

The Current Status of English as a Foreign Language (EFL) Teachers' Professional Development in Turkey: A Systematic Review of Literature

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ABSTRACT With the globalization of the English language as a communication tool and the increased use of technology, the characteristics of learners and teachers are changing. In order to meet the demands of the learners, teachers must keep up-to-date and improve their teaching practices and beliefs, which necessitates professional development (PD) and in-service training for English as foreign Language (EFL) teachers. The purpose of this systematic review was to review the research studies that had been conducted in the area of EFL Teachers' Professional Development (PD) in Turkey. This meta-analysis reviewed the literature on professional development and in-service training of EFL teachers in journal articles, thesis and dissertations published between 2000 and 2012. A systematic review of literature was performed to examine the current status of EFL Teachers' professional development. Through the systematic review the methods and results of different research studies were analyzed through a collection of systematic techniques. The results of the study indicate that two broad terminologies has been used in the research literature, many of the studies were evaluative in nature and almost all of them were conducted at English Preparatory Schools at universities. Although the studies had provided many recommendations for professional development, there have been only a handful of studies that examined the impact of PD programs. Through the systematic review, the authors provided recommendations for future researchers and policy-makers.