



T.C.

BURSA ULUDAĞ UNIVERSITY

INSTITUTE OF EDUCATIONAL SCIENCES

THE DEPARTMENT OF FOREIGN LANGUAGE EDUCATION

ENGLISH LANGUAGE TEACHING

**AN INVESTIGATION OF ENGLISH LANGUAGE TEACHERS'
REFLECTIVITY AND ABSRTRACTION SKILLS THROUGH
REFLECTIVE JOURNALS**

MASTER'S THESIS

İsmail İlkay EYİSÜREN

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2023

BİLİMSEL ETİĐE UYGUNLUK

Bu alıřmadaki tm bilgilerin akademik ve etik kurallara uygun bir řekilde elde edildiĐini beyan ederim.

İsmail İlkey EYİSÜREN



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Düzenli Mesleki Gelişim Etkinliklerine Katılan İngilizce Öğretmenlerinin Bu Etkinlikler Üzerine Yaptıkları Yansımaların Soyutlama Becerisine ve Mesleki Gelişimlerine Katkısının İncelenmesi

Yukarıda başlığı gösterilen tez çalışmamın a) Kapak sayfası, b) Giriş, c) Ana bölümler ve d) Sonuç kısımlarından oluşan toplam 78 sayfalık kısmına ilişkin, 17/04/2023 tarihinde şahsım tarafından *Turnitin* adlı intihal (benzerlik) tespit programından (Turnitin)* aşağıda belirtilen filtrelemeler uygulanarak alınmış olan özgünlük raporuna göre, tezimin benzerlik oranı % 1. 'tür.

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YÖNERGEYE UYGUNLUK ONAYI

“Düzenli Mesleki Gelişim Etkinliklerine Katılan İngilizce Öğretmenlerinin Bu Etkinlikler Üzerine Yaptıkları Yansıtımların Soyutlama Becerisine ve Mesleki Gelişimlerine Katkısının İncelenmesi” adlı Yüksek Lisans tezi, Bursa Uludağ Üniversitesi Eğitim Bilimleri Enstitüsü tez yazım kurallarına uygun olarak hazırlanmıştır.

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ABSTRACT

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AN INVESTIGATION OF ENGLISH LANGUAGE TEACHERS' REFLECTIVITY AND ABSTRACTION SKILLS THROUGH REFLECTIVE JOURNALS

Teaching is a profession that requires constant development and the only way to fulfill this requirement is constant learning. It is crucial for teachers to keep improving themselves in order to deliver high quality education and keep up with the fast-changing nature of the profession in 21st century. Therefore, teachers must make attending professional development (PD) activities a habit throughout their professional lives. However, attending PD activities is not enough on its own and it must be supported with necessary means. Reflection is crucial for teachers to increase their intake from the PD activities they attend and reflective journaling is a suitable way to realize a thorough reflection. The present study has aimed to reveal the PD awareness of in-service English language teachers and how attending PD activities regularly and keeping reflective journals on such activities affect their abstraction skill and reflectivity development. The data were collected from five participants, who were chosen via convenience sampling, through a total of 20 one-on-one semi-

structured interviews and 40 reflective journal entries. The present study has adopted a qualitative approach since the research questions in hand required an in-depth analysis of the collected data, which were examined through thematic analysis. It was found that participants' PD awareness was adequate, yet, their PD attendance was not as frequent as it could be. Another revelation was that regular PD attendance and reflective journaling had a positive impact on participants' reflectivity, however, their abstraction skill was not seemed to be affected by mentioned actions. The findings of the study are hoped to help teachers to improve themselves at their profession and policymakers to raise more competent generations of teachers in the future.

Keywords: Abstraction Skill, Professional Development, Reflective Journal, Teacher Reflectivity

ÖZET

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İNGİLİZCE ÖĞRETMENLERİNİN YANSITMA VE SOYUTLAMA BECERİLERİNİN YANSITMA GÜNLÜKLERİ ÜZERİNDEN İNCELENMESİ

Öğretmenlik sürekli gelişim gerektiren bir meslektir ve bu gerekliliği yerine getirmenin tek yolu sürekli öğrenmedir. Öğretmenlerin yüksek kalitede eğitim verebilmeleri ve 21. yüzyılda mesleğin hızla değişen doğasına ayak uydurabilmeleri için kendilerini geliştirmeye devam etmeleri büyük önem taşımaktadır. Bu nedenle, öğretmenler mesleki gelişim (MG) faaliyetlerine katılmayı meslek hayatları boyunca bir alışkanlık haline getirmelidir. Ancak mesleki gelişim faaliyetlerine katılmak tek başına yeterli değildir ve gerekli araçlarla desteklenmelidir. Yansıtma, öğretmenlerin katıldıkları MG faaliyetlerinden elde ettikleri kazanımları artırmaları için çok önemlidir ve yansıtma günlüğü tutmak, kapsamlı bir yansıtma gerçekleştirmek için uygun bir yoldur. Bu çalışma, hizmet içi İngilizce öğretmenlerinin MG farkındalığını ve düzenli olarak MG etkinliklerine katılmanın ve bu etkinliklerle ilgili yansıtıcı günlük tutmanın soyutlama becerilerini ve yansıtıcılık gelişimlerini nasıl etkilediğini ortaya koymayı amaçlamıştır. Veriler, kolayda örnekleme yoluyla seçilen beş katılımcıdan toplam 20 bire bir yarı yapılandırılmış görüşme ve 40

yansıtma günlüğü kaydı aracılığıyla toplanmıştır. Eldeki araştırma soruları, toplanan verilerin derinlemesine analizini gerektirdiğinden, bu çalışmada nitel bir yaklaşım benimsenmiş ve veriler tematik analiz yoluyla incelenmiştir. Katılımcıların MG farkındalıklarının yeterli olduğu, ancak MG etkinliklerine katılımlarının olması gerektiği kadar sık olmadığı tespit edilmiştir. Bir diğer bulgu ise düzenli MG katılımının ve yansıtma günlüğü tutmanın katılımcıların yansıtıcılığı üzerinde olumlu bir etkisi olduğu, ancak soyutlama becerilerinin söz konusu eylemlerden etkilenmediği görülmüştür. Çalışmanın bulgularının, öğretmenlerin mesleklerinde kendilerini geliştirmelerine ve politika yapıcıların gelecekte daha yetkin öğretmen nesilleri yetiştirmelerine yardımcı olması umulmaktadır.

Anahtar Kelimeler: Mesleki Gelişim, Öğretmen Yansıtıcılığı, Soyutlama Becerisi, Yansıtma Günlüğü

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LIST OF ABBREVIATIONS

CPD	: Continuous Professional Development
ELT	: English Language Teaching
ESL	: English as a Second Language
FE	: Further Education
MoNE	: Ministry of National Education
PD	: Professional Development

CHAPTER I

INTRODUCTION

This chapter aims to provide background information regarding the professional development (PD) of language teachers, reflective journal as a PD tool, and the importance and necessity of abstraction skills to get the most out of PD activities. In compliance with this aim, the background of the study, the statement of the problem, the purpose, and the significance of the study will be explained throughout the introduction part.

1.1. Background of the Study

Teachers work in a field that is perpetually changing and improving, as a result, they have a duty to keep learning, growing, and discovering new paths to be more fruitful in their careers. PD is therefore viewed as a crucial instrument for teachers to enhance their teaching abilities (Desimone et al., 2002) with the ultimate goal of facilitating efficient teaching that results in academic achievements of students (Diaz-Maggioli, 2003). PD can also be considered as an important component of systemic reform efforts aimed at improving teachers' ability to deliver high-quality instruction (OECD, 2016; Smith & O' Day, 1990).

Today's teachers are luckier than their previous colleagues as there are many ways to carry out PD activities and learn new innovations, techniques and experiences of other teachers thanks to technological developments. They have access to webinars, YouTube videos, social media posts, blogs and online courses alongside traditional tools and activities such as books, articles, mentoring, workshops, seminars and/or can choose to enroll in a graduate program.

Although it is easy to reach professional development activities today, teachers need to make self-assessments about their qualifications, expectations and abilities in order to benefit from such activities. Teachers who do not know their own needs regarding their profession cannot choose the right type of professional development activities to strengthen their weaknesses. For this reason, the ability to reflect is accepted as an important element of teacher education and encouraging reflective thinking in teacher candidates is seen as one of the most basic requirements in teacher education (Tuncer & Özkan, 2018). Dewey (1933), who is the mind behind reflective

practice, states that the purpose of reflective teaching is to show how teachers behave and make decisions, and how these actions and decisions affect results. Reflective practice is a valuable method for analyzing and evaluating what is happening in the classroom and also assists teachers in improving their teaching quality (Yoshihara et al., 2020).

According to Stanley (1998), there are various stages in teacher reflectivity, and these are engaging with reflection, thinking reflectively, using reflection, maintaining reflection, and applying reflection, respectively. He also states that teachers should receive training in various parts of reflection, reflective thinking and reflective action according to the developmental stage they are in. One way for teachers to do self-reflection is to keep reflective diaries. As Zulfikar and Mujiburrahman (2018) noted, teachers can use reflective journals to reflect on their teaching and provide feedback to improve classroom practices. However, without guidance or purpose, reflective journaling may be insufficient to help teachers advance in their careers. As Woodward (1998) states, reflection is often kept private, and true reflection on action is rarely visible unless specific procedures are in place to encourage it.

Gil-Garcia and Cintron (2002) assert that teachers believe their profession keeps them busy and they do not have enough time to attend PD activities, and even when they do, to reflect on them. Abstraction skill, which is the ability to disregard unnecessary details and focus on the useful information (Karalar & Alpaslan, 2021), has the potential to help teachers to better reflect on their professional activities by enabling them to determine the main points of the activities quicker and allocate their limited time on reflecting on such points rather than irrelevant ones.

The primary goal of the study is to reveal the effect of reflective journaling on teachers' abstraction skill and reflectivity development. Other aims of the study are to unveil PD awareness of EFL teachers working within the Ministry of National Education (MoNE) by focusing on their activity preferences and participation frequency and to find out the contribution of participation in PD activities regularly and doing self-reflection on these activities to the PD of teachers.

Although all these issues related to PD are handled separately in the literature, the absence of an in-depth study to cover all of the aforementioned aspects has an impact in the selection of the thesis topic. Since an in-depth understanding requires identifying and interpreting the significance of teachers' experiences and behaviors (Fossey et al., 2002; Popay et al., 1998), a qualitative research design has been chosen for the present study. Thematic analysis of the data,

which were collected over a period of four months through 40 reflective journal entries and 20 one-on-one interviews from five English language teachers will help bridge this gap in the literature.

1.2. Statement of the Problem

PD is an essential element in the profession of teaching as cumulative developments in our lives affect and alter education in every way. Language education is no different, in fact the field constantly faces fast transformations as it is susceptible to new educational methodologies and practices which require the dedication and hard work of language teachers throughout their professional lives (Richards & Farrell, 2005). Language teachers have to keep up with new advancements in the world and find ways to integrate them into their profession on a regular basis to be able to draw students' attention to lessons and achieve targeted learning outcomes. However, in the Turkish context, when teachers start working in the MoNE, there is almost no mechanism to track their PD throughout their professional careers. One simply may work for decades without improving him/herself as a teacher as long as they follow the certain rules. MoNE encourages teachers to attend PD activities and offers various types of activities, nevertheless, the participation is optional and not all of them are perceived as useful by the teachers (MEB, 2016a). Maya and Taştekin (2018) revealed in their study that PD activities in countries that have high scores in PISA, such as Singapore, South Korea, Finland and Australia, are carried out in accordance with the needs of teachers, include considerable amount of peer learning, and most importantly, teachers have a voice in planning. Nonetheless, the majority of PD activities in Türkiye are courses and seminars. However, PD can be an individual process and teachers might as well take responsibility of their own PD by employing various methods. In fact, it appears that even the countries with successful education systems like the USA and Japan are moving toward PD models that are more individually tailored (Collinson & Ono, 2001). Having said that, there is no system in MoNE to check if teachers perform any kind of PD activities individually or if they make any improvements in their teaching. For instance, England requires teachers to participate in continuous professional development (CPD) to make sure that teachers continue to improve themselves throughout their careers. In order to keep their qualified status, teachers at further education (FE) institutions in England must participate at least 30 hours of CPD each year (Orr, 2008). As a result of this lack

of an obliging inspection in MoNE, many teachers in Türkiye claim that they do not have enough time or they do not get paid enough to do work-related activities after working hours.

Thanks to the decades-long studies in the literature, there are numerous ways that make performing PD relatively easier, and one of them is reflective journaling. In compliance with Schön's (1983, 1987) definition of 'reflection-on-practice', reflective journals enable teachers to think of the activities they attend and evaluate them in a clear state of mind. This method helps teachers to decide the parts of the activities that were useful for their needs, applicable for their classrooms, and helpful for them to improve their teaching. Additionally, it helps teachers to create a database for their future professional needs, thus, help them to improve self-confidence and grow in their profession.

In the related literature, however, most of the studies regarding reflective journaling in teaching, were conducted with pre-service teachers (Chitpin, 2006; Crème, 2005; Göker, 2016; Lee, 2008; Krol, 1996; Lindroth 2015; Sileo et al. 1998). This might be the result of the fact that reflective journaling requires a certain dedication of journal keepers and it is relatively difficult to find volunteer in-service teachers to take such a journey with the researchers. On the other hand, pre-service teachers are much easier to track and convince to take part in such studies than in-service teachers. Due to the limited number of studies with in-service teachers, reflective journaling literature needs to be expanded.

Although reflective journaling is already a fruitful method, there's still room for advancement in how to use it more efficiently. Teachers must know what parts of PD activities should weigh more in journal writing process to avoid spending unnecessary amount of energy and get more explicit outcomes. This knowledge can be acquired through improvement of abstraction skill. As teachers keep reflecting on the PD activities, they develop a certain level of consciousness, in other words a reflex, about what aspects of PD activities to focus on and what aspects to ignore, which would result in an increase in their abstraction skill.

Kramer (2007) gives us two sides of abstraction, the first is the practice of disregarding an object's exemplary qualities in order to make it a model for similar objects, and the second is the practice of generalizing by emphasizing characteristics shared by many examples of an object. The first way to interpret abstraction is what this dissertation takes account, yet again in the literature this interpretation is usually associated with computational thinking, computer science, or software

engineering (Hazzan & Kramer, 2016; Karalar & Alpaslan, 2021; Kramer, 2007), and the second interpretation is generally associated with object categorization and conceptual learning (Simon et al., 2004; Son et al., 2008). Even though abstraction skill has an immense potential to become a key component of reflective journaling, to the researcher's knowledge there is no study in the literature that specifically focused on how it might affect, and possibly elevate, reflective journaling experience of teachers.

Hence, it is believed that reflective journaling is an effective way for language teachers to develop themselves in their profession by allocating a relatively short amount of their free time by using their abstraction skill. The absence of a study in the literature that examines the effect of reflective journaling and abstraction skill on each other and on teachers' PD necessitate a thorough analysis of the phenomena.

1.3. Purpose of the Study

In their study, Abednia et al. (2013), noted that further research is needed on teachers' perceptions about effectiveness of reflective journaling since they believe the issue has not been fully investigated, particularly in ELT. This specific method of PD has the potential of helping teachers to adequately assess what they have learned from the PD activities they had attended and employ new knowledge in the classroom to help their students to achieve desired learning outcomes. Additionally, it is thought that writing a reflective journal on a regular basis would help them to improve their abstraction skill, which would enable them to process information quickly and easily without being hampered by irrelevant factors (Tuncer, 2021). Briefly, this study aims to find out language teachers' PD awareness and how attending PD activities and keeping a reflective journal regarding those activities regularly affect teachers' PD levels, abstractions skills, and reflectivity.

1.4. Significance of the Study

Education field has been changing since the dawn of time and this change is happening faster every day. It is fair to say that the biggest changes occurred in the 20th century, yet, 21st century will surpass its predecessor undoubtedly. Teachers have the responsibility and obligation to keep refreshing their knowledge regarding the field and improve their practices with every passing day. Due to the incredible speed of technological developments, generations change much

more quickly than they did in the past, and every new generation requires new types of materials, contents, methods, and lesson designs, especially in language teaching. All these technological developments not only affect and change the field of education, but also the lives of teachers, both in school environment and in their private lives.

Today, it is easier to find and attend various PD activities, yet again, it is harder to spare time for such activities since there are much more stimuli in teachers' lives in the modern era. Regardless of such obstacles, teachers' responsibility to attend PD activities to improve themselves in their profession remains the same. Reflective practices enable teachers to assess their professional activities thoroughly and reflective journaling might be a way to maximize their PD by increasing teachers' intake from PD activities, thus, possibly decreasing the number of activities they need to attend. Also, the existing literature lacks a study that employs reflective journals that are written on PD activities as data collection tools to examine teachers' PD awareness, abstraction skill, and reflectivity development altogether. Consequently, such a gap in the literature necessitates this dissertation.

1.5. Research Questions

In accordance with the aforementioned problems in hand and the significance of the study, the present study aims to answer following questions:

1) What is the participants' level of awareness on professional development according to their self-perceptions?

-How do they define professional development?

-What kind of PD activities do they prefer?

-How often do they participate in PD activities?

2) How does keeping reflective journals affect teachers' abstraction ability and reflectivity on their profession?

3) How do attending to professional development activities and keeping a reflective journal on a regular basis contribute to the professional development of teachers?

CHAPTER II

LITERATURE REVIEW

In this chapter, the literature regarding the key concepts of the present study, such as what professional development is and why it is necessary in teaching; how to realize professional development effectively; professional development activities for teachers; what reflection is and the need for reflective teachers; reflective journals as a reflection tool for teachers, and what abstraction skill is and how it can help teachers to become better at their profession, has been summarized and presented with a top-down approach to provide a conceptual framework for the study.

2.1. Professional Development

In a broad sense, professional development can be defined as an increase in one's ability, understanding, and betterment of their profession as a result of numerous types of activities. These activities can be both formal and informal and may occur intentionally or unintentionally (Postholm, 2012). Although such activities might occur in any situation, we cannot classify them as PD activities unless there is a permanent change, in other words, an improvement in the way we do our jobs. Bellibaş and Gümüş (2016) define PD as an ongoing cycle of learning and progress in one's professional life. Even though every profession has its own dynamics, as we get closer to the second quarter of the 21st century, it is impossible to think of being successful in any profession without constantly developing ourselves. Thus, as a continuing process of professional self-realization, reflection, and progress that produces the best outcomes when maintained over time and concentrated on job-embedded tasks (Diaz-Maggioli, 2003), PD is essential to keep delivering our responsibilities while going on successfully with our careers.

2.1.1. Professional Development in Teaching

For many in the education field, including teachers, researchers, and policymakers, professional development has been a matter of concern for a long time. (Loughran, 1999). Teachers, who have a constantly evolving and advancing profession, have a responsibility to continuously learn, progress, and find new ways to increase their productivity in their professional lives. Since education is an area that is affected by various fields such as technology, psychology, and sociology, teachers need to be aware of all kinds of developments that can improve their

teaching skills and improve their understanding of their profession. It is well acknowledged that PD can promote advancements in teaching (Kennedy, 2016). As Caena (2011) asserted, the complexity of teaching demands a lifelong learning attitude in order to adapt to fast-changing restrictions and needs. Therefore, professional development is seen as a vital tool for educators to expand their content knowledge and improve their teaching skills (Desimone et al., 2002).

Educators are urged to engage in lifelong learning by continuing to improve their knowledge and skill sets (Schrum, 1999) and maintaining lasting progress in teacher quality necessitates professional development (Philips, 2008). Teachers come across with students from different generations throughout their careers and with every new generation there comes new requirements to enable them to keep performing at the highest level. The recent pandemic has reminded us all that, education, just like health service, food supply, and safety, is one of the fields that cannot be left behind under any circumstances. Consequently, teachers must always be ready to adapt to changes in the requirements of their profession by constantly developing themselves and getting ready for unexpected situations. Regardless of that unexpected situation be it a global pandemic or having a student with a different cultural background in the classroom, teachers' aim must always be to facilitate learning at the ultimate level.

Needless to say, constant development can only be realized with constant learning. Avalos (2011) describes PD in teaching as teachers' learning: how they learn to learn and how they use what they've learned in the classroom to help students' learning process. Correlatively, Darling-Hammond et al. (2017) define professional learning as a set of externally offered and job-embedded activities that help teachers improve their knowledge and modify their instructional practice in ways that benefit students. Uçar and İpek (2006) make a similar description in their paper and state that PD in an educational setting refers to the procedures by which teachers enhance their knowledge, skills, and behaviors in order to help all students achieve academic excellence. Even though teacher learning is a comparatively young field of research, the research on the topic in the last decades has provided us with a certain amount of proof that significant betterments in student learning and instructional practices can be achieved through PD (Borko, 2004). As it is stated in the aforementioned papers, the main goal of a PD activity for teachers should be to acquire better, if not the best possible, learning outcomes from the students.

2.1.2. Effective Professional Development in Teaching

In terms of its contribution on both teachers' practices and learners' performance, it appears that the effectiveness of professional development is important (Bellibaş & Gümüş, 2016) and the primary goal of effective professional development is to improve educators' classroom practices (Desimone, 2009). Being able to do a needs analysis of their students, improvise solutions when needed, and adjust means of instruction according to students' readiness level, is crucial for teachers when they enter the classroom. All of which, and more, can be acquired through effective PD activities. According to Darling-Hammond et al. (2017) effective PD is organized professional learning that leads to changes in teacher knowledge and practices, as well as improved student learning outcomes.

Lessons are the primary settings where teaching and learning take place simultaneously, which means every enhancement in classroom practices of teachers would result in enhanced learning of students during lessons. The aforementioned definitions of effective PD show that teachers must consider how a PD activity would contribute to their classroom practices prior to attending. However, this doesn't mean that teachers should only attend PD activities that directly affect their classroom practices. A change in teachers' mindset towards a concept, or an accelerated understanding of a notion might result in improvement of classroom practices, depending on the subject.

When it comes to language teaching, professional development is essential for teachers to assist learners to develop both target language proficiency and acculturation in the target language's culture (Diaz-Maggioli, 2003). Therefore, every step that is taken by language teachers with the aim of improvement in their instruction and understanding of the target culture can be classified as effective PD, as long as they are able to reflect that in their classroom practices and aid their students to excel their learning outcomes.

2.1.3. Professional Development Activities for Teachers

As a concept, PD activities are not easy to identify and simply describe. When we come across the notion of PD activities, we are prone to think of conferences or workshops that are organized by school management or policymakers, where a teacher trainer lectures teachers about how to develop themselves in their profession. While it is not inaccurate to see this specific

example as a PD activity, the variety of such activities is far more versatile. Especially, when we talk about teachers, who are presumably aware of how to determine their weaknesses and know what is necessary to increase their knowledge, every interaction, setting, or situation has a certain level of potential to take the role of PD activity since, as Postholm (2012) suggests, humans build knowledge and learn new things through mediated behaviors in interactions with one or more people and their environments.

Even though the growth of effective and long-lasting PD activities for teachers across the nation is hampered by the centralized structure of the Ministry of National Education (MoNE) in Türkiye (Bellibaş & Gümüş, 2016), throughout their professional careers, teachers engage in a variety of preservice and in-service PD opportunities (Desimone et al, 2002). As Postholm (2012) asserts in her paper, those opportunities include formal and planned activities such as courses, reflecting on their own teaching in school, observing and reflecting upon each others' teaching in collaboration with colleagues as well as informal and spontaneous conversations with other colleagues, pre or post-teaching, or from parent-teacher interactions. Identically, Desimone (2009) considers both formal, structured seminars on a particular topic offered on in-service days and informal, everyday "hallway" chats with fellow colleagues about teaching strategies as possible PD activities that may broaden teachers' knowledge and abilities, enrich their teaching methods, and support their professional, social, and emotional advancement. In fact, even curriculum materials themselves may serve as a possible source of professional development if they are intended to be "educative." (Ball & Cohen, 1996; Loucks-Horsley, et al., 2009; Remillard, 2005).

2.2. Reflection as a Concept

Reflection, as a word, is derived from Latin, words 're' and 'flectere' which means 'turn-back' when combined (Bengtsson, 2003). Even though, its meaning gives us a clue about the term, it is still not clear what it truly means as a concept. It is essentially the action of evaluating past and present behavior, both in formal or informal settings, with the aim of improvement in future actions. However, there is a general agreement that the notion of reflection in the literature is not well-defined (McLaughlin, 1999; Mustafa, 2005; Scanlan & Chernomas, 1997). Many researchers, throughout decades, have come up with different definitions for reflection. In her study, LaBoskey (1993) claims that the definitions in the literature are incoherent. Bengtsson (1995) says reflection is the process of giving a phenomenon careful attention and allowing the mind to linger over

something for a while in order to gain a deeper comprehension of it. According to Boyd and Fales (1983), reflection is the process of developing and elaborating, both current and past, the meaning of experiences in terms of oneself. As one of the pioneer researchers in the field of reflection, Dewey (1933) defines reflection as the act of thoroughly and persistently thinking about a subject in one's mind. Regardless of how it is defined, reflection is intended to serve some sort of enlightening purpose in every scenario (Bengtsson, 1995; 2003).

2.2.1. Reflection in Teaching

In both theory and practice, reflection is becoming more and more significant in education in the twenty-first century as it requires carefully assessing the past and present in order to guide the future (Zuber-Skerritt & Cendon, 2014). Many of us tend to think of self-reflection when we come across the notion of reflection in teaching. It is understandable since self-reflection is something that is expected from teachers to do to perform better during lessons since they are the only ones that can evaluate their own teaching during a typical lesson setting. However, self-reflection is not the only reflective activity that teachers can employ in their professional lives to improve themselves in their profession. Teachers realize self-reflection to get the most out of their teaching, in accordance with that statement, reflection on attended PD activities must be carried out to get the most out of those activities. While reflection alone can be considered a form of professional development, reflecting on such activities would assist teachers in improving their comprehension and assessment of the aforementioned activities, leading to a full evaluation of the PD activities they attended. Bengtsson (2003) asserts that the notion of reflection, teacher competency, and teacher education are thought to be related and if teachers do not perform reflection they will fall victim to the conventions and other tenets of professional practice.

Undoubtedly, every teacher makes reflection on their professional activities to some extent and exploits the benefits. However, Awan (2021) says that self-reflection must be a habit that happens regularly rather than sporadically, additionally, it is intentional, which means it is done on purpose and not by coincidence. What Awan says about self-reflection should help us to understand the nature of reflective activities. Same as self-reflection, every reflective activity must occur in a purposeful, intentional, and regular manner to achieve the desired outcomes. Yip (2006) supports this view by saying that the person's knowledge of his or her feelings, experiences, and

thought processes grows with the depth of reflection. Thus, the deeper teachers get into reflection, the better results can be acquired.

It is clear that reflection is not an end itself, on the contrary, it is a means to pave the path to other ends. Its responsibility of leading to other ends can only occur if teachers act upon their reflections. Teachers should examine their own teaching practices from the perspective of a researcher because reflection is essential to teachers' professional growth and learning (Postholm, 2008) and it strengthens metacognition and self-evaluation, enabling teachers to support their students' meaning construction and metacognitive abilities (Sarivan, 2011). As Mann (2005) states, numerous studies have shown that more reflective teachers are better able to observe, make decisions in the moment, and adjust their instruction to meet the changing requirements of their students. Accordingly, Roberts (2016) believes reflection is one of the processes that are the sole basis for a long-term change. Since processes that are exploratory and reflective offer chances for continuous evaluation (Mann, 2005), they help teachers to reach the peak of their potential to be able to help their students to do the same.

Using the terms "reflection-in-practice" and "reflection-on-practice," Schön (1983, 1987) distinguishes between reflection that takes place while practicing and reflection that takes place while reflecting on practice. Classroom practices can be seen as "reflection-in-practice", as teachers monitor themselves during the lessons to assess their teaching performances. On the other hand, reflections on attended PD activities is an example of "reflection-on-practice", since teachers reflect on those activities after a certain amount of time. Through reflective exercises, the teacher fosters a continuing conversation with the self that leads to greater self-awareness (Scanlan & Chernomas, 1997), regardless of if the reflection is "in" or "on" practice. As a process of internal dialogue and "conversation with self" (Prawat 1991), reflection helps teachers become more conscious of their profession (Mann, 2005). Therefore, reflective practice is crucial for a thorough approach to learning, research, and professional development, because it inspires individuals to be thoroughly prepared for complicated changes in the unstable world of today and tomorrow (Zuber-Skerritt & Cendon, 2014).

2.2.2. Reflective Journals

In order to perform reflection, teachers first must know how to reflect, in other words, which tools to employ during the reflection process. The chosen tool or tools should not be mere

devices that are used in the process, but also help teachers to facilitate several aspects of reflection and ease their experience. Diaz-Maggioli (2003) asserts that for professional development to be effective, teachers must have access to sufficient support systems and opportunities for choosing, organizing, implementing, and evaluating the professional development activities they participate in. Additionally, Mann (2005) states that there are several ways that reflection may be supported, urged, directed, and structured for teachers finding it challenging to maintain a reflective approach to practice, and a fruitful method of reflection and contemplation is keeping a journal (Appel, 1995) or a diary (Richards, 1992).

Thanks to their usefulness, reflective journals are one of the most frequently used techniques, and in addition to giving teachers sufficient direction, guided reflective practice via reflective journals also enables teacher autonomy (Göker, 2016). Writing down one's thoughts and observations on paper or in a computer file is an effective way to clarify them (Awan, 2021). Journal writing can help one to think and reflect on their teaching in a meaningful way (Furtado & Anderson, 2012) and it also may be a helpful technique for new teachers (Santana-Williams, 2001) as well as a beneficial approach to provide experienced teachers a fresh area of inquiry (Allwright, 2003). Writing in a journal promotes critical thinking and is an effective way to connect classroom material, inner knowledge, and real-world experiences with teaching and learning circumstances (Surbeck, et al. 1991). As a purposeful reflection strategy, reflective journals allow teachers to revise their PD activities in a calm state of mind and assess them thoroughly to determine to what extent they were useful and met their expectations. In parallel, Lindroth (2015) believes intentional thinking is a result of deliberate reflection, which lessens impulsive decision-making and enables a person to make decisions by carefully reviewing knowledge obtained from numerous experiences.

Self-expression and reflection have long been possible through journals and they can be employed as instruments for both learning and assessment since it is a customized device that encourages personalized reflection (Gil-Garcia & Cintron, 2002). Due to their customizable nature, reflective journals can be structured by teachers to help them meet their needs in the reflection process without restraining them or obliging them to follow a certain format. As Göker (2016) suggests, reflective journals can have a variety of formats and structures, such as free stream writing or a systematic analysis of notable events. Thus, understanding oneself as a teacher

can be accomplished through journal writing (Chitpin, 2006) thanks to this freedom of structuring according to one's own needs. Reflective thought offers numerous opportunities to thematize one's own professional activity (Bengtsson, 1995) and this documented thematization can be reviewed to reflect and evaluate whether any suggestions or methods have been applied in subsequent lessons (Awan, 2021).

However, reflective journal writing can be perceived as an extra workload by teachers as they need to devote a certain amount of time for it and as Killion and Todnen (1991) say finding the time to reflect has always been a problem and a concern for teachers. In fact, according to Gil-Garcia and Cintron (2002), teachers consider themselves to be a very busy set of people because they are reliant on regulations, rules, and restrictions that could make it difficult to find the time to reflect. Even though this concern is understandable, and it is up to individuals whether or not they choose to reflect (Gil-Garcia & Cintron, 2002), self-involvement and self-reflection are key components of reflective practice and various kinds of self-involvement may result from various kinds of reflective practice (Yip, 2006). In fact, reflective journaling is one of the reflective strategies to help teachers to save time, for why, the time allocated to write is also allocated to reflect (Surbeck, et al. 1991). Moreover, most teachers closely adhere to state regulations in the classroom, which limits their capacity to be innovative and systematic reflections through journal writing gives the voices of the teachers back to them (Furtado & Anderson, 2012).

Therefore, journal writing enables teachers to consider, contest, and query educational policies or practices since in the same way that performing mental computations is perceived as a cognitive sequence, journals are seen as an addendum of the mind (Chitpin, 2006). If they correctly reflect, teachers might discover that the reflection session is a helpful process (Gil-Garcia & Cintron, 2002) that might result in renewed practice ownership, boosted self-esteem, and improved student performance through disciplined reflection (Furtado & Anderson, 2012).

2.3. Abstraction Skill

As it was stated in prior paragraphs, teachers perceive themselves as a busy set of persons and claim this is one of the reasons that they are not able to put enough amount of effort into PD. Abstraction skill is one of the abilities that might help teachers to use the time they allocate for PD activities more efficiently by enabling them to stem more benefits from activities by determining several focal points. In an age when unnecessary and unimportant details can be found in every

part of our lives, it is obligatory to know how to avoid them and get to the essence of every action in order to utilize our already limited time in the most advantageous way.

Abstraction is a concept that is hard to define, same as other soft ideas. The word "abstract" undoubtedly has many different meanings, and the concept of abstraction is highly abstract itself (Hampton, 2003). Whereas Werner (1948) describes the term "abstraction" as the process through which an object's unique qualities and its links to other objects are eliminated and experienced separately, Wilensky (1991) asserts that abstraction refers to the nature of the connections between the matter of thought and the thinker. The artworks of the famous painter Pablo Picasso can be seen as examples of the definition of Werner and Wilensky. For instance, in his renowned artwork *Three Musicians*, which can be seen in Figure 1, we do not see three 'actual' musicians, instead, we see some descriptive lines that give us a clue about what to see. Yes, there are three artists with several characteristic features and three instruments, but they are far from looking 'real'. What Picasso did in this specific artwork is to disregard unnecessary details, according to his own perception, and simplify it by giving enough details to convey his message, which is a typical example of abstraction. As it is stated in the literature, abstraction is the selective focus on information simplification by focusing on diagnostic aspects rather than unhelpful ones (Nosofsky, 1984; Palmeri & Gauthier, 2004; Son, Smith & Goldstone 2008), which is also the definition of abstraction that the present study takes account among several others in the literature.

Figure 1

Pablo Picasso's Three Musicians



In their study, Kaplan and Elif (2015) said that abstraction is a dynamic process involving fresh insights, such as recognizing patterns in one's own experiences. According to Kramer (2007), a particular abstraction's degree, utility, and worth depend on its aim. Thus, to utilize and develop abstraction skills, one must get help from prior knowledge and encounters, otherwise, it would not be possible to determine a suitable aim to employ abstraction skills. As Karalar and Alpaslan (2021) stated, abstraction is a cognitive process that requires concentrating on the primary aspects rather than the specifics with the aim of problem-solving, yet, to realize this aim one must improve the abstraction skill which is characterized by Kanaki et al. (2022) as the ability to detect exceptions which would not result in a decrease in generality when disregarded. In parallel, Tuncer (2021) defines abstraction skill as the ability to indicate how much vital or valuable information is retained whereas the rest is disregarded.

In his study, Hampton (2003) made one of the most suitable definitions of abstraction:

Crucially, abstraction involves not storing anything else, or at least separating out this action-relevant information from the rest. So, the representation will be more abstract the greater the degree to which only the important or relevant information is stored, and all else is discarded. Abstraction thus provides for rapid and easy processing of information- we are not distracted by irrelevant variation along with other dimensions. (p. 2)

Hence, the definition of abstraction that the present study takes account among several others in the literature is that abstraction is the process of disregarding the unnecessary information to capture the focal point of any action.

CHAPTER III

METHODOLOGY

3.1. Research Design

This study aims to find out how regular participation in PD activities and making self-reflection on those activities via reflective journaling affect in-service EFL teachers' PD awareness, abstraction skill, and reflectivity development. Since the present topic requires an in-depth analysis of the collected data, which is a total of 40 reflective journal entries and 20 interview transcriptions, a qualitative narrative research design has been adopted. In order to be able to accurately identify, analyze, and interpret the patterns, thematic analysis of the data has been realized.

3.1.1. Qualitative Design

The purpose of qualitative research is to answer issues about how to comprehend the meaning and experience aspects of people's lives and social environments (Fossey et al., 2002) by uncovering concepts, structures, comprehensions, and insights through study fieldwork and detailed evaluation by usually employing small samples to focus on, sometimes even individual cases, to conduct an in-depth analysis of the research questions in hand (Patton, 2005). Having a small number of samples does not mean that the data is not sufficient. As Fossey et al. (2002) stated in their study, the volume of data collected may be substantial, involving many hours of participant interviews or multiple data sources pertaining to one setting, such as interviews, observation-based field notes, and written documents. Since the research questions of the present study require elaborative data from participants and a thorough analysis of the collected data, the current study has been designed as a qualitative study to uncover novel perspectives and fully comprehend the phenomenon (Creswell, 2009).

3.1.2. Narrative Inquiry

Clandinin and Caine (2013) describe narrative inquiry as a way of thinking about experience before all else. In this specific method of qualitative research, participants share their experiences regarding their lives or environments and inquirer is expected to interpret the collected data in a way to answer research questions. Thanks to the authenticity of the data, it is suitable to

be employed in studies that require thorough analyses. Both data collection tools, journal records and in-depth interviews, were employed in the data collection process of the present study are among the typical examples of narrative inquiry data sources (Savin-Baden & Niekerk, 2007). Thus, it is clear that this type of method is the most convenient for this dissertation and the research questions in hand, which are presented below.

1) What is the participants' level of awareness on professional development according to their self-perceptions?

-How do they define professional development?

-What kind of PD activities do they prefer?

-How often do they participate in PD activities?

2) How does keeping reflective journals affect teachers' abstraction ability and reflectivity on their profession?

3) How do attending to professional development activities and keeping a reflective journal on a regular basis contribute to the professional development of teachers?

3.1.3. Thematic Analysis

Thorne (2000) labels data analysis as the most complicated stage of a qualitative research. However, finding the right method to analyze the data in hand may ease the process. Thematic analysis is a strategy to find, examine, classify, and report themes in a set of data (Braun & Clarke, 2006) and it is helpful for summarizing important aspects of a large data set because it encourages the researcher to handle the information in a well-organized manner, resulting in a report that is understandable and well-formatted (King, 2004). In accordance with the amount of data in the current study and the requirement of a rigorous analysis, thematic analysis has been applied to the data in hand.

3.2. Participants

The data collection process required a certain level of devotion from participants to keep attending PD activities and writing a reflective journal entry biweekly, as well as having interviews with the researcher monthly, five EFL teachers were chosen via convenience random sampling strategy, since finding the right participants, or those who can contribute the most the study, is

necessary for qualitative sampling (Fossey et al., 2002). Each participant carried their responsibility by presenting eight reflective journal entries and attending four interviews during data collection process. Homogeneous structure of the participant group regarding their gender, experience, and level they teach can be seen in Table 1.

Table 1

Demographics of Participants

Participants	Gender	Experience	Level they teach
Participant 1	F	22 years	High School
Participant 2	F	21 years	Middle School
Participant 3	F	15 years	Elementary School
Participant 4	M	3 years	Elementary-Mid School
Participant 5	M	2 years	Elementary-Mid School

3.3. Data Collection

In order to get an in-depth understanding of the research questions an excessive amount of data, which is consisted of a total of 20 semi-structured one-on-one interviews and 40 reflective journal entries, was required. The data collection process lasted for four months, and the participants presented the reflective journal entries biweekly. Interviews were realized via Zoom and voice recordings were done by the researcher with the consent of the participants. All of the interviews were conducted in Turkish, which is the L1 of the participants, to enable participants to express themselves clearly, no matter how proficient they are in English. First interviews took place prior to study with the aim of finding the answer to the first research question of the study. In accordance with this aim, participants were asked several questions to reveal their PD awareness level, such as, how they define PD and its importance for them, what kind of PD activities they prefer, what topics they prefer, and how often they participate in PD activities.

After the first interviews, each participant sent two reflective journal entries which were written by them on the PD activities they attended, and they received written feedback for each entry. Noticing that some participants had struggled to comprehend what was expected from them to write under each topic on the reflective journal entry, a detailed written explanation regarding the expectation for each topic was given to participants. Next, they wrote two more reflective journal entries and some improvement in the entries were noticed after the detailed feedback. After 4th journal entries 2nd interviews were realized with participants to take their pulse and give even more detailed feedback on journal entries.

Then, participants sent two more reflective journal entries and improvements were seen thanks to detailed feedback interviews. After 6th journal entries were received, 3rd interviews were carried on to share improvements in participant entries in a detailed way. They all made positive comments regarding prior interview and expressed that getting detailed feedback on the journals helped them immensely when it was combined with the experience of having written several entries.

Finally, last two reflective journal entries were sent by each participant and the 4th and last interviews were held to find the answer to the 3rd research question. Participants were asked to explain how attending to PD activities and making self-reflection by keeping reflective journals on a regular basis affected their professional development.

When all of the interviews were carried out, they were transcribed by the researcher verbatim and checked one more time when they were all done.

3.3.1. Data Collection Tools

Even though the present study is a qualitative research, data was triangulated by using two different data collection tools. Interviews that took place before, during, and after the data collection process were employed as well as reflective journal entries that were collected biweekly.

Interviews served the purpose of both answering 1st and 3rd research questions since the answers to these questions can only be revealed by interpreting the given answers by participants to certain questions that were asked by the researcher in the interviews.

On the other hand, reflective journal entries were used to find out the answer to the 2nd research question by being analyzed by the researcher.

3.3.2. Reflective Journals

Since none of the participants had any experience in journal writing, a prescribed format was provided at the beginning of the study, which included three parts with eight sections. First part was related to the PD activity's itself, and it included sections such as *PD Activity (name and type)*, *Duration*, and *Topic/Focus* of the activity. Second part was related to teachers' prior expectations from and reflections on the PD activity they participated, and this part included sections such as *Expectation from the PD activity/Reason for choosing the PD activity*, *Outcome*, *Opportunities for implementation*, and *My reflection on the contribution of the PD activity to my profession*. Third and last part aimed to enable teachers to write freely about the implementation of the knowledge they acquired from the PD activity into their lessons, and they wrote it under the *I used / will be using the information in the PD activity* section. In this section they were expected to share the implementation process with all aspects if they had implemented it, if not, they were expected to write about their anticipation of the process. Participants were also given a written document explaining the detailed expectations regarding how to reflect and what to reflect on in each section on the reflective journal to ensure that they understood what was expected from them while keeping the reflective journals. According to Gil-Garcia and Cintron (2002) the majority of reflective journaling contents center on evaluation of the activities, in this regard, the reflective journal that was employed in the data collection process of the current study is sufficient in every aspect of evaluation of the PD activities.

3.3.3. Interviews

Patton (2005) suggests that in-depth interviews and written documentation are two of the ways to perform qualitative research with human beings. Interviews enable participants to answer researchers' questions in a free manner by letting them to show mimics, gestures, and even emotions about the process, which also enables researchers to thoroughly understand the message that the participants try to convey. Thus, they are a vital tool in qualitative narrative research design.

Four semi-structured interviews were conducted during the data collection process with each having a different aim. First interviews were held prior to study with an aim to answer the first research question. The participants were asked about how they define PD, what kind of PD activities they prefer, and how often they attend to PD activities, to find out their PD awareness. They were also asked several more questions to get a better understanding of their willingness and readiness towards PD activities, such as if they ever paid for a PD activity or the last time they attended to a PD activity.

Second interviews were held to give participants detailed feedback for the reflective journal entries they had written up to that time, which was four journal entries. Even though participants received written feedback for each journal, it was felt that they needed detailed feedback to enhance their performance. During these interviews detailed feedback through screen-sharing was given to the participants, discussions on expectations from each topic were held, and future expectations were shared with participants. Clear improvements on participant performance were seen following the second interviews.

Third interviews were conducted after sixth journal entries were received and the improvements in participants' performance were shared with them to keep them motivated through the process and answer their questions about the process in details. They all declared that second and third interviews helped them to stay on track and focused.

Fourth and last interviews were realized after the last journal entries were received with the aim of revealing how participating PD activities on a regular basis and making self-reflection on those activities regularly contributed to the PD of teachers, hence, these interviews helped to answer the last research question.

All of the interviews were designed and employed as semi-structured interviews, which means they all had few pre-decided questions and other topics revealed themselves during the interviews. As a result, both needed answers were received from the participants and relevant topics explored spontaneously.

3.4. Data Analysis

The data analysis process was carried on via MAXQDA 2020 and the codes and themes emerged as the data analysis process was conducted. As Yeşilbursa (2008) asserted in her study,

the coding procedure entails meaningfully dividing field notes without eliminating the links among the components. Codes are identifiers that provide meaning to, retrieve, and organize segments of descriptive data collected throughout research. While the 1st and 3rd research questions have been mainly answered with the data collected via interviews, the 2nd research question has been mainly answered with the data collected through reflective journal entries. Nevertheless, the data from both interviews and reflective journal entries was employed to strengthen the findings of each research question.

Considering the interviews were designed as semi-structured interviews and the participants were directly asked the questions that were hoped to help to answer the research questions, it was obvious that which answer was given to which questions. That's why the coding process of the interviews was solely done by the researcher. The hierarchical codes-subcodes maps regarding 1st and 3rd research questions can be seen in Figure 2 and Figure 3, respectively.

Figure 2

Hierarchical Code-Subcodes Model Map Regarding 1st Research Question

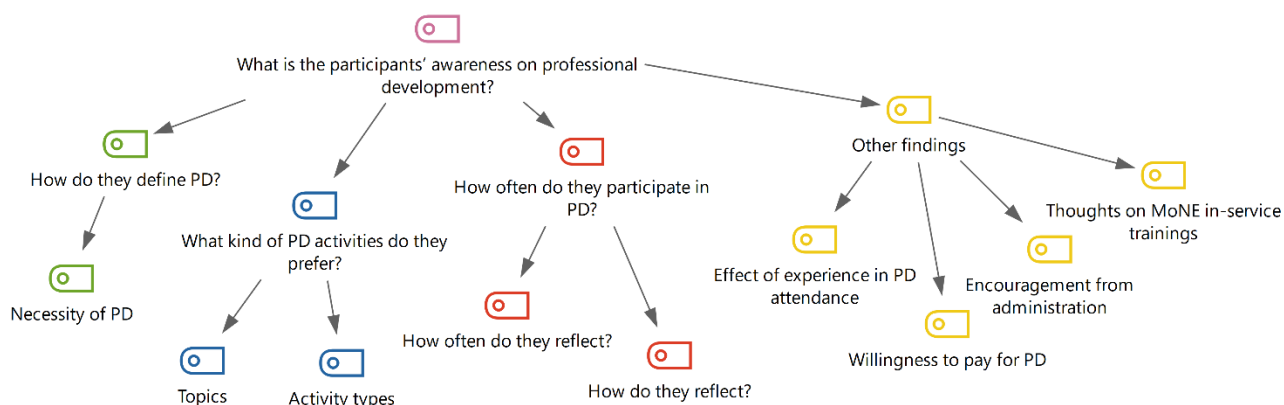
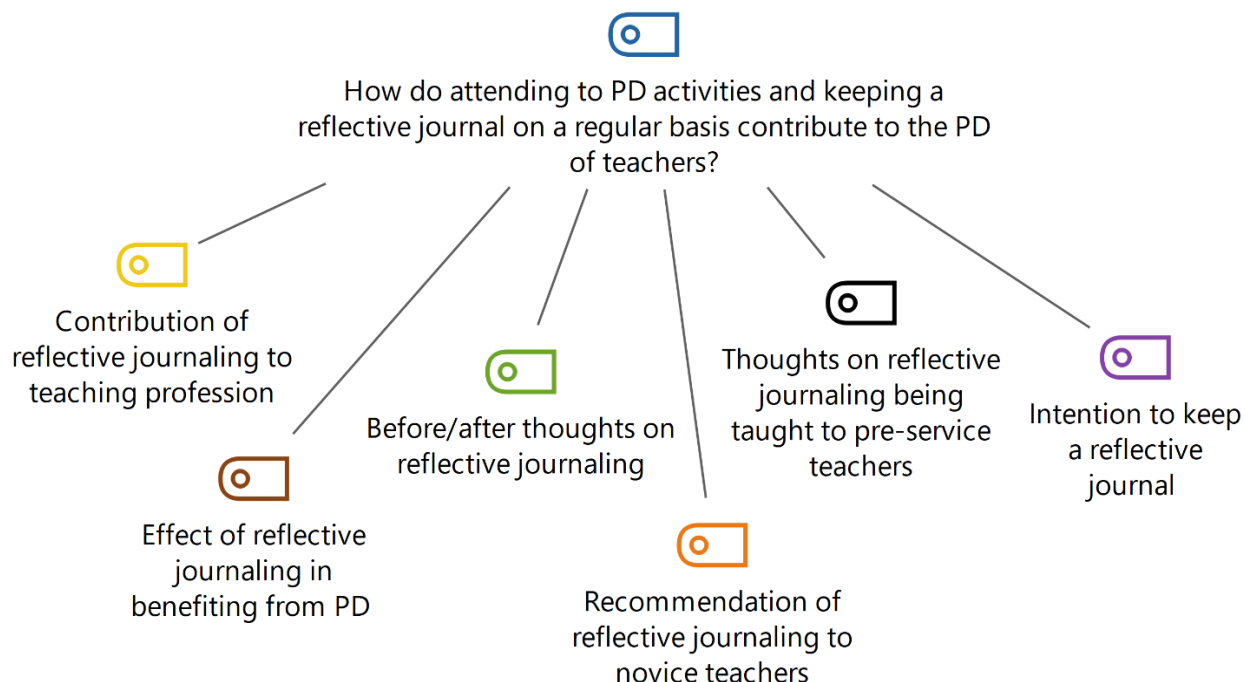


Figure 3

Hierarchical Code-Subcodes Model Map Regarding 3rd Research Question



For the reflective journal entries, two sets of codes, *insufficient comment* and *misplaced comment* were created to keep track of participants' reflective journaling performance regarding their reflectivity and abstraction skills. *Insufficient comment* implies that relevant comment did not have enough information about the PD activity to meet the expectation of the section it was written under. *Misplaced comment* implies that relevant comment was made under an irrelevant section since it meets the expectation of another section rather than the section it was written. When the codes were created by the researcher, 25% of the reflective journal entries (n=10) were shared with an independent coder who is a fellow academic from the ELT field and familiar with the concepts of the study. Due to the impracticality of evaluating all of the data, it is common practice to confine the intercoder reliability test to a selected portion of data, moreover, after a certain stage, to keep testing will not provide any additional value (Mouter et al., 2012). In fact, as it was stated in the study of Mouter et al. (2012), according to Lombard et al. (2004), 10% of the total content should be enough. When the coding process was done by the independent coder two coding files were analyzed via the Intercoder Agreement function of MAXQDA 2020 and the inter-coder reliability rate was found to be 85,45%. Braun et al. (2019) state that for two or more coders to be regarded as reliable coders, they must have a level of agreement at or above 80%, which shows that the agreement ratio of the researcher and the independent coder is quite high, especially the size of the

data coded by the independent coder is considered. The meaning units regarding the codes in the reflective journal entries can be seen in Table 2.

Table 2

Meaning Units Regarding the Codes in Reflective Journal Entries

Sections	Expected Comment	Insufficient Comment	Misplaced Comment
PD Activity	“Ice Breaker Activities for ESL” Seminar (P5-E7)	“The Whole Brain Child” (P2-E3)	-
Duration	“40 mins” (P1-E1)	“311 pages” (P3-E1)	“Two videos...” (P5-E5)
Topic/Focus	“Use of Web 2.0 tools to enhance students’ vocabulary” (P4-E3)	“Clues about online English teaching” (P5-E4)	-
Expectation from the PD activity / Reason for choosing the PD activity	“I’m interested in neuroscience because the brain is neuroplastic and if I learn how to use it, I can enhance the learning process of my students.” (P2-E2)	“I expected these videos to teach me how to draw doodles.” (P5-E2)	“The webinar helped me tremendously to fulfill this subject.” (P3-E5)
Outcome	“...Thanks to the webinar, I have realized that I am not the only teacher who suffers from inadequate resources and teachers’ training.” (P3-E3)	“It has been helpful.” (P1-E2)	“Related activities have helped students focus on the topic and activate their schemata...” (P4-E1)
Opportunities for implementation	“When some students’ behaviors take my focus away from teaching and students’ focus from learning, those strategies can be applied to maintain classroom management with primary school students. A great advantage of them is that I do not need any materials or preliminary preparation, all I need is having interactions with my students properly.” (P4-E7)	“I can use these clues if I lecture online English courses.” (P5-E4)	“I’ve made a sample program for my students and I’m going to help them make their own plans in accordance with their individual needs.” (P1-E1)
My reflection on the contribution of the PD	“I have realized that I don’t have to stick to the coursebook all the time. I didn’t want to find myself in trouble due to skipping some	“The book changed my world and now Charlie’s journey is going on with	“...As the 3 rd graders are very crowded, I applied it as a whole class activity instead

activity to my profession...	parts of the book and the webinar relieved me about this concern..." (P4-E2)	me in my classes." (P3-E2)	of dividing students into groups..." (P4-E1)
I used / will be using the information in the PD activity...	"I will use a simple listening part in my exam and ask my students to write short paragraphs about given topics." (P5-E6)	"I will be using the information in the PD activity both in class and in online projects." (P1-E3)	"These activities don't have a specific age or level range to be applied. So, I can use it for all units or concepts to engage students in active learning..." (P4-E1)

CHAPTER IV

FINDINGS

In this chapter the findings of the present study, which were revealed by utilizing MAXQDA 2020 through a thematic analysis, have been presented in relation to each research question.

4.1. Participants' PD Awareness

The 1st research question aimed to find out the PD awareness level of participants according to their self-perceptions. Since PD awareness includes many dimensions, such as defining PD in an accurate manner, knowing their needs regarding PD, and regularly attending PD activities, these topics were also chosen as sub-questions of the 1st research question. The data that was gathered from the 1st interviews, where the participants were directly asked the aforementioned questions and inductively emerging follow-up questions as the interviews went on, was used to answer the research question in hand.

4.1.1. How Do They Define PD?

First, the participants were asked how they define PD, all five of the participants defined the concept as continuous changing and adapting to improvements in the field. They stated that it is a must in order to keep their students interested in the lessons and teach the language by employing new techniques and methods. P1 said that “I think PD is the updates you need to make to do your job as best as you can. If you have respect for your profession, you need to update yourself for what you do.” P2 stated that “I can say all kinds of work we do in order to adapt to what new generation do without losing the flow, to adapt to new techniques in education.” In accordance, P3 defined PD as “to be in constant motion, to develop continuously.” P4 stated his opinion on the subject by saying “It is something you need to do if you want to keep up with the times, and be able to include yourself in the changing system. Technology and methods change day by day, and we need to improve ourselves to keep up with them. It's about self-improvement.” Similarly, P5 said “It is to realize what I can give to my profession and to increase it continuously, and to do that I have to keep myself active all the time.”

4.1.1.1 Necessity of PD

In order to get deeper into the subject, participants were asked to express the necessity of PD according to their own views. P1 stated that “It is important in our profession not to fall behind the times. I think that I need to improve myself in order to be able to teach the student what I want to teach, to ensure their motivation, to keep the learner interested in the lesson. For example, if I stay away from technology for a long time, I will be confronted with very boring lessons in front of today’s children and I will not be able to speak their language, in a sense.” P2 defined its necessity by saying “Teaching is learning first. Either you will do something to stay up to date or you will step aside and let it go. There is no other explanation for learning before teaching. You cannot teach your students unless you learn it yourself. What you can convey to your students is what you can tell, as much as the other person can take.” P3 said that “You need to change, renew and develop yourself for every school you work at, since the readiness level, ethnic origins, interests and needs of students are constantly changing.” P4 stated the necessity of PD with an example by saying “I work in a village school and we recently received a smartboard. If you cannot use this board effectively in the classroom, there is no reason for it to be there.” P5 said that the necessity of PD comes from the need to be up to date and added “The necessity is that, technology is developing, and students catch up with technology faster than I do, since the students I teach are always younger than me. In order to reach them, I have to connect the topics that interest them to my lesson to keep their attention alive, I need to give examples of the things they are exposed to during the day, influencers, YouTubers etc. Secondly, since I do language education, there are different techniques and theories of language teaching, it is not possible for you to learn them all, so I have to continue to learn them, as far as I can. It probably won't end. That's why I always have to stay active in PD.”

4.1.2. What Kind of PD Activities Do They Prefer?

Secondly, the participants were asked what kind of PD activities they prefer, both as topic and activity type, to see if they choose activities according to their needs or randomly and how versatile their choices are. Their answers can be seen in Table 3.

Table 3

PD Activity Preferences of Participants Prior to Study

Participant	Activity Type	Topic
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P1	Face-to-face workshops	Student psychology
P2	Face-to-face workshops	Vocabulary teaching
P3	Online courses	Material development
P4	Online courses	Web 2.0 tools
P5	Online informative videos	Teaching strategies

P1 expressed that she prefers face-to-face workshops, believing they have a lasting effect on participants. She also stated that during the pandemic she attended numerous webinars, yet she didn't think they were as useful as face-to-face seminars. Additionally, she said that she constantly reads books about education and follows educators' accounts on social media. As the topics of the PD activities she puts student psychology before everything else: "If a teacher cannot reach the student, know as many great grammar teaching methods as you want, I think there will be a disconnection somewhere. That would result in not being able to determine the student's needs due to a lack of understanding of the situation the child is in." she said and added "of course all of them are important but the psychological part has the top priority."

P2 has a wide range of PD activities, she said that she reads books, education related journals, she attends workshops, seminars, and webinars that are organized by MoNE, though, similarly with P1, she stated that she prefers face-to-face workshops to webinars, stating they are more efficient and enjoyable. Unlike other participants, she also stated that sometimes she invites her colleagues into her classroom to get feedback from them or she visits their classrooms during lessons to observe how other teachers operate in the classroom. She is also an active member of Dyslexia Association, which is the only Turkish member of European Dyslexia Association, where she is continuously involved in related activities. As the topic, she said that she gives importance to vocabulary teaching by saying "there is no standard pattern for me, but I think that when the children know the vocabulary, the rest becomes easier" and also stated that her topic preferences change over time, asserting "the needs of the school determines how we should improve ourselves. As a person who has worked at high schools for many years, I have inevitably shifted a little more

towards guidance, towards PDR. Currently, I work at a middle school and we often encounter learning difficulties in younger age groups, but we have no idea what it is. One in five children suffers from learning difficulties, so learning difficulties have been attracting my attention more recently.” Additionally, she said “If I can, my future goal might be something like designing a website or an application for teaching English, because these kids love to use technology. There are differences related to the use of the right brain and the left brain in order to provide certain synapse connections in the brain, I might conduct a study about it. In this sense, I try to do something not only for myself, but also for my fellow teachers and families.”

P3 stated that prior to pandemic she preferred face-to-face PD activities, yet by contrast with P1 and P2, she is now fond of online activities, stating “I preferred face-to-face activities more, but now as I have attended online courses and educations, it is changing in this direction, so I prefer online training more. There are many fun, enjoyable websites that I used during online education and now I try to find ways to implement them in my face-to-face lessons.” When she asked what topics she prefers, as a teacher who works at an elementary school, she said “I'm trying to attend activities that are specifically related to material development.”

When asked about activity types P4 said that “Frankly, the books I have are not very up-to-date, I usually have books on theory, I am currently studying them again, especially related to our field. That's why there are usually webinars, courses, videos created with the contribution of MoNE or that I watch on YouTube.” When asked about topic of activities he stated that he is interested in Web 2.0 tools and he has a website where he publicly shares the worksheets he created himself, asserting “because I'm good with technology and I'm interested in it, it can be technological, such as Web 2.0 tools, smart boards. For instance, I want to prepare a worksheet, I research what I need for it, I get training on them. I prepare worksheets for my students, I publish them on my own website, and I have learned how to do it thanks to the trainings I received. And now I can prepare my own worksheets.”

P5 said that he prefers watching videos online by saying “Printed resources in the field I want to have are expensive and I don't like reading through screen, that's why I watch videos.” As the focus of the videos he watches he said “I mostly watch videos posted by other English teachers on YouTube to see how they teach certain topics.” He also stated that “To exemplify, I watched a

video where the teacher teaches the subject by drawing doodles on the board and I liked it very much. Since then, I've been trying to improve my drawing.”

4.1.3. How Often Do They Participate in PD Activities?

Next, it was aimed to reveal participants' frequency of attending PD activities to find out their devotion to PD and various answers were received. P1 said “For me, there is no such thing as a regular constant update of myself, continuous education and research. In other words, it happens a little when I come across with it, there are seminars from time to time” and she went on expounding “unfortunately, one's responsibilities in their private life can sometimes get in the way.”

P2 was found to be more consistent in attending in PD activities, she answered “Last year, the process was more academic. I probably got 14-15 certificates in total from academies last year. Although some of them didn't directly appeal to me, there are things that I definitely benefited from, at least at a simple level.” Then she went on “This year it has been more practical. I follow educators, watch the movies, TED talks they recommend, at least two-three times every week, and it is more practical since it takes less time.” Furthermore, she stated that there are also planned workshops and conferences by European Dyslexia Association throughout the country which she consistently takes part.

P3 expressed that she has no consistency and added “It's not very often but if there are activities with subjects that interest me, I attend them. Apart from them, I mostly follow blogs these days or there are teachers who are very active on Instagram, there are authors and course book writers, I follow them, to see what they do in the lessons and try to employ their techniques in my lessons.”

P4 said he attends seminars or courses once a month, some are in-service trainings organized by MoNE, and went on “some of them last for three days, some for a week. In general, they are designed as a 1-day or 3-day programs, but there was even a course that lasted for a full month. Every month I attend at least one of them.”

P5 revealed that he does not attend PD activities in an organized manner, yet he watches online videos, follow certain ELT channels on YouTube occasionally. “these are things that I do

to pass the time, but I see them as PD. Apart from that, I don't feel the urge to attend PD activities unless there is something that I need to learn specifically."

4.1.3.1. How Often and How Do They Reflect on the PD Activities?

Since merely attending in PD activities is not enough to realize self-improvement, it is crucial to reflect on what we have learned from such activities. Reflection cannot be separated from PD process, thus, it is an important indicator of participants' PD awareness. Knowing that, additionally to the sub-research questions, the participants were also asked to reveal how often and how they reflect on the PD activities they attend. Their answers are presented in the following paragraphs.

P1 said "When I learn something, I go and tell my colleagues about the things I learned, every time. We talk about it in the teachers' room." She went on "Other than that, sometimes I take notes on PD activities but not on a regular basis."

P2, on the other hand, stated that she always reflects on the activities. "I always think about what I learned, if it would really work for me, etc." and added "If I'm not going to reflect then why participate it?" She also said that she has a notebook dedicated for reflection. "I am a traditionalist in this sense; I take my notes by hand, put question marks next to them, put stars and so on, to contemplate on them later on. Frankly, that's the case even when I read a novel. It can lead me to research something else, there are times when it does."

P3 answered by saying "The reason why I participate in these activities in the first place is that the topic catches my attention. When I am interested in the subject, of course, I think about how to apply this to my lessons, or even if I don't apply it to my lessons, what I learned from it or how it can make up for my deficiencies." When asked how she performs reflection, she said "I am a person who underlines a lot while reading a book, I take notes on things that interest me, or the books or websites that are recommended, but I don't write something like a reflective journal."

P4 explained that he only thinks about how to use the new information. "What I do is just to think of how to use it, how to apply it in the classroom if that's something suitable for my lessons. If not, I try to find ways to adjust it according to my students' needs and classroom environment. But if I decide that I cannot integrate it into my lessons, I just disregard the information I have learned."

Similarly, P5 said that he doesn't reflect much and he only thinks about whether he can implement the information into his lessons. "I just think about if I can employ what I saw in the videos. I don't take notes or plan to use the information in an organized manner."

4.1.4. Other Findings from 1st Interviews

As well as answers to the first research question and its sub-questions, some other valuable findings regarding participants' PD awareness and insights about their PD opportunities and working environments' suitability for PD were revealed. Such findings will be presented in this section to get a better understanding of participants' PD inclinations.

4.1.4.1. Effect of Experience in PD Attendance

In order to determine the effect of experience in PD attendance, the participants were asked to talk about how their own PD experiences have changed over time and share their observations of their colleagues. While first three participants shared their own experiences of changing attendance frequency, since they have 15 years and more experiences, P4 and P5 shared their observations regarding the subject, since they have three and two years of experience respectively.

P1 said "It has been decreasing over the years. When you already gain a lot of experience, maybe you feel like you don't need it much. I think, over time, one relaxes a little. Experience makes it fade away." About her observations of her colleagues she stated that "Though it varies from person to person, novice teachers are more curious. However, there are also teachers who have been teaching for more than 25 years and they still attend every webinar they see, but in general experience decreases the frequency of attendance."

P2 said that she doesn't think frequency of attendance changes over time, but the focus does. "I remember that in my first years as a teacher I took a few trainings to learn about classroom management but now I'm competent in that area with all the experience I have. However, now the focus has shifted towards other topics, such as use of technology in the classroom." Regarding her colleagues' PD attendance, she said that her colleagues often ask her how she manages to find this many activities and the time to attend them, but she replies "We all have the same amount of time. In other words, people create time when they want. But everyone's priorities are different, of course. Some of my colleagues always try to create time for self-development, but others think they have completed their professional growth."

P3 stated that her frequency of attendance has increased over time. “I think when you are newly graduated you are more decorated academically. As the years pass, you must put effort to keep it that way.” She went on “You can always find an activity that interests you. Since language education is a rich field that includes pedagogy, material development, classroom management, etc.” In accordance with her experience, she also said that she is the youngest teacher around her to attend PD activities.

P4 revealed that there are one hundred English language teachers in the district he works, which is in an eastern city, the number of teachers who attend in in-service trainings is dramatically low. “We can see who participated and who did not participate in the system called MEBBIS, which is a web-based school management information system. Only two or three of us attend a seminar or a course here, that’s only two percent.” When asked about his opinion regarding the lack of attendance from other teachers he said “I think it's because they can't find time, and probably because they don't want to. Because they have children at home, I think it is a bit of a problem when such situations happen.” He also said apart from in-service trainings, he believes novice teachers are more eager to attend PD activities than experienced teachers who have developed certain styles of teachings at this point of their careers. “But they are actually divided into two groups, those who are open to innovation and those who are closed to innovation. For instance, some try to learn how to implement technology in their lessons, how to use the smart board effectively, others think that they would eventually figure out and feel no need to take a course for that.”

Similarly, P5 stated that the participation of teachers around him in PD activities is very low. He also stated that, surprisingly, experienced teachers discourage novice teachers from attending such activities. “Novice teachers participate because they are more motivated, have more curiosity, and also more expectations.” He went on adding “However, experienced ones do not participate at all. They claim that theory and practice aren’t the same and they know the students of this school, this district. That they have been dealing with them for several years. They also say that they have been teaching the same topics in the same manner for years so they think they covered it all and taking any in-service training is a waste of time.” He also said “However, they say that they were attending in such activities in the beginning of their careers too, but over time they lost their enthusiasm as they saw they are futile.”

4.1.4.2. Willingness to Pay for PD

As an important indicator of eagerness to improve themselves, the participants were asked if they had ever paid for PD, if not, would they pay for it. Even though there are countless free PD opportunities in today's world, willingness to pay for quality PD activities is expected to show the participants' dedication to their careers.

When she was asked if she ever paid for a PD activity, P1 said that she hadn't but she would if she comes across with an activity that meets her expectations. "I would pay for a training that appeals to me very much and would really improve me. I would expect it to both improve and motivate me, so after I attend that training, I should immediately go and want to apply it in my classroom."

Unlike other participants, P2 stated that she had paid for PD numerous times. She said "I don't think paid PD activities are necessarily better than free ones, but if I see a training that interests me and requires me to pay for it, I do. I've done it many times and I'll do it again."

P3 revealed that she had paid for a PD activity when she was newly graduated but hasn't done it since then, "When I first graduated, I bought an education from a university abroad but frankly I haven't done anything like that since then." She claims the reason why she hasn't done it since is due to both changes in her priorities and exchange rate. "I think our priorities change and also because of the latest exchange rate difference. It is impossible to afford if I want to get an international education. So I prefer free ones now which are also really useful and effective." She also stated that if she sees a paid activity that she believes worth to pay for, she will pay for it. "If I see a course or education that I need and organized by competent educators, I will pay for it."

P4 said that he hasn't participated in a paid PD activity and he has certain expectations to do that. He said "No, I haven't done it. If it will be really good for me to an uber degree, I will give that money to participate. But it shouldn't stay in theory, it should be something that I can directly implement into my lessons. Also, from the material I use in the classroom to the physical environment, everything needs to be perfect and suitable to realize what I learned from that activity."

P5 also stated that he hasn't paid for PD but he would, however, his expectations are different than P4. He said that he'd pay if he believes that certain activity would improve himself,

not his teaching necessarily. “I would pay for something that I can use constantly, for instance, to learn a third language, or how to use smartboard effectively, so it doesn’t necessarily need to be directly related to my profession as long as it is an investment in myself.”

4.1.4.3. Thoughts on MoNE In-service Training

Participants were asked to evaluate in-service trainings that are provided by MoNE. As the institution that oversees the national education, MoNE offer valuable PD opportunities for teachers by providing numerous in-service trainings about various topics. While attendance to some of these trainings are mandatory, the majority of them are optional. Whilst the participants had different thoughts on such trainings, all of them stated that they strive for more language teaching oriented trainings that are designed in face-to-face workshop form.

When asked to evaluate the aforementioned trainings, P1 said “I find them insufficient. In other words, I believe that many things lack merit in the MoNE. Last year I attended a webinar and they showed us how to cut and paste pictures in digital form, like a basic photoshop class. So, I don’t think there are many competent people. If there are useful and efficient training, then MoNE is not good at promoting them.” However, she talked highly about an in-service training that she had attended eight years ago, “It was really nice, it was really refreshing, I haven’t seen anything like that again. We all went to the seminar for a week, we became quite like students, we sat down, did activities altogether, and it lasted for several days. It was really nice.”

On the contrary, P2 praised MoNE trainings as they are diverse, on point, and important for teachers. “There are even trainings about disaster management or first aid which is important to know all these, of course, because you do not know what you will encounter. You need to know how to intervene in a child who has an epileptic attack. I have experienced situations that required knowledge you can get from some of these trainings in my career. Nevertheless, the trainings are not sufficient in ELT. In other words, not every training is very useful, but the situation is not so dire.”

P3 revealed similar thoughts about trainings weighing on other topics than language teaching, “There are usually trainings that address teachers from every branch. They are not mostly for language teaching, for instance, there was a training about human rights not long ago. I’d like to have more ELT related trainings.” She also stated that she doesn’t prefer online trainings and

said “Oldschool, traditional workshops appeal me more but they are so rare. In other type of trainings, you get bored after a certain amount of time and lose interest. That's why I don't find the in-service trainings very productive, especially the online ones.”

P4 stated that he doesn't think in-service trainings that are provided by MoNE are not enough for effective PD. He said “I don't think I can improve myself much if I only attend the seminars and courses provided by the MoNE, but if I look for international PD activities such as courses, seminars, etc. I can improve myself more efficiently.”

P5 admitted that he doesn't check for the trainings and he only hears about them when school administration announces such activities. He said “I know there are seminars held weekly but I've never sat down and checked what trainings there are, nevertheless, the school administration sends us the schedule and I haven't seen a training that attracts my attention either. Maybe I can find something interesting if I deliberately look for it.”

4.1.4.4. Encouragement and Appreciation from School Administration

School administration is one of the most, if not the most, important elements in school environment and their backing to teachers to improve themselves is an important factor in PD of teachers. In line with this situation, the participants were asked if they are encouraged to attend PD activities by school administrations and they stated that such activities are seen as unnecessary workload or a distraction from lessons by administrations.

P1 said that “They say everyone should improve themselves etc. but out of formality, they don't announce or recommend any PD activities. On the other hand, obligatory ones that are organized by MoNE are seen as duty, you just attend, put your signature to prove you were there and that's it. Nobody talks about it after or there's nothing as encouragement.”

P2 stated that the administration shows their support only when there is something they can benefit. “When I shared the certificates of the trainings I received, our principal told me that there's no point of them and I shouldn't bother myself with such things and just give my lessons.” But the story didn't end there, she went on “When they learned the mayor wanted to meet me regarding my work related to Dyslexia Association, he wanted me to say hi from him and tell the mayor I work at that school. When there is a product at the end of something, when they start to see results, people actually support it.” she said.

P3 said that the only thing the administration does is to adjust her schedule accordingly when there is a compulsory MoNE training. “.other than that I don’t think the administration has any ideas about what I’m doing.” Thankfully, she says she doesn’t need any encouragement from the administration to motivate herself. “Do I want to be motivated? I have no such concerns, I'm just student oriented. My biggest motivation is to see the improvement in students, to see that students are happy and to receive feedback from students, otherwise it is not very important for me to get appreciation from the administration or to be thanked for that.”

P4 stated that only time he was appreciated by the administration was during the pandemic. “When we had online education, nobody knew how to use Zoom effectively, so I prepared a handbook and shared it with all teachers in the school to solve the issue. That was the only time my principal appreciated me.” When asked about his attendance to PD activities he said “There is no such incentive, because their mentality is every sheep is hanged by his own leg, they don’t mind whether you do something to improve yourself or not.” He also said that if he was motivated he would be more willing to improve himself in his profession. He added “If I saw my efforts in PD are appreciated, I would attend more trainings, try harder. I don't mean in a monetary sense, but in a spiritual sense. But it’s not just my school, I haven’t heard from anyone that their administration encourages such initiatives. “

Similarly, P5 also revealed that there is no encouragement from the administration. He said “They just send the schedule of MoNE trainings and that’s it. They let us know if the participation is mandatory, other than that they are not even aware whether we attend or not.”

4.2. Effects of Reflective Journaling on Teachers’ Abstraction Skill and Reflectivity

The 2nd research question aimed to find out how reflective journaling affects teachers’ abstraction ability and reflectivity on their profession. A total of 40 reflective journal entries, eight entries from each participant, collected throughout the study, examined carefully to find the answer to the research question in hand. Since guided journals were employed during the study, every section in the journals, which are *PD Activity (name and type)*, *Duration*, *Topic/Focus of the activity*, *Expectation from the PD activity/Reason for choosing the PD activity*, *Outcome*, *Opportunities for implementation*, and *My reflection on the contribution of the PD activity to my profession*, required abstracting and reflecting from various aspects. As well as the journal entries, 2nd and 3rd interviews were held to give feedback about journal entries written up until the

interviews, to clarify any misunderstanding and tell participants what can be done to improve their journaling process. Additionally, during the 4th interviews, which were held after reflective journaling process was completed, the participants were asked to evaluate the effects of the process on their reflectivity and abstraction skill development. The data gathered from those interviews were also employed to enrich the findings.

For the development of the abstraction skill, participants' ability to detect the type of information they acquired and reflecting under the relevant sections was examined. For development in reflectivity, participants' ability to thoroughly evaluate their PD experiences was examined. In order to give a clear representation of each participant's development in abstraction skill and reflectivity, the results were presented in this section by focusing participants separately.

4.2.1. Participant 1

Table 4

Number of Issues and Their Types in P1's Reflective Journal Entries

Participant 1	E1	E2	E3	E4	E5	E6	E7	E8
Insufficient comments	1	4	3	2	2	2	1	-
Misplaced comments	1	-	-	-	1	-	1	1

In the first couple of journal entries that were written by P1 showed that she struggled to deliver what was expected from her in the sections of the guided reflective journal. The most encountered problem in her entries was not providing sufficient details. Though written feedback regarding the expectations for each section was shared with the participant, the problems continued until the 2nd interview, where she received a thorough feedback via screen sharing on Zoom. It is not possible to say all the problems disappeared after the interview, yet certain improvements were noticed. The detailed analyses of the reflective journal entries and participant comments from the interviews are presented in the following paragraphs. Additionally, PD activity preferences regarding their type and focus of P1 can be seen in Table 5.

Table 5

PD Activity Preferences of P1

Week	Activity Type	Activity Name/Focus
Week 1	Making research	Making a study plan for 12 th graders
Week 2	Blog posts	World of Better Learning Blog
Week 3	Article – related informative videos	Supporting executive functioning skills
Week 4	Webinar	Vocabulary teaching methods
Week 5	Making research	LearningApps.org
Week 6	Article	21 Lessons for the 21st century
Week 7	Webinar	Teaching vocabulary and pronunciation
Week 8	Making research	5E model-based lesson planning

Reflective Journal Entry #1

In the first entry, it was seen that she gave brief answers to all sections, but *Outcome* section was found to be including insufficient information and the answer to *Opportunities for implementation* section was found to be misplaced.

In the *Outcome* section, where the participant was expected to share whether the PD activity has been useful for her needs and met her expectations by explaining the reason and how, she wrote “I believe the research and the videos have been useful.”

In the *Opportunities for implementation* section, where the participant was expected to share in what kind of situations or settings she can implement the information she has gained from the PD activity or what she needs (materials, certain proficiency level of students, etc.) to implement the information, she wrote “I’ve made a sample program for my students and at school, I’m going to help them make their own plans in accordance with their individual needs.” Whereas this statement would be a better fit for *I used / will be using the information in the PD activity...* section where the participant was expected to share how she used the information, faced challenges during implementation, and overall experience.

Reflective Journal Entry #2

In the second entry, numerous sections were found to be problematic due to their lack of sufficient input and not stating how to do stated actions. In the *Outcome* section the problem was the same as first entry, where the participant only said “It has been helpful.” In *Opportunities for implementation* she wrote “I can use the information I learn from the articles I read on the blog in my classes”, in *My reflection on the contribution of the PD activity to my profession...* section she wrote that “everything new I learn about my profession will help me to be a better teacher.”, and in *I used / will be using the information in the PD activity...* section she wrote “to improve myself and to gain a new perspective.”

Reflective Journal Entry #3

Prior to the third entry, written feedback was shared with the participant, explaining the expectations from each section in detail. While a decrease in the problematic sections was noticed, the issue of not providing enough details continued with several sections. In *Outcome* section she only said “I found it quite productive.”, in *My reflection on the contribution of the PD activity to my profession...*, where the participant was expected to share how the information gained from the activity enhance her teaching skills, raised her awareness, and in what ways the activity has contributed her as a teacher, she said “that it can help me create more motivating lessons for my students.” without explaining how. In *I used / will be using the information in the PD activity...* section she said “both in class and in online projects.”

Reflective Journal Entry #4

In the fourth entry, certain improvements were noticed. Unlike prior entries, *Outcome* was detailed and met the expectations. There were only two sections with problems due to lack of explanation of how to do stated actions. In *Opportunities for implementation* section stated “There was only one activity that I may use in class called “Teams & Buzzers”.” and in *I used / will be using the information in the PD activity...* she wrote “I may use that one game, while teaching vocabulary.” without explaining how to do that.

2nd Interview

Between fourth and fifth journal entries 2nd interview, which was aimed to give a thorough feedback about reflective journaling up to that date, was held. The positive and negative comments

were shared with the participant regarding every entry. Participant 1 said that she had a difficult time in understanding what was expected of her in each section. She said “These seem to me to be the same things that I have expressed differently. If you ask me, they all seem to be asking more or less the same thing. I can't make the clear distinction.” and she claimed that the reason why some sections had insufficient explanations is because she gave similar explanations in other sections and she didn't want to repeat herself. After this revelation, a clear distinction between each section was amplified again by giving hypothetical examples by the researcher.

Reflective Journal Entry #5

In the fifth entry, *Outcome* had the same issue as it did in the first three entries. She said “I guess some of the activities and games in this website will be quite useful.” yet again, didn't explain what made her assume that. *I used / will be using the information in the PD activity...* section also needed some explanation since she said “to teach vocabulary mainly and to provide my students some fun revision opportunities.” without explaining how. However, both of these sections' requirements could be met by placing some parts of *Opportunities for implementation* section under these sections. Since this section had enough explanation for itself and some parts of it should have been written under *Outcome* and *I used / will be using the information in the PD activity...* sections.

Reflective Journal Entry #6

The sixth entry was found to be the most suitable one from Participant 1 up to that point yet it included few issues. In the *My reflection on the contribution of the PD activity to my profession...* section she wrote “that it has improved me as an educator.” and in the *I used / will be using the information in the PD activity...* section she said “in all aspects of my life.”, both of the comments to these sections should have revealed how in order to remove the elusiveness of the comments.

3rd Interview

Between sixth and seventh journal entries 3rd interview, which aimed to find out if prior interview was helpful and to see if there are still questions regarding to reflective journaling, was held. Participant 1 stated that the 2nd interview had a positive impact on her writing and helped her to distinguish between sections, thus, she didn't plead for any more clarification. She also stated

that having the experience of having written several journals up to 2nd interview possibly have an effect on the betterment of the following entries.

Reflective Journal Entry #7

The seventh entry had no major flaw apart from the *I used / will be using the information in the PD activity...* section, where the participant only wrote “in all my classes”. Some parts of *Opportunities for implementation* section might have been written under *Outcome* section to meet the full requirements, such as giving examples/reasons of why that outcome occurred. However, the seventh entry was the most appropriate one from Participant 1.

Reflective Journal Entry #8

In the eighth and last entry there was one problem with the misplacement of a comment. The comment in the *Opportunities for implementation* section was “it can help me decide which step to emphasize more, to look at the steps with a different perspective.” whereas this comment is a better fit for *My reflection on the contribution of the PD activity to my profession...* section.

4th Interview

The 4th interview was held after the reflective journaling process had completed. In the interview P1 stated that she now evaluates PD activities differently than before participating in the study, yet again, she still tends to perceive activities’ achievements as a whole rather than in sections. She said “In fact, I still look at the PD activities more holistically, I mean those titles/sections still seem very close to each other. So what I'm looking at is what I understand from all of them, I got the training, can I use it, with whom can I use it, how can I use it, it's a holistic view, it's not very separate in my mind, so the differences between the sections are still not clear in my mind no matter how much we talked about it. I still look at it as a whole.”

4.2.2. Participant 2

Table 6

Number of Issues and Their Types in P2's Reflective Journal Entries

Participant 2	E1	E2	E3	E4	E5	E6	E7	E8
Insufficient comments	2	-	2	-	-	1	-	-

Misplaced comments		-	1	-	-	1	1	1	-
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Although some problems, such as not giving enough details and misplacing comments to the sections, were noticed, it was seen that P2 improved her abstraction and reflection skills throughout the reflective journaling process. She kept improving her skills gradually after each interview and feedback. The detailed analyses of the reflective journal entries and participant comments from the interviews are presented in the following paragraphs. PD activity preferences regarding their type and focus of P2 can be seen in Table 7.

Table 7

PD Activity Preferences of P2

Week	Activity Type	Activity Name/Focus
Week 1	E-Panel	World Dyslexia Day
Week 2	Webinar	Neuro-science in language learning
Week 3	Book	The Whole Brain Child
Week 4	E-Symposium	Multidisciplinary Approach in Dyslexia
Week 5	Informative Video	TEDx - Do Schools Kill Creativity?
Week 6	Webinar	Teaching pronunciation
Week 7	KA122 Meeting	Designing Erasmus+ Projects
Week 8	Book	The Yes Brain Child

Reflective Journal Entry #1

The first entry that was written by P2 was the most problematic one. In *Opportunities for implementation* section she said “The information I got can easily be shared with my colleagues & families“, yet, she didn’t explain how or what kind of a situation would require her to do that. In *My reflection on the contribution of the PD activity to my profession...* section included some

irrelevant information and at the end a broad explanation, she said "...every student is unique and each student learn in a different way, using different techniques is necessary." where a detailed explanation was needed.

Reflective Journal Entry #2

In the second entry, there was a misplacement issue regarding *Opportunities for implementation* and *My reflection on the contribution of the PD activity to my profession...* sections. In the latter, she wrote "I can help my students learn metacognitive thinking by asking open-ended questions especially when they get upset in class." whereas this comment was a better fit for the former section. However, in the *Opportunities for implementation* section she said "...by learning more about neuroscience, I can develop their learning strategies via metacognition..." so it was also an appropriate comment for this section.

Reflective Journal Entry #3

Before receiving the third entry, written detailed feedback was given to the participant as well as an explanation of the expectations from each section in detail, and major improvements were noticed. In the third entry, there were few minor issues. In the *PD Activity* section, she stated the name of the activity without stating its type, yet the type of the activity was mentioned in other sections. In the *Opportunities for implementation*, she only said "When I have a problem in class, I can pick up a strategy from the book and use it." without explaining the problem or the strategies she was referring to. The most noteworthy part was the *I used / will be using the information in the PD activity...* section, where she made a very detailed and thorough reflection by explaining every step of how she used the information in the classroom and sharing her experience in detail.

Reflective Journal Entry #4

The fourth journal had no issues and was completely sufficient in terms of the thoroughness of the reflection and placing comment under right sections. The *I used / will be using the information in the PD activity...* section, where she explained how she plans to use the information, what difficulties she expects to come across, possible solutions, and categorization of the information to employ it under suitable circumstances, was especially satisfactory.

2nd Interview

Prior to fifth reflective journal entry, 2nd interview was held to give detailed feedback on previous entries, both positive and negative. Similar to P1, P2 stated that she feels like she writes the same things in different ways under different sections. However, she also revealed that the more entries she writes, the better the reflective journaling experience gets, and she added that getting more experienced helps her to reflect in a better way. Regarding her experience up to that date, she said “I started to take notes more professionally, it is useful in that sense. As the process goes on, some issues unravel and I get more enthusiastic to write.”

Reflective Journal Entry #5

In the fifth entry, there was only one issue. In the *My reflection on the contribution of the PD activity to my profession...* section, where she was expected to talk about how it enhanced her teaching skills or raised her awareness regarding a topic, after giving an example situation she wrote “...I can tell my students if they’re not prepared to be wrong, they can never do it right.” which was a better fit for *Opportunities for implementation* section, where she was expected to explain in what kind of a situation she can use what she learned.

Reflective Journal Entry #6

In the sixth entry, it was found that some parts of the comment in *My reflection on the contribution of the PD activity to my profession...* section belonged to *I used / will be using the information in the PD activity...* section and the latter also didn’t mention how to realize mentioned goals. In the last part of the former she said “...If I change my point of view and see the mother tongue as a friend and change the emphasis on pronunciation teaching from what learners cannot do, to what they can do, I can increase their motivation towards English class. Changing my emphasis will probably change the learners’ emphasis, too.” yet, this sentence should have been written under the latter section. Additionally, in the latter section she explained her goals to use the information from the PD activity by giving several examples, one example is “...to help my students see English as an international language rather than a foreign language so that they can grow intrinsic motivation and encourage them to speak in the target language...”, but she didn’t state how she plans to achieve that aim, or other aims.

3rd Interview

After the sixth reflective journal entry, the 3rd interview was held to see if the 2nd interview was helpful and talk about the process. P2 stated that the feedback she received on the 2nd interview was useful and the interview was very fruitful and receiving verbal feedback via screen sharing was more helpful than receiving written feedback, she said “I’m a person with a strong visual memory, so it was more permanent”. She also revealed that to have the experience of having written several entries up to the 2nd interview, helped her to comprehend the feedback thoroughly, “If it was after two entries instead of four, I’m not sure if I would have gotten the same effect as if it wouldn’t have happened.”

Reflective Journal Entry #7

The seventh entry had only one issue, which was in the *My reflection on the contribution of the PD activity to my profession...* section. The participant wrote “For the last couple of years, I’ve wanted to design an Erasmus project. However, I had no idea about what to do and how to do it. Dyslexia Turkey Society has some projects to be designed and I want to work for them.” whereas this comment would be a better fit for *Expectation from the PD activity / Reason for choosing the PD activity* section.

Reflective Journal Entry #8

The eighth and last entry had no issues. All of the comments met the required expectations of the sections. It was overall a thorough reflection of the activity with essential and sufficient details.

4th Interview

The 4th interview was held after all the reflective journal entries were received. In the interview, P2 said that she struggled at the beginning of the reflective journaling process, “I had a really hard time in the first few journals, especially the first two were very difficult for me.” however, she proceeded “but it started to fall into place with the third, and now a lot of things have been automated since the fifth entry. It looks like this is going to turn into a good habit.” When she was asked if there is a change in her approach to PD activities, she said “There is a significant difference in my perspective on the trainings I received before and now. I used to try to catch

everything there is, but now I evaluate them more professionally. I wish I started reflective journaling earlier.”

4.2.3. Participant 3

Table 8

Number of Issues and Their Types in P3's Reflective Journal Entries

Participant 3	E1	E2	E3	E4	E5	E6	E7	E8
Insufficient comments	2	2	1	2	-	1	-	1
Misplaced comments	2	2	-	-	3	3	-	-

P3 showed a wavy performance during her reflective journaling process. The first entries of her had some issues, which were solved after the detailed written feedback. However, in the following journals of the 2nd interview she had major struggles in placing comments under right sections. Nevertheless, her performance noticeably increased after the 3rd interview. She also, unlike other participants, wrote her first three entries and last two entries in a sequential manner, meaning each led to the following, which is a unique way to choose PD activities among the participants. PD activity preferences regarding their type and focus of P3 can be seen in Table 9.

Table 9

PD Activity Preferences of P3

Week	Activity Type	Activity Name/Focus
Week 1	Book	Flowers For Algernon
Week 2	Book	Algernon, Charlie and I
Week 3	Webinar	International Day of Disabled Persons
Week 4	Webinar	What is Neuro-language Coaching
Week 5	Webinar	Practice Activities That Work
Week 6	Workshop	Pre-school puppet activities

Week 7	KA210 and KA220 Meeting	How to write Erasmus+ Projects
Week 8	Webinar	Finding partners for Erasmus projects

Reflective Journal Entry #1

In the *Duration* section of the first entry, where she reflected on a book she read, she didn't tell how much time it took to read but wrote the number of pages of the book, which is a minor issue. The comment in the *Expectation from the PD activity / Reason for choosing the PD activity* section was unnecessarily long with background information and summary, though a sufficient explanation was given at the end. In the *Opportunities for implementation* section, no opportunity was mentioned. Indeed, first paragraph was a better fit for *Expectation from the PD activity / Reason for choosing the PD activity* section, since she clearly explained her reason to choose this activity by saying "I have had many mentally handicapped students over the years. Although I have attended some seminars on teaching English to mentally handicapped students, this has been a subject that I felt lacking over the years." And the last part, where she said "This year I have two eighth grade students who have difficulty in learning. The book helped me relatively high to understand their way of thinking and how the simplest things could be exhausting and challenging." should have been placed under the *Outcome* section. However, her comment for the *Outcome* section was really detailed and sufficient, especially for the first entry, where she said "After reading this book I have realized that even the simplest behaviors that people do without thinking who call themselves as not genius but of average intelligence, could be very complex to a mentally handicapped person."

Reflective Journal Entry #2

The second entry had fewer issues. In the *Outcome* section, where the participant was expected to evaluate whether the PD activity has been useful for her needs and met her expectations, she wrote "...After reading these books I don't want my students to laugh at my mentally handicapped students, but laugh with them." However, this comment should have been written under *My reflection on the contribution of the PD activity to my profession...* section, where one of the expectations from the participant to comment on how the information she had gained

from the PD activity enhanced her teaching skills or raised her awareness regarding a certain topic. In the *Opportunities for implementation* section, she didn't mention any opportunities, instead, she said "...Most importantly, it educated me to be thankful for what I am blessed with, ... The book affected me profoundly and I merely wanted to learn about the journey of Charlie." yet again, this comment too should have been placed under *My reflection on the contribution of the PD activity to my profession...* section, where she said "that the book changed my world and now Charlie's journey is going on with me in my classes." which is a very slim explanation for this section.

Reflective Journal Entry #3

Between second and third entries, written feedback regarding first two entries was shared with the participant and the expectations from each section explained once more in a detailed fashion. After that, noticeable betterments occurred in third entry, which had only two issues. In the *Opportunities for implementation* section she said "...they need different teaching methods and more eye catching materials to attract them. ...By the help of webinar, I got some brilliant ideas about teaching materials that I can adjust in my classes." without mentioning what those methods or materials are and how she plans to implement them in the lessons. In the *I used / will be using the information in the PD activity...* section she said "I got mesmerizing ideas about how I may change and adopt my teaching practice and learning environment to help my students so that the students with additional support needs are no longer marginalized or excluded." yet again, she didn't mention any of the ideas or her plans to employ them in the lessons.

Reflective Journal Entry #4

In the fourth entry, *Outcome* section was sufficient, though, it included some unnecessary explanation. Additionally, in the *Opportunities for implementation* section there was no opportunity mentioned, yet P3 justified this by saying "This webinar was a self-improvement session and I renewed my old knowledge about Neuro-linguistic Approach." Also, in the *I used / will be using the information in the PD activity...* section she said "I will definitely use the information I have already known and use the Neuro-linguistic Approach in my classes." without mentioning how she plans to realize that goal.

2nd Interview

Prior to the fifth entry, the 2nd interview was held to give a thorough feedback regarding first four reflective journal entries and clear any misconceptions about the sections in the journal. During the interview, in correlation with P1 and P2, P3 stated that she feels like she's always writing the same things under the sections, especially in the last three sections, which are *Opportunities for implementation*, *My reflection on the contribution of the PD activity to my profession...*, and *I used / will be using the information in the PD activity...* . She said “The last three sections actually seem like they can be fed into each other. That’s what I realized as I wrote it. I think three of them, or at least two of them, could be gathered under the same section, these three are giving me a hard time.” However, she revealed that after the written detailed explanation of the expectation from each section, things got easier for her, “When you gave me the written explanation about expectations, it became a little clearer in my head, actually it's not that complicated.” Even so, the requirements of each section and expectations were thoroughly explained once more to ensure that the participant had no more uncertainties regarding what to reflect under each section. At the end of the interview, when asked whether she had any more questions, she said “No, everything has become very clear and I think it will become clearer in the future.”

Reflective Journal Entry #5

Despite the feedback interview and her development through third and fourth entries, P3 performed poorly in the fifth entry, especially in placing comments under right sections. First misplacement was between *Expectation from the PD activity / Reason for choosing the PD activity* and *Outcome* sections. In the last sentence of the former, she wrote “That webinar helped me tremendously to fulfill this subject.” which should have been placed under latter. Also in the *Outcome* section, before saying “In the webinar I came across activities that I can adapt to my class.” she shared her experience regarding her attempts to solve a certain issue in the classroom, which should have been placed under former section. Additionally, the comment in the *Opportunities for implementation* section, where she explained how she applied the activity, in other words the information, she acquired from the PD activity in details, should have been completely placed under and *I used / will be using the information in the PD activity...* section.

Reflective Journal Entry #6

The sixth entry had almost the same issues as the fifth one. In the *Outcome* section, even though she explained the outcome as expected at the end of the comment, P3 also shared her reasons of being in need to attend such a PD activity, which should have been said in the *Expectation from the PD activity / Reason for choosing the PD activity* section. On the other hand, the comment in the *Opportunities for implementation*, she didn't mention a possible opportunity, as a matter of fact, first part of the comment where P3 said "Young learners have short term memory and concentration and it is essential to find fun and eye catching way to attract their attention." belonged to *Expectation from the PD activity / Reason for choosing the PD activity* section, whereas the second part where she said "The workshop gave me a brilliant idea while building my routine with my nursery classes." belonged to *Outcome* section.

3rd Interview

Prior to the seventh entry, the 3rd interview was realized to see if the previous interview was helpful, to talk about received entries up to that date, and to answer any questions the participant might have had. P3 revealed that the interview was useful, since it was a thorough feedback and explanation, unlike prior feedbacks and explanations which were only about the points she struggled, especially when it is combined with her increasing reflective journaling experience. She also claimed that the 2nd interview removed her uncertainty regarding what to write under last three sections.

Reflective Journal Entry #7

Major improvements in P3's reflective journaling performance were noticed in the seventh entry since there were no issues to be corrected. It was a thorough and sufficient reflection on the participated PD activity.

Reflective Journal Entry #8

The eighth and last entry from P3 was another example of efficient reflective journaling. The only section that might have been elaborated was *I used / will be using the information in the PD activity...* section, where she wrote "I used all the resources that were mentioned in the webinar." without specifying the resources or the process. However, since she mentioned them in the other sections, it is possible to understand what resources she was referring to.

4th Interview

The 4th and last interview was realized after the reflective journaling process was completed. In the interview she revealed that even though the process was difficult at the beginning, it got easier and continued smoother as she wrote more entries. She also said that receiving feedback on the entries throughout the process helped her to stay motivated and get better in reflective journaling.

4.2.4. Participant 4

Table 10

Number of Issues and Their Types in P4's Reflective Journal Entries

Participant 4	E1	E2	E3	E4	E5	E6	E7	E8
Insufficient comments	-	-	-	-	-	-	-	-
Misplaced comments	3	2	1	2	1	3	-	-

P4 had the most successful reflective journaling performance regarding reflecting thoroughly among the participants. He managed to deliver entries that were on point and well prepared throughout the process, however, the issue of misplacing the comments were seen until the last two entries. His development both in reflectivity and abstraction skills were observed over the course of the study. PD activity preferences regarding their type and focus of P4 can be seen in Table 11.

Table 11

PD Activity Preferences of P4

Week	Activity Type	Activity Name/Focus
Week 1	Informative video	Using Warmers in English Classes
Week 2	Webinar	Use of course books in teaching English
Week 3	Blog post	Web 2.0 Tools in Education
Week 4	Book	Teaching Language Skills

Week 5	Book	Keep Talking
Week 6	Informative video	Games for English Classes
Week 7	Informative video	Classroom Management Strategies
Week 8	Blog post	How to encourage reflective teaching

Reflective Journal Entry #1

In the *Outcome* section of the first entry, he said “Related activities have helped students focus on the topic and activate their schemata, and I managed to draw all students' attention to the unit.” which should have been placed under *I used / will be using the information in the PD activity...* section. Same issue was also seen in the *My reflection on the contribution of the PD activity to my profession...* section, where he completely mentioned his experience of implementing the activity in the lesson and the difficulties he faced during the lesson, which again should have been placed under the *I used / will be using the information in the PD activity...* section. Additionally, in the *I used / will be using the information in the PD activity...* section he said “These activities don't have a specific age or level range to be applied. So I can use it for all units or concepts to engage students in active learning. No matter what the unit consists, concrete or abstract things, it may be effective for my English classes.” which was a better fit for *Opportunities for implementation* section.

Reflective Journal Entry #2

In the second entry the issue was the comments under *Outcome* and *Opportunities for implementation* sections should have switched places. Since in the former, he talked about why he was not able to implement the information from the PD activity in his lessons, highlighting the inappropriateness of his class size and not having a suitable course book. In the latter, he evaluated the given suggestions in the PD activity while stating it didn't meet his expectations. However, the other sections were well written with enough details, particularly for the second entry, especially the *My reflection on the contribution of the PD activity to my profession...* section, where he talked

about how the PD activity contributed him as a teacher and raised his awareness regarding the topic.

Reflective Journal Entry #3

P3, same as other participants, was given a detailed explanation of the expectations from each section and written feedback regarding the first two entries before the third one. The third entry had only one issue. Even though P4 made a sufficient reflection by meeting the section requirements in *My reflection on the contribution of the PD activity to my profession ...* section, at the end of it he said “It is an excellent opportunity for students before they take an English exam. Sometimes studying all the words in units might be boring and a waste of time for students. However, by playing these games, they revise all vocab parts of units without even realizing it.” which was a better fit for *Opportunities for implementation* section. However, in the *Opportunities for implementation* and *I used / will be using the information in the PD activity...* sections, his comments were noteworthy since they were appropriate and sufficient examples as he completely met each section’s requirements by correctly reflecting with proper details.

Reflective Journal Entry #4

In the fourth entry, both *Outcome* and *Opportunities for implementation* sections had parts that should have been in the *I used / will be using the information in the PD activity...* section, even though the comments also included sufficient answers to the sections they were in. In the former P4 said “...students wanted to play the game repeatedly, and I have realized that they started to make sentences, which are related to the point, much easier.”, and in the latter he said “I put this activity on a test for second graders’ classes. At first, it seemed a bit challenging for them, but when they started to get used to making these sorts of sentences, they loved it.” Nevertheless, in the *I used / will be using the information in the PD activity...* section, his comment was brilliant since he explained his overall experience in the process of using the information he learned from the PD activity in steps and details, highlighting the challenges he had faced and how he had overcome those challenges during the lesson.

2nd Interview

After the fourth entry, 2nd interview was held with the P4 to give a thorough feedback about first four entries and to remove any questions he might have had in his mind regarding the sections.

During the interview, he stated that the only problem he has is that he sometimes cannot decide what to write under the *Outcome* section. He said “Deciding to whether to write an activity’s result in the *Outcome* section or in another section is very troublesome sometimes, other than that, there is no problem.” In accordance with this revelation, expectation from each section, especially *Outcome*, was explained once more to P4 and he confirmed that he now understood the issues in the prior entries and had no further questions.

Reflective Journal Entry #5

The fifth entry only had one issue which was in the *Outcome* section. Even though the participant commented regarding whether the activity met his expectations, at the end of his comment he said “Also, most probably, I will use it as a “lifesaver” activity in unexpected circumstances.” And this sentence clearly should have been under *I used / will be using the information in the PD activity...* section.

Reflective Journal Entry #6

The same issue in the prior entry was also seen in the sixth entry. The first part of the comment in the *Outcome* section was “I anticipate that these suggested activities can be used to change the course of a boring lesson into an exciting one.” which would be a better fit for *Opportunities for implementation* section, and the last part of it was “Additionally, I may use it for vocabulary review or having students make sentences about the related units.” which was again should have been under *I used / will be using the information in the PD activity...* section. Additionally, although in the *My reflection on the contribution of the PD activity to my profession ...* section P4 made a sufficient reflection that met the requirements of the section, first part of the comment, where he said “...As a result, I am always looking for new ways to teach or review a set of phrases, chunks, or structures.” should have been said in the *Expectation from the PD activity/reason for choosing the PD activity* section.

3rd Interview

Before the seventh entry, the 3rd interview was held to see if the prior interview was useful, to talk about last two entries that were written by the participant and answer any questions that P5 might have had. Regarding the previous interview, the participant said that the detailed feedback was really helpful for him to better his reflective journaling process. He said “Without the detailed

feedback interview, these betterments wouldn't have happened because even though I had received a written detailed explanation of the expectations before, I still had my shortcomings, I was explained in detail in the interview we had later, and then I my entries improved.” He also stated that having feedback after having written four reflective journal entries helped him to fully comprehend the feedback, he said “I don't think it would be this effective if we had the feedback interview earlier. I think experience has an effect as well, since I came by putting it on top of it, by gaining experience.” Additionally, he said receiving short written feedbacks before the interview also helped him to get the most meaning of it, “I definitely think the timing was just right.”

Reflective Journal Entry #7

The seventh entry that was written by P4 was a brilliant example of reflective journaling. In each section he reflected thoroughly without giving unnecessary information and every comment fulfilled the requirement of each section.

Reflective Journal Entry #8

The eighth entry was also well written and had no issues. All sections had comments that met the expectations.

4th Interview

The 4th and last interview was held after the reflective journaling process ended. When asked about to compare his perception of PD activities before and after participating the study he said that keeping reflective journals regularly “It was definitely useful in terms of analyzing the activity. I can plan it in my head and ask myself questions such as what the output will be, where it can be used, and put filters accordingly in the activities I will participate in.” He also stated that the study helped him to gain a new perspective in evaluating PD activities, “Thanks to the study, I can summarize the PD activity in my head now by frequently analyzing it according to the section in the journal entry, they are always in my head when I participate an activity.” Additionally, he revealed that keeping a reflective journal helped him to notice important aspects of the activities, by requiring him to ponder on them later on, that he missed during the participation, “I realized that when I reflect on the activities to evaluate them, it enabled me to gain a new perspective, that I wasn't aware that I was missing before the study.”

4.2.5. Participant 5

Table 12

Number of Issues and Their Types in P5's Reflective Journal Entries

Participant 5	E1	E2	E3	E4	E5	E6	E7	E8
Insufficient comments	1	4	1	5	1	-	2	1
Misplaced comments	-	-	1	-	2	-	1	1

The reflective journaling process of P5 was surging with both improvements and recurring issues. Even though some issues that were present in the first entries disappeared as more entries were written by the participant, it was seen that those issues occurred again later. The detailed analyses of the journal entries and one-on-one interviews are presented in the following paragraphs, additionally, the PD activity preferences regarding their type and focus of P5 can be seen in Table 13.

Table 13

PD Activity Preferences of P5

Week	Activity Type	Activity Name/Focus
Week 1	Seminar	Importance of coding in education
Week 2	Informative video	How to draw doodles
Week 3	Informative video	How to use MS Word efficiently
Week 4	Seminar	Tips for online English teaching
Week 5	Mini course	Basic Spanish sentences for daily usage
Week 6	Informative video	The principles of testing and assessment
Week 7	Seminar	Icebreaker activities in ESL classes
Week 8	Informative video	TEDx Talk / Four Reasons to Learn A New Language

Reflective Journal Entry #1

The first entry that was written by P5 was found to be an excellent one. He met the requirements of every section and gave precise answers to each of them. The only criticism is that in the *PD Activity* section he wrote activity's name but didn't mention the activity type, however, in the following sections it was understood that the activity was a seminar.

Reflective Journal Entry #2

Even though his first entry was well written, in the second entry of P5 several sections were found to be in need of more details. In *Duration* section he wrote "20 - 30 minutes long videos" but didn't say how many videos he had watched in total. In *Expectation from the PD activity/Reason for choosing the PD activity* section P5 said "I expected these videos to teach me how to draw doodles", and in the *Outcome* section he said "I've learnt how to draw some doodle figures". Though both of these comments met the requirements of the sections, they could be written in a more elaborate way. The comment in the *Opportunities for implementation* section where he said "I can draw doodle figures on the board to visualize my topic for my students." could also be supported with an example.

Reflective Journal Entry #3

Prior to third entry, P5 was given a detailed explanation of the expectations for the sections in the journal and feedback regarding the first two entries. Although improvements have been noticed, in the *Duration* section same mistake was seen as he said "20 - 30 minutes long videos" without specifying the number of videos. In the *My reflection on the contribution of the PD activity to my profession* section he said "While teaching English, it's necessary to make your students do exercises about the topic. ...Using MS Word, you can prepare worksheets but you should know the shortcuts to make it easier and quicker." which was a better fit for *Expectation from the PD activity / Reason for choosing the PD activity* section.

Reflective Journal Entry #4

The problem with the lack of details under the sections continued to exist in the fourth journal entry. In *Topic/Focus* section the comment read "Clues about online English teaching" and in the *Outcome* section the comment read "I've learnt some clues about online teaching" without

mentioning what those clues were. Similarly, in the *Opportunities for implementation* section P5 said “I can use these clues if I lecture English courses online.”, and in *My reflection on the contribution of the PD activity to my profession...* section “...It’s more important for a teacher to be able to use methods that are suitable for online lessons and the seminar gave beneficial clues about it.” again without stating what those clues were in neither of the comments. In the *I used / will be using the information in the PD activity...* section he said “I will use the information if I am to teach online English lessons.” whereas he should have mentioned how he plans to use the information gathered from the activity.

2nd Interview

After the fourth entry, 2nd interview was held with P5 where he was given a thorough feedback regarding the reflective journal entries he had written. The main issue in his entries, which was the lack of details, was highlighted and the researcher made sure that P5 realized the problems in the entries that were written up to that date.

Reflective Journal Entry #5

In the fifth entry the issue of misplacement of comments were detected several times. The type of activity was written under the *Duration* section, whereas it should have been in the *PD Activity* section. In the last sentence of *Expectation from the PD activity / Reason for choosing the PD activity* P5 said “While learning a new language, I also understood my students’ state of mind during my classes.” which should have been placed in the *My reflection on the contribution of the PD activity to my profession...* section. Additionally, in the *Opportunities for implementation* section he said “I can put myself in my students’ place and rearrange my lessons.” without mentioning what was implied with rearranging lessons.

Reflective Journal Entry #6

The sixth entry from P5 had no issues. All the expectations were met and each comment included a detailed reflection with a sufficient amount of explanation.

3rd Interview

Before the seventh entry, 3rd interview was realized to see if the 2nd interview, which included a thorough feedback, was helpful. During the interview, P5 stated that the verbal feedback

interview was really useful and it should have been held earlier. “Even though I had received written feedback after my second entry, it wasn’t as useful as the verbal one. I believe if we had had the verbal feedback interview earlier, the issues in the entries I’ve written could have been avoided.” He also stated that having written four entries prior to 2nd interview did not have an effect on his comprehension of the feedback, “...the feedback would have the same effect even if I received it after my first entry.” he said.

Reflective Journal Entry #7

The oft-repeated issue of lack of details in the entries written by P5 also occurred in the seventh entry. In the *Opportunities for implementation* section, P5 said “I will use each activity in my classes to get my students motivated to speak English” yet, no opportunities were mentioned. Also, in the *I used / will be using the information in the PD activity...* section he said “I used one of the activities that I’ve learnt with my 11th graders, and they loved it...” without specifying what that activity was and how it was implemented in the lesson.

Reflective Journal Entry #8

The eighth and last entry from P5 had two issues. First one was, in the *Opportunities for implementation* section, he said “I will mention all the reasons and advantages of speaking a foreign language in my classes to get my students motivated to speak English” which would have been a better fit for *I used / will be using the information in the PD activity...* section. The second issue was in the *My reflection on the contribution of the PD activity to my profession...* section, where P5 talked about what the speech in the activity was about and why his students need to understand its importance instead of reflection on its contribution to his teaching.

4th Interview

Following the completion of reflective journaling process, 4th and last interview was realized with P5. He revealed that he believes his abstraction skill has developed thanks to the process by saying “The sections are well established in my head. From now on, when I participate in an activity, I will evaluate it accordingly.” He also stated that he doesn’t think he would benefit from the PD activities he attended this much if he didn’t keep reflective journals regarding them, “If I didn’t keep reflective journals, PD activities would not be this efficient, because after the first two-three journals I knew what to look at in activities, how to assess them. There was one meeting

that lasted two hours, it was face to face, even there I always had the template in my head while doing activities, I was there thinking I would employ it like this, I would use it in the lesson etc.” He also shared that he always evaluates the information during PD activities automatically in his mind now, thanks to the study.

4.3. Contribution of Attending to PD Activities Regularly and Making Self-Reflection to the PD of Teachers

The 3rd and final research question aimed to find out how attending to PD activities on a regular basis and keeping a reflective journal regarding those activities contributed to the PD of teachers. In order to find the answer to the question, the data gathered from 4th interviews, which were held after the reflective journaling process was completed, was employed. To be able to present the findings respecting the research question overtly, coded data from each participant were presented separately in the following paragraphs.

4.3.1. Participant 1

When she was asked to share how the process contributed to her PD, P1 said “In fact, when you write something down, you can think about it more clearly. If I didn’t keep a reflective journal, still, process would certainly contribute but reflective journaling makes it more permanent and raises awareness, thus, I believe it’s more fruitful this way.” When she was asked how reflective journaling affected her PD experiences she said “When you participate in a PD activity and ask questions like what was my purpose, did it serve my purpose and write and think about your answers it helps you to realize certain things clearly.” When she was asked if there were any changes in her thoughts regarding reflective journaling before and after the study, she revealed that she hadn’t thought about it prior to the study but now she has positive thoughts about it, “I hadn’t thought about it before the study, but now I’ve seen that it’s actually really useful. I might consider keeping it in the future, though it wouldn’t be in the same format as it was in the study.” She also stated that she would recommend reflective journaling to novice teachers and she thinks that it would be beneficial to teach pre-service teachers how to keep a reflective journal effectively at university.

4.3.2. Participant 2

P2 revealed that the main contribution of the study to her PD is that she has realized how beneficial is to write her evaluation down, “I always try to attend PD activities, but I didn’t use to write anything down about them before the study, I think the main contribution is this. In fact, I did not stop with writing reflective journals, and I applied for a consortium and wrote an Erasmus+ project. So, in that sense, it has made a great contribution. In my opinion, what fueled me to write a project was writing those journal entries, that was the starting point.” Additionally, she stated that reflective journaling helped her to get the most out of the PD activities she had attended, “Even though I attend PD activities and implement what I learned in the lessons, after a certain time it becomes automatic. Now, thanks to reflective journaling, I have the chance to realize once again why I do what I do. On the one hand, I had the opportunity to see what I had not realized, why some things had not gone well. Reflective journaling helped me to filter what I learned from PD activities effectively.”

She also denoted that her standpoint regarding to reflective journaling has changed over the course of the study. She said “There is a significant difference in my perspective on the activities I attended before the study and the ones I attend now. I used to try to catch everything there is, but now I participate in the activities more consciously and evaluate them more professionally. I believe reflective journaling has a great influence in this, I wish I had started to keep reflective journal earlier.” When she was asked to elaborate the difference between her views on reflective journaling before and after the study she said “To be honest, I had some hesitation at the beginning because I hadn’t write something in a long time and as a result I had some difficulties in first two entries, until the 2nd interview. After than that, process was smooth and quite enjoyable. Now I keep a reflective journal on the PD activities I attend and have a notebook that I take notes during the activities. In other words, I can say I travel around with a notebook, in which I take notes and write things down for myself.”

When she was asked if reflective journaling should be taught to pre-service teachers and if she would recommend it to novice teachers, she stated “It will definitely be beneficial. However, those concepts should fit very well, they should know what is happening and why. At least, although it is not that detailed, I think that everyone should take notes, even if it is not in the form of a reflective journal directly, about at what level, at which class level, in what situations they can

use it. Of course, if there is a course related to this in the Faculty of Education, at least as an elective course, I think it will contribute to the pre-service teachers who want to improve themselves in this matter.”

Lastly, she was asked to share her plans regarding reflective journaling after the study and she said “I have never attended the activities, even the in-service ones, just for the sake of attending. I always took small notes, but I think I can make it a habit to use them more actively. Those notes used to be taken on a notebook, and to be honest, that notebook used to be thrown aside. But after I started to keep a reflective journal, I carried that notebook with me during this period. Actually, my notebooks are starting to wear off, so it looks like this will turn into a good habit.”

4.3.3. Participant 3

P3 stated that the study has helped her to revise the activities she had attended by enabling her to improve her purposeful writing skill. She said “First of all, I realized that I had forgotten to write purposefully, I have acquired that skill again. Secondly, yes I attend PD activities, I do research, but frankly, I don't think about them when they are done. Yes, I read books, but I don't think about the book that much. That's because I don't write anything down. Thanks to the study I have written documents about the activities right now.”

When she was asked if reflective journaling helped her to get more benefits from PD activities she said “I believe it did. I had realized that I was starting to forget written language because I don't write essays or formal texts anymore, so some things had started to become atrophied or forgotten. This has passed as I wrote journal entries and that helped me to benefit more from the activities.” P3 also revealed her thoughts regarding reflective journaling by saying “It serves to benefit more from professional development activities. It offers you a mind map that shows what you did, what you learned, what your purpose was, where you used it at the end, how you can use it or how you will use it.”

She denoted that teaching reflective journaling to pre-service teacher might be useful, however, when she was asked if she would recommend reflective journaling to novice teachers, she said she probably wouldn't recommend it as a PD tool. “It won't be in the top five, but it might be among my recommendations.” Finally, she was asked if she plans to keep reflective journal in

future she said “I guess I don’t. It wouldn’t be exactly like a reflective journal, but I may take notes during activities. They won’t be precisely about how it contributed my profession or how to use it but of course I would take notes.”

4.3.4. Participant 4

According to P4, the main contribution of the study to his professional development is that he can evaluate and assess PD activities better than prior to study. His comment on the topic was “I’ve started to filter the PD activities I attend since I’ve learned to distinguish activities as useful and useless ones and how to determine what the outputs are, where I can use them, how I can implement them, etc. It was definitely useful in this respect. Therefore, it seems to me that I will attend fewer activities, but it will be concise.”

His thoughts regarding the effect of reflective journaling on benefitting from PD activities was favorable. “When you write about the activities you realize different aspects that you didn’t realize while attending them, so I’ve had the chance to evaluate PD activities from different perspectives thanks to reflective journaling.” He also stated that reflecting by writing enables him to find different ways to implement the information later on thanks to the written records. “Reflective journaling enabled me to look back to what I did, what I missed or how I could have done something differently, thus I can make different plans based on what I wrote, and I’ve done it several times. It is nice and useful in that respect.” He revealed that if he didn’t keep a reflective journal he could get approximately the same yield, but he wouldn’t be able to apply it differently at different times.

When he was asked if he would recommend reflective journaling to novice teachers he said “When I look at the first entry and the last entries I wrote, there are things that I missed in the first ones and added in the last ones or that I thought differently, looked at from different angles, that’s why I would definitely recommend reflective journaling as a PD tool to anyone who wants to improve their self-reflection.” He also denoted that he strongly believes that reflective journaling should be taught to pre-service teachers, “If how to keep a reflective journal is taught to pre-service teachers, when they attend a PD activity, they will ask themselves questions such as what will be the output of this training, what is the benefit for me, can I use it or not, and it will help them to turn to more useful trainings and activities.”

Ultimately, he was asked if he plans to keep a reflective journal and he said he does but not regarding PD activities, but for another purpose. “I plan to keep a reflective journal for a different purpose. I am to take several international exams and I plan to keep a reflective journal regarding my weaknesses and development over time. The study has showed me that can be beneficial.”

4.3.5. Participant 5

P5 stated that the way he perceives PD activities has changed for the better thanks to the study, He said “My perception regarding PD activities has changed. The process enabled me to adapt information from different fields to my profession. While writing the journal entries, thinking on it, I realized that some seemingly unrelated things to my profession can support me in the classroom. Thus, it has enhanced my professional development.”

Focusing on the effect of reflective journaling to the process, he denoted “Reflective journaling enabled me to summarize the activities in my head while writing about them, so I understood where to actually use some things while writing.” Additionally, he claimed that the activities he attended wouldn’t have contributed to his professional development this much if he hadn’t kept a reflective journal about them, “I would not get the same efficiency, because after writing two-three journal entries, I always had the template in my head during the following activities, I was constantly evaluating them according to the sections in the reflective journal. So, reflective journaling definitely helped me to get the most out of the PD activities.”

P5 also stated that he would recommend reflective journaling to novice teachers, “I recommend it because when you keep a reflective journal, even if you cannot apply what you have gained in the classroom immediately, you have the chance to go back and employ it months later or whenever you need it.” Furthermore, he believes that teaching how to keep a reflective journal to pre-service teachers could help them to use it as a PD tool their careers, “If pre-service teachers graduate knowing how to keep a reflective journal, it would be easier for them to turn it into a habit and apply it throughout their professional lives.”

At last, he was asked if he plans to continue to keep a reflective journal, he said that won’t continue unless he has a specific purpose, “From now on, I’ll certainly assess the activities I attend as I did in the journal entries, however, I don’t plan to keep a reflective journal. The reason is there isn’t a specific topic that I feel the need to improve myself about. If one day there’s a topic that I

want to get better, I'll definitely keep a reflective journal about the activities I attend to keep track of my progress, because I've seen that it would be really helpful.”

CHAPTER V

DISCUSSION

The present study examined the PD awareness levels of in-service English language teachers and the effects of regular attendance and reflection regarding PD activities on teachers' reflection and abstraction skills. In this study, data were collected by coding one-on-one interviews and reflective journals using a coding system that was developed by the researcher. The discussion regarding the results of all three research questions and three sub-questions is actualized and the findings are interpreted carefully and thoroughly by referring to existing literature where it is possible.

5.1. What Is the Participants' Awareness on PD According to Their Self-Perception?

The 1st research question aspired to reveal participants' PD awareness level according to their self-perceptions. In order to realize this aim, several concepts related to PD awareness were determined and three sub-questions were generated out of these concepts. The concepts that were deemed related to PD awareness were the way the participants define PD, the kinds of PD activities the participants prefer, and the participants' frequency of attendance in PD activities. Forenamed concepts were directly asked to participants in one-on-one semi-structured interviews that were held prior to the study, where their additional aspects emerged inductively.

5.1.1. How Do the Participants Define PD?

All of the participants defined PD as actions that they take in their careers to adapt to changes, with an emphasis on continuity. This shows that they are aware that the continuity is more important than any specific activity. When they talked about the necessity of PD, they unanimously associated it with being able to cope with various readiness levels of students, both the differences in rural and urban schools and the differences between generations. This is another sign that shows the participants are all aware that to realize PD they must be in constant improvement. According to Avalos (2011) PD in teaching is teachers' learning, and learning is a concept that requires perpetual effort and has no end. In this respect teachers' perception of PD is on spot.

5.1.2. What Kind of PD Activities Do They Prefer?

When it comes to their PD activity preferences, two activity types were elicited. While P1 and P2, the two most experienced participants, revealed that they prefer face-to-face workshops, the other three participants stated that they prefer webinars and online trainings. They explained that their preferences regarding activity types were shaped by their desire to benefit the most from activities. This might be the result of the age gap/generational difference between participants as younger participants are prone to favor more recent types of PD and older ones to more traditional settings. When it comes to their PD activity preferences regarding their topics, each participant denoted a different topic, and when they were asked to share the reasons behind their topic preferences, all of them stated that their topic preference was the topics that they thought would help them the most to improve themselves as a teacher. This shows that the reasoning behind their preferences is to become better teachers and help learners to achieve enhanced learning outcomes. The participants' aim of improving students' learning process is in line with the views of Diaz-Maggioli (2003) who states the utmost aim of PD is to help students get the desired academic outcomes.

5.1.3. How Often Do They Participate in PD Activities?

Although all of the participants put a strong emphasis on the importance of continuity in PD, only two of them, P2 and P4, stated that they attend PD activities on a regular basis. Other three participants, P1, P3, and P5, revealed that they have no consistency of participation. However, they all have social media accounts and they follow education related accounts and watch their contents. Even though such activities can also be considered as PD, they do not allocate a specific time for them and it just takes place randomly. This shows that being aware of the importance and necessity of PD is not enough for them to integrate it into their daily lives. Additionally, only P2 stated that she constantly reflects on PD activities she attends, which reveals that regular reflection among teachers is even rarer than regular participation. All these findings support the claims of Gil-Garcia and Cintron (2002) in their paper, where they stated teachers feel they do not have enough time to attend PD activities, and even if they do, to reflect on them.

5.2. How Does Keeping Reflective Journals Affect Teachers' Abstraction Ability and Reflectivity on Their Profession?

The 2nd research question aimed to find out the effects of reflective journaling on teachers' abstraction ability and reflectivity on their profession. The reflective journal entries that were written by participants were examined to find the answer to the question. The participants' evaluation from 4th interviews regarding the effect on forenamed dimensions was also employed to support findings. The reflective journal was consisted of eight sections and each section required reflection of a specific aspect of the PD activities participants had attended and these requirements were shared with the participants prior to study.

Additionally, two interviews were held with the participants during the study to ensure their comprehension of how to reflect and what to reflect on in the sections. The ability to meet the expectations of sections were examined to keep track of reflectivity development as such process would require a thorough and detailed thinking process on the activity. Since abstraction is the process of identifying patterns in self experiences (Kaplan & Elif, 2015), the ability to distinguish the expectations of sections from each other and reflecting under the accurate section was examined to keep track of abstraction skill development. The data regarding each participant was discussed in the following sections individually.

5.2.1. Abstraction Skill and Reflectivity Development of P1

In the reflective journal entries of P1 insufficient comments were a common theme and her reflection on the activities fell short in the first entries. Even though her first entry was satisfactory for a start, in the next entry the number of sections with insufficient reflection increased. However, apart from the first entry, the number of sections with insufficient reflection decreased gradually and last entry was found to be the only one with no issues with reflection. This clearly shows that P1's ability to correctly reflect on the PD activities she attended increased as she attended more activities and wrote more entries. Her views from 4th interview where she said reflective journaling helped her to realize certain thing clearly, are in line with this finding. The negative correlation between P1's development in reflectivity and number of entries she has written supports the claims of Awan (2021) and Yip (2006), since they also state that in order to reap the rewards of reflection, it must be realized consistently.

On the other hand, the issue with reflecting under incorrect sections was never found in more than one section. This might be interpreted in two different ways. Either P1 already had a sufficient level of abstraction skill at the beginning of the study, or her tendency to write relatively short comments prevented her to reveal her lack of abstraction skill. Nevertheless, in the 4th interview she denoted that even after having eight reflective journal entries, she still perceives the information from an activity in a holistic manner rather than breaking it into certain aspects. When the data from the entries and the interview are assessed together, the latter interpretation is seen as the more accurate one. Thus, reflective journaling had no visible effect on P1's abstraction skill development.

5.2.2. Abstraction Skill and Reflectivity Development of P2

Out of eight entries that were written by P2, only three of them had issues with insufficient reflection. The reason of her success in the process might be due to her PD background. P2 is one of the two participants who attend PD activities on a regular basis and the only participant who regularly reflects on them. Additionally, while in her first three entries a total of four sections had insufficient reflection, only one section had this problem in the last five entries combined, with no issues in the last two. This data indicates that her reflectivity has developed as the study went on. The reason behind the decrease in already low number of sections with insufficient reflection in the later journals might be the mean of reflection. Even though P2 regularly reflected on the PD activities she had attended, she hadn't done it by keeping a reflective journal prior to study. It is found that although she had a substantial level of reflectivity, reflective journaling enabled her to develop her reflection skill even more. In the 4th interview, she revealed that reflective journaling, different from other means of reflection, enabled her to contemplate on the activities several times. This finding supports Appel (1995) and Richards's (1992) suggestions of reflective journaling as a fruitful method of reflection among other self-reflection methods.

The issue of reflecting under incorrect sections was seen in the half of the entries, however, the number of sections with this issue was never more than one in an entry and it had no pattern throughout the process. In the 4th interview, P2 revealed that she used to aim to gather every piece of information in a PD activity, but now she examines the information in a more professionalized way with a reflective perspective. She also shared that she plans to continue reflective journaling and regrets not starting to do it earlier. When combined, her reflection journaling performance and

her views from the interview might indicate an increase in her abstraction skill, yet still, there's a mismatch between the data from two different tools.

5.2.3. Abstraction Skill and Reflectivity Development of P3

Majority of the entries that were written by P3 had the issue of insufficient reflection. However, while this issue was detected in seven sections in the first four entries, the number drastically decreased to two in the following four. This shows a clear development in P3's reflectivity over the course of the process. Aligned with the data from reflective journal entries, in the 4th interview she expressed that as she wrote more entries her purposeful writing got better and she benefited more from the activities. This can be seen as the direct outcome of reflective journaling as Surbeck et al. (1991) asserted that keeping a reflective journal assists critical thinking, thus makes the writer more aware of the purpose.

When it comes to the issue regarding not being able to reflect under the correct section was seen more than a few times throughout the process. The frequency of the issues changed in every two entries, first decreased, next increased, then decreased again. The unstable pattern of change in the frequency of the issue indicates no direct effect of reflective journaling on the abstraction skill development of P3.

5.2.4. Abstraction Skill and Reflectivity Development of P4

The reflective journal entries that were written by P4 had a unique feature, since none of them had any issues with insufficient reflection. The reflective comments under each section of every journal had a sufficient number of details with a thorough reflection. This might be due to P4 being one of the two participants who regularly attended PD activities prior to study. It is safe to assume that his devotion to PD caused him to have high reflectivity towards PD activities, and although his success in the reflection during the process makes it difficult to determine a direct effect of reflective journaling on his reflectivity, it can be said that reflective journaling helped him to preserve his ability to reflect, if not increased it. His comment from the 4th interview where he revealed that reflective journaling enabled him to gain a new perspective by forcing him to evaluate the activities is another finding to support this claim. Lindroth (2015) believes that purposeful reflection paves the way to intentional thinking, which leads to the careful revision of

the acquired knowledge. Hence, it is fair to say that reflective journaling increased P4's already high level of reflectivity.

On the other hand, the first six entries that were written by P4 had the issue of reflecting under incorrect sections several times. Even though the total number of the sections was found to be eight in the first four entries, this number decreased to four in the following entries, and no section in the last two entries had the aforementioned problem. This might be an indicator of the increase in P4's abstraction ability, which is also supported by his views from the 4th interview. He shared that thanks to reflective journaling, now he can summarize the information from activities easily, and make plans to use it in different situations. According to P4, this was made possible by frequently analyzing the activities referring to the sections in the entries, since they are always present in his head. When combined with his personal views, the data show an increase in P4's abstraction skill.

5.2.5. Abstraction Skill and Reflectivity Development of P5

The issue of insufficient reflection was seen throughout the process in the entries that were written by P5. However, while the total number of sections with this issue was found to be eleven in the first four entries, it decreased to four in the last four entries. This might be interpreted as an indicator of the increase in his reflectivity over the course of the study. In the 4th interview he commented that as he attended more activities and wrote more entries, he figured out what to look for and what to take into consideration. His views are in line with the decrease in the number of sections with insufficient reflection. This indicates a positive correlation between his reflectivity and the number of written entries, thus, shows that reflective journaling increased his ability to reflect.

Regarding his abstraction skill, even though in the first two entries there was no issue of reflection under inaccurate section, the issue was come across several times in the following entries. In fact, while the total number of sections with this issue was found to be one in the first four entries, it increased to four in the last four entries. Nonetheless, P5 believes that reflective journaling improved his abstraction skill. In the 4th interview he stated that, reflective journaling enabled him to summarize activities in his head and understand where to implement the different aspects of information, since he always had the template in his head during the activities,

constantly evaluating. In this regarding there is a mismatch between the data from reflective journal entries and the interview.

5.3. How Do Attending to PD Activities and Keeping a Reflective Journal on a Regular Basis Contribute to the PD of Teachers?

3rd and last research question targeted to find out the contribution of attending to PD activities and keeping a reflective journal regarding those activities on a regular basis. The data were derived from the 4th interview with teachers, since it was held after teachers had written eight reflective journal entries on eight different PD activities that they had attended on a regular basis. The data from the interview were coded by the researcher to make it possible to thoroughly analyze the data and answer the question in hand. Each code was discussed under different sections by referring to the existing literature.

5.3.1. Contribution of Reflective Journaling to Teaching Profession

Three of the participants, P1, P2, and P3, pointed writing-related outcomes as the main contribution of reflective journaling to their profession. The reason behind this might be due to these three participants are the most experienced ones among five participants. Since they graduated from university many years ago, they haven't had to write something purposefully and they haven't realized the decline in their purposeful/academic writing skill, thus, they perceive the development in this skill during their reflective journaling process as the main contribution to their professional lives. This finding is in line with Allwright's (2003) claim regarding reflective journaling has the potential to provide a fresh area of inquiry to experienced teachers – as a helpful process that leads to renewed practice ownership (Gil-Garcia & Cintron, 2002; Furtado & Anderson, 2012).

P4, on the other hand, asserted the increase in his ability to distinguish useful PD activities than useless ones while P5 revealed that the study made him realize even out of field knowledge and information can help him to enhance his teaching performance in the classroom. Contrary to other three participants, P4 and P5 stated changes in their awareness as the main contribution of reflective journaling. The reason might be, again, the participants experience level. Both P4 and P5 graduated from university less than five years ago, as a result, they still learn new things regarding their profession and professional development related subjects. This finding supports

Santana-Williams's (2001) suggestion of reflective journaling as a helpful technique for new teachers.

5.3.2. Effect of Reflective Journaling in Benefiting from PD Activities

All of the participants revealed that reflective journaling enabled them to get the most out of the PD activities they had attended. The unanimous emphasis was on how reflecting by writing helped participants to revise their PD experiences. They stated that reflective journaling helped them to evaluate their experiences not only as they write the entries but also when they wanted to go back and ponder on what they had written. That is because reflective journaling required teachers to reflect on several aspects by writing their reflections, and it provides the teachers the opportunity to contemplate on their experience as many times as they want, whenever they want. Awan (2021) asserts writing thoughts down is an efficient way to clarify them and Furtado and Anderson (2012) say reflective journaling is a constructive way of thinking and reflecting. The finding is parallel with both claims.

5.3.3. Before and After Thoughts on Reflective Journaling

None of the participants kept a reflective journal before the study and for that reason they had no positive or negative views towards it. This enabled them to evaluate reflective journaling in an unbiased manner. After an excessive reflective journaling period, they all declared it as a useful way of reflection. P2 and P4 stated that they had some hesitation at the beginning of the study, but as they got involved and wrote more entries they realized it was an enjoyable process. P3 stated that reflective journaling presented her a mind map of her experience and enhanced her utilization of the activities. Even though Killion and Todnen (1991) claimed finding time to reflect is a concern for teachers, the concurrence of positive views from participants regarding reflective journaling opposes their claim since reflective journaling requires to allocate a certain amount of time to reflect and none of the participants stated any disquiet related to this issue.

5.3.4. Recommendation of Reflective Journaling to Novice Teachers

All of the participants were found to be in favor of recommending reflective journaling as a PD tool to novice teachers. While P3 denoted that she might recommend it, yet, it wouldn't be in her top five recommendations. P1 only stated that she would recommend it, however, P2, P4, and P5 stated that they would definitely promote reflective journaling as a PD tool to anyone who

wants to improve their self-reflection. This finding is significant since according to Desimone (2009) hallway chats of teachers with their colleagues can be perceived as a PD activity as long as it broadens their knowledge. Thus, the participants of the present study might indeed help the promotion of reflective journaling as an effective PD tool.

5.3.5. Thoughts on Reflective Journaling Being Taught to Pre-Service Teachers

Another concurrence was found in the views of participants regarding the advantages of reflective journaling being taught to pre-service teachers. They cumulatively stated that if pre-service teachers graduate by knowing how to keep a reflective journal in an effective way, it will help them to turn it into a praxis and they get better at it as they would start reflective journaling earlier and apply it throughout their professional lives. This data show that participants are on the same page with Yip (2006) who believes the more a teacher reflects, the better outcomes can be obtained.

5.3.6. Intention to Keep a Reflective Journal

P2 expressed her intention to turn reflective journaling into a habit, which is how Awan (2021) claims reflection should be, regularly and intentional, rather than disorganized and coincidental. P4 and P5 stated that they plan to keep a reflective journal on specific activities with specific purposes, which is in line with the nature of reflective journaling, since according to Gil-Garcia and Cintron (2002) it is a customized device that fosters individual reflection. Additionally, P1 and P3 denoted that they don't plan to keep a reflective journal, however, they might reflect by writing even though it wouldn't be in the same format. Nevertheless, as suggested by Göker (2016), reflective journals can take on a range of formats, such as free stream writing or a methodical examination of noteworthy events. Thus, any form of reflection by writing P1 and P3 will perform can be considered as reflective journaling. This finding indicates that all of the participants plan to keep reflective journaling, in one way or another.

CHAPTER VI

CONCLUSION

This chapter will conclude the present study by summarizing key findings related to the research questions and stating the significance and implications of the study. It will also review the limitations and make suggestions for future research.

6.1. Summary of Findings

This study aimed to reveal the PD awareness of in-service English language teachers by examining their PD perception, preference, and attendance frequency in the PD activities. In addition to this, finding out the effect of reflective journaling on abstraction skill and reflectivity development and its contribution to teachers' PD when combined with regular PD activity attendance were also other aims of the study. The results showed that teachers' PD awareness was sufficient since their definition of PD was in parallel with the relevant literature. Their PD activity preferences implied a generational difference between participants, while more experienced participants prefer more conventional PD activities, less experienced participants prefer more up-to-date options, and lastly, their frequency of attendance showed that having a sufficient level of PD awareness was not enough to compel them to attend PD activities on a regular basis.

It was found that attending to PD activities and reflective journaling on a regular basis increased the reflectivity of participants and this finding was supported by participants' views. However, the forenamed actions had no visible effects on the abstraction skill development, since it showed an increase in the abstraction skill of P4, a decrease in P2 and P5, and no effect on P1 and P3, while the data from the interviews showed an increase in P2, P4, and P5's abstraction skill. The mismatch between the data from the reflective journal entries and the 4th interview regarding its effect on abstraction skill development might be an indicator that reflective journaling on PD activities is not a suitable way to assess abstraction skill development. Nevertheless, there also might be other factors affecting such as the duration of the study or the amount of time spared for writing.

The results showed that each participant experienced a different type of contribution and while more experienced teachers witnessed a contribution in their academic skills such as academic writing, less experienced teachers claimed to have an increase in their PD awareness

such as being able to determine suitable PD activities and adjusting the out-of-field information into their profession. It was also found that reflective journaling enabled all of the participants to benefit more from the PD activities, without an exception. Additionally, it was found that they unanimously believe novice teachers should keep reflective journals and effective reflective journaling should be taught to pre-service teachers in universities. Another significant finding was that three of the participants, P2, P4, and P5, plan to keep a reflective journal and other two participants P1 and P3, plan to reflect by writing in the future, which can also be seen as they all will implement a form of reflective journaling into their professional lives.

6.2. Significance and Implications

The present study is significant in the sense of being the first study, to the researcher's knowledge, to attempt to reveal the effect of reflective journaling regarding PD activities on reflectivity, abstraction skill, and PD development of teachers. Even though these topics have been studied numerous times in the literature separately, there was no study that focused on all these aspects altogether. In addition to that, there wasn't a study that employed reflective journal entries that were written regarding PD activities as data collection tools to the researcher's knowledge. The study examined all these different aspects of PD by triangulating the data from a total of 40 reflective journal entries and transcripts from 20 interviews. This immense amount of data was analyzed in a pure qualitative manner and presented with the hope of enriching the existing literature.

The findings of the study have several implications for both teachers who want to become better at their profession and stakeholders and policymakers who are responsible to raise capable teachers who are equipped for the present and ready for the future. The implication for the teachers is that reflective journaling is a useful reflection device that enables thorough evaluation of the PD activities teachers attend in a clear state of mind. It also helps teachers to increase their reflectivity, thus enhances the reflection process significantly. However, in order to reap the mentioned rewards, both PD activity attendance and reflective journaling should be a habit and applied with consistency. This is where stakeholders and policymakers can help future generations of teachers. If reflective journaling is taught to pre-service teachers and they graduate by knowing how to keep a reflective journal effectively, this will help them to develop a habit and make it much easier for them to be in constant professional development. This might be achieved by introducing a lesson

which focuses on not just reflective journaling but also several other reflection devices, or having students kept reflective journals actively during their practicum processes.

6.3. Limitations and Suggestions for Future Research

Although several interviews, one prior to the study and two during the study, were held with the participants to ensure their comprehension regarding how to reflect and what to reflect on, it cannot be said that participants were fully aware of the mentioned concepts at the beginning, and they figured them out as the study went on. Keeping reflective journals required participants to reflect by writing, however, some participants might have expressed themselves better verbally. Even though full qualitative design of the study was appropriate for the research questions in hand, since they required an in-depth analysis of the data, additional quantitative data might have strengthened the findings. Despite qualitative studies have no purpose to generalize their findings, a bigger number of participants could have solidified the findings even more. Thus, the present study might be replicated as a mixed study with an increased number of participants who are fully aware of how to keep a reflective journal before the study. In order to enable participants to receive constant feedback rather than periodically, participants might be paired with each other and encouraged to give and receive peer feedback. Additionally, participants might be given the option to keep reflective journals as voice recordings to enable them to reflect verbally. Also focusing on each aspect in the research questions separately might ease the workload and result in more generalizable results.

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RESUME

Birthplace and Date of Birth:

Education : Years Institution

Bachelor's Degree : 2014-2019 Trakya University

Master's Degree : 2020-2023 Bursa Uludağ University

Languages : Turkish and English

Work Experience : Years Workplaces

2018-2019 Macquarie University English Language Center (Bursa)

2019-2020 Filiz Schools (Edirne)

2020-2020 Kaplan Schools (Bursa)

2021-Date Haliç University (Istanbul)

Conferences : 4th Global Conference on Education and Research (GLOCER 2021), 08-11 June 2021, Virtually hosted by University of South Florida, Florida, USA.

6th International Congress of Eurasian Social Sciences (ICOESS 2022), 11-16 May 2022, Virtually hosted by Macedonia International Vision University and The Academy of Public Administration of The Republic of Azerbaijan

Awards : Best Paper Award from GLOCER 2021

Community Service : TEGV (Education Volunteers Foundation of Türkiye)

Volunteer English Language Teacher / Feb 2017- June 2019

APPENDICES

Appendix A: The Official Approval of the Institute of Educational Sciences



T.C.
BURSA ULUDAĞ ÜNİVERSİTESİ
Eğitim Bilimleri Enstitüsü Müdürlüğü

Sayı: E-20585590-302.08.01-3750
Konu: İsmail İlkey EYİSÜREN'in Araştırma İzni

01.11.2021

Enstitümüz; Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Bilim Dalı Yüksek Lisans öğrencisi İsmail İlkey EYİSÜREN'in "Düzenli Mesleki Gelişim Etkinliklerine Katılan İngilizce Öğretmenlerinin Bu Etkinlikler Üzerine Yaptıkları Yansımaların Soyutlama Becerisine ve Mesleki Gelişimlerine Katkılarının İncelenmesi" konulu tez çalışması Üniversitemiz Sosyal ve Beşeri Bilimler Araştırma ve Yayın Etik Kurulunca incelenmiş olup, araştırma izni için aşağıdaki kurumlardan gerekli iznin alınmasına ilişkin belgeler düzenlenerek ekte gönderilmiştir.

Bilgilerinizi ve gereğini rica ederim.

Prof. Dr. Kazım YOLDAŞ
Müdür

KURUM:
Bursa Osmangazi, Bitlis Tatvan ve Ağrı Hamur'daki devlet okulları

Ek:
1-Araştırma Başvuru Formu ve ekleri
2-Etik kurul onayı

Dağıtım :
Gereği :
Genel Sekreterliğe

Bilgi :
Yabancı Diller Eğitimi Anabilim Dalı
Başkanlığına

Bu belge, güvenli elektronik imza ile imzalanmıştır.

Belge Doğrulama Kodu: qDK023V5QES6dnF7e4LzXQ Belge Doğrulama Adresi: <https://udos.uludag.edu.tr/Teyit/>
BUÜ Eğitim Bilimleri Enst. Üniversite 1 Cd. No: 221 Görükle Kampüsü 16059 Nilüfer/BURSA Bilgi için: Halil AYDOĞAN
Telefon No: 0224 29 42 884 Faks No: 0224 29 40 975 Bilgisayar İşletmeni
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Kep Adresi: uludag.rektorluk@hs03.kep.tr Telefon No: 0224 29 40 978

Bu belge UDOS ile hazırlanmıştır.

Appendix B: Research Application Form



BURSA ULUDAĞ ÜNİVERSİTESİ
SOSYAL VE BEŞERİ BİLİMLER ARAŞTIRMA VE YAYIN ETİK KURULU
ARAŞTIRMA BAŞVURU FORMU

1-Araştırmanın Başlığı: Düzenli Mesleki Gelişim Etkinliklerine Katılan İngilizce Öğretmenlerinin Bu Etkinlikler Üzerine Yaptıkları Yansımaların Soyutlama Becerisine ve Mesleki Gelişimlerine Katkılarının İncelenmesi

2-Sorumlu Araştırmacı:

Unvanı, Adı ve Soyadı: İsmail İlkay Eyişüren

Fakülte/Yüksekokul/Konservatuar: Eğitim Fakültesi

Bölüm/Program: İngiliz Dili Eğitimi

3-Yardımcı Araştırmacı /Araştırmacılar

Adı Soyadı:.....

Fakülte/Yüksekokul/Konservatuar:

Bölüm/Program:

Telefon:.....

e-posta:.....

İmza:

4-Çalışmanın Niteliği: Araştırma Doktora Tezi

Yüksek Lisans Tezi Diğer (belirtiniz).....

5-Danışmanın;

Unvan, Adı ve Soyadı: Prof. Dr. Esim Gürsoy

6-Veri Toplama Dönemi: Başlangıç Tarihi: 04/10/2021 Bitiş Tarihi: 21/01/2022

7-Veri toplanacak kurum, kuruluş ve yerler (ayrıntılı bilgi veriniz İl, İlçe, Kurum adı v.b)

Bu araştırma için veriler Bursa/Osmangazi, Bitlis/Tatvan ve Ağrı/Hamur'da MEB'e bağlı devlet okullarında çalışan beş İngilizce öğretmeninden toplanacaktır.

8-Araştırma verilerinin toplanacağı kaynaklar;

Katılımcılar Kültür varlıklarına ilişkin incelemeler Diğer (belirtiniz)

9-Araştırmanın özeti (amacı, önemi, varsayımları, yöntemi, muhtemel çıktıları ve katkıları kapsayan ancak 250 kelimeyi geçmeyen kısa bir özet)

Günümüzde teknolojik gelişmeler sayesinde mesleki gelişim faaliyetlerini gerçekleştirmenin ve yeni yenilikler, teknikler ve diğer öğretmenlerin deneyimlerini öğrenmenin birçok yolu olduğundan öğretmenler önceki meslektaşlarına göre daha şanslıdır. Çünkü günümüz öğretmenleri, kitaplar, makaleler, mentorluk, atölye çalışmaları, seminerler ve lisansüstü eğitim gibi geleneksel araç ve etkinliklerin yanı sıra artık web seminerleri, YouTube videoları, sosyal medya gönderileri, bloglar ve çevrimiçi kurslara da sahipler.

Ancak bu tür etkinliklerden yararlanabilmek için öğretmenlerin nitelikleri, beklentileri ve yetenekleri konusunda öz değerlendirme yapmaları gerekmektedir. Meslekleriyle ilgili kendi ihtiyaçlarını bilmeyen öğretmenler, zayıf yönlerini güçlendirmek için doğru türde mesleki gelişim etkinliklerini seçemezler. Bu nedenle yansıtma yeteneği öğretmen eğitiminin önemli bir unsuru olarak kabul edilmekte ve öğretmen adaylarında yansıtıcı düşünmenin teşvik edilmesi öğretmen eğitiminde en temel gereksinimlerden biri olarak görülmektedir.

Bu tezin amacı Millî Eğitim Bakanlığı bünyesinde görevlerini sürdüren İngilizce öğretmenlerinin mesleki gelişim faaliyeti tercihlerini, ne sıklıkla bu faaliyetlere katıldıklarını tespit ederek mesleki farkındalıklarını tespit etmek, düzenli olarak güdümlü bir şekilde yansıtma günlüğü tutmanın soyutlama ve mesleki yansıtma becerilerine olan etkisini öğrenmek, ve düzenli olarak mesleki gelişim faaliyetlerine katılarak bu faaliyetler üzerine öz yansıtma yapmanın mesleki gelişimlerine katkısını ortaya çıkarmak.

Bu araştırmanın yöntemi, konuyu derinlemesine anlamak, yeni fikirler ve anlayışlar keşfetmek için nitel araştırma yöntemi olarak seçilmiştir. Katılımcıların seçiminde uygun örnekleme yöntemi kullanılacaktır, bir tür olasılık dışı veya rastgele olmayan örnekleme yöntemi olan uygun örnekleme, hedef popülasyonun üyelerinin belirli kriterleri karşılayan kişilerden seçilmesidir

Araştırma sonucunun, düzenli mesleki gelişim etkinliklerine katılmanın ve bu etkinlikler üzerine düzenli olarak yansıtma yapmanın mesleki gelişime olan katkısını ortaya çıkarması ve gelecekte Eğitim Fakültesi programlarına ışık tutması amaçlanmaktadır.

10-Örneklemede yer alacak katılımcıların seçim biçimi,

Veriler, uygun örnekleme yöntemiyle seçilen beş İngilizce öğretmeninden toplanan yansıtma günlükleri ve öğretmenlerle yapılan birebir görüşmeler vasıtasıyla toplanacaktır. Katılımcıların düzenli mesleki gelişim etkinliklerine katılmaya ve bu etkinlikler üzerine düzenli olarak yansıtma yapmaya gönüllü olması gerektiğinden katılımcılar araştırmacı tarafından rastgele olmayan uygun örnekleme yöntemi ile seçilecektir.

11-Araştırmanın hedef kitlesi,

- Üniversite Öğrencileri Lise Öğrencileri Ortaokul Öğrencileri İlkokul Öğrencileri
- Okul Öncesi Çocuklar Ebeveynler Veliler Çalışan Yetişkinler Çocuk İşçiler
- İş sahibi olmayan Yetişkinler İş Verenler Yaşlılar Hastalar Hasta Yakınları
- Zihinsel Engelliler Fiziksel Engelliler Tutuklular Diğer (Hizmet içi İngilizce öğretmenleri)

12-Kültür, tarih ve diğer alanlarda yapılacak araştırmalar için başvuru metnindeki hususlar, yeterli değilse, çalışmanızdaki araştırma yöntemleri hakkında bilgi veriniz.

.....

.....

13-Veri toplama yöntemi (birden fazlasını işaretlenebilir)

- Anket Ölçek Test (bilgi, beceri, başarı v.s.) Görüşme Gözlem Bilgisayar Ortamında Uygulama Görüntü Kaydı Ses Kaydı Telefon Görüşmesi Sorular (açık uçlu, yapılandırılmış/yarı yapılandırılmış yazılı ya da sözlü görüşme soruları vb) Diğer (Yansıtma Günlükleri)

14-Çalışmada kullanılan veri toplama araç ve gereçleri hakkında bilgi veriniz (Ölçek isimleri, geliştiriciler, uyarlayanlar, geçerlik ve güvenilirlikler ve varsa patentler hakkında bilgi veriniz)

Bu araştırma, yapılandırmacı dünya görüşüne paralel olarak, düzenli mesleki gelişim etkinliklerine katılmanın ve bu etkinlikler üzerine düzenli olarak yansıtma yapmanın mesleki gelişime etkisinin ve katkılarının derinlemesine incelenebilmesi, konu ile ilgili yeni fikir ve anlayışların keşfedilmesi amacıyla nitel durum araştırma modeli olarak tasarlanmıştır. Bu araştırma modeli kapsamında, araştırma verilerini yansıtma günlüğü kayıtları ve yapılandırılmamış birebir mülakatlar oluşturacaktır. Mülakatlar ses kayıt yolu ile kayıt altına alınacaktır.

15-Çalışmanın desteklenip desteklenmediği: destekli desteksiz

Var ise destekleyen kurum/kuruluş:

A) Uluslararası:

B) Ulusal: Üniversite TÜBİTAK Diğer (belirtiniz)

16-Başvurudurumu: İlk Gözden Geçirilerek Yeniden Düzenlenmiş

Önceki çalışmanın devamı niteliğinde

17-Bir önceki projenin devamı ise yürütülen çalışmanın önceden onaylanmış olan araştırmadan

Herhangi bir farklılık gösteriyor mu?

Evet Hayır

Cevabınız Evet ise açıklayınız.

18. Veri insanlardan toplanacaksa, yapılacak araştırma hakkında katılımcılara bilgi vermeyi gerektiren veya katılımcıların, çalışmanın amacı itibarıyla, gizli tutulması icap eden bir durum olmadığını, yapılacak araştırma, katılımcıların fiziksel veya ruhsal sağlığını tehdit edici soru, sıkıntı verici madde veya uygulama içermediğini, yapılacak araştırma, kültür ya da tarihi varlıklara fiziki zarar verici bir uygulama içermediğini taahhüt ederim.

NOT: İsteddiğiniz diğer belgeleri ekleyebilirsiniz.

Appendix C: Informed Consent Forms**BİLGİLENDİRİLMİŞ ONAM FORMU**

.30.9/2021

Araştırmanın Başlığı: Düzenli Mesleki Gelişim Etkinliklerine Katılan İngilizce Öğretmenlerinin Bu Etkinlikler Üzerine Yaptıkları Yansımaların Soyutlama Becerisine ve Mesleki Gelişimlerine Katkısının İncelenmesi

Katılmam beklenen çalışmanın amacını, nedenini, katılmam gereken süreyi ve gönüllü olarak çalışma süresince üzerime düşen sorumlulukları anladım. Araştırmacı tarafından çalışma ile ilgili ayrıntılı açıklamalar tarafıma sözlü olarak yapıldı. Herhangi bir sebep göstermeksizin herhangi bir zamanda çalışmadan çekilme özgürlüğüne sahip olduğum araştırmacı tarafından tarafıma bildirildi.

Bu araştırmaya kendi isteğimle, hiçbir baskı ve zorlama olmaksızın katılmayı kabul ediyorum ve çalışma süresince sağlayacağım bilgilerin bilimsel amaçlarla kullanılmasına izin veriyorum.

Araştırmacının**Katılımcının**

BİLGİLENDİRİLMİŞ ONAM FORMU

30.09/2021

Araştırmanın Başlığı: Düzenli Mesleki Gelişim Etkinliklerine Katılan İngilizce Öğretmenlerinin Bu Etkinlikler Üzerine Yaptıkları Yansımaların Soyutlama Becerisine ve Mesleki Gelişimlerine Katkısının İncelenmesi

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Araştırmacının**Katılımcının**

BİLGİLENDİRİLMİŞ ONAM FORMU

30.10.2021

Araştırmanın Başlığı: Düzenli Mesleki Gelişim Etkinliklerine Katılan İngilizce Öğretmenlerinin Bu Etkinlikler Üzerine Yaptıkları Yansıtma ve Soyutlama Becerisine ve Mesleki Gelişimlerine Katkısının İncelenmesi

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Araştırmacının**Katılımcının**

BİLGİLENDİRİLMİŞ ONAM FORMU

30.10.2021

Araştırmanın Başlığı: Düzenli Mesleki Gelişim Etkinliklerine Katılan İngilizce Öğretmenlerinin Bu Etkinlikler Üzerine Yaptıkları Yansımaların Soyutlama Becerisine ve Mesleki Gelişimlerine Katkısının İncelenmesi

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Araştırmacının**Katılımcının**

BİLGİLENDİRİLMİŞ ONAM FORMU

30/09/2021

Araştırmanın Başlığı: Düzenli Mesleki Gelişim Etkinliklerine Katılan İngilizce Öğretmenlerinin Bu Etkinlikler Üzerine Yaptıkları Yansımaların Soyutlama Becerisine ve Mesleki Gelişimlerine Katkısının İncelenmesi

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Araştırmacının**Katılımcının**

Appendix D: Reflective Journal Sample

W1

PD Activity:

Duration:

Topic/Focus:

Expectation from the PD activity / Reason for choosing the PD activity:

Outcome:

Opportunities for implementation:

My reflection on the contribution of the PD activity to my profession ...

I used / will be using the information in the PD activity ...

Appendix E: Ethics Committee Approval



BURSA ULUDAĞ ÜNİVERSİTESİ
ARAŞTIRMA VE YAYIN ETİK KURULLARI
 (Sosyal ve Beşeri Bilimler Araştırma ve Yayın Etik Kurulu)
TOPLANTI KARARI

OTURUM TARİHİ
22 Ekim 2021

OTURUM SAYISI
2021-09

KARAR NO 6: Eğitim Bilimleri Enstitüsü Müdürlüğü'nden alınan Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Bilim Dalı yüksek lisans programı öğrencisi İsmail İlkay EYİSÜREN'in "Düzenli Mesleki Gelişim Etkinliklerine Katılan İngilizce Öğretmenlerinin Bu Etkinlikler Üzerine Yaptıkları Yansıtımların Soyutlama Becerisine ve Mesleki Gelişimlerine Katkılarının İncelenmesi" konulu tez çalışması kapsamında uygulanacak görüşme sorularının değerlendirilmesine geçildi.

Yapılan görüşmeler sonunda; Eğitim Bilimleri Enstitüsü, Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Bilim Dalı yüksek lisans programı öğrencisi İsmail İlkay EYİSÜREN'in "Düzenli Mesleki Gelişim Etkinliklerine Katılan İngilizce Öğretmenlerinin Bu Etkinlikler Üzerine Yaptıkları Yansıtımların Soyutlama Becerisine ve Mesleki Gelişimlerine Katkılarının İncelenmesi" konulu tez çalışması kapsamında uygulanacak görüşme sorularının fikri, hukuki ve telif hakları bakımından metot ve ölçөгüne ilişkin sorumluluđu başvuruçuya ait olmak üzere uygun olduğuna oybirliđi ile karar verildi.

Prof. Dr. Feriitun YILMAZ
Kurul Başkanı

Prof. Dr. Abamüslim AKDEMİR
Üye

Prof. Dr. Dođan ŞENYÜZ
Üye

Prof. Dr. Ayşe OĐUZLAR
Üye

Prof. Dr. Vejdi BİLGİN
Üye

Prof. Güläy GOGUŞ
Üye

Prof. Dr. Alev SINAR UĐURLU
Üye