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**The portrait of Turkish EFL Teachers' Professional Development
Perceptions: A literature review study**

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ABSTRACT

This paper aims to provide a review of studies conducted on the professional development (PD) perceptions of EFL teachers in Turkey, focusing mainly on teachers' understanding of PD, type of practices, and hindering factors, the effect of experience, age, gender, institution type on PD. The study applied the Criterion Sampling method, one of the Purposive Sampling methods, to select the articles to be reviewed. Studies meeting the criteria were examined and it was concluded that EFL teachers in Turkey have mostly positive perceptions towards Professional Development while some have negative perceptions and misperceptions of it. It is also revealed that experience and age factors make a difference not in perceptions but in preference of practice types; that women are more inclined than men and teachers in private institutions are more interested than those in public schools.

Key Words: Turkish EFL teachers, professional development, perceptions, teacher education

**Türkiye'deki İngilizce Öğretmenlerinin Mesleki Gelişim Algılarının
Portresi: Bir Literatür Taraması**

ÖZET

Bu makale, Türkiye'deki İngilizceyi yabancı dil olarak öğreten öğretmenlerin mesleki gelişim algıları üzerine yapılan çalışmaların gözden geçirilmesini amaçlayarak, öğretmenlerin mesleki gelişim anlayışları, uygulama türleri ve engelleyici faktörler, deneyim, yaş, cinsiyet ve kurum türünün mesleki gelişim üzerindeki etkisini ortaya çıkarmayı hedeflemiştir. Çalışmada, incelenecek makaleleri seçmek için Amaçlı Örneklem yöntemlerinden biri olan Ölçüt Örneklem yöntemi uygulanmıştır. Ölçütleri karşılayan araştırmalar incelenmiş ve Türkiye'deki İngilizce öğretmenlerinin Mesleki Gelişime yönelik çoğunlukla olumlu algılara sahip oldukları, bazılarının ise olumsuz ve yanlış algılara sahip oldukları sonucuna varılmıştır. Deneyim ve yaş faktörlerinin algılarda değil, uygulama türlerinin tercihinde fark yarattığı; mesleki gelişim programlarına katılım konusunda kadın öğretmenlerin erkek öğretmenlerden daha istekli olduğu ve özel kurumlardaki öğretmenlerin devlet okullarındaki öğretmenlere göre daha fazla ilgili olduğu ortaya çıkmıştır.

Anahtar Kelimeler: Türkiye'deki İngilizce öğretmenleri, mesleki gelişim, algılar, öğretmen eğitimi

1. Introduction

The two basic elements of education are teacher and student. These social elements are dynamic and continually changing. Naturally, the educational contexts are also dynamic, more diverse and complex, and rapidly changing. This challenge is requiring the teachers to update and validate their knowledge and skills. Thus, Professional Development (PD) in Teacher Education (TE) is of prime importance to obtain highly qualified and competent teachers who meet the current time's new needs, demands, and opportunities.

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As in every profession, teachers' professional development (teacher development) has vital importance in the teaching profession, affecting teachers, students, and classroom-school activities. It is a long process that starts from the pre-service period and continues throughout the in-service period. In fact, considering the observations that teachers have done during their pupilage, the apprenticeship of observation (Lortie, 1975), teacher education continues from the beginning to the end of their education life.

Nowadays, teacher education programs are expected to equip the teachers with the knowledge (content knowledge, pedagogic knowledge, pedagogic content knowledge and support knowledge) attitudes, behaviors, and skills they require to perform during their professional lives. Two basic trainings to enhance teachers are pre-service training and in-service training programs. The focus of this paper will be on in-service programs. As Farrell (2015) states that teacher education programs do not meet the needs of the (language) teachers in the 21st century. Teaching profession is not anymore a craft that a teacher can learn teaching just from another teacher as it was thought to be in the past.

Even though teacher education is required to be comprehensive, ongoing process, dynamic, and sufficiently broad, professional development programs for teacher education in Turkey do not successfully and effectively meet the demands and expectations of the era. In this paper, I attempted and wished to explain the in-service professional development programs in Turkey in terms of teacher education. My intention is to represent and discuss the present state and system which has been practiced for a long time.

In order to have an in-depth understanding of and a full portrait of Turkish EFL teachers' professional development programs, descriptive and exploratory document analysis were operated on various programs and schemes undertaken largely by Ministry of National Education (MoNE).

2. Literature Review

In the TALIS reports (OECD, 2009, p. 49), there exists a broad definition of PD as "... the activities that develop an individual's skills, knowledge, expertise, and other characteristics as a teacher".

Yoon et al. (2007) emphasized that professional development increases teachers' knowledge and skills, classroom teaching, and thus student achievement. Desimone (2009), similar to Yoon et al. (2007), pointed out that Continuing Professional Development (CPD) activities have such benefits that not only develop teachers' knowledge and skills and/or changes their attitudes and beliefs, but also foster increased student learning.

Scholars have several classifications about the types of knowledge that teachers should have. For example, Shulman (1986) stated that they should have three types of content knowledge: (1) subject matter content knowledge, (2) pedagogical content knowledge, and (3) curricular knowledge, later (Shulman, 1987) expanded the list into 7 categories: (1) content knowledge, (2) general pedagogical knowledge, (3) curriculum knowledge, (4) pedagogical content knowledge, (5) knowledge of learners and their characteristics, (6) knowledge of educational contexts, (7) knowledge of educational ends, purposes, and values, and their philosophical and historical grounds.

On the other hand, Schön (1983) explained two types of knowledge teachers should have and Wallace (1991) redefined them. The first was the type of knowledge that Schön describes as "research-based theories and techniques" that include facts, concepts, data and theories and Wallace called briefly

“received knowledge”. The second was the type of knowledge that Schön described as “reflection-in-action” and “reflection-on-action,” which are related to personal experiences of teachers and Wallace called “experienced knowledge” instead.

Day and Conklin (1992, as cited in Day, 1993) categorized the basis of teacher education knowledge into four groups. These are:

- Content knowledge: knowledge of the subject matter,
- Pedagogic knowledge: knowledge of general teaching strategies, beliefs, and practices,
- Pedagogic content knowledge: the specialized knowledge of how to represent content knowledge in diverse ways that students can understand,
- Support knowledge: the knowledge of the various disciplines that inform our approach to teaching and learning.

Rossner (1992: 4, as cited in Mann, 2005) stated that the professional development of language teachers includes “language development, counseling skills, assertiveness training, confidence-building, computing, meditation, ... cultural broadening”. On the other hand, Mann (2005) appraised these features to be more functional and practical and underlined that personal and moral characteristics should be in the PD of teachers along with other features. According to Mann (2005), Language teacher development:

- is a bottom-up process and as such can be contrasted with top-down staff development programs;
- values the insider view rather than the outsider view;
- is independent of the organization but often functioning more successfully with its support and recognition;
- is a continuing process of becoming and can never be finished;
- is a process of articulating an inner world of conscious choices made in response to the outer world of the teaching context;
- is wider than professional development and includes personal, moral and value dimensions;
- can be encouraged and integrated in both training and education programs.

Richards (2008) states that two types of knowledge are traditionally dominant in teacher education. The first is “Knowledge about” or “content knowledge” or in other words “explicit knowledge”; the second is “knowledge how” or “pedagogical content knowledge” or “implicit knowledge”.

Freeman (2016) explained four generations of knowledge models undergone by the SLTE field. Stating that the developments in language teaching knowledge started in the 1950s, he (Freeman, 2016, p. 179) listed the models as follows: defining what (1960s), defining how (1970s–1980s) defining who and where (1980s–1990s), and defining how and why (2000s–2010s).

Table 1: *Freeman's Generation Models: Focus and Key issues*

Period	Generation Models	Focus	Key issues
1960s	Disciplinary knowledge	What	Knowledge is needed to teach languages
1970s-1980s	Knowledge of Pedagogy	How	Knowledge is used to teach languages
1980s-1990s	Situated, contextual knowledge	Who and Where	Teachers' personal experiences and contexts determine how teachers use knowledge in teaching
2000s-2010s	Knowledge for teaching	How and Why	Teachers use knowledge to teach in similar ways.

In the 1960s, the first generation model focused on teaching knowledge as disciplinary knowledge and used the teacher's knowledge synonymously with disciplinary knowledge. In other words, knowledge is needed for teaching languages. In this period, with the influence of behaviorism doctrine, behavioral theory/methodology (The Audio-lingual Direct Method / ALDM) began to be seen and dominated in classroom practices. Language teaching underwent severe changes from the mid-1970s through the end of the 1980s, and during this period, the second generation model, defining how, focused on teaching knowledge as pedagogy. Chomskian notions questioned and objected to behavioral ideas, and the cognitive stream emerged in response to the behavioral stream. This situation led to the emergence of many new methods. Now teachers were adopting a method and applying it. Of course, they could choose any method from among different methods, but especially at first, they used the method they chose holistically. In other words, that method determined the teacher's role, the student, the teaching and learning, in short, the role of everything in the educational context, and the teachers took and applied it as a whole. The third-generation model — defining who and where- focused on teaching situated, contextual knowledge of teachers. 'Teachers keeping their own counsel', Personal Practical Knowledge (PPK), Pedagogical content knowledge (PCK) were the common terms of this period. The fourth-generation model—defining how and why- focused on knowledge-for-teaching. In this model, teachers use knowledge to teach in similar ways.

3. Methodology

In order to have an in-depth understanding of and a full portrait of Turkish EFL teachers' perceptions of professional development, descriptive and exploratory document analyses, which are qualitative methods, are used as a research design. In this study, the Criterion Sampling method, one of the Purposive Sampling methods, was used for the selection of the articles to be reviewed. A preliminary search was conducted through an extensive electronic search of published research papers using a keyword-based procedure. Studies that meet the topic criterion of Professional Development/Teacher Development based on the key terms of "perception" and "Turkish EFL teachers/instructors" and "professional development" are included in this review study. Besides, master theses and Ph.D. dissertations are not the key focus in this study. Only articles published in peer-reviewed journals were the focus. A total of 18 articles were confirmed to match, shown in Table 2 in chronological order, and therefore included in this review.

Table 2: Sources, Contexts, Research Design and Focus of studies on Turkish EFL teachers' perceptions of PD

Sources	Context/Participants	Research Design	Aim/Focus
(Ozer, 2004)	review article	Mixed research design	Focusing on in-service training programs as PD
(Atay, 2006)	6 EFL instructors and 6 pre-service teachers from a state university	Qualitative research design (collaborative action research) informal talks, journals kept by PTs, and notes taken by the author	the perspectives of Turkish in-service and pre-service teachers regarding the effects collaborative action research on their professional competence
(Arkan & Turhan, 2009)	30 EFL language instructors from a foundational university	Mixed research design However, only the quantitative data is shared in this paper. (questionnaire)	the opinions of novice and experienced instructors related to their Teacher Development programs
(Hismanoglu, 2010)	50 instructors-mainly Turkish or Turkish Cypriots (38)- from preparatory schools of private universities in North Cyprus	Mixed research design questionnaire (including three open-ended questions)	explaining what 'professional development' means in EFL teachers' perspectives and which PD strategies they prefer using in their teaching career
(Büyükyavuz, 2013)	64 teachers from public schools	Mixed research design questionnaire and semi-structured interviews	aiming to investigate EFL teachers' understanding of professional development in relation to the activities they are engaged in
(Eksi & Aydın, 2013)	92 English language instructors from a state university	Quantitative research design Questionnaire	identifying EFL instructors' professional development needs in terms of the role of teaching experience, workload, department of graduation, and their perceptions of PD programs
(Yurtsever, 2013)	91 EFL instructors from state university	Quantitative research design questionnaire	general beliefs of EFL instructors on their Professional Development
(Mahmoudi & Özkan, 2015)	60 teachers (32 experienced and 28 novice teachers)	Mixed research design questionnaire and focused group interviews	investigating experienced and novice teachers' perceptions about professional development activities
(Dogan & Yagiz, 2015)	168 EFL educators from both state schools and state universities	Mixed research design questionnaire (including both open-ended and close-ended questions)	exploring whether there is a difference between EFL teachers' and academics' perceptions according to their gender, teaching experience and institutions and the factors hindering the EFL educators' professional development process

(Çapar & Keçik, 2016)	112 participants from state and private schools both at university and secondary school level	Qualitative research design (case study) Questionnaire	examining the perspectives of EFL instructors on their expectations related to professional development programs in terms of generation types
(Eryılmaz & Dikilitaş, 2016)	3 instructors from a private foundation university	Qualitative research design (case study) semi structured face-to-face interviews, field notes, and relevant documents	Reasons for Teachers' Research Reticence
(Özbilgin et al., 2016)	12 Turkish Cypriot EFL teachers from public schools	Qualitative research design (case study) semi-structured interviews	exploring and understanding EFL teachers' perceptions and practices of professional development
(Topkaya & Çelik, 2016)	6 non-native teachers from public schools	Qualitative research design (multiple descriptive case study) semi-structured interviews, field notes	EFL teachers' perceptions of professional development and professional development practices
(Babanoğlu & Yardimci, 2017)	90 EFL teachers (45 from private and 45 from state school)	Quantitative research design Questionnaire	the perceptions of state and private school EFL teachers towards professional development
(Şener & Çokçalışkan, 2017)	9 non-native English in-service teachers from public schools	Qualitative research design (descriptive case study) Semi-structured interviews	defining the descriptions and perceptions of EFL teachers on professional development and what kind of practices they employ to become more professional and investigating how teachers' perceptions differ at different career stages
(Tanış & Dikilitaş, 2018)	9 Turkish EFL instructors from a state university	Qualitative research design (collective case study) semi-structured interviews	exploring the role of action research (AR), in Turkish EFL instructors' beliefs, and comparing AR as a transformative model, with transmissive and transitional PD models
(Yesilçinar & Çakir, 2018)	27 English language teachers from public schools	Qualitative research design (case study) semi-structured interview	revealing English language teachers' views and practices on Teacher Research in the Professional Development process
(Önalan & Ersoy, 2020)	249 teachers from private school	Mixed research design (a case study) questionnaire and focus group interviews	EFL Teachers' Views and Needs on In-service Training as a Part of Professional Development

4. Results and Discussion: SO, what is the case in Turkey?

As it can be seen from the table 2, studies are listed chronologically and their Sources, Contexts, Research Design and Focus are given. It is seen that the studies are generally on EFL teachers' perceptions of PD and activities related to PD and the factors that prevent PD. In addition, the relationship of PD perception with age, gender, experience, and institution type factors are some of the issues these studies focus on.

In his review article, Ozer (2004) summarized the historical flow and function of the In-service Training Department since its foundation in 1960. This department is an important branch of the Ministry of National Education which is responsible for the teachers' in-service training at the pre-school, primary, and secondary education levels in Turkey. The researcher grounded this study on the data gathered through a questionnaire (Özer, 2001, an unpublished research report). According to the results of that survey, most teachers need professional development, while few voluntarily want to participate in the ministry's professional development (in-service) programs.

The researcher, giving all the details of the central and regional in-service programs organized in 2000, stated that these programs are generally organized as short-term courses and seminars. It is stated that subjects such as ELT methods, technology applications, quality management in education, curriculum development and evaluation are covered in these programs. He stated that the participants attach importance to professional development for reasons such as improving themselves in education, keeping up with current developments in their fields, increasing their professional respect and satisfaction, and improving their knowledge of methodology. However, he emphasized that there were obstacles that made teachers unwilling to do this and listed as follows: not being able to receive paid publications, lack of motivation, insufficient activities in schools, in-service programs organized without need analysis, not asking teachers about the subjects of the programs organized, lack of qualified educators, accommodation, and food problems.

Atay (2006) conducted a descriptive and explorative case study to describe the development of professional knowledge by pre- and in- service teachers through collaborative research in an English as a Foreign Language (EFL) setting. The researcher induced from her content analysis of the data that collaborative action research made participants pick up an understanding of the significance of collaboration and a system for efficiently observing, evaluating, and reflecting on their L2 instructing practices.

In her analysis, the researcher deduced three main themes for the effects of collaborative action research. The first one was related to changes in perceptions of in-service teachers who indicated that they gained more extensive perceptions. For example, in the beginning, they linked research with quantitative studies requiring many technical issues, but later, they got wise to the use of small-scaled and context-based studies which may not need to have statistical analysis. The second theme was that teachers' increased awareness of the students' needs. And awareness of collaboration is the third theme the researcher induced from the data analysis.

Arikan and Turhan (2009) analyzed and compared the opinions of 30 instructors. The researchers stated that there was no statistically significant difference in the perceptions of both novice and experienced participants. Both groups of participants stated that in-service training programs should be implemented in their institutions to develop themselves professionally. Participants wanted to

have programs such as seminars and conferences where they could share their experiences, find solutions to their problems, and express their opinions, and stated that they preferred to participate in them as optional.

Hismanoglu (2010) aimed to explain how ELT instructors perceive professional development and what strategies they prefer using in their teaching career (e.g., peer coaching, study groups, action research, mentoring, teaching portfolios, in-service training, and team teaching). As a result, the researcher stated that most of the participants noted that professional development as an important part of their profession, but only %30 of them gave importance to their professional development by using mainly such strategies as participatory practitioner research, professional development portfolios, study groups, and so on. Mostly they preferred activities mentoring, teaching portfolios, in-service training, and generally neglected collaborative activities requiring communication and collaboration except for mentoring.

Another study was conducted by Büyükyavuz (2013) aiming to investigate ELT teachers' understanding of professional development in relation to the activities they are engaged in. As a result, most of the participants were found to be familiar with instructional technology. This result can be said to be related to the fact that most of them are young. Again, most of the participants stated that they did not record their lectures to analyze them later, nor did they accept any observers to watch them in the lesson. Similarly, a great majority stated that they did not conduct action research. The researcher found some differences between questionnaires and interviews. For example, when the interviewees were asked about the titles of the books in their personal libraries that they said were for professional development, most of them mentioned the names of the books for a national exam (Foreign Language Proficiency Exam for Employees / KPDS). In other words, most of them have associated studies on this exam with professional development. In addition, in the interviews, it was stated that none of the interviewees had information about action research.

Eksi and Aydın (2013) conducted a survey to identify ELT instructors' professional development needs and to examine the role of teaching experience, workload, department of graduation, and their perceptions of professional development programs in predicting professional development needs. According to the results, it was seen that the participants generally had positive perceptions about professional development and mostly needed "new theories and practices in the field" and "technology use". On the other hand, it might be due to the high average age (38) of the participants, it was observed that the subjects they least needed were "lesson planning" and "classroom management". It has been determined that with their common, contemporary, and special interests, only their teaching experience has an inverse effect, that is, their need for professional development decreases as their experience increases.

Yurtsever (2013) applied both a paper-based and an online questionnaire with 91 ELT instructors to investigate their general beliefs about professional development. Based on the data she obtained, the researcher stated that the participants appreciated both traditional (training) and constructivist models (mentoring, peer-coaching, self-directed) as appropriate and useful. The researcher pointed out that there is an interest / tendency towards constructivist models, especially for Self-Directed model; she reported that professional development programs should be organized in voluntary, comfortable, and free environments.

Similar to Arıkan and Turhan (2009), Mahmoudi and Özkan (2015) aimed to investigate whether there is a difference in professional development perceptions of novice and experienced language teachers and which professional development programs (e.g., courses/workshops, education conferences or seminars, qualification program) they find more useful.

The researchers found that both novice and experienced teachers benefit from professional development programs, but they prefer different types of programs. Experienced teachers prefer activities such as "mentoring and/or peer observation and coaching, reading professional literature, education conferences or seminars, and observation visits to other schools/institutes". On the other hand, inexperienced teachers prefer activities such as "courses/workshops, reading professional literature, and engaging in informal dialogue with their colleagues".

Dogan and Yagiz (2015) are other researchers who focused on ELT teachers' perceptions of professional development. They focused on different variables of this issue such as the effect of their gender, teaching experience, institutions, and the factors hindering the ELT educators' professional development process. The researchers concluded that the older the teachers and the more experienced they were, the less tend and eager to professional development. They also stated that female teachers are more willing to participate in professional development activities than male teachers. Lack of motivation and excessive workload were the most cited reasons in terms of factors hindering professional development. Other reasons can be listed as tight working hours, financial problems, inadequate communication with colleagues, supervisors or institutional managers, family problems, students' lack of motivation and interest, insufficient support of institutions, education policies, and educational backgrounds. In short, it was highlighted that individual level, student-level, institutional level and governmental level problems are the main factors that prevent teachers from professional development.

In their qualitative case study, Çapar and Keçik (2016) examined the perspectives of EFL instructors on their expectations related to professional development programs in terms of generation types. They focused on two generation types (Generation X and Generation Y) adapted from the classification by Hornblower (1997) and compared the characteristics of these types. In their content analysis, the researchers found both similarities and differences between the two groups. For instance, they inferred that participants from both groups mostly found PD programs useful. On the other hand, some of the participants from Generation X found PD programs repetitious while some from Generation Y evaluated PD programs as time-wasting. Both groups perceived the trainings positively in terms of refreshing and up to date topics in the field and satisfied the way the programs were carried out interactively, reflectively and practice-based. On the other hand, Generation X desired to learn more about the recent developments in the field than Generation Y as they did not grow up with the technological facilities the Generation Y had. Looking at the most important issues they want in their PD programs, the difference between the two generations becomes more obvious. For example, the older generation X put the use of technology first, while this was the last for the Y generation. Generation Y prioritized classroom management and time management issues, while Generation X did not need them. At the same time, generation Y participants placed more emphasis on teacher training.

Eryılmaz and Dikilitaş (2016) conducted a qualitative case study with 3 instructors from a private foundation university to investigate the reasons for Teachers' Research Reticence. The participants

were from the preparatory school of the university where there was a Professional Development Unit and since 2010 a Teacher Research project has been systematically conducted by an experienced in-house mentor. Participants were also included in this project - somewhat obligatory - without being asked whether they were willing or not. In their qualitative research design, they made use of semi-structured face-to-face interviews, field notes, and relevant documents to collect data.

The reasons stated by the participants in this study are of the kind that confirms the reasons mentioned in the literature. One of the participants stated that the research is more related to academic career and does not benefit teachers. She also stated that she has good teacher qualifications and does not need research, and that her colleagues' research is lacking in quality due to the time problem, and therefore she does not want to attend conferences where such research results are presented, and she does not want to read these studies. In addition, the fact that such research was mandatory, and the necessary guidance was not provided enough by the institution were also factors that increased her reluctance.

The second participant also mentioned the mandatory implementation of teacher research in their institutions. According to her, it is not necessary and useful. Although her institution regards teacher research as a professional development tool, she does not agree on this. In addition, the fact that the research should be presented to the public annoyed her a lot and she did not want to publish it because she considered her research personal.

The third participant mentioned the teacher research project mandated by the institution like the other participants and stated that it was the result of the distrust of the administration of the institution towards the teachers. In this way, the administration wanted to make sure that the teachers were working enough. This participant also stated that he was not keen on teacher research because it was not useful in classroom practice and was more concerned with sciences. He stated that his priority was teaching, not research, and that he could not focus on teaching while doing both together. He described the teacher research mandated by the institution to the food in the school cafeteria: "It is tasteless, but you have to eat".

In short, the participants stated that the compulsoriness, lack of time and guidance are the main reasons at the contextual (institutional) level for their reluctance to teacher research. At the perceptual level, they stated that teacher research is not useful, but rather academicians and scientists should do it.

Another study from Cyprus was conducted by Özbilgin, Erkmen and Karaman (2016). Through their interpretative analysis, Özbilgin et al. (2016) assumed that context, experience, government, and the personal 'self' are important factors that influence the teachers' perceptions about professional development. They stated that teachers, in general, were not happy with the existing professional development activities provided by the ministry. Since they were not asked for the content of such professional development in-service training programs, and since the current ones did not satisfy and meet their classroom needs, teachers were reluctant to attend such activities just for the sake of being there. They mostly found such conferences or workshops time-consuming and irrelevant. It was emphasized that teachers had positive perceptions of professional development. The Ministry of Education was recommended to prepare in-service training programs in line with the needs of teachers, provide more financial opportunities for professional development, and school

administrations were recommended to support teachers and provide opportunities to collaborate with teachers in other schools.

Topkaya and Çelik (2016) conducted their study to explore EFL teachers' perceptions of professional development and professional development practices according to career stages according to Burden's (1982a) classification frame. In their qualitative research through multiple descriptive case study design, the researchers used semi-structured interviews to gather data from six non-native teachers who were in different career stages. The participants teaching at different levels from pre-school to secondary were at different career stages: two were at the "survival" stage, three at the "adjustment" and one at the "mature" stage.

In terms of professional development, it has been observed that the participants are aware of the need to keep up with change, keep themselves updated with new and modern methods, and are aware that they can do this with professional development. The researchers stated that the participants had a more traditional understanding of professional development rather than a contemporary one.

In general terms, the results showed that the professional development needs and perceptions of teachers were parallel to their career stages. It is observed that the participants perceive professional development more like traditional in-service training programs (seminars, conferences, etc.).

Babanoğlu and Yardimci (2017) investigated the perceptions of state and private school EFL teachers towards professional development. In the quantitative pattern study, where the researchers investigated whether factors such as school types, gender and age cause any difference in teacher professional development perceptions, data were collected from 90 (45 private and 45 state school) teachers with a Likert-type questionnaire.

The results of the study, in which the questionnaire items were given one by one, can be briefly summarized as follows: It was concluded that EFL teachers have positive perceptions of professional development and perceive it as a lifelong process. Also, in the context of school type, private school EFL teachers were found to be more interested in professional development. While statistical difference was obtained in favor of women in terms of gender, it was seen that age was not a determining factor.

Şener and Çokçalışkan (2017) conducted their study to define perceptions of EFL teachers on professional development and the practices they operate to become more professional and how teachers' perceptions differ at different career stages. The researchers conducted a descriptive case study with 9 non-native English in-service teachers and collected qualitative data with semi-structured interviews. The participants were at different career stages: 3 were at "survival" stage, 3 at the "adjustment", and the last 3 at "mature".

The majority of the participants appreciated professional development as a lifelong process, a means of empowering and revealing their potential both personally and professionally, and to adapt to professional life. Although the participants were in different career stages, they defined professional development similarly. However, the strategies they used for professional development differed.

Tanış and Dikilitaş (2018) gave weight to Action Research as a professional development tool. They used a qualitative collective case study approach with 9 Turkish EFL instructors from a state university aiming to explore the role of AR in participants' beliefs and compare action research (AR), as a transformative model, with transmissive and transitional PD models. The researchers revealed

that the perceptions of the teachers who perform Action Research are different from those who participate in more classical methodical (transmissive) professional development models. The perceptions of the first group mostly include features such as lifelong learning, collaborative activities, intrinsic motivation, combining experiential knowledge with reflective practice experiences, while the perceptions of the second group include features such as short-term learning, extrinsic motivation, transfer of theoretical knowledge, non-reflective passive roles.

A case study method among qualitative research approaches was applied in this study by Yesilçinar and Çakir (2018). The researchers conducted semi-structured interviews with 27 EFL teachers to reveal those teachers' views and practices on Teacher Research in the Professional Development process.

Looking at the results of the study, it was seen that teachers hold themselves responsible for professional development but have a wrong perception such as "improving language skills such as speaking and listening" for teacher research and professional development. Such that, the participants stated that they watched English movies and TV channels on the internet to improve these skills.

Although the participants believed that teacher research is essential for professional development, none of them engaged with research, only some of them made relevant readings (engaged in research). Factors such as workload, time constraints, familial factors, lack of technical knowledge, and insufficient support of the Ministry of Education have been shown to cause this situation. Participants stated that the ministry of education is a bigger problem than the school administration in terms of its negative role.

A recent study by Önalın and Ersoy (2020) focused on EFL Teachers' Views and Needs on In-service Training as a Part of Professional Development. The results showed that teachers' perspectives on in-service training programs are in line with the existing literature. Such professional development programs have been expressed as the transfer of traditional theoretical knowledge whereas teachers need practical content that they can apply in the classroom. In addition, participants stated that the collaborative environment and solidarity with their colleagues and institutions can positively affect professional development.

Overall, analyzing the essence of the articles, it is seen that the studies that are associated with the EFL teachers' perceptions of PD in the context of Turkey generally focused on the effect of experience (Arıkan & Turhan, 2009; Dogan & Yagiz, 2015; Eksi & Aydın, 2013; Mahmoudi & Özkan, 2015; Şener & Çokçalışkan, 2017; Topkaya & Çelik, 2016), age (Babanoğlu & Yardimci, 2017; Çapar & Keçik, 2016; Dogan & Yagiz, 2015), gender (Babanoğlu & Yardimci, 2017; Dogan & Yagiz, 2015), strategies/activities (Büyükyavuz, 2013; Hismanoglu, 2010; Mahmoudi & Özkan, 2015; Özbilgin et al., 2016; Şener & Çokçalışkan, 2017) on PD, or investigating the hindering factors (Dogan & Yagiz, 2015; Eryılmaz & Dikilitaş, 2016; Yesilçinar & Çakir, 2018).

4.1. Perceptions

Turkish EFL teachers' PD perceptions can be grouped under three subheadings: Positive perceptions, negative perceptions, and Misperceptions.

4.1.1. Positive Perceptions

Looking at the PD perceptions of the participants in the studies as mentioned above; participants generally have positive perceptions that PD is needed and beneficial (Babanoğlu & Yardimci, 2017; Çapar & Keçik, 2016; Eksi & Aydın, 2013; Hismanoglu, 2010; Özbilgin et al., 2016; Ozer, 2004; Yesilçinar & Çakir, 2018), but are less participative and eager (Hismanoglu, 2010; Ozer, 2004; Yesilçinar & Çakir, 2018).

Mostly it is stated that PD programs enable teachers:

- to improve themselves (Arıkan & Turhan, 2009; Ozer, 2004; Şener & Çokçalışkan, 2017; Yurtsever, 2013)
- to increase their knowledge of methodology (Eksi & Aydın, 2013; Ozer, 2004; Topkaya & Çelik, 2016)
- to change and expand their perceptions of research, awareness of students' needs, and awareness of cooperation (Atay, 2006).

Also, some described PD as a lifelong process (Babanoğlu & Yardimci, 2017; Şener & Çokçalışkan, 2017; Tanış & Dikilitaş, 2018).

4.1.2. Negative Perceptions

First, it should be noted that in the context of Turkey, in-service training programs and events are usually used synonymously with practices of CPD, or PD, or teacher development. These expressions are used interchangeably. However, since these terms are somewhat intertwined and overlapped, there is no drawback in using them interchangeably. Although the participants generally had a positive perception, there exist some who think otherwise. For example, some stated that in-service training practices (especially programs organized nationally or locally by the ministry) are repetitious and time-wasting (Çapar & Keçik, 2016), time-consuming and irrelevant (Özbilgin et al., 2016), the transfer of traditional theoretical knowledge (Önalan & Ersoy, 2020).

4.1.3. Misperceptions

Apart from positive and negative perceptions, there are also misperceptions. For example, some participants associated professional development practices with language exams (Foreign Language Proficiency Exam for Employees / KPDS) (Büyükyavuz, 2013), academic career or academicians (Eryılmaz & Dikilitaş, 2016), and practices such as "improving speaking and listening skills" (Yesilçinar & Çakir, 2018).

4.2. Experience

In terms of experience, it was stated that there is no significant difference between the participants and there are similarities despite different experience periods (Arıkan & Turhan, 2009; Mahmoudi & Özkan, 2015; Şener & Çokçalışkan, 2017). However, it was seen that the participants in different experience periods prefer different types of PD programs (Mahmoudi & Özkan, 2015; Şener & Çokçalışkan, 2017; Topkaya & Çelik, 2016). At the same time, it has been observed that as the participants' experience periods increase, they need professional development programs less (Eksi & Aydın, 2013), and they are less willing (Dogan & Yagiz, 2015) to these programs.

4.3. Age

In terms of age, it is observed that the older participants are less inclined to PD (Dogan & Yagiz, 2015), they need and prefer different contents in PD programs even though they have similar positive perceptions (Çapar & Keçik, 2016), and age do not have a significant influence (Babanoğlu & Yardimci, 2017).

4.4. Gender

When the differences are evaluated from the standpoint of gender, the figures favor women, and it is seen that women are more willing than men to participate in professional development activities (Babanoğlu & Yardimci, 2017; Dogan & Yagiz, 2015).

4.5. Type of Institution

Another difference is that in terms of the type of school they work in, it is stated that participants working in private schools are more interested in professional development activities than those working in public schools (Babanoğlu & Yardimci, 2017).

4.6. Activities or Strategies Engaged in or Preferred for Professional Development

In terms of activities or strategies that the teachers engage in or prefer for professional development, it is seen that attending courses, conferences, workshops, in-service training, mentoring, teaching portfolios, reading professional literature, seminars, and webinars are usually the most attended or preferred activities (Hismanoglu, 2010; Mahmoudi & Özkan, 2015; Şener & Çokçalışkan, 2017). On the other hand, some teachers are not satisfied with the in-service training programs and do not want to participate because they find these programs irrelevant and time-consuming (Özbilgin et al., 2016). Similarly, it was stated that older teachers care about their own experiences and observations rather than traditional in-service training as they get more mastery and maturity in their profession (Şener & Çokçalışkan, 2017).

Some teachers, though in the minority, prefer more contemporary ones such as "peer coaching, study groups, action research, mentoring, teaching portfolios, and team teaching" (Hismanoglu, 2010). However, it is stated that most of the teachers do not do action research and do not have information about it (Büyükyavuz, 2013), avoid activities requiring cooperation and communication (Hismanoglu, 2010) or allowing others to observe their lessons (Büyükyavuz, 2013).

4.7. Hindering Factors

Another important subheading is the factors that hinder EFL teachers' PD. Excessive workload, lack of time, lack of information, lack of interest, demotivating factors (family, institutional, ministry, financial, etc.) are the most common excuses that participants asserted as obstacles to their PD (Ozer, 2004; Dogan & Yagiz, 2015; Eryılmaz & Dikilitaş, 2016; Yesilçinar & Çakir, 2018). In this sense, the results are in line with the general context of the literature (Elliott 1991; Burton & Mickan 1993; McKernan 1993; Roberts 1993; Henson 1996; Burns 1999; Rainey 2000; Hancock 2001; McNamara 2002; Borg 2003a, c, 2006a, 2008a, 2009a; Worrall 2004; Barker 2005; Denny 2005; Edwards 2005; Sharp et al. 2005; Atay 2006; Rust Meyers 2006; Allison & Carey 2007; Barkhuizen 2009; McKay 2009 as cited in Borg, 2010). Besides, one of the important elements in Eryılmaz's study is that some participants find teacher research, which is an important activity among the professional development activities, unnecessary, useless, and irrelevant, and associate it with the academicianship rather than the teaching. The compulsory imposition of teacher research in some institutions is also an element that

participants complain about. It is stated that all participants who are asked about the type of participation in PD programs / in-service training programs prefer them to be optional (Arıkan & Turhan, 2009; Eryılmaz & Dikilitaş, 2016; Yurtsever, 2013). In short, it can be said that the factors preventing PD are some at internal (individual) levels and/or some at external (institutional, governmental, etc.) levels.

5. Conclusion

The results of this review research have revealed that although the PD perceptions of EFL teachers in the context of Turkey are mostly positive; there are still some teachers with negative perceptions and/or misperceptions who associate PD with in-service training programs and consider it unnecessary, time-consuming, repetitive, and some who associate PD with the academic profession and consider it irrelevant to teaching.

Looking at the factors affecting the PD perceptions of EFL teachers, it is seen that:

- the experience does not cause significant changes, but causes them to prefer different types of activities;
- age does not make a significant difference, but older people are less inclined and willing;
- In terms of gender, women are a little more inclined and willing;
- teachers in private schools are more involved than teachers in public schools;
- generally, more traditional practices (courses, conferences, workshops, in-service training, mentoring, teaching portfolios, reading professional literature, seminars, and webinars) are preferred while contemporary ones such as "peer coaching, study groups, action research, mentoring, teaching portfolios, and team teaching" are mostly neglected.

When the reasons preventing PD are examined, it is seen that the causes are similar to the general literature, such as excessive workload, lack of time, lack of information, lack of interest, demotivating factors.

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