible themes and descriptions. Ultimately, considering the themes and descriptions, the research questions were resolved.

**Table 5**

**Excerpt from Structured Follow-up Interview Question and Response and Related Codes and Themes**

<i>Themes</i>	<i>Codes</i>	Sample Questions and Responses
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Autonomy in PD	<sup>1</sup> Positive Shift in Perspective	Q4: You have recently completed the process of the IPD Program. Based on your recent encounters with IPD, what is your current perspective related to PD in ELT? Please explain it in detail.  <i>Ahu:</i> Having completed the IPD program, my perspective on PD in ELT (English Language Teaching) <sup>1</sup> <u>has evolved significantly</u> . I now see that PD activities <u>do not have to be limited to peer observations or mandatory workshops, seminars etc.</u> <sup>1</sup> The IPD program demonstrated that PD can and should be <sup>2</sup> <u>personalized according to an instructor's specific needs</u> and conducted in <u>various innovative ways</u> such as self-observation by keeping journals or video recording your own lesson, or team teaching. This personalized approach allows for a more <sup>3</sup> <u>meaningful and effective development process</u> , as it addresses the actual challenges and goals of the individual teacher. <sup>3</sup> The <sup>4</sup> <u>flexibility</u> and variety offered by the IPD program such as mentoring, <sup>5</sup> <u>self-directed learning</u> provide a more <sup>5</sup> <u>comprehensive and</u> <sup>6</sup> <u>supportive environment for professional growth.</u>
Individualized PD	<sup>2</sup> Personalized Learning, Motivation, Tailored Development	
Motivation and Engagement	<sup>3</sup> Meaningful and Effective Development	
Flexible PD	<sup>4</sup> Flexible Practices	
Self-directed PD	<sup>5</sup> Self-directed Learning	
Organizationally Supported PD	<sup>6</sup> Supportive Environment for Professional Growth	

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Table 4 laying out data collection instruments and data analysis methods related to research questions offers a systematic summary of the manner in which each research question in the study is addressed using appointed data collection tools and statistical methods.

## Table 6

### Research Questions, Data Collection Instruments and Data Analysis Methods

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Research Questions	Data Collection Instruments	Data Analysis Methods
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<b>RQ1:</b> What are the perceptions of EFL instructors related to PD Practices?	Teacher Perception and Needs Analysis Survey	Quantitative RM using SPSS Version 25
	Structured Follow-up Interview Questions	Qualitative RM Thematic Content Analysis
<b>RQ2:</b> What are the needs of EFL instructors for their PD?	Teacher Perception and Needs Analysis Survey	Qualitative RM Thematic Content Analysis
	Structured Follow-up Interview Questions	Qualitative RM Thematic Content Analysis
	Focus Group Meeting Discussion Questions	
<b>RQ3:</b> What are the opinions of EFL instructors related to the IPD implementation process?	Structured Follow-up Interview Questions	Qualitative RM Thematic Content Analysis
	Focus Group Meeting Discussion Questions	Qualitative RM Thematic Content Analysis
<b>RQ4:</b> What is the difference between EFL instructors' self-assessment results before and after the implementation?	Self-assessment tools: E-Grid and EPOSTL	Quantitative RM using SPSS Version 25
	Structured Follow-up Interview Questions	Qualitative RM Thematic Content Analysis
<b>RQ5:</b> What are the viewpoints of EFL instructors about the effect of the IPD implementation in their PD?	Structured Follow-up Interview Questions	Qualitative RM Thematic Content Analysis
	Focus Group Meeting Discussion Questions	Qualitative RM Thematic Content Analysis

### ***Reliability and Validity of the Study***

In the quantitative part of the process, Cronbach's Alpha was employed to assess the internal consistency reliability of the measurement tools. The Cronbach's coefficient alpha was utilized in this study to evaluate internal consistency (Creswell, 2012). Creswell (2012) states that a score of .70 or higher is considered adequate for internal consistency. The Cronbach's Alpha score for the reliability test of the survey, which has four sub-scales, were found to be satisfactory: Teacher Perception had a Cronbach's  $\alpha$  of .94, 'The Most Prevailing Types of PD Activities' had a Cronbach's  $\alpha$  of .77, 'Factors hindering instructors from PD' had a Cronbach's  $\alpha$  of .80, and 'PD Need Areas' had a Cronbach's  $\alpha$  of .92. Cronbach's alpha serves as an indicator of reliability, particularly in terms of internal consistency (Creswell, 2012: 606). Internal consistency, assessed through Cronbach's alpha, is crucial for multi-item instruments, with optimal values falling between .7 and .9 (Creswell & Creswell, 2018). Creswell (2012) noted that reliability and validity are interrelated concepts. Thus, if the data obtained from a

tool demonstrate reliability, it is likely that they also exhibit validity. This study addressed both issues and included relevant measures.

### ***Trustworthiness***

Feasible standards that assist researchers in evaluating the quality of conclusions derived from research findings can be described as the quality of the research (Miles & Huberman, 1994). Reliability and validity- also known as trustworthiness- are essential components of qualitative research, and methodological validity results from accomplishing rigor (Ravitch & Mittenfelner, 2016). In contrast to positivist researchers, Guba (1981) proposed four criteria to ensure the acceptability of qualitative research; Trustworthiness of the research is discussed under four headings; Credibility (Internal Validity), Transferability (External Validity/ Generalizability), Dependability (Internal Reliability), and Confirmability (External Reliability).

**Credibility.** Credibility refers to the alignment of findings with reality, specifically regarding their truthfulness and accuracy. In the qualitative phase, the study's validity was enhanced by utilizing multiple sources of the same information. Triangulation, which involves gathering data from diverse individuals or contexts through various research methods, mitigates the likelihood of chance associations and biases (Maxwell, 2013). To ensure credibility, triangulation was employed in data collection tools and data analysis. Triangulation refers to the evaluation of a single item through various methods and data sources (Lincoln & Guba, 1985; Carter, 2014). Triangulation, as a validity technique, involves a systematic process of analyzing data to identify common themes or categories by eliminating overlapping ideas, conducted by researchers through their own perspective (Creswell & Miller, 2000). Although technique triangulation presents challenges, it is beneficial as it enhances data credibility and diminishes interpretative uncertainty when a proposition is validated through multiple measurement processes. The study utilized a survey, self-assessment tools, interviews, a focus group meeting, self-reflection forms for data collection, facilitating the triangulation of data collection methods. To mitigate data inaccuracy, the researcher recorded

all spoken interaction and transcribe the recordings into the audio scripts. The Focus Group Meeting was done in the instructors' native language, in Turkish; however, they were translated into English by the researcher and a translation expert experienced in the field. Both the researcher and the expert translator translated the script, and then back translation, also known as reverse translation, was conducted, then the outcomes were compared. Finally, with the reconciliation about the differences, the transcript was finalized. The process of member checking for translation alleviated my concerns related to ethical translation. This could mitigate the potential impact of my subjectivity in the process of translation. The epistemological and methodological challenges were reduced as both the researcher/interviewer and the participant shared a common language (Temple and Young, 2004).

Additionally, peer debriefing and member checking also known as informant feedback serve to validate that the researcher's findings are based on the data (Creswell & Poth, 2018). Peer debriefing and member checks are recognized as the most suitable methods for establishing credibility (Patton, 2015). Creswell (2014) recommended employing peer debriefing to improve the accuracy of the account. This method can enhance the validity of the findings (Creswell & Creswell, 2018). Peer debriefing involves consulting an expert or mentor regarding the processes of data collection, analysis, and reporting in research. This practice aims to ensure that these processes are conducted objectively and to challenge the researcher on their assumptions, biases, and interpretations at various stages of the study (Ravitch & Mittenfelner, 2016). In this study, the researcher engaged with the thesis supervisor, and an experienced ELT researcher at each phase to obtain feedback. Member-checking enhances the credibility of qualitative research by allowing participants to respond to both the collected data and the final narrative (Creswell & Miller, 2000, p. 127). The researcher would describe the interviewees' responses after each one to validate their replies, clear up any confusion, and get the data ready for analysis.

**Transferability.** Transferability differs from generalization in that generalization involves random sampling and objective scientific methods to produce context-free, generalizable knowledge. Transferability addresses the generalization of findings in case-to-case transfer by supplying readers with adequate information about the studied case, enabling them to assess the degree of similarity between the studied case and the case to which findings may be applied (Patton, 2015). Qualitative studies require the researcher to thoroughly define the context and convey the implications of the findings, enabling readers to envision and personally apply these findings to familiar situations (Tracy, 2024). This study provides a detailed thick description of the case to facilitate the application of the findings to similar contexts. The researcher incorporated quotations in the reporting of the study's findings to clarify the context and convey the participants' perceptions and feelings. Purposive sampling was utilized in the selection of participants to enhance the variety of specific information gathered from the context. Other researchers in the field may transfer the findings of this study to different cases with shared characteristics.

**Dependability.** In quantitative studies utilizing positivist techniques, reliability is established when the research is replicated in the same context, using identical methods and participants, yielding comparable results. In qualitative research, the term dependability is utilized in place of internal reliability. A future researcher may replicate the study if the methodology is thoroughly documented, enabling readers to evaluate the adequacy of the research practices employed (Shenton, 2004). An external audit, such as that conducted by members of the doctoral committee, can assess the quality of the data collection and analysis processes to ensure dependability (Patton, 2015). The researcher's dissertation advisor and a research expert thoroughly examined both the data collection and analysis processes in this study. The researcher structured the process and occasionally made some arrangements in the procedures based on the feedback and insightful contributions of them.

**Confirmability.** Confirmability, often equated with objectivity, is related to the validation that the data and interpretations derived from an inquiry are not mere constructs of the

researcher's imagination (Patton, 2015). To ensure confirmability, it is essential to review reports which describe each stage of the study through an audit trail, which involves a trustworthy external observer (Lincoln & Guba, 1985). The thesis advisor provided on-going feedback regarding critical matters, including the clarity and detail of the research methods and procedures, the collection, processing, and transformation of data, and the clear connection between the findings and the research.

The researcher must maintain transparency and self-awareness regarding personal assumptions, values, prejudices, and emotional states, as these factors may influence the study (Miles et al., 2014). Reflective explanations, also known as reflexivity may be integrated into the research process for this reason (Ortlipp, 2008). To ensure confirmability, the researcher maintained notes following each interview day, documenting initial impressions from each data collection session, as well as potential biases and predispositions that could influence the research process and outcomes. The researcher gained valuable insights from these notes, particularly during the data analysis and results reporting phases. An example of a note maintained by the researcher is presented below.

***Researcher's Field Note 1: Initial meeting with volunteer Instructors.***

"I met with the group of volunteer EFL instructors scheduled to implement the IPD model today to start. As we explored the self-directed character of the IPD process, the group showed a mixture of excitement and obvious anxiety. Many of them expressed worries about starting a PD model in which they would navigate each phase on their own, a method quite different from the regimented, top-down PD methods they knew. Some candidly questioned if they would have enough clarity and assistance to remain motivated, therefore casting questions on their own management of growth goals. Despite these concerns, I noted that among the instructors there was a shared dedication to PD. Given direction along the way, they were driven to enhance their teaching strategies and ready to investigate this new technique. I reassured them that I would be there to offer

help all through the process by thoroughly outlining the goals and stages of the IPD model. This seemed to be helpful since many of them started, if hesitantly, offering ideas for their objectives. Instructors expressed a cautious optimism toward the end of the conference, ready to start the process knowing they would have the required support to move to a more independent PD approach.”

The intercoder reliability process was conducted methodically by the researcher and an experienced ELT professional to guarantee the validity and dependability of the thematic analysis. The following actions were initiated:

Both the researcher and the ELT professional obtained the raw data and independently engaged in a thorough review of the content. This phase allowed them to acquaint themselves with the content, ensuring a full grasp of the responses before going to analysis. Each coder separately did initial coding, identifying relevant parts and key concepts in the data. This step entailed generating preliminary codes to capture crucial elements related to the study's aims. To improve the study further, the researcher and the ELT professional performed a thorough line-by-line coding of the data separately. This thorough method guaranteed that all nuances in the data were gathered and documented systematically. After completing their own distinct coding processes, each coder classified the codes into bigger groupings and identified probable themes. These themes were reflective of patterns and underlying notions arising from the data. The researcher and the ELT professional gathered to exchange their analyses and discuss the discovered themes. They compared their own coding structures, categories, and themes, cooperatively addressing any inconsistencies. The segments coded by both coders were analyzed to determine if same codes were assigned to the same text chunks. The decision was categorized as either "yes" or "no" and the percentage of consensus was computed. In the process of comparing the codes and the related themes, there were some discrepancies between the researcher and the second coder. However the coding process was completed with 100% intercoder agreement after reaching to consensus related to the



slightly different themes appeared considering the related segments from which the themes were extracted initially.

Through this collaborative effort, they developed the final structure of the themes, assuring agreement with the data and the study objectives. After achieving a consensus, the final list of themes was established. This process ensured that the themes were solid, indicative of the data, and agreed upon by both raters. By engaging in this systematic procedure, the intercoder reliability method served to eliminate bias and strengthen the rigor of the theme analysis. This joint effort guaranteed that the themes were a legitimate and credible representation of the participants' experiences and viewpoints.

### **Ethical Considerations**

Research involving human participants naturally presents ethical concern. Research ethics are the principles used to ensure that the study poses no damage to its participants. Research ethics were taken into consideration at every level of the design and administration of this study. Prior to conducting the study, the ethical approval was obtained for the implementation of the research from Social Sciences and Humanities Research Ethics Board of Hacettepe University (See in Appendix-A). Before conducting "Professional Development Needs Assessment Survey", one of the quantitative data tool, Ekşi'si (2010) consent was obtained (See in Appendix-F). The research employed an informed consent form (Seen in Appendix-G) for participants to review and consent to participation at the beginning of the study. The informed consent forms utilized in this research were designed to clarify the study's objectives to the participants and to convey that participation is voluntary, allowing them the right to withdraw from the study at any moment without obligation to complete it. Additionally, participants were assured that their names or any personal information would not be disclosed in the reporting process, and that the data they supply would solely be utilized for research purposes. During the qualitative data collection process, participants were explicitly informed that the initial meeting and focus group meeting would be audio recorded, and their agreement

was obtained. Subsequently, during the data analysis phase, all personal information of the participants, including names, institutions, and other identifying factors, was omitted from the original dataset. While reporting of the results, alias names were used instead of using the participants' identities, and any material that could jeopardize participant anonymity was omitted.

## Chapter 4

### Findings

#### Introduction

This chapter highlights the findings of the study in line with the research questions. The results are presented in alignment with the study's primary focus on EFL instructors' perceptions and needs regarding PD, their views on the implementation of IPD, the differences between their initial and their latest self-assessments, and their perspectives on the impact of IPD implementation on their PD practices.

#### Findings based on the Research Question 1 (What are the perceptions of EFL instructors related to PD Practices?)

This research question aimed to investigate the perceptions of EFL instructors regarding PD practices. The gathered data was analyzed both quantitatively and qualitatively to explore the results with regards to this question. Therefore, the findings related to this research question are presented under two subheadings as quantitative and qualitative findings.

#### *Quantitative Findings related to RQ1*

The initial section of the questionnaire was designed to address the first research question. The instructors were provided six statements and were required to rate them on a scale from 1 "strongly disagree" to 5 "strongly agree" according to their perceptions on PD programs.

#### Table 7

#### EFL Instructors' Perceptions related to PD Programs

<b>Items</b>	<b>Mean</b>	<b>SD</b>
1. Attending PD programs make me feel more confident while teaching.	3.88	1.21
2. PD programs improve teaching competence.	4.09	1.03

3. PD programs help me improve my teaching skills.	3.97	1.06
4. PD programs make me to reconsider my teaching methods.	3.94	.98
5. PD programs are relevant to my needs and interests.	3.31	1.20
6. PD programs give me practical information that I can use in my classroom.	3.81	1.06

The detailed analysis of the questionnaire about EFL instructors' perceptions of PD programs uncovers significant insights based on the highest and lowest mean scores. While the item with the highest mean is that 'PD programs improve teaching competence' ( $M = 4.09$ ,  $SD=1.03$ ), suggesting that instructors largely perceive these programs as considerably improving their teaching skills; the item with the lowest mean is that 'PD programs are relevant to my needs and interests' ( $M= 3.31$ ,  $SD= 1.20$ ).

Table 6 presents descriptive statistics of the most common PD activities for EFL instructors, based on the second sub-scale of the questionnaire, which comprises 10 questions from a 54-item survey. The average scores for each activity were computed to identify those with the highest and lowest mean values.

**Table 8**

**The Most Prevailing Types of PD activities**

<i>Items</i>	<i>Mean</i>	<i>SD</i>
1. Reading ELT articles, magazines or books	3.19	1.23
2. Participating in courses, workshops online or face to face	3.28	1.02
3. Conducting classroom research	2.38	1.07
4. Asking colleagues for help	3.91	.82
5. Sharing experiences with colleagues	4.16	.85
6. Observing other teachers	2.84	1.22
7. Reflecting on my own teaching	4.41	.76
8. Joining a teacher association	2.41	1.19
9. Joining a special interest group	2.50	1.19
10. Joining an online ELT discussion	2.50	1.05

The instructors' perception about the most prevailing types of PD (PD) activities reveals significant patterns. The activity with the highest mean is 'reflection on my teaching' ( $M= 4.41$ ,  $SD= .76$ ), while the activities with the lowest means are conducting classroom research ( $M = 2.38$ ,  $SD=1.07$ ), joining a teacher association ( $M= 2.41$ ,  $SD=1.19$ ).

To further investigate the findings of the initial research question, aimed at identifying teachers' perceptions regarding the hindrance of participation in PD activities, instructors asked to respond about what factors that hinders EFL instructors from engaging in PD activities.

**Table 9**

**Factors Demotivating EFL Instructors to Participate in PD Activities**

<i>Items</i>	<i>Mean</i>	<i>SD</i>
1. Heavy workload	4.44	.88
2. Lack of self-motivation	3.03	1.31
3. Lack of institutional support	3.81	1.12
4. Intense pacing	4.34	.83
5. Inconvenient date/time	4.16	.92
6. Inconvenient location	4.03	1.03
7. Cost	4.06	1.05
8. Unqualified trainers	3.87	1.19
9. Unrealistic content	4.22	1.13
10. Not being informed about upcoming events	3.81	1.33

The examination of the questionnaire about 'Factors demotivating EFL instructors from participating in PD activities' indicates both the highest and lowest mean scores. The item with the highest mean is hard workload ( $M= 4.44$ ,  $SD=.88$ ). In contrast, the variable with the lowest mean is lack of self-motivation ( $M= 3.03$ ,  $SD=1.31$ ).

**Qualitative Findings related to RQ1**

The thematic analysis concerning instructors' initial perceptions of PD (PD) practices before the implementation of the IPD model uncovered several key themes that influenced their early attitudes toward PD. The data related to the first research question of the study, were derived from the analysis of Structured Follow-up Interviews and focus group discussion meeting. Four primary themes emerged concerning the perceptions of the EFL instructors related to PD Practices: (a) Traditional PD Practices, (b) Alternative PD Practices, (c) Professional Growth, (d) Concerns and Uncertainty. Figure 6 illustrates the analyzed data,

which yielded the following themes and sub-themes concerning the EFL instructors' perceptions about PD Practices before the implementation of the IPD model.

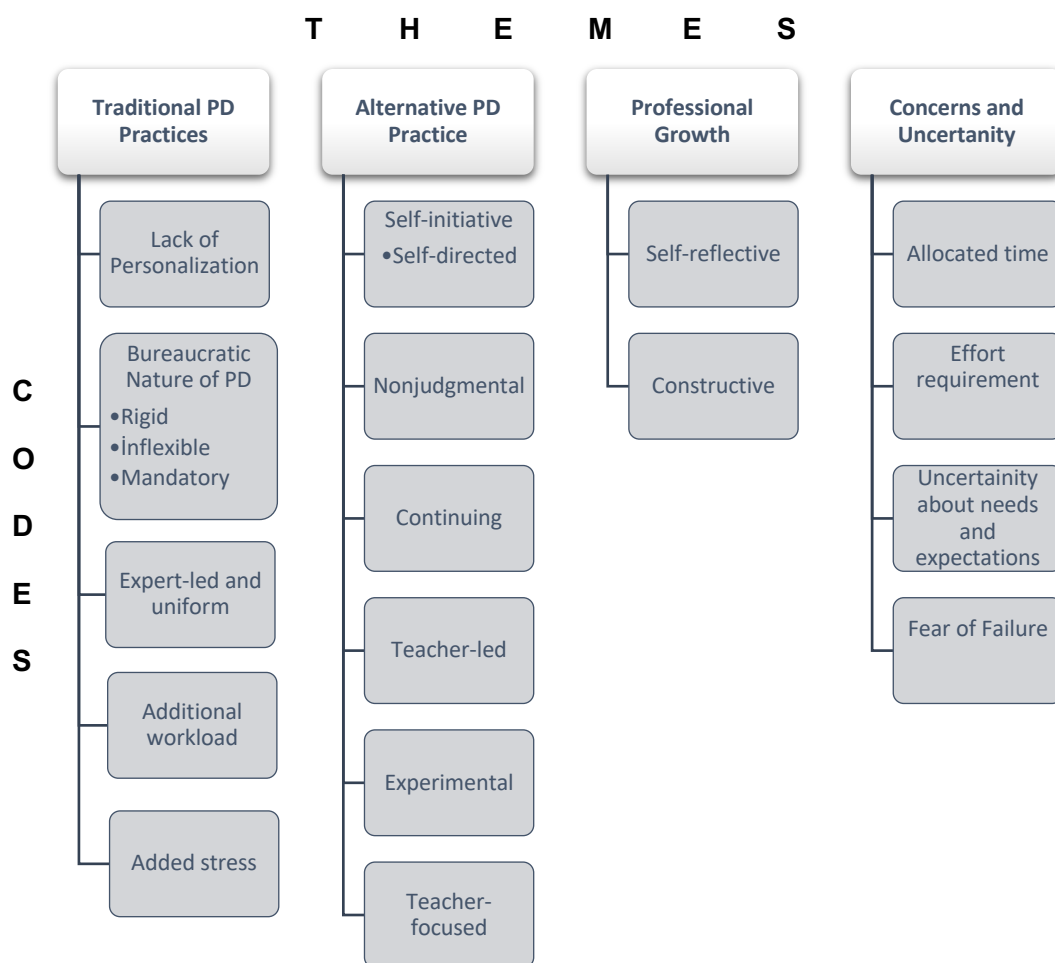


Figure 7 Themes and Codes related to EFL Instructors' Perception about PD Practices

**Traditional PD Practices.** This theme embodies traditional PD methods defined by inflexible, standardized, and rigid procedures. These approaches frequently neglect the specific requirements of individual teachers, resulting in increased stress and a sense of disengagement. Numerous instructors noted that conventional PD frequently did not adequately address the particular challenges encountered in their classrooms. Participants displayed a main interest in PD opportunities that were tailored to their specific needs. A number of participants recognized the opportunities for ongoing learning, pointing out their particular teaching contexts and PD. On the contrary, the negative attitudes were amplified by the rigid structure of traditional PD programs, which typically allowed less opportunity for

customization or adaptability. One of the participants, İpek, was constrained by standardized curricula that failed to take into consideration the specific challenges faced in the classroom. She substantiated this view as follows:

*“Given my heavy workload, I was worried about the additional time commitment... Usually, the PD programs I attended were mandatory and top-down.”*

Prior to the IPD process' implementation, most participants had doubts about traditional methods of PD. Bureaucracy in PD emerged as a recurring negative theme, so with instructors viewing traditional practices as burdensome and bureaucratic. Several participants characterized PD as a source of unnecessary stress and an increased workload. The inflexible and mandatory characteristics of these programs frequently resulted in demotivation, as instructors perceived limitations imposed by deadlines and formal requirements that undermined significant learning experiences. This bureaucracy created the perception of PD as a compulsory requirement rather than a chance for authentic advancement. This mistrust stemmed from instances in which PD seminars were viewed as checklist items with minimal bearing on genuine instructional strategies.

Nehir stated her thoughts by saying that:

*“I remember dragging my feet going to PDU meetings, dreading observations, and seeing it as part of bureaucracy or something.”*

Traditional PD Practices were typically perceived as expert-led and uniform. Participants generally stated that traditional PD predominantly consisted of workshops guided by professionals, frequently featuring subject matter specialists or guest speakers in educational technology. Although these sessions provided valuable insights, they were perceived as lacking in personalization. Numerous teachers believed that the uniformity of these programs, coupled with obligatory seminars and evaluations, failed to meet their own teaching requirements or personal objectives. Some instructors' opinions on this matter are further represented in the following quotations:

Ahu stated her opinion as:

*“Before the implementation of the IPD program, my perception of PD practices was not very positive. The available PD activities often followed a “one-size-fits-all” model, with little regard for individual teacher needs or preferences. Mandatory peer observations and workshops were common, but these sessions were often generic and did not allow teachers to have any voice in the planning or performing of the activities. This lack of personalization and the compulsory nature of these sessions made them feel more like a chore than an opportunity for meaningful professional growth. As a result, I felt that these PD practices were not effectively contributing to my development as an educator.”*

Likewise, Nehir typed her areas of concern as:

*“I thought that (and saw!) many teachers regarded these things as if they were just things to be done and dealt with rather than opportunities for growth. I remember dragging my feet going to PDU meetings, dreading observations, and seeing it as part of bureaucracy or something.”*

Another instructor, Işıl, reflected on her viewpoint toward the compulsory PD programs at the school she worked as follows:

*“Generally, a teacher is observed once or twice a year by a PD unit member or sometimes by the director, which creates tension in teacher.”*

Karsu explained how the traditional PD may have a positive effect on individuals' professional growth; however, she highlighted the importance of the idea of fostering her PD experience with the alternative methods in a self-directed way.

*“I appreciated the participation of guest speakers who are experts in EFL and education technology, as they provide varied viewpoints and promote cutting-edge concepts. However, over time, I've understood that there are other options for excellent PD.”*

One of the other common themes was the idea that PD entailed additional workload. PD activities were frequently seen by instructors as an extra burden on top of their already hectic schedules. Their primary teaching duties were compromised by the additional stress and pressure, which led to dissatisfaction and resistance towards participating in PD. These unfavorable sentiments were further compounded by the strict framework of traditional PD programs, which generally provided little room for personalization or flexibility. Participants felt



trapped in programs that were standardized and did not take into account the particular difficulties they encountered in the classroom. With respect to their perception of the PD practices before experiencing the IPD implementation, one of the participants, Nehir, for instance, stated how she felt about as:

*“I thought that PD practices were done just for the “looks” most of the time. I think there are some useful things to be acquired in such practices as always, but the added stress and workload makes teachers lose their motivation and treat PD as a rigid, boring, and useless process.”*

**Alternative PD Practices.** This theme underscores a transition towards more flexible and teacher-focused PD frameworks, prioritizing autonomy, in-class experimentation, and continuing learning. These methodologies promote independence and pragmatic implementation within the educational setting. Alternative PD practices presented a differing perspective, as participants demonstrated increased support for PD initiatives that promoted peer collaboration and SDL. Instructors regarded these approaches as non-judgmental and advantageous for fostering a more relaxed, learner-centered environment. Their preference was for experiential learning, emphasizing learning through practice and reflection instead of rigid, top-down instruction.

Karsu explained her feelings as follows:

*“While expert-led training is vital, alternative methods such as peer collaboration, SDL, and opportunities for experiential learning play a crucial role in fostering continuous learning... These new ways have also expanded my knowledge and improved my PD journey, enhancing the usual expert-led strategy.”*

İpek gave her thoughts about alternative Pd practices as:

*“In summary, staying current with new teaching methods, integrating technology effectively, and fostering cultural awareness are essential for creating a supportive and effective learning environment.”*

Ahu emphasized the importance of integrating technology into her lessons in the following statement as:

*“Additionally, with the rapid advancement of technology, integrating new technologies like artificial intelligence (AI) into my teaching practice and PD is essential. I need comprehensive training on how AI can be used to enhance language learning, provide personalized feedback to students, and also to support PD of EFL instructors. This will not only improve my efficiency as an instructor but also enrich the learning experience for my students.”*

**Professional Growth.** This theme emphasizes the developmental benefits related to , especially via reflective practices. Educators participate in constructive self-evaluation, promoting both professional and personal growth. Opportunities for development were identified in PD practices that promoted feedback, self-reflection, and both professional and personal development. Instructors regarded observation, encompassing both the act of observing others and being observed, as beneficial for their PD. Feedback was valued as a constructive tool that facilitated the enhancement of their teaching methods. Self-reflection is identified as a crucial component that enhances both professional competencies and personal growth.

Işıl drew the attention to the benefits of various PD practices as follows:

*“Personally, I like PD and find all PD practices vital as I like my profession and improving myself not only as a teacher but also as a human being. I also find it essential to observe my colleagues’ classes and to be observed and provided with feedback as we improve by means of feedback.”*

**Concerns and Uncertainty.** This theme examines the difficulties and concerns educators encounter throughout IPD implementation process. Time limitations, effort requirements, and process ambiguities regarding expectations frequently hinder comprehensive participation in IPD procedures. Before the instructors’ IPD journey, there were significant concerns and uncertainty regarding PD. Participants raised concerns about the time commitment associated with traditional PD activities, and many expressed uncertainty regarding the effort necessary for meaningful engagement. Concerns regarding the specific expectations of these programs and their alignment with personal and professional needs were recurrent issues that contributed to reluctance in fully adopting traditional PD practices. The

transition to IPD resulted in a significant shift in perception, with participants recognizing the advantages of the IPD model. Several instructors characterized the IPD model as a reflective process free of judgment, facilitating SDL. The model's personalized growth potential and its ability to address specific needs and challenges were acknowledged. The individualized approach, emphasizing SDL, was regarded as enhancing engagement, relevance, and support in PD experiences.

İpek stated her initial concerns about the process of the IPD as:

*“Prior to the implementation process of IPD, I had several concerns about the PD practices. Given my heavy workload, I was worried about the additional time commitment like in the PD practices I had experienced before. I didn't want to frustrate the researcher, but I was concerned about spending extra time on it. The program seemed challenging yet interesting because we had never had a self-initiated PD opportunity before... Despite my initial concerns, the chance to take charge of my own professional growth was both exciting and valuable.”*

Additionally, the participants' initial perceptions of PD practices indicated a distinct preference for personalized, flexible, and collaborative approaches. Traditional approaches were frequently perceived as inflexible and impersonal, whereas alternative methods, especially those exemplified by the IPD model, were valued for their adaptability, relevance, and emphasis on self-reflection and ongoing development.

Participants anticipated that PD programs would integrate a variety of learning methods. This encompasses training sessions led by experts that offer insights and best practices from experienced educators, alongside opportunities for collaboration among peers. Engaging with colleagues through shared experiences and collaborative learning activities was regarded as significantly advantageous. SDL was emphasized, with participants valuing PD programs that enable them to customize their learning trajectories based on personal needs and interests.

At the beginning of the IPD process, numerous participants expressed emotions of uncertainty and skepticism, especially concerning the program's self-directed nature. For

instructors familiar with traditional PD models, characterized by predetermined material and organization, the autonomy provided by IPD represented a substantial transition. This worry originated from concerns regarding their capacity to navigate their own learning process without the typical external guidance. The unfamiliarity of managing a self-directed development process, along with apprehensions regarding the inability to fulfill expectations, led to initial stress. Nonetheless, despite these concerns, participants perceived the program as an opportunity to fulfill their individual professional needs, suggesting that potential for advancement outweighed their initial concerns.

One of the participants, İpek explained as:

*“Because throughout our teaching careers, education always meant this: Someone comes, and this is usually someone from outside the institution, and gives us training, but they never ask what the teachers need or consider the student profile. These trainings were given from the top down without paying attention to such needs...These trainings were mostly one-off, so they were not beneficial to me in the long run. I didn't know my weak and strong points.”*

Karsu, despite initial concerns, articulated a significant demand for PD tailored to their specific needs. The opportunity to select topics grounded in personal and classroom challenges was attractive.

*“For me, it was like this: It was a PD process I had heard of and participated in for the first time. At first, attending PD trainings or traditional PD methods was something I enjoyed a lot, but then it turned into a situation I always complained about. In the trainings or processes I attended, I would think, “This is not what I need.”*

Another participant, Şule, addressed the situation as:

*“When it comes to Personal Development, what comes to my mind (especially based on my experiences in other institutions) are people who have to come to your class and observe you and focus on certain topics. So, it was a bit pressuring, to be honest. More or less, every teacher can guess the*

*expectations, and lessons were shaped to meet those expectations in a way that makes everyone happy...*"

Nehir reflected her thoughts on this issue as

*"When I started the Individualized PD Model, I thought this study stressed me out. Because the only thing I did for Personal Development before was during the time I started working at another university; we had a standard workshop where everyone took turns speaking... Also, despite the expectation of Learner Autonomy, the fact that it was SDL initially made me relaxed a bit. Because I don't like the approach of "let's do these at a certain date, write something like this, I don't care what you want." For example, the idea of someone coming to the class and observing the teacher stresses me out a lot. Because I honestly don't think any teacher can show their true performance while being observed by someone else, another colleague. It could be showing a better performance than usual or showing a worse performance. For example, the idea of someone coming and observing me would make me very unhappy. Of course, it's something necessary, but honestly, I don't think this approach would contribute much to my development; considering my past experiences."*

Ahu expressed her feelings related to her initial perception of PD Practices as:

*"My experiences were similar to yours. In the places I worked before, there was a PD unit. You could choose to do something on your own, but there would always be Peer Observation or the PD unit staff would come to your class eventually. Especially at the beginning of my career, the process was very intense in the place I worked. I enjoyed it at the time. Honestly, as Kardelen said, I felt like I was learning a lot at the beginning of my career, and I was lucky to have good PD unit staff, which might have been a factor. But as you gain more experience and years go by, you want to choose what you want to do. Even if you say, "I could be in a different group and do a different study," it's usually not accepted in institutions."*

## Findings based on the Research Question 2 (What are the PD needs of EFL instructors?)

This research question sought to examine the needs of EFL instructors concerning PD practices. The obtained data was analyzed by utilizing both quantitative and qualitative methods to examine the outcomes related to this research question as in the following:

### ***Quantitative Findings related to RQ2***

The quantitative results for Research Question 2 focused on determining the PD needs of EFL instructors in specific areas are to describe in this part. Pre-intervention survey revealed that instructors identified critical competencies for improvement. This data defines areas of greatest need for development, offering statistical evidence to substantiate the IPD model's targeted methodology. The quantitative analysis provides a basis for customizing PD programs that closely correspond to instructors' specific teaching needs and PD objectives.

**Table 10**

### **EFL Instructors' PD Need Areas**

<b><i>Items</i></b>	<b><i>Mean</i></b>	<b><i>SD</i></b>
1. Lesson planning	2.19	1.09
2. Classroom management	2.16	1.19
3. Identifying learner characteristics	2.78	1.39
4. Syllabus design	3.34	1.15
5. Increasing student motivation	3.28	1.42
6. Test development	3.69	1.42
7. Assessment and evaluation	3.78	1.26
8. Giving constructive feedback	3.41	1.27
9. Use of technology in ELT	3.28	1.37
10. Using games in ELT	3.16	1.39
11. Story telling	2.87	1.29
12. Using drama in ELT	2.63	1.39
13. New theories and practices in ELT	3.81	1.15
14. ESP (English for Specific Purposes)	3.56	1.19
15. Teaching integrated skills	3.44	1.41
16. Conducting classroom research	2.84	1.46
17. Preparing supplementary materials	3.34	1.29
18. Preparing students for exams (e.g. YDS, YÖKDİL, TOEFL, IELTS)	3.25	1.27
19. CEFR (Common European Framework of Reference for Languages)	2.62	1.16

20. Time management in classroom	2.41	1.19
21. Training other teachers	3.72	1.49
22. Teaching 'Reading'	3.06	1.32
23. Teaching 'Writing'	2.91	1.40
24. Teaching 'Listening'	3.03	1.33
25. Teaching 'Speaking'	3.31	1.28
26. Teaching 'Grammar'	2.75	1.41
27. Teaching 'Vocabulary'	2.91	1.42

The analysis of EFL instructors' PD need areas reveals noteworthy patterns. The domain with the highest average is 'new theories and practices in ELT' ( $M= 3.81$ ,  $SD=1.15$ ). Conversely, the domains with the lowest averages are classroom management ( $M= 2.16$ ,  $SD=1.19$ ) and lesson planning ( $M= 2.19$ ,  $SD= 1.09$ ).

### **Qualitative Findings related to RQ2**

The thematic analysis of the Structured Follow-up Interviews identifies several essential PD needs of EFL instructors, covering flexibility, classroom management, pedagogical strategies, technological proficiency, ongoing professional growth, and cultural competence.

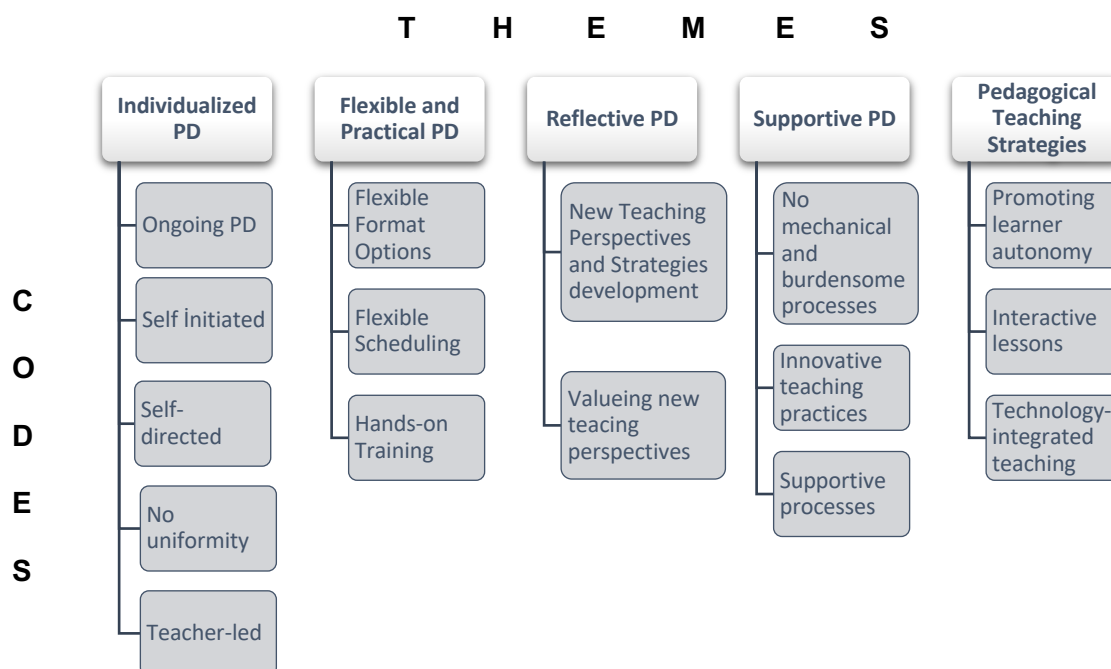


Figure 8 Themes and codes related to EFL Instructors' needs about PD Practices

**Individualized PD.** IPD addresses the specific needs, objectives, and circumstances of each educator, highlighting distinct personalities. This theme emphasizes the need of

addressing different professional needs, enhancing autonomy, and cultivating a sense of ownership in the developmental process. Individualized professional growth emerged as another significant theme. Instructors indicated a strong preference for personalized, teacher-centered programs that address their particular professional needs and objectives. There is an expectation that PD programs will facilitate teacher-led development, enabling educators to assume responsibility for their own growth. SDL was emphasized, with participants valuing PD programs that enable them to customize their learning journeys based on their specific needs and interests. The participants indicated that PD programs should be customized to address the specific challenges and objectives encountered in their classrooms, thereby enhancing their relevance and impact.

Karsu stated the following:

*“I prefer a program that offers both online and in-person options, allowing me to choose the format that best suits my needs. Access to recorded sessions and asynchronous learning materials is also important, enabling me to engage with the content at my own pace and revisit key concepts as needed.”*

Nehir asserted that PD programs should be “teacher-led and individualized” to move beyond the inflexible and frequently unengaging framework of traditional programs. Nehir expressed her feelings about how an effective PD Programs should be as:

*“I usually assume PD programs will be strict, boring, and to be honest, sometimes pointless - but if a program is to succeed, I would expect it to be flexible, teacher-led, and individualized.”*

Ahu emphasized the importance of personalized professional growth as follows:

*“From a PD program, I expect personalized support that caters to my specific needs as an experienced teacher... I need a program that offers targeted development opportunities tailored to my professional goals and areas of improvement... The ability to selectively participate in activities relevant to my growth is important, allowing me to focus on areas where I need the most development.”*



The participants' reflections indicate a significant demand for tailored PD practices that address their unique needs and teaching contexts. Numerous instructors reported dissatisfaction with traditional PD programs, perceiving them as overly generalized and frequently misaligned with their individual growth objectives. This perspective supports the preference for PD models that enable instructors to customize their learning experiences, interact with materials at their convenience, and concentrate on aspects that significantly influence their professional growth. The self-initiated aspect of the IPD was valued for its non-judgmental approach, enabling instructors to autonomously assess their needs and goals, thereby mitigating burnout and occupational stress.

Karsu reflected her feelings in the following way:

*In the trainings or processes I attended, I would think, "This is not what I need." or "Why did I attend this training now? This is not what I actually need. Why can't I say my needs and get special training according to my needs? If I could get special training according to my needs, I could use my time much more efficiently." These were my professional complaints. This study provided me with a beautiful perspective within the framework of all these questions.*

Işıl referred to this point as follows:

*"With the Individualized PD model, you discover your needs, interests and goals on your own and due to its self-initiated nature a teacher might think that this process is non-judgmental. This process help you avoid burn-out, as well."*

İpek made her point as follows:

*"The concept of self-initiated learning might also have a negative connotation. At first, there was an idea like, "Okay, I left you alone, do whatever you want," due to the literal meaning of the term. But it wasn't like that. It was great that I felt the researcher was always there when I needed her. She provided me with resources. For example, she guided me to a training, and I attended an online training...The self-reflection there was very important to me. For example, at that point, I didn't even know what to do about self-reflection. The presence of someone, an expert, whenever I needed it made me feel good...Unfortunately, we sometimes misunderstand the concept of autonomy; it doesn't mean unlimited freedom. For example, during this study, I understood that self-*

*initiated learning doesn't mean unlimited freedom either. I am working independently, sometimes I need someone, I am aware of my weak points, I want to improve them, and there are certain areas where I need help, but I don't know where and how to get support. At that point, the researcher stepped in and guided me appropriately to meet those needs."*

The diverse needs of instructors at different stages of their careers were emphasized as the utmost importance for the efficacy of any PD practices. Some instructors indicated a requirement for PD opportunities that align with their expertise, emphasizing the importance of ongoing learning to maintain effectiveness in the classroom. The identification and response to the distinct PD needs of both novice and experienced teachers emerged as a consistent theme.

For example, Nehir, made this point as:

*"I am a novice teacher - so I think I need help everywhere! I started teaching during COVID, which made it a lot difficult for me to understand how to deal with different class dynamics, to detect and attend to the needs of students, to make them autonomous."*

Similarly, Ahu also pointed to PD needs that are specific for each individual as:

*"As an experienced EFL instructor, my PD needs are specific. I may not need to improve my classroom management skills as I have been trained for years to improve them. However, I require in-depth training in testing, particularly in item writing and item analysis... This will not only improve my efficiency as an instructor but also enrich the learning experience for my students."*

**Flexible and Practical PD.** A PD necessity that prioritizes flexibility in scheduling, delivery methods, and applicability to practical teaching scenarios. This theme guarantees that PD activities correspond with teachers' preferences and demanding schedules by offering practical, experiential learning opportunities and implementation flexibility. Flexibility and practicality were appeared as essential expectations. The instructors demonstrated a significant preference for flexibility in the format of PD programs, seeking options for both online and in-person training. The Instructors expressed a preference for PD sessions that accommodate their demanding teaching schedules. The capacity to access instructional and

training materials at their convenience was greatly highly valued, as it facilitates ongoing learning without interfering with their job responsibilities. The participants indicated the need for PD programs that cater to diverse schedules and learning styles. Participants held specific expectations for PD programs, which they believed would markedly improve their teaching techniques. A fundamental expectation was that PD programs should provide practical training. The instructors require PD options that furnish them with practical techniques and skills for immediate application in their classrooms. This pragmatic approach is regarded as more advantageous than theoretical understanding alone, as it directly confronts the daily issues encountered by the instructors.

Ahu passed along her experience and referred to the importance of this issue as:

*“I seek a program that allows for flexibility and customization, rather than a one-size-fits-all approach. Because most trainers are far from the real classroom environment, mandatory, standardized activities often fail to meet the specific needs, unique challenges and interests of individual instructors... Additionally, flexibility in scheduling and participation is crucial. I prefer PD activities that I can engage with at my own pace and according to my availability, rather than following strict timelines.”*

Another instructor, Nehir, similarly mentioned this point in the following way:

*“As someone who is quite new to the field and who has a lot on her plate (and I think teachers in general are responsible for too many things), I believe PD should be more flexible and teacher-focused.”*

Karsu also commented in a similar way as:

*“My primary expectations from a PD program are centered on its practicality and flexibility. I seek a program that provides practical, hands-on training that can be directly applied to my teaching practice... Additionally, flexibility is crucial to accommodate my busy schedule. I prefer a program that offers both online and in-person options, allowing me to choose the format that best suits my needs... This combination of practicality and flexibility ensures that the PD program is both effective and accessible, supporting my ongoing growth as an instructor.”*

**Reflective PD.** A process-oriented methodology for PD that promotes self-reflection, enabling educators to critically evaluate and enhance their instructional approaches. This theme underlines the role of reflection in discovering opportunities for growth and implementing novel teaching tactics, boosting both personal and professional performance. Reflective development is identified as a crucial element of effective PD programs by one of the instructors, İşıl. She anticipates that PD will provide a new space for practical skill enhancement as well as theoretical advancement facilitating the development of new teaching perspectives and strategies that enables the refinement of existing practices and the exploration of innovative approaches to teaching.

*“Considering the nature of the 21st century context of the classroom, a PD program should help me go beyond my boundaries by increasing my capacity through conscious mindfulness and reflection on why I do what I do and how I do better.”*

**Streamlined and Supportive PD.** Another theme identified was streamlined and supportive PD, with participants emphasizing the necessity for PD programs that alleviate unnecessary stress and circumvent mechanical or burdensome processes, including strict deadlines and formal meetings. This theme refers to a PD that avoids unnecessary administrative issues and incorporates mechanisms to help participants throughout the learning process. The theme guarantees that instructors experience support and empowerment, allowing them to concentrate on innovative and powerful teaching approaches instead of bureaucratic limitations. Nehir mentioned that a supportive approach to PD would be anticipated, characterized by a streamlined and flexible process that should foster a positive and encouraging learning experience.

Nehir

*“Although my experience in PD has been limited, I have an understanding of my needs. I worked part time in two institutions, and I haven't yet completed my first year as a full time instructor. I had PD experience in only one of these institutions, which, as a novice teacher, was helpful in many regards. However, during my PD experience there, I realized that things were quite mechanical and*

*the added stress of deadlines and formal meetings were more of a burden than a helpful process.”*

Instructors frequently referenced innovative teaching practices, indicating a desire for PD programs to provide the necessary skills to meet the demands of 21st-century learners. They expect PD programs to encompass training on the incorporation of technology and artificial intelligence (AI) into instructional practices, along with innovative approaches for delivering feedback. Participants emphasized the necessity for PD programs to align with contemporary educational trends and innovations to maintain their effectiveness and relevance in teaching.

İpek made her point as follows:

*“As an experienced teacher, I sometimes feel that I'm not up-to-date with the latest methods in English Language Teaching (ELT). To address this, I need to keep up with new teaching practices by attending various training sessions, workshops, and conferences. These opportunities help me gain practical skills and stay informed about current trends in ELT... I'm particularly interested in using technology in my teaching. There are many new tools, like interactive apps and online platforms, that can enhance learning. Recently, I attended a training on the integration of AI in teaching, which was a great opportunity to learn about new digital tools I can incorporate into my lessons.”*

Furthermore, PD requirements were emphasized, particularly regarding the necessity for continuing training and support. Instructors highlighted the necessity of ongoing updates regarding innovative teaching methods and training in specialized areas, including item writing and analysis. These are regarded as essential for sustaining professional competence and remaining updated with advancements in the field. As an example, Ahu, emphasized this issue by stating as:

*“I require in-depth training in testing, particularly in item writing and item analysis... Additionally, with the rapid advancement of technology, integrating new technologies like artificial intelligence (AI) into my teaching practice and PD is essential... This will not only improve my efficiency as an instructor but also enrich the learning experience for my students.”*

Işıl explained this point as follows:

*“A PD program should enable me to have a look at my teaching from another perspective and to develop new strategies to address to the 21st century learner profile and increase learning-teaching environment and motivation.”*

İpek emphasized the necessity of implementing innovative teaching approaches that correspond with technology progress, potentially resulting in engaging and collaborative instruction. Alongside technological integration, cultivating cultural awareness is an essential professional growth requirement for EFL professionals. As classrooms grow increasingly diverse, comprehending and addressing cultural differences is essential for fostering inclusive and supportive learning environments.

*“I'm particularly interested in using technology in my teaching. There are many new tools, like interactive apps and online platforms, that can enhance learning. Recently, I attended a training on the integration of AI in teaching, which was a great opportunity to learn about new digital tools I can incorporate into my lessons... staying current with new teaching methods, integrating technology effectively, and fostering cultural awareness are essential for creating a supportive and effective learning environment.”*

**Pedagogical Teaching Strategies.** This theme focuses on pragmatic, learner-centered pedagogies that foster independence, engagement, and the incorporation of technology into education. The theme highlights the growing demand for pedagogical approaches that engage learners actively, making use of modern resources and procedures to enhance teaching outcomes. Pedagogical teaching strategies were frequently pointed out, highlighting the necessity to transition from lecture-based instruction to more interactive, student-centered methodologies. Instructors identified the reduction of L1 reliance and the promotion of learner autonomy as essential areas for further development. The focus is on strategies that enhance lesson engagement, promoting active student participation in the learning process. The emphasis was placed on the necessity of PD in the areas of instructional design, time management, classroom management and student engagement. Participants identified certain requirements, including the management of varied student behaviors, the

maintenance of discipline, and the facilitation of active engagement. Furthermore, participants expressed a preference for technology-integrated and interactive teaching strategies that replace conventional lecture-based methods, which frequently do not sufficiently engage pupils.

Moreover, promoting learner autonomy and motivation has surfaced as a critical necessity for instructors related to one of the most crucial pedagogical teaching strategies. One of the participants, Nehir, underlined the need of fostering student responsibility for their own education and maintaining motivation along the learning journey. This is cultivating a classroom environment in which students feel empowered to investigate, inquire, and engage thoroughly with the content.

*“I am a novice teacher - so I think I need help everywhere! I started teaching during COVID, which made it a lot difficult for me to understand how to deal with different class dynamics, to detect and attend to the needs of students, to make them autonomous... This made me, as a teacher, more lecture-based than I would intend to be. I am not unhappy with this... in this last year, I realized that I was becoming mechanical and that my specific group of students were not able to learn from the long lectures... The biggest problem, according to my observer, was that I was not letting my students take the wheel at all, and that I was trying to do everything myself. I realized that I needed to work on how to facilitate learner autonomy, so that I could equip my students with tools and techniques they needed to deal with English at home, in their departments, throughout their life. On the other hand, I also think that I may need more work on student motivation, too - which I came to realize as I was working on learner autonomy, interestingly enough.”*

Similarly, another participant, Karsu, expressed her thoughts on this issue as:

*“To properly handle this, I need to alter my teaching approaches to include strategies that reduce L1 use while promoting immersion English learning. This also demands improving my classroom management skills to keep students engaged and motivated to use English consistently.”*

Another participant, Işıl, summarized this situation as follows:

*“As PD is an on-going discovery and learning development journey, I need to revitalize my teaching practices to involve all my students more in learning process.”*

*In addition, as, an instructor, İpek, stated the challenges she faced as follows:*

*“...it's also important to have cultural awareness to create a more inclusive environment for our students... at the tertiary level, I usually encounter the challenge of motivating students who are often demotivated.”*

Effective classroom management emerged as a specific need of an instructor, with the participant emphasizing the necessity related to pedagogical teaching strategies to engage and motivate students efficiently. Instructors often encounter difficulties in regulating students' use of their first language (L1) in the classroom, which may impede their progress of English language proficiency. Instructors indicated a need for training focused on managing diverse classroom dynamics, especially regarding varying student abilities and behaviors. Karsu highlighted that students frequently revert to their home language (L1) during class, so obstructing the immersion experience essential for acquiring English. Participants emphasized the need to devise methods to alleviate this difficulty and foster a more English-immersive atmosphere. This include strategies for promoting consistent English usage among students and designing classroom activities that reduce L1 interference.

Karsu stated her concern about this issue as:

*“One of my key PD needs as an EFL instructor is to handle L1 difficulties in the classroom. The presence of students' native language (L1) can frequently interfere with their English language acquisition, creating difficulties in sustaining an English-only environment. To properly handle this, I need to alter my teaching approaches to include strategies that reduce L1 use while promoting immersion English learning. This also demands improving my classroom management skills to keep students engaged and motivated to use English consistently.”*

Technological proficiency represents a significant concern for instructors, who recognize the integration of new technologies, including AI as vital to contemporary language instruction. Participants emphasized the necessity of achieving proficiency in digital tools and



online platforms to improve teaching effectiveness, especially within the context of a progressively digitalized educational landscape. Strategies for enhancing student motivation, including the integration of technology, practical uses of language skills, and interactive activities, were emphasized. EFL instructors noted that keeping updated of the rapid technological changes, especially the integration of new technology like AI is crucial for their PD and instructional practices. The necessity for continuous growth in this field signifies an increasing trend towards more dynamic, technology-oriented learning settings. Instructors asserted that integrating AI into their teaching methodology improves their instructional practice and facilitates more effective assessment of student progress. One of the instructor, Ahu, expressed that integrating the technology into ELT might actually contribute to her individual professional learning as follows:

*“Additionally, with the rapid advancement of technology, integrating new technologies like artificial intelligence (AI) into my teaching practice and PD is essential. I need comprehensive training on how AI can be used to enhance language learning, provide personalized feedback to students, and also to support PD of EFL instructors. This will not only improve my efficiency as an instructor but also enrich the learning experience for my students.”*

The instructors' PD needs of EFL instructors are extensive and complex, addressing both classroom-specific challenges and wider teaching competencies, including pedagogical teaching strategies, technological integration and cultural awareness. The findings highlight the necessity of implementing IPD programs that cater to the diverse needs of EFL instructors to enhance their continuous growth and effectiveness by mitigating language obstacles, refining management competencies, and fostering active student engagement. İpek emphasized the significance of creating inclusive learning environments by using pedagogical teaching strategies that acknowledge and support cultural diversity. The necessity for PD programs that prioritize cultural awareness and equip educators with teaching skills to sensitively and effectively address diverse learner populations was emphasized as:

*“Staying current with new teaching methods, integrating technology effectively, and fostering cultural awareness are essential for creating a supportive and effective learning environment.”*

The analysis indicates that EFL instructors anticipate PD programs to be individualized, flexible and practical, reflective, prioritizing innovation in teaching, supportive, and promoting current pedagogical teaching strategies. The findings highlighted the necessity of developing PD programs tailored to the distinct needs of educators, while promoting a supportive and dynamic atmosphere for professional advancement.

**Findings based on the Research Question 3 (What are the opinions of EFL instructors related to the IPD implementation process)**

There is no quantitative data related to the research question 3; hence, the results of the qualitative data will be presented in this section. The thematic analysis of Structured Follow-up Interviews and focus group meeting regarding participants' current perspectives on PD after completing the IPD program revealed several important themes that reflect the participants' experiences and perceptions related to the IPD implementation process. There is no quantitative data obtained for this research question. The analysis of the qualitative data identified five primary areas of focus: IPD, reflective PD, autonomous growth, supportive PD and motivation and engagement.

**T H E M E S**

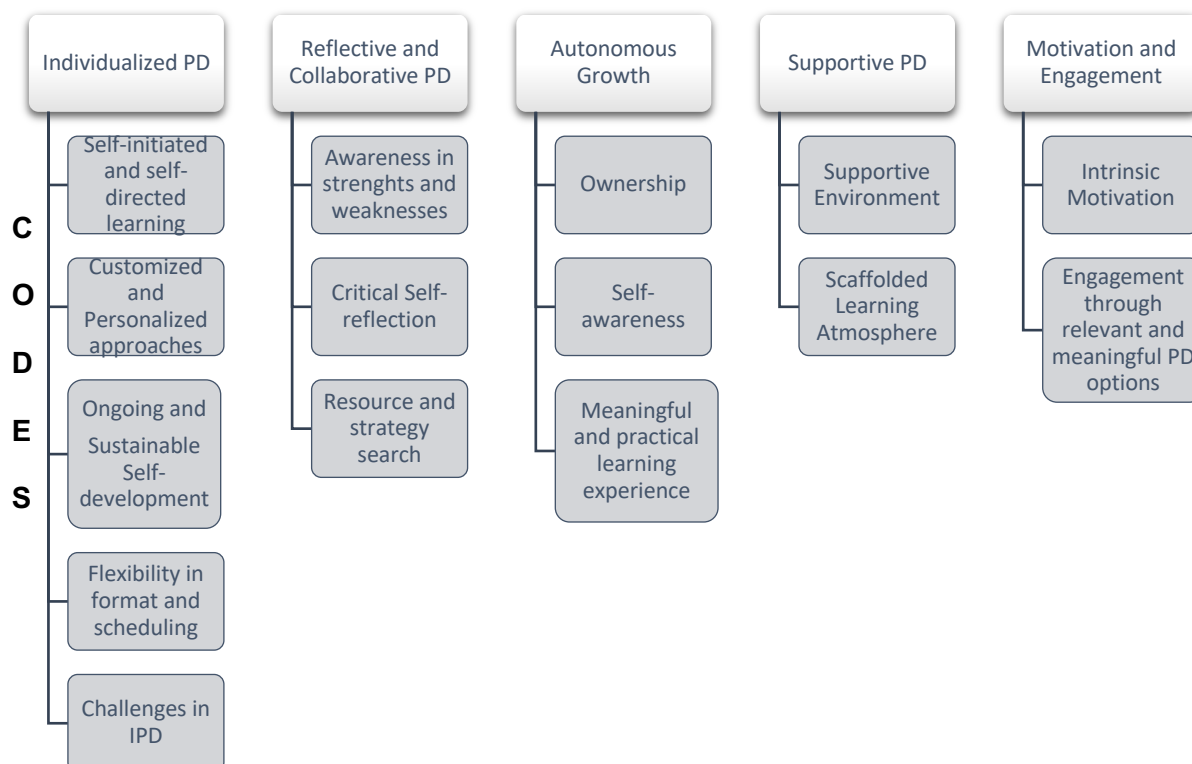


Figure 9 Themes and Codes related to EFL Instructors' opinions about IPD Implementation Process

**Individualized PD.** This theme emphasizes the necessity of customized PD to meet specific needs, facilitating autonomous and SDL, offering adaptable formats, and confronting obstacles to ensure continuous advancement. IPD emerged as a key theme, with participants emphasizing the value of self-initiated, ongoing and flexible learning experiences. The IPD program's focus on tailoring PD to the needs and interests of individual instructors was highly praised, as it provided benefits for both experienced and novice teachers alike. Participants appreciated the flexibility offered by the program, which allowed them to engage with materials and activities that were directly relevant to their professional goals at their own pace. They also highlighted how the IPD model enabled sustainable self-development by encouraging a continuous learning process, and many expressed a preference for IPD over traditional one-size-fits-all programs.

Ahu mentioned how she felt about being flexible in IPD process as follows:

*"...But this study provided us with such an opportunity...I was excited to try this at first, but like you, I had doubts. On the one hand, even though we scold the students for obtaining information easily, we actually like structured things. We like to have someone say, "Okay, now do this, then do that." I wondered if it would be more difficult without that. The flexibility of not having to do something on a specific date but being able to adjust my own time relieved me."*

Likewise, İpek expressed her positive feelings related to self-initiated learning as:

*"I had serious questions at the start. I didn't fully what it meant. I was scared and didn't know what to do, but with proper guidance, I realized I could continue with the trainings within the framework of self-initiated learning. I understood that in the context of PD, self-initiated learning doesn't mean "okay, I left you alone, do whatever you want in any way you want." There is a researcher who guides you when needed and always provides the resources you want, offering different options."*

Ahu presented her views about IPD model's flexible structure by making the following statement:

*"The fact that the researcher didn't push too hard and that I could arrange my own schedule or determine what to observe in my own class, that I might not have the chance to observe something in some classes but could in others, gave me comfort."*

The participants' views on PD experienced a notable change after their engagement with the IPD implementation process. The personalized aspect of IPD was especially valued, since it enabled instructors to customize their PD plan according to their specific needs and circumstances and to keep track of their sustainable and ongoing process. This tailored approach transformed PD more applicable and significant, tackling the distinct challenges encountered by each instructor. Participants saw that IPD equipped them with practical strategies and resources that were immediately transferable to their classrooms, hence augmenting their teaching efficacy.

Karsu made this point as follows:

*"One of its primary features is individualized learning, which allows me to focus on areas for improvement continuously that are directly related to my teaching*

*practice... Furthermore, IPD has given me a sense of autonomy and independence in my learning journey, allowing me to take control of my PD."*

Nehir also mentioned similar thoughts related to IPD in the following way:

*"If done effectively, I think PD is a great, great tool for ongoing growth. Throughout my process of the IPD program, I learned so much (perhaps so much more about myself as a teacher than anyone ever could tell me) that I think these programs would benefit both novice and experienced teachers...I think IPD is the way to go when it comes to PD, because ELT itself is a vast area and there is no way institutions could anticipate each teacher's needs and do their programs accordingly."*

Participants appreciated the autonomy afforded by IPD. In contrast to traditional PD programs, which frequently had inflexible frameworks, IPD empowered instructors to take charge of their own learning and professional growth journey. This freedom was empowering, allowing participant to investigate areas of interest and concentrate on certain abilities they intended to enhance. The flexibility, adaptability and personalization provided by IPD rendered PD more captivating and inspiring, fostering a more affirmative and proactive disposition towards sustainable professional growth.

Nehir

*"For example, being flexible and having the option of self-observation here excited me a lot. Because it was a practice where I felt more comfortable and could get more efficiency. So, while this study stressed me out, it also had aspects that excited me at first, but later on, especially after deciding on what to work on and how to work, I relaxed."*

Işıl put this point into words as follows:

*"Teachers should be informed about IPD model and guided to refresh themselves in their teaching journey for sustainable self-development."*

İpek made the following point:

*"It allowed me to take ownership of my professional growth, leading to a deeper and more personalized learning experience... Overall, I am highly satisfied with the contributions that this self-initiated PD has made to my teaching."*

Ahu responded on this question as follows:

*“The IPD program demonstrated that PD can and should be personalized according to an instructor’s specific needs and conducted in various innovative ways such as self-observation by keeping journals or video recording your own lesson, or team teaching.”*

The participants' views on PD experienced a notable change after their engagement with the IPD implementation process. The personalized aspect of IPD was especially valued, since it enabled instructors to customize their PD according to their specific needs and circumstances. This tailored approach transformed PD more applicable and significant, tackling the distinct challenges encountered by some instructor. Participants saw that IPD equipped them with practical strategies and resources that were immediately transferable to their classrooms, hence augmenting their teaching efficacy; however they had the realization of handling some initial challenges such as self-motivation and self-discipline that could lead them to better adapt the necessary individualization in PD plan. The instructors recognized the flexibility provided by the IPD program; however, they encountered challenges in upholding discipline and preventing procrastination.

Ahu commented about some specific challenges related to IPD as:

*“...However, this flexibility also posed challenges from time to time. Without strict deadlines or structured plans, it was sometimes difficult to maintain discipline and avoid procrastination. This is because we, as EFL instructors, are accustomed to more rigid PD structures, so adapting to this new flexible model required a shift in mindset and self-management skills.”*

Karsu expressed a possible hinderance of carrying out the IPD practice, which could be handled in the following way:

*“In my perspective, one disadvantage of IPD is the need for a high level of self-motivation and effort... This amount of SDL can be difficult for educators who prefer structured settings or rely on external assistance for PD. Educators who lack strong intrinsic motivation and a proactive approach to learning may struggle to fully engage with IPD and miss out on the full benefits of tailored development experiences.”*

Similarly, Şule mentioned about the risks of having tendency to procrastinate on what to plan and do some tasks accordingly in IPD if not getting the right guidance through the process in the following statement:

*"...but managing a completely independent process made me feel like everything went better when there was a specific deadline in the studies. But conversely, when I was given that freedom, I felt like I had a tendency to leave everything to the last minute. Today's meeting was good for me. I will speed up some of the work..."*

Nehir articulated a little difficulty she encountered in addressing and managing specific issues within their classroom environments. She indicated an issue about managing students with specific needs and in documenting their own performance for self-assessment. The challenges were particularly reported when she tried to balance everyday teaching demands and workload with her goal-oriented and self-directed PD expectations, underscoring the complexities of implementing new strategies in real-time classroom environments.

*"The biggest challenge I faced was my class. I started IPD implementation process during Module 3 in my institution. I was teaching an Intermediate class at that time and my students were not really fit for such a study due to the fact that many students of mine had mental health problems and I was supposed to be alert at all times for any issues. During this time, I could not record my performance and could only made notes of my teaching each day - small wins, small defeats. This was not a big problem when I think retrospectively but at that time, because I was struggling with my classroom, I had many doubts about my progress. I thought I was not learning anything. Then, I had to do my recording & observation a bit later in the study with my new classroom in Module 4. Two days before the day I planned for my recording, I got sick and had to get a sick leave. That day, we could not do our regular office hours with the students. When I returned to school, I prepared a poll for the students and asked them to vote on a day for us to have a make up for the lost office hour. During that day, I did not give it much thought but on the day I was supposed to record myself, I thought "I wish I had recorded myself on that day with the poll!"*

**Reflective and Collaborative PD.** This theme emphasizes the cultivation of self-awareness via critical self-reflection, promotes the study of resources and techniques, and

utilizes collaborative practices to augment professional growth. Reflective practice appeared one of the central themes, as one of the participants, İpek, acknowledged the importance of reflection in improving their teaching. The IPD program promoted helped her identify areas in need of development facilitating professional growth and enhancing her teaching effectiveness.

*“...the IPD Program helped me to reflect critically on my teaching practices, identify my strengths and weaknesses, and seek out resources and strategies that directly addressed my needs. This reflective practice has been instrumental in helping me to improve and innovate in my teaching.”*

Ahu, similarly, highlighted the importance of self-reflection as follows:

*“And I am someone who always has trouble deciding on something when starting something, so I thought a lot about what to do. The “Planning” part was easier for me. I did self-observation and kept a journal. I had tried working this way years ago. Taking short notes somewhere after lessons, even if just a few sentences, adds continuity to Reflection, which is very beneficial. As Işıl said, it's like watching yourself. You also realize, “Was it good or bad that day?” So, you are honest with yourself in a sense. You think, “Today I did this job properly” or “I couldn't do it.”*

Participants acknowledged the importance of collaboration but indicated a need for increased opportunities to interact with colleagues during the IPD process. They proposed introducing additional meetings or check-ins to facilitate more opportunities for idea sharing, feedback solicitation, and support provision.

Nehir stated her thoughts in the following way:

*“We are now in the fourth week of the fourth module, and the fact that our meeting coincided with the “Collaboration” phase was actually very good and effective... Because I honestly think that the most important and naturally developing part of Teacher Development is Collaboration.”*

Ahu expressed her feelings about why the collaboration phase is the most useful and enjoyable of all in the following statement:



*“Lastly, I fully agree with Nehir regarding the collaboration we are currently doing. In my many years of professional life, this is what I enjoy the most. Like what my colleague did in any situation, how they solved the problem there. I think we learn the most from each other rather than from traditional training. So, this stage is also very enjoyable for me right now.”*

**Autonomous Growth.** This theme emphasizes the significance of ownership in education, promoting self-awareness and guaranteeing that PD opportunities are relevant and applicable within the learning context. Autonomous growth was a recurring theme, with participants highlighting how the IPD program fostered a sense of ownership and autonomy in their PD. They expressed that the self-directed nature of the IPD model enhanced their self-awareness and led to more meaningful and practical learning experiences. This autonomy allowed participants to engage more deeply with the PD process, as they could tailor it to align with their personal goals and classroom needs. As a result, they felt more empowered in their professional journey, with the program providing a pathway for continuous, autonomous growth.

Karsu pointed to the nature of the need for autonomy and self-directedness for a meaningful learning as follows:

*IPD has given me a sense of autonomy and independence in my learning journey, allowing me to take control of my PD. This freedom has greatly boosted my motivation, involvement, and dedication to ongoing growth.*

In addition, İpek uttered about her experience as follows:

*“It allowed me to take ownership of my professional growth, leading to a deeper and more personalized learning experience. I found that this autonomy not only enhanced my motivation but also made the learning process more meaningful and practical.”*

Şule made her point as follows:

*“Here, the fact that autonomy is completely given to us is very nice because everyone can choose the topic they want to work on, which is a great freedom. You plan accordingly.”*

Nehir also pointed out some similar thoughts about being autonomous in PD as:

*“Also, like Karsu said, I thought someone would come to the class, observe, and say, “Teacher, the class is bad here, you are good in these aspects,” and leave. So, before the new study, I was very stressed. Again, I thought it would be a similar process. If it wasn't going to be a similar process, I was stressed because I didn't know the method. Ironically, I worked on Learner Autonomy, and I realized that as a teacher, I am not independent either, so why should I expect the student to be independent? So, it was a process that stressed me out a lot at first, where I didn't know what to do and was a bit excited. But by getting help and reading articles, I relaxed. I mean, my stress, “what will I do, how will it go” didn't last long.”*

**Supportive PD.** It can be defined as the formation of a caring environment and providing scaffolding in PD activities to enable sustained participation and learning. Supportive approaches were noted as key strengths of the IPD program by most of the participants. The findings indicated that instructors highly valued the guidance and structured support offered during the IPD process, especially in relation to managing expectations and the materials required for their development. Işıl initially expressed uncertainty, engaging in discussions with colleagues regarding her inquiries about expectations and the extent of necessary preparation. The researcher's tailored support alleviated this uncertainty by providing specific articles and recommendations for further reading. The directed guidance enabled Işıl to experience relief and confidence in her preparation, underscoring the significance of structured support within a self-directed framework. Işıl's experience highlights the importance of relevant and contextualized PD. The researcher assisted her in selecting a topic that aligned with her class requirements, her students, and her teaching methodology. The targeted relevance strengthened the effectiveness of the IPD model, enabling her to concentrate on materials related to her instructional context, thereby improving her engagement and the practical advantages of her PD.

*“... At first, I was also talking with İpek and Karsu, asking questions like, “What will we do, what is expected of us, I need to read, but what should I read, how much should I read?...Later, the researcher sent the necessary articles and said, “If you want, you can do more research, read different articles, but reading what I sent is enough,” and I felt relieved...The researcher made very good*

*guidance there, and we chose a topic that was entirely suitable for my class, entirely suitable for the students studying at our university, and even for the teacher...Besides that, I can say this; including today's meeting, I see that we have done a very good study”*

Ahu highlighted the supportive environment fostered by the program, which helped her navigate their SDL experience as follows:

*“The flexibility and variety offered by the IPD program such as mentoring, SDL provide a more comprehensive and supportive environment for professional growth.*

**Motivation and Engagement.** This theme embodies intrinsic motivation and the delivery of pertinent, significant PD opportunities that correspond with individual and professional goals. It increased significantly through the personalized and relevant nature of the IPD program. Participants reported feeling more motivated and engaged when their PD experience was directly linked to their individual goals and teaching contexts. The meaningfulness and relevance of the program made it more enjoyable and impactful, fostering sustained interest in PD. This heightened engagement was seen as a major advantage of the IPD model over traditional PD programs, which often failed to connect with instructors' specific needs.

Karsu made this point as follows:

*“...This freedom has greatly boosted my motivation, engagement, and dedication to ongoing growth. Furthermore, the pacing and content flexibility has been quite beneficial in matching my learning style and preferences. I have the ability to choose from a variety of materials, seminars, and educational opportunities that fit my objectives , and this has increased the relevance and efficiency of the PD process for me. All things considered, IPD has been extremely helpful in improving my teaching methods and creating a more engaging learning environment.”*

Nehir made a point about the fact that motivation would play a very important role in pursuing any PD practices as:

*"With such an individualized program, teachers could focus on any area of ELT and use PD effectively. I am still averse to the traditional PD programs but I have become actually motivated to pursue my needs and interest in ELT!"*

Işıl referred to this point as follows:

*"As (my institution) does not have a PD unit, IPD could be integrated into the levels by creating small focus groups consisting of teachers teaching at the same level and dealing with the same limitations (books and materials used, curriculum and needs of learner profile) with a coordinator to increase motivation in classes and teachers, collaboration among teachers and professionalism in our profession and institution."*

Işıl also added more thoughts about her intrinsic motivation with the following statement:

*"The articles she sent related to this were very helpful. It allowed me to see my strengths and focus on my weaknesses. In other words, it actually motivated me. Yes, at first, I was anxious. It seemed like a study that would require more detailed, longer, and more work. But the fact that this study didn't require long articles, a lot of articles, writing or reading, showed me that a person can develop themselves comfortably and even be more productive."*

İpek mentioned her positive feedback on how IPD implementation change her perspective about PD Practices as follows:

*"When PD is self-initiated, it becomes much more engaging and relevant for the teacher. This approach allows us to explore and integrate new methods that are directly applicable to our own teaching contexts without the feeling of being forced into a one-size-fits-all program... I found that this autonomy not only enhanced my motivation but also made the learning process more meaningful and practical."*

Karsu stated her feelings about having difficulty in acting independent when concentrating on her own PD and staying motivated throughout the process.

*"I can say that when this process started, I thought, "Yes, I will focus on what I want, and it will be something unique to me," but as the process progressed, I started to ask myself, "Can I not be independent?" Because this notion of "being independent" is something we always want from students, and we sometimes complain, "Why can't they do this?" During this study, one of my most important*

*experiences was empathizing with students. I tried to act independently in the subject I was working on, to maintain my own motivation.”*

Overall, the findings related to Structured Follow-up Interviews and Focus Group Meeting indicate that the IPD program successfully addressed the participants' PD needs by fostering individualized learning, promoting reflective practice, and leading to autonomous growth, providing supportive PD practices. Additionally, the customized and self-directed approaches within the IPD program further enhanced participants' motivation and engagement, contributing to a more effective and satisfying PD experience in the context of ELT.

#### **Findings based on the Research Question 4 (What is the difference between EFL instructors' self-assessment results before and after the implementation?)**

This section outlines the quantitative findings about the PD needs of EFL instructors in particular domains, as addressed in Research Question 4. The pre-intervention survey indicated that instructors recognized essential competencies requiring enhancement. This data delineates regions of highest developmental necessity, providing statistical proof to corroborate the focused methodology of the IPD model. The quantitative analysis establishes a foundation for tailoring PD programs to align with instructors' particular teaching requirements and professional growth goals.

#### ***Quantitative Findings related to RQ4***

The fourth research question aimed to determine whether a statistically significant difference existed between the instructors' self-assessment results on the pretest prior to the IPD process and their self-assessment findings on the posttest following their IPD journey. First of all, the means of pretest and posttest scores were compared to address this topic. The t-test is typically employed to compare two samples. Nevertheless, the t-test is dependent on a number assumptions to function properly. When the data does not meet the assumptions of the t test, nonparametric alternatives are employed, as they do not necessitate these assumptions. For the data analysis in this study, the Wilcoxon signed-ranks test was employed

to compare the samples. The Wilcoxon Signed Rank Test is a non-parametric method of statistical analysis performed to compare two related samples, making it ideal for analyzing the e-Grid and the EPOSTL scores of same participants before and soon after the IPD process.

**Table 11**

**Mean Scores of pre and post e-Grid as the self-assessment tool.**

	N	Minimum	Maximum	Mean	Std. Deviation
e-Grid (PRE)	6	49.00	76.00	68.33	10.03
e-Grid (POST)	6	58.00	78.00	71.50	7.34

The study revealed a notable rise in the e-Grid and EPOSTL scores from the pre-intervention to the post-intervention analysis. The results showed that the post self-assessment using e-Grid had evidently higher scores supported with the mean scores ranging from 68.33 to 71.50 as it can be seen in Table \_\_\_\_.

**Table 12**

**Related-Samples Wilcoxon signed-ranks test for e-Grid (PRE) and e-Grid (POST) self-assessment**

Total N	6
Test Statistic	.00
Standard Error	3.64
Standardized Test Statistic	-2.06
Asymptotic Sig.(2-sided test)	.04

The Related-Samples Wilcoxon signed-ranks findings indicated a statistically significant difference between the pre- and post-intervention e-Grid scores. The test statistics indicate  $Z = -2.06$ ,  $p = .04$ , which is significant at  $p < 0.05$ . The analysis indicates that participants' post-test scores were significantly different from their pretest levels, demonstrating substantial improvement. This indicates that the deployment of the IPD model

effectively fulfilled its primary objective by enhancing the participants' test scores. Despite the brevity and intensity of the process, various elements led to its success.

**Table 13**

**The results of Related-Samples Wilcoxon Signed Rank Test for EPOSTL (PRE) and EPOSTL (POST) self-assessment**

**Related-Samples Wilcoxon Signed Rank Test Summary**

Total N	6
Test Statistic	.00
Standard Error	4.77
Standardized Test Statistic	-2.20
Asymptotic Sig.(2-sided test)	.03

The Related-Samples Wilcoxon signed-ranks results demonstrated a statistically significant difference between the pre- and post-intervention EPOSTL scores. The test statistics reveal  $Z = -2.20$ ,  $p = 0.03$ , indicating significance at  $p < 0.05$ . The research reveals that individuals' post-test scores markedly differed from their pretest levels, indicating significant progress. This signifies that the implementation of the IPD model successfully achieved its main goal by improving the participants' test scores. Notwithstanding the process's shortness and intensity, several factors contributed to its success.

**Qualitative Findings related to RQ4**

The thematic analysis of Structured Follow-up Interviews concerning the use of self-assessment tools, including the e-Grid and EPOSTL, at both the beginning and the end of the IPD process resulted in several significant insights. The tools offered participants essential feedback, facilitating their growth and development during the PD process. Participants regarded self-assessment instruments such as e-Grid and EPOSTL as significantly beneficial for their PD. Initially, these tools aroused skepticism, as they were considered as extra work that may not produce substantial advantages. Over time, participants acknowledged that these tools enhanced their awareness of teaching competencies and identified areas for enhancement. Self-assessment enabled teachers to pinpoint specific priority areas, monitor their progress, and systematically reflect on their teaching methodologies.

The early implementation of self-assessment tools was perceived as fairly challenging, with participants expressing doubts over their efficacy. As they delved further into these technologies, they recognized their value. Self-assessment fostered a reflective methodology, encouraging instructors to thoroughly analyze their pedagogical techniques and pinpoint opportunities for improvement. The capacity to juxtapose initial and final evaluations yielded convincing evidence of their professional growth, emphasizing advancements and informing subsequent PD initiatives.

The utilization of self-assessment instruments was regarded as crucial in promoting self-awareness and self-reflection. Participants valued the insights obtained from these evaluations, which enhanced their recognition of their qualities as well as their weaknesses. This technique enhanced their pedagogical skills while simultaneously increasing their confidence and motivation. The beneficial results of utilizing self-assessment tools highlight the need of self-assessment and strengthened competencies, indicating the necessity of integrating these tools into PD plans. The main themes associated with related to research question 4 were initial scepticism, reflective nature, skill awareness and improvement, insightful planning, effective use and unexpected positive outcomes.

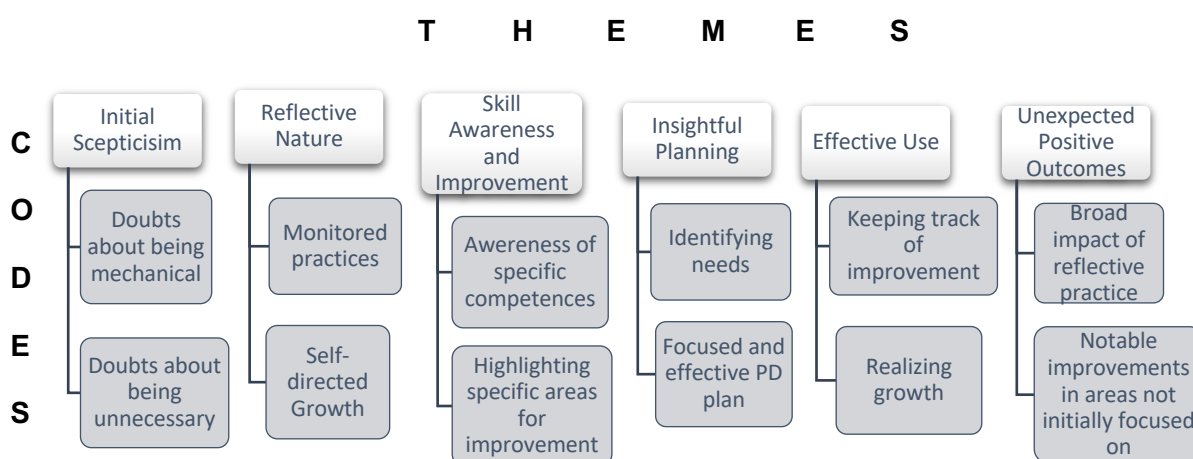


Figure 10 Themes and Codes related to EFL Instructors' opinions about using the self-assessment tools: e-Grid and EPOSTL



**Initial Scepticism.** This theme shows the teachers' cautious or doubtful views at the beginning of the IPD implementation. It incorporates questions regarding the process's success and hesitation due to a lack of prior exposure or understanding of the tailored method. Nehir perceived the process as potentially mechanical and raised concerns regarding its relevance to their current skill set. As the IPD process advanced, initial doubts evolved into appreciation. She determined that the tools offered a systematic and objective method for evaluating their development, resulting in an improved perspective on the assessment process. She stated that;

*“At the start, I found these self-assessment tools mechanical, to be honest. I thought that they were similar to the ones we would do in undergraduate and did not give it much thought. However, when I completed them at the end of the implementation process, I realized that my answers had changed - and in a short span of time.”*

**Reflective Nature.** This theme emphasizes the participants' involvement in self-reflection during the process. It emphasizes their capacity to assess their pedagogical methods, recognize areas for enhancement, and get profound insights into their PD path. The reflective nature of the self-assessment tools was consistently highlighted. Participants observed that the tools facilitated critical reflection on their teaching practices, enabling the identification of strengths and areas for improvement. This reflection frequently resulted in self-directed development, as instructors gained increased awareness of particular teaching strategies that could be improved. Through ongoing evaluation of their practices, they implemented specific measures to meet their PD objectives.

İşil also highlighted the importance of using the tools as follows:

*“They are reflective self-assessment tools to see my potential (weaknesses and strengths) to help monitor my teaching practices. By being responsible for my own developmental process, they guided me to reflect and take action.”*

İpek shared her thoughts related to the tools and the process in the following way:

*“This personalized approach helped me reflect on my methods and consider new strategies to better support my students. Despite not seeing a big shift*

*overall, I'll continue using this reflective approach to focus on areas that will make a real difference in my teaching."*

**Skill awareness and improvement.** This theme relates to the identification of essential talents required for growth in their careers and the measures implemented to improve them. It reflects the instructors' increased awareness of their strengths and weaknesses, as well as their emphasis on gaining or improving essential teaching competencies. Skill awareness and improvement emerged as a significant theme, with participants recognizing that the self-assessment tools increased their awareness of specific competencies, including intercultural and technological skills. The process revealed advantageous elements of teaching that had been previously neglected, increasing awareness of the diverse skills required for success in modern classrooms.

Nehir reflected her positive feelings about the process as well as:

*"I think my IPD process affected my teaching in so many ways - more than I could imagine... Now I see that more clearly. I do feel more confident letting my students complete tasks on their own time, letting them be decision makers in their own learning, trusting them in completing their assignments etc. I realize that by fixing this issue, I have come to see myself as a more competent teacher as well. This was really interesting."*

İşil also drew attention in this process as follows:

*"At the end of the process I believe that I believe I have become more aware of intercultural and digital skills."*

Şule referred to the similar point as well in the following way:

*"I felt they helped me to see if there was any improvement. In addition, I had the chance to think about some important aspects of teaching all of which were beneficial."*

İpek emphasized the importance of reflective approach as:

*"...by considering my teaching context and my students' needs, I pinpointed a specific area for improvement... I'll continue using this reflective approach to focus on areas that will make a real difference in my teaching."*

Ahu expressed her opinion about the tools used as follows:

*“At the start, these tools helped me identify my true professional needs by highlighting specific areas where I required improvement... This comparison was useful in deciding whether the PD programs were beneficial and identifying any areas for further improvement.”*

**Insightful Planning.** Insightful planning has been identified as a significant advantage of the self-assessment tools. This theme highlights the strategic dimension of the process, as participants utilized their reflections and insights to build meticulously crafted plans. These plans were congruent with their objectives, school requirements, and professional environments. Participants indicated that the assessments facilitated the identification of their professional needs and the formulation of more targeted and effective development plans. Instructors assessed progress at the beginning and the end of the IPD process, enabling precise measurement of development and informed planning of subsequent PD activities in accordance with their evolving objectives.

Karsu expressed the following statement:

*“While the EPOSTL identified areas for improving technology use and interactive learning within the framework of reducing L1 interference, the E-Grid helped me organize my classroom better.”*

Işıl made an insightful comment as follows:

*“...they guided me to reflect and take action.”*

Similarly, Ahu, mentioned her positive experience about the tools as:

*“At the start, these tools helped me identify my true professional needs by highlighting specific areas where I required improvement. This allowed me to create a focused and effective PD plan tailored to my unique requirements.”*

**Effective Use.** This theme focuses on the manner in which participants employed the tools, techniques, and resources offered during the IPD implementation process. It encapsulates their capacity to seamlessly use these elements into their pedagogical methods to attain significant outcomes. The usefulness and effectiveness of self-assessment tools emerged as a central theme, with participants acknowledging the significance of the E-Grid

and EPOSTL in monitoring their progress. Instructors noted that these tools facilitated the monitoring of their developing teaching skills, particularly in classroom management and technology use. Participants recognized that the self-assessments facilitated the monitoring of their growth over time, providing a clear understanding of the evolution of their teaching competencies throughout the IPD process.

The comment on self-assessment tools was from one of the instructors, Nehir as follows:

*“At the start, I found these self-assessment tools mechanical, to be honest. I thought that they were similar to the ones we would do in undergraduate and did not give it much thought. However, when I completed them at the end of the implementation process, I realized that my answers had changed - and in a short span of time. I think they are useful (especially e-Grid) but the scaling-multiple choice nature of things may be a bit mechanical - which is not bad, actually.”*

*Şule drew attention to the benefits of this process as:*

*“I had the chance to think about some important aspects of teaching all of which were beneficial.”*

*Ahu, similarly, pointed out the positive aspects of using the self-assessment tools by making the following statement:*

*“Using self-assessment tools like the E-Grid and EPOSTL at both the beginning and the end of the IPD process has been incredibly insightful...At the end of the process, re-evaluating with these tools enabled me to compare my initial self-assessment with my current capabilities, providing clear evidence of my progress. This comparison was useful in deciding whether the PD programs were beneficial and identifying any areas for further improvement... In other words, using these tools ensures continuous and targeted professional growth.”*

**Unexpected Positive Outcomes.** This theme illustrates the unexpected and unforeseen benefits of the IPD implementation. It includes newly discovered motives, strategic collaboration, and personal and professional fulfillment from the process, beyond initial expectations. Nehir reported unexpected positive outcomes, noting improvements in areas they had not initially targeted. She observed significant improvements in skills pertaining to

classroom management, technology integration, and intercultural competence, despite these areas not being the primary emphasis at the beginning of the IPD process. This highlighted the significant influence of reflective practice within the IPD model, demonstrating that the tools promoted holistic growth.

*"I am quite surprised with this because my focus throughout the implementation process was on facilitating learner autonomy. My self-observation lesson was focused on grammar. I thought maybe I would improve in the areas of "Interaction, management and monitoring" and "Methodology: knowledge and skills" (which I made a huge improvement in, it seems!) but not the others. However, it seems that my focus on learner autonomy seeped into other areas as well... My results in EPOSTL show similar results - although I did not specifically focus on speaking skills, perhaps due to the nature of/as a result of facilitating learner autonomy, it seems that I became quite confident in terms of conducting, monitoring, and facilitating speaking activities (which has always been an insecurity of mine so much so that I almost picked it as a focus). This was very interesting to me. I think my IPD process affected my teaching in so many ways - more than I could imagine"*

The utilization of self-assessment tools such as the e-Grid and EPOSTL significantly contributed to the development of reflective practice, increased skill awareness and improvement, and facilitated insightful planning, personalized growth for instructors. Initial skepticism existed; however, the eventual appreciation for these tools established their significance in facilitating PD in a structured and meaningful manner.

#### **Research Question 5: What are the viewpoints of EFL instructors about the effect of the IPD implementation on their PD?**

Only the qualitative data results will be delivered in this section, as there is no quantitative data associated with the fifth research question. The data gathered via Structured Follow-up Interview questions reveals the findings related to some significant aspects of PD included. The thematic analysis of the Structured Follow-up Interviews concerning the challenges encountered and benefits derived from the IPD program revealed several key themes. Themes reflect the challenges faced by instructors as well as the beneficial results

they achieved during the program. The findings indicate that the IPD program posed specific challenges, especially regarding self-management and the balance between autonomy and structure, yet it also offered significant benefits. Instructors initially demonstrated skepticism regarding the management of their professional growth; however, they emphasized a significant desire for personalized learning that addresses their specific needs. These encompassed enhanced teaching methodologies, increased student engagement, and improved professional confidence. The integration of support, reflective practice, and individualized growth facilitated instructors in overcoming challenges and attaining significant PD.

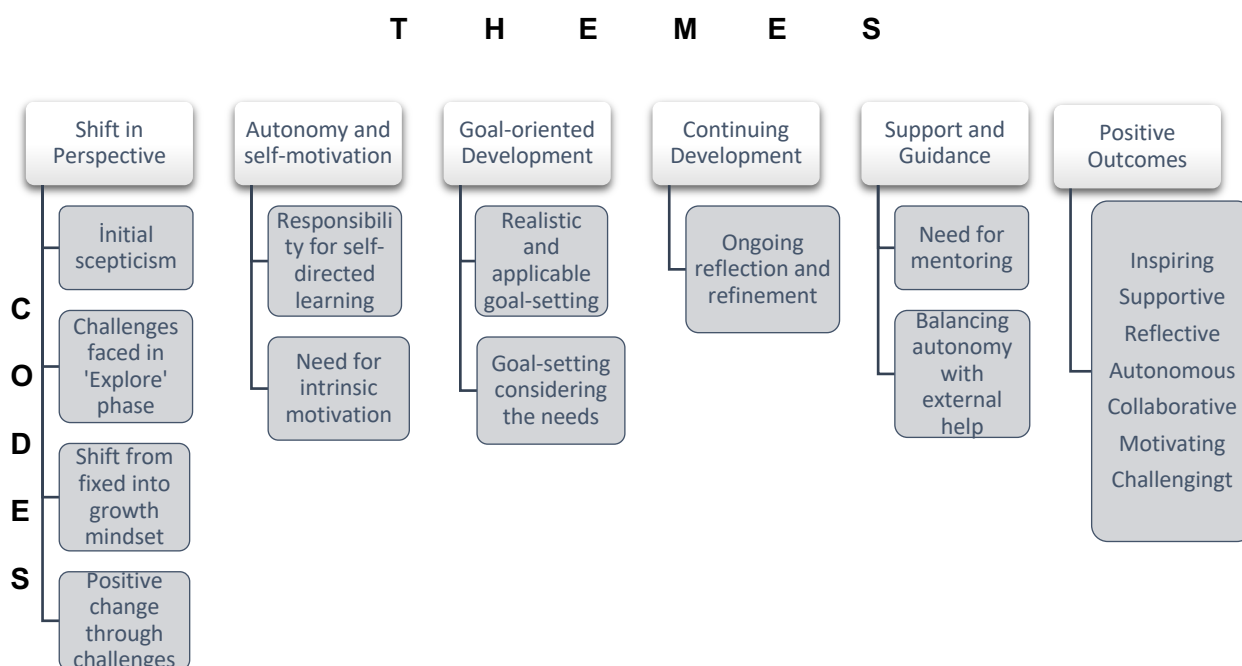


Figure 11 Themes and Codes related to EFL Instructors' viewpoints about the effects of IPD Implementation Process on EFL Instructors

**Shift in Perspective.** This theme signifies the transformative journey individuals went through, evolving from initial skepticism and obstacles to embracing a development attitude. It highlights their capacity to adopt constructive transformations by overcoming challenges. The examination of the qualitative data uncovers numerous critical insights regarding the execution

of the IPD model and its effects on the participants. Initially, some instructors conveyed doubt and concern over handling of a SDL process, particularly due to their previous encounters with top-down PD programs. Nevertheless, the autonomy and flexibility afforded by the IPD approach were ultimately perceived as empowering, enabling participants to concentrate on aspects of personal and PD that are relevant to their educational settings.

The participants underwent a notable transformation from their initial skepticism to a more positive perspective on PD. They acknowledged the efficacy of reflective and personalized PD, which enhanced their teaching methods and elevated their motivation and engagement. This shift in perspective highlighted underlying concepts of positive transformation and reflective development through IPD, illustrating the significance of tailored and context-specific PD opportunities in improving teacher efficacy.

Nehir put this point into words in the following statement as:

*"...Because my class changed, and I had the chance to observe myself again. I feel that the study has already had an impact, and from time to time, I said to myself, "Yes, I can provide Learner Autonomy here."*

Likewise, Ahu expressed her thoughts as follows:

*"I decided to work on strategy training. This model also inspired this choice for me, due to autonomy. Because strategy training is also expected to provide autonomy in the end."*

Ahu also mentioned the benefits of IPD as follows:

*"Despite this, the overall benefits of personalized, flexible, and supportive PD far outweighed these challenges, making the IPD program a highly effective approach for my growth as an EFL instructor"*

Işıl shared her initial concern about the IPD as:

*"In the beginning I thought that we had been expected to have some tasks, assignments and articles to read and papers to write. However, the process' effect was positive and it has been only a long-term observation and experimental and reflective period in my laboratory, which is my class."*

One of the main challenges noted was the Explore phase, during which participants found it difficult to refine their focus and choose a topic of significance for their development. Nevertheless, once entering the Plan and Act & Observe phases, the instructors perceived the process as more manageable, particularly due to the assistance and guidance offered by the researcher. Peer collaboration and reflection proved to be essential elements of the process, with numerous participants highlighting the importance of learning from peers and sharing feedback.

*İpek shared her hard times in the phase of 'Explore' as follows:*

*"I think the most challenging process was the "Explore" phase. Because I, as an experienced teacher for years, didn't think I had any weak points or areas to develop or specialize in. I was already saying, "I have learned and done so many things about English language teaching, what else could excite me?" Of course, we always have weak points and areas to develop, but I was wondering what could excite me. But, trying to integrate an area into the classroom really excited me. I discovered this myself by reading, and the training I attended also contributed, and it was nice, but it was a challenging process for me...So, what should I focus on now; "Should I focus on teacher talk time, which is already a very talked-about topic" kind of thoughts made it a bit difficult for me to find a topic. After completing the "Explore" phase, I think the planning, action, and observation phases were easier, and processes that progressed quickly."*

Getting through her initial concerns, İpek then added how relieved she felt after she focused on what she would like to do in the process as follows:

*"During the initial stages of the IPD Program, I encountered challenges in identifying the specific area I wanted to improve in my teaching practice. This uncertainty created some initial frustration and uncertainty about the direction of my PD journey. However, once I found a topic that resonated with me, everything began to fall into place."*

Similar to İpek, Karsu shared her feelings related to the challenging part of her IPD journey as:

*"Throughout my teaching career, the L1 use has always been a problem for both me and the students, so the "Explore" part wasn't difficult. But as I*



*mentioned in the first question, the “Plan” part, being independent, and finding motivation was challenging. It was actually something I always wanted and complained about not being able to be independent in PD studies, but finding motivation and doing things on my own in a study where I could be independent was one of the most challenging things for me, I experienced this. In light of all this, I can say that the Planning part challenged me a bit. At first, I didn't know what to do, I looked for guidance. I went back to the PD studies I had participated in before to remember what we had done and how we had done it. Once I created an Action Plan on my own for the Planning part, I saw that the study could actually be more practical and targeted, and I liked that.”*

In the ‘Explore’ phase, finding a topic was the most challenging part for Şule as well, and she reflected her emotions as follows:

*“The most challenging part for me was finding a topic. At the beginning, when I learned that a few people had already found their topics, I stressed out, thinking, “Why haven't I found mine?” Because I really struggled to find the answers to the questions of what I should do and what I should prioritize. Later on, of course, it got better...I think it will be beneficial for me in the long run. It's still very new, I will continue anyway, but as I said, the most challenging part for me was choosing the topic. That's all. It's still very new, I will continue anyway, but as I said, the most challenging part for me was choosing the topic. That's all.”*

Ahu also indicated that she had difficulty in choosing a topic to make her PD journey more meaningful and effective as follows:

*“Actually, I also struggled in the “Explore” phase. Not by thinking “What do I need to develop, I've been doing everything for years,” but by trying to think specifically about the class. Thinking about the class, like what I would do if I planned a Classroom Action Research. No matter how experienced we are as teachers, or how much training we've received, there are still many problems in the classroom. There are many dynamics, some are student-related, and some vary from institution to institution. Even things that have been studied a lot or that we think of as classic or cliché, can present situations that will work for us specifically in that class.”*

Şule stated that she had difficulty initially, then expressed her relief as:

*“It was difficult to decide on what to work on. It took quite a long time to find the topic. However, everything was clearly guided throughout all the process.”*

Participants appreciated the autonomy afforded by IPD . In contrast to traditional PD programs, which frequently had inflexible frameworks, IPD empowered instructors to take charge of their own learning and professional growth journey. This freedom was empowering and motivating, allowing participants to investigate areas of interest and concentrate on certain abilities they intended to enhance. The adaptability and personalization provided by IPD rendered PD more captivating and inspiring, fostering a more affirmative and proactive attitude encouraging the participants to have a shift from fixed to growth mindset leading them to an effective and more meaningful professional growth.

Karsu reflected her experience about how she shifted her perspective by finding self-motivation even if it was a very challenging process to keep continuing initially by stating the following statement:

*“I did a study on the L1 use in the classroom. This is a problem experienced differently by every teacher and student in the classroom. But as I said, trying to be independent on that subject and open up myself for improvement, empathizing with students, and finding motivation to do something was challenging for me at first. But then it turned into a process that really made me feel freer and more productive, and the process continued in this way, I can say.”*

Achieving a balance between structure and flexibility presented both opportunities and obstacles for the participants that can bring them positive change through some expected challenges in the process. The program's self-directed nature necessitated a shift in participants' mindsets towards enhanced self-management, a transition that was not consistently straightforward. Many instructors recognized that this challenge resulted in personal growth and an enhanced sense of responsibility in managing their PD. Participants reported predominantly positive outcomes from their IPD journey, despite the challenges encountered. Numerous individuals noted the enhanced self-awareness acquired through reflection, along with the advancements achieved in their teaching practices.

Karsu emphasized the idea that individuals should choose PD options according to their own needs and interests as follows:

*“IPD offers an adaptable learning experience made to meet my specific needs as a teacher. This personalization enables me to concentrate on my areas of weakness, resulting in focused and significant PD.”*

Ahu stated the benefits and effectiveness of this program as:

*“The flexibility in both time and methods (PD activities) enabled me to integrate PD into my schedule more easily and have a chance to experience diverse learning opportunities...The process was productive for me...I wish this model was more widespread and accepted as a form of Personal Development in other institutions as well.”*

İpek highlighted her initial concerns but then she expressed her instant relief when having control of what to do with the external guidance from the researcher as follows:

*“...to be honest, I was very scared by the detail given at the beginning. If I didn't know the details, I would think something huge was coming, and I wouldn't be able to handle it. That's the only thing I can say, but other than that, being there for us at all times and always trying to find a solution to the issue immediately when we needed it was really very good.”*

Şule reflected how she was feeling throughout the process as:

*“At first, I thought we would do a small workshop and it would be over. Then, when I suddenly learned that it was a multi-stage process, I realized it would be more challenging and take more of my time than I expected... But later, from the answers to the questions asked, I felt that the process was not very difficult and that what was expected from us was clear... In parallel with what İpek said, when all the things to be done in the initial stage are said at once, it seems like a long and tiring process, and it can be intimidating. But actually, what needs to be done is very clear...”*

Şule added her thoughts related to how she benefitted from the IPD process individually in the following statement as:

*“In this sense, I think it was quite beneficial. The absence of pressure; the fact that I could change some things according to my own needs, apply different*

*practices, and test them consciously and willingly was a good experience for me. It's not over yet, it will continue."*

**Autonomy and self-motivation.** This theme highlights the participants' formation of SDL abilities and the intrinsic motivation essential for professional growth. It emphasizes the ability to take charge of their own learning and the intrinsic motivation required for success. Autonomy and self-motivation emerged as a prominent theme, with participants highlighting the personal responsibility necessary for managing self-directed PD activities. Many instructors recognized the autonomy afforded by the IPD program; however, some observed that it necessitated a significant level of intrinsic motivation to maintain engagement and discipline. The absence of external accountability occasionally hindered instructors' ability to sustain consistency in their development activities, particularly while managing their professional and personal obligations.

Ahu emphasized the significance of IPD by saying:

*"The benefits of the IPD program outweigh the challenges. On the benefit side, the program's self-directed nature allowed me to take control of my PD, engaging in activities that were voluntary and aligned with my interests and needs."*

Karsu stated the following statement for a better SDL journey:

*"Second, having autonomy in IPD gives me a feeling of control and accountability over my education. Being independent means having the drive and motivation to seek out possibilities for growth that fit with one's objectives and passions, which promotes a more fulfilling and self-directed experience in PD... Being autonomous in IPD involves taking personal responsibility for establishing goals, searching out learning opportunities, and remaining motivated throughout the process."*

Şule made her point by saying the following statement:

*"Actually, I try to take notes as much as I can. I try to do different things. I am curious about the results, but I already felt that it was quite beneficial. The fact that it was not a completely institutional study, that it was not done just because*

*the institution wanted it, and that we did it willingly, knowingly, and to contribute to the research was motivating for me. I think it was quite good and productive.”*

Similarly, Işıl drew the attention into the importance of being autonomous and feeling motivated accordingly while taking an action for initiating any PD Practices as follows:

*“Being independent... Choosing what to do considering our personal needs... That's exactly why being in such a study was already very motivating for me at the beginning, but I really didn't know where to start...”*

**Goal-oriented Development.** This theme emphasizes the significance of establishing feasible and relevant goals corresponding with their needs. It demonstrates the individuals' endeavors to systematically organize their PD through meticulous planning. The results demonstrated that the goal-oriented development phase was essential for organizing participants' learning experiences. Instructors acknowledged the significance of the "Plan" phase for its focus on establishing realistic goals, developing structured plans, and aligning PD initiatives with their particular classroom requirements. Numerous participants acknowledged the value of concentrating on actionable and specific objectives, which facilitated a clear path in their development.

İpek expressed her feelings about her goal-oriented development according to her special needs and interests as follows:

*“Thanks to this study, I realized that it was an area I was interested in. Ahu always talked about twenty-first-century skills, but this study made me think for the first time about how I could plan to integrate these skills into education. This training actually provided me with that opportunity. The fact that these trainings were self-initiated learning provided me more freedom.*

İpek also summarized her experience related to her goal-oriented strategy while following each phase in the IPD implementation process as follows:

*One of the major benefits I gained from the IPD Program was the opportunity to attend an online workshop and engage in further research related to my chosen topic. This experience not only expanded my knowledge and understanding but also provided practical strategies and resources that I could directly apply to my teaching practice... Overall, while the IPD Program presented its challenges*

*initially, the benefits far outweighed any difficulties encountered. Through the program, I was able to identify a specific area for improvement, engage in PD opportunities, and ultimately enhance my teaching practice for the benefit of my students.”*

Karsu gave her positive feedback about how being participated to the process made her feel and what contributions the process made to her during her PD journey as:

*“Being involved in this process, having detailed knowledge about it, and applying it showed me that such a thing is really applicable.”*

Likewise, Nehir explained her realistic and easily applicable goal considering her individual needs, and she gave a detailed explanation of how she took the action in her own teaching context effectively in the following way:

*“Honestly, I think I struggled the most in the Act & Observation part among these phases. The “Explore” part was very easy for me because I already knew what I needed to focus on from the beginning... in other words, due to the class dynamics, the beginning of the Observation phase was very challenging for me, and I am still observing myself. I think that part of the study contributed a lot to me. It gave me the ability to observe myself from an external perspective aligned with my goal by putting myself in the student's place. In this respect, it was a very productive study and it's going well for me...”*

**Continuing Development.** The theme encapsulates the continuing process of PD, emphasizing self-reflection, adjustment, and adaptation. It signifies the ongoing iterative process of learning and growing that extends beyond initial encounters. The impact of IPD was acknowledged by participants, who highlighted the program's contribution to continuous improvement and reflection. Instructors observed notable improvements in their teaching methodologies, with many recognizing particular aspects for enhancement that had been previously neglected. The IPD process enhanced student engagement by enabling instructors to implement more targeted strategies tailored to learners' needs. Participants also reported enhanced self-confidence, attributed to the reflective and self-directed aspects of the IPD program, which facilitated a deeper comprehension of their teaching capabilities and avenues for improvement.

Nehir reflected a clear vision related to IPD and its benefits as follows:

*“I realized that the poll was a big, big moment of facilitating learner autonomy and was really proud of myself. When I looked back on the recording, I realized again that I was very confident in my skin, that I was helping students do their own thing instead of trying to bring them to my own pace. This realization (that I have actually learned from my implementation; that I was truly able to facilitate learner autonomy; that I was so much more confident) was very important to me and I can say that it was the biggest benefit I have gained from the IPD program.”*

Işıl also emphasized the significance of IPD model with these words:

*“I have gained new insights from this period and made a difference in my teaching practices upon reflecting during and after each lesson. I feel refreshed and more creative as a teacher...”*

Işıl also added how IPD process made her PD experience more valuable and provided sustainability to her learning experience.

*“In short, this study became an observation and reflection process that contributed to my ongoing PD and lifelong learning experience.”*

Karsu made her point about the connection between freedom as one of the most important components in IPD and ongoing growth as follows:

*“...This freedom has greatly boosted my motivation, engagement, and dedication to ongoing growth...”*

**Support and Guidance.** This theme illustrates the participants' realization of the necessity for mentorship and external assistance to maintain their autonomy. This emphasizes collaborative initiatives and the significance of external support in advancing their professional growth. Support and guidance are critical components of the IPD program. Participants highlighted the significance of obtaining guidance and support from the researcher or mentors during the process. Instructors emphasized the advantages of personalized support in organizing their PD activities, facilitating more effective navigation of challenges. Additional meetings or check-ins may enhance the experience by providing a stronger support network to ensure adherence to development goals. Some instructors faced difficulties in managing the

autonomy necessary to establish and prioritize effective goals. This illustrates a dual dynamic: autonomy promotes ownership and relevance in PD, yet it requires careful scaffolding to ensure instructors possess the skills and strategies necessary for establishing meaningful objectives.

Ahu expresses her opinion emphasizing the necessity of a mentor in this process to guide the individuals for more effective implementation in the following statement:

*“Having access to a mentor (in this case the researcher) when needed provided valuable guidance and support, enhancing my development experience.”*

İpek drew an attention about how important it is to be supported throughout the process as follows:

*“...On the other hand, it was risky because I had never seen anything like this before, and I needed guidance at some point. I couldn't fully understand what was expected or what self-initiated learning was at the beginning. The researcher's involvement when I needed it encouraged me positively...I can explain the concept of involvement as follows; when I reached out by phone and asked my questions, she provided me with sufficient resources. So, I think the fact that we could get this guidance as needed was quite positive.”*

İpek added her experience about how she was guided through what she really need to study to better improve her teaching practice by utilizing the new strategies as:

*“Additionally, the researcher provided me with relevant articles and materials to supplement my research. This support facilitated a deeper exploration of my topic and enabled me to integrate new insights and perspectives into my teaching approach.”*

Nehir drew an attention to some points referring the IPD program as a bit challenging at first; but then she added -with some scaffolded support- the process was managed easily as follows:

*“One challenge I faced was that at some points I felt a little bit lost... I do not think that I could get such individualized help in any other PD program. The research process was shortened quite a lot and meaningful through this help.”*



Engagement and Resource Utilization were noted as two of the IPD program's main advantages. Participants indicated involvement in additional research and workshops, which supplied pertinent articles and materials from the literature. This access to practical teaching strategies enabled instructors to implement new insights and perspectives in their classrooms. The IPD process prompted participants to explore and incorporate innovative teaching methods, enhancing their instructional practices and expanding their pedagogical repertoire.

The thematic analysis of the Focus Group Meeting regarding the IPD implementation process provides significant insights into the effects of the IPD on EFL instructors' viewpoints. The findings emphasize significant themes, including the importance of autonomy, the value of support and guidance, and the necessity for structured reflection tools. The findings indicate that although the IPD model promotes empowerment and alternative PD practices, it may benefit from increased guidance and collaborative opportunities.

**Table 14**

**Themes related to the impact of IPD implementation on EFL instructors**

Participants	Describing Adjectives
Ahu	Challenging Collaborative Inspiring Interesting Reflective
Işıl	Developmental Effective/Impactful Motivating Self-discovering Self-observing Structuring Supportive
İpek	Collaborative Inspiring Motivating Proactive Reflective Supportive
Karsu	Collaborative Encouraging Individualized Supportive Target-Oriented

Nehir	Empowering Independent Inspiring Practical Reflective
Şule	Autonomous Challenging Inspiring Reflective Supportive

The thematic analysis of participants' experiences with the implementation of IPD model uncovered various interconnected themes that illustrate both challenges and positive outcomes during the process of the implementation. Inspiring, Supportive, Reflective, Autonomous, Collaborative, Motivating and Challenging are the significant recurring themes extracted from the thematic analysis of Focus Group Meeting. Table 10 shows these themes in detail.

**Table 15**

**The Recurring Themes related to the impact of the IPD process on EFL Instructors**

Recurring Themes	N	Frequency (%)
Inspiring	4	66.66
Supportive	4	66.66
Reflective	4	66.66
Autonomous	3	50
Collaborative	3	50
Motivating	2	33.33
Challenging	2	33.33
Developmental	1	16.66
Effective/Impactful	1	16.66
Empowering	1	16.66
Encouraging	1	16.66
Independent	1	16.66
Individualized	1	16.66
Interesting	1	16.66
Practical	1	16.66
Proactive	1	16.66
Self-discovering	1	16.66
Structuring	1	16.66
Target-oriented	1	16.66

**Positive Outcome.** This theme refers to the advantages participants encountered, such as inspiration, support, teamwork, motivation, and personal challenges that facilitated progress. It demonstrates the valuable outcomes of their PD efforts. The related codes of each theme were described as follows:

A striking theme surfaced was the instructors' considerable involvement in reflective practice. The IPD model was characterized as "Reflective" and "Self-discovering" with teachers noting that it prompted them to critically evaluate their pedagogical approaches. This reflective aspect enabled them to pinpoint particular strengths and potential for development. Through an ongoing assessment of their practices and the documentation of insights, educators established an enhanced understanding of their professional competencies and developmental needs, thereby providing a basis for significant advancement.

İpek described the impact of the IPD process on her teaching as follows:

*"Reflective." With this study, I now look at things like this; when I attend different training or see training topics, I think about how I can integrate or adapt them into my teaching habits. I tell myself that I shouldn't be so prejudiced. It may be a topic that has been repeated for years, but I think about how I can integrate this training into my working style in a way that meets the needs of my class. This study provided me with different perspectives."*

Şule, similarly, felt the same way as İpek expressed by stating the following words:

*"I will say "Reflective." Because we do, we observe, and we act based on our observations."*

Nehir gave her positive thoughts about reflective practices as:

*"Reflective." Because I had many days when I went home and thought, "How did today go? What did I do right today?"*

Ahu also emphasized the importance of reflective practices in the IPD process as follows:

*"I also wrote "Reflective," which I think the process is largely about... And because I chose to keep a journal and do Self-reflection, the process was very "Reflective."*

Instructors emphasized the significance of a "Collaborative" and "Supportive" atmosphere cultivated by the IPD model. The process facilitated peer collaboration, allowing for the exchange of experiences and techniques that enhanced their learning. The collaborative environment was considered crucial for sustaining motivation and offering varied perspectives on instructional strategies. Instructors observed that dialogues with peers provided creative approaches for classroom challenges that they may not have contemplated independently. The peer contact enabled by the IPD fostered a community of practice, enhancing ongoing learning and collective professional growth.

İpek highlighted the significance of support during the IPD process as follows:

*"Supportive." Because I always felt the support of the researcher. This made me feel very good. It was a process that helped me overcome my initial worries..."Collaborative" because we collaborated and exchanged ideas with my partner on how we could progress and what we could do. This was very good."*

Şule echoed İpek's sentiments by articulating the following statement:

*"I will say "Supportive." I asked Gülsen a lot of questions, and I bothered Ahu a lot. As I mentioned earlier, I had a hard time choosing the topic."*

İşil agreed with her colleagues and expressed her thoughts in the following way:

*"Supportive." I can say "Motivating," it was a motivating study, and I felt motivated. Again, it can be included in the adjective "Supportive," but let's make it different."*

Ahu conveyed her opinion related to the importance of collaboration during the procedure as:

*"I will say "Collaborative." Even though I chose to do self-observation, as İpek said, there were inevitably exchanges of ideas among us. The current stage is the same way. Listening to similar experiences also feels very good."*

A significant theme was the feeling of "Empowerment" and "Inspiration", which teachers encountered during the IPD process. The model's focus on SDL empowered participants to assume responsibility for their PD, fostering a sense of ownership and commitment to their results. Numerous instructors deemed this uplifting, as it compelled them to transcend their comfort zones and fostered a proactive approach to their learning. "Autonomy" was recurrent as a significant theme that enhanced their confidence and excitement for continuous development, motivating them to implement creative tactics and concepts in their teaching.

İpek reflected her realization about how inspiring the IPD was in her PD journey and stated how an effective PD should be with these words:

*"Inspiring"...This process showed me that I shouldn't approach similar studies with prejudice. In other words, Personal Development doesn't always have to be top-down or an approach like "here, do whatever you want, you have the freedom."*

Likewise, Şule expressed her inspiration of the process and the impact of it on her as follows:

*"The fifth could be "Inspiring" It really gave us an opportunity to think. There will definitely be differences in my future planning due to the impact of this study."*

Nehir thought the IPD process was both inspiring and empowering at the same time in the following way:

*"I wrote "Inspiring." I also think it was "Empowering." If I were to describe the process I went through as a teacher."*

Ahu emphasized the necessity of having the IPD model in her own institution to have the motivation to engage in the PD practices willingly by stating the following words:

*"I also wrote the adjective "Inspiring." By the way, I thought of "Inspiring" like this; "We don't have it in our institution, but even if there was a PD, this process could have been like this." I mean, there could have been someone there just to support us, provide resources and similar things when we needed them. "It didn't have to be something directive," it made me think."*

Şule felt empowered by the autonomy that the IPD gave her and she indicated her feelings as follows:

*"I can say "Autonomous" differently. Because I had complete control, and I didn't feel restricted in any way. I had control over the planning and other processes, including choosing the topic."*

Autonomy is one of the most significant outcomes for İpek, and she stated this as follows:

*"...I saw that the SDL model isn't as scary as we make it out to be. I understood that you can still seek help while being autonomous. This was a very beneficial study in terms of breaking my prejudices."*

Nehir felt the same way about how important it was to be independent in the process by uttering the following statement:

*"It will probably be very similar with the others, but I can say "Independent as well."*

Given the challenges encountered, the instructors predominantly reported favorable outcomes from their IPD experience. Numerous individuals emphasized the heightened self-awareness acquired through reflection, along with the enhancements made in their pedagogical methods. The chance to participate in a tailored and adaptable PD approach enabled them to tackle specific difficulties faced and improve their teaching abilities.

Şule, as her colleagues, experienced some initial challenges in the process; for this reason, she chose to use 'challenging' as her first adjective to describe the impact of the IPD process on her PD journey by saying:

*"First, I would say "Challenging." Because I am trying to do something on Speaking in a class where many students are repeating the year. Even though 2-3 of my students are very active, they also have other problems from time to time. For example, one of them has family issues. So, their days are not the same either. Encouraging such a group of students to speak can be challenging for me. So, my first chosen adjective will be Challenging."*

Ahu mentioned the difficulty she had experienced throughout the process as:

*"Challenging." Due to what I felt in the Action & Observation part while applying this process. Because there is not just me, but also the student factor involved."*

Consequently, participants experienced an increase in confidence regarding their talents and were inspired to persist in SDL endeavors. The IPD model's focus on autonomy, reflection, and cooperation facilitated a transformative experience for educators, resulting in enduring PD and enhanced instructional efficacy.

## Chapter 5

### Discussion

#### Introduction

The comprehensive examination of the results related to Research Question 1 investigated EFL instructors' perceptions regarding PD practices. The analysis of findings derived from both quantitative and qualitative data is about to be discussed within the framework of contemporary literature, thereby providing significant implications for the prospective applications of the IPD model.

#### Discussion based on the findings of the Research Question 1

The findings regarding the teachers' perceptions of professional growth programs reveal significant insights related to PD Programs. The mean scores of the items regarding EFL instructors' perceptions of PD ranged from 3.31 to 4.09, suggesting a predominantly positive attitude towards the PD programs. This finding aligns with other research in the related literature (Gültekin, 2007; Karaaslan, 2003). The mean score for the statement "PD programs improve teaching competence ( $M = 4.09$ ,  $SD = 1.21$ ), suggesting that instructors generally perceive PD programs as significantly advantageous for enhancing their teaching skills. This indicates a wider recognition among educators that organized development activities directly enhance their professional growth and competence. The result that "PD programs enhance teaching competence" aligns with the extensive studies highlighting the transformative impact of professional learning in education. Rhode et al. (2017) argue that good PD provides educators with evidence-based methodologies and practical resources that enhance classroom instruction. Such programs enhance teachers' self-efficacy, empowering them to adeptly manage the complexities of contemporary classrooms. The sense of competence is fundamental to PD, as educators with elevated self-efficacy are more inclined to explore innovative techniques and engage in reflective practice (Desimone & Garet, 2015). The variation in responses, indicated by the standard deviation ( $SD = 1.03$ ), implies that not all



instructors experience equal benefits. This variety may arise from differences in execution of PD programs, meaningfulness of contextual knowledge, or instructors' readiness to participate in PD. For example, participants might have thought their teaching competency had improved less if they felt disengaged from the program's goals or content. This discovery underscores the necessity for PD programs to use a differentiated strategy, customizing content and delivery methods to the distinct needs and proficiency levels of participants.

The statement "PD programs help me improve my teaching skills" ( $M = 3.97$ ,  $SD = 1.06$ ) supports the notion that educators perceive these programs as significantly enhancing their practical classroom skills. This score reinforces the notion that PD enhances overall competence and highlights the practical, skill-based advantages participants gain from these programs. Teachers perceive PD as closely associated with enhancing specific elements of their teaching practice, including lesson planning, classroom management, and strategies for student engagement. The findings highlight the significance teachers attribute to PD programs as critical instruments for enhancing instructional effectiveness. Furthermore, incorporating follow-up support, such as mentoring or peer collaboration, may help maintain the advantages of PD and solve individual learning issues (Rhodes & Beneiche, 2002). The instructors' positive perception of PD programs as a means to enhance their teaching skills and competence indicates a greater acknowledgment of the importance of ongoing education in the field. This finding indicates that teachers are significantly motivated by PD activities that correspond with their aspirations to enhance and refine their teaching methods, consistent with Adult Learning Theory (Knowles, 2005). When PD programs offer content that is directly relevant to classroom practice, educators are more inclined to perceive them as essential for professional growth. This aligns with Boyatzis' (2002) SDL Theory, suggesting that educators participating in these programs perceive they possess the autonomy and support necessary to cultivate the skills required for effectiveness. Similarly, Kennedy (2010) mentioned in her study that individuals must possess the ability to constantly change their practice, making necessary modifications

as they advance. These modifications may build up and produce quantifiable enhancements in classroom practices.

The findings hold considerable importance within the broader context of PD in education. Research indicates that effective PD programs are characterized by their ongoing nature, content focus, and incorporation of active learning (Desimone, 2009), all of which appear to align with the preferences of the teachers in this study. The elevated ratings for competence and skill enhancement suggest that the IPD model, which prioritizes personalized, reflective, and self-directed development, effectively fulfills these criteria by offering significant and targeted growth opportunities. Instructors recognize the correlation between participation in PD and enhancements in their practice, thereby affirming the model's focus on personalized approaches to professional growth. The findings indicate an opportunity to enhance PD programs to ensure their impact and relevance to the specific needs of educators. This will enhance the programs' effectiveness by aligning the content with the daily realities of teaching. These findings confirm the essential role of IPD in enhancing professional competence and skill development, highlighting the necessity for ongoing advancement of PD strategies to ensure their relevance and practical application in educational settings.

The item with the lowest mean, "PD programs are relevant to my needs and interests" ( $M = 3.31$ ,  $SD = 1.20$ ), indicates a potential disconnect between what is covered of these programs and the specific needs of instructors. The findings of the current study is consistent with the study by Ekşi (2010) in which the item, "PD programs are relevant to my needs and interests", received the lowest mean score ( $M = 3.31$ ). While educators acknowledge the importance of PD for enhancing skills and competencies, the low average score for this aspect indicates a potential misalignment with their personal objectives and interests. This underscores the necessity for more tailored and pertinent PD opportunities that address the distinct challenges and preferences of educators. Tailoring PD programs to better align with instructors' needs may improve engagement and enhance the overall effectiveness of the PD process. Desimone (2009) asserts that effective PD programs should be compatible with the

real-world challenges faced by teachers and their personal teaching objectives to foster deeper engagement and significant improvements. The low score in this item suggests that the PD programs may not be adequately customized to meet the specific contexts, to consider individuals' needs and interests or to improve pedagogical deficiencies encountered by instructors in their classrooms, similarly, as it is emphasized in the study of Darling-Hammond and McLaughlin (1995) as well.

A major difficulty noted in the present study is the misalignment between PD programs and the individual needs of instructors. The difference reflects the concerns put forward in literature on the typical characteristics of numerous PD programs. Opfer and Pedder (2011) state that a uniform strategy frequently neglects the varied and changing requirements of educators, resulting in dissatisfaction and disengagement. Similarly, a crucial insight from the findings of Chang et al.'s (2014) study is that ministries must adopt a less prescriptive and rigid PD approach if they wish to encourage engagement in continuing PD among English language educators. Participants in the current study consistently expressed concerns over the lack of customization, indicating that traditional PD practices favor institutional objectives above personal gain. Kennedy (2016) advocates for a transition to teacher-centered PD models that enable educators to collaboratively design their learning experiences. These models highlight the significance of relevance by engaging instructors in the design process and enabling them to select topics related to their teaching contexts and professional objectives. Incorporating needs assessments or collaborative planning sessions into PD program design helps guarantee that the content is both pragmatic and impactful. Moreover, allowing instructors to shape the format—participating in seminars, self-monitoring, mentorship, or online modules—can increase engagement and motivation. Consistent with the present study, Korkmazgil (2015) highlights that the language educators with specific PD needs have the ability to be active in autonomously decision-making related to their own teaching strategies tailored to specific educational contexts (Korkmazgil, 2015). This finding highlights the necessity for more tailored and teacher-focused strategies in PD. Likewise, Johnson (2006) emphasized that

traditional top-down PD approaches have been replaced by new models that promote self-directed, collaborative, research-based learning related to teachers' classroom experiences. Avalos (2011) indicates that PD programs are more likely to succeed when they address teachers' specific needs and offer opportunities for SDL. Instructors may withdraw from PD activities that are excessively generalized or irrelevant to their classroom experiences, resulting in diminished motivation and restricted implementation of new strategies. Tailoring PD opportunities to address the specific challenges and interests of educators can enhance their engagement in the learning process and improve overall effectiveness (Smith et al., 2003). The variation in the instructors' responses related to PD programs suggests that such programs should be tailored to meet individual teacher needs as Youngs (2013) stated that this calibration represents a prominent trend in PD over the past few years. As Trotter (2006) highlights, the design of PD practices should be thoroughly taken into consideration for an effective adult development, regarding the following points:

- The experiences that adults bring to the learning process should be used as resources for new learning.
- Learning opportunities should be selected by adults based on their needs, experiences and interests.
- The objective of adult education should be to foster individual development via reflection and research.

Additionally, the evolving demands of 21st-century education, such as technology integration, growing diversity, and changing pedagogical methods, necessitate that PD programs remain dynamic and adaptable. PD that fails to adapt to these trends is likely to become obsolete, thereby reinforcing the notion that it does not address teachers' immediate needs (Darling-Hammond et al., 2017). Consequently, PD programs must consistently adapt to meet the present challenges educators encounter while also equipping them for future changes in the educational landscape. Furthermore, addressing this misalignment between the content of PD programs and the individual needs of instructors may alleviate the frustration

and disillusionment experienced by some instructors when PD programs fail to align with their professional aspirations. Consistent with the present study's findings, Canaran (2023) is reported that PD practices can be sustained through a variety of strategies and platforms, providing educators with more flexibility, adaptation, and practicality according to their specific needs. To improve the effectiveness of PD, it is essential to provide flexible and adaptive programs that enable educators to customize their learning experiences according to their specific needs and interests.

Analysis of teachers' perceptions regarding the most common forms of PD activities reveals distinct trends favoring informal and reflective practices. The mean score for PD activities was highest in "Reflection on my teaching" ( $M = 4.41$ ,  $SD = .76$ ), indicating that educators often utilize self-reflection as a primary approach for PD. This suggests that instructors depend significantly on reflective processes to assess their instructional methods and pinpoint opportunities for enhancement. Subsequently, "Sharing experiences with colleagues" ( $M = 4.16$ ) and "Asking a colleague for help" ( $M = 3.91$ ) received high ratings, indicating the significance of peer collaboration and support in PD. Similarly, Ekşi (2010) reports that the common type of PD practice is "sharing experiences with colleagues," which has a mean score of 4.08, followed by "reflecting on my own teaching," with a mean score of 3.75. The findings indicate that instructors highly value collaborative and reflective methods, emphasizing the importance of learning from colleagues and exchanging ideas for their PD. Similarly, Abrahamson and Chase (2015) stated that during active self-reflection, collaboration is essential for gathering diverse viewpoints through effective interaction with others and for establishing a community of practice that may be integrated into instructors' professional careers. Establishing a learning culture of collaborative inquiry among educators is seen crucial for the sustained achievement of PD (Nelson et al., 2008).

Reflection was identified as the most esteemed PD activity, achieving the highest mean score. This discovery underscores the crucial importance of reflective practice in promoting PD. As Farrell (2012) used a metaphor for reflection as a 'compass', in the current study,

reflection enables instructors to critically evaluate their instructional methods, pinpoint areas needing enhancement, and apply evidence-based solutions for transformation to find their way to better teaching practices. According to Farrell (2012), reflective practice “enables teachers to stop, look, and discover where they are at that moment and then decide where they want to go (professionally) in the future” (p. 7). Participants in this study highlighted the significance of structured reflection activities, including journaling, peer talks, and self-assessment, which facilitated profound and meaningful involvement with their teaching methods. Farrell (2018) stresses the transformative capacity of reflective teaching, highlighting its role in fostering adaptability and reaction to diverse classroom requirements. Moreover, as Elliot (1991) states that reflection is a challenging endeavor, since it necessitates critical thinking, self-direction, problem-solving, along with personal knowledge and self-awareness. For PD programs to optimize the advantages of reflection, they should include these activities into their frameworks, guaranteeing that instructors have regular opportunity to participate in critical thinking and debate about their practices. Furthermore, offering instruments like reflective teacher portfolios or face to face or online discussion platforms for collaborative reflection might facilitate continuing PD.

In contrast, the PD practices displaying the lowest means, "Conducting classroom research" (M = 2.38), "Joining a teacher association" (M = 2.41), "Joining a special interest group" (M = 2.50), and "Participating in online ELT discussions" (M = 2.50)—indicate a resistance or unwillingness in participation in formal or structured PD initiatives. Likewise, Ekşi (2010) indicates that the least common form of activity was identified as “Participating in online ELT discussions” (M = 1.82). In the light of the related findings, instructors engage less frequently in these activities, which entail more formal participation in research or professional organizations. This indicates that instructors may either lack the time, motivation, or resources to participate in these more structured forms of PD, or they may simply favor more alternative, visionary and collaborative approaches. The statistics demonstrate a distinct preference

among instructors for self-reflective and collaborative growth rather than conventional, uniform PD Practices.

Participants view traditional PD practices as inflexible and bureaucratic, echoing significant criticisms found in the literature, as Guskey (2014) argues in his study, traditional PD frequently lacks customization and does not offer long-lasting, practical assistance for educators. Participants in the current study characterized these programs as expert-driven, uniform models that emphasized institutional demands over teacher advancement. The absence of practicality and adaptability in these programs frequently resulted in disengagement and opposition among educators. In consistent with the findings of this study, Daloğlu (2004) underlines that teachers participating in traditional PD practices often consider these trainings insignificant and irrelevant, as the content is structured by the trainers without consideration for the teachers' specific needs and challenges. The final outcome largely consists of workshops that address unrelated themes, offering minimal advantages to educators, as these "one-time" sessions focus on delivering prescribed knowledge and skills. Conversely, visionary PD strategies, including SDL through peer observation, self-monitoring, collaboration and self-reflection were perceived favorably by participants. These strategies correspond with Mezirow's (2018) transformative learning theory, which highlights the importance of participatory and experiential learning in facilitating positive and more meaningful change. Participants emphasized the advantages of teacher-led initiatives, enabling them to assume responsibility for their own PD and customize their learning considering their own contexts. Incorporating alternative methodologies into PD frameworks such as IPD model helps mitigate the shortcomings of traditional PD approaches, enhancing engagement, relevance, and effectiveness of PD.

The discovery that heavy workloads constitute the primary obstacle for PD involvement ( $M = 4.44$ ) highlights the systemic difficulties encountered by instructors in combining their job responsibilities with personal growth. The key factor hindering the instructors' full engagement of PD Practices, identified as 'heavy workload' in the current study, is corroborated by Çelik's

(2011) and Zerey (2018) findings, which indicate that participants experienced challenges, including burdensome workloads and the related time constraints. Karaaslan (2003), in her study, uncovered that excessive workload, insufficient self-motivation, and inadequate institutional support as the primary obstacles hindering professional growth showing consistency with the current study. Avalos (2011) emphasizes the influence of institutional constraints, including time restrictions and administrative demands, on teachers' capacity to fully participate in PD activities. These issues are intensified by inflexible timetables and limited institutional support, frequently resulting in instructors feeling overwhelmed and disconnected. Participants in the present study articulated dissatisfaction with the additional stress generated by traditional PD programs, which were regarded as rigid and different from their everyday experiences. This corresponds with the conclusions of Darling-Hammond et al. (2017), who promote the creation of context-specific PD efforts that address the practical and mental demands of teaching. To mitigate these challenges, institutions could consider providing PD opportunities during work hours, minimizing administrative burdens, or extending financial assistance for external training programs for instructors to enable to choose the topics relevant to their specific needs and interests.

The shift to personalized PD models was initially viewed with skepticism by participants, who were familiar with traditional, hierarchical and rigidly structured systems. Morris (2019) asserts that SDL necessitates a change in perspective, since educators must take greater responsibility for their PD. Participants in this study presented concerns over how likely they are to navigate SDL processes and potential difficulties with scheduling their time and using resources efficiently. As participants became more experienced with the tailored PD strategy, they reported increased motivation and engagement. This discovery corresponds with Knowles et al. (2014), who claim that adult learners thrive in settings that provide autonomy, proper and relevant resources for SDL. To assist instructors in adopting self-directed PD models, schools may offer foundational support, including mentorship programs, goal-setting



seminars which can lead them to autonomously pave their way to have the needed skill and strategy set by accessing to selected resources.

In the course of the discussion, it became clear that constructive feedback is an essential factor in PD. The participants emphasized the need of both providing and receiving constructive input. Daniel et al. (2003) highlight that feedback, a vital element of reflective practice, is crucial for the continuing development of pedagogical teaching strategies and the building of collective knowledge within a community, grounded in an ongoing cycle of conscious learning. The ability to give and receive constructive feedback is essential for the further development of the teaching profession. McGraw and Davis' (2016) study demonstrates similar results as emphasizing the significance of both giving and taking feedback for the purpose of cultivating reflective practice, improving teaching practices, and fostering a culture of collaboration among educators. It is also emphasized that professional learning experiences, encompassing classroom observations, peer feedback, and an emphasis on utilizing feedback to improve PD, broaden and deepen educators' recognition and perspectives towards feedback, as well as their varied teaching strategies. Feedback that was nonjudgmental and focused on feasible suggestions was highly valued by the participants in this study, which highlights the significance of developing supportive settings for PD. The incorporation of structured feedback mechanisms into PD programs, such as peer observations, coaching sessions, and meeting with collaborative conversations, has the potential to raise the impact of these programs and to cultivate a sense of collaborative growth among instructors.

To conclude, regarding the outcomes of the current study, although PD programs are typically seen as beneficial in improving teaching competence and skills, there is a room for improvement to better align these programs with the specific needs of individuals. Moreover, instructors seem to favor practical, flexible, reflective and collaborative methods for their PD, with less engagement in traditional, one-size-fits-all type of PD activities. To further improve the efficacy of PD programs, it is essential to make these programs more relevant to

instructors' needs while promoting increased motivation and engagement in systematic and flexible teacher-led PD Plan.

### **Discussion based on the findings of the Research Question 2**

The results for Research Question 2 offer an in-depth insight of the PD needs of EFL instructors, emphasizing their expectations and areas necessitating enhancement. This section examines these findings comprehensively, synthesizing them with the related literature and providing perspectives on the customization of PD procedures to address these varied needs. The quantitative findings pinpointed essential domains in which EFL instructors demanded PD. the necessity for comprehending "new theories and practices in ELT" attained the highest mean score ( $M = 3.81$ ). In a similar study, Ekşi (2010) reports that the participants are in need of PD related to "New Theories and Practices of ELT." This finding signifies that instructors are fully aware of the significance of new developments and methodologies emerging within their field. This points out a significant need among instructors to remain informed about latest developments in language teaching strategies. Borg (2015) asserts that the integration of contemporary theories and methods in English Language Teaching allows educators to create new learning experiences that meet the evolving demands of today's learners. Nevertheless, traditional PD programs frequently neglect to offer regular updates on innovative pedagogical advancements, resulting in instructors being inadequately equipped for emerging challenges in classrooms. Conversely, classroom management ( $M = 2.16$ ) and lesson planning ( $M = 2.19$ ) received the lowest scores, indicating that these competencies may be sufficiently developed among the participants or regarded as less vital when compared to others. This discovery corresponds with Avalos's (2011) research, which suggests that experienced educators frequently pursue advanced and specialized training instead than revising fundamental teaching abilities. Nonetheless, for inexperienced instructors, these domains may still signify a gap, highlighting the necessity for tailored PD plans according to teaching experience and personal career paths.

The qualitative results indicated a noticeable preference for individualized, teacher-led PD programs. Participants often complained about traditional, uniform methods for their inflexibility and irrelevance. They promoted initiatives that enable educators to assume responsibility for their learning. Kennedy (2016) advocates for the transition to teacher-driven approaches, stating that autonomy in PD enhances engagement and alignment with teaching context of educators. Participants appreciated the opportunity to evaluate their own needs and customize PD plans accordingly. Nehir asserted that teacher-led initiatives were essential for altering the monotony of traditional PD practices. Ahu similarly highlighted the necessity of obtaining tailored assistance in accordance with her professional objectives. This inclination for customisation corresponds with the conclusions of Desimone and Garet (2015), who suggest that relevance and customization are essential for optimizing the efficacy of PD programs. For instance, İpek stated the significance of cultural competence, since she had multicultural classroom settings, which was identified as a critical area for her professional growth specifically to feel more comfortable in her instructional circle. She indicated that Instructors must cultivate the ability to navigate cultural distinctions and establish inclusive learning environments as classrooms become increasingly diverse. The necessity of adjustment to the educational setting supported by the customization of PD practices for her own needs lead educators into take the necessary steps on her own, which is supported by Mezirow's (2018) transformative learning theory which claims that the manner in which learners interpret and reinterpret their experiences is fundamental to meaning-making and, consequently, learning.

Flexibility was a prominent theme, as participants indicated need PD programs that align with their busy schedules and varied learning preferences. The ability to select between online and in-person formats, access asynchronous content, and review recorded sessions was often identified as crucial attributes. Karsu emphasized the significance of flexibility in enabling teachers to engage with PD content at their own pace, a viewpoint supported by Opfer and Pedder (2011), who discovered that logistical obstacles frequently inhibit teachers from

engaging in PD programs. Practicality was a crucial desire, with teachers highlighting the necessity for experiential training that meets real classroom challenges. Consistent with the findings of this study, Guskey (2014) suggests that PD should emphasize practical applications rather than theoretical knowledge to guarantee immediate and concrete advantages for educators. Participants in the current study emphasized the significance of learning strategies that boost student motivation, handling varied classroom dynamics, and incorporating interactive teaching approaches.

The findings highlighted the crucial importance of reflective practice as a PD tool, demonstrating its efficacy in promoting ongoing growth and self-awareness among educators. Reflection enables instructors to assess their teaching methodologies, modify techniques according to classroom dynamics, and integrate theoretical knowledge with practical experiences. Schön's (1983, 1987, 2017) notion of the "reflective practitioner" emphasizes this process as vital for IPD, especially in dynamic and growing educational contexts. Through self-reflection, instructors build their ability to recognize weaknesses in their practices, investigate alternate options, and implement creative maneuvers. This discovery corresponds with Dewey's (1933) claim that reflection is a purposeful, active engagement that connects experience and learning. Dewey (1933), regarded as the pioneer of reflective practice in the related literature, also pointed out that reflective practice constitutes a systematic approach of problem-solving, wherein educators engage in purposeful analysis of a particular event, incident, or circumstance. Nonetheless, the findings indicate that effective incorporation of reflective techniques should involve a supportive structure, including proper reflection prompts, collaborative exchanges, or mentoring. These supports assist instructors in enhancing their reflecting skills, guaranteeing that the practice is intentional and effective. This highlights the necessity for PD programs to prioritize reflective practices, not merely as solitary efforts but as a systematic, collaborative process that enables educators to attain sustainable, ongoing and long-lasting professional growth. Furthermore, the findings of this study emphasize the need of reflective PD techniques, wherein instructors critically assess their instructional methods

and recognize opportunities for improved performance. Akkoyunlu et al. (2016) asserted that reflective thinking builds up self-awareness as a vital endeavor to improve teaching competencies. Besides, Schön (2017) characterizes reflective practice as fundamental to PD, facilitating educators in reconciling theory with practice. Participants such as Işıl underlined the significance of reflection in enhancing pedagogical approaches and catering to the distinct requirements of 21st-century learners.

Supportive PD environments emerged as a significant topic, with participants favoring strategies that alleviate additional stress and foster collaborative learning. Nehir emphasized the pressures of mechanical and deadline-oriented PD efforts, which frequently hinder what was intended. Avalos (2011) advocates for the necessity of efficient PD practices that cultivate a supportive environment for professional advancement. The findings revealed that, although instructors involved in IPD value autonomy and SDL, they still articulate a need for scaffolded support and guidance. This creates a notable contradiction between the desire for independence and the requirement for structured assistance, particularly when navigating unfamiliar or challenging areas of PD. SDL theory posits that autonomy enhances motivation and engagement (Knowles, 1975), yet it also acknowledges the importance of external support and mentorship in promoting learners' progress. Instructors benefit from mentorship and collaboration that provide guidance while maintaining their autonomy. This aligns with Vygotsky's (1978) concept of the Zone of Proximal Development (ZPD), where scaffolded support enables learners to achieve outcomes that would otherwise remain unattainable. The need for supportive mechanisms—such as peer feedback, coaching and accessible resources—becomes particularly crucial during the transition to self-regulated learning. According to Dean (2015), the IPD approach requires PD plans constructed with a work-oriented strategy that tracks each person's career routes and growth under the guidance of a mentor, consultant or supportive organization. These findings underscore the importance of developing IPD models that integrate personalization with systematic direction. Educators must be equipped with resources and self-confidence to adeptly navigate their PD pathways.

This dual strategy enhances their autonomy; moreover, it also leads them into the right direction with innovative methods and frameworks to sustain growth. Although the necessity for a profound understanding of IPD implementation is challenging, it is crucial to recognize that this understanding can significantly influence educational outcomes related to their teaching.

The research revealed several pedagogical domains in which EFL instructors necessitate more development, such as ways for fostering learner autonomy, diminishing dependency on the first language, and increasing student motivation with interactive lessons. Participants such as Nehir acknowledged the need of cultivating independent learning skills in pupils, while others highlighted the necessity of strategies that sustain interest and immersion in English. Borg (2015) emphasizes that effective PD programs must tackle these pedagogical obstacles by offering evidence-based solutions and chances for experiential learning. With the educational landscape becoming progressively digital, technology, as one of the vital pedagogical teaching strategies, should be incorporated into PD. Participants demonstrated a keen interest in acquiring skills related to digital tools and platforms, especially with online education and artificial intelligence (AI). Koh et al. (2020) assert that digital literacy is crucial for contemporary educators, allowing them to develop compelling, technology-enhanced educational settings. Ahu emphasized AI's capacity to deliver tailored feedback and facilitate differentiated learning, a viewpoint shared by other participants who acknowledged technology's transformative potential in language education. PD programs must prioritize training in emerging technology to ensure educators are prepared to address the requirements of modern classroom environments. Falloon (2020) emphasize the significance of digital literacy in preparing educators to address the requirements of contemporary instruction. PD programs that integrate practical technology training can assist instructors in acquiring the competencies necessary for innovative teaching strategies, enhancing student engagement, and improving learning outcomes. Similarly, Valdez (2024) indicated that educators, PD experts and administrators believed that relevant and proper continuing PD, along with

updated technical hardware and software, may improve teachers' beliefs and attitudes on technology integration. Suggestions for enhancing teachers' beliefs and attitudes regarding technology integration involve educational institutions increasing financial support for technology-focused PD and offering opportunities for teacher-led PD (Valdez, 2024). Moreover, technology can significantly enhance tailored and adaptable PD experiences, and provide various types of learning opportunities to better implement the sustainable PD plan for educators. Online modules, webinars, and digital learning communities offer educators access to materials and peer networks tailored to their particular interests and schedules. Institutions must prioritize the incorporation of latest technology-related methodology into PD programs, ensuring that instructors are equipped to utilize these technologies proficiently.

This study's findings reveal numerous critical implications for the design and execution of PD programs for EFL instructors. PD programs must be customized to meet individual requirements, enabling educators to concentrate on aspects that correspond with their professional objectives and classroom difficulties. Providing several formats and asynchronous alternatives can cater to differing schedules and preferences. PD should emphasize practical, classroom-ready solutions that tackle genuine teaching issues. Integrating reflective exercises into PD can increase self-awareness and facilitate ongoing enhancement. Educators need to receive training in developing technologies, such as AI, to adequately address contemporary educational requirements. PD programs must empower educators with the pedagogical teaching strategies and competencies to manage varied classroom settings and promote diversity.

### **Discussion based on the findings of the Research Question 3**

The results concerning Research Question 3 illustrate EFL instructors' opinions on the IPD program. The qualitative analysis of Structured Follow-up Interviews and focus group discussions revealed numerous major themes, providing a comprehensive picture of how IPD implementation process contributed to PD experiences. The subsequent sections examine

these ideas and implications, contextualized with related literature. The preliminary impressions draw attention to a larger theme of doubt about traditional PD. The PD methods that seemed to be more about meeting institutional requirements than promoting true professional growth influenced the participants' perceptions. This mistrust highlights the need for more specialized PD programs that are relevant to teachers' needs and genuinely promote their professional growth. After experiencing the IPD implementation process, participants notably benefited from the individualized character of the IPD model, emphasizing the advantages of self-directed, adaptable, and tailored learning experiences. In contrast with traditional PD programs, which typically adhere to inflexible frameworks, IPD enabled educators to tailor their learning experiences to their own needs and goals for their professional growth. This corresponds with Kennedy's (2016) proposal to promote teacher-centered approaches that emphasize autonomy and relevancy in PD.

The thematic analysis regarding the IPD process provided significant insights into participants' experiences and perceptions. During the IPD phases—Explore, Plan, Act & Observe, Reflect & Collaborate, and Update—participants encountered challenges related to topic selection and the implementation of new strategies in the classroom, while also gaining advantages from collaboration and reflective practices. Participants such as Ahu initially shown skepticism regarding the self-directed framework; however, they subsequently discovered that the program's flexibility enabled them to efficiently manage their time while thoroughly engaging with the materials. The opportunity for personalized and flexible PD enabled the participants to tackle specific classroom challenges and improve their instructional strategies. Consequently, participants exhibited increased confidence in their abilities and demonstrated a heightened motivation to persist in SDL. The IPD model's focus on autonomy, reflection, and collaboration facilitated a transformative experience for instructors, resulting in enduring PD and enhanced teaching efficacy. One of the participants, İpek highlighted the importance of customized assistance, highlighting that the facilitator's—in this case the researcher—made SDL manageable, supportive, and organized. This underscores the necessity of combining



autonomy with mentor or expert assistance, a notion endorsed by Desimone and Garet (2015), who suggest that good PD integrates teacher agency with supportive institutional direction. Furthermore, the personalized approach allowed educators to tackle particular challenges within their classrooms. Nehir and other participants valued the opportunity to concentrate on aspects such as classroom dynamics and learner autonomy, frequently neglected in generalized PD programs. This highlights the importance of customizing PD activities to accommodate diverse teaching environments, as indicated by Opfer and Pedder (2011). Moreover, for dealing with initial skepticism experienced by the participants, gradual introduction of the IPD process can mitigate initial feelings of overwhelm and enhance the confidence and motivation of participants unfamiliar with SDL. Simplifying the initial instruction related to the process and guidance or giving the related instruction with sample scenarios by arranging two consecutive meetings would provide instructors with additional time to adapt to the autonomy of the IPD model, thereby enhancing their confidence and engagement as they advance through the program.

Reflective practice emerged as a significant theme, with participants recognizing its contribution to improving teaching efficacy. The IPD program prompted instructors to evaluate their practices critically, recognize areas for enhancement, and enact modifications based on their findings. Schön (2017) characterizes reflective practice as a cyclical process involving action, observation, and revision, which is crucial for PD. Participants such as İpek and Ahu articulated how keeping journals and self-reflection facilitated a more sophisticated awareness of their teaching approaches to teaching. This relates with Farrell's (2018) claim that organized reflection promotes enhanced involvement and adaptability in educators. The integration of structured reflection and evaluation practices within the IPD model may provide a more comprehensive and systematic framework for PD, thereby assisting instructors in maintaining focus and motivation during their learning journey.

The collaborative elements of the IPD approach, including peer discussions and feedback sessions, are greatly appreciated. Participants such as Nehir emphasized that these

contacts created possibilities for mutual learning and support, aligning with the results of Poekert (2012), which corroborate the earlier research in the related literature (Guskey, 2003; Borko, 2004) indicating high-quality collaborative PD enhances the quality of classroom instruction. Collaboration in PD is essential for promoting collective growth and shared expertise among educators. Zerey (2018) asserts that collaborative PD procedures enable instructors to participate in significant exchanges of ideas, strategies, and experiences, thereby enhancing their instructional methods and expanding their viewpoints. Collaboration among instructors facilitates the collective resolution of challenges, the development of innovative solutions, and shared support in the implementation of IPD. Moreover, collaboration promotes reflective discussions that enable instructors to critically evaluate and enhance their instructional strategies, resulting in more effective teaching practices. Through peer learning, educators gain insights from varied perspectives, fostering avenues for both professional and personal development. Consequently, including collaboration into PD programs guarantees that learning is not a solitary pursuit but a dynamic, collective experience, enabling instructors to experience sustainable and ongoing growth while enhancing their professional networks. Some participants proposed increasing the number of collaborative activities within the IPD framework to further improve the transfer of ideas and experiences. Furthermore, it identifies a possible area for improvement, as strengthening professional networks could boost the program's effectiveness. Regular collaborations would enhance community among participants, establishing a supportive environment for instructors to learn from one another's experiences and insights. Enhanced collaboration would improve the reflective aspect of the IPD model, enabling participants to utilize discussions for refining teaching practices and acquiring new insights into their PD.

The IPD program's focus on autonomy became a significant factor in enhancing participant engagement and professional fulfillment. The participants underline that the IPD model cultivated a sense of autonomy and motivation by enabling instructors to take responsibility for their own PD. The results about autonomous growth correspond with other

recent research highlighting self-directed and customized learning in PD. Research suggests that promoting autonomy among educators depends on equipping them with self-regulation tools, including goal-setting techniques and reflective practices. As an example, in Rodriguez-Gomez et al.'s (2024) study, it is indicated that when educators develop self-regulation skills, they have a greater potential to represent and foster learning processes focused on autonomy, reflection, metacognition, and self-assessment, all of which are vital for acquiring the ability to learn independently. Moreover, Knowles et al. (2015) state that adult learners succeed in settings that provide autonomy and chances for SDL, a concept illustrated by the IPD model. Participants such as Karsu and Şule valued the autonomy to select topics that fit with their needs, interests and classroom challenges, enhancing the significance of their learning experiences. Nevertheless, they realized that such autonomy entailed high self-discipline and intrinsic motivation. Ahu and Nehir noted that transitioning to a less structured approach presented initial obstacles, including procrastination and ambiguity over goal setting. These results highlight the necessity for prior scaffolding like mentorship or goal-setting workshops, to assist instructors in transitioning to independent PD.

The results concerning supportive PD emphasize the essential function of guiding and scaffolding in promoting effective professional growth, especially within personalized learning frameworks. Although self-directed, the IPD program received appreciation for its supportive structure. The IPD approach prioritizes autonomy; nonetheless, participants highlighted the necessity of scaffolded support to effectively manage SDL. Darling-Hammond et al. (2017) declare that ideal contains not only autonomy but also promoting atmospheres in which instructors get assistance through mentoring, collaboration, and access to effective resources. Participants emphasized the significance of the researcher's role in offering advice, tools, and comments during the process. This corresponds with Avalos' (2011) statement regarding the necessity of fostering a supportive atmosphere in PD programs to guarantee that educators feel empowered instead of saturated. Işıl conveyed that the researcher's specific recommendations aided her in concentrating on content related to her teaching setting, so

increasing her confidence and the program's practicality. The results indicate that achieving equilibrium between autonomy and controlled assistance is essential for the efficacy of IPD models.

The individualized aspect of the IPD program markedly improved participants' motivation and engagement. The IPD cultivated a sense of relevance and purpose by linking PD activities with individual goals and teaching environments. This study corroborates Guskey's (2014) claims that significant and contextually relevant PD events are more likely to maintain teacher engagement. Similarly, Topkaraoğlu (2017) points out that EFL teachers are inclined to be motivated to engage in PD practices by reflecting on their practices, and collaboratively sharing experiences as well as worries with peers, and making progress in their teaching careers only if supported and encouraged by their institutions. Participants such as Karsu and İpek expressed a heightened commitment to their PD owing to the program's flexibility and adaptability. They highlighted that the ability to select materials, establish their own pace, and concentrate on particular areas of interest enhanced their learning experience, making it satisfying and valuable. Nehir emphasized how the IPD model altered her formerly skeptical perspective on PD, demonstrating the efficacy of personalized strategies to re-engage disconnected educators.

#### **Discussion based on the findings of the Research Question 4**

The results concerning Research Question 4 indicate the substantial influence of the IPD process on the self-assessment results of EFL instructors. Both the quantitative and qualitative analysis offer an in-depth understanding of the impact of the self-assessment tools on instructors' PD, skill enhancement, and reflective behaviors. This discourse elaborates on the outcomes and incorporates the related literature to contextualize the findings. The quantitative results demonstrate a statistically significant enhancement in participants' self-assessment scores following the implementation process of the IPD. The utilization of the e-Grid and EPOSTL as data collection instruments exhibited quantifiable improvements in the

instructors' pedagogical competencies. The Wilcoxon signed-ranks test for both instruments yielded p-values of .04 and .03, respectively, representing significant changes between pre-test and post-test scores. This enhancement corroborates Darling-Hammond et al.'s (2017) claim that planned PD programs significantly influence teaching methodologies and self-efficacy. The rise in mean scores for the e-Grid (from 68.33 to 71.50) and the favorable change in EPOSTL scores indicate the efficacy of the IPD model in promoting self-awareness and focused skill enhancement. These findings correspond with Borg (2015), who underscores the significance of self-assessment in facilitating teachers' progress monitoring and the identification of areas for enhancement. Notwithstanding the length of the IPD process, the participants attained significant outcomes, illustrating the IPD implementation's capacity to yield substantial results under the limited time frame of the current study.

At first, the participants had initial skepticism regarding the self-assessment instruments, viewing them as mechanical and impractical. Nehir's reflected her initial concern and a strong reluctance to use the tools, as she perceived this type of reflective practice as unnecessary and burdensome. As the participants utilized the tools, their viewpoints evolved, leading them to acknowledge their significance in enabling systematic and objective assessments. This transition corroborates Farrell's (2018) results, which indicate that early resistance to reflective techniques typically fades when educators recognize the advantages of self-assessment before acting for PD. Participants recognized that the instruments facilitated a pedagogical and methodical identification of their strengths and weaknesses by improving their teaching efficacy. This highlights the necessity of offering structured orientation and support to mitigate the instructors' initial skepticism towards the significance of self-assessment when implementing self-assessment approaches in PD programs. Similar to the findings of the present study, the results of Seitova's study (2017) indicate that educators perceived the EPOSTL to be beneficial for self-assessment and self-reflection. The data shows that EPOSTL is beneficial not just for pre-service teachers but also highly effective for in-service teachers (Seitova, 2017). Likewise, Kirca and Akman (2020) highlight that the EPG,

as a self-assessment tool, is essential for language educators to identify both their strengths and their weaknesses, resulting in facilitating their PD. Its objective is to enhance the quality and efficiency of both pre-service and in-service education and PD.

The reflecting nature of the e-Grid and EPOSTL tools was constantly emphasized as a significant advantage. The participants discovered that these tools fostered critical evaluation of their teaching methodologies, allowing them to make conscious choices regarding the areas for enhancement. This corresponds with Schön's (2017) paradigm of reflective practice, which underscores the cyclical process of assessing and enhancing professional conduct. İpek similarly articulated how the tools enabled a tailored approach to reflection, leading her to concentrate on techniques that directly influenced her students and their success. Corroborated with this study's findings, the results of Çakır and Balçıkanlı (2012) were noteworthy because all the participants were satisfied with the efficacy of EPOSTL and claimed it would increase instructors' awareness of proper instructional strategies while handling important issues in teaching. One of the participants of the current study, Işıl relatedly mentioned that the instruments facilitated her insight of teaching methodologies and accountability for her professional growth. These insights emphasize the significance of integrating reflective methods into PD programs, as they promote SDL and ongoing enhancement accordingly.

The self-assessment tools significantly enhanced participants' awareness of particular teaching competencies. Consistent with the findings of the current study, Mirici and Hegüner (2015) report in their study that the EPOSTL facilitates the development of metacognitive strategies for teachers as autonomous learners, a crucial element in their transition to self-efficient foreign language educators implementing CEFR and ELP principles in their classrooms. Intercultural skills, technical proficiency, and learner autonomy have emerged as key areas for development. Nehir emphasized that the process bolstered her confidence in enabling pupils to assume responsibility for their learning, whilst Işıl noted considerable advancement in her digital and intercultural skills. This increased skill awareness aligns with Mezirow's (2018) transformative learning theory, which posits that critical self-reflection

enables educators to recognize previously overlooked aspects of their practice. By selecting key areas and measuring progress, participants developed focused methods to address classroom difficulties. These findings underscore the efficacy of self-assessment instruments in facilitating tailored professional growth considering the instructors' specific needs and interests.

The ability to design an insightful and feasible PD plan derived from self-assessment outcomes proved to be a notable benefit of the IPD paradigm. With regard to this significant consequence, Guskey (2014) points out the importance of initial planning as "The effectiveness of any professional learning activity, regardless of its content, structure, or format, depends mainly on how well it is planned". Participants reported that the e-Grid and EPOSTL aided in recognizing their specific professional needs, allowing them to formulate targeted and actionable professional growth plans. Karsu utilized the technology-related pedagogical approaches to tackle issues of technology integration and interactive learning. This ability for insightful planning corresponds with Desimone and Garet's (2015) focus on the significance of data-driven decision-making in PD. Participants could objectively evaluate their progress and modify their teaching strategies by comparing initial and final self-assessments. These findings highlight the need of incorporating self-assessment tools into PD practices to improve planning and goal-setting procedures.

Participants enthusiastically acknowledged the practical advantages of the e-Grid and EPOSTL as self-assessment tools, valuing their contribution to monitoring their PD. Considering the practicality of the document, Velikova (2013) highlights that, regardless of whether the use of EPOSTL is a new concept or common practice, professionals must understand why and how to keep a portfolio as a tool for ongoing growth as well as an educational record of professional growth. As it was the case for Ahu who observed that these instruments offered definitive evidence of her advancement, allowing her to assess the efficacy of the IPD program and pinpoint areas for more enhancement. Participants emphasized the organized yet adaptable characteristics of the tools, which facilitated the developmental

processes of both novice and experienced instructors. This discovery corroborates Borg's (2015) findings that self-assessment methods are adaptable instruments for tracking development across various educational settings. Some participants, like Nehir, indicated that the instruments may occasionally appear mechanical, highlighting the necessity for supplementary methods, such as journaling, self-monitoring or peer feedback, to enhance the assessment process.

A notable discovery was the participants' unexpected positive outcomes related to the self-assessment procedure even if they expressed that they had initial concerns at the beginning of the process. Participants indicated improvements in teaching-related specific domains they had not even specifically aimed for, including classroom management and verbal communication skills. Nehir observed that her emphasis on learner autonomy surprisingly increased her confidence in conducting speaking exercises, which she had previously considered challenging. These unexpected benefits underscore the comprehensive influence of reflective practice within the IPD approach. The self-assessment tools fostered valuable continuing growth across several abilities by motivating participants to thoroughly engage with their teaching practices. This discovery corroborates Guskey's (2014) claim that effective professional development should promote synergistic enhancements in fostering pedagogical practices and creating self-directed professional identity.

The results highlight the transforming ability of self-assessment instruments in professional development programs. To optimize their effectiveness, numerous critical elements must be taken into account. Addressing initial mistrust is crucial by offering explicit instruction on the objectives and advantages of self-assessment tools. Integrating qualitative methods, such as reflective journaling and peer talks, with quantitative tools is crucial for enhancing the self-assessment process. Utilizing self-assessment outcomes would promote data-informed planning, assuring coherence with specific instructional contexts. The tools offer ongoing support to assist participants in overcoming the obstacles of SDL and maintaining



their involvement. Promoting self-assessment as a technique would facilitate interrelated enhancements across many competencies.

The IPD methodology, promoted by self-assessment instruments such as the e-Grid and EPOSTL, markedly improved participants' teaching abilities, reflective practices, and professional confidence. These tools were essential in promoting self-awareness and offering actionable insights, so encouraging tailored and significant professional development. As it is similarly indicated by Roosner (2013), explaining and identifying language teaching competencies is a complex task. The assessment of teaching must be conducted meticulously and sincerely regardless of the use of tools such as the Grid/e-Grid. The EPG, in both electronic and printed formats, serves as a valuable resource for the process of self-assessment. Consistent with the current study, the findings of Roosner's (2013) study highlight that the need of integrating self-assessment strategies into PD initiatives to promote sustainable growth and innovation in teaching practices.

### **Discussion based on the findings of the Research Question 5**

The results concerning Research Question 5 offer a thorough insight into the impact of the IPD implementation on the professional advancement of the EFL instructors. The thematic analysis of the Structured Follow-up Interviews and the focus group meeting uncover critical information regarding instructors' perceptions of benefits and challenges of the IPD process. These issues will be examined in this part of the study establishing links to the related literature and suggesting feasible pedagogical implications for forthcoming PD activities.

The IPD implementation managed a significant shift in participants' viewpoints toward professional growth. Initially, numerous teachers expressed their initial skepticism regarding SDL, primarily due to prior encounters with rigidly structured traditional PD programs. As they interacted with the IPD model, their concerns evolved into appreciation for its autonomy, practicality, adaptability, and individualized methodology. This corresponds with Kennedy (2016), who emphasizes the importance of teacher-centered strategies to empower educators

and augment involvement. In the current study, Nehir, among other participants, stressed that the IPD model fostered learner autonomy in her classroom, highlighting its transforming effect on her pedagogical approaches. Additionally, Ahu said that the program motivated her to pursue strategic training relevant to her specific needs, cultivating a sense of ownership for her PD. These experiences highlight the significance of context-specific and reflective PD programs (Guskey, 2014), enabling educators to consider their distinct needs and tackle the challenges faced (Hişmanoğlu & Hişmanoğlu, 2010; McLoughling & Lee, 2008; Borg, 2017; Darling-Hammond et al., 2017).

Autonomy became a hallmark of the IPD implementation with the participants showing enthusiasm about its focus on SDL. This autonomy necessitated high degree of self-motivation and discipline, creating issues for some instructors. The participants such as Karsu underlined the challenge of sustaining her self-motivation without any external supervision, stressing the necessity for scaffolded guidance and assistance to enhance the program's efficacy and adaptability. Notwithstanding these obstacles, the self-directed aspect of IPD enabled participants to customize their learning experiences according to their individual needs and interests. This outcome corroborates Knowles et al. (2015), who specifies that autonomy enhances deeper involvement and more significant learning experiences. The participants such as İpek observed that the autonomy to select topics according to her interests provided to enhance the process's feasibility and significance. These observations give emphasis to the necessity of balancing autonomy with self-discipline to maintain their intrinsic motivation and concentration during the PD implementation process. Many participants characterized the IPD process as exciting and powerful, valuing its emphasis on customized and context-specific learning. The participants, Şule and Nehir shared that the autonomy provided by the IPD model allowed them to investigate innovative teaching techniques and execute creative solutions for the issues faced in their classes. This sense of empowerment corresponds with Guskey's (2014) findings regarding the transformative potential of PD, emphasizing the significance of cultivating professional identity. The motivating characteristics of the IPD process also

enhanced the participants' eagerness for future PD efforts, highlighting its importance in fostering a culture of continuing, sustainable, and lifelong learning.

The goal-oriented characteristic of the IPD paradigm was a crucial element in its success. The participants valued the IPD program's organized structure, which assisted them in establishing achievable goals and integrating their developmental activities with organizational requirements. This emphasis on actionable objectives corresponds with Desimone and Garet's (2015) framework for effective professional development, which underscores the necessity of alignment between teacher objectives and PD content. Participants such as Karsu and Nehir emphasized that the "Plan" phase was challenging at first but then facilitated the organization of individual priorities and the formulation of focused action plans. In the related literature, Janssen et al. (2012) points out that educators encounter challenges in articulating specific learning objectives and action plans that are explicitly linked to their pedagogical practices; however, with this direction, it became apparent that educators may find it simpler to plan teaching strategies considering their context and supervise the learning environment. The planned objectives provide a basis for their PD, facilitating progress tracking and outcome measurement efficiently. This focus on goal setting highlights the importance of incorporating insightful planning and assessment into PD programs to amplify the efficacy of teaching practices.

The IPD paradigm prioritized autonomy; nonetheless, participants acknowledged the necessity of support and guidance during the implementation process. The presence of a mentor or facilitator was essential in resolving their initial concerns and offering guidance, especially in the early phases. This outcome corroborates Avalos' (2011) argument that effective PD programs balance autonomy with organized support to ensure participants feel empowered rather than overwhelmed. The participants such as İpek and Karsu expressed appreciation for the recourses and ideas offered by the facilitator, assisting her in overcoming the challenges faced related to autonomous and SDL. Ahu highlighted the importance of having a mentor who can provide a personalized guidance and feedback from time to time.

These results underscore the necessity for PD programs to integrate scaffolded support mechanisms, such as mentoring or coaching, to augment their efficacy.

Reflective practice emerged as a prominent theme, with participants underlining the significance of critical self-assessment in enhancing their pedagogical approaches. The IPD implementation led instructors into evaluate their strengths and weaknesses methodically, allowing them to pinpoint the areas for teaching competence and skill enhancement and execute goal-oriented strategies. This corresponds with Schön's (2017) notion of reflective practice, which emphasizes the importance of continuing self-evaluation in PD. The participants such as Işıl and Ahu articulated how reflective methods fostered an in-depth comprehension of their teaching competencies. Through keeping journals and self-monitoring, they acquired significant insights into their teaching methodologies, opening the doors of ongoing growth in their PD journeys. This reflective method enhanced self-awareness, as participants like Nehir recognized observable advancements in previously neglected aspects of her teaching practice such as classroom management and learner engagement.

The participants particularly felt appreciated about the collaborative elements of the IPD program, emphasizing the advantages of exchanging ideas and obtaining feedback from their colleagues or peers. This corresponds with Little (1990) and Levine and Marcus' (2010) studies in a way that collaboration has been recognized as a remedy for educational challenges, offering numerous significant advantages, especially for improving the standard of teaching and learning. Participants such as Ahu and İpek observed that collegial conversations offered new and useful insights into classroom challenges, allowing them to implement new tactics and improve their teaching methodologies. These observations proves that the communal spirit cultivated by the IPD approach can be regarded as noticeably significant in maintaining motivation and voluntary participation in PD practices. Some participants proposed that the program may improve through increased collaboration possibilities, such as regular check-ins or group workshops, to further facilitate the exchange of ideas.

The IPD model provided considerable benefits; however, participants faced difficulties concerning self-management, motivation, and the balance between autonomy and structure as well. These individual experiences highlight a commonality of challenges and support demands, as well as the navigation of hinderances in professional growth, emphasizing the necessity of offering necessary assistance and resources to optimize the potential benefits of IPD programs. In light of these findings, the further improvements are suggested to improve the IPD process:

1. **Scaffolded Assistance:** Offer continuous mentorship or coaching to resolve ambiguities through the process and sustain involvement any time educators need guidance and support.
2. **Enhanced Collaboration:** Integrate regular group talks, discussions or workshops to promote peer learning and assistance creating an open and effective Professional Learning Community (PLC).
3. **Guided Autonomy:** Provide preliminary instruction related to each phases of the IPD program on the strategies such as goal planning and time management to assist educators in managing SDL.
4. **Open Communication:** Ensure educators comprehend the program's expectations and procedures from the beginning to mitigate initial skepticism and concerns
5. **Long-Term Follow-Up:** Conduct follow-up sessions to track educators' progress and offer supplementary help when required.

## Conclusion

This study examines the comprehensive implementation and impact of IPD model for EFL professionals, highlighting its revolutionary potential to raise awareness of the significance of professional growth and change accordingly. The research demonstrates that the IPD model promotes significant development by including SDL principles, adult learning theories, and reflective practices, thereby addressing the distinct requirements and teaching contexts of educators. The participants first regarded the IPD implementation as an stress-raiser process, highlighting the challenges associated with switching from wholly-dependent PD programs to a SDL framework. As the process progressed, their concern transformed into empowerment, self-confidence in autonomy, and increased professional awareness. These results highlight the IPD concept's capacity to give power to educators to manage their professional growth in alignment with their educational objectives and in-class realities. As Mirici and Pulatsü (2022) emphasized in their study that the establishment of a PD community acts as an agent for change inside institutions enhancing engagement, instructional quality, and overall achievement in the field of education. Furthermore, they underlined that further research may be undertaken regarding individualized or tailored PD programs and their effects on teaching and learning (Mirici & Pulatsü, 2022). Given that, in the current study, it can be clearly observed that the implementation process of the IPD model significantly influenced the PD of EFL instructors by promoting self-directedness, insightful planning, autonomy, reflection, and collaboration. The model facilitated substantial improvements in building up instructors' professional confidence and improving teaching competences by empowering instructors to take ownership of their learning and addressing their individual needs. As it is similarly stated by Canaran and Mirici (2019) that addressing teachers' needs using effective data collection tools such as questionnaires, detailed interviews, observations or inquiry-oriented in-class research can enhance the efficacy of PD programs. Additionally, Kilag et al. (2023) state that IPD methods offer adaptability in terms of time availability, learning speed, and physical location. Professionals are able to engage in learning activities at their own pace, allowing for

an easy incorporation of new knowledge and abilities into their daily job responsibilities. This versatility additionally caters to the needs of busy professionals who may have restricted time interval for typical in-person training or seminars.

Educational sector has been dealing with the efficacy of PD programs for a considerable period. Previous research, such as the work by Darling-Hammond et.al. (2017), reveals the constraints of traditional PD methods. The various shortcomings lead to instructors' dissatisfaction with the current situation of PD. To achieve high-quality PD, it is recommended to follow a strategy that combines self-directed or IPD possibilities, customized with the supervision of the company, and some traditional PD activities including seminars, workshops, and conferences. To enhance involvement, it is crucial to give priority to the requirements of educators and adopt an effective approach of tailoring that considers their previous experience and expertise. By implementing this approach, the PD program has the potential to improve the educational standards inside the organization and elevate them to a more advanced level. Currently, many higher education institutions continue to heavily rely on internally funded, non-financial conventional approaches to promote the PD of educators. To improve the quality of education, it is essential to engage educational institutions in the full implementation of a new IPD program. This program should focus the prioritization of individual requirements, with the objective of evaluating how institutional support for instructors might contribute to professional advancement within the sector.

Moreover, uniform PD does not offer personalization. Generic workshops and seminars do not cater to the varied requirements and situations of instructors. Educators work in diverse environments, with distinct student groups, curriculum requirements, and instructional methods. A standardized PD methodology is unable to effectively address this variety, leading to a lack of alignment between the knowledge provided and its applicability to individual teachers. Furthermore, many classic PD attempts are characterized by top-down imposition. Administrators or external experts frequently choose the topic, schedule, and structure of PD sessions. This strategy, which prioritizes top-level decision-making, ignores the knowledge and

independence of instructors. When instructors prioritize compliance with standards over visionary PD practices such as self-reflection and collaboration, the learning experience loses its depth and ability to bring about significant change.

The continuous difficulty lies in the mismatch between traditional PD and its real-world applicability. Educators go in workshops, acquire knowledge, and then discover that the solutions mentioned do not easily fit into their teaching methods. The disparity between theory and practice diminishes the efficacy of PD, causing teachers to feel frustrated and doubt its worth. Teachers often view conventional PD as ineffective and disconnected from their own teaching situations. For PD to improve, it is crucial to move towards personalized, collaborative, and contextually relevant approaches. Furthermore, in response to the inadequacies of traditional PD, IPD emerges as a promising alternative. Unlike rigid, one-size-fits-all PD models, IPD tailors learning experiences to the unique needs of each teacher. By allowing educators to self-direct their learning journey, IPD fosters engagement, autonomy, and relevance.

IPD recognizes that effective professional growth occurs when educators actively engage with content that aligns with their specific context and challenges. Rather than imposing a predetermined curriculum, IPD empowers teachers to identify their learning priorities, explore relevant topics, and apply new knowledge directly in their classrooms. This personalized approach acknowledges the diverse teaching contexts, student populations, and instructional goals that educators encounter. Through IPD, teachers become active agents in their PD. They can choose from a variety of learning pathways, such as action research, collaborative inquiry, or micro-credentials. Whether it's refining classroom management strategies, integrating technology effectively, or addressing cultural competence, IPD allows educators to focus on what matters most to them.

The IPD program acts as a catalyst for growth by improving teaching skills, expanding content understanding, and refining pedagogical practices. As educators participate in individualized professional growth, they enhance their ability to effectively address the varying



requirements of their pupils. IPD enhances the proficiency of the teaching workforce by helping them acquire advanced teaching techniques and keeping them updated on current educational trends. Moreover, engaging in IPD programs can enhance teachers' self-assurance. As educators learn additional knowledge, engage in collaboration with their colleagues, and implement techniques that are supported by evidence, they develop confidence in their abilities. This enhanced confidence leads to improved classroom management, influential lesson delivery, and a beneficial effect on student learning results.

IPD cultivates a mindset of progress among teachers. Instead of perceiving challenges as hindrances, educators welcome them as chances for learning and growth. They develop increased adaptability, a greater willingness to experiment, and a readiness to iterate on their teaching methods. This change in perspective promotes the ability to bounce back from challenges and strive for ongoing enhancement. Enabling teachers to take control of their own PD has enduring impacts. IPD fosters a culture of autonomous learning, where educators assume responsibility for their own development. Teachers make a valuable contribution to long-lasting advances in education by investing in their own PD. As education progresses, the standard of teaching improves, leading to enhanced academic performance among students.

IPD encompasses more than just information acquisition; it also involves the transformation of teaching practices, the cultivation of confidence, and the establishment of a robust educational ecology. The objective of this study is to enhance the abilities of EFL instructors by implementing IPD, which will promote a culture of ongoing learning and professional growth. By deviating from conventional PD standards, it can be confidently inferred that implementing innovative PD can significantly and effectively revolutionize teaching methods and improve student results. Additionally, IPD represents a shift toward customized, contextually relevant PD that respects educators' expertise and autonomy. By embracing IPD, schools can create a more meaningful and impactful learning experience for their teaching staff.

Despite the challenges addressed by the participants concerning self-motivation and self-management, the overall results illustrate the IPD model's capacity to foster meaningful, sustainable and continuing PD. Incorporating the suggested improvements can boost its efficacy, making IPD model a significant resource for professional growth. As repeatedly emphasized in the related literature, the IPD practices encompass the customization of learning experiences to align with the diverse requirements, inclinations, and predilections of each individual (Agathangelou et al., 2024). These solutions may include components such as SDL, individualized coaching or mentoring, job-embedded learning opportunities, online modules or courses, micro-credentialing programs, and collaborative communities of practice (Kilag et al., 2023).

Studies indicate that IPD offers numerous benefits compared to traditional, one-size-for-all type of PD practices (Ellinger, 2004; Seferoğlu, 2004; Desimone, 2009; Van Veen et al., 2012; Darling & Hammond, 2017). First and foremost, it enables professionals to take responsibility for their own learning by concentrating on issues that are particularly related to their own job positions or career ambitions (Murray et al., 2020). This focused strategy amplifies motivation and involvement in the educational process. IPD acknowledges the varied backgrounds and preexisting knowledge possessed by professionals, which recognizes that learners come into a new program with different degrees of knowledge and skills history creating a distinct vision of forthcoming change for each individual separately; for that reason, it aims to further develop and expand upon those existing grounds (Ingvarson et al., 2005). This methodology promotes more profound improvement preventing professionals from the frustration of redundant or irrelevant contents and resources.

IPD process creates opportunities for getting continuous feedback by self-reflecting (Webster-Wright, 2009). Professionals can benefit from scaffolded support and guidance such as coaching or mentorship, which provides them with timely and focused direction to address their individual requirements and act accordingly. Frequent self-reflection on one's practice allows individuals to consistently enhance their skills and achieve significant advancements in

their job performance. IPD is crucial in empowering educators to improve their teaching techniques. IPD promotes a culture of self-reflection, which encourages teachers to carefully analyze their experiences, teaching methods, and classroom relationships. By engaging in this process of self-reflection, educators get vital understanding of their strengths and areas that require improvement. In addition, IPD places a strong emphasis on collaboration, which involves a dynamic exchange of strategies, ideas, and best practices among teachers. The collaborative nature of this spirit not only enhances IPD but also enhances the overall standard of education. IPD serves as a catalyst for ongoing improvement in teaching and learning by fostering reflection and collaboration.

Technology-enhanced IPD involves incorporating digital tools and platforms into IPD for educators. Through the utilization of technology, IPD becomes increasingly flexible, practical and available. Teachers are empowered to engage with knowledge at their convenience through online courses, individualized portfolios, virtual coaching sessions, and interactive platforms. Consequently, educators can consistently improve their abilities, remain updated on optimal methods, and cooperate with colleagues, all while utilizing the potential of digital resources. The foundation of technology-enhanced IPD is based on the belief that technology has a crucial role in enhancing and broadening the potential of IPD providing various options to choose from digitally. This claim is backed by the knowledge that IPD has the ability to utilize diverse technology tools and platforms in order to provide adaptable and easily accessible learning experiences. Essentially, the findings highlight the significant influence of technology on IPD, creating opportunities for educators to engage in more comprehensive, flexible and adaptable PD.

### **Implications for Practice**

The IPD model illustrated in the diagram can be utilized in multiple ways within the domain of EFL instruction, functioning as a versatile and autonomous framework for

professional advancement. The following implications for practice are substantiated by literature illustrating the significance of this cyclical and spiral process:

The IPD model fundamentally illustrated the efficacy of customization in PD. The framework enabled teachers to customize learning experiences, aligning developmental activities with personal objectives and classroom requirements, so ensuring relevance and engagement. Likewise, Borg (2015) emphasizes the significance of context-specific PD, wherein the SDL enables educators to concentrate on aspects that are most relevant to their unique teaching contexts, such as enhancing student motivation, refining classroom management, or advancing lesson planning competencies. The participants reported that they experienced substantial development in particular teaching skills and competencies, including promoting learner autonomy, incorporating technology into classroom practices and increasing learners' attention span. These results highlight that a critical step should be taken by educational institutions about leaving uniform PD programs behind and embracing more innovative and visionary PD methods that emphasize teacher autonomy and personalization. The IPD methodology cultivated a sense of ownership, enhancing instructors' professional confidence and developing a growth mindset that promoted constant learning and change in their beliefs and attitudes as it is emphasized in Guskey's Model of Teacher Change (Guskey, 2002). Nevertheless, the being fully independent of managing the PD process may also pose certain issues. Participants reported challenges in sustaining self-motivation and managing the self-directed components of the program, especially in reconciling these duties with their workload and personal commitments. Although autonomy is a fundamental advantage of IPD, it necessitates considerable intrinsic drive and strong self-management abilities. The results indicate that successful professional development models should balance autonomy with structured assistance. Mentorship, goal-setting workshops, and regular check-ins may offer essential help, ensuring instructors maintain focus and motivation while managing the challenges of SDL. Furthermore, the IPD model grants educators autonomy in their PD, a crucial element for maintaining motivation and engagement. Benson (2011) emphasizes that

teacher autonomy enhances instructional efficacy and cultivates a greater commitment to PD. The IPD model empowers educators to take responsibility for their own professional growth through self-assessment, planning, observation and reflection, aligning with contemporary views on teacher-led PD that emphasize individualization and SDL over standardized, one-shot training programs.

The model's spiral structure facilitates sustained PD, as educators are prompted to consistently reevaluate and improve their self-assessment results, adjusting to emerging teaching obstacles and advancements in the discipline. Darling-Hammond and McLaughlin (2011) emphasize the significance of continuous, sustained learning opportunities for educators in their research on effective PD. The IPD approach facilitates this by enabling instructors to benefit from their prior experiences, promoting cumulative development and flexibility in a dynamic learning environment. The IPD model functions as a pragmatic and versatile instrument for EFL professionals aiming to further develop their pedagogy via a systematic, self-regulated methodology. This model promotes lifelong learning and professional growth through classroom research, collaboration in PLCs, and the use of technology in online learning environments. It enables instructors to direct their own development, assuring adaptability to their individual teaching objectives and the changing and evolving necessities of their students and the teaching profession.

EFL professionals in various educational contexts—primary, secondary, or higher education—can tailor the model to their particular requirements. However, the accessibility of the IPD model transcends EFL domain, providing a significant framework for several other disciplines as well. By adapting the model into various educational contexts, institutions can tackle the specific issues encountered by diverse teaching communities, thereby fostering excellence in the education sector. Future research should investigate the scalability of the IPD model and its sustainable and long-lasting effects on instructional effectiveness and student performance. Moreover, including technology tools and digital platforms into the IPD

process could improve its accessibility and flexibility, adapting into the changing requirements of the educational environment.

This model's key strength is in its applicability to classroom-based action research, wherein instructors actively conduct research within their own classrooms to enhance their teaching methodologies. Burns (2010) asserts that action research enables educators to methodically reflect on their pedagogy and implement informed modifications. The "Act and Observe" phase of the IPD model corresponds with this methodology, allowing educators to apply new strategies, assess their efficacy, and modify the teaching strategies and techniques as necessary. This fosters ongoing enhancement via reflective cycles that support evidence-based pedagogy. In well-structured stages of the IPD model, especially the objective-driven growth process was an important element in developing necessary skills and knowledge of new practices to better adapt into their particular context leading them to understand the rationale behind the process of necessary and inevitable change in ELT profession. By establishing pragmatic objectives and synchronizing exercises with classroom requirements, educators successfully attained specific and quantifiable results. This strategy guaranteed that PD was self-regulated and effective, tackling both short-term obstacles and long-term growth goals. This framework emphasizes the necessity of including self-assessment, insightful planning and self-reflection into PD programs, guaranteeing their alignment with practical and relevant objectives.

Reflective practice has become a fundamental component of the IPD framework, allowing teachers to critically evaluate their teaching methods and pinpoint areas for enhancement. Instruments such as the e-Grid and EPOSTL enabled methodical self-evaluation, offering an organized framework for contemplation and development. This reflective process connected theoretical knowledge with practical application, enabling educators to convert ideas into concrete tactics in their classrooms. The incorporation of reflection into professional development aligns with Schön's (2017) concepts, highlighting the cyclical process of enhancement by observation, analysis, and modification. The IPD paradigm

enhanced participants' self-awareness and critical thinking, enabling them to tackle obstacles with increased inventiveness and confidence. Besides, the 'Reflect & Collaborate' phase of the IPD model can be seamlessly incorporated into PLCs wherein educators collaboratively engage in discussions on teaching methodologies, exchange experiences, and foster mutual development. Research conducted by Vescio et al., (2008) demonstrates that PLC's are an effective mechanism for enhancing teacher efficacy and student performance. The IPD model offers a framework for educators to evaluate their developmental requirements, strategize solutions, and engage with colleagues to enhance and optimize their methodologies. This cultivates a cooperative environment of perpetual learning. On the other hand, Collaboration was essential to the success of the IPD implementation process, with participants emphasizing the importance of peer discussions and feedback sessions. These encounters developed a feeling of community and enabled the interchange of innovative strategies, enhancing the professional growth experience. Collaborative environments not only maintained motivation but also provided varied views, allowing participants to address classroom challenges more consciously. The study highlighted the necessity for improved collaboration possibilities within the IPD model, including frequent group workshops or peer-led sessions, to bolster PLC and collective professional growth.

Ministries of education face a fundamental issue of scale when implementing nationwide educational technology programs in countries such as Chile, Senegal, Turkey, and Sri Lanka, as the number of teachers requiring training surpasses the available financial, human, and technical resources to meet these training demands. However, getting to know complicated concepts related to the content of the training becomes necessary as the Internet and other newly developed technologies have been recently emerging (Carlson & Gadio, 2002). Besides, these technological advancements eliminate geographical limitations, enabling educators to use IPD regardless of their actual location. With regards to the necessity of keeping updated with the advancements in the field, some higher education institutions have been implemented microcredentials (MC) and digital badging, which educators may self-

improve and assess their teaching experiences individually online, into their PD mechanisms to facilitate tailored workplace learning opportunities, hence assisting educators in the implementation of IPD. MC may serve the purpose of allowing educators to engage in PD related to their specific needs and enhances their skill set. MC have four principal characteristics: They are “competency-based, individualized, on demand, and shareable”(Crow & Pipkin, 2017). According to Crow and Pipkin (2017), as an individualized learning design, MC enable educators to concentrate on a specific skill about their professional practice, learner needs, or institutional objectives. As digital learning environments proliferate, the IPD concept can likewise be implemented in online PD settings. In addition, Mishra and Koehler (2006) assert in their Technological Pedagogical Content Knowledge (TPACK) Model that educators must include technology into their PD. The self-assessment and planning phases of the IPD model can be improved by online technologies that provide adaptable and individualized learning experiences. Educators can utilize digital platforms for SDL, perform classroom observations through recorded classes, and engage in virtual reflecting sessions with peers globally.

This study reveals the transformative potential of the IPD model in advancing the professional growth of EFL instructors. The findings of the current study highlight the significance of teacher-centered, reflective, and context-sensitive PD through an in-depth examination of the model's impacts on five research questions. The IPD approach significantly altered participants' views on professional growth, in addition to enhancing their professional skills and competencies. Initially doubtful regarding the program's autonomy and self-directed characteristics, some teachers had a significant transformation in their perspectives, acknowledging the model's empowering and inspirational characteristics. The IPD model cultivated a growth mindset, encouraging educators to take responsibility for their learning and investigate creative teaching methodologies. This shift demonstrates the power of IPD strategies to foster a feeling of agency and resilience, enabling educators to adeptly manage the complexities of contemporary classrooms with self-confidence. The IPD framework



enabled instructors to meet their specific needs and facilitated significant enhancements in teaching effectiveness, reflective practices, and professional identity. These findings provide essential insights into how tailored and autonomous methods might transform professional growth, while also highlighting difficulties that require attention.

These findings have considerable implications for the design and execution of PD programs in educational contexts for the future. Institutions must promote personalization, ensuring that PD activities cater to the distinct needs of educators and correspond with their educational contexts and settings. Incorporating reflective methods into these programs is essential, as self-reflection promotes ongoing enhancement connecting theory with practice. Nevertheless, autonomy must be supplemented by scaffolded support systems, including mentorship and collaboration opportunities, to mitigate the possible concerns and skepticism associated with fully independent SDL. Furthermore, institutions must allocate sufficient resources, including time, finance, and access to professional networks to foster a supportive organizational climate that facilitates educators' deep engagement in their own PD journeys.

### **Suggestions for Future Research**

This study has shown a positive connection between PD practices customized to instructors' requirements and their overall satisfaction; nevertheless, several areas require further investigation to enhance these findings and extend the understanding of the IPD model's influence.

Several participants mention that the early phases of the IPD process appeared intimidating at first, especially regarding the volume of information presented at the beginning of the process as follows:

Nehir

*“As my colleagues said, at the beginning, when too much information came, I felt overwhelmed. Therefore, I think it would have been better if we had a similar meeting to the one we had today somewhere in the middle of the process. The*

*researcher, of course, always answered questions during the process, responded immediately, and was very helpful...*

Ahu

*"I thought maybe it would have been beneficial to get together and have a meeting during the process... We could have benefited more from each other by having a few more meetings... Would increasing the number of meetings overwhelm the participants? Would we say "again!", "another meeting!", if it was planned from the beginning? I don't know that either."*

It can be proposed that simplifying the phases of the IPD implementation process can be more practical and less concerning by dividing the instructions related to the process into smaller.

A potential direction for future research may be the implementation of the IPD model across diverse educational contexts other than the field of ELT. Comparative analyses across other fields, educational groups, or cultural contexts may yield insights on the model's adaptability and efficacy in varied settings. Future research may evaluate the customization and implementation of this model across various disciplines, including mathematics, sciences, and the arts. Investigating instructors' perceptions, needs and experiences with the model across diverse disciplines may yield valuable information for customizing PD to particular subjects. This expanded application would enhance the scope of the IPD model, making it a more universal instrument for educational improvement. Moreover, such investigations would ascertain the generalizability of the findings from this research to different educational domains.

Research in the future may examine how digital platforms can enhance the IPD process as technology becomes more and more incorporated into the classroom. Professional development can become more accessible and flexible with the help of digital tools like webinars, online learning platforms, and virtual communities. These tools can also solve logistical issues that are frequently connected to traditional PD techniques. In order to overcome the time and location limitations associated with in-person training, Darling-

Hammond et al. (2017) highlight that well-designed online professional development programs can give educators on-demand access to resources and promote collaborative interactions. König et al. (2020) emphasize that the COVID-19 pandemic expedited the integration of online professional development techniques, highlighting their significance in the post-pandemic period as educators increasingly depend on technology to enhance their skills. Platforms such as Digital Promise enable educators to obtain badges for proving proficiency in particular abilities, so rendering PD more individualized, quantifiable, and purpose-driven. Gibson et al. (2016) emphasize the significance of microcredentials in rewarding educators by providing concrete recognition of their accomplishments, which can be shown in digital portfolios or professional networks. Microcredentials and digital badging exemplify innovative methodologies that correspond with these objectives by offering instructors focused, competency-oriented learning experiences.

Moreover, research conducted by Holmes et al. (2019) indicates that the incorporation of AI tools into online professional development might enhance the personalization of learning experiences by suggesting resources customized to individual requirements and monitoring progress in real-time. The integration of AI-driven personalization and platforms facilitates a sustainable system for the IPD process through digital badging, enabling educators to monitor their progress and interact with peers effectively. Future research may investigate how these activities facilitate ongoing PD, offering ideas to strengthen the IPD Model and addressing the changing requirements of contemporary educational systems. Furthermore, future studies may concentrate on longitudinal studies to investigate the ongoing impacts of the IPD model on instructor performance and student outcomes. This study concentrated on the impact of the IPD model on EFL instructors; nevertheless, it would be advantageous to monitor if this satisfaction correlates with enhanced teaching efficiency and, subsequently, improved student learning outcomes over time. Research may investigate the extent to which the IPD enhances classroom dynamics, instructional strategies, and, consequently, student outcomes in standardized examinations and competency-based evaluations. Connecting teacher

development to student accomplishment would further substantiate the efficacy of the IPD model.

A significant area for future research may entail investigating the impact of institutional policies and support systems on the efficacy of the IPD model. This study emphasized the significance of PD practices aligning with instructor demands. Researchers could examine how educational institutions can establish policy frameworks that correspond with the IPD model's emphasis on voluntary and individualized development. This study will offer evidence-based recommendations for policymakers and administrators, facilitating the alignment of individual development with corporate objectives.

While this study focused on a particular group of EFL instructors, the model's applicability must be assessed across diverse cultural contexts and educational systems. Future studies may implement the IPD model across other nations to ascertain the influence of cultural and institutional factors on its effectiveness. Cross-cultural studies may enhance global understanding of teacher development and provide insights into the adaptation of the IPD model across many educational contexts.

The study revealed that instructors value PD techniques that correspond to their needs; however, future research should further explore the equilibrium between teacher autonomy and institutional support. Examining how educational institutions might optimally assist instructors while preserving their autonomy in PD could provide valuable suggestions for administrators seeking to foster a collaborative and efficient atmosphere. In this respect, mentorship for providing support and guidance frequently serves as a vital element of teacher development; therefore, further study may examine the integration of mentorship connections within the IPD model. Examining the efficacy of peer mentoring or coaching, wherein experienced instructors or experts mentor the instructors in PD, may improve the collaborative elements of the model as well. This would also relate to research on how mentorship can facilitate individual continuous growth, reflective practice and organizational change, supporting the spiral and cyclical nature of the IPD model.

The IPD program was largely positively accepted; nevertheless, participants noted some problems that could guide future implementations. Certain participants encountered difficulties in sustaining discipline without rigid deadlines. Implementing regular check-ins or progress evaluations could resolve this issue while maintaining the program's flexibility. Augmenting the frequency of collaborative endeavors, such as peer observations or group discussions, may enhance the learning experience and cultivate a more robust sense of community among participants. Offering foundational training in goal setting and time management may enhance participants' ability to effectively manage the self-directed components of the IPD paradigm. Participants such as Nehir emphasized the difficulties of reconciling professional development with the obligations of teaching, especially in demanding classroom settings. Providing adaptable schedules or modular content delivery may alleviate these challenges.

The results indicate that the IPD program effectively met participants' PD requirements by promoting personalized, reflective, and SDL. The program's supportive and motivational elements significantly improved its effectiveness, establishing it as a relevant paradigm for PD in ELT. By tackling the recognized issues and integrating participants' feedback, subsequent versions of the IPD Model can be enhanced to optimize its efficacy and accessibility.

This study enhances the existing data supporting creative, teacher-centered PD. The IPD model illustrates how personalization, reflection, and cooperation can promote significant and enduring progress, enabling educators to attain excellence in their teaching methodologies. By adopting these ideas, educational institutions can transform PD, establishing dynamic and adaptive systems that address the changing requirements of educators and learners. This research highlights the revolutionary potential of IPD model, advocating for a paradigm shift in the conceptualization and implementation of PD in education. Consequently, by exploring these study pathways, researchers can enhance the understanding of the IPD model's advantages, constraints, and wider applicability. This will

facilitate the further improvement of the IPD model, guaranteeing its viability, adaptability, and efficacy as a tool for professional growth in various educational settings.

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## PART I: TEACHERS' PERCEPTION OF PD PROGRAMS

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

	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
1. Attending PD programs make me feel more confident while teaching.					
2. PD programs improve teaching competence.					
3. PD programs help me improve my teaching skills.					
4. PD programs make me to reconsider my teaching methods.					
5. PD programs are relevant to my needs and interests.					
6. PD programs give me practical information that I can use in my classroom.					

## PART II: PD ACTIVITIES

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

	Never	Rarely	Sometimes	Often	Always
1. Reading ELT articles, magazines or books					
2. Participating in courses, workshops					
3. Conducting classroom research					
4. Asking colleagues for help					
5. Sharing experiences with					
6. Observing other teachers					
7. Reflecting on my own teaching					
8. Joining a teacher association					
9. Joining a special interest group					
10. Joining an online ELT discussion					

2. What hinders you from participating in PD programs? Please indicate the importance of each item for you not to participate in PD programs from 1 to 5.

	Not important at all	Slightly important	Moderately important	Important	Very important
1. Heavy workload					
2. Lack of self-motivation					
3. Lack of institutional support					
4. Intense pacing					
5. Inconvenient date/time					
6. Inconvenient location					
7. Cost					
8. Unqualified trainers					
9. Unrealistic content					
10. Not being informed about upcoming					

### PART III: AREAS FOR PD

In the following table, you are given the areas for PD. Please indicate your degree of need for each area from 1 to 5.

NEED AREAS	No Need	Low	Moderate	High	Very High
1. Lesson planning					
2. Classroom management					
3. Identifying learner characteristics					
4. Syllabus design					
5. Increasing student motivation					
6. Test development					
7. Assessment and evaluation					
8. Giving constructive feedback					
9. Use of technology in ELT					
10. Using games in ELT					
11. Story telling					
12. Using drama in ELT					
13. New theories and practices of ELT					
14. ESP (English for Specific Purposes)					
15. Teaching integrated skills					
16. Conducting classroom research					
17. Preparing supplementary materials					
18. Preparing students for exams (e.g. YDS, YOKDIL, TOEFL,					
19. CEFR (Common European Framework of Reference for					
20. Time management in classroom					

<b>21.</b> Training other teachers					
<b>22.</b> Teaching 'Reading'					
<b>23.</b> Teaching 'Writing'					
<b>24.</b> Teaching 'Listening'					
<b>25.</b> Teaching 'Speaking'					
<b>26.</b> Teaching 'Grammar'					
<b>27.</b> Teaching 'Vocabulary'					

**APPENDIX-B: The Consent of Ekşi (2010) for utilizing “Teacher Perception and Needs Analysis Survey “****Re: Oluştuduđunuz anket hk. anket hk.**✉ **Gül Ekşi** <guleksi@marmara.edu.tr>

To: Gulsen PULATSU

23 November 2023 Thursday 16:37

merhaba  
uygundur  
Çalışmalarınızda başarılar dilerim.

iPhone’umdan gönderildi

Gulsen PULATSU <[gulsen.pulatsu@ufuk.edu.tr](mailto:gulsen.pulatsu@ufuk.edu.tr)> şunları yazdı (23 Kas 2023 14:27):

Gül Hocam merhabalar,

Umarım iyisinizdir. Şu anda Hacettepe Üniversitesi İngiliz Dili Eğitimi Doktora Programı’nda tezimi yazmaya başlamış bulunmaktayım. Sizin oluşturmuş olduğunuz ‘Professional Development Needs Assessment Survey’ adlı ölçeđi Doktora tezimde uygulamak niyetindeyim. Sizin için de uygun ise eđer sizden haber bekliyor olacađım.

Şimdiden teşekkürlerimi sunar, sağlıklı günler dilerim.

Öđr. Gör. Gülsen PULATSÜ  
Ufuk Üniversitesi  
Yabancı Diller Bölüm Başkanı  
[gulsen.pulatsu@ufuk.edu.tr](mailto:gulsen.pulatsu@ufuk.edu.tr)  
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Kızılcaşar Mah. İncek Bulvarı No: 110 (06836) İncek, Gölbaşı, Ankara, TÜRKİYE  
Telefon: [+90 312 586 70 00](tel:+903125867000) (Santral)  
Faks: [+90 312 586 70 56](tel:+903125867056)

## APPENDIX-C: The Consent Form for the Participants

### The Consent Form

Dear Colleagues,

You are invited to fill in a questionnaire which aims to find out your perceptions, opinions, and needs in teacher professional development as an English instructor working at a foundation university. Your responses are very significant to collect data for further applications about professional development in our institution. Permission was received from Hacettepe University Social and Human Sciences Research Ethics Committee for this research. The Title of my study is '**AN INDIVIDUALIZED PROFESSIONAL DEVELOPMENT MODEL FOR EFL PROFESSIONALS: A SELF-DIRECTED LEARNING APPROACH**'. The data from this research will be a part of Gülsen PULATSÜ's Doctorate Degree Dissertation studies at Hacettepe University. The supervisor of this research study is Prof. Dr. İsmail Hakkı Mirici, the Head of the English Language Department. Your participation in this study is completely voluntary. There are no predictable risks related to it. However, if you feel uncomfortable answering any questions, you can withdraw your consent at any time. Please kindly give your truthful and straightforward answers in order to get accurate results for the study. It will take approximately 15 minutes to complete the questionnaire.

Your responses will remain strictly confidential. Your responses will only be reported in aggregate form and will only be used for research purposes. If you have questions at any time about the questionnaire or the procedures, you may contact the researcher Gülsen Pulatsü. Thank you very much for your time and support.

**Date:**

**Participant:**

**Name and surname:**

**Address:**

**Phone:**

**Signature:**

**\*You may contact us anytime using the information below.**

<b>Supervisor's name:</b>	Prof. Dr. İsmail Hakkı MİRİCİ	<b>Researcher's Name:</b>	Gülsen PULATSÜ
<b>Email</b>	hakkimirici@gmail.com	<b>Email</b>	gulsen.pulatsu@gmail.com
<b>Address:</b>		<b>address:</b>	
<b>Address:</b>	Hacettepe Üniversitesi Yabancı Diller Eğitimi Ana Bilim Dalı Başkanlığı	<b>Address:</b>	Yaşamkent Mah. 3297. Cadde Besa Karina Sitesi 9/37 Çankaya/Ankara
<b>Phone Number:</b>	0532 337 63 85	<b>Phone Number:</b>	0533 384 50 62
<b>Signature:</b>		<b>Signature:</b>	



**APPENDIX-D: Reliability Statistics related to Teacher Perception and Needs Analysis Survey**

**Reliability Statistics of Teacher Perception and Needs Analysis Questionnaire**

**Reliability Statistics**

Cronbach's Alpha	Cronbach's Alpha Based on Std Items	N of Items
<b>.92</b>	.916	53

**Reliability Statistics of Teacher Perception**

**Reliability Statistics**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
<b>.94</b>	.939	6

**Reliability Statistics of The Most Prevailing Types of PD activities**

**Reliability Statistics**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
<b>.77</b>	.774	10

**Reliability Statistics of Factors hindering instructors from PD**

**Reliability Statistics**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
<b>.80</b>	.804	10

**Reliability Statistics of EFL Instructors' PD Need Areas**

**Reliability Statistics**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
<b>.92</b>	.924	27

## APPENDIX-E: THE EPOSTL AS A SELF-ASSESSMENT TOOL

### What is the EPOSTL?

The European Portfolio for Student Teachers of Languages (EPOSTL) (Newby et al., 2007) is a document for students undergoing initial teacher education. It will encourage you to reflect on your didactic knowledge and skills necessary to teach languages, helps you to assess your own didactic competences and enables you to monitor your progress and to record your experiences of teaching during the course of your teacher education.

### Main aims of the EPOSTL

1. to encourage you to reflect on the competences a teacher strives to attain and on the underlying knowledge which feeds these competences;
2. to help prepare you for your future profession in a variety of teaching contexts;
3. to promote discussion between you and your peers and between you and your teacher educators and mentors;
4. to facilitate self-assessment of your developing competence;
5. to provide an instrument which helps chart progress.

Although the descriptors provide a systematic way of considering competences, they should not be regarded as a checklist! It is important that they act as a stimulus for students, teacher educators and mentors to discuss important aspects of teacher education which underlie them and that they contribute to developing professional awareness.

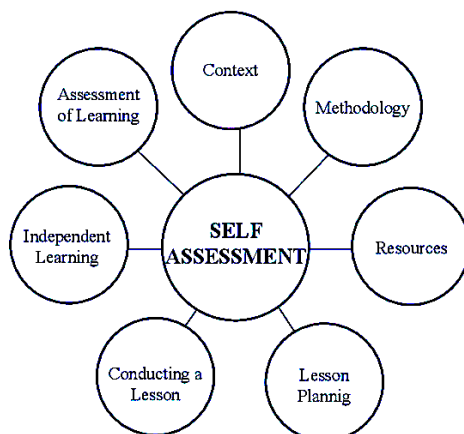
Further information about using the EPOSTL can be found in the users' guide.

[https://www.ecml.at/Portals/1/3MTP/EPOSTL/2010\\_06\\_23\\_epostl\\_infobroschuere\\_englisch.pdf?ver=2020-02-28-111255-200](https://www.ecml.at/Portals/1/3MTP/EPOSTL/2010_06_23_epostl_infobroschuere_englisch.pdf?ver=2020-02-28-111255-200)

[https://is.muni.cz/el/ped/jaro2009/ZS1MP\\_AD4B/EPOSTL\\_1\\_.pdf](https://is.muni.cz/el/ped/jaro2009/ZS1MP_AD4B/EPOSTL_1_.pdf)

### Categorisation of Descriptors

The descriptors are grouped into seven general categories. These represent areas in which teachers require knowledge and a variety of competences and need to make decisions related to teaching.



***\*This document focuses on only the methodology part of the categories; and helps you reflect on specific methodological insights.***

## **Methodology**

Methodology is the implementation of learning objectives through teaching procedures. It is based on principles deriving from theories of language description, language learning and language use.

Specific teaching procedures may be applied to support the learning of aspects of the language system, such as grammar, vocabulary and pronunciation. However, methodology should reflect the fact that these aspects of language are always present when skills are being practised and are therefore inextricably linked to communication. Also, the teaching of culture and its relationship with language will require specific methodological insights.

Methodology may focus on how teachers can deal with the four main skills of speaking, writing, listening and reading, as reflected in the categorisation of this section. However, in written and oral communication in the classroom two or more skills will usually be integrated and are rarely treated in isolation.

It may be the case that sets of principles and teaching procedures together comprise a coherent method or approach. A method refers to fairly fixed sets of teaching procedures (e.g. 'audio-lingual', 'suggestopedia'), in which the teacher's role is closely defined. An approach is 'the theoretical rationale that underlies everything that happens in the classroom.' (H.D. Brown, 2002: 11). It is usually manifested through sets of principles which, in turn, guide the choice of teaching procedures. Examples are 'the communicative approach' and 'task-based learning'.

Your name: .....

Institution: .....

Date of beginning to use EPOSTL: \_\_\_\_/\_\_\_\_/\_\_\_\_

### A. Speaking/Spoken Interaction

Descriptors	1	2	3	4	5
1. I can create a supportive atmosphere that invites learners to take part in speaking activities.					
2. I can evaluate and select meaningful speaking and interactional activities to encourage learners of differing abilities to participate.					
3. I can evaluate and select meaningful speaking and interactional activities to encourage learners to express their opinions, identity, culture etc.					
4. I can evaluate and select a range of meaningful speaking and interactional activities to develop fluency (discussion, role play, problem solving etc.).					
5. I can evaluate and select different activities to help learners to become aware of and use different text types (telephone conversations, transactions, speeches etc.).					
6. I can evaluate and select a variety of materials to stimulate speaking activities (visual aids, texts, authentic materials etc.).					
7. I can evaluate and select activities which help learners to participate in ongoing spoken exchanges (conversations, transactions etc.) and to initiate or respond to utterances appropriately.					
8. I can evaluate and select various activities to help learners to identify and use typical features of spoken language (informal language, fillers etc.).					
9. I can help learners to use communication strategies (asking for clarification, comprehension checks etc.) and compensation strategies (paraphrasing, simplification etc) when engaging in spoken interaction.					
10. I can evaluate and select a variety of techniques to make learners aware of, discriminate and help them to pronounce sounds in the target language.					
11. I can evaluate and select a variety of techniques to make learners aware of and help them to use stress, rhythm and intonation.					
12. I can evaluate and select a range of oral activities to develop accuracy (grammar, word choice etc.).					

**B. Writing/Written Interaction**

<b>Descriptors</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>1.</b> I can evaluate and select meaningful activities to encourage learners to develop their creative potential.					
<b>2.</b> I can evaluate and select a range of meaningful writing activities to help learners become aware of and use appropriate language for different text types (letters, stories, reports etc).					
<b>3.</b> I can evaluate and select texts in a variety of text types to function as good examples for the learners' writing.					
<b>4.</b> I can evaluate and select a variety of materials to stimulate writing (authentic materials, visual aids etc.).					
<b>5.</b> I can evaluate and select activities which help learners to participate in written exchanges (emails, job applications etc.) and to initiate or respond to texts appropriately.					
<b>6.</b> I can help learners to gather and share information for their writing tasks.					
<b>7.</b> I can help learners to plan and structure written texts (e.g. by using mind maps, outlines etc.).					
<b>8.</b> I can use peer-assessment and feedback to assist the writing process.					
<b>9.</b> I can use a variety of techniques to help learners to develop awareness of the structure, coherence and cohesion of a text and produce texts accordingly.					
<b>10.</b> I can evaluate and select a variety of techniques to make learners aware of and use spelling patterns and irregular spelling.					
<b>11.</b> I can evaluate and select writing activities to consolidate learning (grammar, vocabulary, spelling etc.).					
<b>12.</b> I can help learners to monitor, reflect on, edit and improve their own writing.					

### C. Listening

Descriptors	1	2	3	4	5
1. I can select texts appropriate to the needs, interests and language level of the learners.					
2. I can provide a range of pre-listening activities which help learners to orientate themselves to a text.					
3. I can encourage learners to use their knowledge of a topic and their expectations about a text when listening.					
4. I can design and select different activities in order to practise and develop different listening strategies (listening for gist, specific information etc.)					
5. I can design and select different activities which help learners to recognise and interpret typical features of spoken language (tone of voice, intonation, style of speaking etc.).					
6. I can help learners to apply strategies to cope with typical aspects of spoken language (background noise, redundancy etc.).					
7. I can help learners to apply strategies to cope with difficult or unknown vocabulary of a text.					
8. I can evaluate and select a variety of post-listening tasks to provide a bridge between listening and other skills.					

### D. Reading

	1	2	3	4	5
1. I can select texts appropriate to the needs, interests and language level of the learners.					
2. I can provide a range of pre-reading activities to help learners to orientate themselves to a text.					
3. I can encourage learners to use their knowledge of a topic and their expectations about a text when reading.					
4. I can apply appropriate ways of reading a text in class (e.g. aloud, silently, in groups etc.).					
5. I can set different activities in order to practise and develop different reading strategies according to the purpose of reading (skimming, scanning etc.).					

6. I can help learners to develop different strategies to cope with difficult or unknown vocabulary in a text.					
7. I can evaluate and select a variety of post-reading tasks to provide a bridge between reading and other skills.					
8. I can recommend books appropriate to the needs, interests and language level of the learners.					
9. I can help learners to develop critical reading skills (reflection, interpretation, analysis etc.).					

### E. Grammar

	1	2	3	4	5
1. I can introduce a grammatical item and help learners to practise it through meaningful contexts and appropriate texts.					
2. I can introduce, and help students to deal with, new or unknown items of grammar in a variety of ways (teacher presentation, awareness-raising, discovery etc.).					
3. I can deal with questions learners may ask about grammar and, if necessary, refer to appropriate grammar reference books.					
4. I can use grammatical metalanguage if and when appropriate to the learners' needs.					
5. I can evaluate and select grammatical exercises and activities, which support learning and encourage oral and written communication.					

### F. Vocabulary

	1	2	3	4	5
1. I can evaluate and select a variety of activities which help learners to learn vocabulary.					
2. I can evaluate and select tasks which help learners to use new vocabulary in oral and written contexts.					
3. I can evaluate and select activities which enhance learners' awareness of register differences.					

**G. Culture**

	1	2	3	4	5
1. I can evaluate and select a variety of texts, source materials and activities which awaken learners' interest in and help them to develop their knowledge and understanding of their own and the other language culture (cultural facts, events, attitudes and identity etc.).					
2. I can create opportunities for learners to explore the culture of target language communities out of class (Internet, emails etc).					
3. I can evaluate and select a variety of texts, source materials and activities which make learners aware of similarities and differences in sociocultural 'norms of behaviour'.					
4. I can evaluate and select activities (role plays, simulated situations etc.) which help learners to develop their socio-cultural competence.					
5. I can evaluate and select a variety of texts, source material and activities which help learners to reflect on the concept of 'otherness' and understand different value systems.					
6. I can evaluate and select texts, source materials and activities to make the learners aware of stereotyped views and challenge these.					
7. I can evaluate and select activities which enhance the learners' intercultural awareness.					
8. I can evaluate and select a variety of texts and activities to make learners aware of the interrelationship between culture and language.					

Source: [https://is.muni.cz/el/ped/jaro2009/ZS1MP\\_AD4B/EPOSTL\\_1\\_.pdf](https://is.muni.cz/el/ped/jaro2009/ZS1MP_AD4B/EPOSTL_1_.pdf)



## APPENDIX-F: SAMPLE E-GRID FORM (COMPLETED) AS A SELF-ASSESSMENT TOOL

## Özdeğerlendirme



## ÖĞRETMEN

Adı: Merve  
 Soyadı: Özdemir  
 E-posta Adresi: merveakam@gmail.com  
 Değerlendirmenin yapılacağı dil: English  
 Öğretilen dil(ler): English

## KURUM

Kurum: TED University  
 Kurumun adresi: TED University / Ankara  
 Ülke: Türkiye

	1.1	1.2	2.1	2.2	3.1	3.2
<b>Eğitim &amp; vasıflar</b>						
Dil yeterliliği	[Green bar]					
Eğitim ve öğretim	[Green bar]					
Değerlendirmeye tabi öğretmenlik	[Green bar]					
Öğretim deneyimi	[Green bar]					
<b>Ana öğretim yeterlilikleri</b>						
Yöntembilim: bilgi ve beceriler	[Green bar]					
Değerlendirme	[Green bar]					
Ders ve kurs planlama	[Green bar]					
Etkileşim, yönetme, izleme	[Green bar]					
<b>Destekleyici yeterlilikler</b>						
Kültürlerarası yeterlilik	[Green bar]					
Dil farkındalığı	[Green bar]					
Dijital medya	[Green bar]					
<b>Profesyonellik</b>						
Mesleki davranış	[Green bar]					
İdari işler	[Green bar]					

**APPENDIX-G: Structured Follow-up Interview Questions****Structured Follow-up Interview Questions**

<b>1.</b> What are your PD (PD) needs as an EFL Instructor? Please explain it in detail.
<b>2.</b> What are your PD expectations from a PD Program? Please explain it in detail.
<b>3.</b> What was your initial perception of PD Practices prior to the implementation process of IPD Please explain it in detail.
<b>4.</b> You have recently completed the process of the IPD Program. Based on your recent encounters with IPD, what is your current perspective related to PD in ELT? Please explain it in detail.
<b>5.</b> What do you think about using self-assessment tools (E-Grid and EPOSTL) at the beginning and the end of the implementation process? When you examine the results of both, what inferences did you make about your IPD process. Please explain it in detail.
<b>6.</b> What are some challenges you have faced and benefits you have gained from the IPD Program? Please explain it in detail.

## APPENDIX-H: The Written Feedback from one of the ELT reviewers for Structured Follow-up Interview Questions in Piloting

20.01.2024

Name: Dr. [REDACTED] (Istanbul University School of Foreign Languages)

### Semi-structured Follow-up Interview Questions

- 1. What are your Professional Development (PD) needs as an EFL Instructor? Please explain it in detail.**  
 This question asks the participants to reflect on their specific needs for professional development as an EFL instructor, which may include knowledge, skills, and support and resources
- 2. What are your PD expectations from a PD Program? Please explain it in detail.**  
 This question asks the participants to reflect on their expectations from a PD program regarding the content of the program, including the knowledge and skills they expect to gain, desired outcomes such as improved teaching practices and professional competencies, and the support or resources they hope to access like teaching materials
- 3. What was your initial perception of PD Practices prior to the implementation process of Individualized Professional Development (IPD)? Please explain it in detail.**  
 This question asks the participants to reflect on their initial beliefs, thoughts and feelings about professional development practices before the implementation process of IPD.
- 4. You have recently completed the process of the IPD Program. Based on your recent encounters with IPD, what is your current perspective related to PD in ELT? Please explain it in detail.**  
 This question investigates the participants' current opinions, beliefs, thoughts and feelings about PD in ELT after completing IPD, which specifically explores the changes in the perception of the participants, new insights or understanding they gained about PD following the experience of the IPD program.
- 5. What do you think about using self-assessment tools (E-Grid and EPOSTL) at the beginning and the end of the implementation process? When you examine the results of both, what inferences did you make about your IPD process. Please explain it in detail.**  
 This question asks the participants to reflect on their views and thoughts regarding the use of self-assessment tools specifically E-grid and EPOSTL at the beginning and the end of the IPD implementation process. By prompting the participants to make comparison of results, and observe differences and changes, it explores the conclusions or insights they gained regarding their progress / growth and effectiveness of the program.
- 6. What are some challenges you have faced and benefits you have gained from the IPD Program? Please explain it in detail.**  
 This question asks the participants to reflect on both difficulties and benefits they encountered during the IPD program.  
 The challenges might be time management, complexity of tasks or difficulty in adapting new tools or materials.  
 Benefits might be advantages, positive outcomes.

**APPENDIX-I: Focus Group Meeting Questions****Focus Group Meeting Questions**

<p><b>1.</b> At the beginning of the implementation, what were your perceptions and needs related to the IPD as a self-directed and autonomous learning experience?</p>
<p><b>2.</b> What are your opinions (experiences, feelings, viewpoints, etc...) related to the implementation process of IPD model?</p> <p>*Explore *Plan *Act &amp; Observe *Reflect &amp; Collaborate *Update</p>
<p><b>3.</b> How can you define your IPD journey by using five adjectives?</p>
<p><b>4.</b> Do you have any further remarks or observations regarding the process? If so, what are your future recommendations?</p>

## **APPENDIX-J: Researcher's Field Notes related to Pre While and Post IPD implementation Process**

### **Field Notes**

**Field Note 1: Initial Meeting with volunteer Instructors** I met with the group of volunteers EFL teachers scheduled to adopt the IPD approach today to start. As we explored the self-directed character of the IPD process, the group showed a mixture of excitement and obvious anxiety. Many of them expressed worries about starting a PD model in which they would navigate each phase on their own, a method quite different from the regimented, top-down PD methods they knew. Some candidly questioned if they would have enough clarity and assistance to remain motivated, therefore casting questions on their own management of growth goals.

Despite these concerns, I noted that among the instructors there was a shared dedication to professional advancement. Given direction along the way, they were driven to enhance their teaching strategies and ready to investigate this new technique. I reassured them that I would be there to offer help all through the process by thoroughly outlining the goals and stages of the IPD model. This seemed to be helpful since many of them started, if hesitantly, offering ideas for their objectives. Instructors expressed a cautious optimism toward the end of the conference, ready to start the process knowing they would have the required support to move to a more independent PD approach

### **Field Note 2: Mid-Implementation Instructor Check-in**

Midway through the IPD model's application, I personally visited every teacher to find out how they were working through the phases: Explore, Plan, Act & Observe, Reflect & Collaborate, and Update. During these check-ins, I discovered that the instructors were engaging with the process at different speeds and encountering varied difficulties. Many had effectively gone through the Explore and Plan stages and were now actively trying out fresh teaching approaches in their classrooms. Others were still working on their objectives and wanted comfort knowing they were headed in the correct direction.

Self-observation presented a particular difficulty for individuals in the Act & Observe phase; instructors reported that they struggled to evaluate their own instructional strategies objectively. To make it more doable, I urged them to concentrate on particular areas they wished to develop. At this point, peer cooperation became a great tool since numerous teachers said that casual conversations with colleagues improved their methods. Some teachers voiced worries about juggling their regular workload with the freedom of the IPD model, which occasionally made them hesitate going forward. Their worries seemed to be lessened and their drive to keep on was inspired by my advice on time management and goal organization.

Although some teachers found difficulty, overall the mid-implementation check-ins showed that many were starting to feel more secure in defining and pursuing self-directed PD goals. As they began to witness actual improvements in their instruction, their first fears had progressively turned into a sense of success. Their engagement with the IPD paradigm was obviously much enhanced by consistent support and criticism.

### **Field Note 3: Post-implementation reflection and Feedback**

Once the IPD model was finished, I asked the teachers for comments to evaluate the effectiveness of the procedure and investigate their general backgrounds. The group's first fear had mostly turned into a sense of empowerment and accomplishment. Many teachers said that the IPD model had enabled them to become more proactive in attending to their particular requirements for PD. They also became more reflective. They said that choosing and working on goals pertinent to their educational environments was empowering and successful in promoting actual development.

Particularly in the reflective and cooperative elements of the IPD process, the teachers stressed in our last conversation the improvements they had observed in their teaching strategies. Maintaining the teacher portfolios had not only tracked their development but also enabled some to see areas for development they had not otherwise noticed. The focus group

meeting let teachers freely share ideas; several of them said that peer learning in the cooperative environment had enhanced their experience.

The comments showed a great enthusiasm in keeping the IPD model as the main PD tool going forward since it let teachers actively participate in their development. Many expressed thanks for the direction they got and indicated they wanted to include SDL into their continuous professional growth. Their shared passion for applying the IPD model as a sustainable PD tool emphasizes the effectiveness of the application and marks a change toward a more reflective and self-driven attitude in their paths of PD.

## **APPENDIX-K: The Roadmap of Individual Professional Development Model Implementation Process For EFL Instructors**

### **THE ROADMAP OF INDIVIDUAL PD (IPD) MODEL IMPLEMENTATION PROCESS FOR EFL INSTRUCTORS**

My vision is to establish a community of teacher-leaders who are eager to contribute their individual efforts to a collective goal of having a learning-based and research-oriented organization where every foreign language educator is supported and enthusiastic to be a part of.

On the path towards our vision, our objectives are to establish a general routine of PD (PD) that is both systematic and effective. Teachers will be responsible for their own learning, and the department administrators are facilitating the process. We understand all of our workload is heavy. This process is not intended to increase your workload. This movement strives to help you understand and improve foreign language teaching: learn something new about yourselves and new methodologies; incorporate new methodologies into your teaching repertoire. As a result, you will have benefited from your individual PD experience, which will show for itself as a collective entity. Ultimately, the organization in which you are currently working will benefit from it as well so that all can grow well and wiser together.

In the planning part of the cycle, you may start by choosing from these five offerings below or other PD-related options you can choose to follow.

- Action Research
- Peer-observation
- Peer Coaching
- Self-monitoring
- Team-teaching

***\* Because PD is evolving, you may be adding to these as all stakeholders' needs grow. If you would like to choose a different IPD option from the ones above, you are expected to inform the researcher about it in advance.***



## THE PLANNING PART OF THE PROCESS

### General Information related to Action Planning

Action planning refers to teacher-conducted classroom research that seeks to clarify and resolve practical teaching issues the foreign language educators would face. Action planning takes place in the teacher's own classroom and involves a cycle of activities centered on identifying a problem or issue, collecting information about the issue, devising a strategy to address the issue, trying out the strategy, and observing its effects through the next step of the implementation process, observation. It should be carried out individually. Since action planning is based on your own teaching, it is best thought of as adding a research dimension to existing practice as a way to better understand and improve such practice. It also seeks to redefine the role of the teacher by giving instructors the means to set their own agendas for improvement and by shifting the responsibility for change or any level of improvement from an outsider (administration, trainers, observers) to the instructors themselves.

1. Select an issue or concern to examine in more detail (e.g., the teacher's use of instruction)
2. Select a suitable procedure for collecting information about the issue (e.g., recording classroom lessons or keeping an academic/instructional diary).
3. Collect the information, analyze it, and decide what changes might be necessary in your teaching.
4. Develop an action plan to help bring about the desired change in classroom behavior (e.g., a plan to reduce the length of the instruction given before the tasks).
5. Reflect upon the process of planning when necessary.

### ACTION PLANNING GUIDELINES

#### Identifying Key Strengths & Weaknesses

You can identify a couple of strengths and issues that need improvement in your teaching and briefly write about them in this part. You can get ideas from your own observations, from your students, or from your diagnostic observations. You can find an example below:

- a. *Points relating to my strengths*

*Dealing with early finishers: Pair checking is one of the most frequent ways for me to implement when dealing with early finishers. Students also find it interesting and attentive to compare their answers with their friends.*

**b. Points relating to the areas that need to be improved**

*Reducing TTT: Another point I wasn't aware of before is the amount of TTT I have been using in the classroom. Echoing is one of the most frequent things I do, and it automatically increases TTT. Additionally, it implies that students need my approval before they trust their answers. Thus, I want to improve this aspect further in my future studies.*

**Problematic Issue Identification: What You Want to Investigate**

- Please state the research you wish to conduct.  
*For example:* demotivation of repeat students.
- State why you want to study this problem. Why is it important to you?
- Ask yourself if the problematic issue is specific enough so that you will be able to collect and organize data and implement your plan.
- Start writing your action planning research question(s) to keep you on track (it could be more than one related to the issue).

**Planning in Action: Data Collection**

- What data do you need to learn about your question(s)?
- What, why, when, where and how will you collect your data?

**Example:** *repeat students*

You can collect data from the testing office, teachers of repeater students, and the students themselves. Perhaps you may even want to include data from administration in the form of personal conversations they have with these students. *(in an interview style)*

**ACTION PLAN**

Please mention the things you would like to explore/the things (as action points) you aim to improve in a table. You can use the following table to help you organize your plan or you may create your own.

Action Point	How to Plan: Collect Data	What (Data to collect)	When (to collect it)	How to observe the issue and assess it

## DEVELOPMENTAL PLAN

Considering the area, you choose to explore and plan, please write what has improved so far.

- What sources did you find relatable and effective for your IPD journey?
- Have you faced any problems while planning?
- What would you do different next time you do a similar action plan?

## PEER COACHING

### General Information on Peer Coaching

Peer coaching is a procedure in which two teachers collaborate to help one or both teachers improve some aspect of their teaching. In peer coaching, a teacher and a colleague plan a series of opportunities to explore the teacher's teaching collaboratively. One adopts the role of coach or "critical friend" (someone in whom one has trust and confidence and who can offer constructive feedback in a positive and supportive manner) as some aspect of teaching or of classroom life is explored. During and after the process, the coach provides feedback and suggestions to the other teacher. The feedback should be nonjudgmental and nonevaluative.

The coach offers observations and suggestions, but the other teacher makes his or her own decisions about what, if anything, to change as a result of the peer-coaching relationship. In other words, each teacher still has the main responsibility for his or her PD and does not hand over control to a colleague. The whole process should be reflected and documented to monitor process improvement.

### Benefits of peer coaching

- The coach has the satisfaction of helping another colleague and at the same time can revitalize his or her own teaching through the coaching process.

- Being asked to be a coach is also a sign of professional recognition.
- The collaborating teacher benefits in the peer-coaching relationship by gaining knowledge from a trusted peer, by getting constructive, **nonthreatening feedback** on his or her teaching, and by expanding his or her teaching repertoires.

### **Peer Coaching Guidelines**

**Types of Peer Coaching: you both will choose one of these:**

*(REMEMBER: peer coaching is not limited to teachers teaching the same skills)*

**1. Technical Coaching:** Colleagues want to learn a new teaching method.

*For example: A senior instructor coaches' a new(er) instructor on some aspect of teaching.*

**2. Collegial Coaching:** Two teachers focus on refining their teaching practices

*For example: Two teachers have been teaching reading for a while. They discuss the techniques they are using, share their teaching styles, (attempt to) implement new ideas and discuss results.*

***\*Peer Coaching should take the form of a series of informal conversations. The following page is the PC form you will be using while implementing PC.***

## PEER COACHING FORM (PCF)

Collaborating teachers' names:

---

What option (1, 2, 3) did your pair choose and why? (If your pair chooses option #1 - Technical Coaching- please identify who is the 'coach' and who is being 'coached.'")

---

—

This is our \_\_\_\_\_ meeting. (first, second, third, etc...)

Can you summarize problems/solutions/outcomes discussed in detail?

Issues:

Solutions:

Outcomes:

Did any other themes/issues come up during your discussions on the primary theme? Please reflect on the related issues in detail.

---



---



---

\_\_\_\_\_.

***\*This is just a template. It can be adapted according to the content of the meeting.***

## SELF-MONITORING

### General Information on Self-Monitoring

Self-directed learning (SDL) is an individual-based PD activity for PD. Self-monitoring is one component under the umbrella of SDL. Self-monitoring or self-observation refers to a systematic approach to the observation, evaluation, and management of one's own behavior in order to achieve a better understanding and control over the behavior (Armstrong & Frith, 1984; Koziol & Burns, 1985; cited in Richards, 2005). Self-monitoring is more than just being a reflective teacher. It must also include action produced from reflection. You think about what you are doing and why. To organize these thoughts, some action-based processes are:

- Keeping a journal to provoke self-analysis & reflection to make sense of what is happening. A teacher's knowledge is narrative-based, so you can produce a story from your teaching. Journal writing is a powerful PD tool for 2 main reasons: by writing, you put your thoughts into words, and by re-reading journal entries, you are put back into that situation- which can inspire a conclusion about what to do next about a specific situation.
- Reading professional literature such as methodology books, journals & magazines about topics that interest you.

### Self-Monitoring Guidelines

#### Reading Phase

This phase requires reviewing professional literature. The objective here is to bring theory into practice.

*For example:* task-based learning methodology or integrating more technology, etc...

- Read and review the related literature.
- Write down your research finding(s) as a formal research document (the other teachers can benefit from your analysis as well)
- Reflect on your teaching & correlate (merge the finding into your teaching process and reflect on the process)

#### Self-recording (Video Project)

- Videorecord a class of yours several times related to the issue.

- Analyze them.
- Write up a synopsis of +/- of each self-monitoring sessions.

If you create a worksheet/checklist/log for yourself, that would be very helpful for following the whole process thoroughly.

### **Keeping Reflective Journal**

- Do some research on that area or/and ask colleagues.
- Based on the research, see if you can implement that and keep the results documented.
- Write a short synopsis of each self-monitoring sessions if you do multiple self-monitoring sessions.

*For example:*

- Giving examples
- Error correction
- Giving instructions
- Classroom management, etc.

Alternatively, you can compare and contrast differences between all your classes for one week. See if you can find correlations i.e. afternoon classes are more difficult to motivate, the same material is covered in different time frames. Based on that, try to seek solutions, and keep the results documented.

**SELF-MONITORING (SM) FORM**  
**PRE- OBSERVATION FORM**  
**(SM-1)**

Date \_\_\_\_\_

**Pre-Observation Meeting**

Instructor:

\_\_\_\_\_

Skill \_\_\_\_\_ Level \_\_\_\_\_ Day Time \_\_\_\_\_

What will I be covering in this lesson?

*\*The instructor puts the lesson plan prepared for the lesson that is planned that lesson*

How (what techniques) will I teach this lesson?

Which areas will I focus on and explain here:





## PEER OBSERVATION

### General Information on Peer Observations

Peer observations are a 101 PD activity for ongoing teacher development. It encompasses a pair taking turns closely watching/monitoring a classroom lesson to get deeper insights of a/some aspect(s) of teaching or classroom interactions, learning through observation is a key element here in this form of PD. It is a way to (nonthreateningly) see how your colleague deals with, perhaps, some of the same issues that you confront in your classroom through reflecting back to your own teaching style.

With peer observations, the observer should establish a 'non-threatening environment so the observee can relax to the best of their ability during the observation. Because peer observation partners are egalitarian in nature, this is a beautiful way to take the power structure inhibitions out of the equation, which are traditionally found with classroom observations conducted by a supervisory element.

### Peer Observation Guidelines

#### 1) Pre-observation meeting

Clarify objectives of observation:

*For example:*

- classroom management
- teacher talk time
- error-correction methods
- asking comprehension/concept check questions, etc...

**Remember:** the purpose of observing is not to evaluate the teacher. It is an opportunity for the observer to see another teaching style. Each instructor may choose her/his own peer.

- Set a time for observations
- Start to fill out the 1<sup>st</sup> page of PO-1 form **together**.
- Schedule your post-observation meeting at this time too.

#### 2) Classroom observation

- **Be objective:** focus on specifics stated from pre-observation meeting
- **Resist the urge to compare your colleague's teaching style with your own:** Everybody has a different personality/teaching style!
- **Do not interrupt the lesson.** You are only there to observe
- **Just concentrate on trying to be invisible** (no cell phone out, etc) Show up a few minutes early so students aren't disrupted.
- **Respect confidentiality.** Trust is essential between co-workers.

### 3) Post-observation meeting

The meeting should take place **within 48 hours**, or it becomes less meaningful. Make it a learning experience that supports the lesson. We're not as interested in the feedback as in the process itself: How the observer turns reflections on the observation into a meaningful post-observation discussion. This is what it should be at the end.

***REMEMBER: Peer observations are done for developmental purposes only!***

**PRE-PEER OBSERVATION FORM**  
**(PO-1)**

Date \_\_\_\_\_

**Pre-Observation Meeting**

Instructors (observer/observee)

\_\_\_\_\_

Skill \_\_\_\_\_ Level \_\_\_\_\_ Day Time \_\_\_\_\_

Post-observation meeting Day Time \_\_\_\_\_

1. What will you be covering in this lesson?

*\*The observee gives the lesson plan prepared for the lesson that is planned to be observed by the observer.*

2. How (what techniques) will you teach this lesson?

3. Come to an agreement on what the observer will focus on and explain here:



**CLASSROOM OBSERVATION (OBSERVEE'S COPY)**  
**(PO-3)**

1. What are the most important things students learned from the lesson?
2. What was the most intriguing/successful part of the lesson?
3. Was there anything about the lesson that needs to be improved?
4. How did you feel about the lesson as in general?

**POST-OBSERVATION MEETING**

(Both teachers fill this out together)

**Comments** (based on above questions):

*\*Compare the PO 2 and PO 3 and comment about the similarities or differences about the observation.*

## REFLECTION AND COLLABORATION

### *A Sample Effective Practice for Self-reflection*

**Participant Name:**

**Area:**

**Brief description of the practice:** *In order to foster reflexivity and IPD, it is aimed to create some space for your self-reflection on the issues you have identified individually. The purpose is to self-explore, self-plan, self-observe and self-reflect on your strengths as instructors and some aspects of your teaching practice that you might want to improve. Self-reflection can be done either throughout the whole process or after the whole process.*

#### **The sample prompts for self-reflection**

You can use the sample prompts below in your self-reflection papers:

##### **1. What do I do really well?**

- A major strength of mine as a teacher is.....
- I enjoy ..... effectively.
- I am also more confident with how I .....

##### **1. What do I need to improve?**

- My number one priority is ..... because .....
- My second focus area is to ..... on the grounds that...
- Finally, I want to ..... since .....

***\*After you have brainstormed the possible areas that need to be improved, you should identify just one area to focus on to improve your teaching practice.***

*The sample highlighted areas of concern:*

- *Motivating Young Adults/Engaging Young Adults.*



- *Teaching Speaking to Beginners*
- *Using Digital Tools /AI Generative Program*

**3. *What outcomes did I get throughout the diagnostic observation process?***

**1. *How do I feel about the whole process and what aspects do I think it is relatable and effective to convey to your teaching community?***

*After self-reflecting the process experienced by the participants, the researcher will make interview with each participant individually first, and then invite all the volunteer participants to join a focus group that would specifically give insights upon each issue and reflect on the whole process of IPD model implementation collaboratively. Then each participant will talk about the future developmental agenda about their annual target research plan. Therefore, before the focus group meeting, every participant is expected to take the e-GRID self-assessment tool to upgrade the evaluation report and plan the individual developmental plan for the future acts for the next cycle of IPD model. Hopefully, at the end of the academic year, they, as a team of volunteer participants will learn from each other's research and make some developmental changes or add some innovation into the English Language School's program.*

## ACTION PLANNING FOR THE SECOND CYCLE (FOR FUTURE ACTIONS)

What will be your next step for the upcoming academic quarter/semester? If you still don't feel like you have been successful at reaching your targeted aim stated in the previous action plan, you can think about working on it more once again in the next quarter/semester or a full academic year or you may choose to focus on another professional area to master. No matter the case, you can write about your future monthly/annual target in this part as a reflection as a step of an ongoing professional improvement. You can find an example below:

**For example:** *Your repeater class students don't submit the online homework. According to data collected, you find out that your students find the topics that you give them the same with the previous year. A solution to this problem- you may want to brainstorm the issue with the administration and the curriculum unit and talk through to take an action for the next semester or -if it is not possible- for the next academic year. This solution should be implemented (the following term) because you need to test this solution to see how you can modify (your) teaching. Therefore, the second cycle for this kind of study is a necessity for improvement.*

### Plan for Future Actions

**[UPGRADE] \*Before starting to plan again, please use the e-GRID self-assessment tool again to upgrade your assessment. Then you will see the points to be improved in your teaching practice more effectively.**

1. Select an issue or concern to examine in more detail (keep working on the same issue in the first cycle or find a new issue to work on)
2. Select a suitable procedure for collecting information about the issue (e.g., recording classroom lessons, self-reflection notes or keeping an academic/instructional diary).
3. Decide which information you would collect, analyze, and think about what changes might be necessary in your teaching.
4. Develop an action planning to help bring about the next desired change in your classroom environment (e.g., *a plan to reduce the length of the instruction given before the tasks*).
5. Reflect upon the process of pre-planning for future actions (This pre-planning reflection is expected to be with each instructor in the focus group meeting to share collaboratively).



**APPENDIX-L: Sample Teacher Portfolio of one of the Participants with Completed Forms such as Pre and Post Self-monitoring Forms and Reflection and Collaboration Form**

**ACTION PLAN**

4. **The issue or concern to examine in more detail:** The relationship between motivation and attention span
4. **Procedure for collecting information about the issue:** Recording classroom lessons

**SELF-MONITORING**

**Self-Monitoring Reading Phase**

**Articles Referred to**

Reading professional literature

**SELF-MONITORING (SM) FORM  
PRE- OBSERVATION FORM  
(SM-1)**

**Date 06.05.2024**

**Pre-Observation Meeting**

**Instructor:** Işıl (Alias Name of the Participant)

**Skill:** Listening/Vocabulary

**Level:** Extended Upper-Intermediate

**Day & Time:** Monday/ 11.00-11.45 (Second Slot)

**What will I be covering in this lesson?**

**LESSON PLAN**

**Theme:** Longevity- Unit 5

This unit deals with some myths and truths about the factors that contribute to a long life. Students are to explore some recent attitudes and trends regarding the aging population and then discuss care of the elderly.

**1 FOCUS ON THE TOPIC page 106-107****Suggested Time:** 15 minutes

1. Have students read the unit title and discuss what they think it means. Then have them look at the picture and the questions. Ask students to discuss the questions with a partner and then share summaries of their discussions with the class.
2. Explain that students will be listening to an interview about the Longevity Project, an ongoing study that follows one group of individuals for their entire lives. Remind students that thinking about and discussing the questions about the topic of the listening will help them better understand the interview they are going to hear.
3. Have students research selected countries' life spans. In class, group students who have researched the same countries and ask them to compare their findings. You might also invite students to hypothesize about why the countries they researched have those life spans.

**2 FOCUS ON LISTENING-LISTENING ONE: The Longevity Project-VOCABULARY (p.108-109)****Suggested Time:** 30 minutes

1. Ask a student to read the instructions for Exercise 1. Play the audio. Students should listen and read, paying special attention to the boldfaced words. Have them work with a partner to try to guess the meaning of the boldfaced words. Tell them to circle the words in the sentences that helped them determine the meaning of the words in bold. Explain that it is helpful to identify what helped you guess the word meaning because this teaches your brain to always look for clues in the text when you are not sure what a word means.
2. Have students do Exercise 2 individually and then go over the answers with a partner. Then go over the answers as a class. (If students have difficulty, refer to the photos to help them associate them with examples and situations in the photos.)
3. Explain to the students that they are learning this vocabulary to help them better understand the interview they will listen to.

**How (what techniques) will I teach this lesson?**

SKILL	TECHNIQUE
SPEAKING	<ul style="list-style-type: none"> <li>• Activating Schemata/ Setting the context</li> <li>• Picture description</li> <li>• Pair work</li> <li>• Class discussion (expressing opinions on a familiar topic)</li> <li>• Brainstorming ideas</li> <li>• Pre-teaching some words</li> </ul>

READING	<ul style="list-style-type: none"> <li>• Guessing the meaning from the context</li> <li>• Skimming</li> <li>• Understanding key details</li> <li>• Finding specific information</li> </ul>
LISTENING	<ul style="list-style-type: none"> <li>• Understanding the main idea of the text while reading the text</li> <li>• Guessing the meaning of unknown words by relating them to the known words in the text</li> <li>• Teaching the target vocabulary for the main note-taking listening task of the following class hour</li> <li>• Providing background information for the main note-taking task</li> </ul>

VOCABULARY	<ul style="list-style-type: none"> <li>• Using knowledge of word types (adjective, noun, verb or adverb...) to work out the meaning of a new word</li> <li>• Using synonyms and antonyms of the words</li> <li>• Using vivid visuals which clearly depicts the meaning of the words in different contexts</li> </ul>
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**Which areas will I focus on and explain here:**

How to increase student motivation and attention span.

**CLASSROOM OBSERVATION VIA THE RECORDING (AFTER YOU WATCH)  
(SM-2)**

**According to you;**

**5. What is the most important things students learned from the lesson?**

By providing the students with visuals, the target vocabulary of Listening 1 was taught. The students were made to link what they know about longevity with new interesting facts. They were provided to engage in reading and to a text at the same time as the level of the vocabulary is difficult for the students. The students learned many words and idiomatic expressions (*delve into, breakthrough, vigorous, persistent, conscientious, have (one's) nose to the grindstone, overwhelmed, decade, stick to it, work (someone) to death, thrive and prudent*) and some interesting facts about longevity.

**6. What was the most intriguing/successful part of the lesson?**

- **The most intriguing part of the lesson:** Owing to the nature of the book Northstar, the students are bombarded by a number of difficult words and expressions. Therefore, they have difficulty in understanding the sentences and they are demotivated to express themselves as their level of English is not adequate enough. Since they have a tendency not to revise their lessons and do their homework, learning must take only in lesson hours. Facing some many words at a time and not remembering the words that have already been taught lengthen the expected activity time and give little space for speaking production.
- **The most successful part of the lesson:** As the students were aware of the fact that the lesson was being recorded and they were warned not to use their mobile phones and the ones who do not bring their books regularly were provided with the photocopies of the pages to be covered by the teacher, they were more motivated, concentrated and more productive than usual classes.

**7. Was there anything about the lesson that needs to be improved?**

Considering the nature of the first introduction/vocabulary part of Northstar book, there is nothing to be improved. However, if the level of the class were higher and close to the book, more speaking production activities could have been added in this recorded hour. Unfortunately, a forty-five-minute lesson does not allow this in this classroom context.

**8. How did you feel about the lesson as in general?**

During the lesson I felt motivated by their full participation, concentration and reactions. While watching the lesson recording, I can clearly see the fact that if they are not allowed to use their mobile phones, they take part in the lesson actively. Despite the difficulty of the words and the reading/listening text, the students were not demotivated. Seeing the ones who had never participated in the lesson before fully interested in the lesson, I got more enthusiastic and motivated. At the end of the lesson, after the recording was stopped, the students stated that recording had motivated them a lot and that from time to time they could be recorded.

## REFLECTION AND COLLABORATION

### *A Sample Effective Practice for Self-reflection*

**Participant Name:** *Işıl (Alias Name of the Participant)*

**Area:** *The relationship between motivation and attention span.*

#### **1. What do I do really well?**

- A major strength of mine as a teacher is providing a lively class-room environment, use of voice and body language, being well-planned and use of smartboard and visuals.
- I enjoy using smart board program effectively although classes at my institution do not have smart board in. Integrating this program into low quality projector and white board combination increases students' attention. Otherwise, it is difficult for them to be able see the board clearly because of the physical problems in this particular class. I also noticed that this creates a huge problem in my class atmosphere when I substituted two different classes at the same level.
- I am also more confident with how I use visuals in context during the lesson.

#### **2. What do I need to improve?**

- My number one priority to increase students' attention span and motivation level because they are addicted to their mobile phones all the time and this leads to carelessness.
- My second focus area is to improve the physical conditions of the class by arranging the seats close to the board, by arranging the lights and blinds to overcome the problems related to the projector and by providing photocopies for the students who do not regularly bring books with them and as they are all using bad quality pirate books.
- Finally, I want to focus on improving their speaking skills since they feel reluctant to produce in speaking tasks and as they stated this in the questionnaire. As a teacher I should provide more student-centered teaching environment.

#### **3. What outcomes did I get throughout the diagnostic observation process?**



- Students' use of mobile phones might be banned in class during the lesson unless they need them for the selected tasks. Even until the end of the semester mobile phones might be placed on teacher's desk as executed in the exams.
- Homework, teacher's assessment of student participation and even students' attendance and absenteeism might have positive effects on the increase in students' attention span and motivation and their speaking production as these all hinder on-going effective teaching and learning environment.

**4. How do I feel about the whole process and what aspects do I think it is relatable and effective to convey to your teaching community?**

- The process motivated me as a teacher and it has shown that we must accept that we have a different generation student profile and this generation needs to be motivated by the teacher more.
- I strongly believe that students should not be allowed to use pirate book copies because of the difficulty it causes in the classroom.
- Students do not have time to socialize with each other to get to know better and share more in speaking activities because of three-hour teaching hours. It could easily be observed in the class since the students also stated that they are afraid of making mistakes in class activities in the questionnaire about motivation factors. However, they like pair work speaking activities more as they might feel more secure with the person next to them. They do not want to be listened by the teacher a lot while the teacher is silently monitoring their performance. Fortunately, in their program they have an extra speaking-listening hour class which provides them to get more feedback on their speaking. I am able to observe their improvement in speaking better in this way as they feel more comfortable while speaking.

## APPENDIX-M: Ethics Committee Exemption Form / Ethics Committee Approval



T.C.  
HACETTEPE ÜNİVERSİTESİ REKTÖRLÜĞÜ  
Sosyal ve Beşeri Bilimler Araştırma Etik Kurulu

Tarih: 15/12/2023 16:59  
Sayı: E-66777842-300-  
00003257382  
00003257382

Sayı : E-66777842-300-00003257382  
Konu : Etik Kurulu İzni (Gülsen PULATSÜ)

15/12/2023

## EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi : 04.12.2023 tarihli ve E-51944218-300-00003231627 sayılı yazınız.

Enstitünüz Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Doktora Programı öğrencilerinden **Gülsen PULATSÜ'nün, Prof. Dr. İsmail Hakkı MİRİCİ** danışmanlığında yürüttüğü "*Yabancı Dil Öğretmenleri İçin Bireyselleştirilmiş Bir Mesleki Gelişim Modeli: Kendi Kendine Yöneltilen Bir Öğrenme Yaklaşımı/An Individualized Professional Development Model for EFL Professionals: A Self-Directed Learning Approach*" başlıklı tez çalışması Üniversitemiz Sosyal ve Beşeri Bilimler Araştırma Etik Kurulunun **12 Aralık 2023** tarihinde yapmış olduğu toplantıda incelenmiş olup, etik açıdan uygun bulunmuştur.

Bilgilerinizi ve gereğini rica ederim.

Prof. Dr. İsmet KOÇ  
Kurul Başkanı

**Bu belge güvenli elektronik imza ile imzalanmıştır.**

Belge Doğrulama Kodu: AE6D5B72-8EC7-4423-A8DD-7D24D94B7110

Belge Doğrulama Adresi: <https://www.turkiye.gov.tr/hu-ebys>

Adres:

Bilgi için: Burak CİHAN

E-posta: Elektronik Ağ: [www.hacettepe.edu.tr](http://www.hacettepe.edu.tr)

Bilgisayar İşletmeni

Telefon: Faks:

Telefon: 03123051082

Kep:



**APPENDIX-N: Declaration of Ethical Conduct**

I hereby declare that...

- I have prepared this thesis in accordance with the thesis writing guidelines of the Graduate School of Educational Sciences of Hacettepe University;
- all information and documents in the thesis/dissertation have been obtained in accordance with academic regulations;
- all audio visual and written information and results have been presented in compliance with scientific and ethical standards;
- in case of using other people's work, related studies have been cited in accordance with scientific and ethical standards;
- all cited studies have been fully and decently referenced and included in the list of References;
- I did not do any distortion and/or manipulation on the data set,
- and **NO** part of this work was presented as a part of any other thesis study at this or any other university.

(DD) /(MM)/(YY)

(Signature)  
Gülsen PULATSÜ

**APPENDIX-O: Dissertation Originality Report**

...../...../.....

HACETTEPE UNIVERSITY  
 Graduate School of Educational Sciences  
 To The Department of Foreign Languages Education

**Thesis Title:** An Individualized Professional Development Model for EFL Professionals: A Self-directed Learning Approach

The whole thesis that includes the *title page, introduction, main chapters, conclusions and bibliography section* is checked by using **Turnitin** plagiarism detection software take into the consideration requested filtering options. According to the originality report obtained data are as below.

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I declare that I have carefully read Hacettepe University Graduate School of Educational Sciences Guidelines for Obtaining and Using Thesis Originality Reports; that according to the maximum similarity index values specified in the Guidelines, my thesis does not include any form of plagiarism; that in any future detection of possible infringement of the regulations I accept all legal responsibility; and that all the information I have provided is correct to the best of my knowledge.

I respectfully submit this for approval.

**Name**  
**Lastname:** Gülsen PULATSÜ

**Student No.:** N21142100

**Department:** Foreign Languages Education

**Program:** English Language Teaching

**Status:**  Masters  Ph.D.  Integrated Ph.D.

Signature

**ADVISOR APPROVAL**

APPROVED  
 (Prof. Dr. İsmail Hakkı MİRİCİ )

## APPENDIX-P: Yayınlanma ve Fikrî Mülkiyet Hakları Beyanı

Enstitü tarafından onaylanan lisansüstü tezimin/raporumun tamamını veya herhangi bir kısmını, basılı (kâğıt) ve elektronik formatta arşivleme ve aşağıda verilen koşullarla kullanıma açma iznini Hacettepe Üniversitesine verdiğimi bildiririm. Bu izinle Üniversiteye verilen kullanım hakları dışındaki tüm fikri mülkiyet haklarım bende kalacak, tezimin tamamının ya da bir bölümünün gelecekteki çalışmalarda (makale, kitap, lisans ve patent vb.) kullanım hakları bana ait olacaktır.

Tezin kendi orijinal çalışmam olduğunu, başkalarının haklarını ihlal etmediğimi ve tezimin tek yetkili sahibi olduğumu beyan ve taahhüt ederim. Tezimde yer alan telif hakkı bulunan ve sahiplerinden yazılı izin alınarak kullanılması zorunlu metinlerin yazılı izin alınarak kullandığımı ve istenildiğinde suretlerini Üniversiteye teslim etmeyi taahhüt ederim.

Yükseköğretim Kurulu tarafından yayınlanan "**Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına ilişkin Yönerge**" kapsamında tezim aşağıda belirtilen koşullar haricince YÖK Ulusal Tez Merkezi / H.Ü. Kütüphaneleri Açık Erişim Sisteminde erişime açılır.

- o Enstitü/ Fakülte yönetim kurulu kararı ile tezimin erişime açılması mezuniyet tarihinden itibaren 2 yıl ertelenmiştir. <sup>(1)</sup>
- o Enstitü/Fakülte yönetim kurulunun gerekçeli kararı ile tezimin erişime açılması mezuniyet tarihimden itibaren ... ay ertelenmiştir. <sup>(2)</sup>
- o Tezimle ilgili gizlilik kararı verilmiştir. <sup>(3)</sup>

..... / ..... / .....

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GÜLSEN PULATSÜ

*"Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına İlişkin Yönerge"*

(1) Madde 6. 1. Lisansüstü teze ilgili patent başvurusu yapılması veya patent alma sürecinin devam etmesi durumunda, tez danışmanının önerisi ve enstitü anabilim dalının uygun görüşü Üzerine enstitü veya fakülte yönetim kurulu iki yıl süre ile tezin erişime açılmasının ertelenmesine karar verebilir.

(2) Madde 6. 2. Yeni teknik, materyal ve metotların kullanıldığı, henüz makaleye dönüşmemiş veya patent gibi yöntemlerle korunmamış ve internetten paylaşılması durumunda 3. şahıslara veya kurumlara haksız kazanç; imkânı oluşturabilecek bilgi ve bulguları içeren tezler hakkında tez danışmanının önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulunun gerekçeli kararı ile altı ayı aşmamak üzere tezin erişime açılması engellenebilir.

(3) Madde 7. 1. Ulusal çıkarları veya güvenliği ilgilendiren, emniyet, istihbarat, savunma ve güvenlik, sağlık vb. konulara ilişkin lisansüstü tezlerle ilgili gizlilik kararı, tezin yapıldığı kurum tarafından verilir\*. Kurum ve kuruluşlarla yapılan işbirliği protokolü çerçevesinde hazırlanan lisansüstü tezlere ilişkin gizlilik kararı ise, ilgili kurum ve kuruluşun önerisi ile enstitü veya fakültenin uygun görüşü Üzerine üniversite yönetim kurulu tarafından verilir. Gizlilik kararı verilen tezler Yükseköğretim Kuruluna bildirilir.

Madde 7.2. Gizlilik kararı verilen tezler gizlilik süresince enstitü veya fakülte tarafından gizlilik kuralları çerçevesinde muhafaza edilir, gizlilik kararının kaldırılması halinde Tez Otomasyon Sistemine yüklenir

\*Tez danışmanının önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulu tarafından karar verilir