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We **certify** that thesis under the title of “**THE PROFILE AND THE CONTINUOUS PROFESSIONAL DEVELOPMENT ACTIVITY CHOICE OF ENGLISH LANGUAGE TEACHERS AND THE FACTORS INFLUENCING THEIR CHOICE**” is satisfactory for the award of the degree of **Master of Arts** in the **Department of English Language Teaching**.

(Enstitü Müdürlüğünde evrak aslı imzalıdır.)

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Melek CANÖZÜ ÖZBEK

**ÖZET**  
**MİLLİ EĞİTİM BAKANLIĞI BÜNYESİNDEKİ İNGİLİZCE**  
**ÖĞRETMENLERİNİN SÜREKLİ MESLEKİ GELİŞİM ETKİNLİK**  
**TERCİHLERİ, PROFİLLERİ VE KATILIMLARINI ETKİLEYEN**  
**SEBEPLER**

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Bu çalışma Milli eğitim bünyesinde çalışmakta olan İngilizce öğretmenlerinin güncellenme, yansıtma ve işbirlikçi öğrenmelerine bağlı bir profil çalışmasıdır. Sürekli mesleki gelişim için hangi etkinlikler tercih ettikleri ve bu tercihlerin yaş, cinsiyet, kıdem, mezun olunan bölüm ve çalışılan okul türüne göre değişkenliğine bakılmıştır. Ayrıca, öğretmenlerin tercihlerini etkileyen sebepler de araştırılmıştır. Çalışmada hem niteliksel hem niceliksel veriler kullanılmıştır. Niteliksel veri oluşturma sürecinde araştırmacı açık uçlu soru kalıbından faydalanmıştır. Niceliksel veri oluşturma de ise Kwakman (1999) tarafından geliştirilen ve Dijkstra (2009) tarafından adapte edilen bir anket kullanılarak öğretmenlerin farklı kategorilere ait etkinlik tercihleri sorgulanmış ve tutumları araştırılmıştır. Bu çalışmanın katılımcılarını 118 İngilizce öğretmeni oluşturmaktadır. Araştırma sonucunda elde edilen bulgulara göre öğretmenlerin belirgin şekilde tercih ettikleri ve tercih etmedikleri etkinlikler belirlenmiştir. MEB bünyesinde çalışan öğretmenlerin profilleri çıkarılmıştır. Ayrıca, yaş, cinsiyet ve kıdeme bağlı olarak öğretmen tercihlerinde bir değişim gözlenmezken, iki değişkende fark bulunmuştur. Buna göre, güncel etkinliklerle ilgili olarak dilbilim ve edebiyat mezunları, yansıtma etkinlikleri ile ilgili olarak da ilkökul ve lise öğretmenlerinin etkinlik tercihleri arasında değişim gözlenmiştir. Bu sonuçları ortaya çıkaran sebepler yöneltile açık uçlu soru ışığında bireysel ve kurum bazında sınıflandırılmıştır.

**Anahtar Kelimeler:** Sürekli Mesleki Gelişim, Öğretmen Tutumları

**ABSTRACT**  
**THE PROFILE AND THE CONTINUOUS PROFESSIONAL  
DEVELOPMENT ACTIVITY CHOICE OF ENGLISH LANGUAGE  
TEACHERS AND THE FACTORS INFLUENCING THEIR CHOICE**

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This study has been carried out to investigate what English language teachers' continuous professional development profiles concerning updating activities, reflection and collaboration are. It also reveals whether the English language teachers' CPD profiles change according to these variables; age, gender, teaching experience, the school type and the department graduated. Additionally, it finds about the factors that influence English language teachers' choice of continuous professional development activities. In the study, both qualitative and quantitative research methods have been used. Within the process of qualitative research, one open ended question has been asked to the participant teachers. Within the quantitative research process, a questionnaire originally designed by Kwakman (1999) and adapted by Dijkstra (2009) has been used and the teachers' activity choices and their attitudes have been investigated. The sampling group comprised 118 MNE English language teacher. Due to the analysis and interpretation of the findings, it has been revealed that English language teachers' activity choice shows similarities and differences regarding the updating, reflection and collaboration. There are prominent activities teachers both exhibit positive or negative attitudes and participate at different frequencies of time, accordingly, the study draws the profile

of English language teachers. There is no change depending upon age, gender and teaching experience but a change has been observed under two variables. One is related to the updating activities of linguistic and literature teachers. The other change is related to the reflective activities between the teachers of primary and high school. The factors which influence these choices have been revealed and categorized under two main titles one of which is individual factors and the other is institutional factors.

**Key Words:** Continuous Professional Development, Teachers' Attitudes

## **ABBREVIATIONS**

- EFL** : English as a Foreign Language  
**ELT** : English Language Teaching  
**CPD** : Continuous Professional development  
**TQM** : Total Quality Management  
**MNE** : Ministry of National Education  
**SPSS** : Statistical Package for Social Sciences  
**INSET** : In-service training  
**PLD** : Professional Learning and Development  
**TD** : Teacher Development

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## **CHAPTER I**

### **1. INTRODUCTION**

This chapter presents the basic outline of the study whose components are mainly background of the study, the statement of the problem, the purpose and the significance of the study and research questions. It also comprises the definitions of the terms frequently used in the study in order to be clear and concise.

#### **1.1. Background of the Study**

It is widely known that the prosperity of a country is directly correlated with the efficiency of its institutions. Among them, the field of education holds a particular importance since it serves like a backbone for the whole system. Thus, promoting an overall understanding of education system in a country is a prerequisite to address the needs and draw a map for a country's route. Turkey, as a developing country, has made up some decisions recently so as to keep up with the western communities better. In the era of information where international communication has increased, each government pays a considerable attention towards the field of English Language Teaching (ELT). Therefore, establishing an effective foreign language policy starting from earlier ages requires the revision of the whole system in terms of some variables such as curriculum, learner characteristics, school climate or professional developments of the teachers or principals, etc. With respect to these needs, very recently, the foreign language education in Turkey has been extended to children in the second graders of primary school and the curricula have undergone some changes in some graders.

Mishra and Mishra (2011) state that globalization influence both the education system and the teachers. The teachers should have the proper equipment to adapt this process. Thus, they define professional development (PD) as opportunities provided by

their school to advance professionally and extend their teaching skills at school. Professional development refers to all activities to enhance the professional career growth in general. It is also an ongoing process contributing teachers' personal growth and improving the quality of the school (Kabilan and Veratharaju, 2012). Professional development, studied and presented in the relevant literature in many different ways, aims to understand how professionals learn better and transforms their knowledge into practice for the benefit of their student's advancement (Avalos, 2011). Teachers need a constant personal growth and professional development to perform at utmost level. According to Enueme and Egwunyenga (2008), teacher performance which is the combination of many factors such as their commitment, prevailing culture, school environment, teacher innovativeness plays the most significant role on students' learning. These possible factors are generally manipulated by the school administration in a direct or an indirect way. Bringing a further explanation to the issue, Çubukçu (2010) proposes that schools and classes appear to be different from each other and students' background can be an affecting factor which creates this discrepancy. However, beyond it, teachers and the school leaders stand the greatest influencing factors on the school's culture.

Enueme & Egwunyenga (2008) assert that this reality reveals that educational authorities should make significant investments in terms of time, effort, money and energy. The ultimate goal of schooling is learning on the parts of the students and enhancing their multi-dimensional development. Thus, promoting teachers' involvement into PD activities seems as the most influential leadership behavior at organizational level

UR (1996) defines teacher development (TD) as a means of one's learning about their own profession by reflecting on their own classroom practices. In most schools

and institutions today, language teachers are seeking for opportunities to review and evaluate their teaching skills and embark on new teaching assignments in line with the changing needs. Richards and Farrel (2005) inform that there may be numerous factors for a teacher to be in the pursuit of CPD. A teacher might desire a higher achievement for her/his students or may be charged of mentoring for a novice and present papers at seminars to ensure the high professional standarts.

Golding & Gray (2006) argue that the professional development is the milestone of teacher professionalism and quality. There has been a significant investment of effort in CPD programs to help improve teacher quality, not only to fulfill society's expectations of the teaching profession, but also to meet the changing needs of students, in different parts of the world. Borko (2004) proposes that participation to the PD activites may be inspired by a life-long learning interest or moral obligation, promotion of professional competence and to be up date with recent developments in their field, the necessity to comply with government requirements, or for career advancement. According to him, no matter what PD stems from, it is seen foundational element in teacher's development (cited in David and Bwisa, 2013). Hence, PD is expected to fulfill several core features. It encompasses teachers' ongoing collaboration of with the purpose of improving pupil's achievement, the curriculum and pedagogy through alternative ideas, methods and opportunities to observe them in action and reflect on the reasons for their effectiveness (Hiebert, 1999).

## **1.2. Statement of the Problem**

The general agreement everybody shares is learning is a life-long process and teachers must be equipped with sufficient knowledge, skill, and awareness in order to perform their jobs well (Atay, 2006) and teacher effectiveness is a profound factor that affects the whole learning process (Arikan, 2010). It is evident that effectiveness is also

linked with the varied expectations of institutions and requires a broader sense in which the uniqueness of each instructional setting should be taken into account to understand it thoroughly (Enugma & Egwunyenga, 2011). They assert that although teachers have gone through schooling, this reality does not necessarily mean that they will not have challenges, particularly in an area where students are exposed to continuous changes more as a result of technological breakthrough. Vries, Jansen, Wim & Grif (2013) underline that countries adopt different policies with respect to access and participation to teachers' CPD. Based on the studies of Scheerens (2010) and Aarts and Waslander (2008) which were issued how PD can widely vary across the countries, Vries et al (2013) inform that policies pertinent to participation in CPD differ across Europe. Germany and The UK are among the countries in which the engagement in CPD is compulsory for teachers. There are countries such as Poland, Portugal, Slovakia, Slovenia, Spain where CPD remains optional. Likewise, Netherlands ensure teachers professional autonomy which let them decide upon when, how, why to join PD.

Thus, Qazi, Rawat and Ahmed (2011) indicate the dire need to promote interactions among the countries with regards to innovative academic exchange in the realm as well as cultural enrichment and personal growth, each of which contributes to the professional development to some extent. They highlight these opportunities so that the teachers are able to address their needs better, share successful practices, observe innovative implications, strategies to enhance language proficiency and provide permanent contacts among the participants which can be a precaution to keep pace with the demanding, sophisticated, inquisitive students of today. Updating teachers' knowledge and skills, reflective activities and collaboration are vital for improving

schools, increasing teacher quality and enhancing student learning (Vries, Jansen, Wim & Grif, 2013).

### **1.3. Purpose of the Study**

It is evident that most of the teachers in time lose their enthusiasm towards their profession and complain about the idea that this profession is not rewarding in terms of salary, job satisfaction and occupational commitment. Unhappy with the value attributed to the occupation, teachers become more fragile and demotivated about forming a professional identity, which necessitates the allocation of considerable time and effort. However, related literature suggests there is a must to update, reflect and collaborate in order to influence students positively and fully, as teachers are central to the improvement. Therefore, the identification of teachers' choice of CPD activities enable one to understand the whole picture in The Ministry of National Education (MNE) schools and find out the factors influencing their CPD choices with a closer look.

Following the above line of argument, this study is an attempt to find answers to the following research questions:

1)What are English language teachers' continuous professional development profiles concerning updating activities, reflection and collaboration?

2)Do the English language teachers' continuous professional development profiles change according to these variables; age, gender, teaching experience, the department graduated and the school type a teacher works at?

3)What are the factors that influence English language teachers' choice of



continuous professional development activities?

#### **1.4. Significance of the Study**

The rapid changes in the information age make the development unavoidable. This urge directs teachers to find ways to pace with the expectations of the new generations. This means a teacher should donate and equip herself better than the student who already knows a lot due to the diverse exposure in order not to be mocked. Thus, this study plans to revise the ways of growing professionally by finding out the teacher's CPD profiles and the factors influencing their choice of CPD activities. The study is expected to be helpful in establishing a basis by eliciting teachers' current practice and their ideas for better implications as to how to update, reflect and collaborate efficiently.

#### **1.5. Limitations of the Study**

The limitation related to this study is that it only comprises 118 EFL teachers working in The Ministry of National Education (MNE). Hence, the population of the study is limited to the participants involved in the study.

#### **1.6. Definitions of the Terms**

**Autonomous Learning:** It refers to the change in focus in the classroom from the teacher to the student or from teaching to learning. This is based on a constructivist theory of learning whereby each individual conducts their own understanding based on their prior knowledge and current learning experiences (Kember, 1997).

**Professional Development:** It is defined as one's professional growth as result of systematical teaching revision and gaining abundant experience (Glatthorn, 1995).

**In-service Teacher Development:** It is described as any occupational development activity to be in need of, at the course of teaching and it is accepted as necessary to be involved in as an occupational necessity (Conco, 2005).

**Continuous Professional Development:** The term continuing professional development (CPD) has been widely used to refer to ongoing education and training for professions (Earley & Bubb, 2004).

**Reflective Teaching:** Bullock and Muschamp's (2004) define it analytical thinking on an experience or activity. Newell (1996) puts forward that interaction of experiences and analysis of beliefs about those experiences forms the essence of reflection. It encourages social responsibility, flexibility, consciousness and efficacy.

## CHAPTER II

### 2. REVIEW OF LITERATURE

#### 2.1. Introduction

This chapter presents an overall perspective towards professional development. It tries to enlighten what PD is in nature and explains the aspects of teacher training and teacher development. Underlying the learning theories teachers utilize, the study also focuses on the components of an effective PD from the personal and organizational perspectives.

#### 2.2. The Nature of Professional Development

The foreign language teacher education has always been extensively researched for years (Velez-Rendon, 2002). As the interaction among the countries increased rapidly, learning English has become more essential than it was in the past. These changes in the social and policy contexts made sustained professional development a need (Oberhuemer, 2013). Professional development generally associates with the term of in-service training (INSET) and staff development for years (Villegu-Reimers, 2003), although it has a broader meaning including the developmental process of a person in her/his professional career (Glatthorn, 1995). He defines the term as “the professional growth a teacher achieves as a result of gaining increased experience and examining his or her teaching systematically” (Glatthorn, 1995, p.41). However, professional development, generally evoking a formal process is not confined with conference, seminar, workshops any more and there is a move to establish a more systematic growth in the profession due to regular opportunities and experiences in the long-term period (Villegas-Reimers, 2003). Likewise, Mizell (2010) dwells on a very specific aspect of PD and acknowledges that it can occur in informal contexts as well. Thus, professional development can incorporate with activities such as discussions among colleagues, independent reading and research, observations of a colleague, or other learning from a

peer. Besides this ignored fact, there are prevalent descriptions of PD in the realm. For instance Lange (1990) states that PD refers to “ a process of continual intellectual, experiential and attitudinal growth of teachers” (p.250), Bolitho (1998) highlights that it is an ongoing process teacher builds openness and awareness either out of or in the context of a course. Kent (2004) simply defines it enhancing staffs’ skills and competencies to come up with outstanding educational outcomes (p.427, cited in Güven, 2005). These definitions clarify the core elements of PD.

Furthermore, Edge and Wharton (1998) clearly state that PD has a great deal in common with learner autonomy (LA). They highlight an important detail that “Learner autonomy can be encouraged, but not imposed, in the same way, teacher development, as we are using the term, in the hands of the individual teacher concerned” (p.296). They emphasize that the sense of ownership is essential for one to engage their critical faculties. It is understood that PD blossoms when it is on a voluntarily basis and it has a lot to do with LA. In addition to this aspect, teacher learning and development is defined as “constructive and socially and culturally situated process” which means that they become responsible for their own learning and participate social and cultural practises enhancing the overall advancement of the school (Geijsel et al, 2009, p.408). Kabilan and Veratharaju (2013) stress that administrators should contribute the creation of a community which each individual will be the personal owner of their professional journey. With regard to education, Roe (1992) signifies that “Teachers need to grow in their profession as rose- trees in the garden” (p.3). Another point issued by Avalos (2010) is that teacher’s professional learning is a complex process. Naturally, it necessitates cognitive and emotional involvement of teachers not only individually, but also collectively. He argues on the teachers’ competency and willingness to detect where each one stands towards improvement or change as a part of PD. He signals the

determining effect of the teacher's will which is in favour of or against the PD. Implying the the diverse roles of the teachers agenda, Burns and Richards (2009) underline that English language teacher belongs to a worldwide community of professionals. They define the professionals whose goals, values, discourse and practises are mutually shared but differ from each other one due to a self criticism of their practises and commitment to their transformative role. They add that a teacher who wants to be stay up to date with changes and launch a career advancement first has to acquire a specialized knowledge base through professional journals, teacher magazines, conferences and professional organizations. David and Bwisa (2013) reported in their study that CPD mainly put an emphasis on the preparation of teachers both pedagogicaly and academically. Bwisa and David (2013) inform that continuous professional development is immensely linked with the understanding of total quality management (TQM). They are alike in that they both promote the improvement in organizational level. Karanja (1995; cited in Bwisa & David, 2013) states that CPD ensures that teacher is donated with sufficient competencies that help teacher for challenges of modern life. Considering the fact that many of the teachers do not respond to lifelong learning, Bell and Gilbert (1996) imply that there are some contributing and hindering factors that influence the active involvement into professional development (cited in Bwisa and David, 2013). Likewise, Hobson and McIntyre (2013) dwell on the a number of facilitating and inhibiting factors which teachers are likely benefit to back up their professional learning and development (PLD). With comprehensible references, they sum up these affecting factors; the degree of autonomy teachers have, the sufficient resource of schools, teachers' time allocation, the nature and the quality of social interaction, teachers' commitment and openness to PLD. Gray (2005) enlightens the roots of the term continuous professional development and announce that it is inherited

by Gardner at York university in mid-1970s and it comprised both learning from courses and learning at job.

### **2.3. Teacher Training and Teacher Development**

Richards &Farrel (2005) highlight that training and development, two broad terms of teacher education, mostly articulated together. Hence, terms need to be clarified and subtle divisions between them should be made public so as to decide on their purpose and functions. Ur (1997) simply defines teacher training as a preparation that includes professional practise at official channels such as colleges or universities in order to get a degree. He calls training as a pre-service learning and teacher development as an in-service learning. Richard and Farrel (2005) underline that teacher training is a prerequisite to understand basic principles of education and demonstrate good teaching practises in classroom settings. According to them, teacher training allows the use of strategies like supervision, monitoring, getting feedback. Widdowson (1990) highlights the powerful aspect of training and states that it allows one to find solutions to the problems although it is not reflective at all. On the other hand, Richard and Farrel (2005) claim that professional development refers to a general growth of a teacher, mainly on the basis of reflective analysis. For them, TD covers the issues on reflective analysis, examining beliefs, values, principles, conversations and colloborations with peers. That is to say that professional development means seeking for ways to explore the new trends and theories in the realm. In-service education and training, (INSET) whose aim is intended for stimulating the professional competence and development of teachers, is beneficial in that it improves classroom teaching practices and gives chance to implement recent educational innovations at governmental level (Kennedy, 1995, cited in Atay, 2006). Thus, knowing the comparisons and contrasts between two main

terms, training and development, might provide teachers with a scientific perspective and comprehensible knowledge base.

With respect to this controversial issue, Wallace (1991) refers two kinds of competence, one of which is initial competence. He claims that anyone achieves this stage by a certificate obtained at the end of an educational course. Professional competence, on the other hand, indicates the developmental process which the professional gradually strives for his goal. A professional should go beyond the initial competence and participate in developmental activities in order to advance in his career and to obtain the professional competence. Namely, teachers should surpass the boundaries of pre-service or INSETs. Wallace (1991) dwells on the difference stating: “The distinction is that training or education is something that can be presented or managed by others; whereas development is something that can be done only by and for oneself” ( p. 3).

Wallace (1991) focuses on three models of professional training: (1) the craft model (2) the applied science model (3) the reflective model. The craft model accounts teachers as apprentices and they watch, imitate, try and obey the instructions and recommendations to gain professional competence with the help of an expert. In the applied science model, the teachers learn how to be a teacher by being taught and then applying them in practise. Lastly, as a combination of this two stages, reflective model stage emerges in which ‘received knowledge’ and ‘experiential knowledge’ were harmonized (p.6). Wallace classification holds a great significance in that first two stages is more like training whilst the reflective model stage is mostly related with teacher development.

There is a distinctive table categorizing the fine line between training and development in a very concise and accurate way.

**Table 1: The Contrasting List of Training and Development**

TRAINING	DEVELOPMENT
1. Imposed from 'above'	1. Initiated by self
2. Pre-determined course structure	2. Structure determined through process
3. Not based on personal experience	3. Based on personal experience
4. Externally determined syllabus	4. Syllabus determined by participants
5. External evaluation	5. Self-evaluation
6. Input from 'experts'	6. Input from participants
7. Unthinking acceptance of information	7. Personal construction of knowledge
8. Cognitive, cerebral	8. Cognitive and affective, 'whole person'
9. Isolated	9. Collaborative
10. Stresses professional skills	10. Stresses personal development
11. Disempowers individual teacher	11. Empowers individual teacher

Based on articles by Bolitho (1986), Edge (1986), Freeman (1990), McGrath (1986), Tangalos (1991), Underhill (1987), Ur (1998, cited in Güven, 2005, p.78).

According to Ur (1998), the first six items accord with the 'reflective' versus 'applied science/craft' models. Items seven to ten are about the 'person-centered' approach, which incorporates teacher's potential as a 'whole person' through interaction with colleagues. Item eleven-teacher empowerment- emphasizes that the teacher is an autonomous professional and responsible for professional learning and practice (cited in Güven, 2005, p.78).

With respect to concept of PD, Varela (2012) acknowledges that the biggest problem professionals encounter is isolated organizations without no relevancy to daily teaching. She complains that INSETs transform the participants into passive learners rather than



empowering them with new strategies employed in action. Furthermore, Arıkan (2010) identifies problematic areas of teachers' and reaches a classification basically lacking of knowledge, lacking of adequate INSETs and having curricular problems leading back to basics.

#### **2.4. The Main Components of an Effective Professional Development**

It is possible to see different interpretations in the realm, each of which raises important point of views, however, for a better academic success and a prolific climate in instructional setting, it is necessary to foster the personal growth and professional development through a constant life-long learning (Qazi et al, 2011). This process necessitates the combination of both institutional goals and teachers' personal own goals (Richards and Farrel, 2005). They indicate that unless these two components of an effective PD go hand in hand with each other, any initiative to carry out an effective PD will subject to failure. Thus, identifying the roles at individual and institutional level is a matter of high priority. Kabilan and Veratharaju (2013) dwell on the ongoing aspect of the PD and draw attention that identification and planning of needs and evaluation of effectiveness in PD should be consistently and constantly checked.

##### **2.4.1. Perspectives at Individual Level**

No matter how different educational backgrounds, personalities, aptitudes or preferences EFL teachers have, they are expected to fulfill a wide range of skills, knowledge and competencies in order to enhance continuing education (Güven, 2005). With respect to this requirement, Mizell (2010) focuses that time and convenient context are indispensable components to gain effective skills. He highlights the challenges even experienced teachers hardly overcome at workplace. It is highly probable that students may suffer from learning unless as Wilson (1987, cited in Güven,

2005) stated that a teacher should fully be engaged with subject-matter knowledge, theoretical background, linguistic knowledge as well as the pedagogic competence which encompass areas such as planning, material development, classroom management, instructional organizations, presentation and assessment. Paykoç (1996) classifies the versatile attributes of the teaching occupation which involve being creative, productive, exploratory, altruistic, cooperative, just, democratic, self-reliant, autonomous, integrated and flexible. The crucial point to be made is that diverse roles attributed to teachers are gradually suppressing and teachers might sometimes feel overwhelmed in the instructional path. Ingersol (2003) draws attention to a growing tendency and explain it statistically that teaching profession is under a thread as one-third of teachers leave the profession within three years and the half leave within five years. These professional survival challenges may trigger the phenomenon burn-out (Şentuna, 2002). Hence, a sustained PD is essential, whose activities stimulate the mind, maintain interest and avoid burn-out syndrome (Kabilan & Veratharaju, 2013). Köksal and Yıldırım (2000) point out the ways for teachers to master their teaching and actualize their own advancement in the career. According to them, teachers should share their ideas for PD through joining to conferences, symposiums and workshops, keeping journals and diaries, taking part in action research projects, observing themselves with audio or video cameras, letting their colleagues attend them at the course of the teaching practice, compiling authentic data and sharing the outcomes with their colleagues, and following and subscribing to journals, periodicals and other publications.

Keeping the profile of an effective teacher in mind, teachers should strive for their goals. First and foremost, teachers should be well informed about the following qualities an effective teacher should have from the perspectives of Turkish students. According to a study on the basis of the relevant literature reviews, Arıkan, Taşer &

Saraç- Süzer (2008) came up with some significant items. According to students, teachers are expected to be very-well donated in many areas. First and the foremost is that every teacher should create personal strategies to be effective. Second, the interaction between the teacher and the student should be positive and immense. Then, a teacher is also responsible for providing the students with a secure atmosphere in the class. Next, teachers who are competent in target languages, particularly in pronunciation and utilise the technology efficiently seem more favourable. Finally, they stated that personal traits of a teacher, for instance being friendly and encouraging in feedbacks and modelling the language well are ranged as the attributes of an effective teacher.

However, Eekelen, Vermunt, Boshuizen (2006) state that there is a “phenomenon of not learning” (p.408). They signal the occasions which teachers “simply do not learn” and they found it explicable in that this may stem from both “various personal and contextual factors” (p.408). No matter how considerable time and change teachers exposed to, many studies revealed that teachers simply exhibit indifference to their new behaviour and show a tendency to return to their old routines (Verloop, Van Driel & Meyer, 2001). Colderhad (1996), on the other hand, signifies that teachers beliefs strongly affect teachers behaviour. Pajares (1992) states that those beliefs are formed from early years. Thus, a strong penetration in time occurs and teachers even become more immuned to contradictions related to time, schooling or experience. (cited in Eekelen et al, 2006).

#### **2.4.2. Personal and Contextual Factors**

In addition to those personal factors, teacher learning or not learning are also influenced by aspects of the work context. Eraut, Alderton, Cole and Senker (1998)

focus on the affecting factors in the workplace and classify them under three titles as how person is managed, micro-culture within the workplace, the exact nature of the organization itself. Eekelen et al (2006) claim that the core factor, a will to learn, must be available and precede teachers active involvement into PD activities. They define it as a psychological state in which the learner has a desire to learn. They put the distinction directly informing that the term is distinct from the concepts of interest and motivation. It is considered that will to learn represents an open mind and desire to see something new while interest and motivation accord with a more narrowing function. Richard and Farrel (2005) sum up self-directional learning stages whose components are inquiry, self-appraisal, experience, personal construction, contextualized learning, planning and managing. They believe that a teacher should take these points into account in order to achieve a successful professional development activity. First, a teacher should decide on the area to learn about more and find a suitable strategy furthering on this issue. They can build contacts among the earlier PD participants, identify the type of support they demand and set out the way with a colleague to collaborate. In this long journey, being realistic and stucked to a timetable facilitate the process. Last, but not the least, evaluation and dissemination of the results elicited are indispensable to complete this PD process.

Several other personal factors such as perceived sense of self efficacy (Bandura, 1997; Whitaker, 1993); manner of knowledge growth regulation (Oosterheert & Vermunt, 2003); teacher's biography (Beijaard,1995; Duffee & Aikenhead, 1992); manner of emotion regulation (Oosterheert&Vermunt, 2001); personality traits as openness to experiences, tolerance of uncertainty (Button, Mathieu, &Zajac, 1996; Huber, 1995); and reflection on experience (Korthagen & Kessels,1999) are shown

aspects that influence one's choice of professional development career (cited in Eekelen et al, 2006).

## **2.5. Theories and Beliefs on Teacher Learning**

Over the past 50 years, Loucks-Horsley (1995) asserts that PD has evolved from individual growth to more systematic and integrated organizational growth. In recent years, it is evident that there has been a shift from outsider approaches to insider ones. The former requires the expertise knowledge while the latter encourages teacher to explore and construct more about their own context (Richard and Farrel, 2005). What they stress in this self directed learning is that teachers gain responsibility through setting goals for self development. There is a move from authoritarian level toward more democratic and embracing forms of TD. Erout (2000) points out that three learning process are present based on intention to learn. First of all, the implicit learning comes. The intention or awareness is absent in this learning. Second, reactive learning comes. It is spontaneous and unplanned learning at the workplace where one is surrounded by abundant opportunities and reflections. Third, deliberative learning comes. It necessitates the allocation of a considerable amount of time for learning. Issued by Richards and Farrel (2005), four theories that try to explain how teachers learn best stand below:

- 1) Teacher learning as skill learning: mastering a set of different skills and competencies is seen fundamental for an effective teaching. For example, questioning, giving explanations, presenting new language.
- 2) Teacher learning as a cognitive process: it claims that teaching is a complex cognitive activity and emphasizes that teacher beliefs and thinking influence their

performance. This theory encourages teachers to explore their own beliefs and thinking process. For instance: self monitoring, journal writing, analysis of critical incidents.

3) Teacher learning as personal construction: it is the theory that knowledge is constructed but not directly received. Knowledge is internalized through reorganization and reconstruction. It promotes self awareness and personal interpretation through activities such as journal writing and self monitoring.

4) Teacher learning as reflective practise: reflection is compiling data on one's teaching as the basis for critical reflection, revising the teaching practises and routines to be able to reach a better understanding on the issue.

## **2.6. Teachers' Sense of Efficacy and Professional Identity**

According to social learning theorist Bandura (1986), individuals have self beliefs that help them control their thoughts, feelings and actions (cited in Pajares, 2003). Concerning this fact, he stresses that human behaviour and motivation may stem from the beliefs that people have about their capabilities. Due to the concept of self efficacy, one can perform required professional tasks and organizational tasks better. It has been very closely linked with positive teaching behaviours and student outcomes (Henson, Kogan & Vacha-Haase, 2001). Agreeing upon the importance of this correlation, Ross (1992) suggests that teachers with high efficacy beliefs generates new teaching ideas and techniques more. Although self-efficacy is significant for professionals, it does not ensure the formation of professional identity by itself alone (Canrinus et all, 2011). According to them, a teacher's job satisfaction, self-efficacy, occupational commitment and change in the level of motivation are wiewed as indicators of teachers professional identity and a clear definition of professional identity can help explain the job leaving intentions (Moore and Hoffman, 1988, cited in Canrinus et all). Day et all (2006, cited

in Canrinus et al., 2011) found that teachers harmonize three relevant dimensions in their work. According to them teachers' lives out of the school, a professionals' own views on educational matters comprising social and policy expectations what a good teacher is and the direct effect of the working atmosphere. Interactions among these dimensions allow the formation of different professional identities. Canrinus et al. (2011) compile the affecting factors of professional identity in his study. According to this study, these researchers make clear definitions. Van der Ploeg and Scholte (2003) define job satisfaction "as an attitude based on an evaluation of relevant aspects of the work and work situation" (p.277), Lee, Carswell and Allen (2000) define occupational commitment: "a psychological link between a person and his or her occupation that is based on an affective reaction to that occupation" (p.800), motivation is known "a set of energetic forces that originate both within as well as beyond an individual's being, to initiate work-related behaviour and to determine its form, direction, intensity and duration" (p.486).

## **2.7. Professional Development from the Institutional Level**

In order to implement a successful PD, a strategic approach towards the issue should be present (Richard and Farrel, 2005). For them, every institution should start their PD choice with a need analysis. It should both contain the personal and organizational goals together. Enueme and Egwunyenga (2008) state the principals who play their instructional roles well are supposed to enhance teachers performance while Çubukçu (2010) reveals there are perceptions indicating that principals should establish a fine line between employing authority and caring atmosphere in the institution which enables teachers to commit an utmost performance. With respect to the significance of this perspective, Hobson & McIntyre (2013) makes it obvious that there are studies

suggesting that if a school is directed with a harmony of performance management and appraisal, CPD impacts more and they add that England and some countries prefer school-based activities like mentoring and coaching that are widely addressed in PLD. However, Spillane and Hunt (2010) searched for the principals daily errands and found out that they spend over half of their time on budgeting, scheduling and managing. They spend 21% of their time on curriculum and instruction whereas they allocate very little time for their own improvement with 6% and establishing relations with stakeholders 9%. Duncan (2012) proposes that commitment to ongoing professional development for the administrative side is essential to meet their expanding complex roles and these roles are extensively shaped by the government policy. Lutzenberg et al (2011) dwell on the role of the teacher who is responsible for the implementation of many reforms at national and school level. They further assert that this unpredictable reforms may result in teachers' perceptions accompanied with "reduced autonomy and teacher discontentment" (p.290). Based on the studies of Balet and Kelchtermans (2008), most teachers today agree on the fact that their professional autonomy has been strongly contested. To them, teachers feel like to be treated with little appreciation and minimal recognition for their work. This reality arises a growing debate on the new professionalism and Hargreaves (1994) and Skyes (1999; cited in Lutzenberg, 2011) argue the teacher autonomy and introduce the popular term collective autonomy whose main focus is to be the part of the school.

Another point clarified by Kwakman (2003) is that teacher learning and participation in activities are integrated. Based on the Mclaughlin's study (1997), Kwakman asserts that learning is embedded everyday activities and the culture of the working climate plays a pivotal role. Teacher learning at the workplace and naturally participation in activities within the school context enhance the school improvement and



organizational development as well. This respect is additionally founded by Jarvis (1987) pointing out that learning is not only individual but also social in nature. Kwakman (2003) proposes that feedback, new information or ideas do not only generate from individuals. Vice versa, he thinks that dialogue and interaction is critical in order to create a learning culture and built a community in which further learning is supported and promoted. Hoyle & John (1995) draws attention to the another learning aspect that learning is accounted as a necessity to develop professionally. They consider this developmental process as a part of occupational necessity and resemble it a service that is provided for the clients. Kwakman (2003) asserts mainly four categories depending upon type of the activities teachers are involved in, reading, experimenting, reflecting and collaborating.

Qazi et al (2011) put forward another specific detection on dissemination efforts, considering the evolvement of the professional development. INSETs have no longer confined with a narrow administral group but appealing to a broader scope with teachers without such an opportunity beforehand. Arikan (2010) reports that pre-service teachers do not look at the teacher effectiveness from a narrow point of view by taking the particular circumstances of the teaching context into account. They attribute a great significance to the harmony among the knowledge of the language, culture and the whole world. Promoting professional development is too challenging to handle by teachers alone without the encouragement and support from the administrative side, Enueme and Egwunyenga (2008) come up with some practical suggestions for principals such as to be given a grant in order to promote staff development and INSETs programs and engaged in staff development programme for a constant refreshment. According to study they carried out, teachers should be motivated to attend and share their impressions and experiences with their colleagues by the institution as well.

## CHAPTER III

### 3. METHODOLOGY

#### 3.1. Introduction

This chapter covers basically the research design and the participants of the study. Then, the data collection tool and the method used for data analysis are going to be described in a detailed way.

#### 3.2. Research Design

The first aim of this study was to draw the profile of the teachers' continuous professional development profiles concerning updating activities, reflection and collaboration regarding their gender, age, university department, years of teaching experience and the school type. The second aim of the study was to find out the whether English Language Teachers' continuous professional development profile changes according to these variables? The third research question aims to reveal the factors that influence English language teachers' choice of continuous professional development activities.

This study employed a descriptive research design. According to Hopkins (2008) a descriptive study doesn't necessitate a change at behavior or conditions but it measures the things as they are, unlike an experimental study. In this study, quantitative methods were used to reach the aims as well. Fraenkel et all state in quantitative research a particular variable is directly expoused to a proper intervention so that cause and effect relationship can be hypothesized and revealed (2011). Survey research method was used among the quantitative methods. To Fraenkel et all (2011), survey research is used for

describing the characteristics of a population. The researcher, in essence, aims to reveal the distribution between the members of a population and one or more variables such as age, attitudes towards school, gender.

### **3.3. The Setting and the Participants**

The target population of this study was 118 English Language Teachers working at MNE schools in Turkey. Convenience sampling strategy was used to choose the participants of the study. Convenience sampling strategy is defined as the choice of a certain group of people available for the study at times when random or systematic non-random sampling is either difficult or impossible (Fraenkel, Wallen & Hyun, 2011). Accordingly, the researcher took the convenience of the location into consideration while determining the sample schools where the questionnaires were delivered to the teachers in first hand. A large number of teachers were asked to participate in the study to arrive at meaningful conclusions. Also, the on-line questionnaire (mail survey) made it possible that diverse populations would contribute to represent the composition of the teachers in Turkey. As a result, the sample consisted of 118 teachers who were convenient and willing to take part in the study. Kaiser-Meyer-Olkin Measure of Sampling Adequacy (KMO) values for three categorization with the values 0.874 for updating activities, 0.834 for reflective activities, 0.896 for the collaborative activities prove that sampling highly fulfills the sampling adequacy. Cronbach's Alpha factor analysis is found 0.878 for updating, 0.854 for reflection, 0.913 for collaboration which means that there is a strong internal consistency.

### **3.4. Data Collection Tools**

In this study, a questionnaire (see Appendix 1) that was developed by Kwakman (1999) and adapted by Dijkstra (2009; cited in Vries et al 2013) was used to collect

data to find the answers to the research questions. One of the strengths of the questionnaire was the item formulation. It was paid attention to form the questions in direct and in first person voice so that the participants represent their own beliefs accurately and concisely and this prevented participants from giving socially desirable answers. The questionnaire itself composed of 3 parts. Namely, teachers were asked to self-evaluate their professional development activities under three titles: updating, reflection and collaboration. The whole and the final content of the questionnaire were shaped after the revision of the relevant literature (Kwakman, 2003; Güven, 2005; Kabilan & Veratharaju, 2013). The instrument was submitted to the supervisor teacher and she was consulted for her opinion and feedback. In the first part of the questionnaire, 5 questions were asked to collect demographic information about the participants concerning their gender, age, years of teaching experience, areas of undergraduate study, the type of school the teachers work at. In the second part of the questionnaire where the exact tool takes place, there were 40 items to be rated to find about English language teachers' learning throughout their career. The second part embodied 3 sections all of which appeal to different aspects of CPD. The items in the second part in all three parts were measured with a four-point Likert-type rating scale ranging from 1=Never, 2=Rarely, 3=Regularly, 4=Very often. The first section in Part 2 comprised 11 items aiming to identify the ways through which the teachers learn best and stay up to date. The second section in Part 2 included 13 items. The items in this section presented multitude of reflective activities aiming to enable teachers see themselves in a mirror. The last section in the second part of the questionnaire consisted of collaborative activities aiming to identify the interaction among colleagues. The third and the last part of the questionnaire covered one open-ended question: "What are the factors that influence your choice of CPD activities?" Teachers replied to a single

open-ended structured item that sought to explain the factors in detail and the reasons behind their choice of CPD activities.

### **3.5. Data Analysis**

The data gathered through questionnaire was described in descriptive research design. Based on the descriptive statistics, SPSS, a statistical program for Social Sciences reported the items in numerical data. For the analysis, frequency, percentage, mean, standart deviation helped to find out the rate of the agreement among the items about the participation of CPD activities. One open ended question revealed that some emergent themes, which will be classified due to a comprehensible content analysis through the answers of the respondents. The teachers' responses were identified by the codes given to them (T1: teacher 1, T2: teacher 2). The qualitative data were mainly used to support and give meaning to the quantitative data. Thus, the study included both qualitative and quantitative data.

### **3.6. Procedure**

The on-line questionnaire was loaded through google drive and was shared in English language teaching webcites with the post "This study carried out in Çağ University aims to find out the Ministry of National Education English teachers' CPD activities and the factors influencing their choices. Your allocation little time for the study will do a lot for the collection of the data. Your sincerity is kindly requested for the reliability of the findings. Thanks for your participation and patience." The link was steadily activated for a month.

Besides the data gathered through internet, some individual visits were paid to the schools to reach the participants at first hand. Before going to schools, the principals

were asked permission to be able to meet with the teachers at school when they are convenient. Taking their convenience into account, the researcher applied the questionnaires at school. Most of the teachers who were requested to fill the questionnaire in their own time stated their excuses and were unwilling to hand in their responds on mutually agreed time. There were very few teachers who were willing to keep their promises on time. After the compiling the responds in two months time, researcher started to compute the results.

## CHAPTER IV

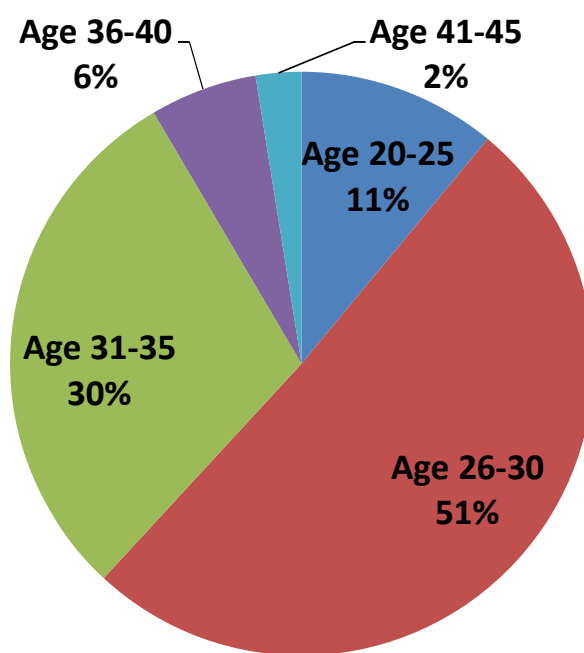
### 4. FINDINGS AND DISCUSSION

#### 4.1. Introduction

The purpose of this study was to find out English language teachers' choice of continuous professional development profiles concerning updating activities, reflection and collaboration and to identify the factors that influence their preferences. This chapter presents the findings gathered from the questionnaire, which is composed of three main parts (see Appendix 1). The findings of the study are presented in three sections. First, the findings from the first part, which comprises personal features with respect to some demographic and background information are interpreted and presented (Section 4.2.). Then, the findings elicited through the second part of the questionnaire are provided (Section 4.3.). Next, findings, whether the profile changes according to the some variables, age, gender, teaching experience, university department or the area of undergraduate study, school type the teachers work at were identified (section 4.4.). Finally, the findings gathered from the teachers' responses given to the open-ended question in part 3 are discussed (Section 4.5.).

#### 4.2. Findings from the First Part of the Questionnaire

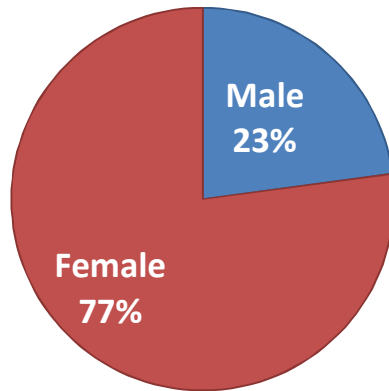
This section presents the findings gathered from the first part of the questionnaire. In the first part of the questionnaire, 5 questions were asked to collect demographic information about the participants concerning their gender, age, years of teaching experience, areas of undergraduate study, the type of school the teachers work at. The findings are presented in the form of frequencies and percentages as shown in Figure 1.



**Figure 1: Distribution of Teachers' Age**

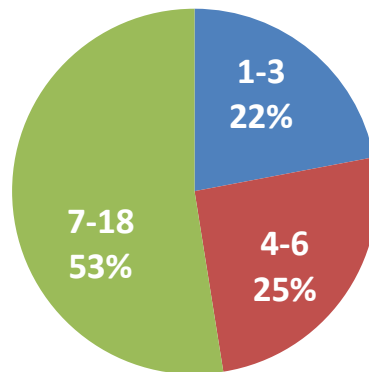
As seen in Figure 1, overwhelming majority of 118 teachers were between the ages of 26-30. Sixty teachers out of 118 constituted more than half of the sampling. The second largest group was between the ages of 31-35. In this group, there were 35 teachers who constituted 29.7% of the whole group. Twenty-five (11.0%) out of 118 teachers were between 20-25 age intervals. The teachers between 36-40 year old and 41-45 year old included very few teachers. The teachers who were over the age of 35 were only 10 while the teachers between the 36-40 age interval were 7 (5.9%). The smallest group of teachers was found between 41-45 age interval. Only 3 (2.5%) out of 118 teachers represented them.





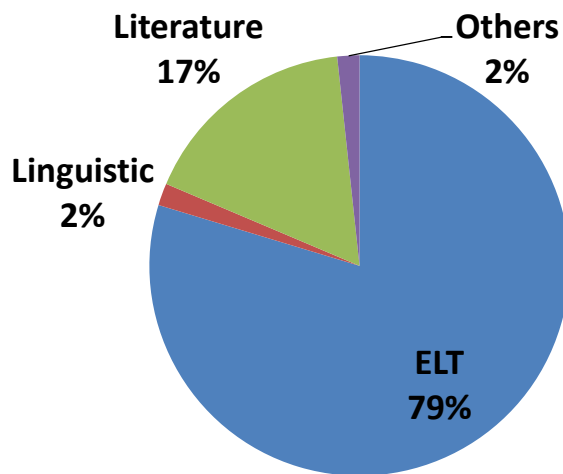
**Figure 2: Distribution of Teachers' Gender**

As it is illustrated in Figure 2, the number of female English language teachers who joined the study was five times more than the number of the males. Out of 118 participants, only 27 (22.9%) were male while 91 (77.1%) of them were females.



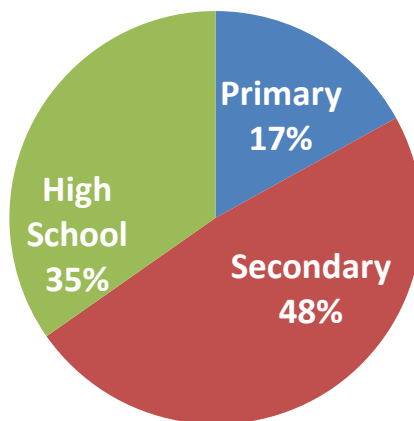
**Figure 3: Distribution of Teachers' Teaching Experience**

As illustrated in Figure 3, 62 (52.5%) out of 118 English language teachers had 7-18 years of teaching experience. Thirty teachers (25.4%) had 4-6 years work experience while 26 had 1-3 years of teaching experience.



**Figure 4: Distribution of Teachers' Undergraduate Departments**

As shown in Figure 4, ELT graduates were dominant. Ninety-four (79.7%) of 118 teachers were the graduates of ELT departments. Twenty teachers (16.9%) with literature degrees constituted the second greatest group. Linguistic and other departments shared the same percentages (1.7%) and there were only 4 teachers from each of those departments.



**Figure 5: Distribution of Schools That Teachers Work At**

As it is seen in Figure 5, there were 57 (48.3%) teachers working at secondary schools. They constituted the biggest percentage. Forty-one (34.7%) high school teachers were available for the study and they composed the second biggest group in the study. Finally, 20 primary school English language teachers (16.9%) participated the study and they formed the smallest group among the other type of schools.

### **4.3. Findings from the Second Part of the Questionnaire**

The second part of the questionnaire consisted of 3 sections, which aimed to identify English language teachers' learning throughout their career (Kwakman, 1999, Dijkstra, 2009). There were a total of 40 items to be rated on a four-point Likert-type rating scale. This section presents the findings gathered from the first section of second part of the questionnaire (4.3.1.), the second section of second part of the questionnaire (4.3.2.) and the third section of second part of the questionnaire (4.3.3.) respectively.

#### **4.3.1. Findings from Section I of Second Part of the Questionnaire**

The first section in Part 2 of the questionnaire consisted of 11 items which aimed to elicit the ways the teachers learn best and stay up to date. As represented in Table 2, we received variety of answers for each question.

**Table 2: The Frequency and The Percentage of Updating Activites**

Updating Activities	Never		Rarely		Regularly		Very Often	
	F	%	F	%	F	%	F	%
1. I read newly available material (e.g., through brochures or websites of publishers or visits of exhibitions on teaching materials).	-	-	25	21,1	53	44,9	40	33,8
2. I read about educational reforms and promising practices (e.g., via newspapers, television, Internet).	-	-	22	18,6	53	44,9	43	36,4
3. I read professional journals	11	9,32	57	48,3	36	30,5	14	11,8
4. I read scientific literature	19	16,1	50	42,3	32	27,1	17	14,4
5. I study subject matter exercise books and teaching materials, including manuals.	1	0,84	22	18,6	42	35,5	53	44,9
6. I visit digital communities related to my subject matter.	4	3,38	19	16,1	33	27,9	62	52,5
7. I read about training opportunities (e.g., via leaflets or websites of teacher training institutes	3	2,54	35	29,6	47	39,8	33	27,9
8. I participate in schooling and training sessions within the school.	11	9,3	41	34,7	40	33,8	26	22,0
9. I participate in one-on-one coaching and mentoring in the classroom.	19	16,1	43	36,4	36	30,5	20	16,9
10. I participate in professional development activities outside the school (e.g., courses, workshops, trainings, summer courses, networks).	17	14,4	45	38,1	35	29,6	21	17,7
11. I visit conferences and meetings pertaining to my subject matter or hosted by my professional association	13	11,0	44	37,2	39	33,0	22	18,6

The aim of the first statement was to investigate what English language teachers' CPD profiles concerning updating activities, reflection and collaboration are. For the statement 1, out of 118 teachers, 53 (44.9 %) of them marked Item 3 (regularly) and they put forward that they regularly read newly available material. Twenty-five (21.1%) of the teachers marked Item 2 (rarely) and reported that they would rarely prefer to read brochures, websites or visit exhibitions available. Item 1 (never) for the first question wasn't marked by anybody and teachers displayed a favor for the reading activities as an updating activity. 40 teachers (33.8%) showed a strong enthusiasm towards reading for PD purposes.

The second second statement aimed to investigate if the teachers read about educational reforms and promising practices via newspaper, televisions or internet. As presented in Table 2, it is possible to point out that item 3 (regularly) has the biggest percentage 44.9% (53). It is obvious that none of the teachers favor Item 1 (never). None of the teachers displayed a negative attitude towards reading likewise the statement 1. Only 22 teachers (18.6%) reported that they rarely read about reforms and promising practices and marked Item 2 (rarely) while 43 teachers (36.4 %) showed interest for Item 4 (very often).

In the light of the data obtained from the percentages for the statement three, it can clearly be seen that Item 2 (rarely) has the biggest proportion with 48.3 % which shows that the teachers are not generally in favor of the idea that they have the chance to learn from professional journals much. 11 teachers referring the 9.32 percentage directly stated that they never read professional journals. Vice versa, 14 teachers with (11.8%) rated Item 4 (very often) which might reveal that they have the habit of reading professional journals very often.

As depicted in Table 2, for the statement 4, Item 2 (rarely) has the biggest percentage (42.3%) with 50 teachers. The second largest group was 19 teachers (16.1) who marked Item 1 (never). Hence, it might be possible to argue that a remarkable number of teachers bear a negative attitude towards reading scientific literature. Table 1 displays the lowest percentage for the Item 4 (very often) (14.4%), which may also mean that there are teachers who do believe in learning from scientific literature. Thirty-two teachers who marked Item 3 (regularly) (27.1%) verify the preceding conclusion.

Almost half of the teachers (44.9%) marked Item 4 (very often) for the statement five. Drawing on this finding, it might be appropriate to say that 53 out of 118 teachers think that studying subject matter exercise books, teaching materials including manuals is important. Item 3 (regularly) holds the second highest percentage (35.5%). That means 42 of the teachers have the habit of learning from manuals, books or materials regularly. Only one teacher stated that s/he never makes the use of such a kind of learning. Furthermore, 22 teachers stated that they rarely learn from the manuals, books or materials. This group substituted for 18.6%, which preferred this activity on the rare frequency.

For the statement 6, 3.38 % of the teachers marked Item 1 (never), which might mean that there are few language teachers who never visit digital communities related to their subject matter. As shown in Table 1, Item 2 (rarely) has the 16.1% percentage. 27.9 % of the students marked Item 3 (regularly) and expressed that they regularly use digital communities. Teachers who marked Item 4 (very often) composed the greatest percentage of the whole group and over half of the teachers (52.5%) reported that they visit digital communities very often.

For the statement 7, Item 3 (regularly) has the highest percentage (39.8%). It can be concluded from this finding that the majority of the teachers read about training

opportunities. The percentage of the teachers who marked Item 2 (rarely) and Item 4 (very often) reveals a similar rate. Interestingly, 29.6% of teachers acknowledged that they rarely read about training opportunities while 27.9 % said they very often read about training opportunities. On the other hand, 3 teachers constituting the 2.54 % stated directly that they never read about training opportunities.

As indicated above in Table 1, for the statement 8, % 34.7 of the teachers put forward that they rarely show participation in schooling and training sessions within the school whereas 33.8% informed that they participate in schooling and training sessions within the school very often. Only a few of the teachers (9.3%) stated that they never participate in such activities. However, 22.0% of the teachers who marked Item 4 (very often) showed participation at the rate of very often.

For the statement 9, 36.4% of the teachers marked item 2 and so they indicated that they rarely showed participation in one-on-one coaching and mentoring in the classroom. On the other hand, 16.9% of the teachers agreed on the advantages of participating in one-on-one coaching and mentoring in the classroom very often. Besides the very often group with 30.5% for Item 3 (regularly) stated that they appreciate the importance of participating in one-on-one coaching and mentoring in the classroom. Nineteen teachers (16.1%) pointed out that they never participate in activities such as one-on-one coaching and mentoring in the classroom.

For the statement ten 10, less than half of the teachers (38%) marked Item 2 (rarely), which might reveal the fact that they favor the idea of participating in PD activities outside the school such as courses, workshops, trainings, summer courses and networks on a rare time of frequency. While 29.6 % of the teachers reported that they regularly join PD activities, 14.4% of the group reported that they never join in these activities.

Moreover, 17.7% were in favor of participating the courses, workshops, trainings, summer courses or networks very often (Item 4).

With respect to the responds given to final statement 11, the largest group marked Item 2 (rarely). That is, 37.2% reported that they rarely visit conferences and meetings pertaining to their subject matter or hosted by their professional association. The second largest group rated Item 3 (regularly) and stated their participation at a regular phase. Item 4 (very often) embodied 18.6% and showed a lower participation but 11.0% exhibited a negative attitude towards these activities and stated they refuse to take part in such professional occasions.

#### **4.3.2. Findings from Section II of the Second Part of the Questionnaire**

The second section in Part 2 included 13 items. The items in this section aimed to find about the teacher's participation into CPD concerning their reflective activities.



**Table 3: The Frequency and The Percentage of the Reflective Activities**

Reflective Activities	Never		Rarely		Regularly		Very Often	
	F	%	F	%	F	%	F	%
1. After class, I reflect on my lessons.	3	2,54	16	13,5	50	42,3	49	41,5
2. I analyze video recordings of my lessons to improve my teaching practice.	66	55,9	26	22,03	17	14,4	9	7,62
3. I discuss with my students what they experience in my lessons, to improve my teaching practice.	2	1,69	23	19,4	51	43,2	42	35,5
4. I visit lessons of colleagues to learn from them.	54	45,7	39	33,05	19	16,1	6	5,08
5. I ask my colleagues to attend some of my lessons to get feedback on my teaching	52	44,0	36	30,50	19	16,1	11	9,32
6. I discuss events in my teaching with others to learn from them.	4	3,38	21	17,79	43	36,4	50	42,3
7. I participate in peer review meetings at my school to learn from colleagues.	21	17,7	26	22,03	20	16,9	51	43,2
8. I analyze a problem in my practice thoroughly before choosing a solution.	1	0,84	16	13,55	48	40,6	53	44,9
9. I study products from students to understand how my approach has worked	3	2,54	16	13,55	47	39,8	52	44,0
10. I ask students to fill out surveys for feedback on my lessons.	22	18,6	43	36,44	39	33,0	14	11,8
11. I deal with problems in my teaching by looking at what the literature says about them.	15	12,7	51	43,2	41	34,7	11	9,32
12. I use student performance data to, where needed, adjust my teaching.	3	2,54	23	19,41	56	47,4	36	30,5
13. Once a problem or question arises in my teaching practice, I carry out a small research project into possible causes and solutions.	23	19,4	42	35,59	38	32,2	15	12,7

The responses pertinent to the first statement indicate that the teachers show a great positive attitude towards the reflection. Interestingly, the responses given to Item 3 (42.3%) and Item 4 (41.5%) showed very similar percentages. The majority of the teacher stated that they regularly reflect on their class practices. The second largest group reported that they reflect on their lessons very often. However, 13.5 % stated they rarely reflect on their teaching practices. The minority of the teachers marked Item 1 and only 2.54 % stated that they never reflect on their lessons after class.

Regarding the second statement, the largest group of teachers stated that they were not in favor of using the video recordings of their lessons in order to improve their teaching practices. They pointed out that they never make the use of this type of reflection activity. More than half of the teachers (55.9 %) indicated that they do not analyze video recordings for professional development purposes while 22.03 % of them said that they rarely showed a tendency to use the video analysis for good teaching practice. Out of 118 teachers, 14.4% of them stated that they used this technique regularly. However, only 7.6 % acknowledged that they use it very often.

Third statement aimed to learn whether or not the teachers use reflection-on-action with their students to improve their teaching practice. The responses given to this statement revealed that 43.2 % of them regularly involve their students in reflection-on-action. Similarly, 35.5% of the teachers rated very often for Item 4 and over one third percent pointed out that they give importance to the reflection with their students. While 19.4 % marked Item 2 (rarely) and stated that they rarely consult their students about what happened in the lesson, only 1.69% stated that they never reflect with their students on what they experience in the lessons to improve their teaching skills.

For statement 4, a great majority of teachers exhibited a negative attitude towards the visits to the colleagues' classes. Out of 118 teachers, 45.7 % of them marked Item 1

(never) and put forward that they never visit a colleague's class in order to learn from him or her. The teachers with 33.05 % marked item 2 (rarely) and reported that they would rarely prefer to pay a visit to their colleague with the aim of improvement. Item 3 (regularly) for the fourth statement has been marked by 16.1 % and the teachers displayed a regular favor for learning from the colleagues. Only 6 teachers (5.08%) showed a greater enthusiasm towards learning from the colleagues.

The fifth statement aimed to investigate if the teachers invite their colleagues to attend their classes and get feedback on their teaching. Based on the findings presented in Table 3, it is possible to point out that Item 1 (never) has the biggest percentage 44.0% (52). It can be concluded from this finding that none of the teachers in this group favor hosting the colleagues in their classes. 30.50% reported that they rarely invite their colleagues to get feedback. Nineteen teachers (16.1%) showed interest for Item 3 (regularly). They reported that they ask for participation of their colleagues regularly and 9.32 % rated Item 4 (very often) and proposed that they very often apply the activity of inviting colleagues to further their development.

In the light of the data obtained from the percentages for the statement 6, it can be clearly figured out that Item 4 (very often) has the biggest percentage (42.3%), which shows that the teachers are generally in favor of the idea that they discuss the events in their teaching with others to learn from them. The second largest group 36.4% stated that they regularly reflect on their practices through discussions in order to learn from them. Twenty-one teachers (17.79%) marked Item 2 (rarely). They indicated that they perform the habit of discussion with others very rarely. Few teachers (3.38%) stated that they never make such discussions enabling them to reflect on their practices. They revealed that they never make use of this strategy as a PD activity.

As depicted in Table 3, for question 7, Item 4 (very often) has the biggest percentage (43.2) with 51 teachers. They proposed that they participate in peer review meetings at their school to learn from colleagues very often. The second largest group with 26 teachers (22.03%) marked Item 2 (rarely). Also, 17.7 % of the teachers rated Item 1 (never). It is easy to figure out from this finding that there are a remarkable number of teachers who bear a negative attitude towards peer review meetings at their school to learn from colleagues. As displayed in Table 3, the percentage for Item 3 (regularly) is 16.9%, which also might mean that there are teachers who do believe in learning from peer review meetings.

As illustrated in Table 3, concerning the statement 8, there is only one teacher (0.84%) who contradicts with the idea of analyzing a problem thoroughly before choosing a solution. Item 2 (rarely) was rated then by 13.55%. The majority presented their positive attitudes towards Items 3 and 4. That is, 40.6 % of the teachers stated that they agree on the idea of analyzing a problem in practice thoroughly before choosing a solution. Similarly, 44.9 % very often prefer to make this analysis.

The ninth statement examines whether teachers study students' products to understand how their approach worked. Table 3 reveals that the majority of the teachers present positive attitudes. For Item 3 (regularly), 39.8% indicated that they regularly study student products to come up with the idea of efficiency of their teaching approach. For item 4, 44.0% put their choices directly and stated that they apply this product revision very often in order to further their development professionally. Only 2.54 % pointed out that they never study students' products in order to understand how their approach has worked while 13.55% of teachers stated that they rarely prefer this product revision to detect how their approach worked.

Tenth statement seeks to find out whether the teachers ask their students to fill out surveys for feedback on their lessons. Table 3 illustrates that there is a remarkable percentage (18.6%) for Item 1 (never). The teachers in this group state that they never conduct surveys, which let their students give feedback on their lessons. For Item 2 (rarely), 36.44 % state that they rarely ask for their students' opinion through filling out surveys. On the other hand, while 33.0% point out that they regularly apply surveys to find out students' ideas, 11.8 % acknowledged that this is a very often routine for them.

The statement 11 aimed to find out whether the teachers use ELT literature when dealing with the problems in their teaching practice. 34.7% marked Item 3 and pointed out that they regularly utilize literature to solve their teaching matters. However, 43.2 % of the teachers do not think of getting the advantage of what is said in literature. Moreover, while 9.32 % stated that they very often look at the literature to get the benefit of suggestions it offers, 12.7% stated they never deal with the findings and suggestions of literature.

As indicated in Table 3, 2.54% of the teachers never use performance data to adjust their teaching when it is needed. While 19.41% stated that they rarely use performance data, 47.4% pointed out that they regularly utilize the performance-based data to adjust their teaching. The teachers in the second largest group rated Item 4 very often with the percentage of 30.5 %, which reveals that they apply this activity very often.

Only a few number of teachers (19.4%) reported that they never carry out small research projects into possible causes and solutions when a problem or a question arises. Out of 118 teachers, 35.59 % told that they rarely use this research group strategy to eliminate the problems or a question. However, 32.2% stated that they regularly compose such a research group in order to identify problems and 12.7% pointed out that they benefit the research group strategy very often in case of a problem or a question.

### 4.3.3. Findings from Section III of the Second Part of the Questionnaire

The third section in Part 2 included 16 items. The items in this section aimed to identify the interaction among colleagues.

**Table 4: The Frequency and The Percentage of Collaborative Activities.**

Collaborative Activities	Never		Rarely		Regularly		Very Often	
	F	%	F	%	F	%	F	%
1. I talk about teaching problems with colleagues.	1	0,84	10	8,47	40	33,8	67	56,7
2. I support colleagues in their teaching problems.	1	0,84	8	6,77	43	36,4	66	55,9
3. I share new teaching ideas with colleagues.	1	0,84	7	5,93	43	36,4	67	56,7
4. I share learning experiences with colleagues.	3	2,54	3	2,54	44	37,2	68	57,6
5. I talk about the way I deal with events in my lessons with colleagues	1	0,84	6	5,08	54	45,7	57	48,3
6. I talk to colleagues about what I think is important in education.	1	0,84	7	5,93	48	40,6	62	52,5
7. I discuss scientific educational theories with colleagues.	11	9,32	33	27,9	43	36,4	31	26,2
8. I discuss improvements and innovation in education at my school with colleagues.	2	1,69	21	17,7	48	40,6	47	39,8
9. I use colleagues' teaching materials in my lessons.	5	4,23	36	30,5	48	40,6	29	24,5
10. I write new curricula with colleagues.	56	47,4	36	30,5	17	14,4	9	7,62
11. I construct (digital) teaching material	27	22,8	36	30,5	36	30,5	19	16,1

with colleagues.								
12. I construct testing and examination materials with colleagues.	8	6,77	22	18,6	37	31,3	51	43,2
13. I study student performance data with colleagues	15	12,7	35	29,6	39	33,0	29	24,5
14. I prepare lessons with colleagues.	23	19,4	45	38,1	34	28,8	16	13,5
15. I experiment with new teaching methods with colleagues.	15	12,7	40	33,8	38	32,2	25	21,1
16. I give lessons with colleagues (team teaching).	56	47,4	42	35,5	11	9,32	9	7,62

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The first statement identifies whether teachers talk about their teaching problems with their colleagues. Only one teacher stated that s/he does not talk about teaching problems with his/her colleagues. 8.47% stated that they rarely talk about problems with colleagues. 33.8% proposed that they regularly talk to their colleagues about their problems. The greatest group of teachers rated Item 4; that is, over half of the whole sampling (56.7%) stated that they talk about teaching problems with colleagues very often.

The second statement aimed to identify the support that the teachers give to each other. Only a small percentage (0.84%) stated that s/he does not give a hand in their teaching problems. 6.77% indicated that they rarely support colleagues in their teaching problems. 36.4% pointed out that they regularly support and 55.9 % told that they show the behavior of supporting the colleagues in case of a teaching problem very often.

Sharing new teaching ideas with colleagues comes third and regarding this statement the teachers put forward mostly their positive attitudes. For instance, 56.7% stated that they very often share new teaching ideas with their colleagues. Then, 36.4% pointed out that it is a regular routine. They like sharing regularly. 5.93% rarely share the new

teaching ideas among colleagues and a very small percentage 0.84 pointed out that s/he never shares new ideas.

For statement 4, 2.54% stated that they never share their learning experiences with their colleagues. Interestingly, Item 2 exhibited the same score and 2.54% stated that they rarely share their learning experiences with colleagues. 37.2% pointed out that they regularly share learning experiences with colleagues. 57.6% stated that they share learning experiences with colleagues very often.

As for the fifth statement, regarding the statement *I talk about the way I deal with events in my lessons with colleagues*, the teachers put forward their attitudes under different items. 0.84 % stated that they never talk about the way s/he deals with events in his or her lessons with colleagues. 5.08% indicated that they rarely talk about their coping strategies with the colleagues. 45.7% stated that they regularly talk about their ways of handling the events in their classes. 48.3% stated that they have very positive attitudes towards this kind of collaboration and stated that they very often talk about their coping strategies of their own with the colleagues.

The sixth statement put an emphasis on teachers' giving opinions about what they find important in education. 0.84 % stated that they never talk about their opinions about what important in education is. 5.93 % likewise rarely prefers giving opinion about this issue. 40.6 % reported that they regularly talk to colleagues about what they find important in education. 52.5% pointed out that they very often give their opinion about education.

The seventh question identifies how much teachers discuss scientific educational theories with colleagues. 9.32 % never discuss scientific educational theories with colleagues. 27.9 % rarely have a discussion on scientific educational theories with the colleagues. 36.4 % stated that they regularly discuss them. 26.2% state that they very



often allocate time and show interest for discussion scientific educational theories with colleagues.

1.69% stated that they never give a chance to discuss improvements and innovation in education at their school with colleagues. 17.7 % reported that they rarely prefer discussing improvements and innovation in education at school with colleagues. 40.6 % stated that they regularly have discussions related to the innovations with colleagues. 39.8% put their ideas forward pertained to this statement that they very often have discussions over improvements and innovations with colleagues at school.

With respect to the use of colleagues teaching material in their lessons, 4.23% stated that they never use their colleagues' teaching materials as an aid. 30.5 % proposed that they rarely use colleagues' teaching materials in their own lesson. 40.6 % marked Item 3 and stated that they regularly use their colleagues teaching materials. 24.5 % stated that they very often ask for their colleagues teaching material to use in their own lessons.

Almost half of the teachers (47.4%) stated that they never and ever write a new curricula with colleagues (Item 1). 30.05 % stated that they rarely write a new curricula with their colleagues. 14.4% stated that they regularly write a new curricula and 7.62% stated that they very often write a new curricula.

For constructing digital teaching material with colleagues, 22.8% stated that they never construct digital teaching material with colleagues. 30.5% reported that they do not prefer much this kind of collaboration and they rarely construct digital teaching material with colleagues. Surprisingly, the same percentage (30.5%) stated that they regularly construct their digital teaching material with their colleagues. 16.1 % reported that they very often construct their digital teaching material with colleagues.

For the twelfth statement, 6.77% stated that they never construct testing and examination materials with colleagues. 18.6% pointed out that they rarely apply such activities with colleagues. 31.3% stated that they regularly deal with constructing testing and examination materials with colleagues. 43.2% stated that they very often give a chance to the construction of testing and examination materials.

Another statement 13, 12.7% of the teachers stated that they never study performance data with colleagues. 29.6% put forward that they rarely study student performance data with colleagues. While 33.0 % stated that they regularly evaluate their student performance data with colleagues, 24.5% of the teachers stated that they very often study student performance data with colleagues.

Preparation lesson plans with colleagues is another activity of collaboration. 19.4% marked Item 1 and stated that they never collaborate with colleagues when preparing lesson plans. 38.1% indicated that they rarely prepare lessons with colleagues. 28.8% stated that they have a positive attitude towards lesson preparation with colleagues and they regularly prepare lessons with colleagues. 13.5 % pointed out that they prepare lessons with colleagues very often.

Pertinent to the statement of experimenting new teaching methods with colleagues, 12.7% replied that they never engage with activities such as experimenting new teaching methods with colleagues. 33.8 % stated that they rarely experiment new teaching methods with colleagues. 32.2 % put forward that they regularly carry out experimental studies with colleagues. 21.1% stated that they experiment new teaching methods with colleagues very often.

Related to the team-teaching activity, 47.4 % showed a great resistance to team teaching. They stated that they never use team teaching. 35.5% stated they rarely prefer

to teach in teams. 9.32 % stated that they regularly try team teaching in their teaching practice. 7.62% stated that they make a proper team teaching activity very often.

#### 4.3.4. Findings from Section III of the Part 2 through T-test and One Way Analysis

This part reveals whether the English language teachers' continuous professional development profiles change according to these variables; age, gender, teaching experience, the school type and the undergraduate department?

**Table 5: The Result of the One-way Analysis According to Age Depending upon Updating, Reflective and Collaborative Activities Questionnaire**

		Sum of Squares	Df	Mean Square	F	Sig.
Updating	Between Groups	1,505	4	,376	1,135	,344
	Within Groups	37,476	113	,332		
	Total	38,982	117			
Reflection	Between Groups	2,182	4	,545	1,979	,102
	Within Groups	31,143	113	,276		
	Total	33,324	117			
Collaboration	Between Groups	,862	4	,215	,697	,595
	Within Groups	34,906	113	,309		
	Total	35,768	117			

As it is illustrated in the table 5, the significance values are ,344 for updating, ,102 for reflection and ,595 for collaboration. There is no significance value below ,050. Therefore, it can be proposed that the result of one-way anova analysis reveals that there is no significant difference according to the age depending upon updating, reflective and collaborative activities. Hence, it can be stated that teachers' CPD activity choice do not change according to age. It is verified that there is no link between them.

**Table 6: The Result of the t-test According to Gender Depending upon Updating, Reflective and Collaborative Activities Questionnaire**

	Gender	N	Mean	Std. Deviation	Std. Error Mean	T	Sig. (2-tailed)
Updating	Male	27	2,8114	,65016	,12512	,026	,980
	Female	91	2,8082	,55768	,05846		
Reflection	Male	27	2,5840	,51965	,10001	,024	,981
	Female	91	2,6864	,53837	,05644		
Collaboration	Male	27	2,7477	,55021	,10589	-,891	,378
	Female	91	2,9464	,54848	,05750		

As it is shown on table 6, the t-test result shows that significance values are ,980 for updating, ,981 for reflection and ,378 for collaboration. There is no significance value below ,050. Thus, it can be reported that there is no significant difference between the male and female teachers depending upon updating, reflective and collaborative activities. Therefore, teachers' choice of CPD activities do not vary according to gender.

**Table 7: The Result of the One-way Anova Analysis According to Teaching Experience Depending upon Updating, Reflective and Collaborative Activities**

		Sum of Squares	df	Mean Square	F	Sig.
Updating	Between Groups	,016	2	,008	,024	,976
	Within Groups	38,965	115	,339		
	Total	38,982	117			
Reflection	Between Groups	,829	2	,414	1,467	,235
	Within Groups	32,496	115	,283		
	Total	33,324	117			
Collaboration	Between Groups	,055	2	,028	,089	,915
	Within Groups	35,713	115	,311		
	Total	35,768	117			

It is depicted on table 7 that significance values are ,976 for updating, ,235 for reflection and ,975 for collaboration. There is no significance value below ,050. The Result of the One-Way Anova Analysis makes it evident that there is no significant difference according to the teaching experience depending upon updating, reflective and collaborative activities. Thus, teaching experience can not be accounted as an affective factor which varies in line with the teachers' CPD choices.

**Table 8: The Result of the One-way Analysis According to University Department Depending upon Updating, Reflective and Collaborative Activities**

		Sum of	df	Mean	F	Sig.	Scheffe Test
		Squares		Square			Results
Updating	Between Groups	4,723	3	1,574	5,239	,002	Linguistic- Literature
	Within Groups	34,259	114	,301			
	Total	38,982	117				
Reflection	Between Groups	1,316	3	,439	1,563	,202	
	Within Groups	32,008	114	,281			
	Total	33,324	117				
Collaboration	Between Groups	,522	3	,174	,563	,641	
	Within Groups	35,246	114	,309			
	Total	35,768	117				

Table 8 illustrates that significance values are ,202 for reflection and ,641 for collaboration. So, the result of the One-Way Anova Analysis reveal that there is no significant difference according to the university department depending upon reflective and collaborative activities. However, the significance value represents ,002 for updating. So, it can be said that there is a significant difference upon updating activities dimension between the groups of linguistic and literature teachers. That is to say,

linguistic graduates have the mean score of 3,9091 while literature graduates have the mean score of 2,5045.

**Table 9: The Result of the One-way Anova Analysis According to School Type Depending upon Updating, Reflective and Collaborative Activities**

		Sum of	df	Mean	F	Sig.	Scheffe Test
		Squares		Square			Results
Updating	Between Groups	,625	2	,313			
	Within Groups	38,357	115	,334	,937	,395	
	Total	38,982	117				
Reflection	Between Groups	2,381	2	1,191			Primary
	Within Groups	30,943	115	,269	4,425	,014	School-High
	Total	33,324	117				School
Collaboration	Between Groups	1,777	2	,888			
	Within Groups	33,991	115	,296	3,005	,053	
	Total	35,768	117				

The significance values at table 9 are ,395 for updating and ,053 for collaboration. The Result of the One-Way Anova Analysis shows that there is no significant difference according to the school type depending upon updating and collaborative activities. However, the significance value is ,014 for reflection. So, the result indicates that there is a significant difference upon reflective activities between the groups of primary school teachers and high school teachers. That is to say, primary school teachers have the mean score of 2,9423 while high school teachers have the mean score of 2,5216.

#### 4.4. Findings from the Third Part of the Questionnaire

The third and the last part of the questionnaire covered one open-ended question that aimed to identify the factors that influence the teachers' choice of CPD activities. The findings gathered from the responses to the open-ended question are presented in two

sections. The first section (4.4.1.) presents how the teachers' individual teaching contexts affect their choice of CPD activities. The second section (4.4.2.) presents the discussion on the organizational and operational factors that influence the teachers' choices.

#### **4.4.1. Factors Related to the Teachers' Individual Context**

This section presents the findings on the factors related to the teachers' individual context. The first factor that seems to affect the teachers' choice is related to the location where the teachers' live in or where their schools are. For example, Teacher 2 stated the following when reflecting on the reasons that affect her choices:

*T2: I have never had the chance of joining into such PD activities due to the negative effects of the location I live. I would love to take part in such activities whenever it is possible to improve myself professionally, follow the trends, to learn more and share the experiences of my colleagues.*

With respect to this quotation, it can be concluded that some teachers are in short of fair opportunities and ask to be given equal chance. Geographical boundaries or some disadvantaged areas put teachers in some occasions, which they should spend extra afford to provide themselves with the basic things, let alone find extra professional development activities.

Secondly, the teachers indicated that practicality and convenience of teacher development programs, heavy workload at school and commitment to family as important factors that hinder their participation in teacher development programs. The

teachers' understanding of these factors and how those factors affect their choices are revealed in the following quotations:

*T3: Practicality and convenience is important. For example, teachers don't have time in weekdays and so they choose the activities at weekends and or in the evenings. Also, personally having twins is my reality. These factors affect my participation.*

As indicated in the quotation above, Teacher 3 states how important practicality and convenience factors are in choosing and/or attending teacher development programs. Teachers complain about the dates that seminars, workshops, etc. are held. Teachers also find the timing of the activities very unfortunate in terms of their own planning. They reported that they naturally have family affairs and they are obliged to commit their duties. Also, in an instructional year, teachers have a great deal of work, which can be counted as heavy workload. Thus, we may conclude that the time and duration allocated for teacher development programs should be tailored considering teachers' convenience as well.

The third factor that the teachers articulated was related to the students' and the parents' attitudes towards learning English. Many of the teachers agreed mutually on this factor with different expressions: students' profile, learners' personal characteristics, the attendance of the students, students' age, students' enthusiasm, learner readiness and language proficiency level of the students. Three teachers stated the following regarding this factor:



*T5: Students' profile and expectations from the lesson is the most important factor which affects teachers' choice of CPD because the more pupils need to learn and have greater expectations, the more teachers are eager to teach and stay up to date to answer pupils' need.*

*T1: It is related personal choice, of course, but I have been the same school for ten years. The students profile never changes in a village. I try to find new materials, worksheets and visual aids for children. We all know that language is alive and at schools, the classrooms are very crowded. It is really difficult to take their notice.*

*T4: I worked with teenagers for years and this year, I will start teaching in a primary school. I had experiences and I have a different view of teaching English. But, this is a sharp change. Little students... I feel excited, sometimes even anxious. I should learn about them a lot.*

As indicated in the quotations above, the teachers highlight that the students' characteristics, their learning styles and needs have a prior role when they trying to choose ways of furthering their development in the profession. Moreover, the teachers stated that uninterested students, carefree parents could also be demotivating.

Furthermore, the teachers stated that the choice of CPD is strongly interrelated with teaching occupation, which requires a constant renewal as revealed in the following quotation:

*T8: Teaching is a dynamic process and English is all over the world. Being an English teacher requires development all the time. As the language is a social issue, it is essential to renew and improve yourself.*

What Teacher 8 highlights in this quotation is the fact that teaching is a life long learning and in this process they need to revise themselves and it is indispensable to establish an attitude to be ready for change. With regard to this issue, a teacher states the challenging side of the new information age:

*T9: I think, not only the problems but also the innovations on teaching English require CPD activities. Developments in technology, science, literature etc. Teachers have started to use new materials and techniques by looking these developments. They are more effective than the traditional ones. As ELT teachers, we got bored of having a lesson using traditional methods that are teacher centered. Those old methods hinder both teachers and students improve themselves. New approaches in ELT make the refreshment necessary. Due to my own progress in teaching, I see how my students acquire the functions at the end of the year. I think every teacher should join the CPD activities to become effective in their teaching.*

Another reflection elicited from Teacher 10 points out one additional factor with regards to the factors that affect teachers' choice of CPD and that is related to the presence of the interest for career development. This is the most determining aspect of participation into CPD activities. For this reason, the teachers stated the will in the pursuit of updating should be available. Namely, this means that teachers may not

necessarily have the intention for improvement all the time. What is observed much in the field is the lack of interest or lack of will to professionalize. Yet, there is another factor. Unless the initiatives are not rewarded, it gradually becomes impossible to sustain an effective CPD. Lack of appraisal is a matter. Teachers stated that affords should be appreciated.

*T10: State institutions rarely offer innovational professional courses. Professional development is, therefore, mostly self-development and self-sustained. If a teacher feels rewarded through her own teaching experiences, she feels a necessity for developing higher. Otherwise, lack of professional satisfaction lead to unwillingness to improve. However, Internet and online seminars/webinars are always there even for the most procrastinating teacher ever.*

Though, there is a remarkable supply of educational materials or aids as a result of the breakthrough this century undergo, appraisal by others and job satisfaction can't be replaced by any of them. In other words, socially, teachers' choice of CPD may be either promoted by emotional and economical factors such as work appraisal or salary increase or just inhibited by those. Related to the individual basis, Teacher 11 sums up the factors above as in the following:

*T11: Related to the issue, there are numerous factors that teaching and learning atmosphere, the background of teacher, the interest the teachers bear in the activity, age and years of experience can influence their choices. The more educated they are, they might be more interested in CPD or contrarily, the least educated they are, the more enthusiastic they may become.*

#### 4.4.2. Factors Related to Institutional Context

There are motives urging teachers' choice of CPD activities on the basis of the institution and how things are operated within the institution. Regarding this point, Teacher 12 mentioned the following:

*T12: The teacher's attitude towards professional development and the opportunities provided by the state play the most critical role in continuous professional development. Teaching activities held in Turkey, to me, is not serious. Interaction among the participants never becomes at a desired level. Generally and unluckily, the program coordinator seems very incompetent and can't meet the needs.*

Teacher 12 dwells on the lack of quality in the sessions held by the Ministry of National Education (MNE). S/he stated the operational problems confronted in course of a session. Incompetency of a trainer and timid, icy and reluctant behaviors of the trainees are regarded as hindrances that prevent participants' interaction at utmost level. As for the same reason, two other teachers refer to the same problem proposing a solution too. They state that there is a dire need to revise the monotony content and the delivery of the activities. There is very little relevancy to the needs of the teacher. They explain:

*T13: Activities are organized just like a course and teachers are supposed to attend them compulsorily. Personally, I believe that activities on voluntary basis and in the form of workshops may do a lot.*

*T14: Professional staff should give the activities; we must learn many things after these activities because the time is important. Some CPD activities are important but you should be willing. Activities shouldn't be boring long lasting and should be to the point, not time consuming, should be attractive and updated.*

Except from the above mentioned teacher criticisms the monotonous content and delivery of the activities, there are some teachers who are uncomfortable with the negative attitudes of the principals and the paperwork of the state schools which makes the teachers tired of:

*T15: Whenever I ask for permission to join a seminar, workshop or etc., the principal exhibits a negative attitude towards my demand. There are few such occasions and we are little informed about the opportunities through official channels, however, even if we hear, it is in vain because I am not supported by my institution.*

On the other hand, another teacher makes a point clear. S/he proposes that the significance of the school climate by stating that there should be a harmony among the teachers, students and instructional leaders in the school community. Particularly, collaborative activities can only be promoted in such a positive culture. Teacher 16 summarized the above point as in the following:

*T16: I never had the feeling of belonging this community of education. Neither did to the school I am working. Things didn't go as I dreamt. Colleagues may*

*not be eager to do something in collaboration or share something. Actually they are almost unwilling to talk about their practice in the classrooms.*

## CHAPTER V

### 5. DISCUSSION AND CONCLUSIONS

#### 5.1. Introduction

This chapter reveals the discussion of the findings regarding research questions, implications of the study for ELT, limitations and suggestions for future studies.

#### 5.2. Evaluation of the Findings from Teachers' Profile

The research revealed that the majority of the respondents ranged from 24 to 35. This implied that the government is utilizing teachers' potential and their productive workforce. Unlike many European countries, Turkey embodies relatively a young teaching force. European Commission (2000) reported that in some European countries half the teaching force is aged over 40. It was also noted that the overwhelming majority of the respondents were female and therefore, there is gender imbalance in the teaching profession. Dest (2003) draws attention on a current case in some countries and state that the number of men teaching in primary gradually diminishes; the desirability of this new trend is a new debate topic. One of the strengths elicited from the profile is that with respect to level of education, the majority of the respondents were found to be accredited by a university degree. The graduates of ELT department were roomed as the largest group. The literature department followed as the second. This was a sign that most of the teachers employed by MNE are graduates of ELT with a few having other areas such as linguistics or others. In the area of working, most teachers were observed to be appointed in secondary and high schools. It could be much related the need of a developing country whose young population is high. Another point to have been clarified is that most of the teachers had worked for 7-18 years, which

showed that there was high teacher retention. In Turkey, regarding the work experience of teachers, it can be inferred that though challenges and hard conditions of teaching profession, they insist on making a living through their jobs and do not give up teaching easily. This case contradicts with the findings of US and UK figures which indicate that one in five teachers leave the profession within three years of entry (Henke, Chen & Geis, 2000; Johnson & Birkeland, 2003).

### **5.3. Evaluation of the Findings from The Questionnaire**

In the light of the data received from the questionnaire, it can be inferred that there are some prominent items teachers put forward their attitudes sharply. The percentages clearly state whether teachers exhibit a negative or positive attitude towards the CPD activities teachers undertake. For instance, concerning the updating part which comprises reading (e.g. professional literature, newly published textbooks, educational websites) and schooling (e.g. courses, workshops, training, consultation in or out of the school), it can be concluded that over half of the teachers believe in reading about training opportunities, available materials, educational reforms, studying subject matter exercise books and visiting digital communities to some extent. They were positive. On the other hand, over half of the teachers, from the ratings, do not show a willingness to read professional journals, scientific literature, and participation in schooling and mentoring in the class as well as the visits to conferences within the school or outside the school. It is easy to observe that teachers like reading and learning from the daily and digital materials. They do not prefer reading academic materials and take part in organizations which require the active involvement such as seminars, courses, etc. or mentoring regularly or very often.



As for the reflection part, teachers were asked to respond about their individual reflection besides feedback from their colleagues and students. What seems outstanding in the percentages is that the highest frequency among the three parts is observed under this part. Item 1 and almost 90 teachers strongly declare that they never or rarely analyze their lessons' video recordings. Video recordings as a reflective activity to improve the teaching practices have been rated negatively and have not been chosen by many of the teachers. Elicited from the responds of the teachers, it is apparent that visits to the lessons in order to learn from the colleagues are not preferred much as a way of improvement in the profession. Likewise, teachers reported their intimidating attitudes towards a colleague's attendance to their own lesson in order to give feedback. They showed they are not very hospitable in such reflection. Furthermore, a great deal of teachers also pointed out that carrying a small research group into possible causes and solutions and students' filling out surveys for feedback on their lesson are the activities given less chance in their practices. On the other hand, there were types of activities the teachers acknowledged that they regularly or very often employ in their classes so as to see themselves in the mirror. Generally the teachers performed a positive attitude stating that they discuss with students and colleagues. It may be also concluded that peer review meetings, studying students' products or analyzing a problem thoroughly are common activities the teachers prefer to use as a means of reflection. The agreement on the statement "I reflect on my lessons after classes" verifies that teachers have an aptitude to make the use of the reflective activities regularly or very often.

The collaboration part mainly covered the responds of the teachers on the exchange activities such as exchanging instructional materials or discussing teaching problems. As for professional collaboration, teachers were asked about developing teaching materials or team teaching, etc. The data gathered through the questionnaire makes it

obvious that talking about teaching problems with colleagues, giving support to each other, sharing new ideas and learning experiences, and coping strategies in the lesson, using each other's teaching material, constructing testing and examination materials are mutually promoted. Another point what makes ratings clear is the fact that team teaching and constructing digital teaching material is less preferred by the majority of the teachers. In other words, in these activities the teachers are observed that they do not show the eagerness to create as much as they do for discussion and sharing. In the rest of the questionnaire items, there was an equal tendency to mark them as positively and negatively. For instance, preparing lessons with colleagues, studying students' performance data, experimenting new teaching materials are the activities almost equally rated.

With respect to the variables age, gender, teaching experience, there is no change among the groups concerning the type of the activities. Only changes were observed between the linguistic and literature teachers and related to their updating activities and the teachers between the high school and primary school concerning their reflective activities. Vries et al (2013) conducted a study and searched a step further through the same tool and explored the relationship between teachers' beliefs about learning and teaching and their participation in CPD. They came up with the findings that teachers showed significantly more participation in updating and collaborative activities than in reflective activities just like the prior results proposed by the studies of Dijkstra, (2009); Kwakman, (2003).

#### **5.4. Evaluation of the Findings from the Open Ended Question**

This study was carried out to investigate the factors that influence the teachers' CPD choices and the motives urging their choices. The research question driving the study

was: What are the factors that influence the teacher's Continuous Professional Development choices and Why? Data was received from the teachers regarding this research question.

In the light of the data obtained through the teachers' responses towards open-ended question, it might be concluded that they have several reasons to decide on their activity choice as professionals. Factors such as availability, access, timing, motivation and familial duties affect a teacher's choice of CPD. The findings have been displayed under two main titles, one of which refers to the teachers' personal needs and opportunities while the latter dwells on the organizational and operational aspect. Under the first headings, some emergent themes were derived from the respondents such as practicality and convenience, locational disadvantages, heavy workload, commitment to family, changing roles and needs of the teachers and the students' and the parents' attitudes towards learning English, teachers' lack of interest or will to improve, emotional and economical factors. Additionally, the majority of the teachers put forward that their choice of CPD activities are also affected by some organizational and operational factors. The teachers complained about the poor quality of teacher development programs at an organizational level. They also presented some operational troubles such as monotonous content and delivery. In an institute where ties among the teachers, principals and students are not tight, teachers may feel lonely and unsafe. They reported that school climate can be triggering or hindering the active involvement of teachers to the activities. The attitudes of the colleagues, for instance, may be affecting. Bwisa and David (2013) carried out a study revealing the influencing factors of teachers' active involvement in continuous professional development and their findings supported this study in that active participation in CPD was very low and the work environment failed supporting teachers' active involvement into CPD activities. It is factual that enhancing

teacher effectiveness is correlated with the consideration of school needs. Yet, it alone is not sufficient to explain the whole. Hence, Kabilan and Veratharaju's (2013) study is remarkable in that it highly achieves to bring a wider perspective on the issue, teacher needs. Their classification accords with the findings of the open-ended question in this study.

### **5.5. Discussion of the Findings**

In the light of all the data gathered for this study, it is possible to conclude that the teachers performed a great participation into some questionnaire items. Especially, the majority of the teachers have rated the collaborative activities successively as very often. The common points of those highly marked items are based on talking with colleagues and sharing with colleagues. Teachers were found more enthusiastic to built collaboration through exchanging ideas and experiences orally rather than experimenting or constructing something thoroughly in most cases. Among three parts of the questionnaire, there are some remarkable findings but none of the groups alone can be shown the most preferred by the teachers. The study reveals that every activity presented in the questionnaire appeals to teachers to some extend and where a multitude group of teacher constitutes a majority, it can be inferred that teachers favor the activity or not. According to percentages elicited through the responses, teachers composed a large group under some questionnaire items, which means that the teachers put forward a prudent attitude towards them. These prominent activities the teachers particularly state they never or rarely prefer are reading scientific literature or professional journals, participation to coaching and mentoring, visiting subject-matter conferences, analyzing through video recordings, visiting or inviting colleagues in their class, implementing surveys to the students, dealing with the problems via literature back up, carrying out

research projects, team teaching, writing new curriculum and preparing lesson with colleagues. These activities are the ones that teachers feel less eager to participate. Interestingly, it can be inferred that these activities require more time, effort and competency in some areas and most of the activities are new in the field and not internalized by many of the teachers. Our findings from the open-ended question support and give a logical basis that teachers lack in motivation and interest leading them to stay up to date and follow new trends in their realm. As they indicate earlier, no matter how much they update, reflect and collaborate by talking and sharing their experiences and new ideas, they are not open to discussion with each other through more challenging and sincere activities such as class visits, team teaching or carrying out a small research with a group of colleagues. It may be pertinent with the personal choice of individuals or the school climate where colleagues' interaction is low. Another view shared by teachers is economical and emotional factors. There are such disadvantaged schools that one may feel lonely to allocate time for any professional development activity. Kwakman (2003) focuses that workplace should fulfill some features in order to stimulate learning and create strong professional communities. Also, the fact that active involvement in the seminars or conferences related to subject matter knowledge is low has been supported by the teachers' responses claiming that there is a monotonous content and delivery in such occasions. Kabilan and Verathagu (2012) put forward that there must be a unity among the school administrators, PD providers and teachers and there should be a frequent research and a continuous need analyses of teachers' professional development. What they found as affecting factors backs up the findings of this study, too. They signify that pupils' need, teachers' professional needs and interests, assessment, knowledge and skills, school needs and voluntary participation are important categorization of their content analysis. In their study for an

effective and sustained professional development, the accord within the self- initiated and school based professional development is vital.

### **5.6. Limitations of the Study**

The present study has a limited number of target population because it only included a certain number of teachers whose responses were gathered through the Google drive and school visits by the researcher. These limitations need to be taken into consideration throughout the conduct of the study. The other limitation of the study is the difficulty to generalize the findings out of the existing data. The third constraint is that CPD is a new concept to the teachers most of whom come from an education system in which they are given very little chance to be part of a successful reflection, collaboration and collective autonomy. The application of online questionnaire may have appealed to the group of teachers who are engaged with social networks more than the others who are not very fond of. This could be another limitation to be taken into consideration.

### **5.7. Implications for English Language Teaching**

The findings of the present study mainly aimed to investigate the teachers' working at MNE schools choices of CPD activities and its relationship depending upon the age, gender, university department, teaching experiences and the school type teachers work at. Additionally, it finds out the factors that influence their choices. Within this respect, this study might contribute to draw the current profile and raise an awareness of EFL teachers on the core components of effective professional development, how to update, reflect and collaborate for professional development purposes. The study suggests the activities in terms of their strengths and weaknesses. It dwells on the activities that the teachers might utilize at the course of their teaching as well as their learning. The present case in MNE schools drawn by the study might shed light on the conduct of

further studies and research. The scope of the research can be broadened regarding the significance of the continuous professional development as a part of life long learning. The present findings have several important implications for the field of foreign language teaching. Since throughout the study emphasized, two powerful concepts the beliefs and the concept of self efficacy of teachers could be researched as a means of CPD. Additionally, the data gathered for this study may be used for in-service or teacher training programs within the context of ELT.

### **5.8. Suggestions for Further Study**

Kwakman (2003) emphasizes that learning is embedded in everyday activities and professional learning activities can be best examined in connection to teachers' concrete tasks and daily activities. Hence, it might be better to observe teachers in their workplace or create settings for them to evaluate themselves in a long period. This may allow us to have a more concrete data about the variables we talked about colleagues, principals, interactions, school climate or needs. Learning studies and action research projects can provide teachers with a deeper perspective on the issue. This kind of approach may help familiarizing the teachers with new trends, self-learning, self-evaluation in the realm. Moreover, other variables such as gender, age or previous work experience may also be taken into account in the study broader. Finally, the relation between teachers' beliefs and their participation into these activities may be scrutinized enabling the field with new implications. Finally, there was a change under two categories reflection and updating concerning the type of the schools teacher work at and their undergraduate department. The study might be enlarged within the reasons of these results.

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## 7. APPENDICES

### 7.1. Appendix 1: Continuous Professional Development (Updating, Reflection and Collaboration) Questionnaire

Dear Respondents;

This study, carried out in Çag University, aims to find out the ELT teacher's CPD profiles and the motives urging teachers' choices of CPD activities. You are not asked to write your name but your sincerity is kindly requested for the reliability of the findings.

Melek CANÖZÜ ÖZBEK

The Teacher of English

ÇAĞ UNIVERSITY

1. **Age:** a)20-25 b)26-30 c)31-35 d)36-40 e)41-45 f) Over 45
2. **Gender:** a)male b)female
3. **Years of experience:** a)1-3 b) 4-6 c)7-18 d)19-30 e)31-40
4. **The department graduated from:**  
a)ELT b)linguistic c)literature d)translation e)others.....
5. **The school you work is a ..... school.**  
a)kindergarten b)primary c)secondary d)high school

1)What are ELT teachers' CPD (Continuous Professional development) profiles concerning their updating, reflection and collaboration?				
Updating Activities	Never	Rarely	Regularly	Very Often
1. I read newly available material (e.g., through brochures or websites of publishers or visits of exhibitions on teaching materials).				
2. I read about educational reforms and promising practices (e.g., via newspapers, television, Internet).				
3. I read professional journals				
4. I read scientific literature				
5. I study subject matter exercise books and teaching materials, including manuals.				
6. I visit digital communities related to my subject matter.				
7. I read about training opportunities (e.g., via leaflets or websites of teacher training institutes				
8. I participate in schooling and training sessions within the school.				
9. I participate in one-on-one coaching and mentoring in the classroom.				
10. I participate in professional development activities outside the school (e.g., courses, workshops, trainings, summer courses, networks).				
11. I visit conferences and meetings pertaining to my subject matter or hosted by my professional association				
Reflective Activities	Never	Rarely	Regularly	Very Often
1. After class, I reflect on my lessons.				

2. I analyze video recordings of my lessons to improve my teaching practice.				
3. I discuss with my students what they experience in my lessons, to improve my teaching practice.				
4. I visit lessons of colleagues to learn from them.				
5. I ask my colleagues to attend some of my lessons to get feedback on my teaching				
6. I discuss events in my teaching with others to learn from them.				
7. I participate in peer review meetings at my school to learn from colleagues.				
8. I analyze a problem in my practice thoroughly before choosing a solution.				
9. I study products from students to understand how my approach has worked				
10. I ask students to fill out surveys for feedback on my lessons.				
11. I deal with problems in my teaching by looking at what the literature says about them.				
12. I use student performance data to, where needed, adjust my teaching.				
13. Once a problem or question arises in my teaching practice, I carry out a small research project into possible causes and solutions.				
<b>Collaborative Activities</b>	<b>Never</b>	<b>Rarely</b>	<b>Regularly</b>	<b>Very Often</b>
1. I talk about teaching problems with colleagues.				
2. I support colleagues in their teaching problems.				
3. I share new teaching ideas with colleagues.				
4. I share learning experiences with colleagues.				
5. I talk about the way I deal with events in my lessons with colleagues				
6. I talk to colleagues about what I think is important in education.				
7. I discuss scientific educational theories with colleagues.				
8. I discuss improvements and innovation in education at my school with colleagues.				
9. I use colleagues' teaching materials in my lessons.				
10. I write new curricula with colleagues.				
11. I construct (digital) teaching material with colleagues.				
12. I construct testing and examination materials with colleagues.				
13. I study student performance data with colleagues				
14. I prepare lessons with colleagues.				
15. I experiment with new teaching methods with colleagues.				
16. I give lessons with colleagues (team teaching).				

What are the factors that influence ELT teachers' choice of CPD activities?

Explain in a detailed way, please.

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