



T.C.

**ÇANAKKALE ONSEKİZ MART UNIVERSITY
INSTITUTE OF EDUCATIONAL SCIENCES**

**FOREIGN LANGUAGE EDUCATION
DEPARTMENT OF ENGLISH LANGUAGE TEACHING**

**THE RELATIONSHIP BETWEEN EFL INSTRUCTORS'
PROFESSIONAL DEVELOPMENT PERCEPTIONS AND
RESEARCH ATTITUDES**

DOCTORAL DISSERTATION

GÜLŞAH TERCAN

Supervisor

PROF. DR. CEVDET YILMAZ

ÇANAKKALE – 2022



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T.C.
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Jüri Üyeleri

İmza

Prof. Dr. Cevdet YILMAZ
(Danışman)

.....

Prof. Dr. Dinçay KÖKSAL

.....

Prof. Dr. Bülent GÜVEN

.....

Dr. Öğr. Üyesi AYLİN YARDIMCI

.....

Dr. Öğr. Üyesi Eda DURUK

.....

Tez No : 10493021

Tez Savunma Tarihi : 25/08/2022

.....

İSİM SOYİSMİ

Enstitü Müdürü

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DECLARATION OF ETHICS

I hereby undertake and declare that in this doctoral dissertation, which I prepared in accordance with the rules of dissertation writing of School of Graduate Studies of Çanakkale Onsekiz Mart University, I have obtained the data, information and documents, which presented in the dissertation within the framework of academic and ethical rules, I have presented all the information, documents, evaluations and results in accordance with the code of scientific ethics and ethics, all sources which I have benefited during the dissertation have been fully cited in the references, I have not made any changes to the data used that the study I have presented in this dissertation is original, which I have accepted all losses of rights that may arise against me otherwise.

ETİK BEYAN

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Gülşah TERCAN
Çanakkale, Temmuz, 2022

ÖZET

**İNGİLİZCEYİ YABANCI DİL OLARAK ÖĞRETEN
EĞİTMENLERİN MESLEKİ GELİŞİM ALGILARI İLE ARAŞTIRMA
TUTUMLARI ARASINDAKİ İLİŞKİ**

Gülşah TERCAN

Çanakkale Onsekiz Mart Üniversitesi

Lisansüstü Eğitim Enstitüsü

Yabancı Diller Eğitimi Anabilim Dalı Doktora Tezi

Danışman: Prof. Dr. Cevdet YILMAZ

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Mesleki gelişim süreci, öğretmenlerin İngilizce öğretirken araştırmaya dayalı etkinliklere katılmalarını sağlayan ve eğitim kalitesini artıran mükemmel bir yöntem olarak kabul edilir. Bu karma yöntem çalışmasında, nicel aşamanın amacı, yabancı dil olarak İngilizce öğreten öğretmenlerin mesleki gelişim algıları ile araştırma tutumu arasında cinsiyet, deneyim, araştırmaya katılımı, mesleki gelişim etkinliklerine katılımı, yayımlanan makalelerin sayısı, katıldığı mesleki gelişim etkinliklerinin sayısı, kendi araştırma yapma yeteneklerinin değerlendirilmesi ve mesleki gelişim sürecinin değerlendirilmesi gibi farklı değişkenler açısından bir ilişki olup olmadığını bulmaktır. Bu nedenle, nicel veri öğretmenlerin araştırma tutumunun yanı sıra mesleki gelişim algıları ile ilgili iki ölçek aracılığıyla toplanmıştır. Katılımcılar, farklı üniversitelerin yabancı diller yüksekokulunda görev yapan 129 öğretim görevlisinden oluşmaktadır. Bu çalışmanın nitel aşaması ise eylem araştırmasının sürecini, bu sürecin mesleki gelişim algıları ve araştırma tutumları üzerindeki etkisini ve ayrıca öğretmenlerin eylem araştırmasından beklentilerini ortaya çıkararak araştırma sorularını yanıtlamayı amaçlamaktadır. Bu bağlamda nitel aşamanın veri toplaması, kolay örnekleme dayalı olarak seçilen 2 gönüllü öğretim görevlisinin ön ve son görüşmeleri, sınıf içi gözlemleri ve alan notlarına dayandırılmıştır.

Nicel veriler, SPSS yardımı ile bağımsız örneklem t-testi, Pearson korelasyonu, tek yönlü ANOVA; nitel veriler ise betimsel olarak incelenmiştir. Bulgulara göre, öğretim görevlilerinin mesleki gelişim algıları yüksek düzeyde olumludur, öte yandan araştırma

tutumları orta düzeydedir. Ek olarak, sonuçlar öğretim görevlilerinin mesleki gelişim algıları ile araştırma tutumları arasında pozitif bir ilişki olduğunu ortaya koymuştur. Ayrıca, eylem araştırması uygulama süreci, eylem araştırmasının öğretim görevlilerinin mesleki gelişim algıları ve araştırma tutumları üzerinde olumlu bir etkisi olduğunu göstermiştir. Sonuç olarak bu çalışma, eğitim politikasını belirleyenleri, kurum yönetimlerini ve öğretim görevlilerini dil öğretimi ve mesleki gelişim için araştırma yapmanın önemi konusunda aydınlatmaktadır.

Anahtar Kelimeler: Mesleki Gelişim, Araştırmaya Yönelik Tutum, İngilizceyi Yabancı Dil Olarak Öğreten Öğretim Görevlileri, İngiliz Dili Eğitimi, Eylem Araştırması

ABSTRACT

THE RELATIONSHIP BETWEEN EFL INSTRUCTORS’ PROFESSIONAL DEVELOPMENT PERCEPTIONS AND RESEARCH ATTITUDES

Gülşah TERCAN

Çanakkale Onsekiz Mart University

Institute of Educational Sciences

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Advisor: Prof. Dr. Cevdet YILMAZ

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Professional Development (PD) process is regarded as an excellent method for boosting teaching quality by allowing instructors to engage in inquiry-based activities in English language teaching (ELT). In this mixed method study, the aim of the quantitative phase is to find whether there is a relationship between the English as a Foreign Language (EFL) instructors’ perceptions towards PD and Research Attitude (RA) in terms of different variables such as gender, the time at work, engagement in research, attendance at PD activities, the number of published papers, the number of professional development activities attended, assessment of their own ability to conduct research and assessment of professional development process. Therefore, the quantitative strand was gathered through two scales related to PD perceptions as well as RA of instructors. The participants consist of 129 instructors who work at the school of foreign languages of different universities.

In the qualitative phase, this study attempts to answer the research questions by exploring the process and effect of Action Research (AR) on PD and RA as well as the instructors’ expectation from AR. In this respect, qualitative strand was based on pre and post interviews, observations, and field notes from 2 volunteer instructors recruited based on convenience sampling. The quantitative data were analysed with the help of SPSS by means of independent samples t-test, Pearson’s correlation, one-way ANOVA; and the

qualitative data were investigated descriptively. According to the findings, the prospective EFL instructors' perceptions of PD was positive and their RA was neutral. Additionally, the results revealed that there is a positive correlation between PD perceptions and RA of instructors. The process of AR implementation demonstrated that AR has a positive effect on instructors' PD perceptions and RA. Taken together, this study can inform education policy-makers, administrations and instructors in relation to the employment of research for language teaching and PD.

Keywords: Professional Development, Research Attitude, EFL Instructors, English Language Teaching, Action Research



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SYMBOLS AND ABBREVIATIONS

PD	Professional Development
AR	Action Research
RA	Research Attitude
CPD	Continuing Professional Development
ELT	English Language Teaching
ELL	English Language and Literature
EFL	English as a Foreign Language
LING	Linguistics
ACL	American Literature and Culture
BA	Bachelor's Degree
MA	Master's Degree
PHD	Philosophy of Doctorate
COMU	Çanakkale Onsekiz Mart University
OMU	Ondokuz Mayıs University
PAU	Pamukkale University
ATA	Atatürk University
TU	Trakya University
MONE:	Ministry of National Education
%	Percentage
M	Mean
SD	Standard Deviation
ANOVA:	Analysis of Variance
N	Number
df	Degrees of Freedom
p	Probability Value
Sig.	Significance
RQ	Research Question
Std. Error	Standard Error
Min.	Minimum
Max.	Maximum

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CHAPTER I

INTRODUCTION

This chapter includes seven sections. At first, background of the study is presented. Then, theoretical framework, context of the study, statement of the problem, purpose of the study, significance of the study, limitations and assumptions of the study along with the definition of terms are provided.

1.1. Background of the Study

Teacher professional development has been extensively underlined as a recent phenomenon. The expectation for greater teaching and learning quality, as well as more responsibility and superior academic standards, has driven concerns connected to successful professional development to the top of the agendas of educators, academics, and policymakers in recent years (Creemers, Kyriakides & Antoniou, 2013). Research and its contribution to PD have also become a distinctive concern in educational discussions. In this respect, professional development standards for the teaching professions are required in some countries, and national declarations specify how many hours instructors must dedicate to growth (Keay & Lloyd, 2011). Teachers who are reflective look for opportunities to develop their instruction and they are engaged in teacher researches, also known as action research, since their studies become more systemic and deliberate while establishing a connection between theory and practice (West, 2011). The influence of action research on teacher training and professional development has been so profound that the notion of the teacher-as-researcher is becoming more prevalent in the literature (Villegas-Reimers, 2003). It is pointed out that “Teachers are beginning to engage in professional learning by becoming a teacher researcher and thus also contributing to the field of educational knowledge” (Sell & Lynch, 2014: 11).

EFL instruction is highly essential in Türkiye, as it is in many other countries, especially in the setting of universities in order for students to complete their undergraduate studies. Instructors play an important role in language learning of students

because teacher quality has a significant impact on student learning. Garrett (2017) mentioned that there is a link between teacher professional development and student academic achievement, which means well-informed teachers have a significant influence on student success. To this end, qualified English teachers are required to improve foreign language teaching quality in Türkiye. Therefore, EFL instructors must be investigated given that teacher expertise has a significant impact on students' ability to learn another language.

In contrast to the literature dealing with the importance of PD and research separately, this study aims to give a detailed understanding of the relationship between PD and RA of EFL instructors by means of different variables. It is also possible to perceive the contribution of AR to the class, PD perceptions and RA of instructors. As a researcher and a teacher, this study adds to the growing body of knowledge on teacher transition. Based on the understanding of the positive effects of the research on professional development perceptions, some practical ideas for teacher improvement in the field of English teaching and learning are suggested.

1.2. Theoretical Framework

A paradigm may be viewed as a set of basic beliefs (or metaphysics) that deals with ultimates or first principles (Guba & Lincoln, 1994: 107). According to Guba & Lincoln (1994) there are four primary types of paradigms: Positivism, postpositivism, critical theory and related ideological positions, and constructivism. Inquiry paradigms include explicit indicators of how ontology (what reality is) and epistemology (the connection between the researcher and the researched) are inherent to every methodological approach and subsequent data gathering strategy (Howell, 2012). Selection of a theoretical paradigm for the research influences how the researcher view, comprehend, and define the World, in other words, this viewpoint determines the sorts of research questions that are addressed, how data is gathered, and processed (DeCuir-Gunby, 2008).

Baran (2019) mentioned in his study that embedded design is used to improve the applicability of a standard research design (quantitative or qualitative). As a result, the main research design informs embedded design assumptions. If the primary study design was quantitative, the postpositivist approach would drive the assumptions of embedded mixed method design. (a) The search for regularities and causal relationships among social world components, according to this method, is the greatest way to get information. (b) The best way to identify regularities and causal links is for the investigator and the topic of study to be completely separated, and (c) this separation may be ensured via the scientific method. On the other hand, the constructivist approach would drive incorporated mixed method design assumptions if the primary research design is qualitative. According to this perspective, (a) all knowledge is produced, and all learning is a process of that construction, (b) individuals develop knowledge as members of a community, and (c) knowledge is based on content; therefore, it's critical to place learning in an authentic and meaningful setting.

In this existing study, the researcher uses postpositivist assumptions as the dominant paradigm, and also adopting the constructivist approach. When it was started to administer the scales in different universities, which represented the beginning of the quantitative data collection procedure in the current study, the qualitative information was also gathered to support this procedure and to obtain more data rather than following only one approach. The findings from the qualitative strand were integrated with the conclusions based on the quantitative data during the discussion process.

1.3. Context of the Study

The study was conducted at the School of Foreign Languages of 5 universities in Türkiye to further investigate EFL instructors' PD perceptions and RA quantitatively in terms of different variables by collecting data via two scales. All of the instructors who participated in the study work at the Schools of Foreign Languages; however, they may also work at other departments of their universities. Teaching general English to university students from different departments is a major responsibility of the instructors.

Besides, the qualitative data were also obtained by the implementation of AR in the classes of instructors at the School of Foreign Languages at one of the selected universities. In this state institution, a modular system was adopted at the preparatory classes where the research was held. In this system, the academic year is divided into four quarters which consist of four levels (A1, A2, B1, and B1+). Each quarter lasts eight weeks and students receive 24 hours of English lessons every week. In addition to the main course lesson, in which students are taught grammatical structures through communicative tasks, English is taught based on four language skills: reading, writing, listening, and speaking.

1.4. Statement of the Problem

‘Professional development’ of instructors has received a considerable importance in improving educational process due to the continuous changing needs of learners and rapid shifts in language teaching methods and techniques over time in our modern World conditions. Therefore, teachers should keep themselves up-to-date with the latest developments in the field of ELT. Sadeghi and Richards (2021) stated that language instructors' professional development is one of the most important ways to keep them up to date and prevent abandoning the field. It is known that PD increases teacher quality which affects students learning and involves beliefs systems which should be the target of PD (Lumpe et al., 2014). Therefore, instructors must also examine and reassess their past teaching approaches and adapt them to meet contemporary teaching requirements by taking part in PD (Vadivel et al., 2021). In this regard, PD of teachers has received considerable attention recently.

Teachers are at the centre of enhancements of language teaching as the leading figures in improving their teaching techniques and strategies as well as developing themselves professionally. It is believed that “Teachers will become better at what they do by conducting research and that the quality of learning for their pupils will be higher” (Zeichner, 2003: 302). Similarly, Firth (2019) told that conducting research in the classroom is not only about answering questions and adding to the amount of knowledge

since it may also be a useful tool for PD, as it is very motivational and educational, and it encourages professional reading and practical interaction with current concerns. For instance, AR as a significant professional development technique allows instructors to generate chances for teachers to gain awareness and autonomy; hence, teachers are more likely to do this because AR encourages them to make judgments on important topics, to choose a research topic for their own advantage, to figure out how to build a research strategy, and to interpret the findings for their own reasons (Dikilitaş & Griffiths, 2017). In this sense, conducting research has started to be seen as a tool for PD.

According to Hénard and Roseveare (2012), since quality teaching in higher education matters for learning outcomes, higher education institutions are faced with a range of challenges for fostering quality teaching while they ensure that expectations of students and the requirements of employers are met with the education offered. Both self and institutional training are required to sustain in-service teachers' professional growth in terms of teaching skills, background knowledge, and educational methodologies (Yurtseven et al., 2021). That's why, higher education institutions should provide resources and PD opportunities that respond to the educational goals, which requires a new profile for teachers in higher education. However, it can be seen that most of the universities do not provide any PD opportunities for their instructors. While some of the instructors attend conferences, seminars and get their MA or PHD degree, some of them do not get involved in any practices to develop themselves. As a matter of fact, the related literature asserts that "Being involved in a research process allows teachers to develop new skills, approaches and strategies, which can positively influence their reflective capacity" (Impedovo & Malik, 2016: 103). Hence, it is necessary to know about teachers' perceptions of PD and attitudes of research so that the education of universities could be improved and especially the instructors of universities could be competent enough to educate and prepare students for their future careers.

Although there are considerable number of studies related to the teachers' RA and PD perceptions, there appears to be a sense of ambiguity regarding the possible link between these concepts. Besides, the current study connects quantitative and qualitative components of the research through the evaluation of instructors' practices in their

classrooms and examination the changes of their perceptions and attitudes after conducting researches. Additionally, resulting from this study, it is possible to reveal how functional the perceptual 'research-teacher' model is in practice by creating a classroom environment suitable for the research purpose and to suggest new approaches for teachers and institutions to enhance language teaching.

1.5. Purpose of the Study

In the quantitative part of this mixed methods study, the aim is to unveil Turkish EFL instructors' perceptions of Professional Development and Research Attitudes as well as the relationship between EFL instructors' perceptions of PD and RA. This study also aims to determine whether there is a meaningful relationship between instructors' PD perceptions and RA in terms of the participants' gender, time at work, engagement in research, attendance at PD activities, the number of published papers, PD activities they attended, assessment of their own ability to conduct research and their professional development process. The following questions will be addressed by this quantitative inquiry:

1. What are the professional development perceptions of EFL instructors?
2. What are the research attitudes of EFL instructors?
3. Is there any relationship between professional development perceptions and research attitudes of EFL instructors?
4. Are there any differences in professional development perceptions and research attitudes of instructors with regard to the following factors?
 - A. gender
 - B. the time at work,
 - C. engagement in research
 - D. attendance at PD activities
 - E. the number of published papers,
 - F. the number of professional development activities attended,

G. assessment of their own ability to conduct research

H. assessment of their professional development process

In the qualitative part of this mixed methods study, the goal of the study is to observe, describe, investigate and to interpret the action researches conducted by the instructors and to find out the effect of action research on research attitudes and professional development perceptions of instructors. It also intends to reveal the impact of instructors' practices on students. More precisely, this qualitative inquiry seeks to answer the following questions:

1. What are the EFL instructors' overall PD perceptions and research attitudes?
2. What is the relationship between EFL instructors' professional development perceptions and their research attitudes?
3. How did the participant instructors comprehend action research before and after implementing their own AR?
4. What were the instructors' expectations for putting action research into practice? Were these expectations met?
5. What is the reflection of the AR intervention in classroom research practice of instructors?

To sum up, it is aimed to examine the relationship between PD perceptions and RA by making use of quantitative data retrieved from scale items and demonstrate the effect of AR via qualitative phase of the study on RA, PD perceptions and classroom practices so that an alternative education and training programmes and projects can be suggested.

1.6. Significance of the Study

The rationale behind the present study is based on the lack of scientific contributions to the literature. While an increasing range of literature focuses on particular aspects of PD and RA, there is a lack of literature addressing the relationship between PD perceptions and RA. The lack of available information about RA and its link with PD may have started to cause a concern about research training and competencies of instructors who work at preparatory classes. It is highly possible that these concerns about the deficiency in research abilities of instructors highlight the importance of research training and professional development activities in education. “As it is the case in all the other professions, teachers need to have competencies and thus be competent enough to achieve effective teaching” (Çetinavcı & Yavuz, 2010: 27). Therefore, participating in professional development activities is necessary for instructors to be successful in this way. However, the capacity of current professional development models has been limited despite the recognition of the value of professional development activities in terms of enhancing teacher effectiveness (Bray-Clark & Bates, 2003). It emerged that the three strands attracting little interest at the institutions are professional development, teacher learning and investigation. Hence, this research may extend the perceptions related to PD and research attitudes of instructors to the training of instructors in terms of developing themselves, so professional development of instructors can strengthen research attitudes of educators as an effective tool. Since teachers’ needs of PD throughout their carrier, understanding their perceptions and beliefs related to PD and RA might contribute to the implementation of effective PD activities at their home institutions in order to encourage more teachers to conduct action research to promote their teaching competence and improve student learning.

Parallel to the increasing importance of English in the World and in Türkiye, this study aims to contribute to the efforts of making ELT more qualified in Türkiye. On the other hand, it is aimed that the results obtained from this study will contribute to the current field of ELT and teacher training in terms of revealing the achievements of the English instructors as 'teacher- researchers' who work at the school of foreign languages of the universities. In the context of education policies, awareness of this issue is quite limited

in our country, as in many countries where English is taught as a foreign language. Therefore, in the first step of this study, raising the awareness of English teachers to have an investigative identity, based on relevant international and local studies, will form the basis for the purposeful realization of the study. Finally, it is envisaged that the results of the study will include other stakeholders working in the Ministry of National Education (MONE), as well as the instructors working at preparatory schools. As a result, the study is intended to contribute to the field of English teaching and learning by offering some practical recommendations to the development of instructors.

This research also contributes to the expanding literature on teacher transition as a researcher and as a teacher. This study is crucial because it allows participants to obtain a personal and professional grasp of how theoretical information is applied in practice. It will also give rise to a fresh perspective on the link between theory and practice. In addition, the traditional role of teachers as knowledge transmitter has been extended to support teachers as researchers, consider themselves as knowledge creators, strengthen the curriculum, and collaborate with other teachers to relate to the classroom environment. It now includes a more meaningful role in creating collective knowledge and allows teachers to develop professionally.

1.7. Limitations

Considering the results of this current study, the limitations to the study are identified as follows:

- The participants in the qualitative phase of the study were two instructors who work at a public university in Türkiye. As a result, the findings of this qualitative research cannot be generalized. However, it can have an impact on practice in a variety of educational settings and circumstances.
- The number of participants is limited as the study was conducted with the instructors working at the school of foreign languages of 5 universities.

- The outcomes of the qualitative study might have been influenced by the personality traits, researcher's own opinions, prejudices, background, and how she interacted with the participants.

1.8. Assumptions

The following assumptions were made by the researcher:

- The researcher assumes that instructors who understand the process of AR can benefit from conducting AR which contributes to their professional development perceptions and research attitudes.

- The students would be affected positively due to the process of AR conducted by the instructors.

- The instructors who have positive perceptions regarding PD also hold positive attitudes towards research.

- Implementing AR may result in the desired change in participants' attitudes, knowledge, or abilities through purposeful learning processes that are structured to target specific learning goals.

- When responding to the data collecting instruments, the subjects were completely honest.

- The study's measurements were all trustworthy and valid enough to produce accurate results.

- Both scales and interviews were used to acquire quantitative and qualitative data in order to establish validity and reliability.

1.9. Definition of Terms

The following definitions of terminology are addressed in text for the purposes of this study:

Research: Some of the definitions made by the researchers related to research are:

“Research is a process of steps used to collect and analyze information to increase our understanding of a topic or issue” (Creswell, 2002: 3).

“Research is an intentional, systematic, and purposeful inquiry” (Efron & Ravid, 2019: 2).

It is a way of studying and gathering data with the goal of discovering new facts or interpreting current data in order to uncover or revise facts, hypotheses, and implementations (Kasi, 2009).

Action Research: Some of the definitions made by the researchers related to AR are:

“AR involves taking a self-reflective, critical, and systematic approach to exploring your own teaching contexts” (Burns, 2009: 2).

AR, as one of the most important professional development techniques for teachers, allows them to obtain deeper insights into classroom circumstances such as students, teaching approaches, and classroom management (Dikilitaş & Griffiths, 2017).

Action research, which is empowering for the teachers, focuses on problems, challenges, or concerns that arise in the classroom; therefore, it necessitates the researcher's active participation in environmental research so that the participant researchers can lead to change and teaching enhancement (Craig, 2009).

“Classroom action research typically involves the use of qualitative, interpretive modes of enquiry and data collection by teachers (often with help from academic partners) with a view to teachers making judgments about how to improve their own practices” (Kemmis et al., 2014: 11).

Professional Development: Some of the definitions made by the researchers related to PD are:

“PD is a multi-faceted, reflexive social practice involving the active decision-making by individuals and groups under the specific social settings in which they live and work” (Hardy, 2012: 1).

Professional development that improves abilities while concurrently expanding knowledge involves a specific set of goals and instructional targets, activities that support the aims and expectations, and the outcomes of both formative and summative evaluation (Zepeda, 2013).

Research Attitude: The definition made by the researchers related to RA are:

“The research attitude is primarily about thinking, feeling and the individual's research behavior. It also defines the behaviour of a person in the field of research and importance he gives to the different aspects of research” (Rind, et al., 2013: 101).

CHAPTER II

LITERATURE REVIEW

The purpose of this chapter is to review the relevant literature to shed light on theoretical framework of this study. It is aimed to give background information about the concepts pointed out in the study. Accordingly, the literature was revised to explore these components which are teacher professional development, research attitude, action research and related studies conducted.

2.1. Teacher Professional Development

The change in knowledge and behaviour that people need in order to continue their lives is called as education and the aim of education is achieved by the teachers (Özdemir, et al., 2019). “The expectations of teachers to get their students to high standards of performance, to ensure that all of them are literate and can and do learn, are escalating” (Hargreaves, 2000: 151). In order to meet the needs of the learners, teachers should be knowledgeable about the latest information and technology (Council & National Research Council, 2007). Only if teachers are educated properly and ready for their profession, they are able to accomplish the educational goals (Day, 2002). In accordance with this purpose, “Professional development helps teachers develop the content knowledge and skills they need to succeed in their classrooms” (Vrasidas & Glass, 2006: 2).

According to the historical reviews provided, teacher professional development was mentioned as In-Service Educational Training from 1970’s to twenty-first century and it turned into the term continuing professional development before it was shortened to just professional development in 2016 (Morris, 2019). Continuing professional development was followed voluntarily or willingly with career goals until the mid-1990’s; whereas, this attitude was modified afterwards due to the new demands in educational systems (Craft, 2002).

There are similar definitions of PD in the literature. According to Alfaki (2014:32), “Teacher professional development means life-long learning and growing as an educator because teachers’ work is never complete”. Richards and Schmith (2013: 42) described the concept PD as “The professional growth a teacher achieves as a result of gaining increased experience and knowledge and examining his or her teaching systematically”. Similarly, Hoyle and John (1995:17) stated that, professional development is “The process by which teachers acquire the new knowledge, skills, and values which will improve the service they provide the clients”. Additionally, Diaz-Maggioli (2004) defined PD as the course of career that educators keep up with the demands of learners; in this regard, teachers’ teaching styles are addressed directly. In this process, it is aimed to shift teachers’ current knowledge, attitudes and practices in the place of insisting on new methods and lesson materials (Johnson & Golombek, 2002). In fact, this can be possible when PD programs are coordinated with the needs of teachers concerning PD since people learn better when their needs, expectations, desires are addressed appropriately (Widodo, 2016). Apart from professional reasons, moral ones are also seen as the keys for PD because teachers are nurturers who enable learners to gain new skills so that they can be successful and change future (Alfaki, 2014). “Professional development for teachers must be part of the process of quality improvement in education” (Harwell, 2003: 10). PD may take place in different periods such as in a normal school day during classes or after classes, in the daily routine of the educator or special times dedicated to PD activities, during break times in summer and online (Mizell, 2010).

Villegas-Reimers (2003) pointed out that a lot of societies face with new educational reforms which lead a rapid change in education systems around the world. Teacher PD, as a key factor in these reforms, is finally acknowledged by the societies and teachers are considered as a variable that should be changed to foster the educational systems and as a change agent that affects the learners. Due to these reasons, the challenging field of teacher PD has drawn considerable interest recently. It was noted that “The professional development of teachers is a lifelong process which begins with the initial preparation that teachers receive (whether at an institute of teacher education or actually on the job) and continues until retirement” (Villegas-Reimers, 2003: 8). This

ongoing process requires self-assessment and self-examination related to teaching attitudes and practices (Murray, 2010).

According to Guskey (2003), there are some requirements of an effective PD (Guskey, 2003). First is the enhancement of teachers' content and pedagogical knowledge which determines the ways of students' learning and teachers' understanding the subject they teach. Secondly, the allocated time for PD should be adequate for teacher to investigate and analyze the situation of students and develop the practices in the classroom. Thirdly, collaboration with other colleagues by reflecting their own practices and sharing new ideas are necessary as well as the involvement of evaluation process in order to see the improvement of the students in the class with different kinds of PD activities implemented. Finally, school or site-based PD was emphasized. In her book, Sweeney (2003) stresses the importance of the characteristics of effective PD such as cyclical and ongoing and she categorized PD in three phases: Vision building, implementation, and sustainment. Vision building, which makes reference to organizational vision based on instruction, contains observation of classrooms, planning periods collaboratively, studying in groups and book clubs. Associated with implementation, it requires educators to understand their learners better to implement instructional vision. More in-class coaching, observations and regular study of the research are some of the activities during this stage. With regard to sustainment, it requires the institution establish a learning community which will enable the work to pursue and evolve in the course of time. Therefore, this stage may call for organizational changes by reconsidering the policy and calendar for the education. As a matter of fact, both policy and planning should include PD (Hashimoto & Nguyen, 2018). "Development of teachers requires a transformation of processes and policies that support teachers, their education, their work and their growth in the profession" (Villegas-Reimers, 2003: 141) As Craft (2002: 3) agreed, "The nature of continuing professional development set in the context of teaching as a profession as well as policy positions from government on it".

On the other side, Jiang (2016) presented three phases of PD going through: Teacher training, teacher education and teachers' development. Teacher training is related to the promotion of teachers' skills and techniques to use in the class. Teacher education

aims at idealizing theoretical knowledge of teachers and teacher development emphasizes on self-observation and reflection which enhances the level of teachers' practical teaching and cognition. Hereby, PD was explained as the process when teachers update, evolve, and enrich themselves as well as their profession by having expertise in their knowledge and skills and holding the positive belief and emotions in their profession. It was asserted that teacher PD includes both conscious activities and unconscious experiences which are contribution to the individuals and organizations directly or indirectly with intend to boost the education in the class. Different aspects of PD should also be admitted such as teacher's social status and attainment of economic and political power. In order to maintain constant PD, teachers should adopt a cooperative way while improving themselves and learners via peer collaboration. Except for the teachers working together, school administrations, governments, education groups should be cooperated. These statements are in line with the ideas of Neil & Morgan (2003) who supported the collaboration with others as well as management of personal conditions to support PD.

In the study of Harvell (2003), the context of PD was discussed because PD can take place only if the context and setting promote it. She mentioned that one of the characteristics of contexts should be supporters who have central role in achievement since whether the administrators give importance to PD has an impact on the outcome of PD. Being a contributory cause of change is the other characteristics of context that gives rise to PD. There must be strong necessity for change. Finally, collaboration for change is the last characteristics of contexts as teachers improve themselves and their students as well by interacting and studying with others. Harvell (2003) mentioned the content of PD which must be strong while presenting a well-organized long run strategy for high-performing schools. She points out that PD should focus on the lack in students' success or any weaknesses in the institution so that it can be beneficial for the participants. In addition, instructional strategies also emphasized since they influence students' performance. Related to the process of PD, Harvell (2003) reported that it should be based on research and contextual teaching which take long time and give opportunity for teachers to obtain feedback.

2.1.1. Teacher Professionalism

Professionalism refers to “The nature of a specific occupation; origination, continuance and preservation of its individual and collective standards in relation to knowledge, skills and behavior” (Mohamed, 2011: 73). According to Gewirtz, et al., (2009), professionalism has two different forms in knowledge-based work: Organizational and occupational professionalism. While organizational professionalism is related to managers who use a discourse of controlled in work organizations, occupational professionalism relies on a discourse shared by professional occupational groups who have collegial authority. Organizational professionalism is based on hierarchical structures of responsibility and standardized work practices; whereas, occupational professionalism relies on autonomy and arbitrary assessment by practitioners. Despite autonomous structure, professional ethics guide the practitioners which are also supervised by professional institutions in long term educational systems and vocational training in order to establish work culture and occupational personalities.

In terms of educational concept, Demirkasımoğlu (2010: 2049) defined teacher professionalism as “Teachers’ professional qualifications such as being good at his/her job, fulfilling the highest standards, and achieving excellence” . According to Phelps (2006), the meaning of professionalism includes qualities such as responsibility, respect, and risk taking. To Stronge (2013), one of the key components of professionalism is the ethic of working which teachers must own as well as some personal qualities such as caring, fairness, and respect that ensure the effectiveness of their profession within the school community. In addition to the concern towards students and occupation, dedication of teachers to their own constant development and learning is the other constituent of professionalism. Teachers’ professionalism is advanced when excellence is used as a critical criterion in order to evaluate teachers’ actions and attitudes (Phelps, 2006). Since teachers have the desire which leads them to do the best and changes their behavior, the level of their professionalism increases (Özdemir, et al., 2019). In this way, professionalism enables teachers to enhance their own perceptions related to their status, job satisfaction, efficacy and improves the teacher quality (Peña-López, 2016). Knowledge, skills and attitudes are considered as the elements which promote teacher

professionalism (Snoek, 2010). İlgan et al., (2015) reported that professional teachers aim at adopting the best pedagogy and teaching techniques in order to supervise their students during their learning processes professionally. In other words, by raising the capacity of leading, teaching and learning in their workdays, teachers' professionalism is boosted (Zepeda, 2012). According to the analysis of the literature, the characteristics of teacher professionalism are as follows:

1. Professional autonomy, through professional monopoly and control over their own work;
2. Involvement in the entrance to the profession;
3. Control over the central values and good conduct within the profession through the use of ethical codes, connected to sanctions for breaking the code;
4. Membership of professional societies that can take the responsibility for these elements;
5. A focus on integrity and dedication of the professional;
6. Public accountability for outcomes of professional performance;
7. A strong academic and practice-based knowledge base that underlies professional activities;
8. Involvement in the development of that knowledge base through involvement in academic research, action research and self-study;
9. Lifelong professional development of the members of the profession;
10. Collaboration with colleagues and stakeholders;
11. Involvement in the innovation of the profession;
12. Commitment of the teacher to support both the public and the state in their understanding of educational matters (Snoek, 2010: 9).

Saqipi et al., (2014) depicted teacher professionalism as a developing phenomenon since it has to fulfill the needs of students and schools in different ages and contexts. "As a profession changes in progress of time by requiring news skills and expertise against

expanded information, professionalism does not have static qualifications” (Mohamed, 2011: 73). Along with the increasing needs in education, teacher professionalism has been developed as a challenge for both government and educators (Wardoyo & Herdiani, 2017). However, in the road of education changes, teachers may be either empowered or depowered while some teachers can develop themselves personally and professionally against the challenges of these alterations (Wu et al., 2017).

Professional development and policy have a profound impact on professionalism which is considered as the reinforcement for the effective practices of teachers (Tanang & Abu, 2014). From the contributory factors to teacher professionalism, Toh et al., 1996: 243) found out that “Professional development is an important determinant of teacher professionalism”. They suggested that teachers’ professionalism should be boosted by means of proper professional development activities which encourage teachers for autonomous learning. As Stronge (2013) supported, professionally developed teachers can assist their students to be successful more effectively contrary to the teachers who do not receive enough professional development because professionalism encourages teachers for lifelong learning and creation of a link between their own development and student’s development. In short, professional development and professionalism are interrelated and professional development improves professionalism (Adnyani, 2015).

2.1.2. Purposes and Importance of Professional Development

Professional development is indispensable due to significant reasons that have an impact on learning and teaching process. While Guskey (2000) asserted that some teachers regard professional development practices useless and they just participate some events which are obligatory, Richards & Farrell (2005) mentioned that teachers are willing to participate in these practices throughout their career. It is seen that “Professionals often also voluntarily seek new learning” (Mizell, 2010: 3).

According to Craft (2002), there are several purposes for professional development activities of a teacher. These are teachers’ enhancing their job performance skills,

advancing their knowledge in the field and getting career development and promotion, improving themselves personally and generally, and broaden their horizons related to the new alterations of their jobs. Some of the major functions of PD are promoting performance individually, developing team and school, adjusting unfruitful practices, facilitating the administration of educational policies, and ensuring change (Blandford, 2012). Blandford (2012) also added the targets of PD such as reflecting on practices in the class, contributing to the school by raising standards in terms of educational policy and giving importance to information and communication technology (ICT).

Teaching staff development may be supported by well-organized education programs by virtue of the needs of teachers for their PD; as a result, the achievement of students and institution is influenced by the teachers' advancement in their teaching (Widodo, 2016). Several findings demonstrate that achievement of students increase by means of significant professional development that teachers receive (Stronge, 2013). If PD is effective with the sufficient support and chances for educators to choose, plan and implement, teachers may take a role in PD activities collaboratively so that they can have a control on learning and success of students which is promoted by the effort of teachers (Diaz-Maggioli, 2003). As it was suggested "Teaching quality and school leadership are the most important factors in raising student achievement" (Mizell, 2010: 3). Even if the level of the students are different, when the teacher participates in PD activities, they will learn better and more (Mizell, 2010). In the light of these information, since teachers hold the belief for the effective contribution to their students and enhancement of students' learning outcomes, PD attracts their attention (Guskey, 2002).

Vrasidas & Glass (2006) believe that it is not possible for pre-service teacher education to grow candidate teachers totally skillful; to this respect, teachers must train themselves in terms of approaches and pedagogies during their careers. As professionals, it is essential for teachers to obtain job-embedded learning chances with the support of school leaders and peers in order to improve themselves during the workdays (Zepeda, 2012). Joyce & Calhoun (2010) asserted that it's the organization which provides teachers with professional development events intentionally. These events turn out different forms which support staff development with the aims of improving the school as a nice place to

teach and as an organization which enables students and teachers to have a qualified life, offering opportunities to teachers related to new approaches and techniques and establishing cooperation in order to help learners reach high levels of growth.

Bubb (2004: 8) summarized the advantages of PD as follows. “PD helps everyone be better teachers, so pupils learn better and achieve higher standards, improves retention and recruitment – word gets around about the places where you’re looked after, and where you’re not, contributes to a happy ethos where people feel valued and motivated, makes for a learning community – the pupils are learning and so are the staff, is a professional responsibility and entitlement, and early professional development saves money – the costs of recruiting a new teacher can be about £4,000” (Bubb, 2004: 8).

Teachers can also learn in the classes while teaching (Richards & Farrell, 2005). As a learner at the same time, it is possible for teachers to reflect effectively on their own practices while teaching (Crookes, 2003). It can be said that PD is indispensable for teachers in order to raise the standards for teaching and learning while refreshing their current knowledge and practices as lifelong learners (Day, 2002). It was supported by Tanang & Abu (2014: 25) saying “Professional development helps teachers to construct their lifelong learning to achieve better achievement”. As for Widodo (2016), expressing the positive sides of PD teachers are improved in their practices when their knowledge and skills are enhanced and their horizon is broadened related to learning and teaching by PD programs which should be an integral part of education. While teachers are getting professionally developed, they enhance their teaching skills and knowledge; therefore, they can contribute to the preparation and usage of the right curriculum and instructional outcome (Vrasidas & Glass, 2006).

Apart from the advantages of PD on teachers’ practices, educational reforms and students’ learning, teachers may also have personal pleasure and financial benefits by engaging in PD activities (Villegas-Reimers, 2003). In addition, being empowered is the other reason to pursue PD since teachers could make their own decision related to their performance in the light of personal beliefs (Murray, 2010). Murray (2010) affirmed that

PD activities relieve inexperienced teachers who are devastated due to the demands of school bureaucracy and help teachers to gain sense of community by coming together with other colleagues and sharing experiences.

According to Guskey (2002), there are three main objectives of PD programs as follows: Alteration in the practices, beliefs of teachers and outcomes of learners. He thinks that the beliefs and attitudes of teachers are focused first in PD programs, however, he suggested an alternative approach of teacher change which has a different sequence of these three goals. As the alternative model indicates, change in classroom practices comes first and achievement of gaining intended outcomes results in the change in teacher's beliefs. Improvement in learning outcome is seen as the key point in order to reach the purposes of effective PD program.

2.1.3. Professional Development Activities

For teachers, successful professional development is focused on the conviction that effective teaching, which is not an inherent skill, is a talent that can be learned (Reimers et al., 2015). Teachers encounter with many variables during their career such as different learner groups, institutions, materials; therefore, according to Mahmoudi & Özkan (2015), PD programs are designed to handle the challenges, practice and establish high standards in education with qualified teachers. Teachers' needs and expectations are addressed by PD programs which introduce teachers to new knowledge in the field, lead them for fruitful self-reflection, engagement with their peers, and studies in their own classrooms (Mahmoudi & Özkan, 2015). Through these learning opportunities such as seminars, mentoring, teacher can contribute to the education positively by connecting the outcomes with intended instructional objectives (Tanang & Abu, 2014).

Richards & Farrell (2005:14) divided activities into 4 groups as follows:

(1) Individual activities: self-monitoring, journal writing, critical incidents, teaching portfolios and action research.

(2) One-to-one activities: peer coaching and observation, critical friendships, action research, critical incidents, team teaching.

(3) Group-based activities: case studies, action research, journal writing, teacher support groups

(4) Institutional activities: workshops, action research, teacher support groups.

On the other hand, according to Bayar (2014), PD activities are described as traditional and non-traditional ones. Traditional activities include workshops, conferences while non-traditional ones consist of colleague observation, tutoring or counselling. Murray (2010:3) divided PD activities in to two groups called ‘individual or informal’ and ‘collective or structured’. Keeping a journal, reviewing a key case, reading articles related to teaching English are some of the individual techniques while forming and participating in a teacher support groups or some national organizations, sharing journals, engaging in workshops & conferences, connecting different institutions, working together with colleagues are collective techniques. On the other hand, DeMonte (2013) identified PD activities as job-embedded practices which are associated with the lecturers’ work automatically. Some of the examples of these practices are working with a mentor related to lesson and perform accordingly, discussing the test results of learners with a group of instructors and altering the way of instruction in the class, and consulting coaches for the improvement of instructional practices by sending records of the lessons.

There are also other writers who suggests other kinds of PD activities. “Professional development can take many forms such as action research, lesson study, critical friends and, peer coaching” (Zepeda, 2012: 8). “Collective or individual development, continuing education, pre-service and in-service education, group work, team curriculum development, peer collaboration and peer support” are the other ways of PD (Vrasidas & Glass, 2006: 2). Craft (2002: 28) mentioned about different methods such as “Visits to other schools, visits to museums/galleries, teacher placements, the creative use of ICT, mentoring, peer networks, and job shadowing, rotation or Exchange” as well as Mahmoudi & Özkan (2015) who added reflection sessions that may be in the form of group or

individual works to these activities. Mizell (2010: 9) summarized all of the models of PD activities as follows:

- Individual reading/study/research.
- Study groups among peers focused on a shared need or topic.
- Observation: teachers observing other teachers.
- Coaching: an expert teacher coaching one or more colleagues.
- Mentoring of new educators by more experienced colleagues.
- Team meetings to plan lessons, problem solve, improve performance, and/or learn a new strategy.
- Faculty, grade-level, or departmental meetings.
- Online courses.
- College/university courses.
- Workshops to dig deeper into a subject.
- Conferences to learn from a variety of expertise from around the state or country.
- Whole-school improvement programs.
- Proprietary programs by private vendors.

2.1.4. Language Teacher Professional Development

With the growth of the English language as the most essential communication tool around the World, as well as globalization, many countries have had a need for language instruction policies (Babanoğlu & Yardımcı, 2017). Due to the reasons of change in curricula, national exams and student needs, the field of language teaching is liable to modification in the course of teacher's fulfilling the demands of new educational trends and institutions' meeting the challenges (Korucu, 2011). Being effective in teaching is one of the most significant attributes of language instructors since they play such a vital role in meeting the demands of English learners; as a result, they must be concerned about their

professional growth, and language instructors must take responsibility for their own professional development (Babanoğlu & Yardımcı, 2017). Since today's World and conditions change continuously, ongoing PD is necessary according to the experts in the field of English language teaching (Murray, 2010). According to Alfaki (2014), teachers should be supported and given time for learning, disseminating, and reflecting during their profession with the aim of improvement in their career and usefulness for their learners. According to Diaz-Maggioli (2003) in order to keep up with the changing profiles of students and their needs, educational paradigms, concepts, instructional technologies in the field, language teachers should update their professional knowledge and skills. "Teacher development constitutes the base for the process of English language teaching" (Alfaki, 2014: 33).

Richards & Farrell (2005) described development as the general growth which refers to a long-term goal of teachers to understand teaching and themselves as teachers. They have mentioned that it is aimed to understand the way of process during second language development, find out the changes in teachers' roles towards different kind of learners that they teach, comprehend the attitudes of learners towards different activities and the kinds of decision making in the class, and examine the new practices using various techniques. Professional development, however, should be beyond just individual reflection which is conducted by means of strategies such as recording and reflecting teaching practices, searching personal beliefs and attitudes, communicating and cooperating with peers by reason of the need in implementation of new theories through teaching, analysing the programs of schools, and understanding subject-matter knowledge, curriculum and materials. According to Richards & Farrell (2005), both institutions' and teachers' goals are the reasons of professional development. In the sense of the teacher's personal development, "subject-matter knowledge", "pedagogical expertise", "self-awareness", "understanding learners", "understanding of curriculum and materials", "career advancement" are the areas of PD while "institutional development", "career development", and "enhanced levels of student learning" are the purposes of PD from the perspective of institution (Richards & Farrell, 2005, p.10). Briefly, not only the staff development individually but also institutional advancement is the needs of the institution so that the teachers can keep up with the new trends, update their knowledge and skills,

and reinforce the performance at school as a whole (Richards & Farrell, 2005). Richards (2017) mentioned that the language teachers complain about the difficulty they have to keep up with the changes in the field, therefore, he suggested regular PD opportunities for teachers to have long-term development and for institutions to get long-term success.

According to Guan & Huang (2013) language teachers need to refresh and modify their existing knowledge and practices instead of just being exposed to the language teaching theories or materials. Lv (2014) claimed that the standards of L2 teacher training in the new term have not been met by the traditional approaches. Since teaching a language requires information concerning different disciplines such as psychology, methodology, sociology, etc., language teachers' professional development is a more complicated process with the involvement of teachers' attitude, cognition, emotion, skills and willingness for development (Guan & Huang, 2013). Therefore, the new strategy for PD of English teachers need to be adopted through both national policies and bottom-up development models with the aim of promoting English education system, enhancing training of teachers, contribution to their professionalism in the field (Jiang, 2016).

Through PD activities, it is possible for teachers to refresh their pedagogical knowledge and abstain from burning out (Alibakhshi & Dehvari, 2015). This may also lead to the constant improvement of their classroom practices in consideration of the continuous process of change in language and culture (Texas Education Agency, 1997). Apart from the advancement in teachers personally, SLA teachers need PD in order to enhance their students' proficiency and to understand the relation between culture and the target language (Diaz-Maggioli, 2003). Consequently, the training sessions of ELT departments may help teachers to boost the potential of their students in language learning and communication in target language effectively (Mahmoudi & Özkan, 2015). In this case, not only the language knowledge, but also the teachers' skills of using technology and teaching methodology are needed to be developed, which could be possible just through PD activities (Alibakhshi & Dehvari, 2015). According to Lv (2014), foreign language teachers also need a good mental health in order to be successful at teaching the target language as optimism, beneficial cooperation and positive attitude have an effective impact on language learning process.

2.2. Educational Research

“Research in education is a disciplined attempt to address questions or solve problems through the collection and analysis of primary data for the purpose of description, explanation, generalization and prediction” (Anderson & Arsenault, 2005: 6). It is an inquiry that has assisted in the revision, acceptance, and rejection of hypotheses in light of fresh data (Ch et al., 2021). Specifically, educational research was described as the use of systematic methodologies and strategies to assist researchers and practitioners in better understanding and improving the teaching and learning process (Lodico et al., 2006). The study of the teaching and learning process is the subject of educational research which is frequently carried out by university-based scholars who investigate others in the classroom (Efron & Ravid, 2019). Previously, research was thought to be entirely quantitative, depending on statistical data analysis; however, educational research has increasingly embraced qualitative analysis, too recently (Dikilitas & Reynolds, 2022). By means of different research methods, “Educational research should include theory building, design experiments, and follow-up research and even extended longitudinal studies” (Kamper, 2004: 234).

Since educators are always looking for ways to enhance their practice, it is necessary to address the problems and look for solutions for them; therefore, adding to knowledge entails educators doing research to enrich their current understanding regarding issues (Creswell, 2002). There are a number of significant reasons to conduct educational researches in the classes. According to Lodico et al. (2006), research has been utilized in order to enhance education and understand how education works in a variety of contexts from the beginning of formal education with the main purposes of educators to receive precise and trustworthy knowledge about major issues and challenges facing the educational community via scientific study. The reasons of doing research as an excellent form of professional learning are finding answers to questions, adding to knowledge, encouraging professional reading and providing practical involvement with current concerns since it is extremely stimulating and enlightening (Firth, 2019). Among instructors, research has become a valuable asset due to the fact that advantages of conducting research involve intellectual and emotional growth, as well as enhanced

practice via information production and distribution apart from professional growth and advancement (Landicho, 2020). As it was supported by Ulla (2018), conducting classroom and school research does not only improve teachers' teaching styles and practices, it also allows teachers to grow professionally and personally.

Wallen & Fraenkel (2013) summarized the purposes of educational research, one of which is presenting facts to assist individuals in determining whether viewpoints are correct. The other one is establishing different ways of thinking about education, which was supported by Biesta & Barbules (2003) stating that educational research should include an investigation of the objectives, outcomes, and aims of education, as well as identifying better, more complex, more effective, or impressive techniques to reach educational goals. Efron & Ravid (2019) also supported this idea by stating that the ultimate objective of this form of educational research is to build universal theories and identify universal principles and optimum techniques to enhance educational quality.

The impact of the research can be seen when there is a difference in people's ongoing actions or inactions (Levin, 2004). It is necessary to define success in terms of the effect of changes in practice on desired results, not in terms of teachers learning new techniques (Timperley, et al., 2008). All in all, in order for teachers to accomplish their goals such as creating successful performance assignments, providing suitable evaluation tools, and handling the various student learning styles, they should have enough knowledge about the research as effective teaching entails the actual implementation of new research/theory in a classroom setting (Stafford, 2006).

There are 6 steps which are the foundation for educational research according to Creswell (2012: 7). These are identifying a research problem, reviewing the literature, specifying a purpose for research, collecting data, analyzing and interpreting the data, reporting and evaluating research. Creswell (2012) in his book mentioned about the importance of research as follows. We produce outcomes that assist us answer issues via research, and as we collect these results, we obtain a better grasp of the difficulties. Research is also significant since it proposes ways to enhance practice. Teachers and other

educators become more successful professionals when they are armed with research findings, which leads to improvement in learning of children. Additionally, research provides new ideas for educators to think about as they go about their career. Educators can get knowledge of innovative approaches that have been attempted in other locations or situations by reading research reports. Also, research assists educators in examining ways that they believe will succeed with students in the classroom. This procedure entails filtering through study data to identify which findings will be most beneficial. Finally, research not only assists educators in becoming better practitioners, but it also gives knowledge to policymakers who are researching and debating educational issues. Educational research has the power to question and influence policy and practice in the classroom (Bourke & Loveridge, 2017; Morrison, & van der Werf, 2019).

“Language teaching is a form of education, and educational research is inevitably interdisciplinary” (Brumfit & Mitchell, 1989: 4). Combining teaching and research might help English language instructors have a more pleasurable and fulfilling job (Roux, 2012). Understanding how languages are taught and learned can help us better comprehend language, education, and the nature of human (Brumfit & Mitchell, 1989). If instructors want to profit from other people's research and contextualize research findings in their own classrooms, they must read research papers carefully and critically (Nunan et al., 1992).

2.2.1. Research Attitude

People's attitudes are valued more than their experiences or academic background in today's environment (Assam, 2020). “A researching attitude may be defined as the systematisation of curiosity” (Brumfit, & Mitchell, 1989: 6). Attitude toward research have a crucial impact in the entire research process (Khan, Shah, & Khan, 2018). “A positive attitude towards research is a key to success and progress in the knowledge-based societies” (Butt & Shams, 2013: 97).

“The teacher is the pivot of educational system and occupies a prominent position in teaching-learning process” (Mudasir & Ganai, 2017: 157). It would not be denied that

the attitudes and behaviours of the teachers have a direct effect on student learning outcome (Creemers et al., 2013). Teachers, who have an encouraging attitude or actions for students to help them understand their strengths and areas for growth, are key role models for students and have a significant influence on their academic success (Azmat, 2019). Since a teacher's attitude has a direct or indirect impact on pupils' academic achievement, whether deliberately or unconsciously, it can be said that instructors' bad attitudes in the classroom may result in poor performance, whilst good attitudes of teachers in the classroom may result in excellent performance (Ojo, 2018). A teacher gives his pupils with a psychologically healthy personality and a fresh world perspective by leaving memorable imprints on them through his teaching techniques, more importantly, his attitudes (Ulug et al., 2011).

Teachers are supposed to explore solutions for the classroom problems on their own through conducting researches (Butt & Shams, 2013). Therefore, teachers and trainers should keep up to date with the development in the pedagogical aspects of teaching, which could be achieved by conducting research work in their teaching, reflecting and seizing initiatives to enhance the effectiveness of teaching (Meerah et al., 2002). They should set their goals about why they want to do research which derives from answering significant questions, filling gaps in knowledge or personal development (Kasi, 2009). In short, it could be emphasized that teachers' interest in research by implementing and using its outcomes in the classes is significant for teachers' professional development so that they can gain professional competence with positive attitudes to educational research (Ilhan et al., 2015).

According to Farrel (2005), the discipline of language teaching is undergoing significant development since the field adapts to new educational paradigms and practices and institutions experience major problems due to changes in curriculum, assessments, and student demands; as a consequence, it is required that instructors have regular opportunities to refresh their professional knowledge and abilities for their professional development. In that case, positive attitude towards research is necessary for educators' professional development (Kostoulas et al., 2019). While positive attitudes of instructors affect the

process of the study, and reaching the targets assertively, attitudes such as lack of dedication and accountability have a negative effect on instructors' professional development (Sierra-Piedrahita, 2007). "The university teachers' attitudes towards research may affect their research productivity, and in turn, influence the university research production" (Maravilla, 2020: 45). It is probable that research productivity influences instructors' pedagogical content knowledge, intellectuality, preparedness and planning, which in turn influences their total teaching efficacy in a positive way (Tang & Chamberlain, 1997). Gaining the skills, knowledge, and concentration, as well as performing relevant research into professional practices, improves such practices and leads to beneficial improvements in the learning community's educational targets (Hine, 2013). Factors that contribute to higher research attitude might be predicted while conducting research (Leuverink & Aarts, 2021).

2.2.2. Action Research

The origin of AR traced back to Kurt Lewin's study which was conducted in 1948. The research was done with factory apprentices in order to give them chance to create their own action plan. Its goal was to help people develop their skills in a certain professional activity (Ellis, 2012). Kurt Lewin who was a social psychologist and educator led to the idea of using research in a 'natural' setting to change the way that the researcher interacts with that setting by working and developing action research throughout the 1940s in the United States (Ferrance, 2000). Since education practitioners questioned the applicability of scientific research designs and methodologies in order to solve education issues, AR received a new impetus in the UK through the work of researchers such as John Elliott, Jack Whitehead, Wilf Carr and Stephen Kemmis in the 1970s when Elliott developed action research as a form of professional development for teachers while Jack Whitehead took the view that teachers were perfectly capable of generating their personal theories by systematically studying their practice (Whitehead & McNiff, 2006).

"Action research has become widely recognised in educational research" (Otto & Nkanga, 1995: 279). As a method of professional development, action research which has

flourished in education, especially in teaching is becoming more popular across the world (McNiff & Whitehead, 2011). As a form of enquiry, AR has many descriptions done by different writers since it has become extremely popular recently as a form of professional learning. For instance, AR is an enticing method for a reflective teacher who is devoted to growing as a thinking professional to look more deeply at confusing classroom situations or dive into teaching challenges (Burns, 2009). McNiff and Whitehead (2011: 7) stated that “Action research is a form of enquiry that enables practitioners in every job and walk of life to investigate and evaluate their work”. In doing so, the certain questions of them are: “What am I doing?, Do I need to improve anything? If so, what? How do I improve it?” (McNiff and Whitehead, 2011: 7). The definition of Mills (2003) is that AR refers to any systematic investigation done by teacher researchers to learn more about their school's operations, teaching methods, and student learning outcomes. The vital concept of AR is to interfere in a planned manner withinside the problematic issue related to teachers, students, administrators so that it will result in adjustments and upgrades in practice (Burns, 2009). Mills (2014) addressed AR in terms of two perspectives: A critical and practical AR. From critical action research perspective, teacher researchers are assisted in examining everyday aspects of their professional activity by AR which is collaborative, contextualized and socially sensitive. Action research knowledge may empower students, instructors, and administrators while also improving learning, teaching in addition to policymaking. From practical action research perspective, teacher researchers who are dedicated to their PD have authority to make decisions and reflect on their own practices in systematic ways. Teacher researchers will select a target area, establish data gathering strategies, evaluate data, and create action plans.

According to Watts (1985), examining the participants’ own educational practice systematically and carefully by using the techniques of research is called action research. It is based on the following assumptions:

- Teachers and principals are most productive when they are working on issues that they have recognized for themselves.
- Examining and evaluating their own work and considering other methods of working improves the effectiveness of both teachers and administrators.

- In order to support each other, teachers and principals work together.
- Teachers and principals benefit from working with peers in their professional development (Watts, 1985).

AR has unique characteristics since it is ‘constructivist’ which enables researchers generate knowledge, ‘situational’ to have a better understanding of the context of their research and the individuals engaged, ‘practical’ to analyze the questions founded on their personal concerns and professional interests, ‘systematic’ and ‘cyclical’ to start with a new question and accomplish a full cycle of AR by achieving meaningful outcomes (Efron & Ravid, 2019). A number of aspects are highlighted in the approach for doing action research with teachers: (1) it is context-specific, (2) it is practical, (3) it is systematic, (4) it is reflective, and (5) it is cyclical (Ellis, 2012: 27). Kurt Lewin’ description of action research as the father of action research was popularised in the book of Kemmis and McTaggart which was published in 1988 (Kemmis et al., 2014), Lewin’s cycle of steps of “planning a change, putting the plan into action, observing what happened, and re-formulating the plan in the light of what had happened” was redescribed by Kemmis et al. (2013: 18) who depicted the “spiral of self-reflective cycles of planning a change, acting and observing the process and consequences of the change, reflecting on these processes and consequences, and then re-planning, acting and observing, reflecting, and so on”.

Action research as a method may be used in almost any setting where a problem involving people, tasks and procedures carried out for solution, or where some change of feature results in a more desirable outcome (Cohen et al., 2000). According to Nasrollahi et al. (2012: 1875), “AR which is grounded in a qualitative research paradigm involves the collection and analysis of data related to professional development. It focuses on individual and small group professional practice to gain greater clarity and understanding of a question, problem, or issue”. As it was supported by Burns (2009), the vital concept of AR is to interfere in a planned manner withinside the problematic issue related to teachers, students, administrators so that it will result in adjustments and upgrades in practice. It allows a researcher to investigate a situation before devising and implementing a strategy to improve behaviors, situations, and surroundings (Craig, 2009). In doing so, AR also entails adopting a reflective posture into one's everyday teaching routine - the readiness to

critically assess one's teaching in attempt to optimise or upgrade it. It is about adhering to the premise that as a teacher, one is far from the ideal but work hard to achieve it nevertheless (Mills, 2014).

Action research aims to be a disciplined, systematic process (McNiff & Whitehead, 2006). It has another areas to use it, for example, using a discovery technique instead of a typical method of teaching; learning techniques that use a holistic approach to learning rather than a single-subject approach to education; helping students to have more optimistic reactions toward employment or changing their value systems in various areas of life (McNiff & Whitehead, 2006). Teachers' professional development is ongoing, with the goal of strengthening teaching skills, establishing new learning techniques, enhancing analytical abilities, and growing self-awareness (Holly & Whitehead, 1986). Therefore, it can be said that AR consists of people working to improve their skills, techniques, and strategies to get how we can do the things better rather than why we do certain things (Ferrance, 2000).

2.2.3. Purpose and Benefits of Action Research

If language teaching is satisfying for instructors, they may increase their responsibilities and duties over time while schools and other educational institutions give chances for teachers to create long-term professional objectives and prospects (Farrell, 2005). Teachers take on various roles and duties in their everyday activities in the classroom; yet, the job of teacher as researcher is perhaps the most important for professional growth and strengthens classroom practice (Putman & Rock, 2016). For instance, AR that teachers can conduct in their classrooms has “a number of personal and professional benefits for second language teachers” (Burns, 2003: 17). In AR, language teachers develop insights into their students’ learning from observing their behaviour and reflective teachers analyze the students’ behaviors, identify potential problems, modify their teaching practices, and evaluate the results (Chamot et al., 1998 and Efron & Ravid, 2019). Since language instructors all around the globe strive to be successful educators who offer their pupils with the greatest learning experiences, AR may be a great approach to improve their teaching abilities and learn more about themselves, their classrooms, and

students (Burns, 2009). According to Nasrollahi et al. (2012), language instructors are expected to do more than just teach in the classroom; they must also do research. Because of its extremely specific emphasis on educational improvement, action research, a tool for reform at school, allows language instructors to strengthen their professional judgment as well as autonomy while also encouraging innovative teaching practices and implying a new way of creating knowledge. The view of Nasrollahi et al. (2012) was supported by Dikilitaş & Griffiths (2017) who emphasizes the important effects of AR on PD of teachers in terms of the increased autonomy and awareness.

AR gives educators a tremendous tool for becoming active participants in school reform (Efron & Ravid, 2019). By motivating academics to be active learners, the action research approach enables them to take charge of their own professional growth (Norton, 2009). “Experienced teachers often do action research as part of advanced degrees or professional development” (Phillips & Carr, 2014: 2). Action research which helps you to connect student teaching and your new professional job as a teacher may encourage you overcome the challenges of your first year of teaching by teaching you competencies, behaviours, and the core of inquiry while becoming a teacher-action researcher may serve as a constant scaffold for your professional identity (Phillips & Carr, 2014). Mills (2014) stated that one of the consequences of AR is that it meets all instructors' need to enhance the predictability of what occurs in their classes. The deployment of a novel intervention or innovation resulted in desirable outcomes since the findings of AR studies will contribute to the predictability of teachers' instructional settings. To sum up, educational change that enriches the lives of children and professionals is the main aim of AR (Mills, 2014).

Nunan and Bailey (2009) summarized the payoffs of AR for teachers. First and foremost, AR is focused on real-world difficulties, riddles, or obstacles that instructors confront on a daily basis. As a result, it has the potential to provide instant advantages and demonstrable changes in practice. Second, it can help teachers recognize linkages between mainstream theory and research and their own classroom practice. Third, it may energize teachers by improving their control over and active engagement in their immediate professional setting. Similarly, according to Craig (2009), AR has three primary targets. Firstly, because the process encourages professional growth, progress, and change, action

research is chosen as a method for doing research by individuals who wish to resolve conflicts, address difficulties, and modify conditions and circumstances. Teachers and practitioners can become experts in their fields as a result of this process. Secondly, the approach is suitable for addressing particular, targeted aims that are within the practitioner's range of possibility. Teachers can have direct experience with success by undertaking an action research project. Finally, AR supports cooperation and partnership among all parties participating in a learning setting, resulting in outcomes that have the potential to enhance the incidents for all participants of the learning community.

AR also has to do with how teachers can do things better and adapt their instruction to have a positive influence on pupils (Nasrollahi et al., 2012). Therefore, the abilities, information as well as attention offered to the teachers in order to participate in a significant research concerning their profession will strengthen the practice and help the learning community achieve its educational goals (Hine, 2013). Johnson (2012) asserts that AR bridges the gap between research and practice while the theoretical components underpinning AR practice are used to help practitioners understand and observe what is happening in a classroom setting. As teachers, we need to know what is actually happening in our classrooms, what learners are thinking, why learners are reacting in the ways they do, what aspects of the classroom we should focus on to develop our teaching most effectively, how we should change in these aspects, and what the effects of such a change are. So, Todd (2003) mentioned that research into classrooms is needed so as to develop teaching. According to McNiff and Whitehead (2006), AR should be done when the researcher wants to evaluate whether what he/she is doing is influencing his/her own or other people's learning, or whether he/she needs to do something different to ensure that it is. The researcher may want to improve understanding, develop learning and influence others' learning. To sum up, it may be said that obtaining insight, creating reflective practice, making positive adjustments in the school environment and educational methods in general, and enhancing student outcomes are the main aims of data collection for AR (Mills, 2003).

2.2.4. How to Conduct Classroom Action Research?

Action research may be a strong and empowering type of professional inquiry since practitioners explore their own practice as they seek methods to live more completely in the direction of their educational principles (McNiff & Whitehead, 2011). The steps to follow in AR were interpreted by different researchers. For instance, Nunan & Bailey (2009) defined AR as a systematic process of (1) detecting a problem, challenge, or puzzle in our own position; (2) considering and arranging a practical solution; (3) implementing the action; (4) seeing the apparent consequences of the solution; (5) reflecting on the outputs and other options; and (6) repeating these processes. Similarly, a successful action research approach involves the four aspects as follows according to Mills: Identifying a focal area, gathering data, evaluating and interpreting data, and creating an action plan (2014). Ellis (2012) stated that a number of iterative phases are proposed by AR model:

1. Recognizing an issue or problem that is pertinent to a given educational setting (the initial idea).
2. Gathering relevant data about the problem or situation (fact finding).
3. Formulating a plausible solution to this problem and figuring out how to test it (the action plan).
4. Putting the solution to the test in a specific educational setting (implementation).
5. Gathering data to determine the effectiveness of the solution (monitoring).
6. If required, reviewing the action plan and repeating the steps (4) and (5), or identify a new issue raised by the preliminary research.

Creswell & Creswell (2018) advise researchers to consider qualitative data analysis as a process encompassing various levels of analysis and requiring sequential actions to be taken from the particular to the general. First step is collecting and arranging the data for analysis. This includes transcribing interviews, scanned material, writing field notes, classifying every visual material, and categorizing and organising the data into different kinds based on the information sources. Secondly, all of the data should be read or seen.

This initial stage gives an overview of the material as well as an opportunity to remark on its overall significance. Third step is beginning coding all of the data. It entails gathering and subdividing text data or photos collected during data collection into categories, and naming those categories with a word, frequently based on the participant's real language. Fourth stage is producing description and topics. Using the coding process, provide a representation of the scene or individuals, as well as categories or topics for study. Final stage is displaying the content and themes. Promote how the description and themes will appear in the qualitative narrative.

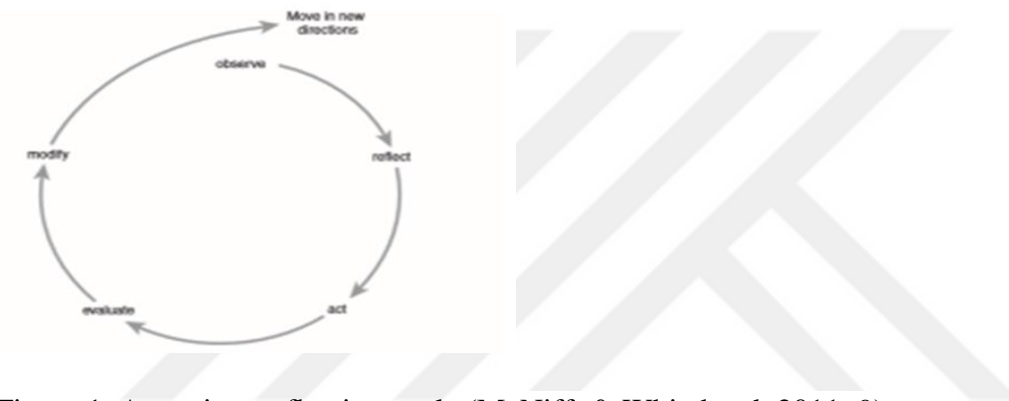


Figure 1. An action–reflection cycle (McNiff, & Whitehead, 2011: 9).

As it is showed in Figure 1, “the process of ‘observe – reflect – act – evaluate – modify – move in new directions’ is generally known as action–reflection” (McNiff, & Whitehead, 2011: 9). According to McNiff & Whitehead (2011), the process is cyclical and continual because as soon as we come to a level where we are satisfied, that point generates new questions, and it is time to start all over again. You would discover a source of issue, attempt a different method of doing things, reflect on what was occurring, and then try a new approach based on your reflections, that might or might not be more successful.

According to Stringer (2014), AR, which empowers individuals to take systematic action to address particular issues, allows individuals to have a better understanding of their conditions and devise effective solutions to difficulties they confront by following: “The Look, Think, Act routine” (Figure 2).

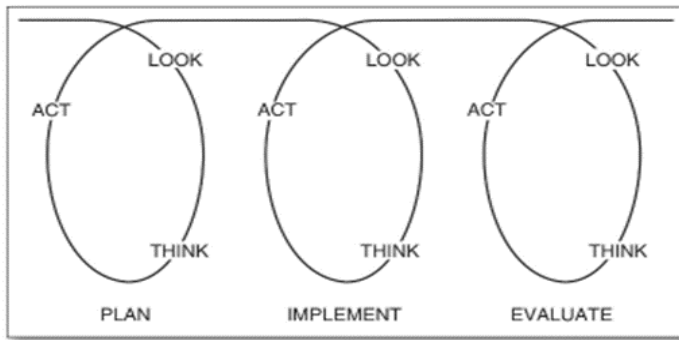


Figure 2. Stringer's AR routine (2014: 34)

The look routine means gathering appropriate information and explaining the situation. Secondly, the think routine emphasizes investigating, analyzing and theorizing while the act routine focuses on planning and developing a strategy based on findings and interpretations, putting the strategy into action and evaluating the efficacy of the steps implemented (Stringer, 2014).

Efron & Ravid (2013) mentioned their 6 steps of AR as follows: (1) Recognizing a problem or issue that the practitioner wishes to investigate, (2) Collecting background knowledge by reviewing relevant literature and previous studies, (3) Arranging the data collection techniques and designing the research, (4) Data collection, (5) Data analysis and interpretation, (6) Documentation, sharing, and applying the results. Similarly, Sagor (2000) suggested seven steps: (1) Choosing a focus, (2) Defining theories, (3) Selecting research questions, (4) Gathering data, (5) Evaluating data, (6) Reporting findings, and (7) Taking action based on the findings. As it can be seen, different researchers explained the steps of AR in their own way.

2.3. Relevant Research Studies

This section will focus on research studies related to PD of EFL teachers. Related studies conducted in the World and in Türkiye will be reviewed. In the literature, PD of EFL instructors and teachers has been analysed from several perspectives such as teachers'

perceptions, practices, needs, experiences, factors hindering PD, and the concepts affecting PD in different levels as primary, secondary and higher education. Table 1 shows the researchers, the research topics of their studies, their participants and methodology.

Table 1
Studies related to PD

Researcher	Participants	Research topics	Research Design
Alibakhshi, G., & Dehvari, N. (2015)	EFL teachers	The perceptions of English language teachers on CPD, identified their main professional development activities.	A qualitative study
Alshumaimeri, Y. A., & Almohaisen, F. M. (2017)	EFL Teachers	Professional development (PD) activities and how useful these activities	A quantitative study
Atay, D. (2006)	EFL Teachers	The effect of AR to PD	A qualitative study
Babanoğlu, M. P., & Yardimci, A. (2017)	EFL teachers	The perceptions of state and private school EFL teachers towards professional development	A quantitative study
Badri, M., Alnuaimi, A., Mohaidat, J., Yang, G., & Al Rashedi, A. (2016)	EFL Teachers	Perception of Teachers' Professional Development Needs, Impacts, and Barriers: The Abu Dhabi Case	A quantitative study
Bayar, A. (2013)	EFL Teachers	Actors affecting teachers' participation in professional development activities	A quantitative study
Çelik, S., Bayraktar-Çepni, S., & İlyas, H. (2013)	EFL instructors'	Attitudes of EFL instructors toward professional development	A quantitative study

Güçlü, B. E. (2019)	EFL instructors at prep school	Perceptions towards CPD	A quantitative study
Halim, L., Buang, N. A., & Meerah, T. S. (2010)	Supervisors and science student teachers	The influence of AR on the PD of a supervisor and a student teacher	A qualitative study
Kabadayı, B. (2013)	Instructors	General attitudes towards PD and professional development needs	A quantitative study
Karen Roy, C., Rahim, S., & Yaqoub Khojah, A. (2018)	EFL Teachers	Perceptions of EFL Teachers towards effectiveness of PD activity	Both qualitative and quantitative study
Korkmazgil, S. (2015)	EFL Teachers	Perceived professional development needs, practices and challenges	A qualitative study
Korucu, S. (2011)	An English Teacher	The Use of Action Research As a Model In the Professional Development of an English Teacher	Both qualitative and quantitative study
Kostoulas, A., Babić, S., Glettler, C., Karner, A., Mercer, S., & Seidl, E. (2019)	Teachers and instructors	Educators' attitudes towards research and professional development.	A quantitative study
Mohammadi, M., & Moradi, K. (2017)	EFL Teachers	Change in EFL Teachers Perceptions	Both qualitative and quantitative study
Muyan, E. (2013)	EFL instructors	Perceptions towards PD, the factors hindering PD	A quantitative study
Onkol, P. E. (2011)	EFL Instructors and Administrators	Perceptions of professional development	A qualitative study
Özbek, M. C. (2014)	EFL Teachers	CPD Profile, choice of CPD activities	Both qualitative and quantitative

			study
Özçalı, S. (2007)	EFL teachers	Effects of in-service education on EFL teachers' professional development in terms of teacher efficacy and reflective thinking	Both qualitative and quantitative study
Özkan, Ö. (2011)	EFL Instructors	The long-term effects of action research as a professional developmental strategy	A qualitative study
Saberi, L., & Amiri, F. (2016)	EFL Instructors	Attitude towards professional development	A qualitative study
Şener, S., & Çokçalışkan, A. (2017)	English in-service teachers	The perceptions of English language teachers on PD and what kind of practices they employ to become more professional	A qualitative study
Tahriri, A., & Sheidaei, A. (2018)	EFL Teachers'	The Impact of Participatory Action Research on EFL Teachers' Professional Development	Both qualitative and quantitative study
Topkaraoglu, M. (2017)	EFL teachers	How to perceive professional development and which factors facilitate/hinder their professional development efforts	A qualitative study
Ulvik, M., & Riese, H. (2016)	Student-teachers	Action research as a tool in professional development	A qualitative study

Yağcı, H. (2014)	EFL Teachers & Instructors	Need & past and present experiences of with regard to professional development	A qualitative study
Yigit, C., & Bagceci, B. (2017)	EFL Teachers	Teachers' Opinions Regarding the Usage of Action Research in Professional Development	A qualitative study
Yurttaş, A. (2014)	EFL teachers	EFL teachers' perceptions on the effectiveness of components of an EFL in-service training program (PD PROGRAMME)	Both qualitative and quantitative study
Zerey, O. G. (2018)	EFL instructors'	Perceptions of EFL instructors regarding self-directed professional development	A quantitative study

Babanoğlu & Yardımcı (2017) compared state and private school EFL teachers' perceptions on PD and found out that PD concepts, particularly lifelong and continuous professional growth, self-confidence, and belief in the teaching profession, are favourably received by EFL instructors. Furthermore, private school EFL teachers appear to be more concerned than public school EFL teachers about specific teaching ideas. Gender has an influence on teachers' judgments of professional growth to some amount in favor of female EFL instructors, although age is not a crucial determinant. Çelik et al. (2013) investigated the attitudes of EFL instructors toward PD with a quantitative design in their study and they reported that although instructors valued PD, the offered career progression possibilities were not seen as relevant to their teaching practice by the majority of participants. While the greater part of participants believed that willingness was an important aspect in professional growth, they disagreed that instructors should analyze the practice of their colleagues.

The qualitative study of Topkaraoglu (2017) showed that EFL teachers in Türkiye understand the value of PD and are eager to improve themselves. Similarly, in the study of Şener & Çokçalışkan (2017) the perceptions of English language teachers on PD was researched with a qualitative research design and the analyses showed that teachers understood the importance and necessity of PD and considered it as a process that helped them become more informed and experienced. They also mentioned that participating in such research might boost their drive and confidence. Also, the qualitative study of Kabadayı (2013) indicated that the PD programs were viewed positively by EFL instructors. The most prevalent activity among teachers to strengthen their professional skills was sharing experiences and ideas with other colleagues, and the major reason they did not attend these programs was due to scheduling conflicts. Likewise, Kostoulas et al. (2019) and Zerey (2018) found the instructors' positive perceptions toward PD in their studies.

According to the findings of the study conducted by Güçlü (2019) related to the Turkish EFL teachers' perceptions towards continuing professional development activities, in terms of age or experience, the study found no significant differences. Having a doctorate degree or doing a CELTA or Delta course, on the other hand, greatly alters instructors' perspectives, preferences, and motivation. Based on these findings, it can be inferred that these key tasks may serve as catalysts for EFL instructors to develop favourable attitudes toward additional CPD activities.

Alibakhshi & Dehvari (2015) researched about EFL teachers' perceptions of CPD with high school teachers via a qualitative research design. Findings show that CPD , according to the participants, entails skill growth, continual learning, staying current, studying for fun, and professional renewal. They also grow professionally as a result of their employment, formal education, and attendance and presentations at continuing professional development programs.

The case study of Muyan (2013) investigated ELT teachers' perceptions and found out that teachers embraced PD activities as part of their professional lives, but they did not

use them as much as they might have. Differences among instructors were indicated by gender and experience. The results were also supported by the study of Alshumaimeri & Almohaisen (2017) that the most popular viewpoint focused on PD activities that help instructors improve their teaching abilities. Additionally, the goal of Mohammadi & Moradi's study (2017) that was examined perceptions of professionals by using qualitative and quantitative research design was to see if PD seminars might help EFL teachers alter their minds. As a results, it was stated that teachers' views are seen to have a significant influence on their thinking and practice. Furthermore, the instructors in this research saw CPD as their personal duty and most significantly, most teachers got self-confidence which is crucial for encouraging long-term development. Along the same way, the qualitative research of Onkol (2011) revealed that participants perceive PD as a method of personal and institutional growth, community and environmental advancement.

There are many studies that show the positive effect of AR on PD. To give an example, Atay (2006) explored the effect of AR to PD among EFL Teachers. According to the results of qualitative research, there have been changes in research attitudes of teachers since they had enhanced awareness of their own teaching, and a greater respect for teamwork. In the first place, they had a rather narrow understanding of research but they got a broader perspective as time went on. Similarly, Yigit & Bagceci, (2017) have also proved that there is a positive effect of AR to PD in a variety of ways. Tahriri & Sheidaei (2018) also found similar results with their quantitative findings which indicated a significant impact of AR on teachers' practice and promoted improvement in teacher practice. Besides, Özkan (2011) did a research with EFL instructors and analyzed semi-structured interviews qualitatively. The results demonstrated that in the long term, AR participation may benefit teachers' classroom practice and professional growth. In many aspects, the outcomes of the study demonstrated that instructors with advanced degrees looked to have more positive attitudes regarding AR than teachers with simply BA degrees. Korucu (2011) also supported the positive effect of AR with a case study of an English teacher who can grow professionally by enhancing topic knowledge, changing beliefs and attitudes, and improving teaching methods by means of AR. Ulvik & Riese's case study (2016) aimed at improving pre-service teacher education's understanding of action research as a tool for professional development and showed that the most of the

student-teachers perceived AR as a positive experience which may be used as a method for professional growth if there is enough time and space for in-depth reflection. Similar results were found out by Halim et al.(2010) who investigated the influence of AR on the PD of a supervisor and a student teacher in a practicum environment. According to the findings, the method of AR was able to improve and enhance different areas of the student teacher's professional growth. In Table 2, the studies conducted related to research attitudes are presented.

Table 2
Studies related to RA

Researcher	Participants	Research topics	Research Design
Abinan, A. L. (2021)	Senior high school teachers	Research exposure, attitude towards research and research competence	A quantitative study
Abun, D., Magallanes, T., Encarnacion, M. J., & Foronda, S. L. (2019)	Graduate students	Attitude towards research	A quantitative study
Bibi, F., Lqbal, H. M., & Majid, N. (2013)	Prospective teachers	Attitude of prospective teachers towards research	A quantitative study
Boruah, D. (2020)	College teachers	Attitude towards research	A quantitative study
Erbay, Ş., & Beydoğan, H. Ö. (2017)	University instructors	Attitudes towards educational research	A quantitative study
Ghalley, B.C. (2021)	Teachers of different degrees	Attitude in writing research	A quantitative study
Kakupa, P., & Xue, H. (2019)	University Students'	Attitudes towards research	A quantitative study
Khan, S., Shah, S. M. H., & Khan, T. M. (2018)	University Teachers	Attitudes towards the research activities	A quantitative study
Kustati, M., & Al-Azmi, H. (2018)	English Undergraduate Pre-service	Attitude on ELT research	Both qualitative and

	Teacher Department		quantitative Study
Maqsood Z., Jabeen S. H., Chaudary N. R., Sardar I. (2019)	University students, of different faculties	Attitude towards research	A quantitative study
Monroe, S. R., & Kumar, R. (2012)	University faculties	Attitudes towards academic research	A quantitative study
Muthuswamy, P., Vanitha, R., Suganthan, C., & Ramesh, P. S. (2017)	Doctoral Students	Attitude towards research	A quantitative study
Okoduwa, S. I., et. al. (2018)	130 research and teaching staff researchers (26%), lecturers (31%), technologists (20%), and instructors (22%).	Attitudes, perceptions, and barriers to research	A quantitative study
ÖzgüL, F., Kangalgil, M., & Yıldız, R. (2021)	Teachers from different branches	Attitudes towards educational research	A quantitative study
Sekerci, A. R., Ilhan, N., Sozbilir, M., & Yildirim, A. (2017)	Science and technology teachers'	Attitudes towards educational research	A quantitative study
Shahzad, S., Khalid, M., Farooqi, S. M., & Maryam, H. (2018)	University instructors of different faculties	Attitudes towards research	A quantitative study

Erbay & Beydoğan (2017) investigated attitudes of university instructors towards educational research and it has been seen that academicians have positive attitudes towards research. In the findings obtained from the study, t-test was performed for the gender variable and no significant difference was found between the groups. In addition, there was no difference between the groups as a result of the ANOVA test performed on the variables of age range, education level, branch, seniority, being involved in the project and the number of articles published. Similarly, positive attitude to the research of English language teaching was also found in the mixed study of Kustati & Al-Azmi (2018). Some of pre-service undergraduate instructors are also confident in their capacity to carry

out research in the subject of English language education, as well as research to comprehend the words. However, both variable men and females' opinions about ELT research are not significantly different.

The purpose in the study of Özgül et al. (2021) is comparison among different branch teachers' perspectives towards educational research. According to the results of Attitude Scale for Educational Researches, a high degree of teacher attitudes for educational research was discovered. The views of female instructors toward educational research were found to be greater than those of male teachers and no significant differences were discovered among branches. Likewise, a positive attitude towards educational research was found between science and technology teachers in the study of Sekerci et al. ((2017). On the other hand, there was no significant difference in the attitudes of teachers towards educational research with respect to gender, their experience, and the academic degree they got. Shahzad et al. (2018) detected positive attitude towards research activities among university instructors, too. It was also noted that instructors have a decent research production level, yet correlation between these variables has not found significant and there is a disconnect between what instructors feel about the value of research and what they do in practice.

Khan et al. (2018) examined the attitudes towards the research activities of university teacher via a self-designed scale and noted that academicians found research to be beneficial to their professional performance as well as their personal life. By viewing research as an intellectual challenge, university faculty saw research as a motivating factor for the university's mission, and research and teaching as mutually supportive. Okoduwa et al. (2018) did their research with different groups of participants such as participants were researchers, lecturers, technologists and instructors to investigate attitudes, perceptions, and barriers to research. According to statistics, the majority of those who took part believed that research is vital. Despite that, just a minority were actively conducting research. Likewise, it has been noticed in the study of Boruah (2020) that college professors have a good attitude toward research, which aids in having a positive influence on society.

In Ghalley' study (2021) which was administered to 191 teachers' participant via survey questionnaires related to attitude in writing research, it may be seen that teachers were only marginally competent of performing research and having neutral views about it, were driven to write research, had a high level of difficulty with research methods, and were only moderately capable of planning. Specifically, instructors' research capacity demonstrated a random, statistically significant correlation with their motivating and incentive system. Another recent study with descriptive-correlational method of Abinan (2021) demonstrates that despite knowing the value of research in their career, teachers have a moderately positive attitude about it. Due to their lack of experience with study development, presentation, and publishing, they exhibit significant levels of worry and difficulties. Furthermore, the stronger the instructors' optimism toward research is, the more valuable they consider research to be. Additionally, more experienced teachers have higher level of research skills. Finally, the more research exposure instructors have, the greater their degree of expertise is.

CHAPTER III

METHODOLOGY

In this chapter, description of the research design and methodology that were used in this study are described. Additionally, this chapter explains why quantitative and qualitative approaches that were specifically employed for this research. Finally, the participants, data collection and analysis techniques, the study's reliability and ethical considerations are mentioned.

3.1. Overall Research Design

This study employed a mixed methods design in order to discover research attitudes and the perceptions of EFL instructors concerning PD. "Mixed methods involves combining or integration of qualitative and quantitative research and data in a research study" (Creswell, & Creswell, 2017: 14). If a researcher wants to explore answers for a complex phenomenon both at micro and macro levels, or to find out different aspects of the phenomenon such as experiences and behavioural responses, the research may demand more than one research method (Morse, 2016). In order to handle a phenomenon more thoroughly instead of applying one single method alone, the goal of mixed-methodologies research is to take advantage of the strong connection between quantitative and qualitative research methods (Mills, 2014).

According to Creswell & Clark (2017), quantitative data is insufficient to provide a detailed understanding of a problem while it gives a more general understanding; therefore, there is a need for qualitative data in order to discover the perceptives in depth. The study begins with a wide survey to generalize results to a population, followed by a second phase focusing on qualitative, open-ended interviews to obtain detailed viewpoints from participants to help clarify the initial quantitative survey (Creswell, 2014). A better understanding of phenomena is the rationale for mixing methods (Leavy, 2017; Watkins, & Gioia, 2015). DeCuir-Gunby & Schutz (2016) explained the advantages of mixed methods as follows: Mixed methods research may provide evidence to triangulate the findings with

multiple data collection tools, strengths of both qualitative and quantitative approaches may be maximized while weaknesses may be minimized, multiple methods and theoretical approaches may be adapted and the possibility to publish the studies may increase.

This study involving 129 instructors from different schools of foreign languages relies on ‘the embedded design’ that related to one of the mixed method designs. “Embedded design is to collect quantitative and qualitative data simultaneously or sequentially, but to have one form of data play a supportive role to the other form of data” (Creswell, 2002: 544). When a researcher needs to better use a quantitative or qualitative design to meet the main goal of the study, and has many questions that each require a different sort of data, the embedded design is ideal (Creswell & Clark, 2017). Although the researcher can utilize either quantitative or qualitative data as additional data in embedded design, the embedded design that uses qualitative data as extra data is the most frequent (Baran, 2019). The purpose of collecting the second form of data is to enrich or reinforce the first form which can be either quantitative or qualitative (Creswell, 2002). “By using supplemental data, the larger design of the research can be improved” (Baran, 2019: 48).

3.2. Quantitative Research Phase

This study aims to explore the perceptions towards PD and RA of EFL instructors at selected Turkish universities. The quantitative data collection phase of the study addresses the following research questions:

1. What are the professional development perceptions of EFL instructors?
2. What are the research attitudes of EFL instructors?
3. Is there any relationship between professional development and research attitudes of EFL instructors?
4. Are there any differences in professional development perceptions and research attitudes of instructors with regard to the following factors?

A. gender

- B. the time at work,
- C. engagement in research
- D. attendance at PD activities
- E. the number of published papers,
- F. the number of professional development activities attended,
- G. assessment of their own ability to conduct research
- H. assessment of their professional development process

3.2.1. Setting and Participants of the Quantitative Data

This research aimed to explore the perceptions and attitudes of EFL instructors at the School of Foreign Languages. Therefore, the research universe was identified as EFL instructors working at Turkish universities. Following the determination of the number of cities in each region, the researcher used a convenient sampling approach to choose which cities should be included in the data. Cities were chosen when time, transportation facilities, accommodation and financial issues are taken into account. In convenience or opportunity sampling, participants are chosen for the research if certain practical requirements are met, such as closeness to the study location, availability at a specific time, or ease of accessibility (Dörnyei & Taguchi, 2009).

The cities selected cities and universities are:

1. Çanakkale Onsekiz Mart University School of Foreign Languages (ÇOMÜ-Çanakkale)
2. Trakya University School of Foreign Languages (TU - Edirne)
3. Ondokuz Mayıs University School of Foreign Languages (OMÜ - Samsun)
4. Atatürk University School of Foreign Languages (ATA - Erzurum)
5. Pamukkale University School of Foreign Languages (PAÜ - Denizli)

According to the current data from 5 universities, 40 instructors from Pamukkale University, 37 instructors from Çanakkale Onsekiz Mart University, 23 instructors from Ondokuz Mayıs University, 18 instructors from Atatürk University and 11 instructors from Trakya University participated in this study. The size of the sample is 129 instructors out of the estimated total population of 5 universities which have 193 instructors (Table 3).

Table 3

The number of participants at institutions

Institution	Frequency (N)	Percentage (%)
PAU	40	31,0
COMU	37	28,7
OMÜ	23	17,8
ATA UNI	18	14,0
TU	11	8,5

As with the gender of the participants, out of 129 teachers, 89 teachers were female while the remaining 40 teachers were male. The demographic information for gender, educational degree & major, and teaching experience are displayed in the succeeding Table 4 respectively.

Table 4

Gender Ratio of the Participants

Gender	N	%
Female	89	31.0
Male	40	69.0

As with the teaching experience of the instructors, Table 5 indicates, out of 130 instructors, 9 instructors have 1-5 years of teaching experience; 29 instructors of them have 6-10 years of experience; 40 instructors have 11-15 years of experience while 36

instructors have 16-20 years of teaching experience. The remaining 16 instructors have been teaching for 21 or more years.

Table 5
Distribution of Experience

Experience (Years)	N	%
1-5	9	7.0
6-10	28	21.7
11-15	40	31.0
16-20	36	27.9
21 and more	16	12.4

As displayed in the Table 6 below, there were 40 instructors with a BA, 53 with an MA, and 21 with a PHD. Four instructors, on the other hand, have been doing their MA and 12 instructors have been working on their PHD and have not completed their degrees, yet.

Table 6
Degree of the Participants

Degree	N	%
BA	40	31.0
MA	52	40.3
PhD	21	16.3
MA in process	4	3.1
PHD in process	12	9.3

As for the departments that the teachers graduated from, it was found that 26 instructors with a BA degree, 46 instructors with an MA degree, and 14 instructors with a PHD degree graduated from ELT programs (Table 7). However, the programs that other instructors graduated were American Literature and Culture (ACL) ($N = 1$), English

Language and Literature (ELL) ($N = 8$), Translation and Interpreting Studies ($N = 5$) holding a BA degree. One instructor from ACL, 5 instructors from ELL, 46 instructors from ELT and 1 instructor from Curriculum, 1 instructor from Linguistics held MA degrees in their own programs as well as BA degrees. As for PhD degrees, there were 1 instructor from Education, 14 instructors from ELT, 1 instructor from Linguistics, 1 instructor from Translation and Interpreting Studies. While there were 4 instructors who have been doing their MA, 13 instructors have been doing their PHD in ELT like their BA and MA in the same program. However, there were instructors who hold degrees at different programs. For instance, there was 1 instructor who had a BA degree in ELL, an MA degree in ELT and the other instructor had BA and MA degrees in ELT, a PHD degree in Linguistics.

Table 7

Departments of the instructors

Departments	N	%
ACL (BA)	1	.8
ACL (BA-MA)	1	.8
CURRICULUM (BA-MA)	1	.8
Educational Programs and Teaching (BA-MA-PHD)	1	.8
ELL (BA)	8	6.2
ELL ELT (BA-MA)	1	.8
ELL (BA-MA)	5	3.9
ELT (BA)	26	20.2
ELT (BA-MA-PHD in process)	13	10.1
ELT -ELT -LING (BA-MA-PHD)	1	.8
ELT (BA-MA)	45	34.9
ELT (BA-MA in process)	4	3.1
ELT (BA-MA-PHD)	14	10.9
LING (BA-MA)	1	.8
LING (BA-MA-PHD)	1	.8
Translation and Interpreting Studies (BA-MA-PHD)	1	.8
Translation and Interpreting Studies (BA)	5	3.9
Total	130	100.0

3.2.2. Data Collection Tools of the Quantitative Data

The data collection tool consists of three parts in the present study. Part I gathers demographic information of the participants through the variables involving gender, degree, department, teaching experience, institution, the number of published papers, the number of professional development activities attended, the instructors' assessment of their own ability to conduct research and their professional development process, instructors' engagement in research in their field, attendance at PD activities and their willingness towards these issues. Part II and Part III consist of two scales related to PD perceptions of language teachers (Alfaki, 2014) and educators' attitudes toward educational research (Öztürk, 2011).

The first scale by Alfaki (2014) appearing in the form of a rating scale consists of sixteen five-point Likert scale items ("1 = strongly disagree" to "5 = strongly agree") related to PD perceptions as listed in Appendix D. Pearson's coefficient of the scale was calculated as .87. Secondly, Öztürk's (2011) 29-item Educators' Attitudes Toward Educational Research Scale, with a high Cronbach's alpha value at .860, was employed in this study in order to investigate the attitude of instructors concerning research (Appendix D). For each item on a Likert scale, there are 5 choices ranging from 'strongly agree' (coded as 1) to 'strongly disagree' (coded as 5). However, since 20 items were positively worded and 9 items were negatively phrased, the specific items were reverse-coded for statistical analysis (Items: 1, 2, 5, 7, 8, 9, 10, 13, 14, 15, 16, 18, 19, 20, 22, 24, 25, 26, 27, 29). Besides, the scale has 8 sub-groups named as follows:

1. Degree to which educators value training in educational research (5 items)
2. Degree to which educators believe that those who keep up with research are better educators (3 items)
3. Degree to which educators value doing research in their classrooms/schools (3 items)
4. Degree to which educators believe that research findings are applicable to real life contexts (3 items)
5. Degree to which educators believe that research reports are understandable (4 items)
6. Degree to which educators believe that they have time and resources to make use of research findings (5 items)

7. Degree to which educators incorporate doing their own research in their practices (3 items)
8. Degree to which educators invest time and effort in learning about research findings (3 items) (Öztürk, 2011: 738)

3.2.3. Data Collection Procedures of the Quantitative Data

Prior to commencing the study, the ethical approval was obtained for the implementation of the research in March 2019 from Applied Ethics Research Centre of Çanakkale Onsekiz Mart University. Due to the legal procedures, it was required to get permission legally from the universities in an attempt to collect data. When the permission was granted, the researcher went to Pamukkale University (Denizli), Çanakkale Onsekiz Mart University (Çanakkale), Ondokuz Mayıs University (Samsun), Atatürk University (Erzurum), and Trakya University (Edirne) to obtain quantitative data; however, because of the closure of Covid-19 pandemy, the questionnaires with instructors working at Akdeniz University School of Foreign Languages in Antalya, Gaziantep University School of Foreign Languages in Gaziantep, Gazi University School of Foreign Languages in Ankara were accomplished via an online tool, Google docs. Nevertheless, since the online participation of instructors from these universities was too low, the mentioned universities were omitted from the data collection areas.

To this end, out of 9 cities, the researcher visited 5 cities to conduct face-to-face data collection via hard copied scales with the instructors. The procedure began after the participants had been informed about the study. It was emphasized that the information acquired from them would be utilized in the researcher's thesis; however, the participation in the study was entirely optional, and that they might refuse to complete the scale and sign the consent form attached to the hard copies of scales. The implementation took about 15 minutes, and the researcher actively participated in the data gathering procedure in case of item clarification. The estimated number of instructors having classes at the school of foreign languages of these 5 universities was 190 in total and researcher could reach 129 of them during the spring and autumn semester of 2020-2021 academic year.

3.2.4. Data Analysis of the Quantitative Data

This study made use of quantitative data retrieved from scale items with the aim of revealing the perceptions and attitudes of EFL instructors on the subject of professional development and research. The relevant analysis was carried out with the help of SPSS 20 for Windows. Firstly, descriptive analyses were administered and the normality of the data distribution was checked for all of the data gathered through each instrument. The value of Skewness and Kurtosis between -2 and +2 is acceptable for normal data distribution (George & Mallery, 2010). It was seen in the data collections tools of this study that Skewness value is -.585 for PD scale, and -.194 for RA scale while Kurtosis value is -.050 for PD scale and -.158 for RA scale, which shows acceptable values for normal data distribution.

The investigation was further elaborated by looking into relationship between PD perceptions and RA of EFL instructors by means of Pearson Correlation. Subsequently, it was examined whether there was any difference in instructors' PD perceptions and RA by gender, the time at work, the number of published papers, and the number of professional development activities attended via independent samples T-tests. Additionally, ANOVA (One-way) was utilized to reveal the dissimilarities between the perceptions of instructors with regard to PD and attitudes towards research in connection with their assessment of their own ability to conduct research and of their own professional development process.

3.3. Qualitative Research Phase

The second phase of study was carried out through the action research. During the qualitative data collection phase, the researcher explored how instructors who got the intervention related to AR are able to understand and organize an action research project. Furthermore, the processes while conducting the action researches as well as the practices that bring effective change to the classes are described. The purpose of the qualitative data collected was to explore these questions:

1. What are the EFL instructors' overall PD perceptions and research attitudes?
2. What is the relationship between EFL instructors' professional development perceptions and their research attitudes?
3. How did the participant instructors comprehend action research before and after implementing their own AR?
4. What were the instructors' expectations for putting action research into practice? Were these expectations met?
5. What is the reflection of the AR intervention in classroom research practice of instructors?

3.3.1. Setting and Participants of the Qualitative Data

The target population for this study were the instructors who voluntarily attended the action research intervention held by the researcher at a state university, in Türkiye, in the second term of 2019. Two participants for the qualitative phase of the study were voluntarily chosen among the instructors who attended this action research intervention. Both instructors completed their Master Degree in English Language Teaching. While one of the instructors (the first instructor) has 10-year experience, the other one (the second instructor) has 11-year experience in the field. Both of them has been doing PhD in the field of ELT. Both of the instructors conducted researches before, but they have not planned any AR. These instructors implemented their AR plans in their own classroom settings. They were informed about the aim of the study and were given assurance of personal information anonymity and they volunteered to participate in the study.

3.3.2. Data Collection Tools of the Qualitative Data

In this research, ethnographies, and phenomenological types of qualitative studies were included. Data were collected from a number of different sources in hopes of obtaining the teachers' knowledge of classroom-based research and the processes involved in performing AR. In order to collect the data, the researcher used pre-post interviews (See

Appendix E) observations, field notes, document to gather data for this study. The triangulation was employed in the present study by collecting data from different sources.

Interviews

Data were collected during the months of October through December 2019. The interviews were conducted in two phases: Pre-interview and post-interview. Interviewing gives researchers exposure to the context of people's actions, allowing them to better comprehend what that action means (Seidman, 2006). A well-designed interview schedule with a logical order to the questions will typically result in comparable replies from multiple respondents, substantially facilitating the classifying process (Gillham, 2000).

Throughout the study, interviewing process was followed according to the steps mentioned by Creswell (2007). These steps are as follows: Decision of interviewees, choosing the suitable type of interview in order to answer the research questions effectively, selecting an appropriate recording technique, creating and using an interview procedure, piloting the interview questions, choosing a location to conduct the interview, obtaining the interviewee's agreement to participate in the study by filling out a consent form, sticking to the questions, finishing it in the allocated time.

In this study, only two volunteers wanted to conduct AR after the training session. One of the non-random sampling approaches used in qualitative research is characterized as volunteer sampling (Seetharaman, 2016). Subjects are recruited depending on who is easily accessible to the researcher and who volunteers from this population (McBride, 2018). Most studies strive to ensure impartial outcomes; therefore, volunteer recruiting, incentives, and involvement in research studies are crucial aspects to consider while conducting trials (Goldenberg et al., 2007).

We are unable to witness everything, including feelings, ideas, and intentions, hence we need to interrogate individuals about them. In that case, the goal of interviewing is to get insight into the other person's point of view (Patton, 2014). Structured interviews

were carried out with the instructors to collect the qualitative data in this study. In structured interviews, the researcher is cautious to elicit replies to the same questions from all of the participants during the interview, which follows a pre-set list of questions (Nunan & Bailey, 2009). This necessitates that the researcher has a clear notion of the type of data that will be generated (Scapens, 2004). Structured interviews provide the benefit of providing thorough data that can be compared among informants (Nunan & Bailey, 2009). To this study, the pre and post structured interviews were developed by the researcher in order to detect the expectations and experiences of the instructors concerning the implementation of AR in terms of PD and RA. The pre-interview was administered before the instructors implemented their AR plans while the post-interview was administered after they implemented their AR plans.

Audio recording with a traditional digital recorder was selected as the most suitable data collection technique in addition to taking note technique by the researcher during the interview. The advantages of working from a recording outweigh the drawbacks of transcribing (Tessier, 2012). According to Foster (2006), audio recording gives a more full and accurate record of behavior, may be used to double-check the researcher's data records and it is feasible to undertake a more thorough and sometimes more comprehensive data analysis. Many researchers find audio recording useful for going through their interview notes repeatedly (Grady, 1998).

In this study, an interview protocol had been adopted as Creswell (2009) suggested. According to Creswell (2009), a heading for demographic information, instructions for the participants to consider in order to employ consistent procedures from one interview to the next, ice-breaker and detailed questions, time between the questions and recording answers and a final thank-you speech to express gratitude for the interview time are the components of an interview protocol. Pre-interview has four parts in this research. Part A was created to collect demographic information about the participants, such as their gender, educational backgrounds and years of teaching experience. Part B included questions which focused on instructors' overall views related to PD and RA, Part C consisted of questions to reveal their initial thoughts concerning AR and the last part of the interview procedure, Part D included questions to find out what the instructors' expectations from AR in terms of PD

and RA. In post interview, the interview guide consists of two parts since the demographic information and overall thoughts of the participants are known. Part A consisted of questions to explore last thoughts concerning AR and Part B contains questions to determine whether the expectations of instructors from AR were met.

The interview questions were piloted in two phases prior to the introduction of the interviewing procedure. An interview that has been properly designed and piloted aids interviewees in organizing themselves, making things simpler (Gillham, 2000). Grady (1998) summarized the advantages of piloting as follows: Before conducting actual research interviews, a successful interviewer practices with the interview questions outside of the interviewee pool. Piloting the interview questions gives you feedback on whether they're realistic and clear, whether they elicit relevant information, and so on. Besides, piloting can assist a researcher in reordering questions in order to get a better answer. Ahmad (2017) mentioned the benefits that piloting the interview is an excellent way for the researcher to gain confidence and experience with the interviewees. Conducting a pilot interview may reveal a lot about the habits, conventions, and cultures of the people you're interviewing as well as possible dangers to data collection, such as apprehension and discomfort with interview questions, language level and capacity of interview questions to meet the objectives of study. In short, the instrument piloting procedure contributes to the validity of the investigation (Ravitch & Carl, 2019).

In order to pilot this study, first and foremost, the questions were double-checked by four experts in the field to ensure that the questions in the interview guide adequately explored the areas where research topics are addressed. The think-aloud protocol was used in the second phase of the piloting. This procedure required the participation of three instructors from the school of foreign languages in Denizli. The instructors were asked to read the interview questions aloud and explain what they understood from each one. The researcher made revision and changed the unclear interview questions in the light of feedback of these two phases.

After pilot study, instructors' offices at university were chosen to conduct the interview, consent forms to participate in the study were received and the structured interviews were done with two instructors in the beginning and at the end of AR implementation of each instructor via an interview guide. Interviews were 20 minutes to 30 minutes long. The participants were identified by numbers, such as the first instructor and the second instructor. After each interview was tape recorded and transcribed in English, they were sent to the participants and it was requested that participants add clarifications, eliminate problematic words, or make any other modifications to the transcripts as means of member checking which is a method of assessing the correctness of qualitative results by returning the final report or particular descriptions or themes to participants and asking them if they believe they are true (Creswell, 2009).

Observations

Observations were employed throughout the study attending the classes of each instructor for 3 times during the implementation of their AR. The purpose of observational data is to collect field notes which is the usual method of recording data during the observations (Foster, 2006). Observation is the act of looking at something with a certain goal in mind to record what is happening at a certain time and location (Grady, 1998). "A qualitative observation is when the researcher takes field notes on the behaviour and activities of individuals at the research site" (Creswell, & Creswell, 2017: 262). Observation which entails gathering information through a variety of sensory inputs, is more than simply seeing what participants do since it's more than what they say (Plowright, 2011). The advantages of observational data were described by Foster (2006), the researcher can capture data on the physical environment and human behavior without having to rely on the opinions of others. Observational data are frequently more reliable since it allows the researcher to record what he or she observes as it happens. Second, the observer may be able to notice things that the participants are unable to. Major features in the environment and behavior can only be revealed by a researcher's meticulous, intentional observation over time. Third, observation can offer information on the surroundings and behavior of participants who are unable to talk for themselves and participate in interviews. Finally, the information provided by persons in interviews about

their own action may be compared to samples of their actual actions observed. According to Grady (1998), however, interviews and document analysis can only provide a researcher a partial picture of a situation while observations provide a more complete picture. When observations are combined with interviews or document analysis, they become even more powerful as a research tool. For teachers' professional growth in a variety of ways, observation is considerably valuable (Kani & Yilmaz, 2018).

For recording observational data, an observational protocol is utilized to obtain demographic information regarding the time, location, and data of the field setting where the observation takes place, descriptive notes (portraits of the participants, a reconstruction of discourse, a description of the physical location, reports of specific events or activities) (Creswell, 2009). By this protocol, in total, six classroom sessions in each of the two classroom settings were observed and field notes were taken in the beginning, middle and end of AR implementation. To Foster (2006), in the production of field notes, there are differences in structure and style across researchers; the goal is to make the notes as precise as possible, reducing the amount of problematic inference involved. Secondly, any interpretations that the researcher has throughout the observation and writing of the fieldnotes are frequently recorded and finally, the researcher's own thoughts about what was observed or about her or his own participation may also be expressed in field notes. In this study, the researcher attended the classes in order to make such observations as the description of class and AR activities as well as conversations and reactions from students. According to each participant teacher's action research plan and the time spent implementing the AR plan, the researcher spent different amounts of time on each of these observations. Everything was recorded as handwritten field notes and expanded on a computer at the end of sessions.

As an observer, the researcher was an active member of the AR intervention and also critical to both of the instructors during their AR implementation included in this study. Merriam (2009) depicted that the group is aware of the researcher's observer activities; involvement in the group is clearly secondary to the job of information collector if the researcher is an observer as participant, which gives reason to have access to a large

number of people and a wide range of information with this strategy. Observations both served as a foundation for following post interviews in the study, and they also allowed the researcher to address the study's fourth research question.

Documents

In this study, the researcher received the documents of instructors from such as first drafts of action research plans and final AR proposal in order to follow how they are conducting their AR strictly. Documents may help researcher comprehend and contextualize a situation. The precision of document analysis, or a clear record, is its primary benefit (Grady, 1998). Bowen (2009) stated that documents can give information about the setting in which study participants work, which is an example of text giving context. Second, the information included in papers may suggest some questions to ask and scenarios to observe as part of the investigation. Third, documents supply further research information. Document-based information and insights can be significant contributions to a knowledge base. Fourth, papers may be used to track changes and progress. Fifth, papers can be analyzed to confirm or corroborate evidence obtained from other sources. Finally, when actions can no longer be witnessed or informants have forgotten the specifics, documentation may be the most efficient method of acquiring data.

3.3.3. Data Collection Procedures of the Qualitative Data

The researcher set up a preliminary AR workshop to inform the university instructors by providing them with the handouts pertaining to action research. In this meeting, the instructors obtained information about the process of the action research. After the meeting, the researcher asked volunteers to conduct AR which was preferred by two of the instructors voluntarily. Since the School of Foreign Languages that the instructors work has a modular system, the second module was waited for the detailed intervention for volunteers. The process is as follows:

In the first week of the module, the researcher sent some documents related to action research to the instructors before meeting on Monday. The instructors were supposed to read the documents so that everyone could discuss about AR in the meeting. The definition, aim, significance, characteristics of AR were discussed during 2 hours on Tuesday. On Wednesday, the researcher sent some AR examples to the instructors and the instructors had a meeting again to analyze the studies conducted related to AR on Thursday. The researcher wanted them to think about themselves and find a study area to research until the next week when they would meet. Next week, the instructors met the researcher with ideas in their minds to share and get the suggestions of researcher to decide on their study area on Monday. Everybody did a brainstorming, gave advice to each other and decided on an issue to study about. However, the instructors needed to read articles about their issues and plan their research accordingly and systematically. On Thursday in the same week, the instructors and the researcher met again to go through the instructors' plans for the last time, did some revisions and decided on the last version of their study plans. The AR plans of two instructors who agreed to participate in this study were evaluated appropriately the AR process taught in the workshop.

Finally, the AR implementation started on the third week of the second module and lasted 6 weeks. Table 8 shows the process of instructors' training and decision making on Action Research.

Table 8

Process of instructors' training and decision making on AR

Process of training and decision making on AR (2 nd Module)	Dates
The researcher sent some documents to the instructors related to AR.	11.11.2019
Discussion on AR documents was conducted.	12. 11.2019
The researchers sent some AR examples to the instructors.	13.11.2019
The studies related to AR were analyzed by the instructors and the researcher.	14.11.2019
Possible studies for instructors to conduct were discussed and the instructors were supposed to plan their research until the next meeting.	18.11.2019
The last forms of instructors' study plans were decided.	21.11.2019
The AR implementation started by the instructors.	25.11.2019

3.3.4. Data Analysis of the Qualitative Data

The qualitative data of the study were analysed according to the data analysis process steps of Creswell and Creswell (2018). They explained the steps in Figure 3:

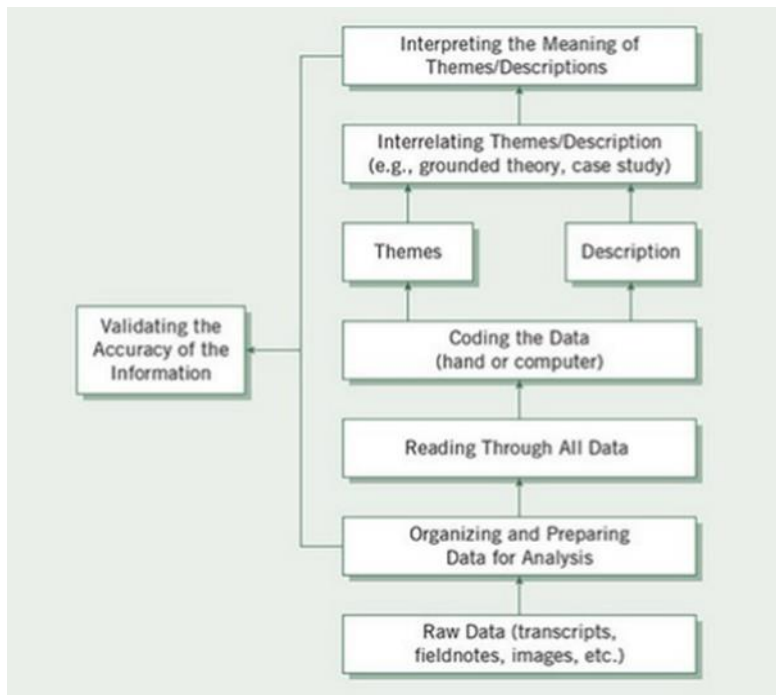


Figure 3. Data analysis in qualitative research (Creswell, & Creswell, 2018: 269)

According to (Creswell & Creswell, 2018), in the first step, data should be gathered and organized for analysis. Interviews are transcribed, materials are optically scanned, field notes are typed, and the data is sorted and organized into different kinds based on the kinds of information. In the second step, all for the data should be read or examined. The initial stage gives a general feel of the data and allows you to consider its overall meaning. At this point, qualitative researchers may write comments on transcripts or observational field notes, or begin collecting general ideas about the data. Third stage is coding all of the information. It entails segmenting phrases (or paragraphs) or images into groups and identifying those categories with a keyword, which is generally based on the participant's actual language. Fourth stage is creating a description and a set of themes. A comprehensive portrayal of information about people, locations, or events in a setting is called description. For analysis, the coding method is used to create a description of the scene or persons, as well as categories or themes and to specify a modest number of themes or categories. Themes are the primary results in qualitative investigations, and they are frequently used as headers in study findings sections. Fifth stage is presenting the description as well as the main themes and considering how the description and themes will be expressed in the qualitative story. To present the conclusions of the analysis, the most common method is to employ a narrative passage, which gives information about a timeline of events or a deep examination of various themes.

In analyzing the interview data of this study, the researcher used Creswell & Creswell's (2018) data analysis steps. After the initial interview data analysis step where the researcher transcribed the interviews by using Microsoft Word, typed field notes and gathered written documents of participants, identified and marked lines with descriptive terms and phrases after reading and labelling the transcripts. Reducing the material is to read it and highlight interesting sections are critical that researchers recognize that they are making a judgment call about what's essential in the transcript at this point in the process (Seidman, 2006). Then, all of the information were coded. A code is "a word or short phrase that symbolically assigns a summative, salient, essence-capturing, and evocative attribute for a portion of language based or visual data" (Saldaña, 2021: 5). The next analytical step was to evaluate and interrogate the data for potential themes or patterns and description. "A theme is an implicit topic that organizes a group of repeating ideas"

(Auerbach & Silverstein, 2003: 38). Finally, in light of the themes and descriptions, the research questions were addressed.

3.4. Validity and Reliability of Data Collection Instruments

In the quantitative phase, Cronbach's Alpha was used to generate the measurement tools' internal consistency reliability. In the current study, the first scale about PD perceptions demonstrated excellent internal consistency with Cronbach's alpha value of .88 as well as the second scale concerning Research Attitudes with Cronbach's alpha value of .83. "Cronbach's alpha is a measure of reliability and, more specifically, internal consistency" (Creswell, 2012: 606). Internal consistency, which is measured by a Cronbach's alpha value, with ideal values ranging between .7 and .9, is the most essential kind of reliability for multi-item instruments (Creswell & Creswell, 2018).

In the qualitative phase, the validity of study was strengthened by using many sources of the same information, such as checking an interview respondent's comments with real observations, pre-post interviews, and documents. The term "triangulation" is used to describe the process of evaluation of the same item via multiple ways by using different techniques or obtaining data (McMillan, 2000; Lincoln & Guba, 1985), while technique triangulation is challenging, it is well worth the effort since it makes data more credible and the uncertainty of its interpretation is reduced whenever a proposition has been proven by two or more measurement processes. Triangulation, as a validity technique, is a systematic process of sifting through data to uncover common themes or categories by removing overlapping ideas, which is done by researchers using solely their own lens (Creswell, & Miller, 2000). It is necessary to construct a logical argument for themes (Creswell, 2014). Therefore, data were gathered from a variety of sources for this study. Besides, written form of pre and post interviews and field notes were checked by the participant instructors who were asked about their comments on the themes and the final narrative. With member-checking, "the participants add credibility to the qualitative study by having a chance to react to both the data and the final narrative" (Creswell, & Miller, 2000: 127). Detailed description of the findings was given during the analysis of this study. By the usage of a rich, thick description, the outcomes get increasingly realistic and detailed. This method can help to strengthen the findings' validity (Creswell & Creswell,

2018). A detailed description of the conditions, participants, and themes of a qualitative study is another procedure for confirming the credibility of a study (Creswell, & Miller, 2000). Additionally, a peer debriefing process was followed in the current study. Creswell (2014: 224), suggested to “use peer debriefing to enhance the accuracy of the account. This process involves locating a person (a peer debrief) who reviews and asks questions about the qualitative study so that the account will resonate with people other than the researcher”. Besides, for ensuring internal validity, “long-term and repeated observations at the research site” should be done (Creswell & Creswell, 2018: 290). Before the volunteers’ implementation of action research, the researcher was with them for the intervention. During the implementation of AR, the researcher observed both of the instructors’ classes for three times, in total six times. In order to ensure the reliability, there are some ways according to Gibbs (2007) such as transcription checking to avoid mistakes in transcripts and code cross-checking in order to eliminate the bias of the researcher once the codes are examined by other researcher. In this study, the written form of pre-post interviews are shared with the instructors to control whether there are NOT any mistakes and code cross-checking was done with the researchers’ colleagues and professor in the field.

3.5. Ethical Considerations

Due to ethical concerns, the researcher had to petition to Çanakkale Onsekiz Mart University's Ethics Committee for authorization to conduct the study (See Appendix F). In this step, the researcher started this procedure by submitting a proposal including the study's objectives, research methodology, participants, projected outcomes, and potential benefits and implications with the details concerning confidentiality. After examination, the researcher she was given permission to conduct her research. In the second step, EFL instructors at public universities took part in this study. As a result, the researcher applied to the related universities for authorization to gather data. After completing the relevant formalities, the universities provided the researcher with the necessary authorization to carry out the investigations for the study (see Appendix H).

Informed consent and anonymity of transcription are considered as the ethics of the analysis (Gibbs, 2007). The researcher ensured the participants concerning their confidentiality by a consent form which was designed by the researchers and was announced to all of the participants before data collection (See Appendix G). The goal of the study, statements about confidentiality and opportunity to leave the research could be seen on the forms which were obtained from all of the instructors participated in the study. Besides, confidentiality and privacy are vital for giving feed back to the participants of the study. In this study, participants were informed about the results in an online platform.



CHAPTER IV

FINDINGS AND DISCUSSION

In this part, the research questions are answered in the light of the findings of quantitative and qualitative phases. In order to demonstrate the agreement of the findings that could be more trustworthy and applicable, the discussion section depends on the triangulation of the results from both the quantitative and qualitative stages where relevant.

4.1. Findings and Discussion of Quantitative Phase

In this part of the study, both findings and discussion of quantitative phase are presented in the light of the relevant research questions.

4.1.1. Findings and Discussion Related to Research Question 1

RQ1. What are the professional development perceptions of EFL instructors?

The first research question endeavoured to scrutinize Turkish EFL instructors' PD perceptions. In line with this purpose, descriptive statistics were administered to the quantitative data and the succeeding Table 9 illustrates the overall scores in the perceptions of EFL instructors.

Table 9
Overall PD Perceptions of EFL Instructors

	Range Value	N	Mean	Min.	Max.
Strongly Disagree	1.00-1.80				
Disagree	1.81-2.60				
Not sure	2.61-3.40				
Agree	3.41-4.20				
Strongly Agree	4.21-5.00	129	4.49	3.13	5.00

In this sense, conforming to the range values in the perception scale, the overall mean is 4.49 with a lowest score of 3.13 and a highest score of 5.00. The findings revealed that a great majority of the instructors attribute positive remarks for PD which shows that participants are in favour of improving themselves professionally. It seems that the instructors are conscious about the requirements of their profession and they have high sensitivity for the necessity of teacher professional development in today's changing World, which is extremely important especially for language teachers. This finding is in line with the findings of Babanoğlu & Yardımcı (2017), Kabadayı (2013), Kostoulas et al. (2019), Topkaraoglu (2017), Torff & Sessions (2008), and Zerey (2018) who found positive perceptions of teachers towards PD in their studies.

A descriptive analysis was carried out to detect the most and least stated perceptions related to PD are shown in foregoing Table 10.

Table 10

The most and least preferred statements of instructors within the scale of PD ($N = 129$)

The most preferred statements	M	SD	The least preferred statements	M	SD
Teachers have to learn continuously and be life-long learners.	4.75	.468	Reading periodicals in ELT keeps a teacher up-to-date.	4.19	.801
Teachers need to be given a chance and time to develop.	4.67	.533	Attending workshops and conferences is a key factor in teacher professional development.	4.26	.755
Using new ideas and techniques is motivating and encouraging	4.60	.538	Professionally developed teachers can highly enhance students' motivation.	4.28	.829

According to the findings, Table 10 presents that 3 items 'Teachers have to learn continuously and be life-long learners.', 'Teachers need to be given a chance and time to develop', and 'Using new ideas and techniques is motivating and encouraging' ($M = 4.75, 4.67, 4.60$, respectively) were found the highest rank. On the contrary, the lowest mean scores of 3 items 'Reading periodicals in ELT keeps a teacher up-to-date'. Attending

workshops and conferences is a key factor in teacher professional development’, and ‘Professionally developed teachers can highly enhance students' motivation.’ are also given ($M = 4.19, 4.26, 4.28$, respectively).

The results help reveal the importance of sustaining ongoing education for PD of ELT teachers, maintaining motivating techniques and instructors need time and chance for all these. These results also show similarities with the related literature. The fact that teachers do not have enough time to complete the extensive list of duties that support their work is a problem they must deal with (Galaczi et al., 2018). Whereas, lifelong learning is the requirement for an effective teacher as it is important for teachers to stay updated and to achieve this, teachers should be motivated first by virtue of time and opportunities. Consistent with these views, Cook & Fine (1997) posits that teaching is a difficult effort, and it will take a lot of time for educators to try out new concepts, evaluate their results, revise their methods, and reassess in an attempt to reach all students and make learning relevant.

To be effective, PD address a variety of issues at both the individual and situational levels with a focus on the needs of teachers and students (Galaczi et. al.). Being a professionally developed teacher entails knowing how to inspire pupils as motivation plays a significant part in both teaching and learning. The findings related to the usage of new motivating and encouraging ideas support this idea as the third most mentioned statement ($M = 4.60$). The data make it clear that the teachers' perceptions towards their profession affect how they act and interact with pupils, which in turn affect the learning environment they foster. In relation to that, Kiarie (2016) maintains that students' ability to acquire, retain, and apply the knowledge, attitudes, and skills necessary to alter their impressions of the environment is significantly influenced by their instructors' perspectives on environmental education. Additionally, it increases students' achievements. These findings of the current study are likewise in compliance with the ones in researches carried out by Garrett (2017), Widodo (2016), Stronge (2013), and Mizell (2010) who found the advantageous effects of instructors' positive PD thoughts on students.

When the overall mean score is taken into account, it can be claimed that the mean scores of the three least mentioned statements are not too low. However, it could be deducted from the results that the teachers are less in favour of reading journals to keep up to date and of attending seminars and conferences for their PD in contrast to the other issues. Considering the results, we can assume that this case may be related to their academic degrees since if teachers do not continue their education with MA or PHD, it is less likely for them to expose to journals, conferences, and researches. It is a fact that graduate degree appears to lead instructors to participate in additional CPD activities (Güçlü, 2019). However, utilizing fresh concepts and methods which teachers can follow via journals, conferences and researches is necessary and advised in the light of the world's ongoing changes (Alfaki, 2014).

Furthermore, the second reason which may be drawn from these results may be the lack of opportunities that the educational institutions offer for teachers. In this case, teacher may be too busy to attend the seminars, workshops and conferences to develop themselves professionally since their school programmes are quite demanding. As a result, individuals might not be aware of the factors that contribute to their PD development. Actually, a crucial component for supporting creative and fruitful teaching is teachers' professional growth and training (Boudersa, 2016). In fact, teachers typically lack formal professional training or experience when they begin their careers as educators (Boudersa, 2016). Therefore, teachers need to be encouraged by their home institutions. Parallel to these views, Karacabey (2020) emphasized that the chance for teachers and students to have new experiences via the sharing of knowledge and ideas is made possible by school administrators' support of teachers' PD and assistance in creating spaces for them to put what they have learned into practice.

4.1.2. Findings and Discussion Related to Research Question 2

RQ2. What are the research attitudes of EFL instructors?

The second research question aimed to scrutinize EFL instructors' attitudes towards research. In order to come up with an answer to the preceding query, descriptive statistics were applied to the quantitatively gathered data.

Table 11

Overall research attitudes of EFL instructors

	Range Value	N	M	Min.	Max.
Strongly Disagree	1.00-1.80				
Disagree	1.81-2.60				
Not sure	2.61-3.40	129	3.40	2.34	4.45
Agree	3.41-4.20				
Strongly Agree	4.21-5.00				

Accordingly, Table 11 displays the overall mean which is 3.40 with a lowest score of 2.34 and a highest score of 4.45. As a consequence, it can be interpreted that RA of instructors was at a moderate level. This result is inconsistent with the results of the researches of Abinan (2021), Boruah (2020), Erbay & Beydoğan (2017) Kustati & Al-Azmi (2018), Özgül et al. (2021), Sekerci, et al. (2017), Shahzad et al. (2018) who found positive research attitudes of teachers from different institutions and fields. Özgenel & Metlilo (2021) did a cross-cultural comparison of teachers' attitudes towards educational research in Türkiye and Kosovo. They have seen the teachers' attitudes towards educational research in Türkiye were high. On the other hand, teachers' attitudes towards educational research are moderate in Kosovo similar to the findings of the current study.

In the current study, the reasons for the lack of acknowledgment may be that the smaller number of instructors engaged in research process before as the findings of Research Question 4 (C) shows. Out of 129 instructors, 51 instructors have conducted researches; on the other hand, 78 instructors have not involved in this process before, so it

is possible that they do not have much knowledge and idea about educational research. However, it might be said that many educational researches should be carried out by researchers in order to increase the quality of language teaching so that teachers are able to make applications based on the findings of these research results. Hence, teachers' attitudes towards these researches have an important place in benefiting from the findings of educational researches. As the attitude of teachers is crucial in providing students with a scientific perspective and in their professional development, the results do not fit with the expectation about the necessity of instructors' high-level RA. For instance, according to Özgenel & Metlilo (2021) talking about the advantageous of having high RA, it may be argued that the research conducted is worthwhile and significant and also improves educational practices if instructors respect educational research, see its importance, and express a favorable opinion of its application. Similarly, İlhan et al. (2015) mentioned that teachers' professional growth depends on their knowledge of educational research, their comprehension of it, and how they apply its findings in the classroom. It may be understood from the relevant literature that, the great research interest of teachers has a positive impact on themselves, students and teaching environment as well. Language teaching requires innovation and great organization which motivates students to learn the language which is the most important key to lifelong learning and development in this information age. Therefore, language teachers should be open to be a researcher at the same time. As Borg (2010) supported, language teachers are frequently advised to engage in research as a potential source of fruitful professional development and improved professional practice.

Another possible argument is that research does not take instructors' attention even if they continue their education life with MA or PHD. According to the demographic information arising from the accounts of the participants, 40 instructors hold only BA degree while there are 89 instructors with MA or PHD degrees. It is clear that the number of the instructors with MA and PHD degrees is relatively higher than the ones just with BA degrees, so it is more likely for them to expose to the research field. Nevertheless, the results of this study demonstrate that although the level of PD perceptions of instructors is high, the level of their RA is relatively lower. It might be guessed from these findings that an increase of effort to conduct the research or negative experiences might decrease instructors' interest in research which result in a medium level of RA. Along the same line,

Sakarkaya & Bumen (2021) showed in their study that although positive teacher research experiences inspire instructors to start new projects, negative teacher research experiences have a negative impact on the sustainability of research endeavors. Also, this could be due to a lack of courses and events to help instructors adopt a positive attitude and a scientific mindset. These results raise the possibility that their home institutions do not support their conducting researches or they cannot find any opportunity to involve in the research field. To defend this issue, Kyaw (2021) identified the four key underlying determinants influencing teacher educators' research participation as follows: Personal, institutional, systemic, and policy-related elements. Obstacles relating to these components should be reduced as much as possible to provide teachers a chance to become teacher-researchers.

As illustrated in the forthcoming table a descriptive analysis was carried out to detect the most and least preferred statements of instructors with regard to their RA.

Table 12

The most and least preferred statements of instructors within the scale of RA ($N = 129$)

The most preferred statements	M	Std. Deviation	The least preferred statements	M	Std. Deviation
Careful analysis of their own classroom/school experiences is an important learning experience for educators.	4.32	.661	Research reports are often too difficult to understand.	2.53	1.111
Training in educational research can help educators improve their practice.	4.30	.680	I keep a log for my observations in my classroom/school.	2.67	1.017
Training in educational research may help educators make more informed decisions in their practices.	4.03	.717	Research terminology makes research reports too technical.	2.69	1.006

According to the findings, Table 12 presents that the highest mean scores are of 3 items 'Careful analysis of their own classroom/school experiences is an important learning experience for educators.', 'Training in educational research can help educators improve their practice', and 'Training in educational research may help educators make more

informed decisions in their practices' ($M = 4.32, 4.30, 4.03$, respectively). On the other hand, the items 'Research reports are often too difficult to understand.', 'I keep a log for my observations in my classroom/school', and 'Research terminology makes research reports too technical.' were rated the least frequently reported by instructors with the mean values of 2.53, 2.67, and 2.69 respectively.

The findings indicate that the most preferred statements relate mostly to the desire of instructors towards the training in educational research. It can be implied that the reason of the language instructors' moderate level RA stems from their need of research training. They do not see themselves enough for educational research; however, they tend to be in favor of being educated professionally. It can be deduced from the least mentioned statements that instructors have ideas about the research and they can understand it, which also explains their moderate level of RA. In the global World, it is not possible to use our individual, social, economic and cultural potential to surpass contemporary civilization and to lead it without establishing the best schools at international standards and educating the new generations with well-trained, knowledgeable, skilled and virtuous teachers. Teachers must take on a role that makes it easier for students to learn the essential material and creates the ideal learning conditions. The quality of learning environment is as much as the quality of their teachers. Since the information age challenges the teaching profession; the teachers could be expected to catch up with the trends, be open to progress and renew themselves continually. According to Boudersa (2016), today, it is necessary to move away from conventional teaching, which is mostly dependent on theoretical educational practices, and toward teaching that is research-based and inspires teaching practices. This is said to have profound implications for education, reflecting the idea that instructors should stay up to date on new developments in research to inform potential instructional innovations and ensure high-quality instruction. To Khan et al. (2018), universities should offer chances for research in a number of fields within each subject so that university instructors can get involved in research projects in fields of interest. In fact, the drive for change must be started by school administrators, who must also serve as leaders and role models in their communities (Johnson, 2011). Kyaw (2021) highlighted teacher educators' formation of their research identities as a long-term journey, and it is hard to leap into it immediately, either just by teaching them research skills or by requiring them to engage in

and do research in accordance with a policy. The journey requires ongoing commitment, both inner and extrinsic drive, and autonomy in their research participation (Kyaw, 2021).

4.1.3. Findings and Discussion Related to Research Question 3

RQ3. Is there any relationship between professional development perceptions and research attitudes of EFL instructors?

The third research question targeted to explore whether there is any relationship between professional development and research attitudes of EFL instructors. For that matter, the relationship between instructors' professional development perceptions scale ($M = 71.86$, $SD = 6.51$) and research attitude scale ($M = 98.62$, $SD = 11.53$) was investigated through a Pearson's correlation.

Table 13

Correlation of PD perceptions and RA

		Research Attitude
PD Perception	Pearson r	.459*
	p	.000
	n	129

relation is significant at $p < 0.01$.

*Cor

As it is illustrated in Table 13, a moderate, positive correlation was found between them, which is statistically significant ($r(127) = .459$, $p < .01$). The instructors' PD perceptions appear to be associated with the instructors' RA, which means these variables increase concurrently. The finding shows that the assumption of this study which claims that the instructors who have positive perceptions regarding PD also hold positive attitudes towards research has been met. It is reasonable to anticipate that this relationship is positive, particularly for academicians at the university level due to the fact that university which is a higher education institution provides high level education and training, scientific research, publication and consultancy. University lecturers are of great importance in terms of educating students who will lead the society after graduation. In order for our students to

have ideal characteristics for their works, first of all, the teaching staff who train them must have ideal characteristics. Accordingly, they should be willing to advance their careers.

The result of the Pearson Correlation provides evidence that instructors believe research contributes to their professional development. In the relevant literature, any correlation studies between PD perceptions and research attitude have not been reached. Therefore, it is clear that similar studies should be repeated to elucidate this relationship. Yet, the results found are consistent with the extant literature linking research to professional advancement. For instance, Cordingley's (2015) study offers a platform for encouraging teachers to participate in research as part of continuous professional development and learning. In similar fashion, Kostoulas et. al. (2019) reported that three factors that they believed were essential for professional development were: Positive attitudes toward professional development and research; an inclusive conceptualization of research that reflects favorable attitudes toward research, and positive behaviors, which included actual engagement in research based on social and contextual affordances. Likewise, in the study of Maravilla (2020), teachers have a positive attitude towards research, acknowledge the value of incentives for conducting research, affirm the relevance of personal interests in conducting research, think that research is crucial to the university's goal, and find research valuable in both their professional and personal life. Consequently, it is apparent that the teachers involved in the research process find themselves more professionally competent (Küçüköğlü et al., 2013).

4.1.4. Findings and Discussion Related to Research Question 4

RQ4. Are there any differences in professional development perceptions and research attitudes of instructors with regard to the following factors?

- A. gender
- B. the time at work,
- C. engagement in research
- D. attendance at PD activities
- E. the number of published papers,

- F. the number of professional development activities attended,
- G. assessment of their own ability to conduct research
- H. assessment of their professional development process

A. Quantitative evidence compiled from EFL instructors were utilized so as to address the fourth research question. To this end, independent sample t-test was run to explore whether there are any differences in the perceptions of professional development and research attitudes of instructors by gender. The outcomes are demonstrated in the following table 14.

Table 14
Independent samples t-test results of gender - difference

	Gender	N	M	SD	df	t	p
PD	Male	40	4.4031	.4224	127	-1.659	.100
	Female	89	4.5309	.3963			
RA	Male	40	3.3483	.3757	127	-1.003	.318
	Female	89	3.4243	.4072			

* $p \leq .05$

As detailed in the Table, the results of the test indicated that there is not a significant difference in perceptions of female ($M = 4.5309$, $SD = .3963$) and male instructors ($M = 4.4031$, $SD = .4224$), $t(127) = -1.659$, $p = .100$ in terms of ‘PD perceptions’. Similarly, a significant difference was not found between female ($M = 3.4243$, $SD = .4072$) and male instructors ($M = 3.3483$, $SD = .3757$) in terms of ‘RA’, $t(127) = -1.003$, $p = .318$. However, it can be seen that female students have a little higher level of PD perceptions and RA compared to female instructors in both scales. The lack of a significant difference might result from both genders’ having similar experience of PD and research. It seems that both genders are sensitive to PD and research that directly support teaching and learning. According to Kollmayer et al. (2020), although there are officially equal educational possibilities for men and women, gender inequality nevertheless prevails in both school and the workplace. For that reason, it can be appreciated that there is no difference between genders because it can be inferred in that case all instructors have equal access to resources and opportunities regardless of their gender.

Studies in the literature such as Tsymbaliuk et al. (2020) which investigated gendered perceptions of PD found out that both genders are unanimously confident. In contrast to these results, Hürsen (2012) and Yaşar (2019) found that women have positive attitudes towards professional development activities more than men. In terms of RA, this result is in the same vein with the studies of Erbay & Beydoğan (2017), Kustati & Al-Azmi (2018), Irgatoglu (2021), Sekerci et. al. (2017), Leuverink & Aarts (2021), Özgenel & Metlilo (2021), and Shurtleff (2020) in which they found that there was no significant difference between females and males.

However, the result of the current study mismatches with Kahraman & Köleli (2017) findings on gender variable. They indicated that as a result of the analysis of the data obtained in the current study, it was determined that male teachers' average score of attitudes towards educational research was statistically significantly higher than that of female teachers. On the contrary, Çelebi (2021), Ilhan et. al. (2015), and Özgül et. al. (2021) found that female teachers developed higher positive attitudes than male teachers towards research. To summarize, according to the literature, the results of studies examining teachers' attitudes towards research in terms of gender are not the same.

B. ANOVA was administered with the objective to address the second factor of this research question which examines whether there are any differences in the perceptions of PD and RA of instructors by the time at work. Accordingly, the results of ANOVA are given in the Table 15 and Table 16 below.

Table 15

Descriptive statistics of the instructors' time at work

		N	M	SD	Std. Error	Min	Max
PD	1-5	9	4.3889	.23754	.07918	4.13	4.69
	6-10	28	4.5469	.45821	.08659	3.31	5.00
	11-15	40	4.3391	.40993	.06482	3.13	4.94
	16-20	36	4.5764	.36355	.06059	3.88	5.00
	21 more	16	4.6406	.38358	.09590	3.88	5.00
	Total	129	4.4913	.40728	.03586	3.13	5.00
RA	1-5	9	3.5632	.55280	.18427	2.90	4.45
	6-10	28	3.5246	.44033	.08321	2.34	4.14
	11-15	40	3.3534	.35007	.05535	2.79	4.38
	16-20	36	3.3554	.39418	.06570	2.76	4.14
	21 more	16	3.3125	.30648	.07662	2.59	3.83
	Total	129	3.4007	.39787	.03503	2.34	4.45

Table 16

One-way ANOVA analysis of the instructors' the time at work

		Sum of Squares	df	Mean Square	F	Sig.
PD	Between Groups	1.725	4	.431	2.742	.032
	Within Groups	19.507	124	.157		
	Total	21.232	128			
RA	Between Groups	.956	4	.239	1.534	.196
	Within Groups	19.307	124	.156		
	Total	20.262	128			

* $p \leq .05$

ANOVA test indicated that there is a significant difference between groups [$F(4, 124) = 2.742, p = .032$] for PD perceptions in terms of time at work. Group differences were examined through a post hoc LSD (Appendix A). There was a significant difference ($p = .035$) among the instructors who has experience between the groups of '6-10' and '11-15' years ($M = .20781$). In other words, the instructors who have '6-10' years at work have higher PD perceptions than the one with '11-15' years at work. Besides, a significant difference ($p = .035$) has found between the group of '11-15' ($M = -.20781$) and the groups of '6-10' ($M = -.20781$) and '16-20' years ($M = -.23733$). It means that the instructors with the experience of between '6-10' and '16-20' years have higher PD perception level than the instructors with '11-15' years of experience. Similarly, there was a significant

difference ($p = .011$) among the instructors who has experience between the group of '21 years and more' and the group of '11-15' years ($M = .30156$). This result shows that the level of PF perceptions of the instructors with '21 and more' years of experience is higher than the ones with '11-15' years of experience. However, there is not a significant difference between groups for RA in terms of time at work [$F(4, 124) = 1.534, p = .196$]. It shows that RA of all instructors is at the same level regardless of expertise.

Based on the results obtained from the analysis of post-hoc test, the instructors with '11-15' years of experience have lower PD perceptions levels than the other groups. It is possible to draw conclusion from this finding that the instructors with '11-15' years of experience do not have much motivation for PD activities. It can be a special situation for the current study's participants of selected universities which do not satisfy their instructors by providing enough PD activities, so the instructors cannot generate ideas that get them to think. The results do not show any similarities with the findings of the studies Gümüş (2013), Dogan & Yagiz (2015), Hicks (2020), Shurtleff (2020) who found out that more experienced teachers have higher PD perceptions. Another research conducted indicates that after their first 2 years and 10th year of teaching, teachers' views toward PD were more favorable and open (Torff & Sessions, 2008). On the other hand, the study of Şentuna (2002) displayed that compared to inexperienced instructors, experienced teachers showed less engagement in the research. In contrast to these findings, Blackmon (2013), Güçlü (2018), and İlğan et al. (2021) found no statistically significant discrepancies in the participants' selection of the types of PD activities to attend.

C. Independent sample t-test was administered to the data collected quantitatively with the objective to detect whether there are any differences in the perceptions of PD and RA of instructors with regard to the engagement of research before. Accordingly, the related outcomes are displayed in the following Table 17.

Table 17

Independent samples t-test results of engagement in research

	Participants	N	M	SD	df	t	p
PD	Yes	78	4.4872	.42070	127	-.141	.888
	No	51	4.4975	.38990			
RA	Yes	78	3.4929	.39940	127	3.387	.001
	No	51	3.2596	.35498			

* $p \leq .05$

Out of 129 participants, 78 instructors said that they have engaged in research in their field before; however, 51 instructors have not conducted any research before. As seen in the associated table, the independent samples t-test results do not specify any significant difference between groups with reference to their perceptions regarding PD ($t(127) = -.141, p = .888$). On the other hand, the results point out significant distinctions concerning the perceptions of the two groups as regards RA ($t(127) = 3.387, p = .001$). It can be noted that the RA level of instructors who have engaged in research in their field ($M = 3.4929, SD = .39940$) is higher than the instructors who have not engaged in these kinds of activities ($M = 3.2596, SD = .35498$).

Although there seems to be no significant difference between the participants in terms of PD perceptions, it should be noted that both groups' responses were really high. A possible reason could be that the overall level of PD perceptions of all participants who joined the study was already found high. It may be inferred that PD is more than simply research as their thoughts about PD are unaffected by whether or not they had previously engaged in research. Literature also indicates that "Professional development is a phenomenon that related to both informal and formal attributes of learning" (Jaldemark et al., 2019: 150). Hardy (2012) also emphasized that PD is more than just a schedule of events, lectures, or workshops instructors participate in at the start of each new academic year. Instead, PD is a complex, reflective social activity that requires people and groups to actively make decisions in the particular social contexts where they live and work.

When it comes to RA, as it can be expected, the instructors who have engaged in research beforehand hold higher RA. A possible reason could be that instructors gained experience via their studies conducted before and developed their research skills and now

they have confidence in their ability to do the task again successfully. These inferences are consistent with the previous literature which stresses that confidence and enthusiasm in teaching seemed to grow as a result of great experiences (Sadler, 2013). In fact, conducting research has many benefits to the instructors. To illustrate, research was important to teachers because it supported their mental well-being and assisted them in resolving particular educational problems (Sato & Loewen, 2019). Besides, it leads to improvement of teachers teaching styles, practices, personality, and education quality (Ulla, 2018; Ravid, 2019). Carrying out classroom researches encourages intrinsic desire of teachers for personal growth and advances the continual improvement of the instructors' professional skills (Salman, 2015).

D. Independent sample t-test was administered to the data collected quantitatively with the objective to detect whether there are any differences in the perceptions of PD and RA of instructors' attendance of PD activities concerning the attendance at PD activities. The foregoing table demonstrates the independent sample t-test results of instructors' PD perceptions and RA concerning the factor of attendance at PD activities.

Table 18
Independent samples t-test results of attendance at PD activities

	Participants	N	M	SD	df	t	p
PD	Yes	78	4.5082	.39803	127	1.306	.194
	No	51	4.3625	.46663			
RA	Yes	78	3.4319	.37964	127	2.509	.013
	No	51	3.1632	.46437			

* $p \leq .05$

As table 18 suggests, the t-test results do not specify any significant difference in PD perceptions even if instructors have attended PD activities or not seeing that their “p” values are above ‘0.05’ ($p = .194$). On the contrast, the results indicate significance for RA ($t(127) = 2.509, p = .013$). It can be noticed that the RA level of instructors ($M = 3.4319, SD = .37964$) who have attended PD activities is higher than the instructors who do not attend these kinds of activities ($M = 3.1632, SD = .46437$).

It can be inferred from the findings that the EFL instructors' familiarity with PD and their existing positive impression of PD may be responsible for the absence of a discernible change in PD perceptions in terms of participation in PD activities. This finding is consistent with Kızılkaya (2012) who show there is no correlation between teachers' views toward PD and their level of involvement in such activities. However, this also shows that instructors have benefited from PD activities somehow in their teaching experience. Importantly, the literature asserted that attendance in PD activities has several benefits for teachers. For instance, Omar's study (2017) concluded that teachers respond favourably to professional development programs, gain information, and offer fresh approaches to teaching the language. They believed that participating in PD events had improved their proficiency in English teaching.

Furthermore, the obtained findings support that engagement in PD activities yield significant effect on the instructors' RA. It can be deduced that the instructors who attended PD activities are more liable to conduct researches. One possible reason may be that the educators were exposed to the value of research in all facets of education during the activities they participated in. As Ch et al. (2021) claims that it is widely known that a nation's ability to develop and advance depends on the integrity of the research, which is only achievable thanks to the efforts of all educators. For teachers' PD, research is helpful and crucial for all professions because it allows for the exploration of novel ideas and the creation of positive social change.

E. A one-way ANOVA was performed to compare the effect of the number of published papers last 5 years on PD perceptions and RA. According to the descriptive statistics, there were 20 instructors who have never published a paper. On the other hand, there were 47 instructors with published papers ranging from 1 to 3, 35 instructors published papers ranging from with 4-6, 14 instructors with published papers ranging from 7-9, 13 instructors with 10 and more published papers. As a consequence, the ANOVA findings are presented in Table 19 and Table 20 below.

Table 19

Descriptive statistics of the instructors' the number of published papers

		N	M	SD	Std. Error	Min.	Max.
PD	0	20	4.4188	.39793	.08898	3.81	5.00
	1-3	47	4.5479	.37505	.05471	3.88	5.00
	4-6	35	4.4054	.46062	.07786	3.13	5.00
	7-9	14	4.6161	.35258	.09423	4.00	5.00
	10 and more	13	4.4952	.42731	.11851	3.31	4.94
	Total	129	4.4913	.40728	.03586	3.13	5.00
RA	0	20	3.2552	.40975	.09162	2.34	4.14
	1-3	47	3.4204	.42784	.06241	2.59	4.38
	4-6	35	3.3921	.33828	.05718	2.79	4.14
	7-9	14	3.5591	.38876	.10390	3.00	4.45
	10 and more	13	3.4058	.40829	.11324	2.76	4.10
	Total	129	3.4007	.39787	.03503	2.34	4.45

Table 20

One-way ANOVA analysis of the instructors' the number of published papers

		Sum of Squares	df	Mean Square	F	Sig.
PD	Between Groups	.732	4	.183	1.107	.356
	Within Groups	20.500	124	.165		
	Total	21.232	128			
RA	Between Groups	.796	4	.199	1.268	.286
	Within Groups	19.466	124	.157		
	Total	20.262	128			

* $p \leq .05$

ANOVA test indicated that there is not a significant difference between groups for PD perceptions [$F(4, 124) = 1.107, p = .356$] and for RA [$F(4, 124) = 1.268, p = .286$] in terms of the number of published papers. To put it another way, the findings suggest that the number of published papers doesn't affect PD perceptions and RA significantly. Although it is predicted that instructors will have greater PD views and RA if they have published a few articles, it is clear that regardless of whether they have or have not, EFL teachers' PD perceptions and RA remain the same. It may be inferred based on the findings that the EFL instructors place emphasis on the quality rather than the quantity of the

research and they pay attention to the power of scientific outcomes. That is to say, the instructors are sensitive for the qualified and credible researches that comply with scientific principles and will contribute to scientific development. This finding is in line with the prevailing explanation in the literature that supports the importance of the quality of research; for instance, Multani, Banerjee, Pyne (2020) mentioned that a research's quality should always take precedence over its quantity. Even though the quantity and content of the study are lower, its quality should not be neglected. In other words, due to the poor quality of the study, quantity does not produce adequate positioning (Bhola, 2006). Conversely, Lawani (1982) found a strong and statistically significant correlation between the quantity and quality of a country's research productivity.

F. A one-way ANOVA was applied to investigate the effect of the number of professional development activities that EFL instructors attended last 2 years. Descriptive statistics demonstrate that 21 instructors have never attended PD activities. The number of activities that the instructors joined were categorized into the group of 1-3 (46 instructors), 4-5 (36 instructors), 7-9 (13 instructors), 10 and more (13 instructors). In conclusion, Table 21 and Table 22 below show the results of the ANOVA.

Table 21

Descriptive statistics of the instructors' the number of professional development activities

		N	M	SD	Std. Error	Min.	Max.
PD	0	21	4.3929	.40560	.08851	3.81	5.00
	1-3	46	4.5625	.36539	.05387	3.88	5.00
	4-6	36	4.4010	.45473	.07579	3.13	5.00
	7-9	13	4.6442	.35021	.09713	4.00	5.00
	10 and more	13	4.4952	.42731	.11851	3.31	4.94
	Total	129	4.4913	.40728	.03586	3.13	5,00
RA	0	21	3.2414	.40435	.08824	2.34	4.14
	1-3	46	3.4303	.42710	.06297	2.59	4.38
	4-6	36	3.3927	.33344	.05557	2.79	4.14
	7-9	13	3.5703	.40229	.11157	3.00	4.45
	10 and more	13	3.4058	.40829	.11324	2.76	4.10
	Total	129	3.4007	.39787	.03503	2.34	4.45

Table 22

One-way ANOVA analysis of the instructors' the number of professional development activities

		Sum of Squares	df	Mean Square	F	Sig.
PD	Between Groups	1.034	4	.259	1.587	.182
	Within Groups	20.198	124	.163		
	Total	21.232	128			
RA	Between Groups	.950	4	.237	1.525	.199
	Within Groups	19.312	124	.156		
	Total	20.262	128			

* $p \leq .05$

As seen in tables, the results of ANOVA do not indicate any noteworthy distinctions between groups for PD perceptions [$F(4, 124) = 1.587, p = .182$] and RA as well [$F(4, 124) = 1.525, p = .199$]. It means that the number of professional development activities have no impact on PD and RA perceptions. In view of this, it may be inferred that the quality of PD activities is prioritized over the quantity by EFL teachers. Nominately, the instructors are inclined to choose PD activities that are advantageous for them instead of joining too many activities. Nevertheless, due to the fact that there is no significant difference in PD perceptions and RA of instructors in terms of the number of PD activities they have attended, it seems that the level of PD perceptions and RA of instructors who have never attended PD activities is lower than the other groups. It can be said that even if the quantity of PD activities does not significantly affect outcomes, missing out on activities affects the thoughts of instructors. Consistent with these views, İlğan et. al. (2021) mentioned that the total number of professional development activities teachers have taken part in might be used to illustrate how well-equipped they are because professional development opportunities boost motivation. This finding echoed the result of a study conducted by Kennedy (2014) explaining that effective professional development activities enhance teachers' work satisfaction. Furthermore, as Ünlü & Sarıçoban (2019) expressed, Turkish EFL instructors may have various professional development attitudes and practices depending on the different departments their graduates came from, so it is essential to design them in accordance with the needs of instructors employed in this field in order to enhance involvement in professional development activities, so the instructor can be encouraged to attend them.

G. A one-way ANOVA was run to explore whether there are any differences in the perceptions of PD and RA of instructors by assessment of their own ability to conduct research. The instructors' ability to conduct research was rated from 1 to 5 Likert-like manner from poor, fair, average, good, to excellent. The findings in the foregoing Table 23 and Table 24 illustrate the results of ANOVA.

Table 23

Descriptive statistics of the instructors' assessment of their own ability to conduct research

		N	M	SD	Std. Error	Min.	Max.
PD	poor	7	4.5625	.46491	.17572	3.81	5.00
	fair	13	4.5096	.47107	.13065	3.88	5.00
	average	47	4.4362	.42679	.06225	3.13	5.00
	good	54	4.4884	.37146	.05055	3.31	5.00
	excellent	8	4.7422	.35738	.12635	4.25	5.00
	Total	129	4.4913	.40728	.03586	3.13	5.00
RA	poor	7	3.2315	.55947	.21146	2.34	4.10
	fair	13	3.2944	.33003	.09153	2.86	4.14
	average	47	3.2839	.33357	.04866	2.59	3.93
	good	54	3.5243	.39755	.05410	2.76	4.45
	excellent	8	3.5733	.46772	.16537	2.76	4.03
	Total	129	3.4007	.39787	.03503	2.34	4.45

Table 24

One-way ANOVA analysis of the instructors' assessment of their own ability to conduct research

		Sum of Squares	df	Mean Square	F	Sig.	Direction of differences
PD	Between Groups	.687	4	.172	1.036	.391	Average < Good $p = .018$
	Within Groups	20.546	124	.166			
	Total	21.232	128				
RA	Between Groups	2,051	4	.513	3.491	.010	
	Within Groups	18.211	124	.147			
	Total	20.262	128				

* $p \leq .05$

The results of one-way ANOVA indicated that there was no significant difference between groups for PD perceptions [$F(4, 124) = 1.036, p = .391$]. Notwithstanding, there was a statistically significant difference between groups as demonstrated by one-way ANOVA for RA ($F(2,47) = 3.491, p = .010$). Therefore, Tukey post hoc test was performed and a significant difference ($p = .018$) was found between the instructors who rated themselves as ‘good’ ($M = 3.5243$) and as ‘average’ ($M = 3.2839$) (Appendix B).

It may be inferred from the significant findings that the instructors’ assessing their own conducting research ability does not have an effect on their PD perceptions; however, it has an effect on their RA. The instructors who rated themselves ‘good’ have higher RA than the instructors who rated themselves ‘average’. It is apparent in this study that most of the instructors ($N = 54$) believe that their ability to conduct research is good. It can be assumed that the instructors mostly trust themselves in carrying out researches. Literature reveals a variety of outcomes. For instance, Caingcoy's study (2020) found that instructors had a neutral view of research and were only partially competent of doing it. The results do not fit with the study of Enero & Limjoco (2017) that found teachers have a high degree of research capability, the study of Cuntapay et al. (2014) that concluded with the teachers’ high level of competency in various research activities and the study of Tan (2012) that indicated the teachers’ capability of doing research.

Instructors’ having consciousness about themselves and assessment of their own abilities is a vital issue since knowing the abilities necessary for research and understanding how to acquire them will improve professional development, and capacity to effect good change. Having excellent research skills may promote EFL instructors’ creativity, problem-solving talents, and capacity to participate in new PD activities. This view was also supported by Elmas & Aydın (2017) stating that the research skills were considerably enhanced through research activities, which also greatly enhanced L2 proficiency.

H. A one-way ANOVA was conducted to explore whether there are any differences in the perceptions of PD and RA of instructors by assessment of their professional development process which was rated from a 1 to 5 Likert-like manner from poor, fair,

average, good, to excellent. The results of ANOVA are displayed in the preceding Table 25 and Table 26.

Table 25

Descriptive statistics of the instructors' assessment of their professional development process

		N	M	SD	Std. Error	Min.	Max.
PD	poor	3	4.5833	.40665	.23478	4.19	5.00
	fair	10	4.6250	.40290	.12741	3.88	5.00
	average	44	4.3224	.42815	.06455	3.13	5.00
	good	61	4.5574	.37314	.04778	3.31	5.00
	excellent	11	4.6534	.34501	.10403	4.00	5.00
	Total	129	4.4913	.40728	.03586	3.13	5.00
RA	poor	3	3.3448	.68879	.39767	2.90	4.14
	fair	10	3.2759	.31729	.10034	2.90	3.93
	average	44	3.2719	.34605	.05217	2.59	4.34
	good	61	3.5042	.40753	.05218	2.34	4.45
	excellent	11	3.4702	.41128	.12400	2.76	4.00
	Total	129	3.4007	.39787	.03503	2.34	4.45

Table 26

One-way ANOVA analysis of the instructors' assessment of their professional development process

		Sum of Squares	df	Mean Square	F	Sig.	Direction of differences
PD	Between Groups	2.014	4	.504	3.249	.014	Average < Good p = .025
	Within Groups	19.218	124	.155			
	Total	21.232	128				
RA	Between Groups	1.602	4	.400	2.661	.036	Average < Good p = .025
	Within Groups	18.660	124	.150			
	Total	20.262	128				

* $p \leq .05$

The results of one-way ANOVA displayed that there was statistically significant difference between groups for PD perceptions [$F(4, 124) = 3.249, p = .014$] and for RA [$F(4, 124) = 2.661, p = .036$]. Post hoc comparisons using the Tukey HSD for PD perceptions indicated significance between the mean scores for the instructors who evaluated themselves 'good' ($M = 4.5574, SD = .37314$) was significantly different than the instructors who evaluated themselves 'average' ($M = 4.3224, SD = .42815$) with the value of $p = .025$. Similarly, there was a significant difference ($p = .036$) between the instructors who rated themselves as 'good' ($M = 3.5042$) and as 'average' ($M = 3.271$) in terms of RA (Appendix C).

The results show that most of the EFL instructors ($N = 61$) believe their PD process is good. The instructors' assessing their own PD process has a significant impact on their PD perceptions and RA. Namely, the instructors who rated themselves 'good' have higher level of PD perceptions and RA than the instructors who rated themselves 'average'. Teachers' professional standards can serve as a reference for evaluating their own professional abilities (Kukk & Talts, 2007). Therefore, it could be predicted that the level of PD perceptions and RA of the instructors who consider their PD process as 'good' will be high. This may be explained to some extent that the instructors are aware of what they need in terms of their PD, so they behave accordingly by attending PD activities. It seems that they are satisfied with their own improvement process. This view was supported by Yaşar (2019) instructors' positive attitudes towards PD are significantly affected by the teachers' participation in and importance attached to PD. To Özdemir (2016), it is possible for teachers who are willing and actively participating in CPD activities to gain and reinforce knowledge, skills, experiences, attitudes and understandings, both in theory, methods, techniques and practices related to education, learning and teaching processes, and in subjects related to their field or branch.

4.2. Findings and Discussion of Qualitative Phase

In this part of the study, both findings and discussion of qualitative phase are presented in the light of the relevant research questions.

4.2.1. Findings and Discussion Related to Research Question 1

RQ1. What are the EFL instructors' overall PD perceptions and research attitudes?

The results of the interviews in Table 27 show that both of the instructors hold positive perceptions about PD and RA.

Table 27

Instructors' overall PD perceptions and RA

Overall thoughts	The first instructor - The second instructor
1. Attitudes towards research	Advantages of research Research means improvement, it contributes in different ways It contributes to inst. professionally
2. Perception to professional development	Positive perceptions towards PD Started Pd, improving themselves. Conducting research studies Reading journals Attending seminars and conferences

Two reasons marked as important for PD of the participants: Starting their PD, and engagement with PD activities such as conferences and seminars, reading research studies. Instructors' extracts supporting this idea are:

The first instructor: *"I attend seminars and conferences both as a listener and a presenter, and carry out research by myself, read a lot of different research papers in my area."* The second instructor expressed that *"I started PhD and try to be included in various research studies and read a lot about my field to develop professionally."*

According to the interview questions, both of the instructors have positive feelings about research. The research is considered vital by the instructors since it offered them several benefits for their professional identity. Concerning this issue, the first instructor stated that *“Research is a way of contributing to the area of a person, finding or contributing into different ways of something, and most importantly, improving yourself.”* while the second instructor said *“Research that enables me to develop more, make me feel secure in my job, contributes to my competence, broaden my vision about my teaching, increase my practicality, stay up-to-date.”*

These findings of the qualitative phase concerning PD perceptions are consistent with the findings of the quantitative phase which stresses that instructors have positive perceptions towards PD. In contrast to the present study’s findings of the qualitative phase which showed neutral RA attitudes of instructors, both of the instructors expressed their positive thought about research during the interview. According to their demographic information, both of the instructors have conducted researchers before. The first instructor had an idea and the second instructor did not have information about AR before researcher’s training; nevertheless, both of them were willing to conduct AR as well.

Taking into consideration the data from this research, we might conclude that in general terms instructors who wanted to conduct AR are inclined to have a welcoming attitude as regards PD and research. It may be seen that the instructors are already positive about these issues before the AR training and implementation, which is useful for us to see the effect of AR on their positive PD and RA. This can stem from the participants’ choices of doing MA and PHD which keep them close to the continuous PD.

There is growing demand on university professors to become involved in research all across the World, so teachers may decide to get a master's degree or perhaps a PHD in order to meet the challenge (Burns & Westmacott, 2018). Professional development and acquisition of research skills are the general reasons of many people holding MA and PHD degrees (Leonard et al., 2005). This can take support from Probert (2014) exploring that doctoral students are equally driven by their own professional desires as well as a strong

personal interest in educational research. As a matter of fact, many universities are encouraged to fund research, and people without a PHD are urged to enroll in doctoral programs (Dai, et al. 2021). Instructors are expected to obtain a PHD in order to establish their legitimacy and serve as the foundation for ‘research active’ status. (Leonard et.al., 2005). In order to activate teachers to carry out researches during their career, AR as CPD has been recognized as a crucial platform for promoting change, which is the result of teachers' autonomy and freedom to take the lead in making decisions about their own practices (Shaik-Abdullah, et al. 2020).

4.2.2. Findings and Discussion Related to Research Question 2

RQ2. What is the relationship between EFL instructors’ professional development perceptions and their research attitudes?

Some pertinent questions were posed to the teachers in order to understand how their perspectives of PD and RA connect to one another. For instance, both teachers discussed their thoughts on what it means to be a teacher researcher and they have explained how much importance they give to their professional improvement.

The first instructor said that *“Feeling insufficient in my field as a teacher researcher, I started my PhD degree. Before that, I think I was not really aware of carrying out a research; that’s why, I wanted to go on studying and keep up with new ideas. So now I am a strong researcher in conducting research, and hopefully I will be the same in action research, too.”*

The second instructor mentioned that *“I have been a passive teacher researcher. Actually, although I do small scale of research during my teaching, I couldn’t establish any systematicity. I was also not very well informed/educated about research as a teacher. Since I want to improve myself professionally, I want to conduct different kinds of researches.”*

In addition to these statements, both of the instructors mentioned their willingness to conduct researches as well. The first instructor highlighted that *“I think conducting research contributes to my knowledge of the area professionally, my teaching, and I find it interesting and enjoyable.”* And the second instructor stated that *“I want to improve myself professionally by conducting researches regularly”*.

According to obtained information, since instructors want to improve themselves professionally, they are more willing to carry out researches and motivated to be a teacher researcher. In other terms, instructors consider it very important to be acquainted with research which makes them feel knowledgeable and professional in their job. It became evident that positive PD perceptions of EFL instructors lead them to conduct AR for this study, which shows the positive relationship between these notions. This positive relationship of PD perceptions and RA arisen from the qualitative phase of this research are abreast with those found in the quantitative phase with RQ 3.

Learning and teaching a foreign language is connected to the language being considered as a living part in its culture in addition to being a technical and educational topic. EFL teachers face many different problems in education and training activities. In that case, educators who have the necessary professional skills and qualifications should be able to identify the problems related to the teaching of their field, as well as to investigate the existing problems and offer the necessary solutions. From another point of view, the teacher role of the traditional teaching style in the class has been changing over time. To illustrate, the role of the teacher as researcher transforms educators from being passive recipients of training and lectures to active changemakers who become more effective and engaged in their classrooms (Fareh & Saeed, 2011). It is obvious that engagement in teacher research has a variety of advantages for improving pedagogy, teachers' personal and professional development (Alhassan & Ali, 2020).

4.2.3. Findings and Discussion Related to Research Question 3

RQ3. How did the participant instructors comprehend action research before and after implementing their own AR?

The findings of the study show initial and last thoughts of both instructors are positive related to AR.

Table 28

Instructors' initial and last thoughts concerning AR

Initial thoughts about AR	Last thoughts about AR
The first and second instructors' statements	The first and second instructors' statements
It is expected to be effective and useful	Useful, effective, improvement in teaching
Contribution to teaching style	Applicable to conduct again
Not easy to implement	Contribution to inst. professionally and to students
To solve class problems	Not difficult to conduct AR with a good planning
Research means improvement, it contributes in different ways	
It contributes to inst. professionally	

Initially, instructors think that since research means improvements, AR is considered to be effective and useful, AR contributes to their teaching style and solves class problems; however, it could be hard to implement. The first instructor explained her initial thoughts by saying *“I think I will like action research, especially its way of contributing into my teaching and therefore I will prefer carrying out more action research and sharing the results with my colleagues”* while the second instructor told that *“I think AR will contribute my positive attitudes toward future research as I believe any research is beneficial”*. Related to this issue, the first instructor continued *‘When I get used to carrying out action research, it will be easier for me to find out solutions for the problems that emerge in my classes because I will know how to do it through action research and will be more practical in it since I will have done one before’*, and the second instructor echoed *‘I*

consider that AR will contribute my positive attitudes toward future research as I believe any research is beneficial. It will create an awareness about research in the class, seeing how beneficial it is will create more desire for me to conduct more research and know more about myself as a teacher, discovering my beliefs and values, my teaching and my students as well'.

After conducting AR, their last thoughts appeared to be positive as well. The first instructor stated that *“Before implementing it, I already thought it would be useful and effective both for me and for my students. It would be effective for me to improve my teaching and getting more satisfaction from my job and effective for my students to have better earning chances. However, I thought it would not be easy to implement and I had some hesitations even before starting this application. After implementing, I realized that with a good planning, it is not that difficult and it helps a lot. Therefore, now I think that it is something applicable and I can do it often in my future classes.”*

Similarly, the second instructor expressed that *“Before the implementation, I just heard about it as a research type but never thought about its effectiveness. It was just a term for me. Something that I can do to solve a problem. After the implementation, I realized the value of it as it contributes a lot to both my personal development and my students. It really worked well. It really helped me to attract my students' interest in my class. Now, I believe that it is not just a research method but a very effective, influential method”.*

Considering the findings, although the first instructor has not experienced AR before, she was positive just with the knowledge she got about AR. It is noteworthy the first instructor expressed her positive thoughts after she conducted the AR like the second instructor. Even while she had initially believed that implementing AR would be challenging, she now realized that, when done properly, it is simple. After AR training and implementation, it can thus be argued that one unfavorable view regarding AR among instructors changed to a positive one while the other positive ones stayed the same. Their final reflections following the adoption of AR show that AR is successful and valuable for education, and that it may be used again thanks to its benefits for both students and

teachers. It seems that these participants are inclined to practice AR if given the opportunity due to the positive outputs of their researches. As the literature suggests, teachers' attitudes about AR and its significant impact on teaching should be promoted since they have a significant role in defining their practices and behaviors (Dehghan & Sahragar, 2015).

Additionally, it can be assumed that the qualitative data collection phase exposed that participant instructors put a lot of work into their AR preparations, the training session and AR process were successful for instructors. As the action plan progressed, their understanding of AR had improved. The data analysed contributes a clearer understanding that the instructors who participated the qualitative phase of this study are prone to look at themselves critically, determine their own situation, cooperate, develop new techniques and solve their problems, improve themselves and improve the dialogue with their students. Teachers who constantly renew themselves and follow the developments will teach and the generation they will train will be different from teachers who use traditional methods. This positive difference will contribute to the growth of a better generation and thus to the formation of a more qualified society.

According to one of the primary concerns of ELT community is making sure that English language instructors throughout the globe have access to high quality CPD opportunities and one option that is being used as part of CPD is AR. Consistent with these views, Mariani et al. (2020) clarified that one of the teacher ways to improve teachers' professionalism is teacher PD. Enrolling in PD activities signifies a person's dedication to increasing their knowledge of their work, exploring it more deeply, and recognizing chances and possibilities to enhance it, in addition to the values acquired via it. AR is only one of numerous teacher professional development techniques, but it's also one of the most difficult and effective one. Parallel to these views, there are several researches that confirm the advantages of AR and positive thoughts of instructors regarding AR (Aguilar-de Borja, 2018; Burns, 2009; Corzo & Contreras, 2009; Dikilitaş & Griffiths, 2017; Rahmani Doqaruni, 2014; Saeb et. al. (2021); Nasrollahi, et al., 2012; Nejadansari & Moinzadeh, 2021; Nunan and Bailey, 2009; O'Connor et al., 2006).

4.2.4. Findings and Discussion Related to Research Question 4

RQ4. What were the instructors' expectations for putting action research into practice? Were these expectations met?

According to the findings obtained from pre and post interviews, main themes 'expectations from AR' and 'results of AR' with 3 subthemes called as 'classroom practices, 'research attitude' and 'professional development' were detected. Table 29 shows the analysed data collected from two instructors.

Table 29

Pre - post interview analysis

Pre - Interview Themes	Subthemes	Post - Interview Themes	Subthemes
Expectations from AR	Classroom practices *Contribution to teaching *Increase in quality of teaching *Solutions for problems *Better teaching experience	Results of expectations	Classroom practices * Classroom issues solved by AR *Alternatives to routines *Contribution to teaching *Using different methods and activities *Students enjoyed *Improved inst. practices

<p>Professional Development</p> <ul style="list-style-type: none"> * AR contributes my PD *Improving my knowledge, learning more about AR 	<p>Professional Development</p> <ul style="list-style-type: none"> *Overcoming burnout *Improvement academically *Higher self-confidence, awareness and motivation
<p>Research Attitude</p> <ul style="list-style-type: none"> * Improvement *Effectiveness of research 	<p>Research Attitude</p> <ul style="list-style-type: none"> * Contribution to research attitude in a positive way, it should be done for class problems *Positive attitudes for future research *Beneficial / willing to conduct more researches
<p>Learners</p> <ul style="list-style-type: none"> * Increases in students' motivation *Students' better feelings 	<p>Learners</p> <ul style="list-style-type: none"> *Satisfied, confident students *Better feedback and results *Development in sts' performances

Under the subtitle 'classroom practices' of pre-survey, instructors' expectations are as follows: AR' contribution to teaching, increase in quality of teaching, solutions for problems, better teaching experience. In terms of classroom practices, the first instructor mentioned that *'I expect to find out some solutions specific to me and my students related to the problems emerging in my classes. Therefore, to have a better teaching experience.'* The second instructor had similar expectations by saying *'I expect to be more insightful about doing research, be aware about the process, learn it and benefit from it, apply the*

stages very well'. It seems that both of the instructors' expectations before AR implementation are positive in terms of classroom practices.

Under the subtitle 'classroom practices' of post-survey, instructors' results of expectations are as follows: Classroom issues solved by AR, alternatives to routines, contribution to teaching, using different methods and activities, students enjoyed, improved inst. practices. The first instructor elaborated that *'My students enjoyed the class more because we found out what they actually want to do during the class and what helps them to learn better. Moreover, since they knew what we were doing (I explained the purpose of AR before we started), and we were doing it together, and since they were aware that I care their opinions, they were more motivated and eager in the class'*. Besides, she told that *'Since AR helped me feel more confident in what I do in the class and see what works and what does not, it helped me to have a better performance and a better teaching experience'*. Along the same line, the second instructor added that *'My students had higher self-confidence (thanks to video activities. They were more interested, more motivated, more willing to speak. They became more creative (in videos), they used technology in the activities and they had fun watching their friends' videos in class'*. Additionally, she said that *'I could attract my students' interest, motivation in the course, I had an alternative type of activity, I provided my students with more feedback, we had more enjoyable courses, and we integrated technology'*.

It appears that the expectations of the instructors have met effectively in terms of classroom practice. The last thoughts of instructors show that as they have expected, AR solved classroom issues, contributed their teaching and practices, provided them with different methods and activities. This result is in agreement with the study of Nunan & Bailey (2009) and Saeb et. al. (2021) who supports AR creates a positive classroom atmosphere. Likewise, this finding echoed the result of a study conducted by Aguilar-de Borja, 2018; Hamdoud, 2020; Hine, 2013; Johnson, 2012; Negi, 2016; Mills, 2014; Nasrollahi, et. al.; Todd, 2003, and Young et al., 2010 who found out that AR improves teaching practices.

Every teacher may have a problem to solve or situation to deal with in the classroom. The responsible people who will find solutions to the issues they face in their work are teachers. The positive results of this study show that the role of the teachers should be beyond the knowledge transmission. Despite the fact that all instructors face comparable issues in their classrooms, they are unaware of one another's remedies, which are only mentioned orally. In that case, wasting time and effort is possible since the answers are not shared in a systematic manner which is ensured by AR. Therefore, teachers should make adequate use of scientific approaches in solving the problems they have encountered in practice. Compared to other lessons, English lessons are found to be harder for students. The lack of opportunities to practice in their daily lives negatively affects the foreign language learning of students. Studies should be carried out to support foreign language education at each level of education. The main goal should be to make students love the language and to arouse an interest in language learning. In that case, AR seems an effective way for improving classroom practices. As it was supported by Prudente & Aguja (2018) teachers could concentrate on examining their teaching practices in virtue of engaging in action research.

Under the subtitle 'Professional Development' of pre-survey, instructors' expectations are as follows: Contribution of AR to PD effectively and learning more about AR. The first instructor exclaimed that conducting AR will contribute to her PD in the field of education. She said *'AR will enable me to figure out my problems during teaching, help me reframe and solve these problems on the way to increasing the quality of my teaching. I think my students will feel better in the class and like the way I am teaching more since their problems will be solved by their actual participation and their own opinions. Therefore, they will feel better and more confident, and participate in my classes more eagerly, which will make me feel a lot more satisfied with my job'*. The second instructor thought along the same lines: *'I will develop further professionally, feel more secure during my teaching, be more aware about classroom process, and develop better classroom routines. We will be doing something to sort out a problem or difficulty. This will first of all create some awareness related to that problem. We will see if some alternatives will work for us or not. Trying something new to solve problems will increase our motivation, enhance our perspectives, make us come up with new ideas'*. As it can be

seen from the interview statements, participants had positive expectations related to their PD improvement.

According to the results of post interview under the subtitle ‘professional development’, the results of expectations are as follows: Overcoming burn out and improvement academically. About the contribution of AR has contributed to their PD, the first instructor stated that *‘Thanks to AR, I found another way to improve myself in the academic way, too. Like reading and searching about what other people did about the similar topics’* and the second instructor uttered that *‘AR created a chance for me to find alternative ways to solve problems in my classroom. In order to conduct AR, I improved my teaching skills, added my content knowledge and specifically focused on a problem, which created my awareness, I attempted to find solutions and tried if these solutions can work. Also, at the end of the research, I got feedback from my students, which gave me a chance to evaluate the process better’*.

The first instructor depicted that *‘Thanks to AR, we can find out alternatives to our routines caused by our experience but that do not always work in some classes. Since we find these solutions through a nice planning and different trials by seeing the results during the application, it contributes to our awareness about our teaching a lot and it makes us autonomous’*. Additionally, the second instructor explained that *‘Thanks to AR, I now believe I can try different solution, see their effectiveness, create differences in my teaching methods. I can even overcome burnout problems. AR can be my power. I can experiment with different situations thanks to AR’*.

Regarding professional development, it seems that the instructors’ expectations have been successfully satisfied. Their reflections following the adoption of AR reveal that they had a favorable AR experience, which led them to say that AR is helpful for preventing burnout, advancing academically, and increasing awareness and motivation. The obtained findings support the literature that asserts AR enhances professional growth (Craig, 2009). These findings of the interview section, likewise, can take support from Rahmani Doqaruni (2014) who emphasized AR assists second language instructors in

becoming autonomous and Dikilitaş & Griffiths (2017) who highlighted the important effects of AR on PD of teachers in terms of the increased autonomy and awareness. Similarly, the study of Cabaroglu (2014) demonstrated that the participants' teaching effectiveness, self-awareness, problem-solving abilities, and autonomy in learning increased. Instructors' professional identity was also promoted via AR (İlter & Yeşilyurt, 2021).

As it can be seen, the instructors were effective in implementing AR and they have benefited from the research's advantages for professional growth. This can be due to the fact that the participants have already been positive about the PD and research before conducting AR, which gives rise to get what they are expected from AR. It can be interpreted that instructors have intrinsic motivations to engage in PD process via RA. Furthermore, teacher expectations lead to a strengthening circle. Thereby, it can be said that instructors' activities have been influenced by their expectations, perceptions and also motivation about their own growth potential in this study. As supported by Zhang et al. (2021), the success of programs for CPD is significantly influenced by teachers' motivation to engage in professional learning. In the same vein, Liu et al. (2019) asserted that both exterior actions and internal attitudes generate systematic and well-coordinated development of teachers. In fact, any educational reform can successfully occur with the help of professional development which is organized and relevant to teachers' and students' needs. These positive results of the study raise the possibility that the AR training process met the needs of the EFL instructors effectively. It can be concluded from the results that if optimal practices for teaching and learning are to be continuously improved, it is inevitable to receive what is anticipated with a systematic method, like AR.

Under the subtitle 'research attitude' of pre interview, instructors' expectations are as follows: Improvement and effectiveness of research. Related to this issue, the first instructor mentioned that *'Before starting my PhD degree, I think that I was not really aware of carrying out a research but now I am a strong one in conducting research, and hopefully I will be the same in action research, too'* and added her thoughts about research by saying *'Research is a way of contributing to the area of a person, finding or contributing into different ways of something, and most importantly, improving yourself'*.

About the same issue, the second instructor echoed *'I'm a passive teacher researcher. Actually, although I do small scale of research during my teaching, I could not establish any systematicity. I was also not very well informed/educated about research as a teacher'* and added her ideas about research: *Research is something that enables me to develop more, make me feel secure in my job, contributes to my competence, broaden my vision about my teaching, increase my practicality, stay up-to-date.* As it can be seen, the instructors expressed their positive expectations from AR concerning their RA.

According to the results of post survey under the subtitle 'research attitude', the results of expectations are as follows: Contribution to research attitude in a positive way and effectiveness of research for class problems. The first instructor depicted that *'Just like my students, I feel more motivated and eager. Also, more satisfied because I knew what I was doing in class was working'*. Additionally, the second instructor added that *'I feel more helpful after the process and I think I have had more self-respect as I thought this process helped me do my job better. The belief that I am doing something good for the benefit of my students makes me happy'*.

Furthermore, the first instructor elaborated that *'After conducting AR, because it is a different kind of research from what I have carried out since now, I guess it added a lot to my RA. In addition, I think that the results from AR are more useful for the in-practice teachers'*. Likewise, the second instructor mentioned *'I believe that teachers should conduct more AR. I also started to think that this type of research design can be sometimes better than experimental design. Especially if it is classroom related problem'*.

Based on the results obtained from the analysis of the interviews in terms of EFL instructors' RA, it appears that the AR implementation procedure positively influenced their mindset. Seeing the effective outcomes of their classroom research, instructors have more self-confidence in their profession and willingness to conduct AR again. This can stem from the increase of their awareness with regard to the benefits of classroom research after conducting AR. Besides, the instructors already had favorable opinions about the research. It may be believed that these opinions also influence how well they conduct AR and improve their RA. This inference is in line with Taruc (2016) who postulated that the

beliefs of teachers towards research significantly influence their intent to engage in AR. Literature is in agreement that a person's attitude drives or initiates behavior depending on their willingness to carry out and complete a certain activity (Abrugena et al., 2020). In fact, changing teachers' attitudes about research to become positive or supportive is a significant problem, yet better degree of research capability might be determined by attitude toward research (Wong, 2019).

Under the subtitle 'learners' of pre survey, instructors' expectations are as follows: Increase in students' motivation and better feelings. Concerning this issue, the first instructor mentioned that *'I think my students will feel better in the class and like the way I am teaching more since their problems will be solved by their actual participation and their own opinions. Therefore, they will feel better and more confident, and participate in my classes more eagerly, which will make me feel a lot more satisfied with my job'*. Similarly, the second instructor depicted that *'I guess, trying something new to solve problems will increase our motivation, enhance our perspectives, make us come up with new ideas'*. It is clear that instructors have positive expectations from AR concerning their students.

According to the results of post survey under the subtitle 'learners', the results of expectations are as follows: Satisfied, confident students, better feedback and results, and development in students' performances. After the implementation of AR, the first instructor stated that *'My students were satisfied with the process mostly since they knew their ideas mattered a lot. They liked the idea of contributing into the process and what they are doing in the class. At the end of the research, they were mostly satisfied with the activities carried out during the process but some of them were not concerning some activities. However, even with the ones they did not like, they gave so much detailed feedback that you can understand they liked the idea of having the chance'* and the second instructor stated reported *'My students evaluated the process as a part of the course. They had fun during the process although in the beginning it was an extra task for them. At the end they found the activities beneficial for their development in speaking level'*.

The views of the instructors about their own students show that the students are satisfied and confident with the improvements in their performances. The students also gave back good feedbacks about the AR implementation in the class to the instructors. It may be inferred that the teachers' AR plans were well-structured and practical, and the topic they chose for their project was a wise option since it worked well. It appears that the teachers are aware of the issues or confusions that their students are facing in the classes. Parallel to these findings, there are many studies in the literature supporting that AR enhance students' achievements (Abebe & Abera Beyu, 2018; Aguilar-de Borja, 2018; Al-Obaydi & Rahman, 2021; Awgichew et al., 2015; Leblebici, 2020; Rahmani Doqaruni, 2014; Sisay, 2015; Taruc, 2016; Turpin, 2018).

The most important factor among the measures to be taken for a more qualified foreign language teaching in Türkiye is related to the quality of foreign language teaching. It is very important for a foreign language teacher to have a high command of the language, to use different teaching methods and to motivate children for the success of foreign language teaching. Haznedar (2010) stated that the main reasons preventing the efficient teaching of a foreign language in Türkiye are the approaches used in language teaching and the policies applied. In fact, even a small change in a teacher's perspective can lead to many differences. Taking into consideration the relevant literature, it can be claimed that teachers also need research to help teaching the language efficiently and professionally. Conducting research and following other published studies would be an excellent strategy to improve the traditional manner of being a teacher and provide students with favorable attitudes about language acquisition. According to Wyatt (2016), participating in research may be motivating for instructors because teaching is learning at the same time, and if students are aware that their instructors are learning with them via teacher research, this is likely to improve the affective components of learning. As Burns (2009) proposed, all across the World, language instructors strive to be effective educators who give their students the finest learning chances and she added that AR may be a highly beneficial technique to improve teaching abilities and acquire a deeper knowledge of the classrooms, the students, and being educators.

4.2.5. Findings and Discussion Related to Research Question 5

RQ5. What is the reflection of the AR intervention in classroom research practice of instructors?

According to the documents obtained from the instructors and the observation of the researcher, the AR practice of instructors were analyzed. In the document of the first instructor's AR plan, it was hoped to find answer to this question: What can be done to make reading classes more fun? The primary purpose of her action research project was to implement different activities for her lessons to improve her reading classes so that they are more attractive for students. Similarly, in the second instructor's AR plan, it was shown that she aimed to find answers to this question: How does the use of shooting videos in the class improve speaking skills of students? She indicated that the primary purpose of her action research project was to examine if shooting videos can enhance low level students' speaking skills.

According to the documents, it can be said that the participant instructors follow the AR rules as it was told about in the intervention. First, the instructors detected a classroom problem. For example, the second instructor told that "*Learners with low level of English tend to hinder themselves from speaking at class because of several reasons such as linguistic inabilities and low level of self-efficacy; that's why those students need to be supported to enhance their speaking skills*". According to the first instructor, "*Students got bored during the reading classes and I wanted to improve the lessons so that they will attend more and think reading is fun*". Therefore, the instructors arranged action plans to solve these troubles and implemented them.

According to observational field notes that were taken so that the researcher can detect whether the instructors follow their AR plans, the following Tables can be shown.

Table 30

The observation process of the first instructor

Participant	Observation Protocol	First Observation	Second Observation	Third Observation
The first instructor	Time-Location	3 rd Week of the Module – PAU YDYO (27.11.19)	6 th week of the Module – PAU YDYO (18.12.19)	8 th week of the Module – PAU YDYO (31.12.19)
	Students	Bored with classical reading activities	A bit confused but motivated for a different activity	Comfortable with group work and positive towards classroom practices
	Teacher	Comfortable with classical book activities	Motivated and excited to implement different reading strategies as it was in her AR plan	More relaxed while getting students to do different activities without books
	Descriptive notes	Teacher had a classical way for her reading class with book's own activities. Students answered the questions.	Teacher prepared a handout about the reading text to cut the sentences, mix them, and gave them to students to order. Group work was done, students were excited since they had limited time to finish it.	Teacher divided the class into groups, get them to play a game by generating questions related to the text. Each group asked questions to other one. The students were ambitious to get points, there was a competition.

Table 31

The observation process of the second instructor

Participant	Observation Protocol	First Observation	Second Observation	Third Observation
The second instructor	Time-Location	3 rd Week of the Module – PAU YDYO (25.11.19)	6 th week of the Module – PAU YDYO (16.12.19)	8 th week of the Module – PAU YDYO (30.12.19)
	Students	A little bit confused but motivated to join the class	Conscious and motivated for activities	Comfortable and positive towards classroom practices
	Teacher	Nervous but enthusiastic to implement AR plan	Calm and responsible for AR plan	Knowledgeable and comfortable with AR plan
	Descriptive notes	Watching videos shot by students related to current week's subjects, students' and teacher's giving feedback, teacher's getting grids from the students about their own performances.	Watching videos shot by students related to current week's subjects, students' and teacher's giving feedback, teacher's getting grids from the students about their own performances.	Watching videos shot by students related to current week's subjects, students' and teacher's giving feedback, teacher's getting grids from the students about their own performances.

The field notes taken during the observation processes in the 3rd, 6th and 8th weeks of the module gave a clear picture about the instructors' AR plans which were done during the intervention. Both of the instructors who were enthusiastic about a different practice in the class, followed their AR plan strictly.

For the class of the first instructor, in the beginning of the implementation, it was a classical reading class where the students read the text on the book, and answer the questions there without an extra activity. In the first observation, the classroom environment seemed boring for students, they did not join the class much, and the teacher

asked the same questions for many times to get the students to talk about it. Nevertheless, the instructor was comfortable with ready materials. However, in the second observation, the instructor prepared a handout about the reading text to cut the sentences, mix them, and gave them to students to order. Group work was done, students were excited since they had limited time to finish the task. It was seen that the students were a bit confused but motivated for a different activity and they started to talk automatically to complete the task. Also, the instructor was seen motivated and excited to implement different reading strategies as it was in her AR plan. Similarly, the students seemed to be comfortable and ambitious with group work and competition and positive towards classroom practices in the third observation as well as the instructor who were more relaxed while getting students to do different activities, dividing the class into groups, getting them to play a game by generating questions related to the text.

For the class of the second instructor, in the beginning of the implementation, the students were a little bit confused but motivated to join the class. In the second and third observation, the difference was able to be seen in their attitudes since they were more motivated and positive towards different classroom practices and they were more comfortable while speaking at the end of the implementation as the instructors mentioned about this in the post interviews, too. The instructor was seen a bit nervous in the beginning but enthusiastic to implement AR plan, yet she became more comfortable each week by knowing what to do better and made students talk more, too by getting students to shoot videos, show them to everybody in the class on the board, give feedback and get grids concerning their own reflections.

There is a fresh desire of enthusiasm for change and reform in the world of education. In order to meet the changing needs of the profession, instructors need to undergo additional training, particularly in the current context. Instructors have unlimited opportunities to experiment in their classes and be innovative about teaching practice, so they can take steps to correct achievement deficiencies in the areas they have selected by using a planned intervention. Only when this intervention yields observable changes for students can it be considered effective. It can be concluded from the findings of this study that the intervention with the teachers was useful to them and to students since it is seen

that they carried out their AR plan properly, the tangible effects of their practice are also visible. It can be seen that both instructors and students have been getting more comfortable and knowledgeable each week of the observation. Taken into consideration the whole process, positive perceptions of instructors towards PD and research, the affirmative effects of AR on learners and instructors as well, it is possible to say that the AR intervention and implementation of instructors were a success.

These findings are consistent with the previous literature which underlined that the learning of students may be enhanced by teacher training (Bando Grana & Li, 2014) and students' academic achievement may be increased (Ikram et al., 2020). In relation to that, Hafeez (2021) maintains that the ideal teaching strategy may be selected thanks to the teachers' training, which also raises students' academic success and interests. Therefore, it is suggested that for learners to accomplish higher academic goals, teachers must receive training (Sattar & Awan, 2019).



CHAPTER V

CONCLUSION, IMPLICATIONS and RECOMMENDATIONS for FURTHER RESEARCHES

Corresponding with the research questions of quantitative and qualitative phases, overall conclusions, implications, and recommendations for further researches were delivered in this section.

5.1. Conclusion

English teachers' PD is crucial to maintaining and raising the standard of foreign language education offered in the nations where English is not widely spoken (Alpsoy et al., 2017). Therefore, in light of the fact that teachers' views influence their classroom practices, which in turn affect student learning and have consequences for education, researching teachers' perspectives may be an important task (Mohammadi & Moradi, 2017). Besides, the outcomes of these researches should be presented. Accordingly, it is advised that teachers must independently and personally engage and take part in research and different PD activities so that EFL instructors become aware of the value of developing both their professional and pedagogical abilities, and understand that research in PD for language proficiency in particular is essential to help them maintain a high level of professionalism.

The objective of this study is to examine Turkish EFL instructors' perspectives of PD and RA, as well as how these two concepts relate to one another. This study also intends to ascertain whether there is a relationship between instructors' views of PD and RA in terms of the participants' gender, time at work, engagement in research, attendance at PD events, number of published papers, PD activities they attended, assessment of their own ability to conduct research, and professional development process. In accordance with this purpose, the quantitative data acquired from EFL instructors was gathered by using descriptive statistics of SPSS. In the qualitative phase, this study looks at how AR affects PD and RA as well as what instructors expect from AR in an effort to address the research objectives. In this way, the qualitative strand of the study was founded on pre and post

interviews, observations, and field notes from two volunteer instructors. The qualitative data obtained from the interview was given descriptively.

The study's research questions were developed with the goal of bridging the quantitative and qualitative phases' findings and enhancing or strengthening each of them in a complementary manner. For instance, PD perceptions by the 1st question and RA by the 2nd question were investigated in the quantitative phase (What are the professional development perceptions of EFL instructors?, 2. What are the research attitudes of EFL instructors?) while the same questions were examined by the 1st question of the qualitative phase (1. What are the EFL instructors' overall PD perceptions and research attitudes?). Third question of the quantitative phase (3. Is there any relationship between professional development perceptions and research attitudes of EFL instructors?) and 2nd question of the qualitative phase (2. What is the relationship between EFL instructors' professional development perceptions and their research attitudes?) was aimed to scrutinize the relationship between PD perceptions and RA.

The fourth question of the quantitative phase was based on the perceptions of PD and RA of instructors with regard to the following factors respectively: (a) Gender, (b) the time at work, (c) engagement in research, (d) attendance at PD activities, (e) the number of published papers, (f) the number of professional development activities attended, (g) assessment of their own ability to conduct research and (h) assessment of their professional development process. Besides, in the qualitative phase, the instructors were asked about their comprehension towards AR with the 3rd question (3. How did the participant instructors comprehend action research before and after implementing their own AR?), the instructors' expectations for putting action research into practice and its meeting (4. What were the instructors' expectations for putting action research into practice? Were these expectations met?) and the reflection of the AR intervention in classroom research practice (5. What is the reflection of the AR intervention in classroom research practice of instructors?).

The results of quantitative research questions are as follows:

RQ1: PD perceptions of instructors were at a high level. PD has received excellent feedback from the vast majority of the teachers, demonstrating that participants are interested in developing professionally. The findings highlight the need of maintaining ongoing learning for ELT teachers' PD, as well as the requirement for instructors to have the necessary time and opportunity.

RQ2: RA of instructors was at a moderate level. The results demonstrate the significance of preserving research training that can help teachers become better practitioners and the preference of instructors for training in educational research.

RQ3: The relationship between RA and PD showed a positive, statistically significant correlation at a moderate level. The views of the teachers' (PD) and their RA appear to be related; thus, these variables act exactly the same way.

RQ4: It was examined whether there are any differences in PD perceptions and RA of instructors with regard to gender, the time at work, engagement in research, attendance at PD activities, the number of published papers, the number of professional development activities attended, assessment of their own ability to conduct research, and assessment of their professional development process.

- (a) There is not a significant difference in perceptions of female and male students in terms of 'PD perceptions' and 'RA'.
- (b) In terms of PD perceptions, there was a significant difference among the instructors who has experience between the groups of '6-10' and '11-15' years. A significant difference has found between the group of '11-15' and the groups of '6-10' and '16-20' years. Besides, there was a significant difference among the instructors who has experience between the group of '21 years and more' and the group of '11-15' years.

In terms of RA, there is not a significant difference between groups.

- (c) Any significant difference was not found between the instructors who engaged in research and who did not engage in research in terms of PD perceptions. The findings highlight important differences between the two groups' beliefs of RA.

- (d) The perceptions of PD and RA about instructors' participation in PD activities were analyzed to see whether there were any discrepancies between the groups. Regardless of whether teachers participated in PD activities or not, the t-test findings did not reveal any significant differences in perceptions of PD. On the other hand, the findings report significance in terms of RA.
- (e) According to the results of the ANOVA test, there is no statistically significant difference between the groups for PD perceptions and for RA in terms of the number of published papers.
- (f) The findings of the ANOVA do not show any significant differences between groups for PD perceptions or RA in terms of the number of professional development activities that the instructors attended.
- (g) There was no discernible difference between the groups' opinions of their own ability for conducting research as PD. However, in terms of RA, there was a statistically significant difference between the groups. Higher RA is seen among the teachers who assessed themselves as 'good' as opposed to 'average'.
- (h) By evaluating their PD process, instructors' perceptions of PD and RA were examined to see whether there were any discrepancies. The instructors who thought of themselves as 'good' differed significantly from those who thought of themselves as 'average' in terms of both AR and PD perceptions.

The results of qualitative research questions are as follows:

RQ1: The results of the interviews show that both of the instructors hold positive perceptions about PD and research.

RQ2: It was discovered that positive PD views of EFL teachers motivated them to perform action research for this study, demonstrating the positive correlation between PD perceptions and RA.

RQ3: According to the study's findings, both teachers had good initial and closing opinions about AR. Initially, since research leads to advancements, educators believe that RA is productive and valuable, contributes to their approach to teaching, and helps students with challenges. After the implementation of AR, the instructors' final thoughts were

positive as well. According to the instructors, due to its advantages for both students and teachers, AR is successful and helpful for education and may be utilized again.

RQ4: Pre and post interview data revealed two primary themes: 'Expectations from AR' and 'results of AR' along with three subthemes: 'Classroom practices', 'research attitude' and 'professional development'. The expectations of instructors are as follows under the heading 'classroom practices' of the pre-interview: AR's contribution to teaching, increase in teaching quality, solutions to problems, and a better teaching experience. The results of the instructors' expectations under the heading 'classroom techniques' of the post- interview are as follows: Classroom issues solved by AR, alternatives to routines, contribution to teaching, using different methods and activities, students enjoyed, improved inst. practices. Regarding classroom practice, it appears that the teachers' objectives were well satisfied.

In the pre survey, the expectations for teachers are listed under the heading 'professional development' as follows: Contribution of AR to PD effectively and learning more about AR. The post interview results of the instructors' expectations under the heading 'professional development' of the post-survey are as follows: Overcoming burn out and improvement academically. The expectations of the teachers appear to have been met in terms of PD.

The followings are the expectations of the teachers under the heading 'research attitude' in the pre interview: Improvement and effectiveness of research. The findings of expectations are as follows, as reported by the post-survey results under the heading 'research attitude': Contribution to research attitude in a positive way and effectiveness of research for class problems. Regarding RA, it seems that the instructors' expectations have been satisfied.

The following are the expectations of the instructors under the heading 'learners' of pre interview: Increase in students' motivation and better feelings. Again, the following are the results of expectations as reported by the post interview findings under the heading 'learners': Satisfied, confident students, better feedback and results, and development in

students' performances. The instructors' perceptions of their own students demonstrate that the learners are content and confident with the enhancements in their output.

RQ5: It is feasible to conclude that the AR intervention and implementation of instructors were successful when the whole process, favorable teacher views of PD and research, and the good impacts of AR on both learners and instructors are taken into account.

When all the data gained from the quantitative and qualitative analysis is put together and analyzed, the results of the study demonstrate that it is important to understand how instructors see professional development and how they feel about research in order to improve the quality of university education and ensure that professors are qualified to teach and prepare students for their career. The relationship between theory and practice is seen from a new angle with the awareness of the positive correlation between PD perceptions and RA of instructors and the positive effect of AR on these notions. It is worth mentioning that understanding teachers' perceptions and beliefs about PD and AR contributes to the implementation of effective PD activities at their home institutions and encourages more teachers to conduct action research to advance their teaching expertise and enhance student learning.

The results underline the importance of professional growth and research training for education. Training programs improve teachers' abilities, which impacts students' learning. As they became increasingly involved in the process of doing their own classroom-based research, the participant teacher researchers in this study expressed great enthusiasm for the benefits of AR. The analysis leads to the following conclusions: AR is beneficial and contributes to their PD perceptions and RA. By doing AR, participants' attitudes, skills, or knowledge may change as desired. The AR approach used by the professors had a favorable impact on the students, and teachers who have favorable opinions of PD also have favorable attitudes about research. The results show us the effectiveness of AR in advancing teacher development. It is apparent that participating in a research process enables educators to learn fresh techniques, methods, and approaches that

might enhance their teaching style. By establishing a classroom atmosphere appropriate for the research objective, it is feasible to demonstrate how useful the perceptual "research-teacher" model is in practice and to offer new methods for teachers in all institutions to improve language instruction. In addition to this, the results of the study also assert that it is essential for teachers to engage in PD activities encouraging English instructors to adopt a teacher researcher identity.

This research intends to support efforts to improve the quality of English language instruction in Türkiye. The results provide a basis for advancement in the area of English language instruction and teacher preparation by illuminating the accomplishments of English teachers who work as "teacher-researchers" at the schools of foreign languages. Instructors at preparatory schools as well as Teachers of MONE are anticipated to be included in the study's findings. In conclusion, the research hopes to advance the field of English teaching and learning by providing some useful advice for the professional growth of teachers.

5.2.Implications

It is possible to draw following implications based on the findings of the current study:

1. Education and language instruction have been impacted by the changes in society. It should be remembered that employing textbooks and curricula alone is insufficient for teaching a language; the qualities of the instructors who assess themselves professionally, are also crucial. Therefore, educating teachers and teacher candidates on the necessity of maintaining their academic and professional skills is highly essential. In consideration of all, one implication arising from the findings of this study is that the curriculum for education faculties has to be revised and AR training should be in pre-service education. Before graduation, prospective English teachers could take a course whose objective is to make them aware of the value of professional growth.

2. Based on the perspectives of the participant instructors, it can be proposed that AR training could be included in-service education since language instructors can profit from it. In doing so, the perspectives of English instructors regarding PD and any associated activities may be preserved.

3. The study has significance for PD providers in Türkiye who want to assure the efficacy of PD options for educators. When all findings of the study are taken into consideration, it is noteworthy that the instructors should be encouraged for getting updated professionally, regardless of the PD activities they like to engage in. In this sense, teachers need to have access to better organized and systematic support systems for their professional growth. The Ministry of Education, The Council of Higher Education and policy makers need to take action to create new teaching policies and provide students and teachers with more opportunities to learn about the teaching profession and development.

4. Universities should revise their rules on faculty performance evaluation and promotion criteria in response to the increased focus put on research capabilities and productivity. Clarifying the requirements for becoming language teachers at higher institutions is crucial. Setting standards, which identify the qualities that might be encouraged among teachers, may offer recommendations for both teachers and policymakers. Furthermore, the criteria such as conducting researches, publishing them, participating PD activities and presenting relevant certificates before might serve as the basis for teacher recruitment evaluation systems at universities.

5. Research is not the only way that contributes to PD perceptions of teachers; nevertheless, since it was approved that RA and PD perceptions are correlated positively, it is necessary to enhance the level of RA by getting teachers to conduct AR. The study proposes that PD perceptions and RA can be developed or improved through AR training and implementation. Looking at the outcomes of AR in the classes, we can see the importance of AR for the improvement in education quality. The suggested research model, AR, has been found effective by EFL instructors and has contributed positively to their thoughts, awareness, knowledge and solving the problems or puzzles during teaching process. AR, as professional development procedure, is suggested to be used for other school subjects and teachers with different profession thanks to its contribution to the quality of teaching.

6. In every institution, from primary level education institutions to high education institutions, setting up Professional Development Units (PDU) and increasing the number of members of these units might be another implication. Thanks to these units, the teachers should be informed about AR and all of the implementations could be recorded and shared in an online platform with the whole school so that the teachers in need about the similar issues could be benefited from these resources. Furthermore, this practice could be extended to the other institutions in an attempt to share this online AR platform with the other teachers around Türkiye and even all around the World.

5.3. Recommendations for Further Researches

The following recommendations for further research investigations might be made in light of the results of the current study, related literature, and discussions that followed. To start, in order to ascertain EFL teachers' perceptions of PD, RA, and the impact of AR, this mixed-method study was conducted at state institutions in Türkiye. There may be a research that offers the chance to compare and contrast the views of university instructors and teachers of MONE with regard to PD and RA. It could also be advisable to do additional study comparing and contrasting the opinions and attitudes of English teachers working for state universities and foundation universities' schools of foreign languages. Furthermore, investigating the views of students who are experiencing AR implementation in the class might yield some important insights from different viewpoints.

The qualitative data were gathered through pre and post interviews with instructors who conducted AR voluntarily in addition to the two scales, which were used to collect the quantitative data from the instructors. For further studies, experimental design could be adopted with the intention of comparing two groups after the implementation of AR with one of the groups. Thus, on the basis of AR implementation, it is possible to determine whether there are differences between these groups. Consequently, a deeper understanding might be gained about the educational research training that the teachers received.

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APPENDICES

Post- Hoc test results

Appendix A: One-Way Anova Post-Hoc LSD test results of instructors' time at work

Dependent Variable	(I) Time_at_work	(J) Time_at_work	Mean Difference (I-J)	Std. Error	Sig.	
PD	1-5	6-10	-.15799	.15198	.301	
		11-15	.04983	.14633	.734	
		16-20	-.18750	.14782	.207	
		21 more	-.25174	.16526	.130	
	6-10	1-5	.15799	.15198	.301	
		11-15	.20781*	.09773	.035	
		16-20	-.02951	.09994	.768	
	11-15	21 more	-.09375	.12430	.452	
		1-5	-.04983	.14633	.734	
		6-10	-.20781*	.09773	.035	
	16-20	11-15	-.23733*	.09112	.010	
		21 more	-.30156*	.11732	.011	
		1-5	.18750	.14782	.207	
	21 more	6-10	.02951	.09994	.768	
		11-15	.23733*	.09112	.010	
		16-20	-.06424	.11917	.591	
	RA	1-5	6-10	.25174	.16526	.130
			11-15	.09375	.12430	.452
			16-20	.30156*	.11732	.011
		6-10	21 more	.06424	.11917	.591
			1-5	.03859	.15120	.799
			11-15	.20977	.14558	.152
		11-15	16-20	.20785	.14705	.160
			21 more	.25072	.16441	.130
1-5			-.03859	.15120	.799	
16-20		11-15	.17118	.09723	.081	
		16-20	.16927	.09943	.091	
		21 more	.21213	.12366	.089	
21 more	1-5	-.20977	.14558	.152		
	6-10	-.17118	.09723	.081		
	11-15	-.00192	.09065	.983		
11-15	16-20	.04095	.11672	.726		
	21 more	.04095	.11672	.726		
	1-5	-.20785	.14705	.160		
16-20	6-10	-.16927	.09943	.091		
	11-15	.00192	.09065	.983		
	21 more	.04286	.11856	.718		
16-20	1-5	-.25072	.16441	.130		
	6-10	-.21213	.12366	.089		
	11-15	-.04095	.11672	.726		
21 more	16-20	-.04286	.11856	.718		

Appendix B: One-Way Anova Post-Hoc Tuckey test results of instructors' assessing their own conducting research ability

Dependent Variable (I) Assessing _research	(J)Assessing_ research	Mean Difference (I-J)	Std. Error	Sig.	
RA	poor	fair	-.06290	.17966	.997
		average	-.05241	.15526	.997
		good	-.29274	.15395	.322
		excellent	-.34175	.19834	.424
	fair	poor	.06290	.17966	.997
		average	.01050	.12009	1.000
		good	-.22984	.11839	.301
		excellent	-.27885	.17221	.488
	average	poor	.05241	.15526	.997
		fair	-.01050	.12009	1.000
		good	-.24033*	.07645	.018
		excellent	-.28934	.14657	.285
	good	poor	.29274	.15395	.322
		fair	.22984	.11839	.301
		average	.24033*	.07645	.018
		excellent	-.04901	.14518	.997
	excellent	poor	.34175	.19834	.424
		fair	.27885	.17221	.488
		average	.28934	.14657	.285
		good	.04901	.14518	.997

Appendix C: One-Way Anova Post-Hoc Tuckey test results of instructors' assessment of their professional development process

Dependent Variable (I)Assesing PD process	(J)Assesing PD process	Mean Difference (I-J)	Std. Error	Sig.	
PD	poor	fair	-.04167	.25915	1.000
		average	.26089	.23491	.801
		good	.02596	.23281	1.000
		excellent	-.07008	.25642	.999
	fair	poor	.04167	.25915	1.000
		average	.30256	.13792	.189
		good	.06762	.13431	.987
		excellent	-.02841	.17201	1.000
	average	poor	-.26089	.23491	.801
		fair	-.30256	.13792	.189
		good	-.23493*	.07787	.025
		excellent	-.33097	.13271	.099
	good	poor	-.02596	.23281	1.000
		fair	-.06762	.13431	.987

		average	.23493*	.07787	.025
		excellent	-.09603	.12896	.945
		poor	.07008	.25642	.999
	excellent	fair	.02841	.17201	1.000
		average	.33097	.13271	.099
		good	.09603	.12896	.945
		fair	.06897	.25536	.999
	poor	average	.07288	.23148	.998
		good	-.15941	.22941	.957
		excellent	-.12539	.25267	.988
		poor	-.06897	.25536	.999
	fair	average	.00392	.13590	1.000
		good	-.22838	.13235	.422
		excellent	-.19436	.16950	.781
		poor	-.07288	.23148	.998
	average	fair	-.00392	.13590	1.000
		good	-.23230*	.07673	.025
		excellent	-.19828	.13077	.554
		poor	.15941	.22941	.957
	good	fair	.22838	.13235	.422
		average	.23230*	.07673	.025
		excellent	.03402	.12707	.999
		poor	.12539	.25267	.988
	excellent	fair	.19436	.16950	.781
		average	.19828	.13077	.554
		good	-.03402	.12707	.999

RA

Appendix D

Research Scale

RESEARCH SCALE

The aim of this study is to find out your perceptions related to research and professional development. Please read each statement carefully, put an X next to the option which best describes you or fill in the blank with correct information. It is supposed that by answering the questionnaire you have given permission to use your data -except for personal information- in the study. Your responses will remain confidential. Thanks for your participation.

Ins. Gülşah TERCAN

Part 1: Participants' Background Information

1. **Gender:** (1) Male (2) Female
2. **Department you graduated from (state if it is in process please) :**
B.A: _____
M.A: _____
Ph.D: _____
3. **Your current institution:** _____
4. **Time at work :** _____ year (s)
5. **Have you ever engaged in research in your field? (1) Yes (2) No**
 - a. If yes, did you conduct it willingly? (1) Yes (2) No
6. **The number of published papers based on research last 5 years:** _____
7. **How do you assess your ability to conduct a research? Choose the best option and state the reason please.**
_____ Excellent _____ Good _____ Average _____ Fair _____ Poor
Reason: _____
8. **Do you attend professional development activities? (1) Yes (2) No**
 - a. If yes, do you do that willingly? (1) Yes (2) No
9. **How do you assess the frequency of your attendance to professional development activities last 2 years?**
_____ Always _____ Often _____ Sometimes _____ Rarely _____ Never
10. **The number of professional development activities you attended last 2 years:**

11. How do you assess your professional development process? Choose the best option and state the reason please.

___ Excellent ___ Good ___ Average ___ Fair ___ Poor

Reason: _____

Part 2: Professional development in English language teaching questionnaire

Educators' perceptions related to professional development in English language teaching	<i>Strongly Agree</i>	<i>Agree</i>	<i>Not sure</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
1. Teachers need to take part of the responsibility for their professional development.					
2. Ongoing professional development is essential in today's world.					
3. Teachers' belief in themselves and in what they are doing make them confident.					
4. Teachers' attitudes towards their profession development have to be positive.					
5. Teachers need to be given a chance and time to develop.					
6. Teachers have to be open for self-reflection and critique from others.					
7. Sharing experience and ideas with colleagues gives a teacher a sense of belonging.					
8. Reading periodicals in ELT keeps a teacher up-to-date.					
9. Practicing reflective teaching is a fundamental part of continuity of development.					
10. Using new ideas and techniques is motivating and encouraging.					
11. Teachers have to learn continuously and be life-long learners.					
12. Equipping schools with the products of new technology is of great help in teacher development.					
13. Teachers need a competitive salary and excellent career promotion.					
14. Attending workshops and conferences is a key factor in teacher professional development.					
15. Professionally developed teachers can highly enhance students' motivation.					
16. Teachers have to assess their performance in an accurate and objective way.					

Part 3: Educators’ attitudes toward educational research scale

Educators’ attitudes toward educational research scale	<i>Strongly Agree</i>	<i>Agree</i>	<i>Not sure</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
1. Training in educational research can help educators improve their practice.					
2. Educators who keep up with research in their fields tend to be better educators than those who do not.					
3. Educators can learn very little by doing their own research in their classrooms/schools.					
4. Most educational research findings are not applicable in schools.					
5. I systematically collect and record data in my classroom/school.					
6. Research reports are often too difficult to understand.					
7. Administrators in my school put money aside for research-related activities.					
8. I regularly read academic journals in my field.					
9. Training in educational research may help educators make more informed decisions in their practices.					
10. Careful analysis of their own classroom/school experiences is an important learning experience for educators.					
11. Professors/researchers who do research do not really know the conditions in schools.					
12. Research terminology makes research reports too technical.					
13. My school provides me with easy access to academic journals.					
14. I use every means to update myself about research in my field.					
15. Training educators in research methods is one way to improve the quality of education in schools.					
16. Reading research is an effective means to become a successful educator.					
17. Observations made in classrooms/schools are of little use to shape one’s practice.					
18. My administrators encourage me to engage in research-related activities.					
19. Educators can achieve a better understanding of research findings through training in research methods.					
20. Reading research can provide insight into issues					

regarding one's practice.					
21. Recommendations made in research reports are not realistic.					
22. I keep a log for my observations in my classroom/school.					
23. I would read more research reports if they were easier to understand.					
24. My school administration encourages me to read research.					
25. I regularly visit professional websites to learn about latest developments in my field.					
26. Training in educational research can improve educators' skills to do research in their fields.					
27. I collect my own data in my classroom/school to assess/revise my practice.					
28. Research reports present their findings in a confusing manner.					
29. My administrators provide me with the time and the resources for research.					

Thanks for your participation

Appendix E

Pre-post Interview Questions

PRE - ACTION RESEARCH INTERVIEW

The purpose of the study is to obtain your opinion about action research before involving in the implementation process. All responses will be kept confidential.

Background Information

Your gender: _____ Male _____ Female

How long have you been teaching? _____

Educational level you have completed? _____

1. Have you conducted a research before?
2. Are you willing to conduct research again, why?
3. What is research for you? How do you perceive it?
4. Do you think your perception of research will change after conducting action research? If so, how?
5. How do you describe yourself as a teacher researcher?
6. How would action research make changes in you as a teacher researcher?
7. Do you feel confident to conduct action research?
8. What are your expectations of conducting action research?
9. Before participating in this action research training, what did you know about the purpose and procedures of action research?
10. What do you do for your Professional development?
11. Do you think you are professionally developed?
12. Do you think conducting AR contribute to your professional development in the field of education?
13. What are the advantages you are expecting as a teacher researcher by the implementation of action research?
14. How do you think your implementing an action research will impact your performance and your students in the classroom?
15. Any additional comments or thoughts?

POST - ACTION RESEARCH INTERVIEW

1. What did you think “action research” was before implementing in action research and how did your understanding change?
2. How did your conducting an action research contribute to your professional development in the field of education? How do you verbalize your individual change?

3. Specifically, how do you think your implementation of action research affected your performance in the class?
4. Did the implementation of action research bring any change in your classroom and your students?
5. How do you feel after involving in your action research process as a teacher researcher?
6. Would you like to conduct AR again? Why?
7. Do you think the implementation of AR has contributed to your PD?
8. Do you think the implementation of AR has affected your research attitude?
9. Are you satisfied with the results of your AR? Why?

