

AN EXAMINATION OF THE FACTORS AFFECTING IN-SERVICE TURKISH
EFL TEACHERS' LEARNING TRANSFER FROM ONLINE TEACHER
PROFESSIONAL DEVELOPMENT PROGRAMS INTO CLASSROOM

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ABSTRACT

AN EXAMINATION OF THE FACTORS AFFECTING IN-SERVICE TURKISH EFL TEACHERS' LEARNING TRANSFER FROM ONLINE PROFESSIONAL DEVELOPMENT PROGRAMS INTO CLASSROOM

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The aim of this phenomenological study is to gain a deeper understanding towards the experience of Turkish EFL teachers and PDU members working at language schools of six separate foundational and four state universities in Ankara, Turkey regarding factors facilitating and hindering teachers' learning transfer from online teacher professional development (OTPD) programs. A total of 25 participants 20 of whom are EFL teachers and five of whom are PDU members in seven foundational and three state universities in Ankara, Turkey participated in the study through semi-structured interviews. Findings revealed that all the participants agreed on the fact that teachers' learning transfer from OTPD programs was affected either negatively or positively by the factors which were constructed as training design, work environment and trainee characteristics. Moreover, findings also revealed that the factors for teachers' learning transfer which are important in traditional PD programs also appeared significant for OTPD programs. Hence, these factors need consideration while designing OTPD

programs so as to increase the chance of teachers' learning transfer and accordingly students' learning.

Keywords: Online Teacher Professional Development, Traditional Professional Development, Learning Transfer

ÖZ

İNGİLİZCE ÖĞRETMENLERİNİN ÇEVİRİMİÇİ ÖĞRETMEN MESLEKİ GELİŞİM PROGRAMLARINDAN ÖĞRENDİKLERİNİ SINIFA AKTARIMINI KOLAYLAŞTIRAN VE ENGELLEYEN FAKTÖRLERİN İNCELEMESİ

CEBAR-EMENCE, Sevgi

Yüksek Lisans, Eğitim Bilimleri, Eğitim Programları ve Öğretim Bölümü

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Bu fenomenolojik çalışmanın amacı, Ankara, Türkiye'deki altı vakıf ve 4 devlet üniversitesinin İngilizce hazırlık biriminde görev yapan İngilizce öğretmenlerinin ve mesleki gelişim birimi çalışanlarından elde edilen verilerle, öğretmenlerin çevrimiçi mesleki gelişim (MG) programlarından öğrenme transferini kolaylaştıran ve engelleyen faktörlerle ilgili deneyimlerine yönelik daha derinlemesine bilgileri incelemektir. Araştırmaya yarı yapılandırılmış görüşmeler yoluyla, Ankara'da bulunan altı vakıf ve dört devlet üniversitesinden 20 İngilizce öğretmeni ve beş mesleki gelişim birimi üyesi olmak üzere toplam 25 katılımcı katılmıştır. Bulgular, tüm katılımcıların, öğretmenlerin Çevrimiçi Öğretmen Mesleki Gelişim programlarından öğrenme transferinin, eğitim tasarımı, çalışma ortamı ve kursiyer özellikleri olarak yapılandırılan faktörlerden olumlu ya da olumsuz etkilendiği konusunda hemfikir olduğunu ortaya koymuştur. Ayrıca bulgular, geleneksel mesleki gelişim

programlarında önemli olan öğretmenlerin öğrenme aktarımına yönelik faktörlerin ÇÖMG programları için de önemli olduğunu ortaya koymuştur. Bu nedenle, öğretmenlerin öğrenme transferini ve buna bağlı olarak öğrencilerin öğrenme şansını artırmak için ÇÖMG programları tasarlanırken bu faktörlerin dikkate alınması gerektiği vurgulanmıştır.

Anahtar Kelimeler: Çevrimiçi Öğretmen Mesleki Gelişimi, Geleneksel Mesleki Gelişim, Öğrenme Transferi

To the light of my life, my lovely daughter, Nil...

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LIST OF ABBREVIATIONS

| | |
|------|---|
| CALL | Computer Assisted Language Learning |
| EFL | English as a Foreign Language |
| ELT | English Language Teaching |
| ICT | Information and Communication Technologies |
| OTPD | Online Teacher Professional Development Program |
| PD | Professional Development |
| PDU | Professional Development Unit |
| QDA | Qualitative Data Analysis |

CHAPTER 1

INTRODUCTION

1.1. Background of the Study

Teaching is a profession that is affected by the social, economic, political and global changes all around the world, therefore, it requires teachers to be up-to-date, to follow and adapt these changes. Since the history, the requirements for teachers' professionalism has changed accordingly. Hargreaves (2000) has categorized the last century into four different periods in terms of teacher professionalism; pre-professional age, age of the autonomous professional, age of the collegial professional and post-professional age. As it is explained in the book 'Online Learning Communities and Teacher Professional Development' by Helleve (2009), in pre-professional age, teachers are expected to maintain the attention of the students and cover what is in the curriculum, on the other hand, in the later period, age of the autonomous professional, child-centred education became popular and accordingly teachers were more free to choose what method to use in their classes. However, there weren't any interaction among colleagues until the next period which is called as collegial professional age. Lastly, the period since the beginning of the 20th century has been called post-professional age which is mostly affected by the globalization of the economies and the changes about educational technology (Hargreaves, 2000).

In line with these changes, the expectations from the teachers have changed and for sure increased. Teachers are requested to integrate the students with learning disabilities into their classrooms, to transmit the information in a more effective way, to make use of communication technologies to teach, to contend with the planning and accountability issues and to try more for the involvement of the parents in schools (OECD, 2009). High demands from the teachers and teaching profession in line with the developments in economy and technology in the world highlighted the importance of teacher professional development. Teacher professional development has taken a great interest worldwide as it is believed to change the teachers' attitudes, beliefs and accordingly the learning outcomes of the students (Guskey, 2002).

As it is stated before, education and teaching are affected by the changes in the world inevitably, therefore, especially after the Covid-19 pandemic, there appeared another significant shift in education process which is called as 'online education' or 'distanced learning'. Online education is not something new but especially after the epidemic, it has become more and more popular worldwide (Al-Bargi, 2021). Indispensably, the way teacher professional development programs conducted has also been relocated from face-to-face to online because of its advantages such as flexibility of time, place and even the pace of learning (Johnson& Palmer, 2015).

Defined as a type of teacher professional development, online teacher professional development (OTPD) enables teachers to carry out their learning process without the need of meeting their instructors and peers face to face (Rogers, 2001). In addition to

the advantages of flexibility of time and place, OTPD holds other advantages. Quality of online programs is mentioned as another prominent advantage in the literature, as they provide access to leading experts and quality members in the online communities (Nunan, 2012). Furthermore, OTPD programs are a good way of showing how to use information and communication technologies (ICT) during the process of learning and teaching and accordingly increase the quality of both processes. Hence, participation in OTPD programs is seen as a way to raise participants' awareness of using web tools for educational purposes and increase their repertoire in terms of ICT –mediated teaching techniques (National Research Council, 2007).

Alongside the advantages it holds, OTPD embraces drawbacks that lead some teachers to go for face-to-face TPD. Firstly, participants are possible to feel lonely and disconnected during the online process (Nunan, 2012). Additionally, self-discipline may also appear as a drawback of online learning because it gives participants more freedom and flexibility of time, and they are expected to have more self-regulation (Drange & Roarson, 2015). Being a heavily technology-based way of learning can also be a disadvantage, (Truong & Murray, 2019) as OTPD programs can be interrupted because of the technological problems in the process and this can de-motivate the participants for the forthcoming ones (Addis, 2009). Technological literacy may also appear as a problem for some teachers as OTPD programs require attendees to use different web-tools, and this reality changes OTPD programs from time-saving to time-consuming for some (Hunt-Barron et al., 2015). Last but most probably not least, by relying on the time and place flexibility of the OTPD programs, some school

administrators suppose that teachers can manage full time work-load and are less willing to support teachers (National Research Council, 2007).

In brief, OTPD programs for teachers have both advantages and disadvantages when the literature reviewed, and in spite of its newsworthiness in the 21st century, there seems to be a lack of studies that examine OTPD for in-service teachers in Turkey. When the literature for online learning in Turkey is analysed, most of the studies try to find out perceptions, effects and procedures of distance education for students and pre-service teachers. Nevertheless, there can be found limited studies about OTPD for in-service teachers in Turkey; Uşun (2003) tries to find out applications and problems on the distance teacher training, Ateşkan (2008) aims to investigate science teachers' perceptions about the online teacher professional development program and Çelen (2018) intends to construct the implementation of a professional development system based on meta-cognitive strategies to support teachers' ICT usage through an action research study. Moreover, Songül (2019) focuses on the impact of an online professional development program on language teachers' cognition and teaching practices in her study. Songül et al., (2019) also focuses on a Turkish EFL teacher's change processes through an OTPD program by conducting a case study. These studies mostly focus on the perceptions of teachers about OTPD programs, content of the programs and their effects in a general sense. As it can be seen in the literature, the studies focusing on transfer of learning from PD programs is limited in Turkey (Songül, 2009; Songül et al., 2019), however, transfer is the most important part of OTPD programs as it is the part that tangible effects of that programs can be seen and

it is part to prove that if these programs reach the main goal or not, and thus, transfer of training from OTPD programs requires more attention and study.

Hence, keeping in mind also that effective teacher professional development and learning, that is provided particularly online, will continue to be a complementary part of the new global educational system constructed after the pandemic (Brag et al., 2021), this study aims to reveal the factors affecting the transfer of learning from OTPD programs into classroom for EFL teachers.

1.2.Purpose of The Study

This study aims to examine the experiences of EFL teachers in OTPD programs and factors affecting in-service Turkish EFL teachers' transfer of OTPD learning. Besides, as the significant stakeholders of OTPD programs, professional development unit members are also included in the study so as to see what facilitates and hinders the transfer not just from the participants' view but also from the perspective of the organizers of the OTPD programs. Under this scope, the study aims to reveal features of effective OTPD programs that provide teachers with transfer of their learnings and experiences and correspondingly to enhance student learning.

Regarding this purpose, the following research questions are formed as follows:

1. What are the experiences of EFL teachers and PDU members in OTPD programs?

2. How did OTPD programs affect EFL teachers according to EFL teachers and PDU members?
3. What are the facilitators and hindrances affecting EFL teachers' transfer of OTPD learning into classroom according to EFL teachers and PDU members?

1.3. Significance of The Study

The global turn to digital in the early stages of pandemic has forced educational organizations all over the world to apply online influential and convenient teaching and learning approaches (Khatser et al., 2021). It has also required the delivery of TPD programs online and has made the OTPD programs for the teachers has been the top of the agenda as the education has become one of the main issues worldwide during the epidemic. Keeping in mind that OTPD programs are going to be more wide-spread and keep its popularity because of its advantages, this study is significant on some grounds.

To begin with, quality of teaching is seen as the most important factor to effect the student learning inside the school, and professional development programs is one of the best ways to provide quality teaching through development programs of in-service teachers who are one of the key agents of learning process (Kopzhassarova et al., 2018). As the popular way of conducting professional development programs, OTPD programs are expected to enhance quality teaching and this is mostly possible through

designing these programs so as to increase the possibility of transfer of teacher learning, otherwise, it is not much possible for OTPD programs to go one step further than a theory.

McDonald (2011) also expressed that transfer of training is a unifying concept in PD because TPD programs are designed with the aim of investing in effective strategies to achieve improved teacher performance for the sake of improving student learning. However, this is not probable if there isn't any transfer of the teacher's learning so as to impact in the classroom.

Within the scope of this study, understanding the factors affecting transfer of learning from OTPD programs will provide these programs to be organized more effectively by revealing how effective are the current OTPD programs. Additionally, organizers of OTPD programs can benefit from this study specially to encourage transfer of teacher learning and accordingly design these programs with a more emphasis of transfer and encouragement for it. Furthermore, this study might also raise in-service teachers' awareness in transfer of learning and thus they might get motivated to participate in OTPD programs and benefit from them more effectively. As a consequence, this study can directly help teachers to improve themselves professionally, help organizers to design OTPD programs more effectively and indirectly help teachers to enhance student learning for the sake of quality education.

1.4. Definition of The Terms

Teacher Professional Development: “It is *processes and activities* designed to enhance the professional knowledge, skills, and attitudes of educators so that they might, in return, improve learning of students” (Guskey, 2000, p. 16).

Face-to-Face Teacher Professional Development: It is traditional professional development that occurs with all participants and instructors in the same place at the same time.

Online Teacher Professional Development: A mode of TPD that allows teachers to conduct their learning without the need of meeting their instructors and peers in persons, providing it rather via information communication media (Rogers, 2001).

Teacher Learning: “Teacher learning is the process by which teachers move towards expertise” (Kelly, 2006). While defining teacher learning, Timperley et al. (2007) highlighted the importance of previous knowledge, harmonizing the new and the existing knowledge and the final decision which is to accept or reject it.

Transfer: Haskell (2001, p.13) defines transfer as “the use of past learning and the application of that learning to both similar and new situations”.

Transfer of Learning: It refers to “the application of knowledge, skills and attitudes learned from purposeful training experiences (including the informal learning opportunities)” (McDonald, 2011).

CHAPTER 2

LITERATURE REVIEW

2.1. Teacher Professional Development

2.1.1. Definition of Teacher Professional Development

It is a fact that teaching is a dynamic process and affects the society and is affected by societies' needs accordingly. As being one of the most important actors of the teaching process, it is inevitable for teachers to have a need to catch up with the changes based on the needs of the societies and the institutions or schools they work in. These changes shape the needs of the teachers throughout their career and they are required to renew and orient themselves in the areas such as curriculum updates, technology orientation, second language acquisition, theoretical and pedagogical knowledge and practical skills. Moreover, lately, societies accept that teachers are not only the factor required to be changed to enhance the education systems but they are also the change agents in this process. Having the responsibility of being both the variable and agent of the change urges the teacher develop themselves professionally and turns teacher professional development field into a growing and a challenging area (Reimer, 2003). The need for professional development for teachers is also supported by UNESCO (2014, p.2); "An education system is only as good as its teachers" in the event of the World Teachers' Day. It is also highlighted that "the quality of education in an institution cannot exceed the quality of its teachers". In line with that, teacher

professional development has appeared as an increasingly debated issue to be able to enhance the quality of both teaching and learning processes in the 21st century.

Despite the fact that scholars define teacher professional development in various ways and with different focus, the common ideas behind all these definitions address that teacher professional development programs serve teachers so as to improve their teaching skills and with the purpose of better learner outcomes.

In the literature, there are various terms and definitions related to teacher professional development. The most commonly used terms in the literature are ‘teacher training’, ‘in-service education and training (INSET)’, ‘in-service learning’, ‘staff development’, ‘continuing professional development (CPD)’, ‘staff development’, ‘professional development’, ‘continuing education’, ‘professional learning’ and ‘life-long learning’ along with their respective definitions (Rahman et al., 2014). Although these different definitions overlap each other in a way and can be used interchangeably, it is still difficult to define teacher professional development accurately.

In the literature, the definitions for teacher professional development (TPD) begins with the perspective that takes TPD as activities. Bolam (2000, p.267) defines TPD as ‘it embraces those education, training and job-embedded support *activities* engaged in by teachers, following their initial certification, and head-teachers. Such activities are aimed primarily at adding to their professional knowledge, improving their professional skills and helping them to clarify their professional values so that they

can educate their students more effectively.’ From this traditional perspective for TPD, it can be inferred that it is enough for teachers to expose to activities so as to improve themselves professionally.

On the other hand, Day (1999, p.4) views the professional development of teachers in a more longitudinal way and defines it as a process by which ‘teachers review, renew and extend their commitment as change agents to the moral purposes of teaching; and by which they acquire and develop critically the knowledge, skills and emotional intelligence essential to good professional thinking, planning and practice with children, young people and colleagues through each phase of their teaching lives’. Day’s definition makes its difference not by only regarding TPD as a process, but also by taking professional development of teachers as both natural learning experiences and planned experiences.

The third and the last perspective regards TPD both as activities and a process as Guskey (2000, p.16) touches upon in his definition; it is “*processes and activities* designed to enhance the professional knowledge, skills, and attitudes of educators so that they might, in return, improve learning of students”.

2.1.2. Teacher Training and Teacher Development

As mentioned so far there are different definitions for teacher professional development and it is referred by Richards and Farrell (2005) under two broad terms

which are called as ‘teacher training’ and ‘teacher development’. As Richards and Farrell (2005, p.56) claims teacher training refers to “the activities directly focused on a teacher’s present responsibilities and is typically aimed at short-term and immediate goals”. The following are examples of goals in a teacher training (Richards & Farrell, 2005, p.16);

- Learning how to use effective strategies,
- Adapting the textbook to match the class,
- Learning how to use activities in a lesson,
- Using effective questioning techniques,
- Using classrooms aids and sources,
- Techniques for giving learners feedback on performance

As it can be inferred from the goals of teachers training, it isn’t wrong to say that the trainings address more to the ones who are into their first teaching years or they are more convenient for preparation of a new teaching assignment or responsibility. On the other hand, teacher development refers to a more general growth due to not focusing on a specific job. “It serves a longer term goal and seeks to facilitate growth of teachers’ understanding of teaching and of themselves as teachers” and they set the following goals of a teacher growth thorough teacher development as (Richards & Farrell, 2005, p.20);

- Understanding how the process of second language development occurs,
- Understanding how our roles change according to the kind of learners we are teaching,

- Understanding the kinds of decision making that occur during lessons,
- Reviewing our own theories principles of language teaching,
- Developing an understanding of different styles of teaching,
- Determining learners’ perceptions of classroom activities.

On that account, it is clear that teacher development requires teacher to reflect about themselves and their teaching, to analyse their beliefs of teaching, their values and principles as a teacher, to communicate and collaborate with their colleagues. As much as the need for practical skills for the classroom instruction, the importance of subject knowledge, pedagogical knowledge and understanding the curriculum and materials are also significant building blocks of professional development of teachers. Under the scope of the abovementioned categorization, Yılmaz (2017) outlines the differences between training and development as it is shown in Table 2.1.2.

Table 2.1.2. *Differences between Training and Development*

| Training | Development |
|---|---|
| Short-term goal | Long-term goal |
| Authority- initiated | Self-initiated |
| Collaborative | Individualized |
| Specified time | Non-specified time |
| Focus on a specific time of teaching such as skills | Focus on complicated and integrated aspects of teaching/ insights into teaching |
| Corrective | Reflective and cognitive |
| Immediate needs | General growth |
| Control by authority | Autonomous |
| External motive | Internal motive |

From “An investigation into professional development perceptions of Turkish teachers of English as a foreign language” by A.Yılmaz, 2017, Çağ University

2.2. Online Teacher Professional Development (OTPD)

With its simplest definition, online teacher professional development (OTPD) can be identified as a type of TPD which is conducted via information communication media to provide learning without the need of meeting the trainers and the other participants in persons (Rogers, 2001). When the literature is reviewed, OTPD programs are mostly identified through their merits and challenges.

To begin with, OTPD programs are known as their flexibility which allows being conducted anytime and anywhere (David, 2009). Therefore, OTPD programs provide teachers to work on their own pace. Additionally, OTPD programs meet the needs of busy teachers in terms of providing materials and access to necessary materials which every people can't afford or reach (Dede et al., 2009). Alongside providing materials, OTPD programs gives a chance to participate in the sessions of important but far away trainers in their fields without the need of travelling. Hence, online settings are beneficial in terms of efficiency of time, cost and practical classroom instructions (Arslan, 2018).

Furthermore, Jung (2001, p.87) also summarizes the advantages of online training for teachers as follows;

- teachers can access in-service training without leaving their classrooms,
- teachers can improve their computer literacy,

- teachers are better able to interact with their trainers and other teachers online,
- once a database of online courses has been developed, teachers can access those courses that meet their individual needs.

As Jung mentioned above, OTPD programs are useful in terms of teacher collaboration by connecting the teachers and educators from different schools, districts and backgrounds. Thorough online discussions, forums and chat rooms, teachers collaborate and solve their problems in addition to taking constructive feedback from the trainers (Russell et al., 2009).

Moreover, OTPD programs gives the opportunity of reflection to teachers about their teaching and learning thorough different ways from reflection papers to online discussions. In that way, teachers are encouraged to identify their strengths and weaknesses as teachers and to understand their learning process (Ramsdel et al., 2006). Lastly, many online courses showed good examples of how information and communication technology (ICT) can be used for teaching and learning processes. In other words, it can be said that participation in OTPD contributed in increasing attendees' awareness of the educational usage of web tools, and also increasing the number of ICT-mediated teaching techniques of the participants (National Research Council, 2007).

As much as the benefits, OTPD programs have some drawbacks as well. In their study, Truong and Murray (2019) focused on the teacher motivation for OTPD programs and they found out that many participants felt demotivated because of the personalized feedback in online sessions. Therefore, feeling of disconnection can appear as one of the drawbacks of OTPD programs. In another study by Drange and Roarson (2015), it was found out that scarcity of using body language affects the motivation of the e-learners as well, which appears as another challenge of OTPD programs. Additionally, despite seeming time-consuming at the first glance especially in terms of travelling time, OTPD programs might not be time efficient all the time, especially for the participants with low or no digital literacy (Hunt-Barron et al., 2015). Lastly, as it is a new model for all the stakeholders of the OTPD programs, sometimes not knowing how to reach or where to find these programs and also not being sure about their effectiveness might appear as a drawback of these programs. Also, the school administrators who are not familiar enough with OTPD programs, unfortunately assume that teachers have difficulty in managing their times while attending flexible OTPD programs, and give less or no supports to willing participants (National Research Council, 2007).

In brief, despite offering benefits, OTPD programs for teachers have also challenges, which makes it a complex process to be studied. Therefore, understanding how to make OTPD programs more effective and what to revise will be beneficial to enhance them in regards to more efficacy of teacher classroom practices and accordingly students' success and learning.

2.3. Effective Online Teacher Professional Development

Traditionally, most of the teachers join in face-to-face PD programs, however, especially after Covid-19 pandemic, the increase in the number of participants and in the availability of the OTPD programs have required a revised reveal of the characteristics of OTPD programs. Actually, what shapes the criteria of the effective OTPD programs is teachers' perceptions, expectations and experiences (Guskey, 2000). Primarily, Guskey (2000) identified a PD evaluation skeleton that has been widely accepted and used to evaluate the effectiveness and impacts of both face-to-face and online PD programs (Binmohsen & Abrahams 2020; Quinn et al. 2019; Yoon et al. 2007).

Guskey's model for the evaluation of PD programs' effectiveness basically consists of five levels which proceed from the previous levels. Therefore, if a PD program is weak in terms of one level, it cannot be expected to better on the following levels. The levels of evaluation for effective PD programs suggested by Guskey (2000) are as follows in hierarchical order; participants' reactions, participants' learning, organisational support and change, participants' use of knowledge and skills and lastly student learning outcomes. When the literature revised for the effectiveness of the OTPD programs, Quinn et al. (2019) studied OTPD programs' effectiveness under the framework suggested by Guskey (2014) and it was found out that in addition to the elements for face-to-face PD programs by Guskey, online environment, learning

objects and tools, facilitation and participants' choice are the other elements that provide effectiveness for OTPD programs.

On the other hand, other studies focused on the one side of the effective OTPD programs. Herrington et al. (2009) investigated the transfer of knowledge and strategies obtained from an OTPD program into classroom practice, which, therefore, just addressing the last principle of effective PD. Another study conducted by Baran and Cagiltay (2006) suggested that 'interactivity, practical knowledge and solutions to their daily life problems' in teaching are other factors which are expected by the participants from OTPD programs, thus, support the elements of effectiveness by Guskey again. Additionally, in the same study, participants suggest that having 'technical assistants in the school so that teachers can solve their technical problems easily' (Baran & Cagiltay, 2006) can be another element to be considered as a component of the effective OTPD programs.

2.4. Face-to-face vs. Online Teacher Professional Development

To be able to thoroughly understand and analyse online professional development programs, the literature compares and contrasts online professional development to face-to-face professional development programs, which is the traditional way of conducting professional development programs. To be able to define online professional development programs, it is more meaningful to define online learning itself because in both cases, in OTPD programs and face-to-face professional development programs, main goal is learning. Under this scope, online learning is

defined as a type of distance education and it requires to be internet-based. For online learning, courses can be conducted in either in live sessions online (synchronous) or in sessions that students can reach online in their own time (asynchronous). On the other hand, face-to-face learning is called as real time learning and it is conducted in a physical place, and the instructors and the learners are present in that place (Chisadza et al., 2021).

Teacher professional development programs can also be conducted in either way and when the literature is reviewed, it can be seen that the effectiveness of these programs have been analysed from different perspectives. When all the other things are considered equal, the outcomes are not expected to be different in OTPD programs and face-to-face PD programs (Clark, 1983). ‘Other things’ are defined by Fishman et al. (2013) as ‘the PD pedagogical design, PD content, and intended context for enactment of PD content’. On the other hand, as an opponent of this idea, Kozma (1994) asserts that OTPD programs and face-to-face PD programs might show differences in terms of their outcomes, therefore, in what ways the use of technological devices supports learning process requires consideration.

Russell et al. (2009) conducted a comparative study on the effectiveness of online and face-to-face professional development programs for mathematics teachers and their study included three instruments which are surveys with different purposes, teacher log and course evaluation forms to collect the data. At the end of the study, it was concluded that the effect of online and face-to-face professional development

programs is similar in terms of the delivery mode, authors emphasize that there is a significant difference in the opinions of the participants regarding their preferences for the type of future PD programs and mostly face-to-face programs were favoured. While teachers who were in the face-to-face group are willing for the face-to-face mode, those teachers who could experience an online version were less enthusiastic about taking future courses in a face-to-face environment.

In a five-year longitudinal case study, Delfino and Persico (2007) experimented on different types of teacher professional development including online and face-to-face teacher professional development. In their study, despite having the same general objectives, Delfino and Persico (2007) concluded that the online approach, which wasn't constrained to time and had a record of written interactions, supported critical thinking and overall reflection on content more.

In another study about the effectiveness of online and face-to-face professional development programs conducted by Sankar and Sankar (2010), effectiveness of these programs in terms of teacher knowledge and confidence was tried to be reveal. It was found out in the study that while both online and face-to-face training increase teacher knowledge and comprehension, face-to-face training is more effective in boosting confidence than online ones. This can be explained as a result of the opportunity of social comparison provided in face-to-face environment through reciprocal and group learning alternatives. Moreover, in the face-to-face training, the participants have the chance to observe and experience real-life demonstration of the concepts, and therefore

they can have confidence from the teaching model through imitation and observation. The chance of taking immediate and constant feedback is possible in face-to-face trainings. Additionally, online trainings don't give the much chance of non-verbal feedback such gestures, mimics or body language by the facilitator or the other participants as much as in face-to-face trainings (Sankar & Sankar, 2010). Therefore, although there may be no difference between online and face-to-face trainings in terms of their effects on knowledge, they differ in their effect on teacher confidence because of the reasons mentioned above.

In a more recent study, “whether an online version of PD for high school biology teachers on using computer-supported complex systems curriculum and instruction can achieve the same high impact as the face-to-face version” (Yoon et al., 2020, p.116) was studied from the perspectives of teachers and students' outcomes and it was found out that online PD can be as effective as face-to-face PD especially for the participants with time or geographic constraints. Through their results, they want to show how online PD can be designed as an alternative to face-to-face PD. As they provided good positive results in terms of the effectiveness of online format of their professional development goals, they suggested to regard learners' needs, to visualize the real classrooms through videos and sharing them with the participants, to deliver on-time supports and opportunities for teacher interaction and to build knowledge within the community (Yoon et al., 2020).

All in all, when the literature reviewed for the effectiveness of the different delivery formats of professional development programs for teachers, it is difficult to say that online and face-to-face professional development programs are better than one another as they both pros and cons. In addition to the differences coming from the mode of PD programs, it is inevitable that there are other factors which affect the way and degree of teachers' learning transfer.

2.5. Transfer of Learning

Because teacher behaviour is recognised with its effect on student outcomes, there is a need to prioritise the importance of transfer as a complementary part of understanding PD (McDonald, 2011). Therefore, in recent times, professional development programs have been considered with its effect on teacher learning, motivation and transfer (Villegas-Reimers, 2003). At the beginning, behavioural perspective was dominant for professional development programs, and therefore, more emphasis was given to the transmission of ideas, on the other hand, constructivists focus more on long-term learning, multidimensional planning structures, contextual considerations, and collaborative reflective processes (Cochran-Smith & Lytle, 2001). To Killion (2010), professional development programs with aim of enhancing teacher practice for the sake of student learning and outcome started to be seen more prior. Also, Guskey (2002) emphasized the importance of transfer of teacher learning and stated that it is necessary to link PD with classroom implementation. McDonald (2010) has also qualified transfer of training as a unifying element of PD. Despite its importance, the idea of transfer of learning didn't take enough and necessary attention

although there have been lots of, often implied, references. It wasn't until Baldwin and Ford (1988) conceptualized transfer in regard to input-process-output that transfer was accepted as a significant component of PD. They define the factors influencing transfer as training inputs, training outputs and conditions of transfer (Baldwin & Ford, 1988).

Training inputs consist of trainee characteristics, training design and work environments, and they directly affect the learning output as learning and retention through conditions of transfer as generalization and maintenance (Grossman & Salas, 2011).

2.5.1. Trainee Characteristics

Trainee characteristics play a powerful role in terms of transfer of learning (Burke & Hutchins, 2007). The most related and concordant characteristics to transfer are recognized as cognitive ability, self-efficacy, motivation and perceived utility of training (Grossman & Salas, 2011). Ability and aptitude assessments measure overall intelligence of people to show the extent of individuals' ability to understand complex ideas in addition to adaptation to their environments, learning from experiences and dealing with different types of reasoning (Neisser et al., 1996), all of which express the cognitive ability of individuals and therefore have an effect on learning and applying training content. More recently, Blume et al. (2010) proved through a meta-analytic review that cognitive ability is the only strongest predictor of training transfer.

Individuals with higher cognitive ability are more probable to acquire, use and maintain trained competencies (Grossman & Salas, 2011).

Another factor considered to be important as the trainee characteristics is self-efficacy of the individuals which refers to individuals' judgement of themselves about their ability to carry out a given task (Bandura, 1982). When a person with low self-efficacy faces with a challenging situations, it is more likely for him or her to continue trying as opposed to the individuals with higher self-efficacy (Robbins & Judge, 2009). When this situation is analysed under the scope of training transfer, it not surprising that having high self-efficacy has positive effects on transfer of training (Burke & Hutchins, 2007). Chiaburu and Marinova (2005) show that self-efficacy has a strong relation with motivation therefore and unignorable effect on transfer of training. On the other hand, some studies show that having high self- efficacy doesn't always mean positive effects on motivation so on the transfer of training. Vancouver and Kendall (2006) found out in their study that self-efficacy has a negative effect on motivation and performance at the individual level. They express that individuals with high self-efficacy might feel that they are already prepared for a challenge, so there is no need for more effort.

Appearing as another factor to influence transfer of training, motivation of the trainees is counted as significant, Tziner et al. (2007) found that people's motivation to learn has the strongest contribution to training outcomes in his study on the effects of trainee characteristics on training effectiveness. The positive relation between individuals'

motivation to transfer of training has been proved by many studies (Blume et al., 2010; Chiaburu & Lindsay, 2008; Lim & Johnson, 2002; Naqşn & Holton, 2002) there is limited studies about the different types of motivation which has also different effects on transfer of training. Chiaburu and Lindsay (2008) studied motivation to learn and motivation to transfer and they indicated that motivation to transfer have more effect on transfer of training. Still, they explained that motivation to learn influences trainees' performance in instructional environment while motivation to transfer have a more long-term effect on behaviours required for real transfer. Under this scope, to provide the transfer, trainees' motivation needs continuity during the different steps of training process consisting of before, during and after training (Grossman & Salas, 2011).

Last characteristics of trainees' accepted as significant is their belief or given value about the utility or instrumentality of the trainings. Burke and Hutchins (2007) summarizes the factors affecting the trainees' belief and value to trainings as trainees' belief about the reliability of the new skills presented for improving their performance, their acceptance for a need to improve job performance, their belief that applying new learning will affect their performance positively. Gilpin-Jackson and Bushe (2007) also highlighted the significance of trainees' perspective for the value of training.

2.5.2. Training Design

The way trainings delivered and the design of them have a significant effect on learning and directly on the outcomes of transfer. Within this scope, three basic design

are explained which are behaviour design, error management and realistic training environments. To begin with, behaviour design appeared as an effective strategy due to including lots of different learning principles. This modelling consists of explanations of behaviours, modelling of these behaviours, opportunities for trainees to practice these behaviours and chance of feedback, social reinforcement after practice (Taylor et al., 2005). When the trainees are given the chance of comprising their own scenarios during the practice, and trainees' supervisors participated in the training, when the trainees are rewarded and sanctioned in the work environment, the behaviour modelling becomes an effective strategy for providing transfer of training (Taylor et al., 2005).

As another suggested design of training to promote the transfer, error management refers to allow trainees to make errors and providing error management instructions to be able to use targeted knowledge and skills properly (Grossman & Salas, 2011). When trainees are allowed make errors, it is beneficial for them to anticipate the potential problems and to generate ideas about how to deal with these problems. Therefore, unexpected and negative results which appear out of the context of the trained skills improves the perceived utility of trainings (Burke & Hutchins, 2007). Under this scope, it can be concluded that error management is effective more for post-training rather than during the training.

Lastly, realistic training environment which refers to authentic training and practice settings is also considered effective on transfer. Salas et al. (2006) suggest to practice scenarios which show the real work environment because this stimulates the transfer

of training. Kraiger (2003) also summarizes the techniques to enhance the transfer of trainings as use of identical elements, stimulus variability and different conditions of practice. In short, providing a related training context provide trainees to obtain experiences for applying the targeted behaviours in convenient times and places.

2.5.3. Work Environment

As the last component of training input, work environment appears as an important factor for the transfer of training in regard to transfer climate, support, opportunity to perform and follow ups (Baldwin & Ford, 1988).

To begin with, transfer climate is considered as observable and perceived situations appearing as a barrier or facilitator for the use learned skills (Rouiller & Goldstein, 1993). Rouiller and Goldstein (1993) categorize the characteristics for transfer climate into two. Situational cues, consisting of things like manager goals, colleague support, availability of equipment and opportunity for practice, is the first category, while consequences composed of punishment and positive or negative feedback after transfer of training, is the second category. The combination of these characteristics influence the transfer of training either negatively or positively. Blume et al. (2008) concluded the result that transfer climate and the level of transfer have strong corrected correlation. In parallel to this finding, in a study on technology training, trainees' perceptions of availability of the sources was proven to be effective on the transfer of their learnings (Marler et al., 2006). Another study about transfer climate showed that

transfer is enabled when trainees build a network with their colleagues and share ideas (Hawley & Barnard, 2005). In terms of opportunity for practice, Gilpin-Jackson and Bushe (2007) reached the conclusion that having time to use new skills is significant for training transfer, which is seen as a barrier for successful training transfer (Clarke, 2002). It is the managers' responsibility to provide time by modifying the program (Clarke, 2002), and for more effective transfer, the time between the transfer and the learning or training requires to be minimized for the best outcome (Salas et al., 2006). For obtaining the highest efficiency, post-training follow ups and feedback need to be provided by the supervisors or institutions (Baldwin et al., 2009). Velada et al. (2007), for example, revealed that feedback regarding trainees' performance after training impacts the transfer.

2.6. OTPD Studies Conducted Abroad

Ownston et al. (2008) conducted their study on three program evaluations of blended teacher professional development programs and they analysed them from the perspectives of situated design and implementation, development of community, changes in teacher practice, and impact on students through evaluation reports. They found out that the blended programs provide teachers with an opportunity for learning on the job and give the chance of collaboration with other teachers, in addition to influencing teacher classroom practice partially and affecting student learning to a certain extent.

Ganza (2012) examined the impact of online professional development on online teaching in higher education in his dissertation. This case study used data from various sources, including questionnaires, content analysis, and interviews about Online Professor Certificate Program. By looking at the number of discussion posts, it was concluded that the faculty who completed was found more engaged in the online courses than the ones who hadn't showed any participation in the program. Also, mentoring and andragogy were found as the two most important parts of the OPCP. Moreover, changes in attitudes, behaviors, and knowledge, being more interactive and more facilitative in their online classrooms after the program, compared to before the program are the main findings gathered through the study. In conclusion, the study suggests that the impact of online professional development programs on online teaching cannot be overlooked and educational leaders are required to support the professional development.

Sari (2012), in her dissertation, investigated the facilitating and inhibiting factors of Online learning community for TPD implementation in Indonesia, and analysed how OLC4TPD supported TPD within the Indonesian context. Interviews and community transcripts were used as the data collection instruments. The results showed six ICT and socio-cultural factors that affect the formation and operation of OLC4TPD. ICT access, length of experience in using ICT, ICT skill, gender, leadership and synchronous interaction are the factors appeared. Moreover, facilitation of joint lesson planning, peer coaching, problem solving, reflective practice, collaboration, improvement of professional knowledge and empowerment are found out as the

positive impacts of OLC4TPD. In short, implementation of OLC for TPD in Indian context was confirmed as viable.

Ely (2018) in her dissertation focused on the effectiveness of online professional development programs for technical educators. She aimed at determining whether online professional development is as effective as face-to-face professional development by examining the results of industry-defined curriculum standards. The participants of the study consist of high school teachers offering dual-credit coursework in supply chain management through Ivy Tech Community College or college instructors teaching in the School of Business at Ivy Tech Community College. The results of the study showed that there was no difference between the face-to-face group and the online group in terms of the effectiveness for learning the LOGM 127 (Introduction to Logistics) course content or preparation for the MSSC CLA certification exam.

Wasserman and Migdal (2019) conducted their study to compare attitudes among teachers registered in online and traditional training course in “Pisgah” teaching staff development centers in Israel. The study includes 495 teachers and they were administered questionnaire. At the end of the study, four factors were indicated related to teachers’ attitudes; Effectiveness and Application, Environment, Course Assignments, and Attitudes towards ICT (information and communication technology). Especially, for the factors which are the Environment and Attitudes

towards ICT, teachers' attitudes differ in online and traditional training courses, and mostly online version is preferred by the participants.

Truong and Murray (2019) investigated the language teacher motivation in online professional development and his participants were the EFL teachers from 17 primary, secondary and higher-education schools located across the North of Vietnam. They collected their data through qualitative research approach, by using semi-structured interview. It was concluded that the technology is crucial in driving teachers to both start and continue the course, second language motivation is also significant on teachers' learning experiences and the established value of collaborative learning in virtual environments is another significant aspect in terms of the motivation for participating in OTPD programs. Truong and Murray (2020) also conducted another study to understand the obstacles to OTPD through the lens of EFL teachers' attitudes. They collected the data from the same sample as the previous one and they found out that well-established social norms form barriers in addition to commonly recognized ones such as course features, teachers' technology efficacy, and self-regulation ability. Alzahrani and Althaqafi (2020) examined EFL Teachers' perceptions of the effectiveness of online professional development in higher education in Saudi Arabia and they collected the data from 200 female EFL teachers of English Language Institutes of two Saudi universities who received OTPD program through and online questionnaire. The study found out that teachers' attitude is not strongly positive for teachers' positive perceptions of the features of the OTPD courses, teachers' learning, and teachers' use of new skills and knowledge. Therefore, it suggested to the providers

of OTPD programs taking teachers' needs and preferences into consideration and therefore overcome the obstacles.

Nazari et al. (2020) studied the impact of an online professional development course on EFL Teachers' Technological Pedagogical Content Knowledge (TPACK). The data was collected through mixed method of data collection, and for the quantitative part, 30 EFL teachers (15 novice and 15 experienced) attended the course through volunteer sampling. Before course initiation and after its completion, the TPACK-EFL survey as pre-test and post-tests were administered respectively. Regarding the qualitative part, 12 EFL teachers were interviewed. The online course was found effective in terms of EFL teachers' TPACK except in PCK (Pedagogical Content Knowledge) of the novice group and CK (Content Knowledge) of both groups.

Howard (2021) in his article studied on barriers and drivers of online micro-course (oMC) professional development in a Middle East college and the data collected from the participants from various faculties to decrease the risk of bias thorough semi-structured interviews. Course accessibility advantages, valuable reflexive opportunities and successful practice shifts were found out as the drivers of oMC while reluctant peer collaboration, misaligned faculty and organisational interests and obliged compliance which limits agency and excides teacher identities were revealed as the barriers.

Sadeghi and Navaie (2021) try to investigate Iranian English as Foreign Language (EFL) teachers' perceptions and preferences of online PD. They administered an online questionnaire consisting of closed- and open-ended items to 105 male and female EFL instructors teaching at private institutes, universities, and public schools. It was concluded that although they have no or little online PD experiences, most teachers have positive perception to online PD and they chose expert teacher applications, online video lesson study, and video library as their favourite online resources.

Jumrah et al. (2021) studied on an American corner webinar and its impact on Indonesian English teachers to their professional development and their goal is to seek webinar features and characteristics of professional development activities on the webinar, and the perceptions of English teachers and lecturers towards the webinar and their professional development. They observed five webinar sessions of the American Corner of Muhammadiyah University of Yogyakarta to collect the data and then 15 experienced and novice English teachers and lecturers from state and private schools and universities in Indonesia as the webinar participants were administered questionnaires and nine of them are interviewed, too. It was concluded that webinar sessions were supported by online presentations, live chat, Q & A session and sharing session. Professional development activities on the webinar assisted English teachers and lecturers in terms of content focus, coaching and expert support, collective participation, and prolonged duration.

2.7. OTPD Studies Conducted in Turkish Context

Baran and Çağıltay (2006) focused on teachers' experiences in online professional development environment in their study. The participants consist of ten teachers from a private school who participated in an online professional development course. To collect the data, a focus group discussion and individual interviews were conducted. The lack of practice in both traditional and online PD courses were emphasized by the teachers in addition to the criticism of the abundance of theoretical concepts and context independent examples. Therefore, teachers' expectations from an online program mainly consist of interactivity, practical knowledge, and solutions to their daily life problems.

Ateşkan (2008) conducted a case study in his dissertation on online professional development program for science teachers. For the study, he designed an OTPD and ten alumni of Bilkent University Graduate School of Education Biology Teacher Education Program participated in that ten week oTPD program. The case was a professional development program offered online via learning management systems (LMS) to in-service science teachers. Pre- and post- interviews, online questionnaire, observations and documentation that include weekly assignments, forum discussions, e-mail correspondence, weekly e-journals, detailed notes of phone calls and the researcher's journal were used as the data collection instruments. The positive findings of the study were categorized into two. First one is about quality of PD program such as having variety of activities, relevant and meaningful topic, correct level, organized,

well-prepared, hands-on activities, accessible facilitator, and feedback and however it is not directly related to advantages of online learning. Another one is directly related to advantages of online learning such as having access 24 hours a day, seven days a week, flexibility of place, continuity and self-paced learning environment. On the other hand, some drawbacks of the OTPD programs were appeared such as having technical problems, not having face-to-face interaction and having more flexibility which can cause lack of motivation.

Cengiz et al. (2017) conducted a case study on EFL teachers' perceptions about an online CALL training. A background questionnaire, interviews and reflection reports written by the participating teachers were used as data collection instruments. Eight Turkish EFL teachers who worked at different state high schools located in a certain district in the capital city Ankara were the participants of the study. In the study, it was found out that participant characteristics and design elements of the training are the two necessary factors for successful online CALL training. To specify, computer competencies of the participant teachers appeared as a barrier for a successful online CALL training. Additionally, participants' different backgrounds (from different levels of schools, with different student profiles) were effective on the level of interaction and sharing among the participants.

Arslan (2018) reviewed the delivery of the professional development programs which are face-to-face, online and blended programs for EFL teachers in terms of their definitions of pros and cons, and discusses their applicability and effectiveness. At the end, the author gives pedagogical implications for EFL teachers and offer to increase

the number of OTPD programs in Turkey to create a familiarity with the operational aspect of the programs through either blended or merely online depending on the teachers' needs. Additionally, online and blended PDPs seem different than face-to-face programs due to the need of TPACK. For this reason, it is offered to add online pedagogy courses for undergraduate English language teaching programs in Turkey. Lastly, to train online trainers, post-graduate English language teaching programs should include related courses to provide meaningful learning opportunities purged from information on the Web.

Songül et al. (2019) conducted a case study to analyse a Turkish EFL teacher's short term and long-term change processes through an OTPD program. A background questionnaire, interviews, group meeting extracts, pre-and post-observations, lesson plans prepared by the group, video recordings of the research lessons and group meetings were used as data collection tools in this case study. The results showed that short term changes were initiated by different domains such as personal domains or external domains including lesson study discussions or webinars. On the other hand, long term changes appear when she had the chance of integration of her learnings into her classroom teaching and observing the reflection on student outcomes of these new practices. Moreover, changes in her cognition and knowledge were thought to be affected by her increased knowledge and skills about integrating web 2.0 tools into language classes.

Başaran (2020) examined in-service English language teachers' professional needs towards an online teacher training program. The participants of the study were EFL teachers working in 26 different cities of Turkey at elementary, middle and high school levels. A mixed method research design was followed through an online questionnaire and a semi-structured interview. The findings indicate the needs of the EFL teachers as follows: practice-driven approaches in the online program, conducting a need analysis of the teachers before designing the programs, being voluntary based, multi-synchronous design to provide more opportunities, use of English as the medium of instruction in the programs, chance of cooperation with others, providing rewards after completing the program such as service, level, or degree scores.

Boz (2020), in her thesis, investigated EFL teachers' motivation towards web-based professional development in a Turkish context. A hundred nine teachers working in a foundation university were the participants of the study and they were administered a questionnaire. The findings showed no significant result for the motivation towards web-based professional development with respect to gender, age, marital status, number of children they have, department, employment status, unit, principal area, degree status and computer competency. However, the results showed dissimilarities among participants in regard to experience and Internet competency.

2.8. Summary of Literature

When investigated closely, the literature obviously signifies that there were a good number of studies dealt with online professional development of teachers. However, it has been seen that the previous studies mainly inquired into the characteristics of effective OTPD programs, comparison between face-to-face and online PD, teachers' motivation for OTPD programs, teachers' needs, how teachers' change occur through OTPD programs, effects of OTPD programs on online teaching process and OTPD programs' effects on teachers' content knowledge. In addition to these, as Guskey (2010) emphasizes while defining the characteristics of effective PD programs, participants' change and the student outcomes determine the effectiveness of an PD program, which is overlooked in the literature. Therefore, this study tries to seek the factors for transfer of learning from OTPD programs and what facilitates and hinders the transfer so as to be able to contribute to organization of more effective OTPD programs in regard to teacher transfer.

Within the scope of these studies, OTPD programs were predominantly investigated from the standpoints of teachers although it is a three-tiered system which includes PD unit members and students as well. That is why; this study aims to put forth a wider picture of OTPD programs by including PD unit members as the participants.

CHAPTER 3

METHOD

In this chapter, research design, participants, data collection tools and procedure, data analysis and trustworthiness issue are introduced and investigated. Firstly, the rationale behind adapting qualitative method and phenomenological research design is detailed in relation to purpose of the study. Then, the sampling procedure and participants are introduced and explained along with data collection procedures and data analysis. Lastly, the trustworthiness of the study is discussed. Regarding the participants part, who were included in the study and how they were selected by the researcher are explained in detail. Following that part, in data collection tools and procedure part, the researcher gives details on two different instruments used in the study, how they were developed and how they were conducted. In the data analysis part, procedures and techniques to analyse the data were presented and explained in detail. Lastly, the work that is done for the trustworthiness is explained in detail.

3.1. Overall Design of the Study

Based on the idea that approaches to be used in a research study are basically decided depending on the purpose of the study (Patton, 1990), rather than the quantitative

research which has the purpose of reaching explanatory and/or universal laws for the presumably static reality, qualitative research which is generally considered as interpretive, naturalistic and constructivist approach (Creswell, 2007) was preferred as the approach to be used by considering the purpose of this study which aims to examine the experiences of EFL teachers in OTPD practices and what facilitates or hinders them when they transfer their learnings from these programs into classroom through semi-structured interviews conducted both with the teachers and PDU members, who are also important stakeholders of OTPD practices.

Moreover, phenomenology allows the researchers to focus on the phenomenon that they don't have in-depth understanding despite being familiar with it in general (Yıldırım & Şimşek, 2011) Phenomenology also aims to have a 'practical understanding of meanings and actions' (Miles & Huberman, 1994) and this study has the purpose of examining and revealing the process of transfer of learning from OTPD practices regarding the facilitating and hindering factors affecting the transfer. Research studies based on the phenomenological design are expected to reveal the perceptions and reactions of the participants so as to elaborate a definite phenomenon (Frankel et al., 2012). Furthermore, since phenomenology aims to examine a phenomenon profoundly through diversified perspectives (Merriam, 2014), the researchers are also expected to bring various perspectives together and analyse them in relation to each other as another feature of phenomenological research study design. Within this framework, for the purpose of bringing different perspectives together and

due to the fact that OTPD practices are shared experiences of the EFL teachers and PDU members, both stakeholders were included in the study as participants.

3.2. Participants and Sampling Procedure

In this research study, participants were selected via purposive criterion based sampling because participants are expected to have the experience of at least three online professional development programs so as to be able to evaluate transfer from these programs comprehensively and to be able to make a comparison. Also, five people who works in professional development units of the different universities were included in the study so as to obtain more comprehensive and bidirectional data. During the process of the study, because of the Covid-19 epidemic, some universities which have face-to-face professional development units and programs didn't carry on them either face-to-face or online. Therefore, the universities which carry out online professional development programs were selected. Also, compared to the quantitative research studies, in qualitative research, the generalizability is not claimed by the researchers. However, rather than generalizability, uncovering and describing the essence and meaning of the experience is the main goal in phenomenological research (Creswell, 2007). In the current study, both teachers and PD unit members from both state and private universities were interviewed. Moreover, the participants differ in terms of their year of experience, gender, obligation of the participation in OTPD programs, and educational background. In this way, it was aimed to enrich the data as much as possible, therefore, having a deeper understanding of the phenomenon by

exploring the personal meanings from the perspectives of the participants, which also therefore provided maximum variation. In total, the participants of the study are 20 EFL teachers and five PD unit members working at the preparatory school of either private or state universities which conducted professional development programs online in Ankara. When the teacher participants' demographic information regarding their educational background was analysed, it was concluded that 14 teachers are graduates of METU, and five teachers are graduates of Hacettepe University and one teacher participant is a graduate of Boğaziçi University. Besides, while 17 of them are graduates of ELT department, three of them are graduates of Department of English Language Literature. Regarding their teaching experiences, eight teachers have work experience of more than ten years, nine teachers have work experience of five to ten years and three teachers have work experience of less than five years. Also, their condition of participation into OTPD programs was asked and 17 of them explained that their participation is voluntary-based while the rest stated that their participation was compulsory by their institution. The number of OTPD practices they attended was also asked and eleven teachers stated that they participated more than five, and nine teachers stated that they participated in more than ten OTPD practices. In addition to the teacher participants, five PDU member participants were also asked for their demographic information. As for their educational background, two of them are graduates of Hacettepe university, two of them are graduates of METU and one of them is graduate of Ankara University. Besides, regarding their departments in bachelor degree, one of them is a graduate of English Linguistics Department, one of them is a graduate of Department of English Language Literature and two of them are

graduates of ELT departments. In terms of their experiences in PDU, one of the participants has been working there for a year, one of them has been working there for three years and two of them have been working in PDU for five years. Also, all the PDU members have work experience of more than ten years as a teacher. Lastly, all the PDU members stated that they were given this responsibility by their institutions so this job was compulsory for them.

3.3. Data Collection Instruments

Creswell (2007, p.61) states that “often data collection in phenomenological studies consists of in-depth interviews and multiple interviews with participants”, and Tuckman describes the interview as: “By providing access to what is ‘inside a person’s head’, [it] makes it possible to measure what a person knows (knowledge or information), what a person likes or dislikes (values and preferences), and what a person thinks (attitudes and beliefs)” (Tuckman, 1972, p. 173). Therefore, the purpose of the interview in this study is to gather data from the teachers and PDU members regarding their experiences of OTPD practices and the transfer of learnings from OTPD practices. Interview questions are open-ended so as to allow the participants express their ideas freely and obtain as much information as possible. Besides, the questions include probes, which were prepared in relation to the related literature, with the aim of helping participants remember their experiences more clearly, therefore, the researcher aimed at not to leave any possible detail behind. Hence, to enable rich description of the experiences of the participants in regard to their experiences in

OTPD practices and their transfer from there, the data collection method employed in this present study consisted of semi-structured online interviews. In this study, two different interview schedules were used: Teachers' Interview Schedule (*Appendix B and Appendix C*) and PDU Members' Interview Schedule (*Appendix D and Appendix E*). Two separate semi-structured interview schedules were utilized to obtain in-depth qualitative data from EFL teachers and PDU members. The processes of developing these data collection instruments are explained in the parts 3.3.1 and 3.3.2.

3.3.1. Teachers' and PDU Members' Interview Schedules

For this study, two different individual semi-structured interview schedules were developed: one for teachers named 'Teachers' Interview Schedule' and one for PDU members named 'PDU Members' Interview Schedule'.

After the literature was reviewed, in the preparation stage, two different interview schedules were prepared according to the framework of problems in online professional development programs. Next, opinions were taken from the supervisor and from two curriculum and instruction experts, then the necessary revisions were made on the interview questions as well. For example; the question in Teacher's Interview Schedule "How would you describe your experience with the OTPDs you have attended?" was omitted because it was thought as a question which is too general for the participants. Besides, the order of some questions was changed as they go in more relation to some other questions in the interview.

Asking *what* and *how* questions in phenomenological interviews is required so that participants reflect upon their experiences and underlying meanings in detail as Seidman (2006) stated. Under this scope, teachers' semi-structured interview schedule consists of two parts; demographic characteristics of participants such as educational background, year of experience in teaching, the number and the types of the OTPD programs they participated in overall and for two years, and if these programs are obligatory or not by their institutions. The second part includes 12 questions regarding their definition and understanding of a typical PD program and effective PD program, their motivation for participation, the changes they observed in themselves in regard to their knowledge, skills, attitude and self-confidence and whether face-to-face and online PD programs differ in the sense of transfer.

Following a similar procedure, PDU members' semi-structured interview schedule was developed by the researcher. Similarly, first part includes demographic information like educational background, year of experience both in PD unit and teaching, if they are suitable for working in PD unit, how they define their relations with teachers, the number and the types of the PD programs they arranged so far, if they participated in these programs or not, and how they decided the type of the PD programs. In the second part, there are 16 questions in regard to their definition of PD programs and effective OTPD programs, their experiences of OTPD programs, their perspective of the motivation of the participants and their observation on if there are any changes in teachers or not, their transfer of learning, if they do anything to support

the transfer and differences they observe between face-to-face and online PD programs.

3.3.2. Piloting of the Interview Schedules

Prior to the implementation of interviewing process, interview questions were piloted so as to understand the flow of the questions and to see the average interview time. With this aim, one teacher and one PD unit member were interviewed and with the feedback and experience obtained through these two pilot interviews, the researcher needed to modify the questions within a limited extent, made small changes like wording of the questions. For example; questions with yes/no forms were changed into information question; ‘Is there any strategies offered to the trainees for transfer after OTPD programs?’ was changed into ‘What are the strategies offered in OTPD programs for the transfer of teachers’ learning?’ and the question; ‘Are there any factors that hinder your transfer of learning into classroom?’ was changed into ‘What are the factors hindering your transfer of learning from OTPD programs into classroom?’

3.4. Data Collection Procedures

The data collection method adopted in this present study consisted of semi-structured interviews which were conducted online due to Covid-19 pandemic. As the main

instrument for data collection in this current study, the following section describes the interview process.

3.4.1. The Interview Process

Following the piloting of the interviews and making necessary arrangements in the interview questions, participants were selected from the convenient universities' web pages, and informed about the scope of the study and it was verified whether participants' requirements (being participated in at least three online PD programs) are provided or not through e-mail, and the interviews were conducted with the convenient and the voluntary participants. The number of the participants from each university tried to be arranged equally, average two-three teachers from seven private and three state universities in Ankara. In total, 20 teachers were interviewed because the data was thought to be saturated, and five PD unit members were interviewed and they were also tried to be chosen from five different institutions. The interviews were held in one form which is individually and they were conducted online via Zoom. Participants were given the opportunity for choosing the interview language as English or Turkish. However, all the interviews were held in Turkish as participants feel themselves more comfortable in their native language. Before all the interviews, the researcher fully informed the participants both via invitation e-mail and consent forms (*Appendix F*) including the research context and conditions and their consent was taken. Besides, interview schedule was sent to them just before the interview so that they could check it during the interview in case they need. With the consent of the participants, all the

interviews were video-recorded. At the beginning of the interviews, the researcher assured that teachers and PD unit members could interrupt the interview, listen to the recordings, and read the transcripts if considered necessary. Although the interviews were conducted online, there appeared no problem about internet connection which might interrupt the interviews. Each interview took approximately 30-45 minutes in average as it is shown in Table 3.4.1. below.

Table 3.4.1.

Total Duration of Interview

| Online Interviews | Interviews | Participants | Duration |
|-----------------------|------------|--------------|----------|
| Individual Teacher | 20 | 20 | 13h30min |
| Individual PDU member | 5 | 5 | 3h30min |
| Total | 25 | 25 | 17h |

3.5. Data Analysis Procedure

As Miles and Huberman (1994) state through qualitative studies, the researchers' main source of data is words and they are expected to be comprehended by the researcher in a structured logic. To be able to analyse participants' perceptions and experiences on a phenomenon, the obtained data are divided into smaller parts like codes and themes and they are categorized under particular qualities (Gredler, 1996). Hence, Fraenkel et al. (2012) stated that coding is the most useful technique in qualitative studies when observations and interviews are adopted as the data collection instruments.

In the current study, to be able to systematically organize and analyse the data obtained through semi-structured interviews, all the interviews were analysed with MaxQDA22 software program so as to code the data, to form the themes and the code list, to reveal the connections among the codes and the themes and to shape thematic categories.

First of all, all twenty teacher interviews were transcribed as word documents by the researcher and then, the data was transcribed verbatim for the analysis. There has been made no corrections or editions so as to protect the authenticity of the interviews. The researcher's familiarity with the data increased during the transcription process. The data obtained in this study were basically analysed according to the flexible steps presented by Smith, Flowers and Larkin (2009) as the authors suggested to guide novice phenomenologists.

For data analysis Smith et al. (2009) showed six-steps data analysis framework: 1. Reading and Re-reading, 2. Initial Noting, 3. Developing Emerging Themes, 4. Searching for Connections Across Emergent Themes, 5. Moving the Next Case, 6. Looking for Patterns Across Cases and as the present research study was based on phenomenology as the methodological approach, these six-steps were followed to analyse the data.

Following the transcription, the coding stages were conducted as Richard and Morse (2007, p.137) referred as "coding leads you from the data to idea, and from the idea to all the data pertaining to that data.", it is more than labelling the data and it is a cyclical process. As coding requires a detailed study which requires an 'interpretive act'

through ‘summarizing, distilling, condensing the data’ (Saldana, 2009, p. 4). Within this scope, Saldana’s two cycles of coding was used during coding process as presented below;

Step 1: Transcription of the Data

All the interviews which took approximately two days, were transcribed by the researcher.

Step 2: Reading and Re-reading

The data was read by the researcher more than once so as to remember the interviews and take hold of the data in detail before coding.

Step 3: First Cycle of Coding

Descriptive, process, values, and emotions coding were used while coding the transcriptions at the points they were relevant as offered by Saldana (2009). Therefore, this stage can be considered as part codes appeared but neither organized nor considered deeply.

Step 4: Second Cycle of Coding

The researcher reorganized the codes constructed in the first step by paying attention to repetitive ones and found the similarities so as to form emerging themes.

Step 5: Searching for Connections Across Emergent Themes

Thorough bringing out the connections among the emergent themes in the current study, the researcher aimed at figuring out the base of the experience of the teachers and PDU members.

Step 6: Moving to the Next Case

As phenomenology aims to reveal the experiences of individuals, the first five steps were applied for each and every participant.

Step 7: Looking for Patterns Across Cases

Repetitive themes across cases were aimed to be find, in addition to specifying individual samples which were unique to each case.

Step 8: Translation

Since the interviews were carried out in the native language of participants, qualitative data texts were translated from Turkish to English including the themes and the codes.

The excerpts were translated into English and one of the participants was sent to her interview's transcription and translation so as to provide member-check.

3.6. Trustworthiness

To ensure that the results of a study can be trusted in the qualitative research, Lincoln and Guba (1985) identified four criteria which are credibility, transferability, dependability and confirmability, referring to the four basic quantitatively oriented criteria; internal validity, external validity, reliability, and objectivity respectively.

To begin with the credibility, which refers to confidence in the truth of the findings, Merriam (1998) recommends some techniques such as triangulation, member checks, peer examination, long-term observation, participatory or collaborative modes of research and researcher's biases techniques. Accordingly, in this current study, the researcher aimed to ensure the credibility of the results through interviewing only the volunteer participants in addition to including two stakeholders of the OTPD practices who are teachers and PDU members to examine the phenomena from different perspectives. Furthermore, during the interview process, the researcher was careful about having a good rapport with the participants through mutual understanding so as to make the participants feel that they were respected and what they think or say is important. Additionally, during the data analysis, debriefing sessions two experts in the field of Curriculum and Instruction and member-check with the participants were conducted to reflect on the analysis together (Braun & Clarke, 2019).

As a second criteria to enable trustworthiness in qualitative research, transferability refers that to what degree the results of a qualitative study can be transferred to other

contexts. To ensure this, the researcher tried to describe the context and participants of the study, research design and the methodology, data collection and analysis procedures in detail so that the readers understand the study and compare its results to others in the literature. Moreover, the researcher collected *thick descriptive data* in order to present all contextual factors influencing the inquiry (Guba, 1981) by asking for clarifications or follow-up questions during the interviews so as to gather a sufficient amount of details from the participants and to understand phenomena in-depth.

Dependability refers to reliability in traditional quantitative view. In qualitative research, it refers to dependability and consistency between the results and the data (Merriam, 1998). Accordingly, in this current study, the researcher provided detailed information about each stages of the research design, the data collection and analysis procedures and as the *dependability audit*, two experts from Curriculum and Instruction department in METU and who also have the experience of online and face-to-face PD programs, checked and guided the researcher so as to provide consistency. Lastly, confirmability which refers to the degree to which the results could be confirmed by others is another way of providing trustworthiness. However, it is required to keep in mind that in qualitative research, the researchers are assumed to bring their perspectives into the study. Therefore, in the literature, using triangulation to decrease the researcher's bias; providing justification regarding the choice of the methodology; explaining the research design in detail; or discussing the results in relation to the literature are some ways suggested to use. Under this scope, in the

current study, to provide confirmability, the researcher provided detailed information about the choice of methodology and the overall research design in general. Also, two experts in Curriculum and Instruction who helped the researcher as dependability audit also consulted the researcher as *confirmability audit* so that the interpretations were made without bias.

3.7. Researcher's Role

As the researchers have a crucial role in qualitative studies, it is possible that findings, analysis and interpretations are affected by their background (Creswell, 2013). Also, through phenomenology, researchers' ultimate goal is to seek the *essence* of the experiences (Van Manen, 2016). However, while doing this, it is not totally possible for researchers to skip their own experiences (Smith et al., 2009). Within this scope, it is crucial to describe the role of the researcher and probable biases arisen from the researcher, which is a common way of *bracketing* in phenomenological studies (Moustakas, 1994).

As the researcher of the study, I am the graduate of METU FLE department and have been working as an English instructor at various universities. In the first years following my graduation, I had difficulties on the scene as a novice teacher, then I had the chance of participating in professional development programs in my first institution. In time, I understood that I had benefited from them a lot and mostly they had enhanced my instructional skills, and as a part of my career, being a member of

PDU and organizing these programs with utmost effectiveness for the sake of teachers and students' development become one of my interest areas.

Starting my master degree in Curriculum and Instruction program gave me another reason to explore these programs further from the perspective of program design and evaluation through the courses Fundamentals of Curriculum Development and Curriculum Evaluation. Thanks to these courses, I gained the chance to learn the fundamentals of curriculum and evaluation and different approaches to them, and how to conduct them. The perspectives I obtained through these courses opened way for me to design a study which would answer my questions in regard to professional development programs.

With the outbreak of Covid-19 period, online education appeared as an obligation for everyone and so for me both as a teacher and as a master student, too. Therefore, as a researcher who experienced the advantages and drawbacks of being a teacher and a student at the same time during online education period, my interest for face-to-face PD programs headed toward the online PD programs which gains more popularity with pandemic. I, myself, also participated in lots of OTPD programs and I had enough background knowledge and experience to be able to criticize their effectiveness, however, I wasn't sure about the ideas of other teachers. Pondering on that, I wondered if larger group of teachers who experienced OTPD programs shared the same opinion, which is the starting point of the current study.

As a researcher who experienced online education as a teacher, as a student and as a trainee, I could have projected my own experiences and feelings to the participants I interviewed. However, being aware of the fact that it is a pitfall made me vigilant against the biases, I put extra effort to provide trustworthiness and to cling to ethical considerations although it is also significant and necessary to keep in mind that a complete bracketing seldom takes place in phenomenological studies (Moustakas, 1994).

3.8. Limitations of the Study

Although reflecting assumptions and biases of the researcher is a prevalent practice for bracketing in phenomenological studies, it is still questionable that to what extent objectivity can be provided and whether a complete bracketing can be achieved or not (Merriam & Tisdell, 2015; Moustakas 1994). Therefore, inevitably first limitation of the current study is the pure objectivity. Despite detailed explanation of trustworthiness, as the nature of phenomenological studies, misinterpretation of the data appears as a limitation.

Voluntary participation appears as another limitation although the participants were helpful enough. It is a limitation due to the fact that they are possible not to spare enough time and attention for the interview because of several reasons. It is also possible that they manipulated their answers so as to protect their institutions' dignity.

As one of the main goals of phenomenological studies, it is aimed to reveal the experiences of the target population on a particular phenomenon and interview is one of the data collection instruments suggested (Creswell, 2007). Nevertheless, to increase the credibility and validity of the study, in-class observations by the researcher or students' feedback could be also included in the current study, therefore, it might also be referred as a limitation of the study.

Moreover, in the current study there are two groups of participants as teachers and PDU members. However, as the number of the universities with a PD unit is limited in Ankara, it was difficult to reach a satisfying number of PDU members. Hence, the number of the PDU member participants can also be mentioned as a limitation of the current study as the obtained data from PDU members might not be in-depth enough and the enough saturation might not be provided.

3.9. Ethical Considerations

Confidentiality is an important consideration for all kinds of research, therefore, keeping the participants', both teachers' and PDU members', and institutions' names anonymous is one of the main concerns of the current study. To provide this, abbreviations of 'T' and 'PDUM' were utilized instead of the names of the participants. All the interview questions were analysed by The Human Subject Ethics Committee of Middle East Technical University and after their confirmation that there is no violation of ethics in this study was taken (*Appendix A*). following participants'

confirmation for participating in the interview, they were also provided with a consent form which includes detailed information about the study and their rights as volunteers. Oral consent was also provided by the participants before starting the interview.

CHAPTER 4

RESULTS

This chapter presents the results of this research study guided by the research questions and examines the experiences of EFL teachers and PDU members on OTPD programs and aims to reveal the factors affecting the transfer of learning from OTPD programs. The results obtained from the interviews with teachers are organized and presented under two main headings, which are teachers' experiences in OTPD programs and facilitators and barriers of transfer from OTPD programs.

4.1. Experiences of EFL Teachers in OTPD programs

The data obtained from EFL teachers regarding their experiences in OTPD practices were analysed and based on their answers, the data were categorized into two sub-themes which are their experiences in relation to content and conduct of OTPD practices.

4.1.1. Content of OTPD Programs

According to the data which are in relation to experiences of EFL teachers on the content of OTPD practices, the codes are presented in Table 4.1.1.

Table 4.1.1.

| The Codes for Content of OTPD Programs |
|---|
| Needs analysis |
| Up-to-date content |
| Having a theoretical part |
| Providing practical implications or hands-on activities |
| Feedback and question-answer part |

To begin with, EFL teachers have positive and negative experiences in OTPD practices regarding the content. To begin with, most of the teachers expressed that the content of OTPD practices they participated in includes a needs analysis part conducted by the organizers mostly and P1 supported the idea by explaining that before an OTPD program, trainers or the organizers of those programs analyse the needs of the trainers and then they decide the topics, the contents, time and duration of the programs.

Accordingly, P12 exemplified that:

...well for example there was an OTPD program provided by our institution about using digital platforms, and they organized it as a need for the online education period during pandemic.

Another consideration which is in relation to the needs analysis is having an up-to-date content and accordingly P8 stated that she participated in the ones with an up-to-date focus and topic more enthusiastically;

I don't know, for example the topics I have already known or I have seen frequently don't take my attention. Most probably, I wouldn't participate in a program such as how to teach vocabulary because I can easily find it on the internet. So, the ones related to current issues in the field have taken my interest more.

As for the teachers' needs, in some programs, participants stated that they were allowed to choose from different alternatives to participate according to their needs, and having different alternatives as P8 stated affected her motivation positively.

Following the needs analysis part, based on the participants' experiences, it was concluded that OTPD programs generally start with a theoretical part and then they put the theory into practice through some demos as P3 explained:

Based on the OTPD programs I participated in, I can say that they all were very well planned and based on a well-organized program which starts with an input session and then continues with practice.

Similarly, P12 also gave importance to have a theoretical part in OTPD practices;

.... these programs provide practical knowledge, that's totally fine and necessary but I also need theoretical background, too, because it is effective for refreshing my knowledge in the field. No matter how frequent they are expressed or shared, I am teaching for almost 14 years and I sometimes forget details or important points, so I can say that I benefited from the theory part in OTPD practices.

In addition to having a theoretical part, although there are some participants stating that OTPD programs they have attended so far include practical implications and demos, some of the participants state the opposite as P10 stated;

Secondly, it is important for me to have hands-on activities because I like learning by experiencing or trying. However, in OTPD programs I have attended so far it was like they presented the ideas just through powerpoint and tell me what to do. In an OTPD program, I need to use the idea, for example if it is a web tool, I need to practice it during the session so that I can foresee the difficulties and problems I can face, so I want to see and ask about it beforehand.

Likewise, P16 stated;

These programs, rather than sharing theoretical knowledge, should present the ideas that are applicable into the classroom or they should answer the question how they can be applied into the classroom. However, they turn out lecturing at the end of the day.

P11 also emphasized difficulty of providing practical implications or demos by focusing on that OTPD practices have disadvantages regarding hands-on activities;

OTPD programs require to be as effective as face-to-face programs. Generally, in OTPD programs, hands-on activities are difficult to do and follow. For example; in one of the online programs I attended, we were dealing with a technical issue, a hands-on activity. I missed a part and then I couldn't catch and ask the trainer about that part. So, the whole program turned something meaningless for me because that activity part was the key part of the program.

As another issue in regard to content of the OTPD practices, some participants stated that the OTPD programs they attended include a question-answer part and they were allowed to ask questions or asked to give feedback to enhance the target program or training. To exemplify, P16 stated for the continuous OTPD programs;

“In some practices I joined, the trainers had supervisors so that you can take feedbacks or you can ask your questions about the training or the programs or about your professional foci.”

Similarly, P2 emphasized the importance of providing feedback like;

For example, when it is synchronous session, I watch the video and they share the notes, that's all okay. But when I don't understand that topic, the articles they share are also important. In one of them, there was a quiz at the end, and they directed me to what to study or focus on according to the mistakes I made on the quiz, it was really helpful and guiding for me.

As for the feedback part, P9 also shared her idea based on her experiences in OTPD practices as the ones she participated in didn't provide the chance of feedback;

If I were the organizer of a program, I would like the participants to think about what you could or couldn't learn, or about the strengths or weaknesses of the program and share your ideas with the group members and write a short report. I believe in this way the effectiveness of OTPD programs can be increased.

All in all, based on the experiences of EFL teachers, content of the OTPD practices was analysed and it was concluded that these programs mostly include needs analysis,

and participants benefit from up-to-date topics more, and although theoretical part is important mostly practical implications or demos are expected and lastly, feedback and question-answer sessions are seen significant by the participants based on their experiences.

4.1.2. Conduct of OTPD Programs

Another sub-theme obtained from the gathered data is about EFL teachers' experiences during the OTPD practices and therefore named as the experiences on the conduct of OTPD practices and the codes are presented in Table 4.1.2.

Table 4.1.2.

| The Codes for Conduct of OTPD Programs |
|--|
| Interaction among participants |
| Interaction between trainee and trainers |
| The number of participants |
| Flexibility of time |
| Being voluntary-based |
| Effective time management |
| Contingency plans for technical problems |

When the data regarding conduct of OTPD practices were analysed, interaction among the participants was referred by participants negatively or positively. To

illustrate, P9 emphasized:

Well, typical OTPDs I have attended so far were like lecturing which means that the trainee speaks and the trainers listen and then share their ideas through chatbox. These programs were not interactive, unfortunately, even sometimes we closed our cameras and microphones and did something else. It was such a process for me.

Likewise, P16 shared his idea;

My priority in these programs is their being interactive because no matter how interesting and attention gathering the topic or the content is, after a while, I can lose my attention and I can't go on till the end of the session. However, when there is interaction, for example someone asks a question, we share ideas and this keeps us more alert. At least, I believe that I benefited more from these kind of OTPDs.

P9 also emphasized that interaction is important for OTPD programs she believes that people could learn better from each other than it happened from the trainer.

In addition to interaction among the trainers, some participants emphasized the importance of the interaction between the trainer and the trainee as P11 exemplified;

Providing interaction makes OTPD programs effective. In the one that about testing and assessment, XXX hoca used Web2.0. tools and all the process continued in interaction, we were expected to participate actively during program. I had never got bored, and it was one of the most fruitful and catchy session I had joined.

At this point, the number of participants appeared as another important issue as it is one of the factors affecting the interaction during the OTPD practices. Based on their experiences, some of the participants believes that when the number of trainers is less, the effectiveness of the programs increases as P3 stated;

...in one of the sessions I joined, we were seven or eight participants, and I had lots of fun during it, we formed an intimate relationship, and therefore we could have a positive learning environment, too.

P8 also says;

I definitely think that the number of the participants affect the effectiveness of these programs. When there are too many participants, the interaction decreases and the program turns into just receiving the information rather than information exchange.

Moreover, P16 stated that when the group is crowded, the chance for taking feedback gets difficult. P9 supported the same idea by explaining that although it is one of the advantages of online programs to give chance for lots of people to reach a program at

the same time, this turned out a disadvantage for her because the chance for one-to-one interaction among participants or with trainer decreased.

Some participants also emphasized that OTPD programs provide flexible time for the trainers as P6 exemplified;

In OTPD programs I have applied and joined so far, the time of the sessions were flexible. For example; in some of them you can join the same program in the morning session or afternoon session. Or even sometimes, the sessions are held in the evening and this is a great chance for the teachers who works from eight to five. Also, the duration is not never more than an hour which is another good side of OTPD programs.

Similarly, P4 stated that;

Especially, during the time that I had a pregnancy and new-born break, I joined lots of OTPDs, and the best part is the chance of attending the same session in different time periods. Therefore, OTPDs were really helpful for me as a new mother who wants to continue her development.

Another topic emphasized by the participants is effective time management during the OTPD practices as P6 states:

Managing the time effectively is also highly important for me. I expect the trainers to explain her focus shortly but effectively because my time is also important and we have lots of responsibilities. It shouldn't take more than an hour, sometimes they exceed the suggested time limit or they are not to the point. There were sessions that I wanted to leave but as I thought it was going to be rude, I tried to tolerate.

Participants also believe that attending OTPD practices voluntarily is important because the ones who participated compulsorily or just for the sake of attending can be distractive for the other trainers as they are motivated less as P3 stated:

These programs need to be voluntary based because the ones who don't like or want can't continue till the end. Really, you get tired after a while, I mean the task assignments, discussion boards, group works and projects you need to be present at the end, they all can be tiring and difficult to handle if you are not interested or motivated. People should keep that in mind and join these programs accordingly.

Lastly, precautions for technical problems required to be taken to keep OTPD programs more effective because as P7 explained;

When there is a technical problem during the session it can be time-consuming, so accordingly demotivating for the participants. In a program I attended, the trainer had a B plan and applied it immediately and we didn't lose any time you know our time is also precious as teachers, too. Therefore, I mean contingency plans are not necessary just for lessons but for PDs as well.

In short, the data obtained from the experiences of EFL teachers in OTPD practices show that participants have different experiences during these programs their experiences were categorized and analysed into the codes which are having interaction or not, the number of participants, flexibility of time, being voluntary-base, effective time management and contingency plans for technical problems.

4.2. The Ways OTPD Programs Affect EFL Teachers

Regarding the effects of OTPD programs on teachers, the data were constructed as knowledge-based effects, skill-based effects and personal attitude and self-efficacy-based effects.

4.2.1. Knowledge-based Effects

When the experiences of EFL teachers on the effects of OTPD practices on teachers are analysed regarding the effects of the OTPD practices on their knowledge, the codes were appeared as it is shown in Table 4.2.1.

Table 4.2.1.

| The Codes for Knowledge Based Effects |
|---|
| Chance of refreshing theoretical background |
| Learning new tools and techniques |
| New terminologies |
| Getting familiar with the problems in the field |

Firstly, it is seen that most of the participants explained that they had the chance of refreshing their theoretical background or even learn new ones. To illustrate, P16 explained:

...there are some practices I apply in the class but I don't know why I am doing this. For example; in a session I attended storytelling technique was shared. Actually, this was a technique I had already used in my classes but I have forgotten about the details or even the name of it. When I learned about in detail, I could use more consciously or adapt it into different context.

Another participant who is a graduate of English Language Literature also shared that;

...well I know the language but after OTPD programs I learned different techniques as I am not a graduate of ELT department and I think that I don't have adequate theoretical background, or even if I apply a technique in the class, I don't know its terminology or details. So, I can say that these programs effect my knowledge as an EFL teacher.

Some participants also explained that OTPD programs were effective regarding tools or techniques that can be used. P9 stated that because her master degree is on Teaching Turkish to Foreign People, she wrote everything in Turkish during that period. However, during Phd processes, the need for English academic writing skills has appeared. She stated that a recent program about Academic Writing in English, she learned new techniques for herself, she states that her background knowledge therefore

has increased. Regarding the tools participants explained that thanks to these programs they learned different online tools which is really necessary during the online education period. P8 also exemplified that;

I am sure you heard about Nick Peachy, he is like a master in online tools, I participated lots of workshops by him, and I learned different online tools in each session which is a need for me during the online education as person who is not interested in technology too much.

Participants also states that they encounter new terminologies to them in the field. For instance, P12 states;

I learned different things during online sessions. For example; in one of the sessions I learned about ‘conversation analysis’. This was the first time I heard about this term, then I started to get interested in that study field and I searched for more online sessions to get more information. I really like it. Even I want to tend towards it during my PhD study.

P10 similarly exemplified;

For example, I learned the term ‘Globish’, it means that using English just as a business English, there is no idiom. Its popularity has been going up lately as the people don’t feel like that they have to learn the culture or the idioms in English. So, it is an important new terminology for me.

Another participant mentioned the effect of OTPD programs regarding being familiar with the problems in education. To exemplify, P10 states;

Regarding knowledge, for example; I joined in Educational Sciences Conference, and in there they talked about the problems related to the problems of students in Turkish Education System and they focused on why they can’t have analytical thinking skills and how can we provide it, what can we do. I learned lots of precious ideas and I learned pedagogical knowledge there.

For the effects of OTPD practices on teachers’ knowledge, some participants see even the worst programs as an advantage for themselves as P2 states;

Sometimes in these programs, although they explain the things I have already know, at a point someone asks a critical questions and I learn something new

or gain a new perspective. Hence, I can say that even in the worst OTPD practice, I can learn something.

although some participants have a positive attitude some other participants don't have such a positive attitude and as opposed to P2, P3 states;

In terms of knowledge, at the beginning of my career, they stand in good stead, however, after getting experienced on the field in time, I started to feel like these programs repeat the same thing. Unfortunately, I can't say that they are beneficial for me in regard to knowledge.

All in all, in regard to experiences of participants on the knowledge-based effects of OTPD programs, the findings show that although there is a negative perception, perceptions and experiences of other teachers are positive.

4.2.2. Skill-based Effects

Regarding the effects of OTPD programs on teachers' skills, most of the participants believe that these programs have a positive effect on their skills as teachers and the codes are defined as it is shown in Table 4.2.2.

Table 4.2.2.

| The Codes for Skill-based Effects |
|-----------------------------------|
| Instructional skills |
| Instructional technology skills |
| Classroom management skills |
| Language skills |

To begin with, instructional skills appeared as one of the skill-based effect of OTPD programs. P3 stated;

In terms of skills, I can say that they were beneficial for me especially regarding instructional management. For example, I got better in managing the same lesson in different classroom dynamics because in the programs I attended they had made us practice enough.

Similarly, P6 also explained;

Although the students, the teachers or even the grammar topics are the same during an academic year, the strategies I use are changing. Therefore, I try different strategies especially the ones I learned or heard in an OTPD program. So, I believe my in-class behaviours as a teacher change or vary thanks to these kind of programs.

Another participant also agreed that thanks to these programs lesson planning or having different contingency plans skills have got better, and could take the attention of students better.

Most of the participants are also affected by OTPD programs in terms of their instructional technology skills. They explained that they learn different online tools in OTPD programs and they can use them effectively in either online classes or face-to-face classes.

To illustrate, P20 stated that she started to integrate smart phones into the lessons more. She said that they can play Kahoot for almost every skill in English by using smart phones, or they play Quizlet. She also added that they continued office-hours online although the online education period ended in their institution.

P10 also explained;

I learned a lot about online tools. At least, I had no idea about online education but after the programs I experienced different tools or software programs for online education or online exams during the OTPD sessions and I tried to use them in my classes and I need to admit that my technological instruction skills were affected positively.

Classroom management skills appeared as another skill-based effect of OTPD programs and most of the participants believe that OTPD programs affected them

positively. P11 explained how their experience as a learner had a transformative effect on their teaching;

As I also experienced during the OTPD programs, it is sometimes difficult to concentrate, or I lose my attention. That's why, it is also difficult for the trainee to keep the participants' attention. We have a similar case with our students as well. That's why, I try to get prepared beforehand to make the lessons more interactive during the online lessons.

P2 also shared her idea about classroom management effect as;

I want my students to be more autonomous learners. Therefore, I try different applications or suggestions from online programs, I benefited from these programs a lot especially during the online education period to manage my classes better.

P7 also emphasized the importance of adapting new or better classroom management skills during online education period and referred positive effect of OTPD programs on her awareness of classroom management skills in online lessons;

Especially for the online education processes, I can say that OTPD programs are effective. During online education, you need to be more patient and flexible especially regarding the teacher waiting time because there might be lots of reasons for waiting such as technical problems, or low internet connection. As I, myself, also experienced similar problems in some of the OTPD programs I had attended, I gained more empathy and tried different ways for possible problems during online education.

Likewise, P4 also made a similar explanation about the classroom management skills he obtained through OTPD programs in terms of teacher waiting time;

I attended an online program about brain-based learning and I learned that the time of processing knowledge is different for each student. Therefore, I tried to wait more or according to student's need. Also, I could manage the ones who can't wait for the slow-learners by explaining the reasons behind it.

Moreover, P7 stated that thanks to OTPD programs they could revise their classroom management skills especially for the online lessons. She exemplified that even in face-to-face education giving instructions clearly is important, during online period keeping it shorter worked better.

Participants also stated that they get benefit from the OTPD programs in regard to language skills like reading skills or speaking skills.

P19 stated that in one of the programs he attended they presented a reading strategy and also shared ideas about why it is an important skill or how to motivate students to read more. After that, he said that he had tried the applicable ones in his classes or adapt them accordingly. As a teacher, he believes that he also refreshed his reading skills and could apply different ones accordingly.

P6 also stated the effects of OTPD programs on her language skills as;

In the last OTPD program I have attended, they mentioned about a practice about how to teach phonology. And I thought how can I apply this in my classes. Because in short, it was about native speakerism which is a problematic area in our field. They support the idea that as much as you can be intelligible while speaking, nothing more is necessary. As an English language teacher from Turkey, I tried my best to teach what is intelligible speaking and encourage them to do this.

In short, as it is seen, the perceptions and experiences of teachers on the skill-based effects of OTPD programs can be categorized into four which are instructional skills, instructional technologies skills, classroom management skills and language skills.

4.2.3. Personal Attitude and Self-efficacy –based Effects

When the data obtained regarding the effects of OTPD programs on teachers' personal attitude and self-efficacy were analysed, positive or negative perceptions or experiences can be seen. Although most of the participants believe that what they learned from OTPD programs affect them positively in a way, a limited number of participants believe that these programs have no effect on their personal attitude and

self-efficacy. Positive effects of OTPD programs on personal attitude and self-efficacy of teachers were analysed under the codes as they are shown in Table 4.2.3.

Table 4.2.3

| The Codes for Personal Attitudes and Self-efficacy Effects |
|--|
| Self-awareness |
| Self-correction |
| Chance of feedback from others |
| Directing interest areas |
| Self-confidence |

To begin with, most of the participants explained that thanks to OTPD programs, they obtained self-awareness as teachers. For instance, P2 explained that;

Well in the trainings I get, I generally think about how to use them in my classes. Therefore, I get more aware of my drawbacks as a teacher or get more aware of the needs of the students. They trigger something else, I said to myself that I have never thought about that...like this.

Also, P6 stated that;

DELTA program I took in 15th year of my career provided me to see I was doing some things without enough attention or any conscious...And with that DELTA education, each program after that helped me make new connections...

In addition to providing self-awareness, participants also state that these programs provide them to make self-correction or they have chance to correct themselves after taking feedback from trainers or their colleagues and this provides them more self-confidence as teachers. For instance, P4 explained that;

As a teacher, in years, you shape your teaching style, when you learn the basis of this teaching style or in-class behaviour, or when you see this style is used by some other teachers is like a kind of reflection for myself. I corrected the

parts that I thought wrong as a teacher, and behaved differently. I was doing like this; I need to change it or continue doing like this.

Similarly, P16 also believed the effect of feedback on her self-confidence;

As I said before, observing myself as an outsider, or exchanging ideas with my colleagues or supervisor, the feedbacks I have taken, or seeing others live similar experiences in their classes provided me different perceptions.

P6 also shared a shortcut from her own self-reflection in the class;

I said to myself while giving instruction in the class: 'XXX, well your instructions required to be short and clear, what are you doing?' and I warn myself before, during or after the classes.

In addition to providing self-awareness and self-reflection or feedback from the other stakeholders, some participants said that because they can see the effects of these programs on students, too, they feel more motivated and get encouraged to do more and their personal attitude their jobs is affected positively. To illustrate, P5 stated that;

...sure it is positive. Well I feel that as I apply somethings up-to-date, it is more beneficial for students or get their attention more. This makes me happy and satisfy more.

P14 also have the same idea as P5 as she explained that;

These programs have effects on students and these provided me to be a more self-confident teacher. As I motivated the students and I also got motivated, too.

These programs are also seen as the ones that affect the ideas of the teachers regarding their professional interest areas as P12 stated;

Hocam, I worked in different units such as Testing, Coordination, Material Development...I mean I can say that I worked in every unit or in different universities. However, after the last session I participated in on item analysis, I got aware that I don't want to do it anymore. I don't want to work in testing unit once again...Or in the session about conversation analysis, I got a new perspective and I got excited about it. I don't know maybe I am gonna go on my PhD on that field. Well, I mean these programs can change our even our interest areas.

Because of some participants' educational background like English Literature, they think that OTPD programs affects their personal attitude more as P3 explained;

Except for knowledge and skill, firstly I believe that these programs make me feel a lot regarding confidence. Because as I said I had never been sure of my teacher identity and neither in class nor outside the class, I could say I am a real teacher. So, I am sure that they affect me positively in terms of my proficiency as a teacher.

In addition to the positive effects of OTPD programs on teachers' personal attitudes for themselves or for their jobs, these programs are also appeared as effective on teachers' self-confidence. For example, P10 emphasized the effects of these programs on her self-confidence especially during the online education period;

Well, regarding the self-confidence, I don't feel myself confident in terms of using or applying technology in my classes, because of that at the beginning of the pandemic I felt really bad about it. But now I have 14 medical students, we have online classes and they enjoy in my lessons a lot and that's because of the tools and techniques I learned in OTPD programs.

Similarly, P12 also stated that she got more self-confident;

In terms of self-confidence, they are beneficial a lot. For two years, not being exposed to English left me behind, or I felt like that at least. So, turning back to terminologies or lesson materials thorough online programs made me feel good.

Despite positive perceptions on the self-confidence and personal attitude based effects of OTPD programs on teachers, just P1 and P13 disagree their positive effects and P1 explained that OTPD programs has no effect on her personal attitude and self-confidence and P13 stated that:

In all the PD programs, either online or face-to-face I have attended so far, no one mentioned how teacher feel, rather than that, how teacher should feel or behave was the focus and this is told in patronising manner. Everybody tells us what to do in our classes, all of them are experts but how we can feel during the pandemic for example have never been questioned. There was no motivating talks or ideas for teachers in any of them, so I can't say that they are effective for me regarding my personal attitude and self-confidence.

In brief, in regard to last sub-theme of the perceptions of teachers about the effects of OTPD programs which is self-efficacy and personal attitude based effects can be categorized within the codes of self-awareness, self-reflection and feedback from the others, effects on the students, effects on professional interests and lastly self-confidence.

4.3. The Factors Facilitating and Hindering EFL Teachers' Transfer of OTPD learning into Classroom

After analysing the data gathered to investigate the experiences of EFL teachers on how OTPD programs affect them regarding their knowledge, skills and self-efficacy and personal attitudes, in the following research question, the study seek to answer what are the facilitators and hindrances that affect the transfer of OTPD learnings into classroom. The data gathered to reveal the facilitators and hindrances affecting the transfer of OTPD learnings into classroom are analysed under three sub-themes which are; training design, trainee characteristics and work environment.

4.3.1. The Factors Facilitating EFL Teachers' Transfer of OTPD Learning into Classroom

Facilitator factors affecting transfer of OTPD learning into classroom were analysed and three themes constructed as training design, work environment and trainee characteristics and they can be found in Table 4.3.1.

Table 4.3.1

| Sub-Themes | Codes |
|----------------------------|--|
| 1. Training Design | 1.1.strategies given 1.2.volunteerism 1.3.chance of observation on a model 1.4.practicality of OTPD learning 1.5.trainer’s characteristics |
| 2. Work Environment | 2.1.attitudes of colleagues 2.2.institutional support 2.3.content & pacing of the institutional program 2.4.type of education during transfer |
| 3. Trainee Characteristics | 3.1.trainee’s motivation 3.1.1 motivation to learn 3.1.2. motivation to transfer 3.2. teachers’ belief |

4.3.1.1.Training Design as a Facilitator

Training design as a facilitator factor affecting the transfer of OTPD learning into classroom is determined with four codes which are strategies given during the OTPD programs, type of PD programs, chance of observation of a model prepared for OTPD focus, practicality of the OTPD learning and the trainer characteristics.

To begin with the strategies given during the OTPD programs, participants states that these strategies help them transfer their learnings more easily or meaningfully. P14,16 and P6 stated that even if not included in every program, some of them provide strategies and they help you when you want to use them. To specify, P6 exemplified the case;

Maybe you heard about him, XXX, I took lots of trainings from him. He is marvellous. He presents you two or three tools but he presents every details about them, he made

practices about it, gives strategies etc. And you can get the logic and pros and cons beforehand. And this helps you to use it more easily.

P10 also mentioned the same issue by explaining that;

I can't say that each of them includes strategies but the ones like workshops give strategies on how to adapt them with different student profiles or in different cases. They were more like a guidance, but I can say that they were also useful strategies.

Another factor affecting the transfer is about the volunteerism for attending the OTPD programs as being voluntary-based or compulsory by the institution. To illustrate, P11 claimed that when these programs are compulsory, your chance of benefiting from it decreases. However, she believes that when they are voluntary-based, they will choose the ones according to their needs and therefore their chance of transfer will increase accordingly.

P10 and P14 mentioned that whether OTPD programs give the chance for observing a model or demo of the focus of what is tried to be presented or not has also positive effects on transfer. While P 14 states that when these programs provide both strategies and demos, it makes them more meaningful for the trainees and enable trainees applying them more easily, P10 explains that;

Actually, I have an idea like that; universities can create archives for the recordings of demos or for example the interactive lessons, therefore, we can reach them easily and remember what to do. This makes our job easier when we want to use them in our classes.

Additionally, practicality of the learnings from OTPD programs was also seen as a facilitator for transfer as P 17 explained;

For example, I used online tools during the online education period, but although we have face-to-face classes now, I can still use them because they are applicable. Therefore, I can use them in different learning environment or with different student profiles.

Lastly, trainer's characteristics is also counted as a facilitator as P 13 stated;

As I hope to learn even a small piece information from these programs, therefore, the trainer's background is important for me; What kind of studies s/he has done, how

long s/he has been interested in this issue, what s/he is going to talk about and so on. Eventually, my time is also precious and I don't want to attend in session which make me think that it is a waste of time. If I really trust on the trainer, then the chance of transfer of what I learned in his/her session increases.

In short, effects of training design on the transfer of OTPD learnings into classroom are seen as a facilitator when the design provides strategies, model or demos for the trainees, when it presents ideas or knowledge that can be turned into practice, when the PD program is designed online rather than face-to-face and when the participation is voluntary-based, however, they can also appear as a hindrance in different cases or in different learning environments as it will be mentioned in hindrances part in detail.

4.3.1.2. Work Environment as a Facilitator

Work environment is another theme that analysis revealed, and within the scope of this study, work environment involves the aspect of transfer climate, support, opportunity to perform and follow ups. In this study, from the data analysis, attitudes of colleagues, institutional support, content and pacing of the institutional program, and the type of education during the transfer were the codes which were constructed in relation to work environment effects on the teachers' learning transfer from OTPD programs.

Participants mostly mentioned the effects of attitudes of their colleagues as a facilitator for transfer. To illustrate, P10 stated that;

We have a really supportive environment with my colleagues. We learned a lot from each other. For example, one of them created a vocabulary activity by using a tool, she shared it immediately. Or my friend taught me how to apply the materials online through Zoom. This is also a professional

development I think. So, you can use what they prepare in your class, or you can learn a lot from them.

From a different perspective P7 explained that;

When the other teachers have heard about the things I applied and worked in the class and want to use it, I get happy to see somethings I have done go well and this makes me more motivating to learn and to do more because generally people don't want to use what they heard or learned during the PD sessions.

P2 also mentioned the effects of short meetings they have done under scope of OTPD programs;

We have chosen different tools to study and focus on the class. At the end of the year, we come together with my colleagues and shared pros and cons of these tools, what went well or bad. I really think these meetings are facilitators for me.

Even some participants see the transfer of learning from PD programs like a competition and explained the effects of their workmates;

If my colleagues applied different activities, tools or strategies in their classes, I wanted to learn about them, for sure try to apply them and even try to be better than them. This competition increased especially during online education period as we need more up-to-date knowledge and the skills, I especially didn't want to fall behind of my colleagues.

Although some participants believe that attitudes of their colleagues are facilitators for them to transfer what they learn from OTPD programs, P1 and P3 stated that it is neither a facilitator nor a hindrance for them and P3 explained;

As the lessons were conducted online and we worked at home, we as colleagues had no chance to see each other and to have interaction regarding our lessons, so as teachers, there was no chance to effect each other negatively or positively.

Another code obtained from the gathered data is effect of the type of education during the transfer. P8 stated;

As we were in online education period because of Covid-19 pandemic, I attended OTPD programs related to online education. Therefore, as these programs met my needs for this emergency period, I could easily transfer what I had learned from these programs into my online classes and so benefited them more.

Participants also mentioned the effects of institutional support as a facilitator for transfer as P9 stated;

Well, our institution is already supportive about using what was learned from PD programs. Or sometimes students ask some changes or addition in the classes...The institution believes that we can do our best, so they don't interrupt us more than necessary. They say that you are the decision-maker in the class. Therefore, I can use the ones I want from PD sessions in my classes, the institution doesn't put me off.

Content and the pacing of the programs which institutions of the participants implemented appears as a facilitator for P5;

Well, it is important not to have a strict syllabus, I mean a comprehensive or busy one. Last year, it was the case, but this year is a bit more loose. We have more chance to apply what we learned, so it is motivating.

All in all, some participants see work environment as a facilitator to transfer what they learned from OTPD programs regarding attitudes of colleagues, institutional support, type of education and content and the pacing of the program.

4.3.1.3.Trainee Characteristics as a Facilitator

Trainee characteristics as a facilitator for transfer of learning from OTPD programs is another theme constructed according to the data analysis. Under this theme, two sub-themes were categorized as motivation to learn and motivation to transfer which affect each other bilaterally.

To begin with, participants generally agree that when you want to learn more as teachers, it accordingly affects your motivation to transfer as P9 also stated that any knowledge that is not learned to be used is never a beneficial one for her, and she added

that she thinks in a pragmatist perspective in that sense. Therefore, her motivation to learn more comes from her motivation to use it in her classes, which is a facilitator factor for transfer.

As the motivation to transfer is linked to motivation to learn, the participants were accordingly asked what motivates them to learn more and most of them stated that their needs directed them to participate in OTPD practices and because they attended these programs according to their needs, they tried to transfer what they learned into classroom. To illustrate, P10 explained that;

Before the OTPD programs I attended, I had had difficulty in creating interactive lessons as the processes continued online. So, I needed to develop myself in that sense. I learned how to use poll in Zoom, or I know it will be an ordinary example but I learned how to integrate padlets into my classes to see if the students write or not and so on.

Similarly, P13 gave another example;

For example, I got a mail about an online program on Toefl IBT exam strategies, and I immediately accepted it because I needed it I wanted use it during my classes. Therefore, I decide them according my needs because most probably they are my needs for my classes to be better.

Moreover, P2 stated that she sometimes attends the online sessions of other universities to see what they are doing. For example; if she is going to teach a paragraph type, she attends and checks the others and transfers if they are suitable for her class. Or P14 who is in her 19th year in her teaching career explained that she participated in OTPD programs because she feels herself insufficient in instructional technology skills and integrating them into her classes, and she benefited from these programs and got better in adapting them in her classes.

Hence, what motivates some teachers to attend OTPD programs is their needs, and as they participate according to their needs, they can transfer what they learn more, which shows that their motivation coming from their needs is a facilitator of transfer.

Another motivation to participate in OTPD practices is students' needs for some teachers because they believe that unless the activities or learnings don't address students' needs or don't benefit them, they are meaningless. For instance, P5 stated that;

I participate in these programs because I want to be more beneficial for the students, And as the students' needs and profiles change in time, I want to apply up-to-date things in my classes. But whether they work all the time or not can be discussed, unfortunately.

P9 also exemplified that;

My students like technology integration into the classes, so I needed to add more activities to make them participate more. For example; I re-designed our coursepack and I added some Qr codes in different parts related to the topics. Therefore, their interest into the lesson increased.

In addition to getting motivated by their own needs and students' needs, some teachers also explained that they are self-motivated and they enjoy learning and trying different things in their classes. For example, P3 explained that she likes the informal learnings because there is no one to grade or criticize her and she tries to attend different or interesting practices and then try them in her classes. Similarly, P6 states that;

I enjoy learning a lot. I know that I have been a good student for 21 years. I never say, for example, I am good at phonology, so I don't need to participate in that. I participate in it, refresh or support my knowledge and refresh my classes automatically.

On the other hand, some teachers are motivated to learn and to transfer them into their classes because of extrinsic factors such as the satisfaction of being appreciated by their colleagues or students. For example, P7 explained that;

Professing a job better can be encouraged by others and this encouragement comes from the feeling of being the best and the most favourite one, therefore, teachers do what they do with this motivation and try different or interesting things in their classes and these programs provide the desired variety for teachers.

P12 also added that;

They mention something as 'community of practice'...This provides a serious motivation. You don't want to fall back of the others, some participate in DELTA for example. And you also want to take it so as not to be 'a bad teacher' for your students or even for your boss.

P9 also stated that she likes the feeling of a being a unique teacher who shares different strategies or does different activities in her classes;

For example, there are some strategies I learned after the sessions on IELTS speaking. I shared them with my students and told them that they can't learn this information from anybody else, or find it anywhere. They can learn them just in my class because I know that my friends here don't know it.

And she continues that she wants her students to know that the time they spent in her classes is precious. Therefore, presenting useful or brand-new ideas or strategies for her students is a way of prestige for her and that feeling motivates her to do more, which turns into a facilitator of transfer what she learned from OTPD programs in her classroom.

Except for the motivation, another facilitator appeared under the theme of trainee characteristics is the appropriateness of the learnings with teachers' beliefs. A participant mentioned the importance of teacher's belief by stating that;

I think teachers' belief is important regarding the transfer. I mean if I believe, I continue trying for it in my classes and try my best to apply it or make my students enjoy it. But, if I say it is useless even from the beginning, I never bring it into my class or adapt it into my lessons. If I will apply something, firstly I need to believe it's practicality and benefit, I don't do something for the sake of just doing.

In consequence, participants mentioned motivation and teachers' belief as a facilitator of transfer into classroom and as the data regarding the motivation obtained in bidirectional which are motivation to learn and motivation to transfer, they were analysed in relation and the reasons of motivation were also presented as they are main factors affecting the motivation to transfer as a facilitator.

4.3.2. The Factors Hindering EFL Teachers' Transfer of OTPD Learning into Classroom

Hindrances affecting transfer of OTPD learning into classroom were analysed under three pre-determined sub-themes and the obtained codes are presented as in Table 4.3.2.

Table 4.3.2.

Corresponding Sub-themes and Codes for Factors Hindering Transfer of Learning

| Sub-Themes | Codes |
|----------------------------|---|
| 1. Training Design | 1.1. nature of OTPD programs 1.2. content of OTPD programs 1.3. trainees' needs 1.4. strategies given 1.5. trainer's characteristics 1.6. mentoring system |
| 2. Work Environment | 2.1. content & pacing of the institutional program 2.2. work load 2.3. type of education during the transfer 2.4. technical or physical problems in the work place 2.5. attitudes of colleagues 2.6. institutional support |
| 3. Trainee Characteristics | 3.1. trainee's motivation |

4.3.2.1. Training Design as a Hindrance

Training design was constructed as a sub-theme under the hindrances affecting transfer of OTPD learning into classroom. It has five categories defined as; nature of the OTPD programs, content of OTPD programs, trainees' needs, strategies given during the OTPD programs, the trainers' characteristics and the chance of later on interactions with the organizers or the trainer.

To begin with, first hindrance comes from the nature of the OTPD practices for some participants. As P11 stated;

When the professional development programs are conducted face-to-face, I think that the practice part is more dominant. People can ask what they want at that time and maybe even if it is not in the content of the session, they can extend the practice part. Therefore, the more I see something for practice, the more I get the chance for a better practice in my own classes or teaching.

After he mentioned the positive sides of the face-to-face professional development programs, he added that it is not the case for OTPD programs, thorough the end of the sessions, it turns something as if you are watching a movie and it doesn't turn out a real life experience for her.

P15 also supported this idea by saying that she can concentrate more on face-to-face programs and accordingly benefit more, and therefore, the chance for transferring the knowledge or the practices into her classes increases.

P13 also states that rather than in online practices in face-to-face programs, there is more chance of hands-on practices. She exemplified that;

For example, the trainers put you in the shoes of students in a face-to-face program, you practice it as if you are a student. And it is really helpful to experience it beforehand like a student so as to limit or decrease the risks or problems when you want to apply them.

P16 also supported the idea of attending professional development program online as a hindrance factor for transfer;

However, as I mentioned before, if OTPD programs weren't interactive or didn't provide any strategies for practice, regarding the transfer, there might appear problems. Teachers need to be sure of their practicality in the class and these programs required to provide this competence for participants.

Therefore, as it can be concluded from the participants' answers, disadvantages of online way of professional development practices appears as a hindrance regarding the transfer of learning context.

Also, content of the OTPD programs sometimes appeared as a hindrance because not each program is transferrable in regard to addressing classroom profile as P4 exemplified;

I cannot apply the things I learned from every program because sometimes I participate in programs just because the content has taken my attention a lot. For example, I attended OTPD programs about young learners and also in the one about refugee students. However, I have no young learners or refugee students in my classes. Therefore, it is not possible for me to transfer what I learned into my classroom.

Teachers' needs also seemed to play an important role regarding the transfer from OTPD programs because these programs sometimes failed in satisfying teachers' needs as P6 stated that;

Sometimes I participate in some programs with a great motivation but unfortunately it turns out a disaster for me. For example, in one of the programs, the training was about engaging students, which is a topic I really am really interested in. However, the trainer had written an article about it and he shared his methodology, participants etc. I could have just googled it found it by myself. I needed something to transfer in my classes, do you get what I mean...

Another code obtained from the data about training design as a hindrance of transfer is giving not enough and useful strategies in OTPD programs. To illustrate, P3 stated that there were programs which shared some strategies, but they needed to adapt them into their classes;

In some programs, the decision-makers are the teachers. I mean they present a very general strategy, but adapting it into our own classrooms and contexts was left to us. I wish that they share strategies that are applicable into every context and with different student profiles.

P13 also think that strategies given in these programs are hindrance of transfer for her because they are unrealistic and she exemplified the case as;

They always tell us what to do in these programs and these are the things we, as experienced teachers, have already known or tried in our classes. Sometimes what they suggest hang in the air; they don't share any idea about how we can create opportunities to apply these strategies they given in our real classes or doesn't share any real life example. Or the classes they are talking about are the ideal classes but what about the classes which are not that much desired? So, I don't believe or trust what they try to tell us as trainees.

Participants also thinks trainers' characteristics as a hindrance factor for transfer of learning because they believe that sometimes they can't get beyond the learning phase, so the possibility of transfer fails just at the beginning as P6 stated;

Sometimes I found a topic interesting and the trainer is someone who has the title of 'professor' or 'doctor', you know. When the session started they also started to read from the presentation. I could have read it from there. Or some

others talk a lot to expresses a short and simple point. I don't know the trainer is also an important factor for me to learn.

As for the last code under theme of training design, some participants complained about the chance of immediate feedback or interaction with the relevant person. P9 stated in line with this idea that;

One of the things I feel the absence of is having a mentor or someone to contact with. Okay, they share the knowledge or the strategies, but I have never experienced a program which gives later-on support. They give their contact numbers or e-mails, that's also okay, but this is not case. I wish they say to me that "hocam, this is your mentor, whatever you want to ask about you can contact to him/her" then, I feel safer and I know that if it doesn't go well in my class, I have a mentor for that, so I feel more confident.

In short, training design appears as a hindrance factor for transfer of learning in regard to having online PD programs, the clash between the content of the program and the classroom, giving not enough or no useful strategies, trainers' characteristics and the lack of mentoring system in OTPD programs.

4.3.2.2. Work Environment as a Hindrance

Work environment was constructed as a hindrance factor of transfer of OTPD learnings into classroom and it has five categories defined as; content or the pacing of the institutional curriculum, work load, type of education during the transfer, technical or physical problems, attitudes of colleagues and institutional support.

Content or the pacing of the curriculum which the participant teachers have to follow at work appeared as the hindrance of transfer which 14 participants out of 20 brought forward because most of the participants stated that even if they want to transfer what they learned in OTPD programs as long as the content or the pacing of the curriculum don't allow them to do. P4 exemplified this case as;

Once I insistently applied something in my class but I got behind the program seriously. Then for weeks, I tried to catch up it because the students would take a quiz about these parts. When this is the case, unfortunately I can't dare doing the same thing again.

Similarly, P5 stated that;

When I think the case regarding the units such as material development, testing etc., I don't feel free as a teacher. For example; a teacher from material development unit can tell you that you cannot apply this in this way, you need to follow the materials provided by us. So, it is a hindrance for me, at least it is demotivating.

P13 also mentioned the same case and stated that they have a program for 15 hours and every step is defined in there and she continued;

I don't have any autonomy as a teacher, and the intensity of the program also doesn't allow me to get out of it, for example; this week, in an hour I am expected to cover 8 pages from the TOEFL book which refers to at least 100 questions and also I need to give feedback, too. And students may encounter them in the exams, this also a stressful factor. Even if content allows me, our program is over loaded.

P6 also stated that;

If it is up to me, for example; I teach simple present tense for a week with different activities such as listening a song, group works etc. However, you are given 3 hours and the materials although the students need 6 hours for that. In such a case, teachers feel themselves like in a box and no space to move.

In addition to content and the pacing of the institutional program, work load is also a hindrance factor of transfer for some participants as P12 explained;

For example, these days, we have ‘thirty days challenge’ in our agenda. This is an extra activity we want to apply as an institution. The idea is good, but I don’t want to take the responsibility, I direct my students to do it, suggest it with its advantages. However, I don’t want to check if they did this or not because I have already had lot of responsibilities except for my job description, so I am sorry but I don’t want to do more.

Work load of the teachers appeared as a hindrance factor for P14 and accordingly she stated;

Even if I wanted to try what I learned from these programs, as they mostly required a pre-preparation at home, I avoided transferring any new things because we have lots of job responsibilities such as office hours.

In the same vein, P2 explained;

Covid-19 period brought us new and extra job responsibilities, so I didn’t always have enough time to think about how I could transfer my learnings from OTPD programs. I just focused on how to handle my classes online.

Type of education appeared as another hindrance factor because most of the participants were in the online education period as a result of pandemic. P8 stated that;

My main goal during the online education period is to reach the goal or not. I mean I don’t think about the strategies I use or I don’t want to try new things because it is already difficult and I don’t want to take risk. I have more serious considerations and I observe the same for the people around me.

Similarly, P11 also explained;

I had difficulty in time management during online lessons, therefore, I avoided trying different things in online education period. That’s why, being in online education period appeared as a barrier for me as I had different considerations.

Technical or physical problems in the classes or in the institutions also is a hindrance factor for some of the participants. P6 exemplified that as;

For example, we have been using e-books in our school for a long time, but sometimes it appears as problem when you want to do something. Some of them have no battery, or some of them don’t bring it into class...when this is the case, you want to share a text, but some of them have to follow it on the screen, it makes your job difficult.

P5 also mentioned physical problems in their school;

Before the pandemic this was still the case and now, too; we are not allowed to design our classes in u-shape. It affects the interactivity so the things you want to apply. Second one is about noise issue; when I apply something interactive or competitive because some other classes get interrupted because of the bad physical conditions of the school.

Similarly, P3 complained about the technical problems as a barrier and stated;

there appeared technical problems. Because I work in a state university, the projectors don't work appropriately and this creates problem regarding the transfer. Or sometimes the classes are too much crowded, and it is a hindrance, too.

P11 also exemplified case as;

I can give the example of flip-learning. I think the rationale behind it is great, however, you need to have necessary infrastructure or platform for that. Unfortunately, we don't have necessary basis to apply it in our school, otherwise, I would definitely transfer what I learned or know about it.

P12 mentioned another perspective of the technical problems and referred to their cost by stating;

They suggest really good platforms to be used in the classes in OTPD programs, however, they are not free and cost a lot. So, I don't want to pay extra money. I wish our institution support us about this or in OTPD programs they suggest free and useful websites or platforms.

Moreover, although for some attitudes of colleagues appeared as a facilitator factor, for some participants it appeared as a barrier for transfer as everybody doesn't have the same motivation and the ones who are motivated for transfer are not appreciated in a way as P9 stated that;

Sometimes I feel like nobody tries for that, so why should I do it or feel like the effort I put forward is meaningless...Or in more colloquial manner, everybody earns the same salary, even though I try hard for new things, if I will not be appreciated in a way, it is not necessary for me, too.

Likewise, P6 explained;

Especially the more experienced teachers in the field can be demotivating for the novice teachers. At the beginning, less experienced ones are more willing to participate, learn and transfer, however more experienced teachers don't support them. Therefore, these unmotivated teachers create barriers for the others.

She also explained unwillingness of some experienced teachers as;

They say that "I am a 20years experienced teacher, they can't teach me reading strategies, I have already known and applied all of them."

Therefore, teachers' perspective to OTPD programs and the transfer of their learning affect other teachers in a way.

Lastly, institutional support is another factor counted as a hindrance and P7 stated that;

If the teacher in an institution is not satisfied with her salary, she can think that she can't take what she deserves and she doesn't want to do more than she thinks necessary. Or sometimes, they can have a problem with their boss and she gets angry or sad, and she doesn't want to do more than necessary. I think that institutions should also support their employees to be able to make them motivate for doing their best and for transferring what they learned in PD programs into their classrooms.

In brief, when the data obtained regarding the work environment as a hindrance were analysed, it can be concluded that some teachers' negative perception of OTPD programs or transfer can affect others negatively, institutions' support can be a barrier for the teachers if it is not managed effectively, even though the participants are willing to transfer what they learned into their classrooms, technical and physical problems might prevent it, the standardized content and the intense pacing of the curriculum might also block the transfer, being in an online education period has its own drawbacks to hinder the transfer and lastly heavy work load demotivate teachers in respect of transferring what they get from these programs into classroom.

4.3.2.3. Trainee Characteristics as a Hindrance

As for the trainee characteristics as a hindrance factor, teachers' motivation was constructed as the prominent barrier. Teachers' skills and teachers' beliefs also appeared to be important trainee characteristics that could function as a hindrance.

To begin with the motivation of the participants, they touched upon students' interests, reaction and participation and stated that it could be a hindrance when they want to transfer what they learned from OTPD practices into their classes. As an example, P5 stated that;

To be honest, students' attitudes and moods affect me a lot. For example, when I go into the class, if the students are in a bad mood because of different reasons, for example, maybe something unwilling happened in the previous lesson, or they learned a difficult topic before my lesson... These kinds of things can affect their mood, too. In such cases, I sometimes can't find enough motivation to try something new or different.

Similarly, P1 stated that if there is an exam or any assessment in that week, as the students will be more excited and all over the board, they can't focus on what the teacher tried to do, then he feels less likely to try or apply new things.

P9 stated that;

When I can't get the necessary response from my students on the practice I applied, I get demoralized and my motivation for students and lesson decreases. This also affects my mood for the following activities and transfers I want to try.

As another perspective, P7 explained that having online lessons is another distractor for both students and inevitably for teachers' motivation and he stated;

We might have some technical problems in the middle of an important of the activity or the lesson. Therefore, as a teacher you avoid using new strategies so as to lessen the chance of students' getting demotivated. Online education decreased my motivation to try new things in my classes.

Regarding motivation as a hindrance factor of transfer, P8 differently referred to the intrinsic motivation and stated;

Sometimes as a teacher, you don't have enough energy or motivation to try, and you don't want to get out of the target program. Being in the comfort zone makes me relax in those days when I don't have any energy or motivation for trying different or new things.

In a similar way to P8, P1 supported the idea of lack of intrinsic motivation as barrier for transfer with the statement that;

For the extrinsic motivation, or let me say in that way, so that the factors outside are able to motivate you to transfer, primarily, you need an intrinsic motivation, otherwise, nothing can motivate you, I believe in this at least.

As for the teachers' skills, especially during the online education period, some participants said that they got aware of their inefficiencies in using technology and this sometimes create a barrier for transfer as P12 touched upon;

Sometimes they suggest different digital tools, and sometimes I need to spend too much time to learn a tool. It becomes more to be tech-savvy in that case. If the tool expects me to spend too much time to learn, I avoid using or taking it into my classes because I am not that much tech-savvy person.

Regarding the teachers' belief as a hindrance factor, P20 stated

If during the program they can't make me believe the theoretical background and rationale behind it, I never ever tend to use it in my classes. Or if I think that it doesn't go well with my students' profile, again I don't try it.

As a result, when all the data obtained in relation to trainee characteristics as a hindrance factor of transfer, they can be categorized under three codes which are motivation, in relation to teachers' intrinsic motivation and teachers' motivation resulted from the students' motivation, teachers' skills that can prevent them from

transferring what they learned into their classes, and teachers' belief or trust on the presented information or practice.

5.1. Experiences of PDU Members in OTPD Programs

Regarding their experiences in OTPD practices, the data obtained from PDU members, who are another important stakeholder of the OTPD practices as they are the ones who prepare, conduct and observe the changes on teachers in during and sometimes after these programs, were analysed and based on their answers, the data were categorized into two sub-themes which are their experiences in relation to content and conduct of OTPD practices.

5.1.1. Content of OTPD Programs

According to the data which are in relation to experiences of PDU members in the content of OTPD practices, the codes are presented as they are shown in Table 5.1.1.

Table 5.1.1.

| |
|--|
| The Codes for Content of OTPD Programs |
| Needs of the trainees |
| Planning |
| Participation of trainees into the process of design |

As for the experiences of PDU members in content, they mostly shared how they designed these programs and what they were careful about during the design process. To begin with, most of the participants emphasized the needs of the trainees, and they explained that their starting point is trainees' needs as PDUM3 (professional development member 3) explained;

We first conduct a questionnaire on the teachers in our institution so as to see what they expect or what they think about the previous OTPD practices regarding their pros and cons or the parts to be developed or redesigned. According to the results, we re-arrange the previous ones and adapt new ones including trend topics or methods.

Likewise, PDUM5 referred to the types of OTPD programs and emphasized the needs analysis as the first step of the OTPD programs like they did in face-to-face PD programs and explained that;

You know, basically OTPD programs have two types as synchronous and asynchronous. As the institution, we keep the asynchronous ones in Microsoft teams. For synchronous ones, we follow the same stages as in the face-to-face ones which starts with a needs analysis of the teachers.

PDUM4 also mentioned the needs analysis and referred how they decide the content of the OTPD programs they are going to design as;

At the beginning of each term, by considering the trend topics, the topics we decided based on the lesson observations and the demands from our instructors, we conduct a needs analysis and then we design the training and discuss its outcomes.

Moreover, PDUM1 emphasized the importance of paying attention to teachers' needs by referring to online education period during the Covid-19 pandemic;

We got positive feedbacks from our instructors because how to conduct online lessons effectively arose as an emergent need, therefore, we designed our programs accordingly and we had the fruits of our labour together.

Following the needs of the teachers regarding OTPD practices, PDU members also emphasized the importance of planning process of OTPD practices and as an example PDUM1 explained;

I think one of the things that make OTPD programs a good one is the planning process. Just as in our lessons as teachers; we prepared a lesson plan and design our lesson into different parts beforehand, a good OTPD program needs a strong plan. For example; for the OTPD programs I design, the plan is mostly based on so called 5E module consisting of 'engage, explore, explain, elaborate, evaluate'. I went through the literature and I learned that this module can also be adopted in OTPD programs and I designed all the activities based on this module and benefited from it.

Similarly, PDUM2 explained that;

We cared about the planning process and we include three parts in our OTPD programs, firstly, we inform the instructors about the general process of OTPDs designed for this term and the expectations, then the instructor records her online lesson, watch the video and fill a checklist form about his/her lesson, find an area to be developed and do research about it, prepared a lesson plan and conduct it, during the lesson his/her partner teacher watches her on 'teams' and they do this interchangeably. Finally, the mentor teacher watches a new lesson with same focus but with a different lesson plan and give feedback and we follow these steps as a part of our OTPD practices.

PDUM5 referred to the things they pay attention during the planning process as;

Engaging the teachers into the process at utmost level, how to motivate or encourage teachers to write reflections, and so on... These are important things to be considered for us during the planning process actually and we designed our OTPD programs accordingly so as to obtain average effectiveness of face-to-face PD programs. As the institution, we also take instructors' work load into consideration during that period such as quiz grading, exam evaluation, portfolio assessment and design and plan the OTPD programs accordingly.

In addition to the needs analysis and planning experiences, one of members emphasized the importance of engaging the instructors into design process by stating;

Based on our experiences for 3 years, it is obvious that when the teachers are engaged into content decision part, they get more motivated so therefore more active during the programs and for the following ones. Therefore, we include our instructors in design and planning part of OTPD practices. We believe that effectiveness of a program is directly linked to its alignment with participants' expectations, therefore including stakeholders in every step is the most important thing for us.

As a result, PDU members announced that they organized OTPD programs by considering the instructors' needs, planning and including trainees into the process and shared their experiences accordingly.

5.1.2. Conduct of OTPD Programs

Another sub-theme obtained from the gathered data is about PDU members' experiences during the OTPD practices and therefore named as the experiences on the conduct of OTPD practices and the codes are presented as in Table 5.1.2.

Table 5.1.2.

| The Codes for Conduct of OTPD Programs |
|--|
| being collaborative |
| positive attitude of trainers |
| practicality |
| providing interaction |
| number of the participants |
| integration of technology |
| feedback part |
| participants' motivation |

To begin with, PDU members stated that they also participated in the OTPD practices they organized either as the trainer or the trainee, therefore, they had the chance of observing or experiencing the conduct of the OTPD practices. Based on their experiences and observations, OTPD programs are better in a collaborative way as PDUM5 stated;

What makes an OTPD practice effective is being collaborative, otherwise, it means that you didn't get the necessity and nature of PD practices. When I, myself, participated in OTPD practices, too, it is also a way to show that we, as PDU, are in collaboration with our colleagues and together in this.

Parallel to this, PDUM4 also explained that her participation into the OTPD practices gives different messages to the instructors and shows her collaboration with them which is an important part of OTPD or PD practices.

In addition to having collaborative process of OTPD practices, PDUM4 also emphasized the importance of positive attitude of the trainers by stating that when the trainers act like a boss or like a teacher who teaches novice students, it affects participants' motivation, therefore, having a positive and constructive attitude and act more like a guide who shares ideas is one of their concerns while conducting these programs.

Practicality is another concern of PDU members, as PDUM4 explained;

We are also careful about conducting practical programs. I mean with practicality that firstly, we care about the potential of our institution and design the programs accordingly. Also, we try to integrate the technology, different web tools at utmost level and we are careful about choosing application which requires the active participation of the trainees.

PDUM5 also mentioned the practicality issue by stating;

We have a balance between theory and practice and all of them are the ones that can be practiced or applied in or outside of the classes. However, we are aware of the fact that teachers expect more practicality for their lessons rather than the theory.

Interaction among the participants is another important factor in OTPD practices as PDUM5 shared;

Another issue I observed is that we as teachers like to get familiar with the other teachers' experiences in the class. As the same institution holds the same

student profile and organizational culture, teachers enjoy listening each other's experiences and going to class with new experiences that they can try.

Also, less interaction among the participants was observed by the PDU members as a result of increased number of participants as PDUM1 exemplified;

The programs which was conducted with 12-13 participants effectively turned into a fail in online PD practices regarding the interaction and participation. That's why, to increase the interaction and participation, I limited number of the participants for each session to five to six and I saw that the ones who didn't participate in the previous ones, had to stay active and participate.

Therefore, the number of the participants appeared as another concern of OTPD practices.

Moreover, integration of technology formed another important part of OTPD practices for some PDU members, as PDUM1 exemplified;

Interaction is very important part of every type of PD program either face-to-face or online. In our face-to-face PD programs, we were providing it thorough circling way, which means teachers sit as two circles and share ideas together effectively. We adopted this into online way through Google forms, and we wanted our instructors to write their ideas before or during the session and then during the session they can discuss or share their ideas in break out rooms or altogether. So, you need to know how to use technology effectively and accordingly as a PDU member and organizer.

Similarly, PDUM5 mentioned the practicality of using online tools for OTPD programs as;

Online PD programs have many advantages for us as PDU, because first of all, you don't have to arrange a place, you can share zoom link just with a click, or you have no considerations about what to serve to the teachers. Therefore, I can say that OTPD programs have its own benefits based on my experiences.

She also emphasized the importance of getting feedback from the teachers after OTPD programs and stated;

In OTPD programs we organized, we definitely take feedback at the end of each term through a questionnaire, and we mostly got constructive feedbacks from them to enhance the following programs. Although we were familiar with the OTPD programs, because of Covid-19 pandemic, it was an unprepared process for us as PD units as much as the teachers.

Lastly, PDU members focused on the motivation of the trainees as it affects the conduct of the OTPD practices as PDUM5 stated;

Based on my observations, some teachers tended to close their cameras during online practices. That's an unpleasant point, because setting some rules like not to close the camera is opposed to nature or the logic of TPD practices. However, still during an online process closing the camera is not a kind behaviour, and for me, it is also demotivating. With a trainee who is not hearing when you speak to, what kind of a group work can you do? It is not possible.

With a different point of view PDUM1 explained that OTPD practices during Covid-19 pandemic period were demotivating for most of the teachers and he continued;

Actually, it was like the Titanic scene; the world is burning out and you are trying to play violin at that time. So, justifiably, most of the teachers were demotivated, and this affected the process of OTPD practices no matter how well you prepared and organized the program. Because everybody was in an obscurity, chaos and they were anxious, and they couldn't think of how to get better in their profession, this was inevitable.

All in all, PDU members experienced OTPD programs regarding collaboration, interaction, motivation, practicality, technology interaction and number of the participants, and they shared their negative or positive experiences accordingly.

5.2. Effects of OTPD programs on EFL Teachers According to PDU Members

As for the important stakeholders of OTPD programs, PDU members shared their experiences or observations regarding whether these programs affect EFL teachers' knowledge, skills and personal attitudes and self-efficacy and how they affect them. Three sub-themes were created as knowledge-based affects, skill based affects and effects on personal attitude and self-confidence.

5.2.1. Knowledge-based Effects

As a result of conducting more OTPD programs because of Covid-19 pandemic, teachers needed to learn more online tools and focused more on how to conduct their online lessons more effectively. Thus, this lead to more knowledge building opportunities.

As for the technological knowledge PDUM1 stated;

At the beginning of the lockdown period, as PDU, we immediately did research on online lessons and online tools and organized a four-week OTPD program, it was like an orientation. Therefore, all the teachers were in need, they were motivated and participated effectively in all the process. Accordingly, we got positive feedbacks regarding their effectiveness, most of the teachers were thankful to learn new tools and techniques. Even one of them said that if she had started online lessons without participating in these programs, it would definitely turn out a disaster for her. To make it short, yes, OTPD programs effect teachers regarding their knowledge to a great extent.

Similarly, PDUM4 explained that reflections of OTPD programs which include technology integration in them can be seen more because they are brand-new knowledge for most of the teachers especially for the older ones who are dominant as number in their institution.

In regard to theoretical knowledge, PDUM3 explained;

During the online education period, especially the teachers who are older in the job gave feedback on OTPD programs related to how to conduct online lessons effectively and they said that they get familiar with these techniques thanks to these programs as they didn't need to orient technology that much into their lessons beforehand.

Therefore, based on their observations and the feedbacks from the teachers, PDU members referred to technological knowledge including digital tools and theoretical knowledge of online education as knowledge-based effects.

5.2.2. Skill-based Effects

According to the experiences or observations of PDU members, skill-based effects of OTPD programs on EFL teachers are put into two sub-themes which are technological skills and practical skills as a result of the analysis.

As for the technological skills, PDUM1 stated;

As teachers were in need of online tools or techniques, they were also in the need of developing technological skills or their skills on integrating technology in their lessons. They tried new things in their classes, for example, one of our teachers who enjoys a lot integrating technology into her lessons, applied 6 different tools in a lesson and she said that she couldn't manage the time effectively, 40 minutes' lesson continued for 56 minutes, she said. And then, she said that she wanted to focus on her time management skills for online lessons. What I mean is that they continued developing their skills through trial and error.

PDUM5 referred to practical skills as;

As far as I observed, teachers like short and practical skills and tend to use them in their classes by integrating them into their lesson plans. If the suggested skill is short and applicable, they adopt it immediately. I even witnessed some times that the teacher used the new practical skill immediately in two different classes to control its effectiveness. So, practical knowledge and skills affects more easily, I can say.

While other PDU members stated that they have got no feedback or observation from the teachers regarding skill-based effects of OTPD practices, based on the answers of

two PDU members, it is seen that OTPD programs affect teachers' technological and practical skills in the lessons.

5.2.3. Personal attitude and Self-efficacy-based Effects

As for the observation and experiences of PDU members on the personal attitude and self-efficacy-based effects of OTPD practices on EFL teachers, the analysis of the obtained data shows that they change teachers' perceptions about themselves regarding technology integration and increased their self-confidence.

PDUM3 stated;

Especially older teachers enjoyed OTPD practices which were about technology integration and they said that they could motivate their students easier than before. Also, they said they felt like their respectability increased in the class.

PDUM5 also explained;

Teachers like learning new things especially if it is related to technology. As far as I observed, for the older teachers, it becomes a factor increasing their self-confidence, and for the novice teachers, it is a way for them to see that all the teachers make mistakes or have some points to develop, therefore they feel better as the novice ones.

PDUM1 referred to self-confidence based effects as;

During online education period, even the most experienced teachers turned out the novice ones. Therefore, thanks to OTPD programs, they regained their self-confidence and they saw that they could do well. I can say that especially older teachers' personal attitudes for themselves and for online education also turned into positive. At the beginning, they were feeling desperate.

Therefore, as for the feedbacks they got and the observations they made showed that OTPD practices increased teachers' self-confidence on using technological tools and

caused positive changes in their personal attitude especially regarding technological knowledge and integration. Also, OTPD programs affected novice teachers in terms of their belief that experienced teachers are experienced so they do not need any more development or knowledge.

5.3. The Factors Facilitating and Hindering EFL Teachers' Transfer of OTPD learning into Classroom According to PDU Members

The data analysis of the data collected from PDU members revealed similar results with the data analysis of the teachers in terms of the facilitators and hindrances affecting the transfer of OTPD learnings. The themes were constructed as training design, work environment and trainee characteristics as it was shown in Table 5.3.

Table 5.3.

Corresponding Sub-themes and Codes for Factors Affecting Transfer of Learning According to PDU Members

| Sub-Themes | Codes |
|----------------------------|--|
| 1. Training Design | 1.1. aim of the program 1.2.content of the program 1.3.providing demos or practice 1.4.time of the training |
| 2. Work Environment | 2.1. work load of the trainees 2.2.institutional support |
| 3. Trainee Characteristics | 3.1.trainees' motivation 3.2.trainees' attitudes |

5.3.1. Training Design Either as Facilitator or Hindrance

As for the PDU members, one of the factors affecting the transfer of learning positively or negatively is design of training. For PDUM1, whether it is facilitator or hindrance is totally related to the aim of the program and he said;

As I said, all the programs don't include implications. Therefore, the aim of the program is the first thing to check if we want to see any transfer. For example; in OTPD program, now we study action research, and we just present how to collect data, how to analyse it and how to evaluate the results. However, how teacher transfer this into the classroom is outside of our aim. Therefore, if the program was designed with the aim of any transfer, then you can talk about its hindrances of facilitators.

Similarly, PDUM3 stated;

We do not get strong feedbacks related to transfer because the implication part totally belongs to teachers themselves. We just present the program and leave the transfer part to the teachers themselves.

On the other hand, PDUM5 stated that training design is a facilitator for the teachers by referring to the content of the OTPD programs and said;

Actually, if the topics are new for the teachers, they more tend to use it in their classes I can say. Therefore, the content of the OTPD programs can increase the chance of the transfer as we also experienced during online education period. Mostly teachers attended OTPD programs presenting new digital tool or techniques for online lessons. Teachers participated in these programs so that they can use new things.

In addition to content of OTPD programs, providing trainees with demos during the programs is considered a facilitating factor for transfer for PDUM2;

We try to show implications of a program thorough micro-teachings or demos so that they can see how it can be applied and therefore they can use it by themselves effectively in the long-run. Moreover, they discuss the pros, cons and alternatives with others, and get different perspectives, too.

Similarly, PDUM5 referred to providing practice as a factor affecting the transfer as;

Although most of the time, we prefer teaching by doing, in some trainings it is not possible to practice the whole process. For sure, it affects the transfer

negatively in that case. I believe 'practice makes perfect' is true for every learning.

In addition to providing practice, providing easily applicable things is also a facilitator for PDUM5 as she explained;

If there is a practical thing and the teacher can integrate it into her lesson, teachers easily transfer it in their classes and keep using it over and over again as it is a practical. They are like fast painkillers for them.

PDUM1 referred to importance of providing effective OTPD programs so as to provide an effective transfer by stating;

The timing of the OTPD program is crucial so as to catch the trainees. As the organizer, if you set the programs on a time when all the teachers are tired after the lesson, the turnout of the program will be less. That's why, if a program designed well with its everything, then it will be effective and the transfer can be expected more. You can expect no one to transfer a thing they couldn't understand.

All in all, when the obtained data for training design was analysed, the codes can be categorized as the content of the training, providing demos or chance of practice and time of the training and they can be both facilitators and hindrances in terms of teachers' transfer.

5.3.2 Work Environment Either as Facilitator or Hindrance

PDU members mentioned the work environment as a factor affecting teachers' transfer from OTPD programs referring to the work load of the teachers and the institutional support.

To begin with, PDUM5 referred to institutional support by stating that in theirs there is no understanding of motivating teachers through appreciation or any similar encouragement and she thinks if they had any kind of incentive, it will be a facilitating factor for teachers' transfer of learning from OTPD programs.

PDUM1 referred to heavy work load of teachers and explained;

After teachers had 20-30 hours' lessons, it is not realistic or humanistic to expect them to participate in an online session and to transfer what they learned from there into their classes. They are right to see PDU as a monster when we think like that. They need to have less lesson hours if we really want to be beneficial and moreover if we want to dare to expect them to transfer what they learned.

PDUM4 also mentioned the work load of the teachers as;

As a result of the feedbacks we got, it is possible to mention time factor as a hindrance. Generally, teachers are complaining about that they are really tired of following a busy program and having a limited time and assert that for this reason they have limited space for new things or creativity.

PDUM3 also explained that having a heavy curriculum and the anxiety of catch up with it decrease the motivation of teachers so the chance of transfer as well.

In short, PDU members' reference to work environment as a factor affecting the EFL teachers' transfer from OTPD programs is limited to work load and institutional support and mostly they appear as hindrances rather than facilitators for transfer.

5.3.3. Trainee Characteristics Either as Facilitator or Hindrance

As a factor affecting transfer of EFL teachers from OTPD programs, trainee characteristics as the last theme was also referred by the PDU members in two codes as teachers' motivation and teachers' attitude toward OTPD programs.

As for the teachers' motivation, PDU members see it as the most determinative factor affecting the teachers' transfer from OTPD programs as PDUM1 explained;

I believe that PD programs can be affective to the extent that when, where and how much teachers want it. If there is the aim of implication or transfer, but there they cannot be achieved, there are basically three reasons for that; one is that the program was not well organized, the other one is that teacher's awareness for transfer may not enough, or the teacher has no energy or willingness for transfer which is the most determinative reason.

Similarly, PDUM4 referred to teacher motivation and said;

Neither promotion nor other extrinsic factors can motivate a teacher to transfer what they learned from OTPD programs unless s/he has any intrinsic motivation as a teacher. It is the pre-requisite for transfer.

Differently, PDUM5 referred to student engagement and motivation for the sake of teachers' motivation and explained;

When teachers see that students engage in lessons more and get motivated when they learned something new or something in a different way, teachers' motivation for transfer increases, but sure, if the teacher doesn't have any intrinsic motivation even the students' success or engagement can't have a facilitating effect on teacher regarding the transfer.

PDUM5 also mentioned the teachers' attitudes towards the OTPD programs and believes that their attitude can be facilitator or hindrance in regard to transfer and she explained;

There two groups of teachers actually; first group is the one that feels grateful to you because of your contributions on his/ her profession, the other group is the one that believes you don't know anything more than him/her, and so they just disregard you and see what you try to do as fatigue imposed by the institution. Therefore, for the second group, it is not realistic to transfer

anything from OTPD programs, because I believe perspective decides everything.

As again in relation to motivation factor, the interaction among the colleagues is seen as a facilitating factor for teachers' transfer as PDUM5 referred;

In these programs, the number of teachers who enjoy sharing ideas and experiences together is also high. Another thing I observed is that we, as teachers, enjoy learning the experiences of other teachers in the same school with the same student profile. And when they go into the classroom, they enjoy having new and experienced ideas in their pockets. That's also a good way of transfer from OTPD programs and a good facilitator for teachers as far as I see.

All in all, regarding trainee characteristics which is a factor affecting teachers' transfer from OTPD programs, teachers' motivation appeared as the most decisive element by most of the PDU members and they think they the more the teacher is motivated, the more there is the chance for transfer.

CHAPTER 5

DISCUSSION & CONCLUSION

The purpose of this phenomenological study is to reveal the experiences of EFL teachers in OTPD programs and examine the factors which facilitate and/or hinder their transfer of learning from OTPD programs into classroom. In accordance with this purpose, in this chapter it is aimed to present the discussion of the results based on the relevant literature and accordingly provide possible implications for the future.

5.1. Discussion of Results

Depending on the relevant literature, results of the study is discussed in this chapter. There are two groups of participants as EFL teachers and PDU members in this study, this part includes the discussion of both participant groups. EFL teachers' and PDU members' experiences in OTPD programs are presented and discussed under two themes: a) content of the OTPD programs and b) conduct of the OTPD programs. Secondly, how and in what ways OTPD programs affected EFL teachers were presented and discussed as three themes: a) knowledge-based affects, b) skill-based affects and c) personal attitude and self-efficacy-based affects. Lastly, three themes that constructed from the interviews with EFL teachers and PDU members as the factors facilitating and hindering their transfer from OTPD programs into classroom

are presented and discussed as: a) training design, b) work environment and c) trainee characteristics.

As for the content related experiences of EFL teachers, including practicality in the content of OTPD programs appeared as the most prominent data both by the teacher participants and PDU member participants, which was also emphasized in the literature of OTPD by Booth and Kellogg (2015) who examined online communities in their study and found out that through different practices and activities, these programs may address to different perspectives and level of expertise. In the present study, it was also revealed that teachers have expectation of a balance between the theory and the practice in OTPD programs, which is also supported by Duffy et al. (2006, p.193) regarding effective OTPD as; “it should create a theoretically and pedagogically sound learning environment to support and scaffold teacher inquiry, engagement and reflection”. Similarly, PDU members also emphasized the practicality of the OTPD programs in classroom, and based on their experiences, they explained that teachers are more willing to participate into the programs which refer to the in class practices and they can benefit and apply in their classes. In addition, in terms of content of the OTPD programs, some participants are in the expectation of being provided by hands-on activities as effectively as they had in face-to-face PD programs, however, it is not possible all the time as Whitehouse et al. (2010) indicated that although it is an undeniable fact that online PDs are innovative, regarding the pedagogy, they could not exceed the boundaries of traditional PD, therefore, couldn't be sufficient in terms of meeting all the needs of the learners. Therefore, it might be concluded that although organizers of OTPD programs have the awareness of the

importance given to practicality of these programs, and the teachers also have the expectation of practicality, too, the aim of the OTPD programs gains importance while deciding the content and designing the programs, as the chance of providing practicality is not possible for every kind of OTPD program. Lastly, participants' dissatisfaction with the OTPD programs in regard to including feedback part in their contents appeared as a deficiency of these programs as opposed to what Russell et al. (2009) referred as an advantage of OTPD programs and stated that teachers have the chance of collaboration and can solve their problems in addition to taking constructive feedback from the trainers during OTPD programs. Therefore, in parallel to findings from the literature, in the present study including a feedback part in the content of the OTPD programs is expected by the participants, which is a factor seen effective for providing effective OTPD programs.

With respect to conduct related experiences of EFL teachers, interaction among the participants is the most referred one and based on their experiences, both teacher participants and PDU members believe that the more interaction trainees have, the more effective an OTPD program is. This is previously presented as an advantage of OTPD programs by Jung (2001) as well by stating that these programs are effective to provide teacher collaboration and interaction by connecting the teachers and educators from different schools, districts and backgrounds. At this point, although providing opportunity for participation of different people from different places is referred as an advantage of OTPD programs and shows its flexibility, some teachers referred to high number of the participants during OTPD programs as a result of their flexibility.

Accordingly, participants stated that when the number of the participants is high, unfortunately it turns out a drawback as it decreases and limits the interaction among the participants, and as a consequence, as Nunan (2012) explained that participants are possible to feel lonely and disconnected during the online process. Correlatively, PDU members also referred to the importance of the number of the participants in OTPD programs and they stated that when the number of the participants is high, trainees' chance for getting distracted and demotivated is more than in face-to-face programs because when it is the case, participants tend to close their cameras as they can't catch any chance for interaction. Therefore, it might be concluded that high number of participants in OTPD programs is a disadvantage. Technical problems also appeared as a drawback of OTPD programs as it is supported by Addis (2009) with the statement that OTPD programs can be interrupted because of the technological problems in the process and this can de-motivate the participants for the forthcoming ones, accordingly, contingency plans are referred as a need by the participants of this study.

Lastly, although Hunt-Barron et al. (2015) mentioned that since some OTPD programs expect participants to use different web-tools, technological literacy may also appear as a problem for some teachers, participants of the current study, with a different perspective, took this as an advantage for improving their technological literacy, this is mostly because of the fact that participants of the study mostly joined in OTPD programs presenting different web-tools especially during the Covid-19 period as an emergent need, therefore, it was kind of a must for them to orient themselves into the process. Likewise, PDU members also observed that the more they integrated

technology into OTPD programs and they provided new websites or web tools for teachers, the more positive feedbacks they got from the teachers. Therefore, having contemporary content and addressing teachers' needs gain importance again while designing OTPD programs as it was especially experienced during Covid-19 pandemic. In addition to the experiences of teachers and PDU members mentioned so far, some PDU members also shared experiences regarding trainers' attitudes during OTPD programs and they explained that trainers' attitude has an effect on teachers' motivation during these programs. If the trainers are like a boss or a teacher, then the trainees feel humiliated as most of them don't want to be treated like novice teachers. Therefore, creating an intimate atmosphere during the OTPD programs become crucial to make these programs more effective and to be able to integrate teachers into these programs.

Regarding the effects of OTPD programs on EFL teachers, the obtained data revealed that teachers were affected by the OTPD programs in one or another way. The codes obtained from the data were categorized into three themes as knowledge-based effects, skill based effects and personal attitude and self-confidence- based effects. The ways and the degree teachers were affected by these programs might show differences as their fields vary from ELT to ELL, and their experiences in teaching also vary from 3 years to more than 10 years. Firstly, especially the ELL graduates benefited from OTPD programs in terms of knowledge, and it is mostly because they felt themselves incompetent regarding the techniques and terminologies in ELT. Secondly, teachers' years of experience also seems boosting the knowledge-based effectiveness of OTPD

programs for the ones who have more than 10 years of experience as they forget theoretical knowledge in time, they were satisfied with refreshing their knowledge through OTPD programs. On the contrary, a limited number of teachers didn't find OTPD programs effective in terms of knowledge because they believe some topics could be helpful at the beginning of their career, so they don't need the same things after years of experience. The reason behind this can be explained through Huberman's (1989) "professional life cycle of teachers" which states that teachers who have 7-18 years of experience have two orientations as either 'experimentation' for those who are motivated for being active and open to learning more or 'stocktaking' for those who are satisfied with their competencies and don't feel any need to go one step further.

Lastly, the OTPD programs teachers participated in especially during the Covid-19 pandemic were also seen effective in terms of knowledge by the participants as they were in the need of learning new web tools and the theoretical knowledge of how to teach online as a result of rapid shift to online education. This need is also supported by Atmojo (2021) and it was stated that with the emergence of lockdowns and *emergency remote teaching* (ERT) all around the world, OTPD programs gained more importance and popularity to support the teachers as soon as possible for the adaptation of ERT which requires technological competence. Additionally, in relation to the necessity of digital competency which Covid-19 increased, age factor also appears as a determinant for knowledge-effectiveness of OTPD programs at this point since some teachers are 'digital immigrants' and they need to improve their digital literacy skills

more, which is supported by both participant groups of the current study. Accordingly, the study conducted by Guillén-Gámez et al. (2021) also supported the idea of age factor with the result that the level of knowledge and use of digital technology differs among educators and that the age is important variable to impact the level of digital competency. In relation to this finding, some PDU members also explained that they got positive feedback especially from the old teachers with 15 or more years of experience regarding the effects of OTPD programs on how to conduct effective online lessons and using different digital tools. The reason behind why PDU members got positive feedbacks in terms of OTPD programs might be that it was the first time for the sample universities to conduct PD programs online which were totally designed according to needs of the teachers during online education period during Covid-19 pandemic. Therefore, it can be re-concluded that effectiveness of OTPD programs can be assessed with the extent that they meet teachers' needs.

Some teacher participants also stated that OTPD programs affected them regarding their instructional skills. Teachers' classroom management skills were affected by the OTPD programs positively especially during the online education process that they had to face with. As a result of the need for online education emerging because of Covid-19 pandemic, teachers had to deal with online classes without enough preparation or qualifications, therefore, OTPD programs appeared as an opportunity for most of the teachers who can't manage online classes as they did in their face-to-face classes. To illustrate, as the participants also explained, classroom management skills of teachers during online classes required some adaptations and OTPD programs

seems to have provided them with new strategies or techniques to handle online lessons better. Teacher-wait time is one of the problems teachers had difficulty in managing during online classes, it is due to the fact that they needed to wait more as there might be technical problems or low internet connection which is a drawback of online lessons. The results of the study conducted by Chisadza et al. (2021) which compares the assessment results of students before the lockdown and post lockdown also concluded that one of the main reasons for lower academic performance of students in online setting was poor internet access. Positive effects of OTPD programs on online classroom management skills were also referred by some PDU members and, based on the feedbacks they got from teachers, they explained that teachers got used to manage time better during online lessons after they tried some strategies or techniques they meet through OTPD programs. Moreover, some teachers seem to gain more empathy for their students after they participated in OTPD programs regarding the attention span during the online sessions because they explained that it is really difficult to stay focused during online sessions after a while and accordingly they tried to prepare more interactive lessons for their own students so as to keep them more attentive and active during online lessons.

Taking students attention span into consideration was also found out important so as to motivate them within the scope of e-learning environment in the study of El-Seoud et al. (2016) which tries to reveal how to keep students motivated in an e-learning environment. Moreover, in regard to skill-based effects of OTPD programs on teachers, the obtained data about the benefits of OTPD programs for instructional

technology skills of teachers cannot be underestimated. Especially again as an effect of the Covid-19 pandemic, the need for integrating technology into lessons became more crucial although it was also necessary before that period as a requirement of 21st century which depends highly on technology. The survey conducted with 806 Greek teachers who have only completed a short training on using and applying digital technologies in their teaching practice also revealed the fact that three quarters of the participants did not use technology at all (Perifanou et al., 2021) which is a serious rate during compulsory online education period. In line with the results of that study which shows the importance of attending OTPD programs, the participants of the current study also emphasized that OTPD programs they have attended were seen effective in terms of providing different digital tools which have a great positive impact on their instructional technology skills especially during the Covid-19 period. They could integrate different digital tools for practicing or assessing different language skills after they had participated in OTPD programs which had met their needs as teachers.

Lastly, teachers' self-efficacy was also found to be affected by OTPD programs when the gathered data were analysed. Most of the participants explained that their self-confidence as teachers increased after they participated in OTPD programs and as a reason for this, some of the participants remarked that the students' learning and motivation increased when they integrated what they had learned from OTPD programs into their classes. The positive relation between the teachers' self-efficacy and student learning was also found out in a study by Acchura and Villardon (2013) and it was concluded that 'teachers with higher levels of overall efficacy have students

with higher perceived learning levels than teachers with lower self-efficacy levels'. The reason behind why teachers' self-efficacy increased after OTPD programs might also be associated with the positive effects of OTPD programs on teachers' knowledge and skills and this assumption is parallel to the results of the study conducted to reveal the effects of PD programs on teachers' self-efficacy and it was found out that as the teachers' knowledge increased, teachers feel themselves more self-efficient (Yang, 2020). Moreover, it was found out in the current study that OTPD programs provided teachers to observe and to be informed about what their colleagues do in their classes and therefore, they got the opportunity of making better self-reflections regarding their teaching. Therefore, it can be concluded that the opportunity of self-reflection makes teachers become more self-aware of their teaching skills and strategies and accordingly it might be deduced that their self-efficacy as teachers enhanced, too.

Regarding self-efficacy, in the current study, teachers' field might be referred again as a positive factor because especially ELL graduates emphasized that they had felt themselves not competent enough regarding their instructional skills before OTPD programs and these programs affected their knowledge and skills as teachers. Under this scope, it might be again inferred that the more they were affected and benefited from OTPD programs in terms of knowledge and skills, the more their self-efficacy increases. This conclusion is also supported by the PDU members and they observed that teachers' increasing self-efficacy after OTPD programs has a strong relation with their increasing knowledge and skills after these programs. Teachers' year of experience also appears as a factor regarding effects of OTPD programs on teachers'

self-efficacy. In the current study, it is seen that teachers who are experienced for less than five years are more enthusiastic about the OTPD programs and therefore their self-efficacy as teachers might be concluded to be affected more. On the other hand, although their number is limited, few teachers who have experience of more than 10 years explained that as these programs couldn't meet their needs and solve their problems in real classroom environment, they believe that their self-efficacy didn't change after they attended OTPD programs. Hence, it can be inferred that the effectiveness of OTPD programs is parallel to the perspectives and enthusiasm of the teachers to OTPD programs.

The obtained data show that teachers have varying experiences in OTPD programs and these programs affect teachers in varying ways, too. As one of the main and the most important goals of OTPD programs, in the current study, teachers' transfer of learning from OTPD programs into classroom was analysed because it is the step that directly affects student learning which is the main goal of all educational implementations, which is also emphasized by Timperly (2011) as that PD learning is an ongoing process that aims to improve teacher learning so as to improve student learning. Within the scope of the current study, the transfer issue was analysed regarding facilitating and hindering factors affecting it so as to reveal the weaknesses and strengths of OTPD programs and to reveal the other factors affecting the transfer and therefore enhance these programs on behalf of student learning and development.

In terms of the facilitators and hindrances affecting teachers' learning transfer from OTPD programs into classroom, three themes were created as training design, work environment and trainee characteristics. At first, based on the participants' experiences, it was concluded that these themes can be mentioned both as a facilitator and hindrance factor in different cases. Moreover, it is good to mention that these three themes require to be seen in relation to each other because providing one condition doesn't mean that it is going to eliminate all the barriers for the teachers' learning transfer from OTPD programs into their classes.

To begin with the training design, and regarding the given strategies in OTPD programs, while some teachers find the OTPD programs effective because they were provided with how to transfer the learnings from these programs into classroom, for some they are not effective enough as these programs didn't go one step further than being a presentation. Similarly, PDU members also observed that when teachers were provided with demos or examples during OTPD programs and moreover provided with the shortcut tactics like pills that can be easily applied in their classes, teachers were seen to pay more attention. In that case, to increase the chance for teachers' transfer while designing OTPD programs, it gains importance to provide participants with strategies to be used in their classes as it is also supported by the results of a study of Chidananda and Udayachandra (2018) on the relationship of training design and use of transfer strategy with transfer of training and indicated that training content and delivery mode requires to be developed according to work environment and the trainees need to be provided with possible application of new knowledge and skills through the demonstration of activities and exercises. However, at this point, one of

PDU members' explanation for the aim of OTPD programs become crucial. He stated that the aim of the program also a factor affecting the transfer, as they don't design every training or program with the aim of obtaining in-class transfer and he continued that if there is the aim of transfer, then the facilitating and hindering factors can be mentioned and discussed. At this point, teachers need for to be informed about the aim of the programs gains importance because teachers might not have enough awareness of the aim of the OTPD programs they are going to attend. Besides, regarding the content of the OTPD programs, PDU members also observed that when the content is a brand-new one like the ones during Covid-19 period, teachers more tended to transfer their learning into their classrooms, so the contents which are brand-new or meet teachers' needs are more possible to be transferred into the classroom.

As a significant part of the training designs, trainers' characteristics is another factor appearing both as a facilitator and hindrance for transfer. Based on data analysis, it might be concluded that when the participants trust on trainer's background, they get more motivated to participate in the sessions and are more open to learn and to transfer what they learn into their classrooms. Moreover, the trainers' motivation and belief in what they do affect teachers' belief and ideas, and accordingly affects the chance for transfer. Lastly, as a hindrance factor, lack of mentoring system in OTPD programs appeared in the current study. Some participants explained that although they transferred what they learned from OTPD programs, they sometimes needed to talk about their experiences or needed feedbacks from the relevant person, however, they felt alone during the transfer and for the later trials, it is demotivating for them and this

result is supported by the findings in the study of Kirwan and Birchall (2006) as the amount of feedback and coaching received was found out positively related to motivation to transfer. Also, in their study, Cromwell and Kolb (2004) showed that trainees with high level of supervisor support transferred more knowledge and skills than with lower level of support 1 year after participating in a training program. Therefore, while designing these programs, organizers need to consider later-on needs of their trainees and provide them with the chance of feedback or mentoring system. Different than the teachers, PDU members also emphasized the time of the training as a factor affecting the effectiveness of OTPD programs so the chance of transfer, too. Some PDU members observed that when the OTPD programs were organized in a time when teachers were tired, like after working hours, or when they were overloaded because of exams and grading period, then their motivation and interest decreased and it was seen possible to hinder teachers' chance of transfer, too. Therefore, although flexibility of time is an advantage of online programs, it is possible to turn it into a disadvantage due to wrong timing, which is another consideration while designing OTPD programs.

Work environment is another theme appeared as a factor affecting teachers' learning transfer from OTPD programs as also referred by Salas et al. (2006) as *transfer climate*. They explained that when the trainees have a positive transfer climate, they tend to transfer their learnings into their job more. To begin with the factor of institutional support, it might be concluded that as teachers depend on the rules and the regulations of the institutions they work for, regarding the transfer of their learnings

into classroom, it is inevitable for them to be affected by their institutions' attitude. Although some institutions give some space to their teachers in their classes, some others prefer to stay stricter and don't provide enough space for teachers to try something new or different for the sake of standardization. Rouiller and Goldstein (1993) classify the characteristics of transfer climate as situational cues and consequences and explain consequences as punishment and positive and negative feedback following the application of trained skills. For the case of the current study, consequences factor appears as a hindrance for some participants as they didn't take any positive feedback from their institutions when they tried something new. As for institutional support, PDU members also shared similar experiences and they explained that teachers expect at least appreciation regarding their effort and transfer and they gave some other institutions as examples for the incentives they provide for their employees. Therefore, although any support from the institutions would be an encouragement for teachers to transfer, it turns out demotivation for most of the teachers and they avoid attending in these programs far from the transfer. As another concern, even when there is institutional support, content and the pacing of the program appeared as a hindering factor in this study. Some PDU members stated that teachers complain about their lack of time and energy for transfer and what they learned is hanging on the air mostly. Similarly, teachers stated that most of the time, as they are in a hurry to catch up with the program, they avoid trying new things in their classes, therefore, overloaded programs of the institutions also affect their transfer of learning. Similar results were obtained in a longitudinal study by Marler et al. (2006) which aims to examine technology training and include the relationship

between training and intentions to use new skills on the job and found out employees' perceptions of available resources as a mediator. One of the basis of perceptions of resources includes the beliefs about whether sufficient time to practice new skills would be provided or not, which also appears as a hindrance factor in the current study. Attitudes of colleagues appeared as another factor affecting teachers' transfer. Other teachers' perspective to OTPD programs was seen effective either positively or negatively. Gilpin-Jackson and Bushe's (2007) study indicated that when trainees observe others using trained skills, training transfer is facilitated. For the case of the current study, it was concluded that in the condition which participation in OTPD practices is obligatory for teachers, most of the employees built prejudices for these kinds of programs and their attitudes directly or indirectly affect each other as colleagues, as well. Or as another factor, in the current study, experienced teachers' attitudes were found out to be effective on novice teachers' motivation in terms of both participating in the programs and transfer of their learning. Although it was concluded that teachers' attitudes towards OTPD practices and transfer affect each other, it was also found out in the current study that especially the Covid-19 period affected all teachers' attitudes towards OTPD programs and towards each other positively as, no matter how experienced they are, all the teachers are in an urgent need for OTPD programs as a result of the requirements of a new educational world for themselves, which necessitates more integration of technology in their classes and having more digital literacy skills. Therefore, it might be concluded that when teachers have a common need or goal, they positively affect each other regarding the participation and transfer of learning from professional development programs.

The last factor for teachers' transfer of learning from OTPD programs is trainee characteristics and it is going to be discussed under the theme of teachers' motivation by referring to motivation to learn and motivation to transfer as it is known that if the participation to these programs is obligatory, then the chance of transfer is limited, too. Some PDU members also experienced that when teachers had no intrinsic motivation, then nothing could really encourage them to participate in these programs and therefore the chance for transfer decreased, too. Accordingly, Lim (2000) revealed that motivation to learn is a pre-requisite variable to obtain motivation to transfer. Trainees' motivation to learn directly affects their motivation to transfer, therefore, the participants of the current study were also asked about their motivation to participate in OTPD programs. To begin with, teacher's needs were found out to be effective on their motivation to learn. It can be associated with the term *perceived utility* which refers the condition that trainees see a clear link between essential performance and outcomes that they value (Chiaburu & Lindsay, 2008).

The present study reveals that if the target program doesn't address the teacher's needs, then they avoid participating and learning from these programs, as this is also referred in training design part, too. Teachers' needs showed differences based on their departments, age and experience in teaching. To illustrate, especially the old teachers with the experience of 15-25 years in average attended OTPD programs as they need to improve their digital literacy skills which become more important during Covid-19 pandemic. In a study conducted with an Asian sample, a significant difference for the

learning transfer between trainees who have longer work experience and those who have shorter work experience was found out and it was revealed that the ones with longer work experience tend less to transfer (Lim, 2001). Contrary to this, the present study reveals that, most probably as an effect of Covid -19 period, experienced teachers more tended to learn and to transfer from these kinds of programs. In terms of teachers' departments, especially ELL graduates are more willing to participate and learn in these kinds of programs as they feel themselves not competent enough. Regarding teachers' motivation to learn, students' learning and benefit appears as another facilitating factor for some teachers. As the students' needs change over time, some teachers want to meet their needs and to see their improvement, this aim motivates them to learn more. Similarly, Basikin (2020) found out that the item related to the importance of the training to help students achieve their academic success was rated the highest as a motivating factor for the English language teachers in his study which aims to reveal English teachers' motivation for a professional development program.

The factors affecting teachers' motivation to learn have also influences on teachers' motivation to transfer what they learn. If the programs meet teachers' needs, it is more possible for them to transfer what they learn from these programs into their classrooms. Moreover, if teachers believe that the learnings will be beneficial for their students, then again they more tend to transfer them into their classes. On the other hand, students' motivation and engagement were addressed as a hindrance factor by some PDU members especially when the teachers couldn't get enough or satisfying reaction

or engagement by the students or in a worse scenario that students have apathy and negative attitudes and feedbacks during or after the transfer. Therefore, although mentioned as a facilitating factor, for the case of the current study, students' motivation and engagement can be considered both as a facilitating and hindering factor. Therefore, to what extent the aimed transfer addresses the students' needs or work in the target classroom profile requires meticulous consideration. In literature, students' reactions were also referred as an *instrumentality* affect for motivation to transfer of training and suggested to be integrated into the design process of the further trainings (Bhatti et.al., 2014).

Effects of OTPD programs on teachers' self-efficacy might also be discussed as a motivating factor both to learn and to transfer. In the current study, it was found out that as the teachers' knowledge and skills are effected by the OTPD programs positively, their self-efficacy also increases as teachers. In return, it might be also concluded that teachers get more motivated to learn and to transfer their learning into classroom. However, as Grossman and Salas (2011, p.115) mentioned "if trainees are overly confident in their abilities, they might experience reduced motivation to learn and decrease the amount of effort they exert during training.", having a moderate level of self-efficacy is also significant for the transfer of training.

It might also be inferred in the current study that motivation to learn doesn't guarantee transfer of learning all the time because there are other unignorably extrinsic factors affecting teachers' motivation to transfer of learning positively or negatively as it was

mentioned in the part work environment as an effective factor on teachers' learning transfer. Even if teachers are motivated to learn, benefited from a program and ready to transfer, in some cases work environment, referred as lack of institutional support, overloaded programs, attitudes of colleagues, poses an obstacle and might be demotivating for teachers to transfer. Some teachers also explained that technical problems such as poor internet connection and limited time appeared as a demotivating extrinsic factor for them to transfer especially during the online education period, and that's why they avoided transferring their learnings during that time. Moreover, as some PDU members explained that although some teachers had motivation to participate and learn, they didn't have motivation to transfer as they didn't want to get out of their comfort zones as teachers, which can be presented as another example to show that motivation to learn and motivation to transfer don't go hand in hand all the time. However, this result differs from what is found in the literature which states that motivation to learn before the training presumes the motivation to transfer after training (Bell & Ford, 2007; Chiaburu & Lindsay, 2008; Kontoghiorghes, 2002, 2004; Kuchinke, 2000).

All in all, traditional training transfer studies have taken the influence of trainee characteristics, training design, and work climate variables on training transfer into consideration separately to confirm the effect of each of these independent variables on training transfer (Baldwin & Ford, 1988; Ford & Weissbein, 1997; Geilen, 1996; Holton et al., 1998). However, in the current study, the results showed that when the facilitating and hindering factors are taken into consideration and although teacher

participants and PDU member participants have the awareness of transfer and they want to take actions for transfer of their learnings, extrinsic factors which were categorized as training design and work environment were also found out to be effective factors by both participant groups in the current study. Trainee characteristics as another factor was also revealed, however it was revealed mostly related to other two factors since teachers' extrinsic motivation, attitudes and beliefs were founded to be in relation to training design and work environment. As the relation among these factors was found out to be bounded, it might be concluded that it is not enough to provide only one or two of them to raise the chance of the transfer, they all must be taken cross-related and equally significant to make sure that the OTPD programs work for teachers' learning and the transfer and therefore students' learning and improvement which is the main goal of all kinds of professional development programs. Moreover, as another result which was found out in the current study, in regard to the factors affecting teachers' transfer from professional development programs, no serious difference was revealed between traditional TPD programs and OTPD programs. Differently it might be said that the mode of education which is conducted online because of the Covid-19 pandemic was found out as a factor and it is due to the fact that teachers are in the need of more PD programs for online programs during that period, which is supported in a study by Çetin (2022) and stated that under emergency conditions OTPD programs were referred as needs-driven by teachers, directors and PDU members. In the current study, it was also referred as a facilitating factor for both teachers' participation and transfer from OTPD programs especially during that lockdown period.

5.2. Implications

The current study revealed the experiences of EFL teachers and PDU members in OTPD programs. The results of this study also reveal some implications for the field of education and further empirical research.

5.2.1. Implications for Practice

It is clear from results of the current study that Covid-19 period has an unignorable influence on teachers' participation in OTPD programs. Therefore, it was a good lesson for all the stakeholders of the field of education especially regarding digital literacy. Within this scope, so as to keep that motivation for developing technological skills, universities should design more OTPD programs based on the needs of their institutions. Hence, teachers working in an institution can have a common goal to participate in OTPD programs and the chance for transfer increases, too, as OTPD programs is designed according to the needs of the teachers.

At this point, appeared as a hindrance and demotivating factor affecting some teachers' learning transfer in the current study, directors' responsibility for encouraging teachers to participate and transfer from OTPD programs required not to be ignored. Unfortunately, in the literature it is referred as 'permission' to attend PD activities and it is mentioned as an issue in Turkey (Yucedag & Sevik, 2021). So as not to create a

demotivating or discouraging work environment for OTPD programs, educational leaders or directors needs to take more responsibility.

As for the teachers' motivation to learn and transfer, organizers of OTPD programs as PD units at universities, in addition to considering teachers' needs, need to take the extrinsic and hindering factors such as lack of institutional support or heavy work load of teachers into consideration while designing these programs with the aim of transfer. As another factor affecting transfer for some teachers, lack of enough feedback especially regarding their transfer after OTPD programs appeared as a drawback. In this regard, organizers of OTPD programs might design a mentoring system for these programs which enable trainees a relevant person to conduct after these programs and the transfer.

Teachers also emphasized the importance of hands-on activities in OTPD programs, and it appeared as a significant factor affecting the transfer. Although it is not possible for every kind of OTPD program, if there is the aim of transfer, organizers must provide helpful practices, demos or hands-on activities for the participants so as to increase the chance of teachers' transfer.

Some teachers were also unsatisfied with OTPD programs as they hadn't think about students' benefit and learning but had designed the programs that wouldn't be able to work in realistic classroom environments. Therefore, in addition to teachers' learning, the OTPD programs with the aim of classroom transfer require to be designed according to real classrooms and real needs of the students need to be considered.

Moreover, unfortunately, it was seen that some teachers had never thought about the learning transfer from OTPD programs as they hadn't had any awareness of the issue. Hence, if there is the aim and the chance for transfer after an OTPD program, organizers of these programs should be responsible for informing their trainees about the transfer and providing some ways for it.

Lastly, as much as the organizers, PD units for the universities, who design and deliver these programs and the directors who provide the suitable working environment, teachers who are the main agents of the learning transfer from OTPD programs are also responsible for their own autonomy as teacher-learners and therefore, they must bear their responsibilities and must provide self-motivation for themselves to learn more and to transfer.

5.2.2. Implications for Educational Research

In this part of the study, implications for future research are presented so as to guide researchers in the field of education.

First of all, the present study was conducted at seven foundational and three state universities in Ankara, Turkey. Work load, frequency of PD activities, number of instructors, financial capacities of these universities are different. Thus, teachers' experiences may vary from each other depending on their institutions. In this respect, case studies and/or multiple case studies comparing these could be conducted.

Moreover, in terms of transfer of learning from OTPD programs, teachers' individual differences such as educational background or year of experience are found out to be effective. For the further research, transfer of learning from OTPD programs can be investigated based on the teachers' individual differences.

Secondly, the results of the study revealed that work environment can be a facilitator or hindrance factor for teachers' transfer of learning form OTPD programs. Therefore, a case study can be conducted in university including observations by the researchers. Moreover, training design is another factor affecting transfer of learning, therefore, OTPD programs with various training designs can be investigated so as to reveal their effectiveness regarding transfer of teachers' learning.

Thirdly, this phenomenological study focused on the experiences of two different groups on transfer of learning from OTPD programs. However, directors and students' experiences may also be inquired. Besides, teachers' self-reports or recordings for their transfer after OTPD programs can be analysed.

Fourthly, since the number of the universities with a PD unit is limited in Ankara, it was difficult to reach a satisfying number of PDU members. Hence, the number of the PDU members in the can be increased and a study can be conducted with more PDU members.

Lastly, present study did not focus on the characteristics of PDU members and instructors who prefer OTPD rather than face-to-face PD programs and this may be investigated for the further research.

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APPENDICES

APPENDIX A: APPROVAL OF THE METU HUMAN SUBJECTS ETHICS COMMITTEE

UYGULAMALI ETİK ARAŞTIRMA MERKEZİ
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ORTA DOĞU TEKNİK ÜNİVERSİTESİ
MIDDLE EAST TECHNICAL UNIVERSITY

Sayı: 28620816 /

27 EKİM 2021

Konu : Değerlendirme Sonucu

Gönderen: ODTÜ İnsan Araştırmaları Etik Kurulu (İAEK)

İlgi : İnsan Araştırmaları Etik Kurulu Başvurusu

Sayın Dr.Öğretim Üyesi Nur AKKUŞ ÇAKIR

Danışmanlığımı yürüttüğünüz Sevgi Cebbar Emence'nin "İngilizce Öğretmenlerinin Çevrimiçi Mesleki Gelişim Programlarından Öğrendiklerini Sınıfıçı Uygulamalarına Aktarımını Etkileyen Faktörler" başlıklı araştırması İnsan Araştırmaları Etik Kurulu tarafından uygun görülmüş ve 435-ODTU-2021 protokol numarası ile onaylanmıştır.

Saygılarımızla bilgilerinize sunarız.

Prof.Dr. Mine MISIRLISOY
İAEK Başkanı

APPENDIX B: INTERVIEW QUESTIONS FOR EFL TEACHERS IN TURKISH

Bölüm 1: Demografik Bilgiler

1. Mezun olduğunuz bölüm ve üniversitenin adı nedir?
2. Öğretmenlikte kaçınıcı deneyim yılınız?
3. Şu ana kadar kaç tane çevrimiçi mesleki gelişim programına katıldınız?
 - a. 1-5
 - b. 5-10
 - c. 10 ve daha fazla
4. Geçmiş yıllarda kaç tane çevrimiçi mesleki gelişim programına katıldınız?
 - 4.1.Kaç tanesi çalıştığınız kurumda zorunluydu?
 - 4.2.Kaç tanesi gönüllü katılımınızdı?
5. Ne tür çevrimiçi mesleki gelişim programlarına katıldınız? Son iki tanesinin ismini söyleyebilir misiniz?

Bölüm 2: Öğretmen Görüşme Soruları

6. Tipik bir çevrimiçi mesleki gelişim programını tanımlar mısınız? Bu programlar nasıl gerçekleşir?
7. Etkili bir çevrimiçi mesleki gelişim programını nasıl tanımlarsınız?
 - 7.1.Sizce çevrimiçi mesleki gelişim programını ne değerli kılar? Kalitesi mi? Programdan ve/veya kurumunuzdan aldığınız destek mi?
8. Çevrimiçi mesleki gelişim programlarına katılım motivasyonunuzu nasıl tanımlarsınız?
9. Katıldığınız çevrimiçi mesleki gelişim programlarından sonra kendinizde gördüğünüz değişiklikler var mı?
 - 9.1.Bilgi bakımından. Örnek verebilir misiniz?
 - 9.2.Beceri bakımından. Örnek verebilir misiniz?
 - 9.3.Tutum/Kendinize güven bakımından. Örnek verebilir misiniz?

(Hangi çevrimiçi mesleki gelişim programı sonrasında? Nasıl bir çevrimiçi mesleki gelişim programı idi bu?)

Eğer evetse...
10. Çevrimiçi mesleki gelişim programlarından sonra öğretimizde/sınıf içi uygulamalarınızda herhangi bir değişiklik oldu mu? Bu bilgi ve becerileri

öğretiminizde ne derece uyguladığınıza inanıyorsunuz? Örnek verebilir misiniz?

Eğer hayırsa...

11. Çevrimiçi mesleki gelişim programı sizce neden bir değişim olmasını sağlamadı?

12. Sizce çevrimiçi mesleki gelişim programlarından öğrendiklerinizin sınıf içi uygulamalarınıza yansımaları sağlayan etmenler var mı?

- 12.1. Mesleki motivasyon,
- 12.2. Alan bilginize katkısı ve mesleki inanışınıza uyumu,
- 12.3. Size bir mesleki değişim/gelişim şansı sunup sunmaması (terfi vb.)
- 12.4. Kurumunuzdan, meslektaşlarınızdan gelen destek,
- 12.5. Öğrenciye katkısı,
- 12.6. Uygulanabilirlik,
- 12.7. Zaman yönetimi (iş yükü, program yoğunluğu gibi),
- 12.8. Örnek bir transfer üzerinden öğrenip gözlem yapma şansınız olup olmaması gibi

13. Sizce çevrimiçi mesleki gelişim programlarından öğrendiklerinizin sınıf içi uygulamalarınıza yansımalarını zorlaştıran faktörler var mıdır?

- 13.1. Mesleki motivasyon,
- 13.2. Alan bilginize katkısı ve mesleki inanışınıza uyumu,
- 13.3. Size bir mesleki değişim/gelişim şansı sunup sunmaması(terfi vb.)
- 13.4. Kurumunuzdan kaynaklı sebepler
- 13.5. Meslektaşlarınız ile ilgili sebepler
- 13.6. Öğrenciye katkısına olan inancınız
- 13.7. Uygulanabilirlik, zaman yönetimi (iş yükü, program yoğunluğu gibi),
- 13.8. Örnek bir transfer üzerinden öğrenip gözlem yapma şansınız olup olmaması.

- 14.** Bu engellerin üstesinden gelmek mümkün mü? Siz bu engellerle karşılaşınca neler yaptınız? Örnek verebilir misiniz?
- 15.** Katıldığınız çevrimiçi mesleki gelişim programlarının uygulamaya transferi için katılımcılara önerilen stratejiler var mı?
- 16.** Kurumunuzda katıldığınız çevrimiçi mesleki gelişim programlarını takip eder nitelikte herhangi bir aktivite var mıydı? Çevrim içi mesleki gelişim programı bittikten sonra, sonrasında bu çevrim içi mesleki gelişim programı ile ilgili bir etkinlik yapılıyor mu? Gözlem gibi? Siz kendinizi takip edip değerlendirdiniz mi? Nasıl? Örnek verebilir misiniz?
- 17.** Yüz yüze ve çevrimiçi mesleki gelişim programlarında gerçekleşen öğrenmelerin sınıf içi öğretimlerinize aktarımında benzerlikler ve/veya farklılıklar var mı?
- 18.** Bu konuda eklemek istediğiniz başka görüş veya önerileriniz var mı?

APPENDIX C: INTERVIEW QUESTIONS FOR PDU MEMBERS IN

TURKISH

Bölüm 1: Demografik Bilgiler

1. Mezun olduğunuz bölüm ve üniversitenin adı nedir?
2. Öğretmenlikte kaçınıcı deneyim yılınız?
3. Mesleki gelişim biriminde kaçınıcı yılınız?
4. Birimde görev almak için gönüllü mü oldunuz yoksa kurum mu sizi görevlendirdi? Neden?
5. Sizce bu birimde çalışmak için ideal bir öğretmen olduğunuzu düşünüyor musunuz? Neden?
6. Mesleki gelişim programına katılan öğretmenlerle ilişkilerinizi nasıl tanımlarsınız?
7. Şu ana kadar kaç tane çevrimiçi mesleki gelişim programı düzenlediniz?
 - d. 1-5
 - e. 5-10
 - f. 10 ve daha fazla
8. Düzenlediğiniz çevrimiçi mesleki gelişim programlarına kendiniz de katılım sağlar mısınız? Neden?
9. Şu ana kadar ne tür çevrimiçi mesleki gelişim programları düzenlediniz? Son ikisinin ismini söyleyebilir misiniz?
 - a. Düzenlediğiniz çevrimiçi mesleki gelişim programlarının türüne nasıl karar verirsiniz?

Bölüm 2: Öğretmen Görüşme Soruları

10. Bir eğitimin çevrim içi olması gerektiğine karar verme sürecinizi tanımlar mısınız? (pandemi? ve pandemi dışı sebepler?)
11. Tipik bir çevrimiçi mesleki gelişim programını tanımlar mısınız? Bu programlar nasıl düzenlenir? Süreci ve yaptığınız işleri anlatabilir misiniz? Örnek verebilir misiniz?
 - a. Eğitim ihtiyacının ne olduğuna nasıl karar verme süreci

- b. Hedefleri belirleme süreci
 - c. Öğrenme-öğretme ortamlarının düzenlenmesi, öğretim stratejilerinin belirlenmesi süreci
 - d. Değerlendirmenin planlanması süreci
- 12.** Düzenlediğiniz çevrimiçi mesleki gelişim programlarından edindiğiniz tecrübeleri nasıl tanımlarsınız?
- a. Uygulanabilirlik,
 - b. İçerik,
 - c. Teknoloji entegrasyonu,
 - d. Katılımcıların süreçteki aktifliği,
 - e. Eğitim verenlerin/ katılımcıların tutumları,
 - f. Öğrenme ortamı,
 - g. Katılımcıların etkileşimi açılarından nasıl değerlendirirsiniz?
- 13.** Çevrimiçi mesleki gelişim programlarına katılımcıların motivasyonunu nasıl değerlendirirsiniz?
- 14.** Etkili bir çevrimiçi mesleki gelişim programını nasıl tanımlarsınız?
- a. Sizde çevrimiçi mesleki gelişim programlarını değerli kılan nedir?
- 15.** Çevrimiçi mesleki gelişim programlarından sonra katılımcılarda gözlemlediğiniz değişiklikler var mı?
- a. Bilgi bakımından
 - b. Beceri bakımından
 - c. Kendilerine güven bakımından

Eğer evetse...

- 16.** Bu bilgi ve becerileri ne derecede derslerine yansıttıklarını düşünüyorsunuz? Neden?

Eğer hayırsa...

- 17.** Neden bir değişim olmadığını düşünüyorsunuz?
- 18.** Çevrimiçi mesleki gelişim programlarından öğrenilenlerin sınıf içi uygulamalara yansımalarını teşvik edici faktörler nelerdir?
- a. Mesleki motivasyon, alan bilginize katkısı ve mesleki inanışınıza uyumu,

- b. Mesleki deęişim/gelişim şansı sunup sunmaması(terfi vb.)
- c. Kurumdan, meslektaşlardan gelen destek,
- d. Öğrenciye katkısı,
- e. Uygulanabilirlik, zaman yönetimi (iş yükü, program yoğunluğu gibi),
- f. Örnek bir transfer üzerinden öğrenip gözlem yapma şansınız olup olmaması.

19. Çevrimiçi mesleki gelişim programlarından öğrenilenlerin sınıf içi uygulamalara yansımaları zorlaştıran faktörler var mıdır?

- a. Mesleki motivasyon,
- b. Alan bilginize katkısı ve mesleki inanışınıza uyumu,
- c. Size bir mesleki deęişim/gelişim şansı sunup sunmaması(terfi vb.)
- d. Kurumunuzdan kaynaklı sebepler
- e. Meslektaşlarınız ile ilgili sebepler
- f. Öğrenciye katkısına olan inancınız
- g. Uygulanabilirlik, zaman yönetimi (iş yükü, program yoğunluğu gibi),
- h. Örnek bir transfer üzerinden öğrenip gözlem yapma şansınız olup olmaması

20. Katılımcıların bu engellerin üstesinden gelmeleri mümkün mü? Bu bağlamda gözlemleriniz neler? Örnek verebilir misiniz?

21. Çevrimiçi mesleki gelişim programlarının uygulamaya transferi için planlama yapılmasına ilişkin görüşleriniz neler? Tecrübeleriniz neler? Örnek verebilir misiniz?

22. Çevrimiçi mesleki gelişim programlarının uygulamaya transferi için katılımcılara önerilen stratejiler var mı? Örnek verebilir misiniz?

23. Çevrimiçi mesleki gelişim programlarının uygulamaya transferi desteklemesi açısından düşündüğünüzde geliştirdiğiniz çevrim içi mesleki gelişim programlarını

- a. Planlama
- b. Uygulama

- c. Sonrasında takip etme
 - d. Uygulamaya aktarımına rehberlik etme, destek verme açısından nasıl değerlendiriyorsunuz? Örnek verebilir misiniz?
- 24.** Kurumunuzda düzenlediğiniz çevrimiçi mesleki gelişim programlarını takip eder nitelikte herhangi bir aktivite var mıydı? Çevrim içi mesleki gelişim programı bittikten sonra, sonrasında bu çevrim içi mesleki gelişim programı ile ilgili bir etkinlik yapılıyor mu? Gözlem gibi? Örnek verebilir misiniz?
- 25.** Yüz yüze ve çevrimiçi mesleki gelişim programlarında gerçekleşen öğrenmelerin sınıf içi öğretilere aktarımında benzerlikler ve/veya farklılıklar var mı?
- 26.** Bu konuda eklemek istediğiniz başka görüş veya önerileriniz var mı?

APPENDIX D: INTERVIEW QUESTIONS FOR EFL TEACHERS IN ENGLISH

Part 1: Demographic Information

1. What department/university did you graduate from?
2. How many years of teaching experience do you have?
3. How many online professional developments (OPDs) have you attended so far?
 - a. 1-5
 - b. 5-10
 - c. 10 and more?
4. How many OPDs have you attended the past year?
 - 4.1. How many of them were institutionally mandated OPDs?
 - 4.2. How do you decide the type of OPDs you attend?
 - 4.2.1. How many of them were your voluntary participation?
 - 4.3. What kind of OPDs have you attended so far? Can you name the last 2?

Part 2: Interview Questions and Probes

1. Can you describe a typical OPD? How it works?
2. How would you describe your experience with the OPDs you have attended?
 - 2.1. Practicality? Content? Integration of technology? Chance of participation? Attitudes of the trainers? Learning atmosphere? Interaction with colleagues?
3. How would you describe your motivation to attend OPDs?
4. How would you define effective OPD?
 - 4.1. In your opinion, what makes OPD valuable? High quality? Support?
5. Are there any changes you have observed in yourself after the OPDs? Can you give examples?
 - 5.1. in terms of knowledge?
 - 5.2. in terms of skills?
 - 5.3. in terms of confidence?

If yes...

6. To what extent do you believe you applied these skills and knowledge? Why?
If no...
7. Why? Why do you think there are not any changes in you after the OPDs?
8. Are there any changes you have observed in your teaching after the OPDs? To what extent do you believe you can apply the skills and knowledge? Can you give examples?
 - 8.1. If there is no change/difference in your teaching, why?
9. In your experience, were there any factors facilitating the transfer of OPD learning into classroom practice? Can you give examples?
 - 9.1. Engagement, content area beliefs& knowledge, assessment, differentiation (Klein& Riordon, 2009) or the spirit of the transfer, support for transfer (from institution colleague, student), practice activities, providing time for transfer to occur (work load, curriculum load), opportunity to observe and learn from example of transfer (Haskell, 2001)
10. In your experience, were there any barriers preventing the transfer of OPD learning into classroom practice? Can you give examples?
 - 10.1. Engagement, content area beliefs& knowledge, assessment, differentiation (Klein& Riordon, 2009) or the spirit of the transfer, support for transfer (from institution colleague, student), practice activities, providing time for transfer to occur (work load, curriculum load), opportunity to observe and learn from example of transfer (Haskell, 2001)
 - 10.2. Did you do anything to overcome these barriers? Can you give examples?
11. Were there any kind of follow up activities from the institutions you worked about the OPDs you have attended? Such as monitoring? Or did you do anything by yourself?
12. How would you compare face-to-face PD programs to online PD programs in terms of transfer of teaching into classroom practices? Can you give examples?
 - 12.1. (similarities/differences)
13. Is there anything you would like to add or suggest on this topic?

APPENDIX E: INTERVIEW QUESTIONS FOR PDU MEMBERS IN ENGLISH

Part 1: Demographic Information

1. What department/university did you graduate from?
2. How many years of experience do you have in PD unit/in teaching?
3. Have you applied for the membership of the PDU or have you been chosen by the administration? Why?
4. Do you think you are an ideal teacher to be in the PDU? Why?
5. How can you describe your relationship with the trainees?
6. How many online professional developments (OPDs) have you arranged so far?
 - d. 1-5
 - e. 5-10
 - f. 10 and more?
7. Are you also a participant of the OPDs you arranged? Why?
8. What kind of OPDs have you arranged so far? Can you name the last 2?
 - a. How do you decide the type of OPDs you arrange?

Part 2: Interview Questions and Probes

9. Can you describe a typical OPD? How it works?
10. How would you describe your experience with the OPDs you have arranged?
 - a. Practicality? Content? Integration of technology? Chance of participation? Attitudes of the participants/trainers? Learning atmosphere? Interaction with colleagues?
11. How would you describe the trainees' motivation to attend OPDs?
12. How would you define effective OPD?
 - a. In your opinion, what makes OPD valuable?
13. Are there any changes you have observed in the trainees after the OPDs? Can you give examples?
 - a. in terms of knowledge?
 - b. in terms of skills?

c. in terms of confidence?

If yes...

14. To what extent do you believe they applied these skills and knowledge? Why?

How do you follow your trainees?

If no...

15. Why? Why do you think there are not any changes in the trainees after the OPDs?

16. In your experience, were there any factors facilitating the transfer of OPD learning into classroom practice? Can you give examples?

a. Engagement, content area beliefs& knowledge, assessment, differentiation (Klein& Riordon, 2009) or the spirit of the transfer, support for transfer (from institution colleague, student), practice activities, providing time for transfer to occur (work load, curriculum load), opportunity to observe and learn from example of transfer (Haskell, 2001)

17. In your experience, were there any barriers preventing the transfer of OPD learning into classroom practice? Can you give examples?

a. Engagement, content area beliefs& knowledge, assessment, differentiation (Klein& Riordon, 2009) or the spirit of the transfer, support for transfer (from institution colleague, student), practice activities, providing time for transfer to occur (work load, curriculum load), opportunity to observe and learn from example of transfer (Haskell, 2001)

b. Did the trainers do anything to overcome these barriers? Can you give examples?

18. What are the strategies offered to apply the learnings from the OPD?

19. Were there any kind of follow up activities from the institutions you worked about the OPDs you have arranged? Such as monitoring?

20. How would you compare face-to-face PD programs to online PD programs in terms of transfer of teaching into classroom practices? Can you give examples?

a. similarities/differences?

APPENDIX F: CONSENT FORM

Gönüllü Katılım Formu

Bu araştırma, ODTÜ Eğitim Bilimleri, Eğitim Programları ve Öğretim Ana Bilim Dalı'nda Yüksek Lisans öğrencisi olan Sevgi Cebbar Emence tarafından, Assist.Prof. Dr. Nur Akkuş Çakır danışmanlığındaki yüksek lisans tezi kapsamında yürütülmektedir. Bu form sizi araştırma hakkında bilgilendirmek amacıyla hazırlanmıştır.

Bu çalışma İngilizce öğretmenlerinin çevrimiçi mesleki gelişim programlarından öğrendiklerini sınıf içi uygulamalara transferini etkileyen faktörleri araştırmayı amaçlamaktadır. Bu bağlamda İngilizce öğretmenlerinin ve mesleki gelişim birimlerinde görevli öğretmenlerin düşünce, tecrübe ve kullandıkları yöntemler ve bu süreçte karşılaştıkları teşvik edici veya engelleyici faktörleri anlamak çalışmanın odak noktası olacaktır. Çalışmaya katılım tamamen gönüllülük esasına dayalıdır. Görüşmede, sizden kimlik belirleyici hiçbir bilgi istenmemektedir. Sağlayacağınız bilgiler gizli tutulacak ve sadece araştırmacılar tarafından toplu halde değerlendirilip bilimsel yayınlarda kullanılacaktır.

Görüşme genel olarak kişisel rahatsızlık verecek sorular içermemektedir. Ancak katılım esnasında sorulardan ya da başka bir nedenden ötürü rahatsızlık hissederseniz, cevaplamayı yarıda bırakıp çikabilirsiniz. Böyle bir durumda görüşmeyi uygulayan kişiye görüşmeyi tamamlamak istemediğinizi belirtmeniz yeterlidir. Görüşmenin sonunda çalışmayla ilgili sorularınız cevaplanacaktır. Bu çalışmaya katıldığınız için şimdiden teşekkür ederiz. Çalışma hakkında daha fazla bilgi almak isterseniz çalışmayı yürüten Yüksek Lisans öğrencisi Sevgi Cebbar Emence (E-posta: sevgi.cebar@gmail.com) ya da tez danışmanı Assist.Prof. Dr. Nur Akkuş Çakır (E-posta: nakkus@metu.edu.tr) ile iletişim kurabilirsiniz.

Yukarıdaki bilgileri okudum ve bu çalışmaya tamamen gönüllü olarak katılıyorum.

(Formu doldurup imzaladıktan sonra uygulayıcıya geri veriniz.)

Ad-Soyad

Tarih

İmza

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APPENDIX G: TURKISH SUMMARY (TÜRKÇE ÖZET)

GİRİŞ

Öğretmenlik sosyal, ekonomik, politik ve global bütün değişimlerden etkilenen bir meslek ve alandır ve kaçınılmaz olarak bu etkileşim öğretmenlerin de bilgi ve tecrübelerinin güncel olması ve takip edilerek sınıf içinde uygulanmasını gerektirmektedir. Tarih boyunca ise bu değişimler ve beklentiler değişkenlikler göstermiştir. Son dönem 20. yüzyılın başından itibaren ekonomilerin küreselleşmesi ve eğitim teknolojisindeki değişimlerden en çok etkilenen dönem olan post-profesyonel dönem olarak adlandırılmıştır (Hargreaves, 2000).

Post- profesyonel dönem beklentisi olarak, öğretmenlerden öğrenme güçlüğü olan öğrencileri sınıflarına entegre etmeleri, bilgiyi daha etkili bir şekilde iletmeleri, öğretmek için iletişim teknolojilerini kullanmaları, planlama ve hesap verebilirlik sorunlarıyla uğraşmaları ve öğrencilerin katılımı için daha fazla çaba göstermeleri istenmektedir (OECD, 2009). Dünyadaki ekonomi ve teknolojideki gelişmelere paralel olarak öğretmenlerden ve öğretmenlik mesleğinden gelen beklentiler, öğretmenlerin mesleki gelişiminin önemini daha da ortaya çıkarmıştır. Öğretmenlerin mesleki gelişimi, öğretmenlerin tutumlarını, inançlarını ve buna bağlı olarak öğrencilerin öğrenme çıktılarını değiştirdiğine inanıldığı için dünya çapında büyük ilgi görmektedir (Guskey, 2002).

Özellikle Covid-19 döneminden sonra eğitim sürecinde 'online eğitim' veya 'uzaktan eğitim' olarak adlandırılan önemli bir değişime gidilmesi zorunlu oldu. Çevrimiçi eğitim yeni bir olgu olmamasına rağmen, özellikle salgın sonrasında dünya çapında

giderek daha popüler hale gelmiştir (Al-Bargi, 2021). Zaman, yer ve hatta öğrenme hızı gibi avantajları nedeniyle öğretmen mesleki gelişim programlarının yürütülme şekli de kaçınılmaz olarak yüz yüze eğitimden çevrimiçi ortama taşınmıştır (Johnson & Palmer, 2015).

Türkiye’de elde edilen alanyazında, Çevrimiçi Öğretmen Mesleki Gelişimi programlarına (ÇÖMG) yönelik çalışmalar incelendiğinde, çalışmaların çoğu uzaktan eğitimin öğrenciler ve öğretmen adayları için algılarını, etkilerini ve süreçlerini bulmaya çalışmaktadır. Bununla birlikte, Türkiye’de hizmet içi öğretmenler için ÇÖMG ile ilgili sınırlı sayıda çalışma bulunabilir; araştırmalarında Uşun (2003) uzaktan öğretmen eğitimindeki uygulamaları ve sorunları bulmaya amaçlamıştır, Ateşkan (2008) fen bilgisi öğretmenlerinin çevrimiçi öğretmen mesleki gelişim programı hakkındaki algılarını araştırmayı ve Çelen (2018) bir mesleki gelişim sisteminin uygulanmasını oluşturmayı amaçlamıştır. Songül ve diğerleri, (2019) ayrıca bir vaka çalışması yürüterek bir Türk İngilizce öğretmenin bir ÇÖMG programı aracılığıyla değişim süreçlerine odaklanmaktadır. Songül ve diğerleri, (2019) ayrıca bir vaka çalışması yürüterek bir Türk İngilizce öğretmenin bir ÇÖMG programı aracılığıyla değişim süreçlerine odaklanmaktadır. Bu araştırmalar daha çok öğretmenlerin ÇÖMG programlarına, programların içeriğine ve genel anlamda etkilerine ilişkin algılarına odaklanılmıştır. Alanyazında da görüldüğü gibi, Türkiye’de mesleki gelişim programlarından öğrenilenlerin aktarımına odaklanan çalışmalar sınırlıdır (Songül, 2009; Songül vd., 2019), ancak transfer konusu programların somut etkilerinin görülebileceği ve bu programların asıl amacına ulaştırabilecek ilk

basamaktır. Bu sebeple, ÇÖMG programlarından eğitim aktarımının daha fazla dikkat ve çalışma gerektirdiği yadsınamaz bir gerçektir.

Bu kapsamda, özellikle çevrimiçi olarak sağlanan etkili öğretmen mesleki gelişimi ve öğreniminin, pandemiden sonra inşa edilen yeni küresel eğitim sisteminin tamamlayıcı bir parçası olmaya devam edeceği de göz önünde bulundurularak (Brag vd., 2021), bu çalışma İngilizce öğretmenleri için ÇÖMG programlarından öğrenilenlerin sınıfa transferini etkileyen faktörleri ortaya çıkarmayı amaçlamıştır. Bu doğrultuda, çalışmaya Ankara'da bulunan devlet ve vakıf üniversitelerinin hazırlık birimlerinde görev yapan 20 İngilizce öğretmeni ve 5 mesleki gelişim birimi çalışanı aşağıda verilen araştırma soruları kapsamında hazırlanan görüşme sorularıyla çevrimiçi yapılan görüşmelere katılmıştır.

1. İngilizce öğretmenlerinin ve mesleki gelişim birimi üyelerinin ÇÖMG programlarındaki deneyimleri nelerdir?
2. İngilizce öğretmenleri ve mesleki gelişim birimi üyelerine göre ÇÖMG programları İngilizce öğretmenlerini nasıl etkiledi?
3. İngilizce öğretmenlerine ve mesleki gelişim birimi üyelerine göre İngilizce öğretmenlerinin ÇÖMG öğrenimini sınıfa aktarmalarını kolaylaştıran ve zorlaştıran faktörler nelerdir?

YÖNTEM

Bir araştırma çalışmasında kullanılacak yaklaşımların temelde araştırmanın amacına göre belirlendiği düşüncesinden hareketle (Patton,1990), yaklaşım olarak genellikle yorumlayıcı, doğal ve yapılandırmacı bir yaklaşım (Creswell, 2007) olarak kabul

edilen nitel araştırma tercih edilmiştir. Bu çalışma, ÇÖMG uygulamalarından öğrenilenlerin aktarımı sürecini, aktarımı etkileyen kolaylaştırıcı ve engelleyici faktörler açısından incelemek ve ortaya koymak amacını taşıdığı için, 'anlamlar ve eylemler hakkında pratik bir anlayışa' sahip olmayı da amaçlayan (Miles & Huberman, 1994) ve belirli bir olguyu detaylandırmak için katılımcıların algılarını ve tepkilerini ortaya koymayı hedefleyen (Frankel vd.,2012) fenomenolojik desen benimsenmiştir. Ayrıca fenomenoloji, bir olguyu farklı bakış açılarıyla derinlemesine incelemeyi amaçladığından (Merriam, 2014), araştırmacılardan da farklı bakış açılarını bir araya getirmeleri ve birbirleriyle ilişkili olarak analiz etmeleri beklenmektedir. Bu çerçevede, farklı bakış açılarını bir araya getirmek amacıyla ve ÇÖMG uygulamalarının İngilizce öğretmenleri ve mesleki gelişim birimi üyelerinin ortak deneyimleri olması nedeniyle, her iki paydaş da katılımcı olarak çalışmaya dahil edilmiştir.

Bu çalışmada veri toplamak için ise yarı yapılandırılmış görüşmelerden faydalanılmıştır. Creswell (2007) deneyimin özünü elde etmek için fenomenolojik görüşmenin önde gelen veri toplama aracı olduğunu belirtmişlerdir. Yarı yapılandırılmış fenomenolojik görüşmeler, araştırmacıların katılımcıların deneyimlerine derinlemesine ulaşmalarını sağlamaktadır (Smith vd., 2009; Van Manen, 1990). Bu bakış açısı doğrultusunda bu çalışmada verilerin yarı yapılandırılmış görüşmeler yoluyla toplanmasına karar verilmiştir.

Bu çalışmanın veri analizi, Smith vd. (2009) tarafından oluşturulan esnek adımlara dayandırılmış olup transkripsiyonun ardından Richard ve Morse'un (2007, s.137) “kodlama sizi veriden fikre, fikirden de o veriye ait tüm verilere götürür” ifadesi ve bu sürecin verileri etiketlemekten daha fazlası ve döngüsel bir süreç olduğu bakış açısı kodlama süresince temel alınmıştır. Kodlama, 'verileri özetleme, damıtma, yoğunlaştırma' (Saldana, 2009, s. 4) yoluyla 'yorumlama eylemi' gerektiren ayrıntılı bir çalışma gerektirdiğinden, kodlama sürecinde Saldana'nın iki döngülü kodlaması kullanılmıştır.

BULGULAR

Çalışmada öğretmenler ve mesleki gelişim birimi çalışanları olarak iki katılımı grubu bulunduğu için, bulgular da iki ayrı grup için ayrı olarak verilmiştir. Öğretmenlerde elde edilen veriler ilk olarak öğretmenlerin ÇÖMG programlarındaki tecrübelerini içerik ve uygulama üzerine tecrübeleri şeklinde ele alınmış ve içerik üzerine tecrübeleri için; ihtiyaç analizi, güncel içerik, teorik bilgi içermeleri ve pratik ipuçları sağlanması ve soru-cevap kısmını içermeleri elde edilen veriler olurken, uygulama üzerine tecrübeleri için; katılımcıların kendi aralarındaki etkileşim, katılımcılar ve eğitim verenler arasındaki etkileşim, katılımcıların sayısı, gönüllülük esası, etkili zaman yönetimi ve umulmadık aksaklıklar için B planı olması elde edilen verilerdir. Öğretmenlerin bu programlardaki tecrübelerini takiben, bu programlardan nasıl etkilendikleri konusunda veriler ortaya çıkmış ve bilgi temelli, yetenek temelli ve kişisel tutum ve öz yeterlilik temelli etkileri olarak 3 kategoride ele alınmıştır. Öğretmenlerden elde edilen verilere göre bilgi temelli etkiler; teorik arka planı yenileme şansı, yeni araçlar ve teknikler öğrenmek, yeni terminolojiler ve alanındaki

sorunlara aşına olmak şeklinde kategorize edilmiş ve incelenmiştir. ÇÖMG programlarının yetenek temelli etkileri ise öğretim becerileri, öğretim teknolojisi becerileri, sınıf yönetimi becerileri ve dil becerileri olarak ortaya çıkmış ve analiz edilmiştir. Son olarak bu programların öğretmenlerin kişisel tutum ve öz yeterlilikleri üzerinde etkiler ortaya çıkmış ve veriler; öz farkındalık, kendi kendini düzeltme, başkalarından geri bildirim alma şansı, ilgi alanlarını yönlendirmek ve özgüven olarak kategorize edilmiştir.

Son olarak, öğretmenlerin ÇÖMG programlarından öğrendiklerini sınıf içine aktarımını etkileyen faktörler aktarımı kolaylaştıran ve zorlaştıran faktörler olarak iki kategoride incelenmiş ve elde edilen verilerden programın tasarımı, çalışma ortamı ve katılımcıların özellikleri olarak 3 temel alt başlık elde edilmiştir. Program tasarımı başlığı altında elde edilen veriler; verilen stratejiler, gönüllülük, bir model üzerinde gözlem şansı, ÇÖMG öğreniminin pratikliği, eğitmenin özellikleri olarak, çalışma ortamı başlığı altında elde edilen veriler; meslektaşların tutumları, kurumsal destek, kurumsal programın içeriği ve hızı ve aktarım sırasındaki eğitim türü olarak, katılımcıların özellikleri adına elde edilen veriler ise; katılımcıların öğrenmeye ve aktarmaya olan motivasyonu ve inançları olarak elde edilmiş ve incelenmiştir.

Mesleki gelişim birimi çalışanlarından öğretmenlerin ÇÖMG programlarındaki tecrübeleri için elde edilen verilerden de içerik ve uygulama olarak iki kategori ortaya çıkarılmış ve içerik üzerine tecrübeleri; katılımcıların ihtiyaçları, planlama ve tasarım aşamasına katılımcıların da dâhil edilmesi olarak kategorize edilirken, uygulama

üzerine tecrübeleri; işbirlikçi olmak, eğitmenlerin olumlu tutumu, pratiklik, etkileşim sağlamak, katılımcı sayısı, teknolojinin entegrasyonu, geri bildirim bölümü ve katılımcıların motivasyonu olarak kategorize edilmiştir. ÇÖMG programlarının öğretmenler üzerindeki etkileri için mesleki gelişim birimi çalışanlarından elde edilen veriler doğrultusunda bilgi temelli, yetenek temelli ve kişisel tutum ve öz yeterlilik temelli olarak 3 kategori şeklinde ele alınmıştır. Gözlemlerine ve öğretmenlerden gelen geri dönütleri baz alarak, mesleki gelişim birimi çalışanları bilgi temelli etkiler için çevrimiçi araçların kullanımı ve derse entegresi ve nasıl çevrimiçi ders işlenmeli bilgilerini elde ettiklerini gözlemlemiştir. Yetenek temelli etkileri için ise yine paralel olarak teknolojik yeterlilik ele alınmıştır. Son olarak kişisel farkındalık ve öz yeterlilik üzerine etkileri için elde edilen veriler ise öğretmenlerin teknoloji entegrasyonu konusunda kişisel algılarının değiştiğini ve özgüvenlerinin etkilendiği bilgileri temel olarak ortaya çıkmıştır.

Son olarak, öğretmenlerin ÇÖMG programlarından öğrendiklerini sınıf içine aktarımını etkileyen faktörler için mesleki gelişim biriminde çalışanlardan elde edilen veriler de aktarımı kolaylaştıran ve zorlaştıran faktörler olarak ele alınmış ve program tasarımı, çalışma ortamı ve katılımcıların özellikleri şeklinde 3 farklı kategoride ele alınmıştır. Programların tasarımı; programın amacı, programın içeriği, demolar veya uygulama yönelik taktikler sağlamak ve verilen eğitimin zamanı olarak analiz edilirken, çalışma ortamı; katılımcıların iş yükü ve kurum desteği, katılımcıların özellikleri ise; katılımcı motivasyonu ve tutumu olarak iki şekilde elde edilmiştir.

TARTIŞMA

Öğretmenlerin ve mesleki gelişim birimi çalışanlarından elde edilen sonuçlar birlikte tartışılmıştır. İngilizce öğretmenlerinin içerikle ilgili deneyimlerinden başlamak gerekirse, içeriğe pratikliğin dahil edilmesi iki gruptan da elde edilen verilerden öne çıkan veri olmuştur. Çalışmalarında çevrimiçi toplulukları inceleyen Booth ve Kellogg (2015) tarafından ÇÖMG alan yazınında da vurgulanan bu durum, farklı uygulama ve etkinlikler yoluyla bu programların farklı bakış açılarına ve uzmanlık düzeylerine hitap edebileceğini ortaya koymuştur. Ayrıca ÇÖMG programlarının içeriği açısından bazı katılımcılar uygulamalı etkinliklerle yüz yüze MG programlarındaki kadar etkili bir şekilde sağlanma beklentisi içindedirler ancak bu her zaman mümkün olmamaktadır. İngilizce öğretmenlerinin uygulama ile ilgili deneyimleri ile ilgili olarak, katılımcılar arasındaki etkileşim en çok atıfta bulunulan faktördür ve deneyimlerine dayalı olarak, hem öğretmen katılımcılar hem de MGB üyeleri kursiyerlerin etkileşimi ne kadar fazla olursa, bir ÇÖMG programının o kadar etkili olduğunu gözlemlemişlerdir.. Bu noktada farklı yerlerden farklı kişilerin katılımına olanak sağlanması ÇÖMG programlarının bir avantajı olarak anılsa ve esnekliğini gösterse de, bazı öğretmenler esneklikleri nedeniyle ÇÖMG programlarında katılımcı sayısının yüksek olduğunu belirtmişlerdir. Buna göre katılımcılar, katılımcı sayısı yüksek olduğunda, katılımcılar arasındaki etkileşimi azalttığı ve sınırladığı için ne yazık ki bir dezavantaja dönüştüğünü ve bunun sonucunda Nunan'ın (2012) açıkladığı gibi, katılımcıların kendilerini yalnız hissetmelerinin mümkün olabileceğini belirtmişlerdir. Bununla bağlantılı olarak MGB üyeleri de ÇÖMG programlarında katılımcı sayısının önemine değinmişler ve katılımcı sayısı fazla olduğunda

kursiyerlerin dikkatlerinin dağılması ve motivasyonunun düşmesinin yüz yüze programlara göre daha fazla olduğunu belirtmişlerdir. Son olarak, Hunt-Barron ve ark. (2015), bazı ÇÖMG programlarının katılımcılardan farklı web araçlarını kullanmasını beklediğinden, teknolojik okuryazarlığın bazı öğretmenler için de bir sorun olarak ortaya çıkabileceğinden bahsetmiş, mevcut çalışmanın katılımcıları farklı bir bakış açısıyla bunu teknolojik okuryazarlık becerilerini geliştirmek için bir avantaj olarak görmüşlerdir. Aynı şekilde MGB üyeleri, teknolojiyi ÇÖMG programlarına entegre ettikçe ve öğretmenler için yeni web siteleri veya web araçları sağladıkça, öğretmenlerden daha olumlu geri bildirimler aldıklarını gözlemlemişlerdir.

ÇÖMG programlarının İngilizce öğretmenleri üzerindeki etkileri ile ilgili olarak, elde edilen veriler öğretmenlerin ÇÖMG programlarından bir şekilde etkilendiğini ortaya koydu. Verilerden elde edilen kodlar bilgiye dayalı etkiler, beceriye dayalı etkiler ve kişisel tutum ve özgüvene dayalı etkiler olmak üzere üç temada kategorize edilmiştir. Öğretmenlerin özellikle Covid-19 pandemisi döneminde katıldıkları ÇÖMG programları, yeni web araçlarını öğrenmeye ihtiyaç duymaları ve bunun sonucunda çevrimiçi nasıl öğreteceklerine dair teorik bilgiye sahip olmaları katılımcılar tarafından bilgi açısından da etkili görülmüştür.

Bazı öğretmen katılımcılar da ÇÖMG programlarının öğretim becerileri açısından kendilerini etkilediğini belirtmişlerdir. Öğretmenlerin sınıf yönetimi becerileri, özellikle karşı karşıya kaldıkları çevrimiçi eğitim sürecinde ÇÖMG programlarından olumlu etkilenmiştir. Covid-19 pandemisi nedeniyle ortaya çıkan çevrimiçi eğitim

ihtiyacının bir sonucu olarak, öğretmenlerin yeterli hazırlığı veya yeterliliği olmadan çevrimiçi derslerle uğraşmak zorunda kalması nedeniyle ÇÖMG programları, çevrimiçi dersleri yönetemeyen öğretmenlerin çoğu için bir fırsat olarak ortaya çıktı. Örnek olarak, katılımcıların da açıkladığı gibi, çevrimiçi dersler sırasında öğretmenlerin sınıf yönetimi becerileri bazı uyarlamalar gerektiriyordu ve ÇÖMG programları onlara çevrimiçi dersleri daha iyi işlemeleri için yeni stratejiler veya teknikler sağladı. Ayrıca, ÇÖMG programlarının öğretmenlerin öğretim teknolojisi becerilerine faydaları hakkında elde edilen veriler küçümsenemez. Özellikle yine Covid-19 pandemisinin etkisiyle, teknolojinin derslere entegre edilmesi ihtiyacı daha da önemli hale geldi.

Son olarak, toplanan veriler analiz edildiğinde öğretmenlerin öz-yeterliklerinin de ÇÖMG programlarından etkilendiği bulunmuştur. Katılımcıların çoğu, ÇÖMG programlarına katıldıktan sonra öğretmen olarak özgüvenlerinin arttığını ve bunun nedeni olarak, bazı katılımcılar, ÇÖMG programlarından öğrendiklerini programlarına entegre ettiklerinde öğrencilerin öğrenmelerinin ve motivasyonlarının arttığını belirtmişlerdir. ÇÖMG programlarından sonra öğretmenlerin öz-yeterliklerinin artmasının nedeni, ÇÖMG programlarının öğretmenlerin bilgi ve becerileri üzerindeki olumlu etkileriyle de ilişkilendirilebilir ve bu varsayım, MG programlarının öğretmen adayları üzerindeki etkisini ortaya çıkarmak için yapılan çalışmanın sonuçlarıyla paralellik göstermektedir. Öğretmenlerin öz yeterliği ve öğretmenlerin bilgisi arttıkça öğretmenlerin kendilerini daha öz yeterli hissettikleri bulunmuştur (Yang, 2020). Öğretmenlerin deneyim yılı da ÇÖMG programlarının öğretmenlerin öz-yeterliği

üzerindeki etkilerine ilişkin bir faktör olarak görünmektedir. Mevcut çalışmada, beş yıldan az deneyimli öğretmenlerin ÇÖMG programlarına karşı daha istekli oldukları ve bu nedenle öğretmen olarak öz yeterliklerinin daha fazla etkilenebileceği sonucuna varılabilir. Öte yandan, sayıları sınırlı da olsa, 10 yıldan fazla deneyime sahip çok az öğretmen, bu programların gerçek sınıf ortamında ihtiyaçlarını karşılayamadığı ve sorunlarını çözemediği için öz-yeterliklerinin etkilenmediğine inandıklarını açıklamıştır.

Öğretmenlerin ÇÖMG programlarından sınıfa öğrenme transferini etkileyen kolaylaştırıcılar ve engeller açısından eğitim tasarımı, çalışma ortamı ve kursiyer özellikleri olmak üzere üç tema oluşturulmuştur. Eğitim tasarımından ve ÇÖMG programlarında verilen stratejilerle ilgili olarak, bazı öğretmenler ÇÖMG programlarını etkili bulurken, çünkü bu programlardan öğrendiklerini sınıfa nasıl aktaracakları sağlanmışken, bazıları için bu programlar sunum olmaktan bir adım öteye gitmediğinden yeterince etkili görülmemiştir. Benzer şekilde MGB üyeleri de ÇÖMG programlarında öğretmenlere demo ya da örnekler verildiğinde ve ayrıca hap gibi derslerinde kolayca uygulayabilecekleri kestirme taktikler verildiğinde öğretmenlerin daha fazla ilgi gösterdiğini gözlemlemişlerdir. Chidananda ve Udayachandra'nın (2018) eğitim tasarımı ve transfer stratejisi kullanımının eğitim transferi ile ilişkisi üzerine yaptığı bir çalışmanın sonuçlarıyla da bu desteklenmekte ve eğitim içeriğinin ve sunum şeklinin çalışma ortamına ve çalışma ortamına göre geliştirilmesi gerektiğini belirtip, kursiyerlere, etkinliklerin ve alıştırmaların gösterilmesi yoluyla yeni bilgi ve becerilerin olası uygulaması sağlanmalıdır. Ancak

bu noktada MGB üyelerinden birinin ÇÖMG programlarının amacına yönelik açıklaması önem kazanmaktadır. Her eğitim ve programı sınıf içi geçiş sağlamak amacıyla tasarlamadıkları için programın amacının da geçişi etkileyen bir faktör olduğunu belirterek, geçiş amacı varsa kolaylaştırıcı ve engelleyici unsurlardan söz edilebilir ve tartışılabilir. Bu noktada öğretmenlerin programların amacı hakkında bilgi sahibi olmaları önem kazanmaktadır. Ayrıca MGB üyeleri, ÇÖMG programlarının içeriği ile ilgili olarak, Covid-19 döneminde olduğu gibi içerik yepyeni olduğunda, öğretmenlerin öğrendiklerini sınıflarına aktarma eğiliminde olduklarını, dolayısıyla yeni olan içeriklerin veya öğretmenlerin veya öğrencilerin ihtiyaçlarını karşılayan içeriklerin sınıfa aktarılmasının daha olası olduğu söylenebilmektedir.

Eğitim tasarımlarının önemli bir parçası olan eğitimcilerin özellikleri de transferi hem kolaylaştıran hem de engelleyen bir diğer unsurdur. Veri analizine dayanarak, katılımcıların eğitmenin geçmişine güvendiklerinde, oturumlara katılmak için daha fazla motive oldukları, öğrenmeye ve öğrendiklerini sınıflarına aktarmaya daha açık oldukları sonucuna varılabilir. Son olarak, bir engel unsuru olarak, bu çalışmada ÇÖMG programlarında mentorluk sisteminin olmaması ortaya çıkmıştır. Bazı katılımcılar ÇÖMG programlarından öğrendiklerini aktarsalar da bazen yaşadıklarını anlatma ihtiyacı duyduklarını veya ilgili kişiden geri bildirim alma ihtiyacı duyduklarını ancak aktarım sırasında kendilerini yalnız hissettiklerini ve sonraki denemeler için bunun motive edici olmadığını açıklamışlardır ve bu sonuç, Kirwan ve Birchall'ın (2006) çalışmasında alınan geri bildirim ve koçluk miktarının transfer motivasyonu ile pozitif ilişkili olduğu bulgusu ile desteklenmektedir. Ayrıca

Cromwell ve Kolb (2004) yaptıkları çalışmada, yüksek düzeyde süpervizör desteğine sahip kursiyerlerin, bir eğitim programına katıldıktan 1 yıl sonra daha düşük düzeyde desteğe sahip kursiyerlere göre daha fazla bilgi ve beceri aktardıklarını göstermiştir. Bu nedenle organizatörler bu programları tasarlarken kursiyerlerin sonraki ihtiyaçlarını göz önünde bulundurmalı ve onlara geri bildirim veya mentorluk sistemi şansı sağlamalıdır. Öğretmenlerden farklı olarak MGB üyeleri de ÇÖMG programlarının etkililiğini etkileyen bir faktör olarak eğitimin zamanını vurgulamışlardır. Bazı MGB üyeleri, ÇÖMG programlarının öğretmenlerin mesai saatleri dışında yorgun olduğu veya sınavlar ve not verme dönemi nedeniyle aşırı yoğun oldukları bir zamanda düzenlendiğinde motivasyonlarının ve ilgilerinin azaldığını ve öğretmenlerin transfer şansını engelleme ihtimalinin olduğunu gözlemlemişlerdir. Bu nedenle, zaman esnekliği çevrimiçi programların bir avantajı olsa da, ÇÖMG programları tasarlanırken bir başka dikkate alınan yanlış zamanlama nedeniyle dezavantaja dönüşmesi söz konusu olabilir.

Çalışma ortamı, Salas ve diğerlerinin (2006) de belirttiği gibi, öğretmenlerin ÇÖMG programlarından öğrenme transferini etkileyen bir faktör olarak *transfer iklimi* olarak ortaya çıkan bir diğer temadır. Araştırmacılar kursiyerlerin olumlu bir transfer iklimine sahip olduklarında öğrendiklerini işlerine daha fazla aktarma eğiliminde olduklarını açıkladılar. Kurumsal destek faktöründen başlamak gerekirse, öğretmenlerin öğrendiklerini sınıfa aktarma konusunda çalıştıkları kurumların kural ve düzenlemelerine bağlı olduklarından, çalıştıkları kurumlardan etkilenmelerinin kaçınılmaz olduğu söylenebilir. Bazı kurumlar sınıflarında öğretmenlerine bir miktar

alan tanısı da, bazıları daha katı kalmayı tercih edip ve standardizasyon adına öğretmenlerin yeni veya farklı bir şeyler denemeleri için yeterli alan sağlamamaktadır. Rouiller ve Goldstein (1993), transfer ikliminin özelliklerini durumsal ipuçları ve sonuçlar olarak sınıflandırır ve sonuçları, eğitilmiş becerilerin uygulanmasını takiben ceza ve olumlu ve olumsuz geri bildirim olarak açıklar. Mevcut çalışma örneğinde, yeni bir şey denediklerinde kurumlarından herhangi bir olumlu geri bildirim almadıkları için sonuç faktörü bazı katılımcılar için bir engel olarak görünmektedir. Kurumsal destek konusunda MGB üyeleri de benzer deneyimler paylaşmış, öğretmenlerin en azından emek ve transferlerinden dolayı takdir beklediklerini belirtmişler ve çalışanlarına sağladıkları teşvikler için diğer bazı kurumları örnek göstermişlerdir.

Diğer bir endişe olarak, kurumsal destek olsa bile, programın içeriği ve hızı bu çalışmada engelleyici bir faktör olarak ortaya çıkmıştır. Bazı MGB üyeleri, öğretmenlerin transfer için zaman ve enerjilerinin olmamasından ve öğrendiklerinin çoğunlukla havada asılı kalmasından şikayet ettiklerini belirtmişlerdir. Benzer şekilde öğretmenler çoğu zaman programı yakalama telaşı içinde olduklarından derslerinde yeni şeyler denemekten kaçındıklarını, bu nedenle kurumların programlarının aşırı yüklenmesinin de öğrenme transferlerini etkilediğini belirtmişlerdir. Meslektaşların tutumları öğretmenlerin transferini etkileyen bir diğer faktör olarak ortaya çıkmıştır. Diğer öğretmenlerin ÇÖMG programlarına bakış açısı olumlu ya da olumsuz olarak etkili görülmüştür. Gilpin-Jackson ve Bushe'nin (2007) çalışması, kursiyerlerin eğitilmiş becerileri kullanan başkalarını gözlemlediğinde, eğitim transferinin

kolaylaştırıldığını göstermiştir. Mevcut çalışma örneğinde, öğretmenlerin ÇÖMG uygulamalarına katılımının zorunlu olması durumunda, çalışanların büyük çoğunluğunun bu tür programlara yönelik önyargılar oluşturduğu ve tutumlarının meslektaş olarak birbirlerini doğrudan veya dolaylı olarak etkilediği sonucuna varılmıştır. Öğretmenlerin ÇÖMG uygulamalarına ve transfere yönelik tutumlarının birbirini etkilediği sonucuna varılmasının yanısıra, ne kadar tecrübeli olsalar da, tüm öğretmenler kendileri için yeni bir eğitim dünyasının gereklilikleri sonucu, sınıflarında daha fazla teknoloji entegrasyonu ve daha fazla dijital okuryazarlık becerisine sahip olma gerekliliği ile acilen ÇÖMG programlarına ihtiyaç duyulduğu gözlemlendiğinden, bu çalışmada özellikle Covid-19 döneminin tüm öğretmenlerin ÇÖMG programlarına ve birbirlerine karşı tutumlarını olumlu yönde etkilediği ortaya çıkmıştır.

Öğretmenlerin ÇÖMG programlarından öğrendiklerini transfer etmelerindeki son faktör, kursiyer özellikleri olup, öğrenme motivasyonu ve transfer motivasyonuna atıfta bulunularak öğretmen motivasyonu teması altında ele alınacaktır. Kursiyerlerin öğrenme motivasyonları, transfer motivasyonlarını doğrudan etkilediğinden, mevcut çalışmanın katılımcılarına ayrıca ÇÖMG programlarına katılma motivasyonları da sorulmuştur. Öncelikle öğretmenlerin ihtiyaçlarının onların öğrenme motivasyonları üzerinde etkili olduğu görülmüştür. Kursiyerlerin temel performans ile değer verdikleri sonuçlar arasında açık bir bağlantı görmeleri koşulunu ifade eden algılanan fayda terimi ile ilişkilendirilebilir (Chiaburu & Lindsay, 2008).

Mevcut çalışma, hedef program öğretmenlerin ihtiyaçlarını karşılamıyorsa, bu programlara katılmaktan ve bu programlardan öğrenmekten kaçındıklarını ortaya koymaktadır, çünkü buna eğitim tasarımı bölümünde de değinilmektedir. Öğretmenlerin ihtiyaçları bölümlerine, yaşlarına ve öğretmenlik deneyimlerine göre farklılık göstermiştir. Örnek vermek gerekirse, özellikle ortalama 15-25 yıllık deneyime sahip eski öğretmenler, Covid-19 salgını sırasında daha da önem kazanan dijital okuryazarlık becerilerini geliştirmeleri gerektiğinden ÇÖMG programlarına katıldılar. Asya örneğinde yapılan bir çalışmada, daha uzun iş tecrübesine sahip kursiyerler ile daha kısa iş tecrübesine sahip kursiyerler arasında öğrenme transferi için anlamlı bir fark bulunmuş ve daha uzun iş tecrübesine sahip olanların daha az transfer etme eğiliminde olduğu ortaya çıkmıştır (Lim, 2001). Bunun aksine, bu çalışma, büyük olasılıkla Covid -19 döneminin bir etkisi olarak, deneyimli öğretmenlerin bu tür programlardan daha fazla öğrenmeye ve aktarmaya eğilimli olduğunu ortaya koymaktadır. Öğretmenlerin öğrenme motivasyonu ile ilgili olarak, bazı öğretmenler için öğrencilerin öğrenmesi ve faydası diğer bir kolaylaştırıcı faktör olarak karşımıza çıkmaktadır. Öğrencilerin ihtiyaçları zaman içinde değiştikçe, bazı öğretmenler ihtiyaçlarını karşılamak ve gelişimlerini görmek istemekte, bu amaç onları daha fazla öğrenmeye motive etmektedir. Benzer şekilde Basikin (2020), İngilizce öğretmenlerinin akademik başarıya ulaşma motivasyonlarını ortaya koymayı amaçlayan çalışmasında, öğrencilerin akademik başarıya ulaşmalarına yardımcı olacak eğitimin önemine ilişkin maddenin İngilizce öğretmenleri için en yüksek motive edici faktör olarak derecelendirildiğini bulmuştur.

Ayrıca öğretmenler, öğrendiklerinin öğrencilerine faydalı olacağına inanıyorlarsa, yine derslerine aktarmaya daha yatkındırlar. Öte yandan, bazı MGB üyeleri tarafından öğrencilerin motivasyonu ve katılımı, özellikle öğretmenlerin öğrencilerden yeterince veya tatmin edici tepki veya katılım alamadıkları veya öğrencilerin ilgisiz ve olumsuz tutumlara sahip olduğu daha kötü bir senaryoda bir engelleyici faktör olarak ele alınmıştır. Bu nedenle, kolaylaştırıcı bir faktör olarak bahsedilmesine rağmen, mevcut çalışma için öğrencilerin motivasyonu ve katılımı hem kolaylaştırıcı hem de engelleyici bir faktör olarak değerlendirilebilir. Alan yazında öğrencilerin tepkileri, eğitimin transferine yönelik motivasyon için bir araşsal etki olarak da anılmış ve ileri eğitimlerin tasarım sürecine entegre edilmesi önerilmiştir (Bhatti vd., 2014).

ÇÖMG programlarının öğretmenlerin öz-yeterliği üzerindeki etkileri de hem öğrenmeye hem de aktarmaya motive edici bir faktör olarak tartışılabilir. Mevcut çalışmada öğretmenlerin bilgi ve becerileri ÇÖMG programlarından olumlu yönde etkilendikçe öğretmen olarak öz yeterliklerinin de arttığı bulunmuştur. Buna karşılık, öğretmenlerin öğrenmeye ve öğrendiklerini sınıfa aktarmaya daha fazla motive oldukları sonucuna varılabilir. Ayrıca bazı MGB üyelerinin, bazı öğretmenlerin katılma ve öğrenme motivasyonları olmasına rağmen, öğretmen olarak rahatlık alanlarından çıkmak istemedikleri için transfer motivasyonlarının olmadığını açıklamaları da bir başka etken olarak gösterilebilir. Öğrenme motivasyonu ile transfer motivasyonunun her zaman el ele gitmediğini de ortaya çıkarmaktadır. Ancak bu sonuç, eğitim öncesi öğrenme motivasyonunun eğitim sonrası transfer motivasyonunu

varsaydığını belirten alan yazından farklıdır (Bell ve Ford, 2007; Chiaburu ve Lindsay, 2008; Kontoghiorghes, 2002, 2004; Kuchinke, 2000).

Sonuç olarak, geleneksel eğitim transferi çalışmaları, eğitim transferi üzerindeki bu bağımsız değişkenlerin her birinin etkisini doğrulamak için, eğitim transferi üzerindeki eğitim tasarımı ve iş ortamı değişkenlerinin etkisini ayrı ayrı dikkate almıştır (Baldwin & Ford, 1988; Ford). & Weissbein, 1997; Geilen, 1996; Holton ve diğ., 1998). Ancak bu çalışmada elde edilen sonuçlar, kolaylaştırıcı ve engelleyici unsurlar dikkate alındığında, öğretmen katılımcılar ve MGB üyesi katılımcıların transfer bilincine sahip olmalarına ve öğrendiklerini transfer etmek için harekete geçmek istemelerine rağmen, dışsal faktörlerin ön planda olduğunu göstermiştir. eğitim tasarımı ve çalışma ortamı olarak kategorize edilen bu çalışmada da her iki katılımcı grup tarafından etkili faktörler olarak bulunmuştur. Diğer bir faktör olarak stajyer özellikleri de ortaya çıkmış, ancak öğretmenlerin dışsal motivasyon, tutum ve inançlarının eğitim tasarımı ve çalışma ortamı ile ilişkili olduğu tespit edildiğinden daha çok diğer iki faktörle ilişkili olduğu ortaya çıkmıştır. Bu faktörler arasındaki ilişkinin bağlantılı olduğu anlaşıldığından, ÇÖMG programlarının öğretmenlerin öğrenmesi ve aktarımı için çalıştığından emin olmak ve aktarım şansını artırmak için sadece bir veya iki tanesini sağlamanın yeterli olmadığı, hepsinin çapraz ilişkili ve eşit derecede anlamlı alınması gerektiği sonucuna varılabilir. Ayrıca, geleneksel TMG programları ile ÇÖMG programları arasında ciddi bir fark ortaya çıkmamıştır ancak farklı olarak Covid-19 pandemisi nedeniyle online olarak yürütülen eğitim şeklinin bir etken olarak ortaya

çıkıldığı ve öğretmenlerin bu dönemde online programlar için daha fazla mesleki gelişim programına ihtiyaç duymasından kaynaklandığı söylenebilir.

ÖNERİLER

Mevcut çalışmanın sonuçlarından, Covid-19 döneminin öğretmenlerin ÇÖMG programlarına katılımı üzerinde göz ardı edilemez bir etkiye sahip olduğu açıktır. Dolayısıyla eğitim alanının tüm paydaşları için özellikle dijital okuryazarlık konusunda güzel bir ders oldu. Bu kapsamda, üniversiteler teknolojik becerileri geliştirmeye yönelik bu motivasyonu sürdürmek için kurumlarının ihtiyaçlarına göre daha fazla ÇÖMG programı tasarlamalıdır.

Bu noktada, mevcut çalışmada bazı öğretmenlerin öğrenme aktarımını etkileyen bir engel ve motivasyon kırıcı faktör olarak ortaya çıkan yöneticilerin, öğretmenleri ÇÖMG programlarına katılmaya ve aktarmaya teşvik etme sorumluluğunun göz ardı edilmemesi gerekmektedir. Ne yazık ki literatürde MG faaliyetlerine katılmak için 'izin' olarak geçmektedir ve Türkiye'de bir sorun olarak bahsedilmektedir (Yücedağ ve Sevik, 2021). ÇÖMG programları için motive edici veya cesaret kırıcı bir çalışma ortamı yaratmamak için eğitim liderlerinin veya yöneticilerinin daha fazla sorumluluk alması gerekir.

Öğretmenlerin öğrenme ve aktarma motivasyonlarına yönelik olarak, üniversitelerde mesleki gelişim birimleri olarak ÇÖMG programlarını düzenleyenler, öğretmenlerin ihtiyaçlarını dikkate almanın yanı sıra, kurumsal destek eksikliği veya öğretmenlerin

ađır iř yk gibi dıřsal ve engelleyici faktrleri dikkate almaları gerekmektedir. aktarmak amacıyla bu programlar tasarlanırken gz nnde bulundurulmalıdır.

Bazı đretmenler iin transferi etkileyen diđer bir faktr olarak, zellikle MG programlarından sonra transferleri ile ilgili yeterli dnt verilmemesi bir dezavantaj olarak ortaya ıkmıřtır. Bu bađlamda, MG programlarını dzenleyenler, bu programlar iin, kursiyerlerin bu programlar ve transfer sonrasında ilgili bir kiřinin ynetmesine olanak tanıyan bir mentorluk sistemi tasarlayabilir.

đretmenler ayrıca MG programlarında uygulamalı etkinliklerin nemini vurgulamıřlar ve aktarımı etkileyen nemli bir faktr olarak ortaya ıkmıřtır. Her tr MG programı iin mmkn olmamakla birlikte, nakil amacı varsa, đretmenlerin nakil řansını artırmak iin organizatrler katılımcılara yardımcı uygulamalar, demolar veya uygulamalı etkinlikler sađlamalıdır.

Bazı đretmenler de đrencilerin yararını ve đrenmesini dřunmedikleri ve gereki sınıf ortamlarında alıřamayacak programlar tasarladıkları iin MG programlarından memnun deđildi. Bu nedenle, đretmenlerin đrenmesinin yanı sıra, sınıf transferi amalı MG programlarının gerek sınıflara gre tasarlanması ve đrencilerin gerek ihtiyalarının dikkate alınması gerekmektedir.

Ayrıca ne yazık ki bazı đretmenlerin MG programlarından đrenme transferini hi dřunmedikleri ve bu konuda farkındalıklarının olmadığı grlmřtr. Bu nedenle,

bir ÇÖMG programından sonra yatay geiş için ama ve Őans varsa, bu programları dzenleyenler kursiyerlerini geiş hakkında bilgilendirmek ve bunun için bazı yollar saėlamakla sorumlu olmalıdır.

Son olarak, niversitelerin dzenleyicileri, bu programları tasarlayan ve uygulayan G birimleri ve uygun alıŐma ortamını saėlayan yneticiler kadar, ÇÖMG programlarından ėrenme aktarımının ana aktr olan ėretmenler de kendi zerkliklerinden sorumludur. ėretmen-ėrenenler olarak sorumluluklarını taŐımalı ve daha fazlasını ėrenmek ve transfer etmek için kendi kendilerine motivasyon saėlamalıdır.

APPENDIX H: THESIS PERMISSION FORM / TEZ İZİN FORMU

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TEZİN TÜRÜ / DEGREE: **Yüksek Lisans/ Master**

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