PERSONAL FACTORS AFFECTING EXPERIENCED ENGLISH TEACHERS'

DECISIONS WHETHER OR NOT TO ENGAGE IN PROFESSIONAL

DEVELOPMENT ACTIVITIES

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ABSTRACT

PERSONAL FACTORS AFFECTING EXPERINCED ENGLISH TEACHERS'
DECISION WHETHER OR NOT TO ENGAGE IN PROFESSIONAL
DEVELOPMENT ACTIVITIES

Figen İyidoğan

M.A. Department of Teaching English as a Foreign Language

Supervisor: Dr. Maria Angelova

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The purpose of this study was to investigate personal factors affecting experienced English teachers' decision to engage or not to engage in Professional Development (PD) activities.

The participants were six experienced English teachers working at different state primary and secondary schools in two big cities in Turkey during the spring term of the 2010-2011 academic year.

Fifty-two teachers were asked to fill in a questionnaire which included some demographic questions. According to the data gathered from the questionnaires, six experienced teachers were selected based on their years of experience and social and educational backgrounds. Every effort was made to secure variety in the final sample. The six teachers were interviewed three times at different time intervals. The aim of the interviews was to get detailed information about their perceptions and attitudes towards PD activities, as well as their reasons for engaging or not engaging in such activities.

The analysis of the data revealed that the experienced English teachers' participation in PD is negatively affected by the effect of frequent changes in the

educational system, the teaching environment and the lack of feeling of well-being. Yet, in spite of these negative factors, some teachers are willing to take part in PD activities because of being intrinsically motivated and committed to their profession.

The findings of the study might benefit the administrations as they provide an opportunity to better understand the reasons for teachers' unwillingness to participate in PD activities. This will hopefully lead to some actions that will help overcome this negative attitude.

Key words: Experienced teacher, professional development, professional development activities, state primary and secondary schools.

ÖZET

TECRÜBELİ İNGİLİZCE ÖĞRETMENLERİNİN PROFESYONEL GELİŞİM

FAALİYETLERİNE KATILIP KATILMAMA KARARLARINI ETKİLEYEN

KİŞİSEL ETMENLER

Figen İyidoğan

Yüksek Lisans, Yabancı Dil Olarak İngilizce Öğretimi Bölümü

Danışman: Dr. Maria Angelova

Haziran 2011

Bu çalışmanın amacı, tecrübeli İngilizce öğretmenlerinin profesyonel gelişim faaliyetlerine katılıp katılmama kararını etkileyen kişisel etmenleri araştırmaktır.

Katılımcılar, Türkiye'deki iki büyük kentin ilk ve orta dereceli devlet okullarında 2010-2011 bahar döneminde öğretmenlik yapan altı tecrübeli İngilizce öğretmeninden oluşmaktadır.

Bu amaçla elli iki İngilizce öğretmeni demografik sorulardan oluşan anket doldurmuştur. Bu anketlerin sonucuna göre altı tecrübeli öğretmen, meslekte geçirdikleri sure, sosyal ve eğitim alt yapıları esas alınarak seçilmiştir. Bu seçim yapılırken elde edilen demografik verilerin çeşitliliği hususuna özel önem verilmiştir. Daha sonra, seçilen altı tecrübeli öğretmenle farklı zamanlarda çoklu mülakatlar yapılmıştır. Bu mülakatların amacı öğretmenlerin profesyonel gelişim faaliyetleri hakkındaki düşünceleri, bu faaliyetlere karşı takındıkları tavır ve faaliyetlere katılıp katılmama yönünde karar alırken kendilerini etkileyen etmenlerin neler olduğunu öğrenmektir.

Verilerin analizi sonucunda, tecrübeli İngilizce öğretmenlerinin en çok eğitim sistemindeki sık değişiklikler, kendilerini mesleki anlamda mutlu hissedememeleri ve hak ettikleri değerin altında değer gördükleri düşüncesi ortaya çıkmıştır.

Diğer yandan, tüm bu olumsuz etmenlere rağmen, aynı analizi sonucunda, katılımcıların bir bölümünün, mesleki gelişim faaliyetlerine katılma isteklerinin içten gelen motivasyon ve mesleklerine olan bağlılıkları olduğu belirlenmiştir.

Bu çalışmanın bulgularının yetkililerin, tecrübeli öğretmenlerin mesleki gelişim faaliyetlerine katılma isteksizliklerinin sebeplerini düşünmeleri ve bu olumsuz durumun giderilmesi yönünde faaliyete geçmeleri konusunda yardımcı olacağı düşünülmektedir.

Anahtar kelimeler: Tecrübeli öğretmen, profesyonel (mesleki) gelişim, profesyonel (mesleki) gelişim faaliyetleri, ilk ve orta öğretim devlet okulları.

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CHAPTER I: INTRODUCTION

Introduction

> One day a young girl was watching her mother cooking roast beef. Just
> before the mother put the roast in the pot, she cut a slice off the end. The
> ever observant daughter asked her mother why she had done that, and the
> mother responded that her grandmother had always done it. Later that same
> afternoon, the mother was curious, so she called her mother and asked her
> the same question. Her mother, the child's grandmother, said that in her day
> she had to trim the roasts because they were usually too big for a regular
> pot (Farrell, 1998, p.1).

Teaching without self development can lead to "...cutting the slice off the roast," and one way of preventing this routine is to engage in professional development activities. Therefore, teachers need to be continually going ahead and equipping themselves with the knowledge and skills that will help them become more skillful and effective.

Teachers' attitudes towards professional development (PD) differ in many ways. While some teachers spend time and put effort into PD, others opt not to engage in PD activities. Rodríguez and McKay (2010) state that institutional support for PD for experienced teachers is less than for novice teachers, and that this could affect the experienced teachers' attitude towards engagement in PD activities. There seem be some other factors affecting these teachers' attitudes towards their participation in PD activities other than institutional support. This study will explore the reason(s) for experienced teachers' decisions whether or not to engage in PD activities. The individual cases of some state secondary and high school teachers will be explored, focusing in particular on the personal factors affecting their decisions to or not to engage in PD activities.

Background of the Study

Excellence in teaching has been a concern for institutions. It is possible for some teachers to become entrenched in their way of doing, seeing and understanding teaching and learning events, which constitutes their teaching style. Becoming entrenched might pose a threat in that it can hinder a teacher's professional growth. One of the solutions for avoiding this threat could be through engaging in professional development activities which bring about change. Professional Development is described as the "process by which teachers acquire the new knowledge, skills and values which will improve the service they provide the clients" (Hoyle & John, 1995, p.17). In addition to this description, professional development has, recently, been defined in various ways such as:

- in-service training and workshops

- a process in which teachers work under supervision to gain experiences

- an ongoing learning process in which teachers primarily aim at teaching in accordance with the expectations and needs of the students (Clarke, 2001; Clarke, 2003).

There are various reasons that ongoing professional development is vital to education. First of all, a high quality of education demands continuous improvement in teaching. Hargreaves and Fullan (1992) emphasize the importance of raising educational standards, which revolves around the issue of providing equal and sufficient opportunities to learn for all children in schools. Secondly, teachers cannot ignore their own development because they should be models for their students as enthusiastic, life-long learners. Teachers should demonstrate their own commitment

and enthusiasm towards continuous learning because their primary duty is to inculcate in their students a disposition towards life-long learning (Day, 1999).

Finally, the nature of teaching demands that teachers engage in career-long professional growth (Day, 1999). As Tom (1997) states, teaching expertise does mature over the span of a career. Therefore, one of the main tasks of teachers is to give importance to their own development and continue learning through making use of the opportunities they have.

There is a common agreement that continuous professional development is a need felt by some teachers regardless of their level of expertise and experience (Tedick, 2005). It seems important to determine how professional development is perceived by some authorities. Hargreaves and Fullan (1992) observe that there are three approaches to teachers' professional development (PD). The first approach sees PD as knowledge and skill development. It is believed that helping teachers will enable them to develop better knowledge and skills. The second approach sees PD as a process of self-understanding which involves reflecting on one's personal and practical knowledge of teaching. In other words, it acknowledges the importance of personal development in the professional growth of teachers. The third approach sees teachers' PD as an ecological change. It sees that teachers' working environment plays a very important part in the process of PD. For instance, as Hargreaves (1994) states, a collaborative school culture in which teachers routinely support, work with and learn from each other is more conducive to their continuous PD than a school culture in which teachers work in isolation.

Knapp (2003) points out that professional development is a critical link to improved teaching. Pachier and Field (1997) state that being an effective foreign

language teacher requires commitment to keep up with the developments in the field and a willingness to engage in continuous professional development. However, some teachers might choose not to engage in PD activities due to some factors. Several studies have tried to clarify which factors affect teachers' professional development activities. Kwakman (2003) conducted a study in which the factors affecting PD were categorized into two. Namely, they are personal and contextual factors. Within personal factors, stress plays an important role. It is assumed that stress and learning are mutually related, such that stress affects the participation in professional learning activities (Karasek & Theorell, 1990). It has been recognized that stress is also a complex concept that is defined in many different ways. Van Horn, Calje, Schreurs, and Schaufeli (1997) conducted a study, and found that two factors appeared as most reliable to explain in their research: emotional exhaustion and loss of personal accomplishment. According to Brenninkmeijer, Vanyperen & Buunk (2001), emotional exhaustion and loss of personal accomplishment could be regarded as the symptoms of burnout where a person feels mental and emotional exhaustion which is expressed by feelings of being 'empty' or 'worn out', and reduced personal accomplishment, which refers to a negative evaluation of one's achievements at work.

As for the contextual factors, task factors are claimed to be the most important factors that contribute to the decision of the teachers as to whether they will or will not engage in PD activities. They were derived from the social psychological model of work stress which is also known as the job demand control model (Karasek & Theorell, 1990). This model proposes that stress as well as learning result from the joint effects of job demands and the discretion allowed the

worker as to meeting these demands (job control). On the one hand, the assumption

is that control is needed to fulfill high job demands. On the other hand, it is assumed

that high job demands are a prerequisite for work-based learning. Finally, some

factors that address the work environment, more specifically different types of

support available within this environment, were added to the model. The theoretical

assumption, also confirmed by empirical results, is that a supportive work

environment minimizes stress so that teachers who work in an environment

perceived as supportive are less likely to experience high stress levels. In addition,

numerous studies into stress as well as into school improvement relate support to

stress and learning, indicating that support may bear relevance to teacher

participation in professional learning activities (Firestone & Pennell, 1993;

Greenglass, Burke & Konarski, 1997; Karasek & Theorell, 1990).

Although there are some personal and contextual factors inhibiting the

teachers' motives for PD, there are still some teachers, including experienced ones,

who opt to engage in PD activities. However, it is true that "not all professionals

automatically continue to develop in the practice of their profession, nor do they all

develop to the same high level of expertise" (Wallace, 2002, p.165). One cannot

assume that teaching will develop simply by doing the job. Teachers who are

believed to have the willingness to engage in PD activities regardless of their

expertise have been striving for their own professional development (Tedick, 2005).

Steward (2009, p.109) calls these teachers "investors". The "investors" put great

effort into their relationship with learners and in getting to know them, and they

display empathy with learners. They express a love of their job and a passion for

supporting learners, and the effort is seen as an investment for the future.

Professional development helps to deepen teachers' understanding of the teaching profession and their self-identity and enhances teachers' professionalism by enabling them to grow from learning to teach to the highly cognitive and highly competent stage of teachers as theorists (Prabhu, 1992 & Kumaravadivelu, 1994, 2001). As Gu (2005) states, teachers may survive a lesson with a new teaching technique; they will benefit throughout their professional career if they have learned to discover and develop appropriate approaches to teaching in different contexts.

PD is, therefore, important so that teachers can preserve an open yet critical mind to look for differences and similarities in pursuit of appropriate pedagogy. Teachers' professional development is of utmost importance so that they can pursue appropriate pedagogy. However, there are times when some teachers do not want to engage in pursuit of development for various personal reasons. This research aims to detect some of these personal factors affecting the experienced state school teachers' decision as to take or not to take part in PD activities.

<div align="center">Statement of the Problem</div>

Modern views of professional development characterize professional learning not as a short-term intervention, but as a long-term process extending from teacher education at university to in-service training at the workplace (Ball & Cohen, 1999; Borko & Putnam, 2000). Day's (1999) five stages of teachers' professional life cycles support the idea that teachers at different stages of their careers may experience, feel, think and act differently. There is much agreement within the literature about the ways of teachers' professional development, that is to say, about how teachers have to learn in order to develop professionally (Kwakman, 2003). However, most of the research on teacher learning focuses on teacher training at the

preservice level (Waters, 2006). Teachers continue to evolve as they remain in the teaching profession (Tsui, 2005), and several researchers, such as Zeichner and Noffke (2001), have emphasized the importance of lifelong professional development for teachers. The most salient factors that influence teachers' participation in continuous professional learning activities are still unclear since it is assumed that teachers' decisions to or not to take part in PD activities is influenced by personal as well as by contextual factors (Clardy, 2000).

The situation in Turkey is no exception. There is a lack of studies focusing on personal factors, particularly in the Turkish context, where much of the time failure to participate in PD is simply attributed to contextual factors (Kurt, 2010). Teachers' salaries are low, which is a concern for these teachers about their future. Therefore, they change their working habits. Some teachers working at Turkish state universities/schools start to teach only what they have to teach simply by following the course books. Current theory is of the opinion that "students learn best when they have the opportunity to actively build their own knowledge" (McLaughlin, 1997, p. 79). It is widely acknowledged that promoting this kind of student learning requires teachers to adopt a new pedagogical approach (McLaughlin, 1997). When teachers fail to meet this need of their students, the students will not get what they need to get in order to be successful learners. In time, not only the teachers but the institutions where they work will start losing prestige in the society since they will not be regarded as serious and trustworthy people and places.

Research Question

This study is going to address the following research question:

Which personal factor(s) play a role in experienced English teachers' decision whether or not to engage in PD activities?

Significance of the Study

Some authorities, such as Kooy (2006) offer plausible explanations for teachers' unwillingness to attend PD activities. Kooy holds that the perception of teaching as "women's work" (Kooy, 2006) has constructed a familiar public image of the teacher. Like other traditional female professions, such as nursing and social work, teaching has been identified with an image of "social housekeeping" (Kooy, 2006). As women's work, it is seen as an extension of the domestic sphere with a resulting loss of discretion, autonomy, and status (Kooy, 2006). Therefore, some teachers might have a tendency to underestimate the role of PD activities throughout their careers. In addition to this explanation, it is an undeniable fact that some experienced English teachers do not want to engage in PD activities due to some contextual (institutional) factors, such as low salary and lack of institutional support, which usually result in low motivation for self development.

At the local level, the current research study aims to show that exploring the personal factors affecting teachers' choice to participate or not in PD activities may reveal insights into how more teachers might be encouraged to engage in PD activities. The research might, even, provide powerful evidence to present to administrations that more institutional support for teachers' PD is essential since personal factors, alone, cannot be enough for teachers to be motivated to engage in PD activities.

Conclusion

In this chapter, the background of the study, statement of the problem, the research question and significance of the study have been presented. The next chapter is the literature review which presents the relevant literature on professional development and its definition, different roles in PD, types of PD activities, researcher's own definition of PD and professional development of English Language Teachers. The third chapter is the methodology chapter, which explains the participants, instruments, data collection procedures and data analysis of the study. The fourth chapter elaborates on the data analysis by presenting the findings of the qualitative data analysis. The last chapter is the conclusion chapter, which includes the discussion of the general results, implications, limitations of the study and suggestions for further research.

CHAPTER II: LITERATURE REVIEW

Introduction

The aim of this study is to investigate the personal factors affecting experienced teachers' decision whether or not to engage in Professional Development activities in some state middle and high schools of Ankara, Turkey. In this chapter the literature in the field will be examined. First, the researcher's own definition of professional development will be presented. Next, the meaning of professional development will be reviewed. Then, different aspects of PD, types of PD activities, the professional development of experienced English language teachers, and the professional development needs of experienced teachers will be presented.

The Researcher's Own Definition of Professional Development

The researcher has a broad definition of professional development. It is important that teachers should employ both technical and personal competencies, deep subject knowledge, willingness and empathy. Professional development cannot be considered without the ability to understand emotions not only within themselves but also within others. Commitment and endurance play another significant role in teachers' professional development due to the fact that these two characteristics will help teachers to eliminate difficulties that could be faced throughout their career. Still another, highly important feature of PD is teachers' possessing positive emotional identity which is crucial for both taking care of and ensuring students' achievement (Day & Gu, 2010). The researcher believes that without the above mentioned features, teachers might feel reluctant to attend activities related to professional

development. In broad terms, attending conferences, seminars, workshops and in-service training programs, book clubs, sharing experience with other teachers, and giving and receiving from both, teachers and students constitute professional development. However, it is a sine qua non that teachers be open-minded and flexible in order to be able to develop professionally.

<div align="center">What is Professional Development?</div>

It is not easy to be a contemporary teacher. Students have become more mature and their backgrounds are more diverse than ever. Through the internet, information is readily available and teachers no longer know everything better than students. Perspectives on good teaching and good education are shifting. School and university boards want to create a distinct profile for their institute based on new educational concepts. For some disciplines, new teaching methods are being developed in accordance with new pedagogies. Parents and students have become better critical thinkers. Students with special education problems can not be reached by regular education and they often drop out of school without any qualifications. Teachers are expected to keep up with all these developments and respond to them in their teaching. In order to do this, they need to keep on learning throughout their professional career (Borko, 2004).

Having stated the need for a continuous learning environment, it is necessary to take a look at some of the definitions of professional development (PD). According to Richards and Schmidt (2003, p.542), PD is defined as "the professional growth a teacher achieves as a result of gaining increased experience and knowledge and examining his or her teaching systematically". Modern views of professional development characterize it not as a short-term process, but as a long-term one

extending from teacher education at university to in-service training at the workplace (Cohen & Ball, 1999; Putnam & Borko, 2000). Similarly, Berliner's model (1994) describes teacher professional development as a continuous movement through the stages of novice, beginning, competent, professional and expert teacher. There have been strong arguments that sustaining teacher development is both important for the individual teacher and for the school or organization. There is also a strong belief that an ongoing sense of confidence and plausibility is dependent on engagement with reflection on changes in practice (Prabhu, 2003). Such engagement creates the conditions for finding a secure footing and confidence in one's skills (Clarke 2003).

There are many more definitions and descriptions of PD. However, they all have the same focus of attention. That is, PD will expand teachers' knowledge and skills, contribute to their growth, and enhance their effectiveness with students. It is obvious that defining professional development is not an easy task, as it is highly dependent on the cultural and socioeconomic climate prevalent at any one time. In the early twenty-first century, teachers' professionalism has been somewhat demeaned by the intense media coverage of what goes on in classrooms and schools and by the number of government interventions in what teachers should do and know (Campbell, McNamara & Gilroy, 2004). Day (1999) states that teachers' development is located in their personal and professional lives and in the policy and school settings in which they work. Some perceptions about professional development illustrate a set of principles for good-quality professional development (Day, 1999).These perceptions are listed as follows:

1. Teachers as models of lifelong learning for their students.
2. Lifelong learning in order to keep up with change and innovation.

3. Learning from experience is not enough.

4. The synthesis of "the heart and the head" in educational settings.

5. Content and pedagogical knowledge cannot be separated from teachers' personal, professional and moral purposes.

6. Active learning styles which encourage ownership and participation.

7. Successful schools are dependent on successful teachers.

8. Continuous professional development is the responsibility of teachers, schools and government.

Having stated that, it is necessary to focus on PD's constituents. Historically, the most prominent model of professional development has taken the form of workshops delivered on in-service days when teachers work, but students have a holiday (Cochran-Smith & Lytle, 1999a). In these workshops, also referred to as "sit and get" professional development, teachers often learn about a new pedagogy from an outside expert, and then go back to their classrooms the next school day to implement the new knowledge that was handed down from the expert. This type of training emphasizes developing a certain type of knowledge, referred to by Cochran-Smith and Lytle (1999a) as knowledge for practice.

Knowledge for practice is often reflected in traditional professional efforts when a trainer shares information with teachers from research in education. It may suggest a potential solution for a generic learning dilemma but offers little insight into how to implement that solution within the teacher's specific classroom context. In most cases, teachers need support as they transfer the newly acquired knowledge to the learning process within their teaching environments (Dana & Yendol-Hoppey, 2008). Reading a professional book or journal, attending a workshop or professional

meeting, participating in a book club, or observing another teacher could be regarded as PD activities under the category of knowledge for practice (Dana & Yendol-Hoppey, 2008). Experienced educators know that knowledge for practice which is regarded as the sole focus of professional development might be an efficient method of spreading information, but often does not satisfy teachers' motivation for professional development. Thus, these experienced educators suggest that teachers also cultivate knowledge *in* practice.

Knowledge in practice recognizes the importance of teachers' practical knowledge and its role in improving teaching practice. This kind of knowledge is often generated when teachers begin testing out their new knowledge for practice that has been gained from traditional professional development training. As teachers apply this new knowledge, they construct knowledge in practice by engaging in their daily work within their classrooms and schools. Knowledge in practice is strengthened through collaboration with peers. Professional development vehicles, including mentoring and peer coaching, are basically dependent on collaboration and dialogue that can generate reflection, as well as make public the new knowledge being created. Apart from mentoring and peer coaching, implementing an innovation and reflecting individually, engaging in teacher research around a particular topic, and reflecting on that topic are some of the PD activities under knowledge in practice (Dana & Yendol-Hoppey, 2008).

A third type of knowledge that is gaining attention from professional developers is knowledge *of* practice. Knowledge of practice emphasizes that through systematic inquiry "teachers make their own knowledge and practice as well as the knowledge and practice of others" (Cochran-Smith & Lytle, 1999a, p. 273).

Cochran-Smith and Lytle (1999a) suggest that "what goes on inside the classroom is profoundly altered and ultimately transformed when teachers' frameworks for practice foreground the intellectual, social, and cultural contexts of teaching" (p. 276). What this means is that as teachers engage in this type of knowledge construction, they move beyond the "nuts and bolts" of classroom practice to examine how these "nuts and bolts" might reflect larger social structures and roles that could potentially inhibit student learning (Dana & Yendol-Hoppey, 2008, p. 4). Engaging in teacher research both individually and with a partner, and engaging in teacher research as a part of a learning community are regarded as PD activities under the category of knowledge of practice.

Dissatisfied with the traditional "sit and get" model of professional development, scholars throughout the past several decades have suggested the need for new approaches to professional development that acknowledge all three types of teacher knowledge. By attending to developing knowledge for, in and of practice, it is possible to enhance professional growth that leads to real change.

On the other hand, there are still some teachers who believe that experience is the most important part in teaching. However, teaching experience does not necessarily result in expertise (Tsui, 2003). Some experienced teachers are not as receptive to professional development as are new teachers even though they might benefit from opportunities to reflect on and enhance their knowledge and refresh their enthusiasm for teaching (State adult education staff in two U.S.A. states, personal communication, March 6, 2010). This potential resistance should be recognized in order to be able to help such resistant teachers realize the significance of engaging in PD activities.

Stivers and Cramer (2009) explain the difficulty of change with a quote from Seeger, an activist and a musician. He states: "If I had been there thousands of years ago when somebody invented the wheel, I would have said, 'Don't!'". Teaching is not only what teachers do, it helps define who they are. Therefore, personal characteristics and differences of teachers should be carefully examined. That differences among people are important is not just a cliché, and the importance does not end with children. Everyone who teaches or has parented more than one child is keenly aware of commonality and distinctiveness. Both common characteristics and uniqueness become more pronounced as they grow into adulthood. Over the last 30 years, some studies have been conducted on the growth of educators and the quality of their personal and professional lives (Joyce and Calhoun, 2010). States of growth refers to the interaction of people with their environments from the perspective of how they use their environment as a source of support and development. In a certain sense, we all need to make use of our social and physical environment to survive and to thrive. Joyce and Calhoun (2010), for example, state that the important issue is how individuals get benefit from their situations. The people who do this best actually improve their professional environment. They draw positive energy toward themselves, and thus they improve themselves more in terms of their professional lives.

Teacher development can be fostered in an environment in which teachers share a view of their learning so as to better meet the challenge of their students' learning needs (Rosenholtz, 1989). It is expected that only when teachers understand how their actions, assessments practices, and task requirements affect student learning outcomes, can they effectively adapt pedagogical procedures to meet their

students' diverse needs. This understanding can be obtained by collaborating with other teachers, looking closely at students and their work, and sharing what they see (Darling-Hammond & McLaughlin, 1995). Prabhu (2003) argues that some element of change is developmental and linked to a teacher's developing a sense of 'trustworthiness'. If the teacher becomes over-routined, there is increased detachment from professional development. Trustworthiness is achieved through change, through reflection on experience of teaching, through interaction with other teachers, and through other types of activities that enable teachers to develop both themselves and their teaching. In order to be able to develop themselves, teachers should be aware of different aspects of professional development throughout their professional lives, and choose the PD activities accordingly. Therefore, in the next two sections, different aspects of PD and the activities that help them to develop their skills will be presented.

<div align="center">Different Aspects of PD</div>

<div align="center">*The Role of Teacher Identity*</div>

A holistic view of teachers and teaching sees the teacher primarily as a social being and teaching as a social activity bearing distinctive meanings and values in specific socio-cultural settings. A teacher's identity is connected with and shaped by a whole range of sociocultural values, beliefs and practices in a broader societal and educational environment, as well as by their individual experience and personality. The Chinese have an old saying: "Give a man a fish and you feed him for a day. Teach a man to fish and you feed him for a lifetime." The essence of this proverb addresses and clarifies the significance of teacher education to teacher continuing

professional development—the teacher may survive a lesson with a new teaching technique; they will benefit throughout their professional career if they have learned to discover and develop appropriate approaches to teaching in different contexts. In addition to professional growth towards a more rational understanding of teaching, teachers' professionalism also involves personal change as a result of re-examination, reflection and re-exploration of teachers' self identity. "In a setting where teachers' well-established beliefs and perceptions of their personal self and the teaching behaviour may encounter contrasting views and values, teacher change will be more challenging" (Gu, 2005). This is because change requires not only an understanding of one's own beliefs, values and behaviour in teaching, but also an understanding of the society's values and behaviours. As Richards (2010) states, one of the things a person has to learn when he or she becomes a language teacher is what it means to be a language teacher. A sociocultural perspective on teacher-learning requires this reshaping of identity and identities within the social interaction of the classroom. Identity refers to the differing social and cultural roles teachers have in their interactions with their students during the process of learning. These roles are not static. They appear as a result of the social processes of the classroom. Identity may be shaped by many factors, including personal biography, culture, working conditions, age, gender, and the school and classroom culture. Thus, the concept of identity reflects how individuals see themselves and how they play their roles within different settings. For this reason, teacher development is a means of teacher learning. It involves not only discovering more about the skills and knowledge of language teaching but also understanding the meaning of being a language teacher.

The Role of Context in Teacher-Learning

The location of most teacher-learning programs is either a university or teacher training institution, or a school, and these different contexts for learning create different potentials for learning. In one, the course room is a setting for patterns of social participation that can either enhance or inhibit learning. In the other, learning occurs through the practice and experience of teaching. Both involve induction to communities of practice, Lave and Wenger's (1991) notion of learning through PD takes place within organizational settings, which are socially constituted and which involve participants with a common interest in collaborating to develop new knowledge and skills. In the course room, learning is dependent upon the discourse and activities that coursework and class participation involve. In the school, learning takes place through classroom experiences and teaching practice and is contingent upon relationships with mentors, fellow novice teachers and interaction with experienced teachers and students in the school.

In professional development programs, making connections between campus-based and school-based learning is often problematic and student-teachers often perceive a gap between the theoretical course work offered on campus and the practical school-based component. Challenges include locating cooperating schools, building meaningful cooperation with schools, developing coherent links between the campus-based and school-based strands, training mentor teachers, and recognizing them as an integral part of the campus-based program. While the teaching practicum is often intended to establish links between theory and practice, it is sometimes an uncomfortable add-on to academic programs rather than seen as a core component (Richards, 2008).

The Role of Teacher Cognition

An important component of Second Language Teacher Education (SLTE) focuses on teacher cognition. It encompasses not only their way of thinking but also their psychological well-being. SLTE, additionally, focuses on how these concepts are formed, what they consist of, and how teachers' beliefs, thoughts and thinking processes shape their understanding of teaching and their classroom practices. It is commented that:

> A key factor driving the increase in research in teacher cognition, not just in language education, but in education more generally, has been the recognition that teachers are active, thinking decision-makers who play a central role in shaping classroom events. Coupled with insights from the field of psychology which have shown how knowledge and beliefs exert a strong influence on teacher action, this recognition has suggested that understanding teacher cognition is central to the process of understanding teaching (Borg, 2006, p.1).

Teacher cognition entered teachers' PD from the field of general education, and brought with it a focus on teacher's decision-making, on teachers' theories of teaching, teachers' representations of subject matter, and the problem-solving skills employed by teachers with different levels of teaching experience during teaching. From the perspective of teacher cognition, teaching is not simply the application of knowledge and of learned skills. It is a much more complex process affected by the classroom context, the teachers' general and specific instructional goals, the learners' motivations and reactions to the lesson, and the teacher's management of critical moments during a lesson and outside the classroom. At the same time, teaching reflects the teacher's personal response to such issues. Therefore, teacher cognition is very much concerned with teachers' personal approaches to teaching. Borg's (2006) survey of research on teacher cognition shows the relationship between teacher cognition and classroom practice, the impact of context on a language teacher's

cognitions and practices, the relationship between cognitive change and behavioral change in language teachers, and the nature of expertise in language teaching.

Types of PD Activities

Several researchers have offered different types of PD activities, and it is necessary to examine these various types in order to see the different aspects of the concept. Professional development offers meaningful intellectual, social, and emotional engagement with ideas, with materials, and with colleagues both in and out of teaching. This is an alternative to the shallow, fragmented content and the passive teacher roles observable in much implementation training. Teachers do not assume an active professional role simply by participating in a "hands-on" activity as part of a scripted workshop. This principle also acknowledges teachers' limited access to the intellectual resources of a community or a subject field. Thus, the subject matter collaboratives engage teachers in the study and doing of the subject matter, enlarge teachers' access to teachers in the field, and establish mechanisms of support among teachers (Little, 1993)

In addition, according to Little (1993), professional development is closely related to the contexts of teaching and the experience of teachers. Focused study groups, teacher collaboratives, long-term partnerships, and similar modes of professional development provide teachers a means of locating new ideas in relation to their individual and institutional histories, practices, and circumstances, which challenges the context-independent or "one size fits all" mode of formal staff development that introduces largely standardized content to individuals whose teaching experience, expertise, and settings vary widely. The training and coaching

model underlines the importance of training and the presence of new ideas and old habits, and new ideas and present circumstances.

This crucial support for teachers can be offered in a variety of ways. Joyce and Showers (1982) suggest using "coaching" to provide teachers with technical feedback, guide them in adapting new practices to the needs of their students, and help them analyze the effects on students. Coaching is personal, hands-on, in-classroom assistance that can be provided by administrators, curriculum supervisors, college professors, or fellow teachers. In addition, new programs have been found to be most successful when teachers have regular opportunities to meet to discuss their experiences in an atmosphere of collegiality and experimentation (Guskey, 1985). For most teachers, having a chance to share perspectives and seek solutions to common problems is extremely beneficial. In fact, what teachers like best about in-service workshops is the opportunity to share ideas with other teachers (Holly, 1982). Follow-up procedures incorporating coaching and collegial sharing may seem simplistic, particularly in light of the complex nature of the change process. Still, as the new model suggests, careful attention to these types of support is crucial.

Kwakman (2003), on the other hand, categorizes PD activities in a more simplistic way. According to Kwakman there are four main categories, which are reading, experimenting, reflecting and collaborating. There is also a fifth category under the name of "not fitting into categories". The first category is called "reading". As the name suggests, teachers are expected to read subject matter literature, professional journals, teaching manuals, and newspapers. As for the second category, teachers might engage in "experimenting", which consists of helping students learning study skills, preparing lessons individually, experimenting with new

teaching methods, constructing lesson materials and tests, and working with new methods. The third category is "reflecting". That is to say, teachers could supervise student teachers, and coach colleagues, or receive coaching or guidance. They might receive pupils' feedback as well. "Collaborating" is the fourth category. It includes asking for and/or giving help, and sharing materials, ideas about innovation, and instructional issues. Sharing ideas about students, and education, joining committees, preparing lessons, and implementing innovations are listed under this category. The final "not fitting into categories" category is composed of counseling students, executing non-curricular tasks, performing management tasks, organizing extracurricular activities for pupils, and classroom interaction with students. Among all of these five categories, reflecting plays a crucial role since it offers an invaluable way for teachers' self-development through action research, which is regarded as another means of professional development (Kwakman, 2003).

Action research is referred to as teacher-initiated classroom investigation which seeks to increase the teacher's understanding of classroom teaching and learning, and to bring about change in classroom practices (Richards & Lockhart, 1996). There are some steps that are suggested by Richards and Lockhart when teachers are conducting action research in their classrooms. First of all, teachers identify a problem that they would like to change, through observation of their own classroom. By identifying the need or the problem, teachers find the focus of the research and change the theme into a concrete question. Secondly, they develop a strategy for a change. Thirdly, they work out an action plan that will address the problem and could write a hypothesis. Afterwards, the strategy is implemented. Teachers put their plan into operation for a fixed period of time while they monitor,

record the action and collect data. Finally, the researcher evaluates the results and reflects on the effects of the research. What makes action research one of the effective ways for professional development is that it is a teacher-initiated classroom investigation, which means teachers are ready and motivated to seek ways to increase their understanding of classroom teaching, reflect on and to bring change in their practices (Richads & Lockhart, 1996). Therefore, being a self-initiated and designed process, action research has many advantages. As Wragg (1999) agrees, self-study is now widely recognized as a powerful influence for personal and social renewal. It does mean accepting the responsibility of accounting for one's own practice. Undertaking action research for teachers means examining their own classroom practices, which is quite invaluable. As Freeman and Cornwell (1993) state, often what one thinks is happening in one's classroom can be quite different from what is actually going on. While undertaking action research, in the course of examining their own classroom data, teachers begin to notice problems that they were not aware of before. Hence, teachers are provided with better information than they already have about what is actually happening and why. On the whole, it seems that if teachers do not reflect on their practices, they are more concerned with 'how to' questions in their daily routines, such as how to teach a course book, handle an activity, present a subject. Nunan (1990) suggests moving away from 'how to' questions since they have limited value, to the 'what' and 'why' questions. Teachers argue that it is necessary to become a critically reflective teacher and improve in teaching skills. Owing to the fact that teachers, as individuals, affect each of these activities, Joyce and Calhoun (2010) have started looking at teachers as growing,

continuously developing people. They have discovered considerable similarities in how they behave in personal and professional contexts.

In sum, PD should be seen as a continuous process. Teachers are engaged in exploring their own teaching through reflective teaching in a collaborative process together with learners and colleagues. Learning from examining one's own teaching, from carrying out action research, from creating teaching portfolios, from interacting with colleagues through critical friendships, mentoring and participating in teacher networks, are all regarded as ways of professional development in which teachers can acquire new skills and knowledge (Richards, 2002).

Professional Development of Experienced English Language Teachers

Good teaching is charged with positive emotions. It is not just a matter of knowing one's subject, being efficient, having the correct competences, or learning all the right techniques. Good teachers are not just well-oiled machines. They are emotional, passionate beings who connect with their students and fill their work and their classes with pleasure, creativity, challenge and joy (Hargreaves, 1998, p. 835).

Positive emotions will increase flexibility in teaching. They augment teachers' endurance in coping with problems and in enabling flexible and creative thinking (Fredrickson, 2004). In addition, they play an important role in teachers' motivation for development. According to Lazarus (1991), such emotions help individuals to overcome challenges that they face every day. If the emotions are not positive, the relationship between the individuals and their environment will be harmed in that they are going to display negative emotions like anger and guilt. Similarly, in their study, Van Vee, Sleegers and Van de Ven (2005) state that teachers' professional development is closely related to their positive emotions, such

as willingness to engage in professional development and commitment to their work, and that these emotions are necessary for both teaching and the teaching environment.

Rényi (1998) reports that a survey of teachers has led the National Foundation for the Improvement of Education (NFIE) to recommend that teachers take charge of their professional development opportunities if they want to go beyond merely keeping up with changes. This study was a two-year study of professional development. The NFIE, of the National Education Association (NEA), which represents 2.2 million education employees, set out to analyze what constitutes high-quality professional development. For more than two years, they examined high functioning schools and studied their professional development opportunities, interviewed nearly 1,000 teachers and teacher leaders, solicited essays from teachers, conducted focus groups with members of the public, and consulted with leading education researchers and reformers. In 1996, they published their results and recommendations in the NFIE report "Teachers Take Charge of Their Learning." The result of the broad survey on teachers' needs and preferences revealed that the teachers viewed "keeping up" as a continuous need throughout their careers – keeping up with changing knowledge, changing students and a changing society. In light of the results of the survey NFIE provided some recommendations. They suggested that teachers should find the time to build PD into school life through flexible scheduling, and that it was important to help teachers feel responsibility for their own professional development based on their students' needs, professional standards, parent input, and peer review.

In another study conducted by Butt and Townsend (1990), an autobiography as a means of professional development was used. The researchers provided teachers with the opportunity to tell their personal and professional life stories in collaboration with other teachers so that all participants could gain a collective sense of teachers' knowledge and development. More than 100 teachers' stories were reviewed, and intensive analysis of several of them was made, which provided a strong base for their conclusions regarding teacher development. In addition, the use of collaborative autobiography as a central component for staff development projects provided a rich source of data. The research emphasized not only the importance of using biographical and life history approaches for successful professional development but also the importance of cooperative professional development by means of collaborative autobiography.

Still another research study conducted by Bailey, Curtis, and Nunan (1998), who are English language teachers and teacher educators at a university, investigated reflective teaching and professional development by practising what they preached. For one academic year they utilized, in their English language classes, three professional development procedures: journals, videotaping, and teaching portfolios that they used as teacher educators with in-service, and pre-service teachers to promote reflective teaching and improvement. Each one of them undertook professional development tasks, based on their work. One of them compiled a teaching portfolio while the others were videotaped during team teaching. In other words, there were two phases to work together, which were the initial professional development activity and the subsequent sharing and discussion of the outcomes. They were to write about what they did collaboratively as well as what they learned

individually. The results show that the practices were useful for them for various reasons. One of the reasons was that they undertook the practices voluntarily, so there was a sense of ownership and commitment. In addition, the processes of recording and reviewing data about their teaching seemed organic and natural rather than forced. They concluded that each of the three procedures provided them with distancing mechanisms, allowing them to examine their own teaching. Furthermore, the longitudinal nature of journal keeping and portfolio compilation allowed them to keep track of their development over time. The three practices were data based and self-directed. The teachers also benefited from sharing the results of their efforts. The collaborative dimension helped them to learn from discussing each other's materials. As a result, they realized that professional development was a matter of self development. Just as teachers could not do the learning for the learners, teacher educators were not able to do the learning for pre- or in-service teachers. The self-selected use of any of the three activities could lead to powerful professional development, especially when the data were shared with colleagues.

Hildebrandt and Eom (2011) conducted a study that examined the motivational factors of teachers who had already achieved a national standard of professionalization. To this end, 453 certified teachers were selected. The researchers wanted to find out what the motivations were for teachers to become professionalized and if age was related to motivations for teacher professionalization. Data were collected by using a web-based survey. In this study, exploratory factor analysis was used to identify the underlying factors of observed variables based on the observed variables. According to the results, financial motivation proved to be an independent variable, which reinforces the popularity of the topic. Contrary to

common belief, it was stated that money was a strong motivator. Given the relatively low salaries of teachers compared to other fields, this result was interesting.

Collaborative opportunities were found to be another motivational factor. It was obvious from the results that the participants believed in teacher collaboration and regarded it as an integral part of teacher professional development. Another motivating factor was external validation. The external validation factor showed group differences with respect to age. It motivated teachers in their 30s more than teachers 50 or older. This may indicate that because of their relative youth, younger teachers may feel the need to prove themselves. These findings suggest that motivation can change over time. Teachers in their 30s are proactive and enthusiastic but later they seem to lose their motivation. It is assumed that those in their 20s are still new to teaching and they are busy with getting to know the system. When teachers turn 30, they are likely to have enough experience to know what they want for their personal and professional lives. Once teachers become more mature, their priorities may change. However, as seen in this study, some motivation is not age-varied. The motivation to become a better teacher does not show an age difference.

Given that individuals are responsible for the decision to participate in PD activities, it is likely that the level and source of their motivation affect their decision. In the literature there is a distinction between external and internal motivation (Ryan & Deci, 2000). Externally motivated individuals are driven by incentives such as salary raise, an academic degree, and improvement in the conditions of their employment. On the other hand, internally motivated individuals are driven by curiosity and interest, a belief that this is the right way to act, and enjoyment derived from being involved in the activity. In order to understand the

relation between sources of motivation to participate in PD and satisfaction, authorities should seek effective ways to encourage teachers to engage in PD activities. The third motivator that relates to satisfaction from PD programs refers to the content of such activities. Components of the program should meet participants' expectation and needs in order for them to feel satisfied. It is important that the components include objectives, such as focusing on subject matter vs. teaching strategies (Ryan & Deci, 2000).

Nasser and Shabti (2010) conducted a study to examine the relationship between background characteristics, motivation patterns and program characteristics, and satisfaction from professional development programs (PD) among teachers. They collected data by using a questionnaire from participants in 38 PD programs with different objectives and designed for different audiences. The participants were 499 teachers working in a center for professional development. The researchers prepared a questionnaire that addressed participants' background characteristics (experience, education, and school role), source of motivation (internal, external, and mixed) to join the PD program, and objectives of the program. It was found that there were differences among the participants who had different patterns of motivation. The researchers could not confirm that there were differences in terms of satisfaction among the participants with different personal and professional backgrounds. The contribution of these personal and professional backgrounds to provide satisfaction was found to be quite small.

Professional Development Needs of Experienced Teachers

It is believed that experienced teachers differ from novice teachers in their knowledge, skills, and beliefs (Rodriguez & McKay, 2010). Thus, it may be inferred that they also differ from novice teachers in their professional development needs. Waters (2006) suggests that most of the research on professional development focuses on teacher training at the preservice level. However, teachers continue to develop as they remain in the teaching profession (Tsui, 2005), and several researchers, such as Zeichner and Noffke, (2001) have underlined the importance of lifelong professional learning for teachers in all fields. Tsui (2003) states while some experienced teachers maintain enthusiasm for their work and become expert teachers, others remain experienced nonexperts. Huberman's (1993) three actions taken by some experienced teachers might explain their willingness to develop expertise and long-term career satisfaction. Huberman (1993) states that some experienced teachers shift roles and might try teaching a new subject or a new learner level. They may also coach novice teachers and take new responsibilities, which might result in more enthusiasm and commitment to their profession. In addition, Huberman (1993) notes that these experienced teachers are likely to change their classroom routines and choose to engage in action research. The last action which might be taken by some of the experienced teachers is that they engage in more challenging and experimental activities which will increase their satisfaction, and help them learn and develop more.

Another action that could be taken by these teachers is reflective and collaborative activities. Richards and Farrell (2005) suggest that reflective and collaborative professional development activities can be particularly beneficial for

experienced teachers, as such activities will place them in a mentoring or coaching role. Likewise, Wallace (2002) argues that effective professional development for language teachers includes mentoring and coaching, reflection, and opportunities to apply theory and research to practice.

In addition to these needs, there is another significant issue that needs to be focused on. Richards (2008) maintains that native speaker and non-native speaker teachers may bring different identities to teacher-learning and to teaching. For example, untrained native-speakers teaching EFL overseas are sometimes credited with an identity which they do not really deserve (the "native speaker as expert" syndrome), and they find that they have a status and credibility which they would not normally achieve in their own country. In language institutes, students may express a preference to study with native-speaker teachers despite the fact that such teachers may be less qualified and less experienced than non-native-speaker teachers. This is the reason that teachers working in an EFL context might feel frustrated, which may lead some experienced teachers to feel disadvantaged compared to native speaker teachers in the same course. While in their own country they were perceived as experienced and highly competent professionals, they now find themselves at a disadvantage and may experience feelings of anxiety and inadequacy. They may have a sense of inadequate language proficiency and their unfamiliarity with the learning styles found in British or North-American university course rooms may hinder their participation in some classroom activities. Teacher learning involves not only discovering more about the skills and knowledge of language teaching but also what it means to be a language teacher. At this stage, accurate and fluent speech becomes essential in order to participate in a community of practice, which requires

learning to share ideas with others and to listen without judgment, and like other forms of collaborative learning, may require modeling and rules if it is to be successful (Richards, 2008). Professional development activities will help teachers to satisfy such requirements.

Conclusion

In brief, there is a lack of studies focusing on personal factors, and particularly in the Turkish case, where much of the time, failure to participate in PD is simply attributed to institutional factors which are not always easy to change, and may not even be possible to change in some cases. However, individuals can change. Therefore, instead of waiting for an institutional change that will take longer, it is more feasible to bring about a change for the better in the name of more teachers' engagement in professional development activities. At the local level, the current research study aims to show that exploring the personal factors affecting teachers' choice to participate or not in PD activities may reveal insights into how more teachers might be encouraged to engage in PD activities. The research might, even, provide powerful evidence to present to administrations that more institutional support for teachers' PD is essential since personal factors, alone, cannot be enough for teachers to be motivated to engage in PD activities.

CHAPTER III: METHODOLOGY

Introduction

The aim of this study was to explore the personal factors affecting experienced English teachers to engage or not to engage in PD activities. The research question posed for this study was as follows:

Which personal factor(s) play a role in experienced English teachers' decision whether or not to engage in PD activities?

This chapter will provide information about the setting, participants, instruments, data collection procedures, and data analysis.

Setting

This study was conducted at five primary and secondary state schools in two big cities in Turkey. Teachers at these schools offer English courses at different levels. The instruction is offered in two semesters, each of which lasts for four months. Students start taking English as a foreign language in their third year of primary school. At that time they take only a three-hour class once a week. Therefore, when they become sixth grade students, they can be regarded as either elementary or pre-intermediate level. These students are graded according to their performance in the classroom and the midterms they take twice throughout each semester. According to a recently adopted law, there is no failure in courses, which means that even if a student gets "one", the lowest grade out of "five", the student will have the right to pass provided that she/he passes that course during the second year.

There are approximately 30-40 students in a classroom in the primary schools. The English proficiency levels of the students are approximately at the same level. They have different cultural, religious and ethnic background, but they are about the same age. As far as the secondary schools are concerned, there are 35-40 students in classrooms, yet the number might be even higher in some classes that are included in this study. The English proficiency levels of the students vary since some students have already attended private primary schools where the medium of education is English. Similarly, their cultural, religious and ethnic backgrounds are different, but they are about the same age. Students are learning general English at both the primary and secondary state schools. The course books are written by teachers from the Ministry of National Education. Upon examining the books used, it is clear that the content is focused on grammar and vocabulary teaching. There are mechanical drills to practise grammar. Reading passages are followed by some comprehension check questions. The speaking and writing skills are not much emphasized. There are hardly ever any activities practising these two skills. In spite of the fact that the Ministry of National Education has put a lot of effort to revise the curriculum and materials and train the teacher trainers of these schools, there are still a lot of problems regarding practical issues. Theory and practice do not match.

Participants

The participants in this qualitative study were six teachers working at different state schools in two big cities, in Turkey. A questionnaire (See Appendix A) was designed and distributed to 52 experienced teachers from five state primary and secondary schools. These schools were chosen according to their location and

categories. The reason for choosing different location and categories was to offer variety in the study.

Meanwhile, the principals of these schools were contacted and asked about the number of experienced English teachers. After getting permission from the mayor and the principals, a meeting was held with these teachers at their schools, and they were informed about the study. Questionnaires were distributed to the teachers who accepted to participate in the study. In total, fifty-two experienced English teachers agreed to fill in the questionnaire. One was an Anatolian high school and the other was a girls' vocational high school. The remaining three were regular state primary and secondary schools. All of them were located in different parts of both of the cities. Demographic questions were used in the questionnaire to determine the final sample of six participants for the case studies. After the teachers filled in the questionnaires, they signed a consent form that showed they had read and agreed to take part in the study.

Different criteria were used during the selection of the final six participants. The interviewees were chosen not only according to their responses to the questions but also according to their different backgrounds so as to be able to secure a rich description of the current practices on professional development in answer to the research question. That is why, teachers from not only state primary and secondary schools but also from technical vocational and Anatolian high schools located in different parts of the cities were chosen in order to ensure the variety in the backgrounds of teachers. In addition, the participants' marital status, children, years of experience, and participation in PD activities were considered during the selection. The real names of the teachers portrayed in this study were not used to protect their

anonymity. The names used are fictitious. Table 1 displays the profiles of the
teachers.

Participant	Merve	Melis	Zeynep	Deniz	Volga	Yağmur
Sex M/F	F	F	F	F	M	F
Age	39	44	51	35	56	34
Experience in Years	17	22	26	10	30	11
Marital Status	S	M	M	M	M	M
Number of Children	N/A	2	2	1	2	1
Siblings	2	2	4	N/A	4	1
Degree	BA+MA	BA	BA	BA+MA+PhD (continuing)	BA	BA
Hobbies/ Sports	Swimming	N/A	N/A	Jogging	N/A	Swimming
Participation in PD activities	✓	No	No	✓	No	✓

Table 1 – Profile of the interviewees

Instruments

Instruments used in this study included an initial questionnaire (See Appendix
A) in order to be able to identify the participants who took part in the interviews, and
semi-structured interviews to deeply explore the personal factors affecting
experienced teachers' decision to or not to engage in PD activities. Below, these
instruments will be described in detail.

Questionnaire

In order to be able to determine the participant teachers, a questionnaire was
prepared and distributed to fifty-two teachers of five different state schools in two
big cities in Turkey. A questionnaire was chosen due to the fact that it is easier and

more practical to gather considerable amount of data from a large group of people (Dörnyei, 2003). The questions were designed so as to select the participants who are most suitable for the study. On the first page, the rationale for both the study and the questionnaire was explained. The questionnaire for the study consisted of two parts. The first part aimed to explain the rationale for both the study and the questionnaire. In the second part, the participants were asked sixteen questions about their personal, social, educational and professional backgrounds. Owing to the fact that a questionnaire is a kind of interruption into participants' lives in terms of privacy issues, the researcher guaranteed confidentiality and anonymity (Cohen, Manion & Morrison, 2000). However, the participants were still asked to indicate their e-mail addresses at the end of the questionnaires so that they could be reached when necessary, yet it was done on a voluntary basis.

Piloting the Questionnaire

The questionnaire was piloted in order to make sure that the items in the questionnaire were clear, understandable and unbiased. The questions were piloted with five instructors working at the home university of the researcher since they were easily accessible. The instructors provided the researcher with invaluable feedback, and revisions were made accordingly.

Semi-structured Interviews

In spite of the fact that interviews are subjective when compared to questionnaires, they allow for a deeper understanding of a case, have a higher response rate and help participants be more involved (Esterberg, 2002). Cohen, Manion and Morrison (2000) emphasize the fact that interviews enable participants

to discuss an issue from their own point of view and to express their attitudes, beliefs and opinions. Bogdan and Biklen (1992) state that interviews serve the purpose of gathering data in participants' own words in order to develop insights on how they interpret a situation. Similarly, Marshall and Rossman (2006) indicate that interviews aim to uncover and describe participants' subjective perspectives on events.

For the present study, semi-structured interviews were conducted with six participants in order to collect in-depth information in terms of the interviewees' personal reasons for engaging or not engaging in PD activities. These six interviews aim to gather qualitative data about what happened and how in individualistic terms; thus, in addition to the prepared eleven semi-structured interview questions, every interview included some alternative questions, probes or follow-ups that were provoked by the interaction between the interviewees and the interviewer.

The language of the interviews was Turkish since the researcher did not want the interview language to be an obstacle for the participants to express themselves. All the interviews were recorded except for one since the interviewee stated that she would feel uncomfortable if she were recorded. Extensive notes were taken during this interview. The extracts taken from the interviews were translated into English by the researcher. The translations were edited by a native speaker of English who could also speak Turkish.

The interview questions (See Appendix F) were composed of open-ended questions in order to give the participants an opportunity to voice their opinions and experiences and to focus on particular themes structured beforehand according to the research question (Cohen, Manion, & Morrison, 2000). The aim of these questions was to enable the participants to describe their current teaching situation, refer back

to their experiences, and share their feelings. In addition, prompts (reminding of relevant issues) and probes (asking for more information or specification) were integrated when necessary without disturbing the nature and goals of the semi-structured interviews. The first four questions served the purpose of putting the interviewees at ease, and establishing rapport, which was extremely important for the study's reliability since the interviewees would feel secure. These questions were asked during the first interview. The following five questions were posed to explore the interviewees' opinions about the definition of PD and the reasons for engaging or not engaging in PD activities and they were used during the second round of interviews 20 says after the first interview. The last two questions aimed to encourage them to think more deeply about their engagement in PD activities and the reasons for change in their attitudes towards professional development. In other words, these two questions were expected to help the interviewees to recall any items and/or details that they might have forgotten mentioning up to that moment and the last two questions were asked to the interviewees during the third round of interviews 25 days after the second round of the interviews.

Although Bogdan and Bilken (1992) emphasize the fact that qualitative interviews should avoid yes-no questions, such questions were used to add variety to the question types and to lead with relevant probes for exploration of details. When the interviewee's response to a question included the answer of an up-coming one, the interviewer skipped asking that question in order to avoid repetition. Similarly, the interviewer had the flexibility of changing the order of questions, asking a new prompt or not asking some questions according to the development of the interview (Yıldırım & Simsek, 2005).

The researcher assured the participants of their right to withdraw from the study at any stage in case they would wish to do so. As Bogdan and Bilken (1992) suggest, the interviews started with small talk in order to break the ice and find common ground with the interviewee. After the small talk, the researcher explained the rationale of the study and assured the participants of their right to withdraw from the study at any stage in case they would wish to do so. The participants were also told that the responses would be treated confidentially. All in all, at the beginning of the interviews, the researcher indicated clearly the purpose of the interview in relation to the aim of the study and that the interviewees would remain anonymous when the results from the study were reported. According to Bogdan and Bilken (1992), using jokes and personal experiences was recommended during interviews due to the fact that they softened the format of semi-structured interviews through genuine interaction tools.

The interview questions were piloted before implementation, and the piloted interview was recorded so that the researcher would be able to improve her interviewing skills so as not to manipulate the interviewee, and to be able to reflect on her listening skills not to interrupt the interviewee.

The longest interview took 65 minutes, and the shortest one was 30 minutes. Each participant was interviewed three times at different time intervals. Of the six interviews, five were recorded. The researcher took notes for only one interview. After each recorded interview, the researcher transcribed the recordings and gave a copy of the transcriptions to the interviewees.

Piloting the Interviews

A number of questions were prepared for the semi-structured interviews and two instructors from the home university of the researcher were interviewed in order to ensure that questions were understandable and worth asking. The rationale behind these interview questions was to find out the factors affecting experienced teachers' decision to participate in PD activities. There were not only direct but also indirect questions that were asked during the interviews. The first five questions might seem irrelevant at first glance. However, they still played an important role for establishing rapport with the interviewees. Furthermore, it was the belief of the researcher that the amount of teaching load, sparing some time for preparing materials, teachers' understanding of PD, and whether or not teaching was their own choice were important factors that could affect teachers' willingness to engage in PD activities. After piloting the interviews, necessary changes were made with regard to the feedback from the instructors.

Basic Questions for the Semi-structured Interviews

1. How many hours do you have to teach every week?

2. Was it your own choice to become a teacher?

3. Do you prepare your own exams/materials for the class or is there a testing committee?

4. Do you recall any other experiences that you think are worth mentioning as regards to your teaching and/or educational life?

5. What is your definition of PD?

6. What makes you participate in PD activities?

7. What factors prevent you from engaging in PD activities?

8. How would you define a good teacher? What are the characteristics of a "good" teacher?

9. If you were asked to draw a picture of the life style of a teacher, what would the picture look like?

10. Tell me about your present and past participation in PD activities.

11. Have you changed your attitude towards PD through the years? If you have, in what ways has it changed?

Data Collection Procedures

In this study, qualitative data collection procedures were used. The data collected for this study consist of questionnaires (See Appendix A) filled out by fifty-two experienced teachers, the transcripts from the interviews with six participants chosen after the examination of the questionnaires, and the reflection of the researcher after the interviews, which helped her reflect on the interviews by listening to the recordings once again and think critically in order to understand the "attitudinal phenomena in addition to linguistic data" (Nunan, 1992, p.153). These reflections were particularly important in that they helped the researcher to analyze the data and draw conclusions out of the analysis. After each interview, the reflections were written and compared with the transcriptions to understand whether or not there were any misunderstanding or discrepancies between the reflections and the transcriptions. In a way, reflections were insights as to how the researcher perceived the interviewees' point of views. The first step in the procedure was the analysis of the questionnaires filled out by the 52 teachers. After the researcher collected the questionnaires, she analysed the responses and categorized them according to certain criteria. Different educational and cultural backgrounds, marital

status, places of experience, hobbies and having a child or children were the most important elements in choosing the interviewees among the 52 teachers. During the second stage, the researcher contacted the selected interviewees and asked them to sign a consent form. The interviews took place in the teachers' room since the teachers had no private rooms even if effort was made to ensure privacy during the interviews. The researcher first posed the questions which she had already prepared for the interviews. When the interviewees started to talk about their own personal and professional lives, the researcher asked other questions in order to understand their emotional and social conditions because the researcher believed that teachers' work and lives are "inextricably" connected (Day & Gu, 2010, p.6).

The second round of the interviews was held in a much friendlier atmosphere since the researcher seemed to have won their trust. The interviews were informal, held in a cozy atmosphere in the hope to secure sincere responses.

For the third round of interviews, the researcher invited the interviewees for a cup of coffee somewhere outside the school so that they could voice their personal and private opinions openly and comfortably, since the interviewees did not feel very comfortable in the teachers' room. After finishing all interviews, the participants were contacted by either e-mail or telephone for further clarification during the transcription process.

Data Analysis

The data for this study consisted of data collected from a questionnaire, face-to-face interviews, and the researcher's own reflections

First, the responses in the questionnaire were categorized by highlighting each of the items with a different colored pen in order to see the differences among

the responses. Then, the items were listed according to their color, which made it easy to see the similar and the different items after listing them according to the similarities and differences. The different responses regarding the participants' age, marital status, children, educational background, place(s) of experience and hobbies were selected. As a result, twenty-one candidate interviewees were determined. Upon contacting these 21, the number decreased to eleven since ten of them did not wish to participate. Out of the eleven candidates, six volunteering interviewees were contacted, and they stated that they agreed to take part in every stage of the study. As a result, they were chosen as the final six samples. Second, the researcher transcribed the interviews that had been tape-recorded immediately after each interview (See Appendix B). The results were compared to eliminate any differences and discrepancies. The researcher's reflections and notes about the interviews were also analyzed. The utterances, interviewees' tone of voice, and pauses in the recordings helped the researcher to remember the interviews conducted on that particular day. After finishing the transcription of the interviews, descriptive and emotional coding were used to identify common and different themes in all the interviewees' responses and categories were formed with respect to those themes (Saldana, 2009). The coding of the interview data was conducted both by the researcher and two colleagues familiar with coding for inter-rater reliability (See Appendices C and D). The emotional and descriptive coding were done both by the researcher and the other two raters (colleagues of the researcher) separately. First, the researcher explained the procedure according to Saldana's (2009) criteria to the two raters. Second, the researcher showed a sample from Saldana, where the rater was responsible for writing either adjectives or nouns for emotions and descriptions. Finally, one of the

raters was given the transcriptions of the first two interviews, and the other rater was given the transcriptions of the three interviews. They were asked to code the interviewees' statements in the form of adjectives and/or nouns. The first set of coding was done in Turkish, and then the English versions were completed. It was seen that both the researcher and the two raters had used similar codes (See Appendices C and D). During the code identification process, 80% inter-rater reliability was achieved with the first rater in terms of descriptive coding, and 75% was achieved as regards the emotional coding. With the second rater, the inter-rater reliability was 85% and 80% respectively regarding coding. After the codes were identified, they were listed according to their themes, which was also done with the other two raters to accomplish objectivity. In the light of the assessment, the following themes were identified as a result of the categorization of the identified codes: Sense of well-being, intrinsic motivation, attitude to students and teaching environment, and the effect of frequent changes in the educational system.

Conclusion

In this chapter, information about the methodology of the study was presented with reference to the research question. The section covered information about the setting, participants, instruments, data collection procedures, and data analysis. The next chapter presents the results of the data analysis.

CHAPTER IV: DATA ANALYSIS

Overview of the Study

This study was designed to investigate the personal factors affecting experienced teachers' decision as to or not to engage in Professional Development activities. It attempted to address the following research question:

Which personal factor(s) play(s) a role in experienced teachers' decision whether or not to engage in PD activities?

This study was conducted with the participation of six experienced English teachers who were working at five state primary and secondary schools located in two big cities in Turkey. These six teachers were selected from among 52 teachers with the help of a questionnaire which included demographic questions. After the questionnaire was conducted, six teachers were selected for interviews. The six interviewees were asked 11 questions in total. However, they sometimes received extra questions within those 11 items due to the fact that each interviewee had differences in terms of personality, emotions, intellectual ideas, and working environments that they worked at.

The interviews were conducted in Turkish, and later transcribed. The tape recordings were listened to several times in order not to miss out important details. After the interviews had been transcribed, they were read and examined a few times before identifying themes. While analyzing the data, the transcripts of interviews were coded descriptively. In other words, descriptive coding was used to identify emerging themes, not simply to abbreviate the content (Tesch, 1990). Themes were labeled as a result of the coding. After coding and themeing the data were complete,

the researcher asked another colleague to go through the same process to ensure that there were no misinterpretations or subjective judgments during the analysis.

This chapter presents an analysis of the transcriptions of the interviews conducted with six experienced English teachers. Each interviewee described their personal and teaching experiences. The results are presented in the form of personal portraits so that the differences can be better revealed. The basic questions asked during the interviews constitute the framework of the portraits of the interviewees.

Merve

Merve was born in one of the big cities in Turkey. She is single and she both lives and works in the same city where she was born. She has two brothers, both of whom have a university degree as well. She is the only female child of the family. She likes swimming and more importantly does it regularly, not just before the summer to keep fit.

She is a graduate of a prestigious university, and received her MA degree from a different university. She has been teaching English for 17 years. Previously, she worked for private language courses as well. Currently, she is working as an English teacher for a state secondary school. She enjoys discovering new things and this characteristic plays an important role in her career in spite of the fact that she is not an ELT graduate. Since she graduated from an Educational Sciences Department of an English-medium university, she was given the opportunity to work as an English teacher:

> In those years, and I think it is still the case, when you graduated from an English-medium university, the Ministry of Education would let you work as an English teacher due to the lack of sufficient number of teachers.

Merve emphasizes the fact that she has never regretted her choice, and that she really loves teaching. She is interested in some EU projects regarding teaching, and she went to some foreign countries to present and share her experiences. She attended ELT seminars and workshops both in and outside Turkey and is intending to attend more in the future. The quote below captures how Merve feels about her engagement in PD activities:

> I love being part of a workshop or a seminar because it gives me an opportunity to express myself. It is a way of life.

Merve underlines the importance of personal effort for being able to find and take part in Professional Development activities. She shares that the school she is working at neither poses an obstacle nor fully supports the engagement in such activities:

> Ahhhh… to be honest if I come across an activity that I want to attend, I attend. If it is during the teaching semester, I go and ask the principal. I am always told that I can attend provided that I will make up time lost during my absence…..(Merve sighs here) sometimes I wish someone came to me and said: "you know what? There is a seminar that you might be interested in, have a look, and let me know if you wish to go.

Merve continues speaking and states that her individual effort is not only limited to finding and engaging in PD activities. Materials development is also a part of this individual effort. She is responsible for preparing her own materials and exams since there is not a committee for preparing such items. In addition, Merve is not of the opinion to share her materials with the other teachers of English at her school. The following extract sheds light on the reason for her idea as regards sharing materials:

> I have been working in this school for ten years, and unfortunately, I hardly ever remember seeing one of my colleagues prepare a supplementary material for their students, nor an activity to enhance the students'

learning… You know we hold meetings and during these meetings, teachers usually complain about being overloaded and thus they say that they have no time to spend for supplementary materials.

After these comments, I feel the need to ask why Merve seems different from the other teachers at school.

I have felt that you are going to ask this question because while I was speaking I saw some question marks in your eyes." (We both laugh) Let me explain what I mean. I have almost nothing in common with the other teachers at school. I can even say that we don't like each other. They don't welcome me because I am different. I go out with friends, I attend seminars, conferences. I take care of myself. I believe that if I don't do these, I can't respect myself. You know what, when I first started working at this school, I tried to be friends with the English teachers. I asked them out for lunch, dinner… Once or twice I went to the cinema with one of the English teachers. But that's it. No one did the same thing to me. I felt lonely and I quit. After some time, I saw that they did not even say "hi" to me and I started doing the same thing. I don't talk to them unless I have to.

Merve reports that her personal care of herself is reflected in her teaching as well. She strongly supports the idea that preparation before class is of utmost importance in teaching. She does not regard it as burden. She confesses that being single is an advantage since she does not have to focus her attention on a husband and children. However, she also admits that she would not act differently even if she had a husband and children:

… maybe it is hard to believe but I don't think that I would be different. Of course a family is important, but there is one thing which is more important: It is me, my happiness. If I am not happy, I won't be able to make my family happy. I have a life at school and I love it.

At this point, Merve reminds me of the fact that she is not an ELT graduate. Even so, she has chosen to be an English teacher, and she has never regretted her preference. The following extracts exhibits how Merve feels about teaching:

When I was a child, I used to be a teacher while we were playing games. That was my dream to become a teacher. That is why I have chosen to become a teacher as soon as I learnt that the Ministry of Education let us –

the non-ELT graduates – be a teacher. To me, teaching is not simply "sit and teach". It means more than that. It is a way of life, expressing oneself...

This is the end of the first interview since Merve has to leave for class. Before she leaves, I will give her some questions to think on for the forthcoming interview. In addition, I will ask her to reflect on this first interview and write down any items that will come to her mind which she thinks of relevance to it.

Before we meet once again, I ask Merve if she wants to meet outside the school or not. She states that she will be all alone in the teachers' room; therefore, there is no need to go out. Since it is after lunch time, I bring some cookies and want Merve to make some tea. Merve seems pleased. After this warm welcome, I start the interview. Merve states that she remembers being asked to reflect on the first round of the interview and that she will contribute to it during the interview:

On that particular day, Merve wishes to talk about her own definition regarding professional development. She indicates that PD is the knowledge and/or experience she obtains either from personal development or experiences in life and at work. According to her, conferences, seminars, workshops and in-service training sessions constitute the PD activities. As expected from her previous statements, she underlines her love of teaching and her intrinsic motivation for activities that are part of her professional development:

I like going to conferences. It is an opportunity to see and observe what other colleagues are doing. I really love that experience because it helps me to see my strengths and weaknesses. In a way, activities as such lead to the progression of my profession.

Meanwhile, she explains that professional development activities help her learn new techniques which she enjoys using in her classes. In return, she continues,

she receives a lot of positive feedback from her students, which gives her great

satisfaction.

> …It is like receiving a diamond ring from my boyfriend. It makes me so
> happy when I hear my students talk about the activities they engage in to
> their friends in other classes. They make me into a hero. (She stops and
> checks if there is anyone coming and then continues) Unfortunately, this is
> not the case with my colleagues. I am sure they never feel the same way
> and it is not difficult to see it in their eyes. I think this is one of the reasons
> why they are not fond of me. I know that, because some students from
> different classes come to me and say, they simply "sit and teach" and when
> they are told that we sometimes have a lot of fun in class, they feel bad. I
> think, at this moment, they feel incompetent and at the same time they feel
> angry with me since I seem the odd one.

As Merve continues, she gives more details about her school and colleagues.

She states that she is distant and impersonal and does not communicate with them

much. She accepts the fact that there are tensions where there are differences. What

she cannot, and does not want to, accept is her colleagues' undervaluing her work:

> It is so disappointing. I cannot understand why they act like enemies. I
> haven't hurt anyone's feelings, I haven't stolen anything, I haven't sworn,
> …ohh….envy, this is the only explanation, but why… Figen hocam, you
> are also a teacher – a female teacher – can you explain it to me?

There is a moment of pause. Merve understands the reason for my silence and

does not go further. It is time for a break, I feel; therefore, there are no other

questions to be posed in order to reduce the tension. Merve realizes that she is being

emotional, she apologizes to me. She explains that she sometimes feels that she is fed

up with working in such an unfriendly environment:

> There is only one person whom I sometimes chat with, and she is not an
> English teacher. I can't see her often because we have different teaching
> schedules. Sometimes I wish I had one to talk to. When you have someone
> from the same major, I mean an English teacher, there is a lot in common.

I tell Merve that it is time to finish since we are both tired. Before leaving, we

agree to meet some time later and I want Merve to reflect on the day's interview and

write how she has felt on that particular day. Under normal circumstances, we will be meeting three weeks later to discuss the life style of a teacher and her attitudes and beliefs about professional development. We shake hands and say good bye to each other.

Merve calls me on the day of the interview and tells me that she has baked some apple pie. When I go there, I feel happy due to the warm atmosphere. After we drink tea and eat some pie, we start to talk about teaching and related issues. Before Merve starts talking, she emphasizes that she has been too busy with checking papers, so she has not found the opportunity to write anything as regards to her reflections about the previous interview. However, she indicates that she has mentioned almost all her feelings about her colleagues and the school she has been working at. She went on stating her true feelings about herself and teaching:

> To be honest, I feel desperate about the future of teachers and teaching. I see no hope, no progress in the future. There is no single colleague that I do not hear any complaint about poor conditions of teachers. The authorities do not take any action. Recently, I have heard that the Ministry of Education has been planning to "import" English teachers… This is such a shame. We have at least a university at each city, and these universities have ELT departments. I know that some of them lack qualified personnel and the physical conditions are not appropriate. How on earth can they say think of importing, rather than supporting their own teachers and institutions.

At that moment Merve wonders if she is going too far. I notice that she feels uncomfortable, and assure her that I will not use these recordings if she feels insecure. Merve states that there is no problem with using this part of the recordings. I remind Merve that the names of the interviewers and the institutions will be kept confidential.

After this interval, Merve indicates that it is not only the Ministry of Education to blame, but it is also the teachers and the administrative people at

schools. She believes that teachers should come together and work collaboratively. She, also, highlighted the importance of acting together:

> All we need is change. Otherwise, things will get worse. I only see that teachers are ready to make complaints. Complaints about the system, salary, workload, sometimes parents, students, but they never sit back and think. I think, we should start from the beginning. The Higher Education council must be very very …selective in their discussions to accept students for the faculties of education. If a student chooses to become a teacher because it is easy to be accepted by the faculty, then there is nothing we, as the teachers, can do.

Towards the end of the interview, Merve reports that she has been trying her best to improve herself in the field of teaching and will be doing so in spite of all the negative feelings. She finishes off by stating her opinion:

> You know what Figen Hocam. Students are my children, the school is my home and teaching is a big part of my life. As a teacher, sometimes a mother, I feel that I have a lot to lose. Maybe that is why I am striving against all the difficulties.

Melis

Melis is 44 and was born in a city located in the north-west of Turkey. She is married with two children, both of whom are high school students. She has two younger brothers and they have university degrees as well. She is not into sports, nor is she into a hobby. She spends her life between home and school.

She graduated from a teacher vocational high school and later received her teaching diploma from one of the big universities in Turkey. She decided to become a teacher because it was what was expected from her:

> I grew up by listening to my mother's cliché statement: "You are a girl, and will become a mother one day, so you will have a big role in the family. Of course you will have a lot of responsibilities for your husband and children. If you want to study at a university, you have to choose a department which will not be too demanding. Be a teacher and have long holidays. Don't forget your family should be above everything."

Melis is neutral about her teaching job. She neither loves nor hates it. She says that she has not been given another option, and thus she has chosen to become a teacher. She has been teaching for 22 years and she states that she is used to it:

> I kind of like it, and I know that my students like me. When I was teaching primary school children, they would come and hug me whenever they saw me. I think this is because of my love of children. Sometimes, I feel as if I have chosen the right profession.

As a teacher, and a mother, she indicates that children are important and they have to be treated as individuals. She is the same person as she is at school:

> Whatever I do to my own children, I try my best to do the same thing to my students. I know that if I do the opposite, I won't be able to sleep at night (Melis and I laugh at a joke)

Particularly as a woman teacher, Melis believes that she has been taught to be vigilant about the boundaries between her private and professional life although she feels uncomfortable about the artificiality of this separation. She is of the opinion that a teacher is a human being and should act naturally whatever the circumstances are:

> I see nothing wrong in being motherly affectionate in the classroom. Sometimes it is even better. It might be related to my age and experience. Now, I can say that I can balance between being a mother and a teacher. I think, otherwise I cannot be flexible as I should be.

Melis underlines the importance of being flexible in teaching. She confesses that she cannot be flexible about herself and that is why she quit teaching after the birth of her second child. She states that her life turned into misery since she had to do everything on her own. She emphasizes the fact that she has never let it go:

> Before I quit, I thought that I had lost my mind. Whenever I left home for school without preparing the breakfast for the kids, I felt guilty. To be honest, no one was expecting it from me, especially after I gave birth to my kids, but I was the one who felt guilty and responsible. As time passed, I decided that I had to quit because even while I was teaching, I was obsessed

> with home and my children. It was as if I were at home while I was teaching.

Melis continues talking saying that she stayed at home for three years until her second child started kindergarten. She was surprised that nothing has remained the same since she left. She remembers her mother's words:

> Don't forget, first you are a mother and then a teacher. Be ready, be there for your family.

She indicates that it was as if this were the first time she would be teaching. The following quote clearly exhibits how she felt on the first day when she returned to school:

> Maybe, it was the first time I regretted living according to the motto of my mother. I felt I had lost my ability to teach, even to speak in English in front of students. I remember asking myself how on earth I will be able to speak in English and teach in English.

(Melis stands up and brings me a cup of tea. We take a break. Melis asks some personal questions just to get to know me. We have a warm conversation and later Melis goes back remembering her earlier days as a teacher).

This professional uncertainty made Melis change somethings in her life. She thinks, in those days, she had to do something to overcome the uncertainty. While she was in search of new directions, she heard that one of the most prestigious secondary schools was going to hire a couple of English teachers. At first, she feared to take the exam feeling that she would never be able to succeed. She talked to her husband, and luckily he encouraged her to take the exam:

> Sayın Hocam, I am so thankful to my husband. If it weren't for him, I would never feel the courage to take that exam. (I feel so happy and privileged by having been called as "Sayın Hocam" by a veteran teacher.)

Melis passed the written exam, and remembers that passing that exam was a corner-stone in her life. She indicates that she regained her self-confidence as a result

of the exam. Later, she was invited for an interview. However, she failed during the

interview. Melis relates it to one of her experiences:

> When I was at the university, I remember one of my lecturers favoring
> some students who were graduates of English medium private high schools
> since they were more competent in English. The lecturer would harshly
> criticize us whenever we made a mistake. He would treat "the more
> competent" students gently by always praising them. Sometimes, I think of
> those days and believe that my hesitation about speaking has its roots from
> those days. If only we had been treated equally.

While Melis and I are talking about those days, the bell rings and some

teachers come to the teachers' room. Among those is another teacher of English to

whom I am introduced. Melis explains the reason for my presence in the school. For

fifteen minutes, Melis and her colleague talk about how they work and what they do

as English teachers. They indicate that they are six English teachers at that school

and each of them teaches different grades.

Melis's friend shows the book that she uses in her own classes. Melis reminds

me that the authors of the books are Turkish and they work for the Ministry of

Education. For some levels, the books have a work-book and other than that they

have no other supplementary materials, nor do they have a teachers' manual:

> I know a lot of books published by foreign companies. The appearance of
> our books is similar to them, but when you open the book, it is completely
> different. The context, content, activities…. Everything is different.
> Sometimes I need more activities and exercises but there are not enough in
> our books.

Melis and the other teacher underline the fact that they have no time and

energy to prepare supplementary materials for their students. (The bell rings and the

other teacher has to go back to her class). Melis comments on her unwillingness to

engage in PD activities:

> For whom will I prepare the materials? The students, the parents, for the
> inspectors of the Ministry of Education? Once I was working at another

school and the principal told us that our school would be inspected, so we had to be prepared. (She laughs but it is not laughter out of joy) To our surprise, the inspector did not know English. Thus, we were told to write our lesson plans in Turkish. It was not something easy because we were used to writing our lesson plans in English. We compromised and wrote only the titles in Turkish. The saddest moment was when we were criticized for the inappropriateness of our lesson plans by that inspector. From that day on, I started losing my faith in the school, Ministry of Education and the system.

In addition, she reports that she only prepares exam questions for her classes. Since there is no committee designing tests for students, each teacher is responsible for her own students (Melis adds that there is no male teacher at her school). Teachers at her school do not favour the idea of sharing exam materials due to the fact that each teacher does her own exam on a different date. Melis continues her speech by indicating that this being the case, she feels no need to stay after school or come to school earlier to prepare extra materials for school:

I don't want to do it. Even if I want, I know that it is not worth. When I see the students are playing with their mobile phones or talking to each other while I am teaching, I lose all my motivation. Let me tell you one more sad experience. You know we always hold meeting with parents once or twice a semester to discuss issues related to their children. I, once, complained about the majority of the students' playing with their mobile phones and asked the parents not to let their kids bring them to school. What I was told by one of the parents was that it was my own duty to make their kids listen to me. It was none of their business. I was shocked and stopped talking afterwards.

Melis notes that almost all of the teachers have faced similar situations, which has caused loss of motivation. She states that she has struggled to manage such cases caused by parents, or sometimes by other colleagues, but has given up doing so recently. She explains the reason for it this way:

To me, emotional relations with students in schools and classrooms, students' progress and positive teacher-student-parent relationships provide the main source of success. Actually, ...they are the reserves in times of difficulty and failure. At that moment, you feel that you have nothing to count on and you give up. Believe it or not, I have had a feeling of nostalgia

for the past when there were no mobile phones and when there were more respectful students. Once one of my students' mother visited me because she had a complaint to make. Her son would neither bring his book nor listen to me while I was teaching. ...I remember warning him several times, but he totally ignored me, so one day I shouted at him and said that if he wanted to be in my class, he had to act like a student. When he went home, he told this to his mother saying that the English teacher shouted at him in front of his friends without a good reason. The following day, the mother came to see me, and I explained the same thing to her. Uhhh.. she said that her son would never tell a lie, so implied that I was the one not telling the truth. I went mad and left the class in order not to go further. Then, she visited the principal and complained about me. Later that day, the principal called me and told me that I had to be careful and watch my language with my students. Otherwise, the mother would go to the Ministry to make a complaint about our school and me, which would cause some problems. That was the point where I realized that I was all alone. I wish the principal had stood behind me and supported me not the parent.

Melis also notes that there is more into it. She is not pleased with her situation. She wishes she could do more for herself and career. However, a lack of support from the authorities, and "symbolic" activities make the situation worse:

Your thesis is about PD and you are here to learn what I have done about my professional development. To be honest, I have done nothing, but it is not only my fault. There are some in-service training programs offered by the Ministry. These are not compulsory. Why should I attend? Usually the speakers are Turkish. Of course the language spoken is Turkish. These in-service training sessions are not only in the field of ELT. There are various other subjects. Sometimes there are foreigners. However, I still do not want to engage in such sessions since I feel anxious. I am afraid of being asked a question. I have this question in my mind: What if I can't answer that foreign speaker's question. I never feel confident in my ability to speak English, so I never go to such training sessions.

Melis states that her career could be different if things were different. She emphasizes the importance of exposure to the target language and the opportunity to go to a country where English is the native language. When she heard the Minister announcing that 40 thousand English teachers will be hired from abroad, she has felt angry and disappointed:

> All we need is an opportunity. When we voice our opinions, no one listens to us. We are always told that the budget is limited, so it is impossible to send teachers abroad… (She pauses here because, she needs a break) If the budget is limited, how are they going to hire 40 thousand foreign teachers? It is so ridiculous.

Melis certainly believes the fact that if Turkish teachers are given the opportunity, they have more than enough skills to make a difference. However, she is of the opinion that teachers are undervalued in her country. Therefore, it is natural for her to only "sit and teach". She does not want to participate in any PD activities.

She finishes off by reminding me of a famous statement: "One should practice before preaching."

Zeynep

Zeynep is 51 years old and was born in a city located in the south-east of Turkey. She is married with two sons, one of whom is a university student and the other is a high school student. Her husband is a Mathematics teacher at one of the state high schools. Zeynep is the only female child of the family and with the support of her family she has become a teacher:

> Life is different in my home town. Girls do not have as many opportunities as the boys do. It is my own luck because my mother insisted that I study at a university and earn my own living. I am so thankful to my mother.

Zeynep graduated from the ELT department of a university which is located in the same city where she was born. After she got married, she had to move a lot due to her husband's job. Finally, she settled down in the city that she is currently working in. As she has already mentioned, her mother has the key role in her receiving a university degree. The quote below indicates the effect of her mother:

> Girls usually get married at an early age in the South-Eastern parts of Turkey. Parents would not let their daughters go to school. Girls like me were definitely among the minority. They were, and still are, supposed to

stay at home and do the housework. After they got married, they had to have children and were responsible for their kids and the husband. They could not be "the bread-winner". This was the norm and we could not expect more from life. Teaching seemed the only option for us. My mother was well aware of this fact since she knew that girls would become mothers and housewives, but she also wanted me to have my own say in the family. In order to balance between home and work, she always told me to choose a career that would not require a lot of time and energy outside. That is how I became a teacher.

Zeynep says that she has been teaching for 26 years, and currently, she is working at a state Anatolian high school where students are accepted after taking an exam which asks students to demonstrate their knowledge of Maths, Science, Turkish and Social Sciences by answering multiple choice questions in a three-hour-test. She has worked at some other different state high schools up to now. She shares with me that she has learnt to like her job. Now she does not regret being a teacher, but openly states that if she had the freedom of choice she might have chosen something else:

That was the best I could do, actually we could do with my mother. Under such circumstances, you have no right to choose. Teaching was the most appropriate women's work in those days.

In the initial years of teaching, Zeynep spent a lot of time getting used to teaching, her students, colleagues and principal. She spent a lot of her time in detailed planning of her lessons in order to meet her students' needs instead of racing through the curriculum. She reflects that she has been missing those days when she had the support of her colleagues:

Those days were different. It might be because of living in a small city. The relationships of people are different. Social values, the concept of respect were all different. That is why teaching was different.

Zeynep states that she has not been in a similar warm atmosphere for a long time, which really affects her attitude towards teaching in terms of her motivation

and commitment. The following extract exhibits how she feels about the issue of

support:

> I think commitment to the job and doing things outside the classroom, such
> as attending PD activities and preparation for the lessons, has a lot to do
> with the support you get. The support I am talking about is not the financial
> one only. The people you work with are important since you spend most of
> your time with them. You need to share a lot of things with these people. If
> you don't have people to support you, you will, quite naturally, feel isolated
> and alone, and thus will be reluctant to commit yourself to your job.

Meanwhile, Zeynep underlines the importance of the sense of belonging and

feeling of being able to learn from and make contributions to other colleagues,

which, she believes, has a critical effect on the intellectual development and

emotional wellbeing of teachers. Furthermore, she indicates that such support will

have a big impact on the novice teachers since it will be a model for these novice

teachers. She likens it to a full circle: If teachers are good models, their students will

copy the good model. She adds that she has a friend who has become a teacher since

she has always wanted to be a teacher similar to the one she had at high school. That

is why, Zeynep highlights the fact that role modeling is important and that students

who really want to become teachers should choose to study at Faculties of Education:

> On the one hand, everyone agrees with the idea that teaching is one of the
> most important professions in life. On the other hand, it is given the least
> importance in our country. People become teachers accidentally.
> Alas….(she sighs here) it should not be that simple. Students who get low
> scores choose to go to the faculties of education so as to become teachers.
> In addition, families, especially mothers, impose teaching on their
> daughters since teachers have long holidays and more leisure time
> compared to other professions, which means that they will have enough
> time for their families and household chores.

That is why, Zeynep finds it natural to see teachers, including herself, not to

be very willing to engage in Professional Development activities. She believes that

teachers are not supported enough to be encouraged to attend PD activities:

> The Ministry of Education does not pay our expenses if the training programs were held within the territories of the city we are working in. Therefore, teachers, themselves, have to pay their own expenses. That is why I, at least, am always looking for a "good reason" for attending such programs.

She adds that she should have a reason for attending programs as such:

> If the speakers are native speakers, I usually think it is worth attending. If it is out of the town/city, I do not want to go since I will have to spend my own money. Considering the amount that I earn every month, I find it no sense to attend such programs.

Zeynep also talks about her past experiences regarding her engagement in PD activities:

> When I was a novice teacher, I used to attend in-service training programs because I used to live in Istanbul and it made a difference. The people attending the programs were different from the ones that I met in small towns where I taught earlier. The setting was different, the physical conditions of schools were even better than the ones that I attended in other parts of Turkey. Maybe, you will be surprised, but it was and still is, important to be living and working in a city where there is the sea.

As she continues to speak, she states another opinion of hers about PD activities:

> Once I attended a workshop and there was this native speaker of English. It was related to teaching. At first everything seemed fine. At least I had a chance to listen to a native speaker. Then, the trainer started giving assignments which required a lot of computer skills. I was depressed because I had to spend a lot of time in front of the computer. In addition to it, I had to be teaching at school at the same time. There was no decrease in my teaching load. Anyway, I did what I had to do, but at the end of the training program I did not receive a certificate, which was disappointing.

Seeing that what she has said made no sense to the researcher, she went on further explaining the rationale for that certificate:

> It is important since it helps us to get a promotion. If there is no certificate, there is no promotion. Therefore, I decided not to engage in such activities, because I did not get any benefit out of it.

Zeynep, then, mentions one last seminar that she attended some years ago in spite of the fact that it was out of her field. The extract below clarifies her reason for it:

> There was another seminar, but it was about "citizenship". I attended that seminar because it was in Bulgaria and the Ministry asked for teachers who knew English. Since there was no one speaking English among the social sciences teachers, I was sent. It was worth it and I liked it. The lingua franca was English, which meant that everyone had to speak the language, and so did I. Content-wise I didn't learn anything, but language-wise I was satisfied. I think, it was the longest time in my life during which I spoke English.

The picture becomes more clear in both my and Zeynep's mind. One of the most common issues among Turkish teachers of English is more exposure to the target language. Zeynep, as also stated by Melis, underlines the importance of being sent to a foreign country where English is the dominant language. The quote below justifies Zeynep's reasoning:

> When we receive an invitation from the Ministry, we hope that the workshop/seminar will take place somewhere not in Turkey but abroad, particularly in an English speaking country. I remember me, myself, and other colleagues of mine, making complaints about this issue. When such activities take place in Turkey, even if the speaker is a native speaker, we practise our Turkish. To be honest, what we actually need is exposure to the target language and culture. Sometimes, I feel undervalued since we are treated, in our country, as if we had little knowledge and experience. What I have been trying to say that there is a lack of exposure to the English culture and language. Instead of attending and listening to the same old stories, we would have been sent abroad and given the opportunity to practice the language and live in that culture. It is a matter of mentality and a different way of thinking. The same thing happened before. They sent smart boards to some schools. No one knew how to use them and I am sure it cost a lot of money. What we actually need is a "smart teacher" rather than a "smart board". I hope people, in the field of teaching and education – including me – will, one day, stop doing things for the sake of doing it.

Zeynep and I take a coffee break. After the break, Zeynep changes the topic and mentions another important problem that she faces in her school. According to

her, it is a significant issue since it has been affecting both her and the other

colleagues' motivation for teaching:

> There is one more important issue that I should mention. Some of our students are coming from private primary schools, which means that they know English. However, there are some students, in the same class, who are from state primary schools and their level of English is poorer than of the ones from private schools. Unfortunately, we do not have a preparatory school, so we have to start teaching from the very beginning. It is not difficult to guess the situation in the classrooms. While some students are trying to learn the A B Cs of the language, quite naturally, the others are either daydreaming or talking to each other. That is why, I do not even want to go into the class and see the students sometimes. It is so discouraging and irritating. It did not use to be like this some years ago, but the system of education changes so often that one cannot adapt herself easily. I used to fight against such difficulties, but now I am 51 and I do not have that much energy and patience anymore.

Zeynep reports that she and her colleagues have voiced their opinions to the

authorities several times. However, they have not received any responses up till now.

Therefore, she has long given up fighting against difficulties and problems. Towards

the end, she, honestly, states her reasons for not having any motivation for teaching

and coming to school:

> Why should I bother? For whom? First, I must feel that I am valuable. Only then can I make my students and people around me feel valuable. Why should I prepare extra materials for my students? To let half of the class daydream more? Why should I act as if I were the excellent teacher who is always trying to improve herself to the best of her knowledge? To be honest, I want to spend rest of my life doing only what I have to be doing. Nothing more, because it is not worth the effort.

I wanted to talk to another teacher in that school, a younger one and asked her

to fill in my questionnaire, and I tried to explain my reasons for conducting the

interview. I wanted to have the opinion of other teachers and compare it to what I

have heard. However, I was kindly told that she was busy with checking exam papers

and had no time to spend on it.

Deniz

Deniz is 35 years old, and was born in a city located in the west part of Turkey. She is married with one child who is going to a preschool. Her husband is an engineer and running his own business. She is the only child of her family. She graduated from a vocational high school with a first rank degree, which means that she had the highest GPA in school. Then, she studied at the Foreign Language Education Department of a highly prestigious university, and she received her MA in the same field. Currently she is doing her PhD. She is interested in sports, and believes that having a fit body is a pre-requisite for a fit mind.

Deniz has been teaching English for 10 years and emphasizes the fact that she loves her job:

> My father sent me to a vocational school so that I will be working with and helping him after graduation. However, I never wanted to be an accountant, so I studied hard and were able to enter the ELT department.

She reports that teacher vocational high school students are at a quarter advantage since they receive more points if they wish to study at a faculty of education. Students, like her, cannot get those points due to being a graduate of a vocational high school. Even so, she was able to be a student at the faculty of education to become an English teacher. She believes that teaching is the right job for her and she is happy to be a teacher:

> If, one day, I were re-born, I want to be a teacher again. It is like acting. I want to be on stage. This feeling makes me really happy. When I feel sad, teaching helps me a lot. As soon as I step into the class, and see my students, I start to think that I am not alone, which is a relief.

It is so obvious that Deniz is an intrinsically motivated teacher. She accepts that she sometimes has a difficult life since she has a child and a husband to take care of in addition to teaching. However, she still does not regard teaching as a burden:

> I am an organized and a self-disciplined person and I cannot think of the opposite. For instance, before I leave for work, I always have this innate feeling of tidying my flat. Cooking is not a problem. I can do it as soon as I come home. Since I don't like the idea of eating fast food, I pay special attention to it. You know, I have a son, so nutritious food is really important for me, but this does not mean we have to eat a seven-course- meal every day. Thank God that I have a supporting husband. As I said earlier, I never forget my familial duties and responsibilities. That is why everyone is happy. I guess, it is part of my personality. I like a hectic life style.

Deniz thinks that teachers and doctors are alike. They work with and for people. Therefore, they have to be developing themselves all the time. They cannot afford the luxury of simply sitting back and doing their jobs. As far as she is concerned, learning and following new trends in education is important due to the fact that she has the responsibility for her students and their parents. If she cannot be a good model, she will not be able to make a positive difference in the educational lives of her students:

> Teachers spend most of their time at school, so do their students. What matters is that a teacher should have a passion for teaching, which is the core element for motivation. Unfortunately some of us have this, maybe inborn I don't know, ability to motivate ourselves and our students, but sometimes I think that this ability is not inborn, it can be learnt. Only then will we be able to be good models for our students.

Deniz highlights the significance of positive thinking in life and, naturally, in teaching. She strongly believes that being optimistic is important to being successful since optimistic relations between teachers and their students are fundamental elements to good teaching and successful learning:

> Positive people are smiling people, and everyone likes smiling faces. It creates a warm atmosphere in class, which comforts students. Comfort reduces the level of anxiety. Less anxious students are likely to be more successful, and their success will help them trust you. When there is mutual trust, more or less, you have everything you need in a teaching environment. If students trust you, you will be respected by them. The more you are trusted and respected, the more committed you feel to teaching. This feeling of commitment automatically pushes you to improve your

social and professional skills which you definitely need to be a good teacher.

She further states that teaching, being loved and respected by students and colleagues, and being praised by them are a major source of self-satisfaction for her. That is why, professional development is important for her since she believes in the fact that PD activities help her to renew her skills necessary for being a "good teacher". Meanwhile, Deniz defines professional development as follows:

> Attending conferences, seminars, workshops, in-service training sessions, book clubs, peer teaching….. anything you do to develop yourself. Doing sports and having and pursuing a hobby are also important because they make you feel happy and relaxed. Remember I told you earlier: Positive thinking is one of the most important factors affecting individuals and, therefore; their lives outside home.

Deniz, later on, indicates that her MA and PhD degrees have an effect on her teaching and way of thinking. Since graduation, she has had the ability to be more flexible and objective towards life and teaching:

> I used to have certain criteria in my mind regarding teaching. For example, I was taught that writing a lesson plan and following it strictly was something compulsory, but after reading the literature and listening to some authorities and talking to colleagues, I realized that it was not a real "must". Of course, I have to know what I will be doing during a lesson, but it does not necessarily have to be in a written format. PD activities are a great chance to see what is going on in the world.

Deniz confesses that she does not want to teach the same things again and again all through her life. Thus, the degrees she has earned will definitely be of help to her in the future since they have given her an opportunity to develop expertise in a particular area in teaching:

> Who knows what life will bring in the future. I may have to live in a different city, even in a different country, so continuous development will be my life-long guarantee.

While she speaks about the benefits she is likely to get from PD, she underlines the fact that she is content with her present teaching environment. She states that she is one of those lucky persons in life:

> I like my students; I have good relations with the administrative people and other colleagues of mine. Both the teaching and administrative staff are supportive. I see some of my colleagues outside the school. We share a lot in common. I feel happy here. We are helping each other.

Later on, Deniz shares an interesting form of PD that she and her colleagues have organized:

> I love eating. Actually, as you see it is obvious. It is usually a disadvantage, but as for teaching it is an advantage. Let me tell you how: Twice a month we, five English teachers, meet at one of our houses and organize a "tea party". Since we do not have a room of ours at school, we cannot work effectively. Each of us cooks something. While we are eating and drinking our tea, we talk about school matters, such as materials and exams. We prepare some test materials to be of use in the future. Whenever there is a need, we can use it. Since we do not have fixed exam dates and we teach different graders, we do not face any problems. It is fun and really useful. This is one of our colleague's opinions and so far it has been really useful.

This reminds me of Gladwell's (2008) article. In that article, the author mentions an economist from Stanford, Erik Hanushek. He estimates that the students of a very bad teacher learn, on average, half a year's worth of material in one school year. The students in the class of a very good teacher will learn a year and a half's worth of material. That difference, as he indicates, amounts to a year's worth of learning in a single year. After years of worrying about issues like school funding, class size, curriculum and textbook design, and support from authorities and colleagues, many reformers have come to the conclusion that nothing matters more than finding people with the potential to be great teachers. However, he reports that there is a hitch: No one knows what a person with the potential to be a great teacher looks like.

I felt no need to ask Deniz more questions. It was already obvious that she was one of those teachers without that hitch: She is an intrinsically motivated teacher and accepts no excuses for not being able to engage in PD activities of any kind.

Volga

Volga is 56 years old and was born in a city located in the southern part of Turkey. He is married with two children, both of whom have university degrees. His wife is a housewife. Volga states that he has actively taught for 15 years, and for the last 15 years he has been appointed as a principal. Currently, he is working for an Anatolian high school. Due to the fact that he has had a lot of duties and responsibilities both in and outside the school, he does not teach as much as he used to. As a result, he does not have much to say about any personal factors that might have affected his participation in PD activities. However, it is still worth mentioning his experiences and observations on teachers' professional lives, and factors affecting their decision to engage in PD activities.

He was sent to a school by his father since that was the closest to their house. At first, as Volga indicates, he did not like that school since it was an English-medium school. The quote below captures the rationale behind his thinking that way:

> I wanted to speak my native language and learn Maths and Science in my mother tongue. I remember feeling uncomfortable before each class for fear that I would not be able to understand what the teacher was going to say, but in time I had to get used to it because that was my only chance to continue my education.

Volga further states that he started enjoying the way he learned the language. Those were the years when such schools appeared. The following extract explains how English-medium high schools (today's Anatolian high schools) were established:

Those years, as of 1955, were the times when organizations, such as NATO, OECD … were established, which meant that Turkey would need qualified people who could speak English, the common language of the countries so as to be able to become a part of such organizations. Thus, the government decided to establish a school which would teach English as a foreign language and courses like Maths and science would also be taught in English. This was the rationale behind establishing the Anatolian High Schools.

After Volga graduated from that high school, he studied at the faculty of education of a university located nearby his home town. At first, he did not like the idea of becoming a teacher since:

Teaching was regarded as "women's work", and I hated that idea. I thought that everyone would make fun of me, and they did. I told my father that I did not want to go to that school, but he did not listen to me. As he did not have the opportunity to attend school when he was a child, he wanted me to study and become "someone" in life. He did not have a proper job. He would work at anywhere he was accepted. That is why that faculty seemed the most affordable one. Once he told me that I had no other option. I would either go to that school or become an unemployed man and try to survive if I could. Seeing that this was the only option he could offer, I stopped resisting and attended that school.

After he graduated from the university, he worked as an English teacher at some state schools in different cities. In time, he started to compare the kind of education he received at high schools with the ones he works for. What he observes is a huge difference:

When I was at high school, both English courses and content courses were taught by native speakers of English. The textbooks were also from abroad. The existence of foreign teachers and textbooks enabled the foreign culture to penetrate into the Turkish culture. However, this was not considered as a problem in those years. On the contrary, we and our parents were content with proper education, which made everyone happy. Every single day I was learning something new. Let me give you an example. During one of the classes we were role playing and that was the first time I came across with the phrase "credit card". I had not heard it before, so I had trouble understanding it. The teacher, explained its meaning by showing some pictures and took one out of his pocket. I was so surprised that as soon as I went home I told this to everyone in the family. The reason why I am telling this anecdote is that learning about a foreign culture is not something to be afraid of.

Volga emphasizes the fact that during the first years of teaching he used similar techniques in his classrooms, and that both students and teachers were enthusiastic about learning a new language. Both parties had a reason to come to school. However, within years, due to some economic and political changes, educational policies have also changed. This change has not been a positive one, as Volga reports:

> Previously, both the students and teachers of the Anatolian High School had a purpose which was to be educated in English, and thus the teachers were selected accordingly. Before starting to work in such a school, teachers were not only tested in terms of their competency in the content area but also in English. Anyone wishing to be a student at an Anatolian High School was highly interested in learning English. There were even some students planning to become English teachers after they graduated from this high school. The reason why I said "even" is because, generally, people believe that Anatolian High School students are quite good at Maths and science, so they are going to become doctors/engineers after they graduate. However, this was not the case after 1992. Things have started to change since then due to changes made by the government. The number of these schools has increased. You know this always reminds me of a saying: "Too many cooks spoil the broth"

Volga adds that the quality of Anatolian high schools is worsening day by day in terms of their being English-medium high schools. The quote below captures his point of view:

> Many years ago, Anatolian High Schools were very prestigious. It was really difficult to pass the exam and become a student since the number of these schools was limited in number, but now, with the new regulation, the Ministry of Education has decided to turn all the high schools into Anatolian High Schools.

I was surprised to hear the news, but this was not the only surprising issue:

> If a student wants to be an engineer, it is quite advantageous to be an Anatolian high school graduate because the coefficient score that is added by the Council of Higher Education will be higher. If, on the other hand, a student is a graduate of a technical vocational high school and wishing to become an English teacher that coefficient score will be lower than a student who is graduate of a teacher education high school. It sounds

reasonable since the high schools where students graduate, in a way, determine their choices of the university, which means that the students do not have to study irrelevant courses which they will never need while they are preparing themselves for the university entrance exam. However, it still has serious drawbacks. Anatolian high school students are not interested in learning English anymore. They think their ultimate goal is to enter a prestigious university, and then learn English. If they can't succeed in entering an English medium university, why should they bother learning English? The sad point here is that their parents are of the same opinion. They are so obsessed with the idea of their children's getting a score that they might forget the importance of learning a foreign language.

Volga states that the above mentioned situation has long had negative outcomes as regards teaching and teachers. In every meeting that Volga holds with the English teachers, he listens to complaints about their students' unwillingness to study English. In spite of the fact that the situation gets worse day by day, Volga, both the principal and the English teacher, cannot do anything to find solutions to this problem:

Unfortunately, I cannot do much because it is the regulations of the Ministry of Education. I do not have the right and the authority to act on my own. We have written letters explaining the situation and our concerns about the issue. Nevertheless, we have not received any responses from the authorities.

In addition to the unwillingness of the students, Volga also reports another problem which is usually raised during those meetings:

I remember them saying that the curriculum that they have to follow is inconsistent with the book they are using. In other words, the textbook fails to meet the demands of the curriculum. I am afraid I agree with them to a certain extent because there is a solution for that problem. If they had a committee to plan and develop materials for such discrepancies, they would not suffer from such issues. Unfortunately, they are not willing to form and work in a committee as such since they will be required to work more and harder.

At that point, I ask whether they are held responsible to work in such committees by the Ministry of Education or not. However, I am told that there is no such regulation in practice even if there is in theory. Additionally, Volga indicates

that he cannot make any of the teachers work in that way. He is of the opinion that

teachers, themselves, should use their own discretion to overcome certain difficulties,

but in order to be able to do that they have to possess the feeling of commitment to

their profession:

> I am not trying to put the blame on anyone. I can understand their reasons for being distant to PD. They do not feel like teaching for various reasons. At first, they used to write letters of complaints to the Ministry. However, upon seeing that there is no change, they have had the feeling of being ignored and undervalued by the Ministry. Therefore, I do not feel that I have the right to push them to work more collaboratively and efficiently. Suppose that I do, it will not matter because they will not listen to me. I have tried it many times but it did not work. They tell me that they wish they had more supplementary materials for teaching. The textbook, itself, is not enough. Students need more practice. Although we have computers in our school, it is not practical to find materials from internet when we consider the overload of the teachers. As a principal, I do not feel that I have the right to ask the teachers to bring in more materials. All they, and I, do is to teach using the textbook. We tend to use old techniques and approaches, which affects their motivation to teach. As we all know, "variety is the spice of life". When there is no variety, there is no enthusiasm. The saddest thing is that I have started to lose my hopes for the better. You know what, once, not very many years ago, I attended a meeting at the Ministry of National Education. There were other principals from different Anatolian high schools, and we were simply told to teach courses like Science and Maths in the native language rather than in English. After I left the meeting, I started to question the rationale behind "Anatolian High Schools". If "authorities" believe in the effectiveness of the native language, why is there a school whose medium of education is English?

Volga repeats my research question and asks if he has made himself clear

about the factors affecting his teachers' decision not to engage in PD activities. As a

response, I state that I have drawn a picture regarding the reasons for the teachers'

not taking part in such activities. He once again summarizes the main points by

adding some details to it.

Being a principal more than an English teacher for 15 years, Volga states that

he has come across a lot of events at schools. He mentions that he knows each and

every detail regarding the teachers working with him. As he is one of the English

teachers at the school, he spends more time with his colleagues. Therefore, he knows

much more about the issues related to the English teachers:

> For the last three decades, I have heard a lot about economic difficulties
> they have. I know that some colleagues' husbands suffered from
> unemployment and some still do. From time to time they have problems
> with their children. Especially, if the children are to take exams like SBS
> and/or OSS, mothers, my colleagues, have to spend most of their time with
> their kids. Some teachers who come from other towns or cities usually face
> adaptation problems since it is difficult to get used to living in a big city.
> Some might have private issues in their families, which prevents them from
> concentrating on their job. There is countless number of reasons to keep
> them away from teaching, let alone engaging in professional development
> activities.

Volga underlines an important point before we conclude:

> I wish the Ministry of Education had not announced that they would be
> hiring 40.000 English teachers from abroad. You cannot imagine how the
> majority have felt upon hearing it. They have started to think that they are
> not competent enough to teach English. They have lost their feeling of
> belonging to this school. So you tell me, if you were one of us, would you
> think that it is worth developing yourself and your profession?

<div align="center">Yağmur</div>

Yağmur is 34 years old and was born in one of the big cities of Turkey. She is

married and has a two-year-old daughter. Her husband is a computer engineer and he

is working for a company. She graduated from the ELT department of a university

located in one of the big cities of Turkey. She has been teaching for 11 years and

previously she worked at some state high schools. Currently, she is teaching at a state

Girls' Anatolian Vocational high school. She has a brother who has a university

degree as well. She is into swimming, watching films and shopping.

Yağmur states that it is her own choice to become a teacher, and that she

loves English. She has always wanted to become an English teacher:

> I think it is because of the effect of my English teachers at secondary and high school. Among the rest of the teachers, the English teachers were always different. To me, they were more affectionate and more beautiful. You could understand by looking at them from a distance that they were teachers of English…

After she graduated from the university, she worked for state high schools. She emphasizes that she was quite happy with teaching during the first years of her career:

> I had a purpose to teach. I was teaching at a "super lycee" where there was a prep class. Students had to study English for 24 hours per week. After the prep class, they had 10 hours in grade nine. The hours of English classes were not less than 6 hours throughout the high school period. More exposure to English meant more motivation.

Yağmur notes that the system has changed recently and there are no "super lycees" anymore, which means that there is no prep classes. The disappearance of the super lycees has had a negative impact on students' attitude towards English learning. As the amount of time they are exposed to the target language decreases, the students have started to lose their feeling of motivation. She complains about the frequent changes in the system of education:

> It is so unbelievable. Every year we face a new system. No one can explain the rationale behind these changes. To be honest, we are all tired of it. The bad thing about these changes is that the system is not getting any better. It is getting worse and worse every year. Now I hear a lot of students complaining about six hours of English. They say that it is too much. The eleventh and twelfth grade students even tell me that four hours for an English course is far too much. They only want to focus on taking the university entrance exam and attending a prestigious university. That is why English seems to be an unnecessary course for them.

Yağmur is worried that English teachers will eventually stop taking their jobs seriously, thinking that they are not taken seriously by the authorities. She fears that, in time, teachers might lose their commitment to their jobs, which may have some

consequences for how they feel about themselves and the authorities, and how they behave:

> Personally, I feel like a puppet. I cannot be on my own, there is always someone above me, and that "someone" is always asking me to change the way I do while I am teaching. After a while, I start losing my own identity as a teacher since I know that "someone" has the control over me. I cannot be myself. When I first started teaching, I was really happy with being a teacher-I really liked it in spite of the fact that I was working hard. I knew what to do. I had my own plan and I did know my student profile, but now…. Each year is full of surprises.

Yağmur indicates that she had more enthusiasm for her professional development since she wanted to go one step further as a teacher. According to her, professional development is trying to improve one's skills and showing willingness to learn more. One should not be satisfied with the stage reached. She believes that doing research and reading about different topics, applying newly gained knowledge and experience into one's own teaching and assessing its results and consequences, sharing ideas with other colleagues, and attending seminars and conferences can be regarded as professional development activities. In order to be willing to participate in an activity as such, Yağmur underlines the importance of having passion. Otherwise, she states that teaching will become just a job. Being passionate about one's own teaching creates energy and feeds the feeling of commitment:

> ……passion is our inner quality, it is a continuing feeling for excellence. It is not for luxury, it is something some of us possess and some lack. The frequent changes of the system take away all our passions and leave someone devoid of any kind of willingness including passion.

In addition, Yağmur highlights another problem she faces during teaching. She is not content with the textbook they use at school. She reports that the Ministry imposes its own writers' book on teachers. She thinks that the textbook is of no use since it lacks authentic materials, activities, CDs:

I do not want to teach with that book because it is difficult to teach English with that book. It is not like a textbook. It has no listening materials, no reading texts, only paragraphs. For this reason, we decided to use one of the foreign publisher's books. Actually, we are not allowed to use them. We ask our students to buy it as a supplementary material. Even so, most of the parents do not want to buy the book since they have to pay for it. They say that the Ministry gives the textbooks free of charge, so they regard the other book as unnecessary. We feel insecure because if this is told to the ministry by one of the parents, we will be in big trouble. Some parents really give us a hard time. Either we cannot explain our rationale behind it or they do not want to understand it for some reason.

In order to change the topic, I asked her what kind of PD activities she has engaged in so far. The following quote is the response to my question:

I attended a Socrates Project between 2007-2008. I was working for the super lycee between those years. It was a European Union funded project. It was not about ELT. The aim of the project was to let different regional identities meet and share experiences. The Ministry asked for names from schools and our principal wanted me and another colleague of mine to participate. We visited some schools in Italy and Germany. It was really interesting and we enjoyed it. We had a chance to see other schools and had the opportunity to observe their teaching. It was a valuable experience.

When I asked the reason why the two of them were selected, I was told that Yağmur and her colleague were the ones who volunteered to go. She gave further details related to the issue:

The other five teachers stated that they had children to take care of. Thus, they did not want to engage in the project. Instead, some other teachers and assistant principals joined us although they had no interest in the program. This caused some unrest since they were not asked to participate in the program. Their attendance meant spending more money from the budget. Some teachers were the only ones to complain about this issue, so nothing could be done.

Yağmur indicates that she benefited from her participation in that project since she had the opportunity to see different educational settings, and meet colleagues from different cultures. She was able to compare and contrast the setting and the teaching environment, the relationship between students and their teachers and teachers and the administrative staff. She makes the following comment:

> I wish I would take part in projects like that. Meeting different people in a different culture is definitely different from attending an in-service training program at the Ministry of National Education. At least, I did not have to listen to the same old stories...

Yağmur states that she, herself, searches for PD activities to engage in. She prefers conferences and/or seminars whose speakers are native speakers. Due to the fact that going abroad costs a lot and she cannot afford it on her own, she hardly ever attends such activities. She justifies herself with the following comment:

> Why should I go and listen to someone who is no different than me. It should be worth it.

Meanwhile she notes that her principal announces only the activities organized by the Ministry. These activities are not only related to ELT. There are a variety of different topics. However, Yağmur emphasizes that she has not benefited much from the activities she has attended so far. Thus, she is not planning to engage in any of the in-service training sessions in the near future unless she is required to do so:

> Instead of attending the Ministry seminars, I prefer talking to some colleagues in the teachers' room. Sometimes we come together and discuss the supplementary book that we are using. We share our experiences since the textbook is new to all of us. We surf on the net and look for items that could help us. Then, we discuss the items we find and change our lesson plans accordingly. I think this is more useful. At least, it helps my teaching directly.

We had lunch with Yağmur and after lunch we started to talk about the student profile of the school.

As the name suggests, the school is for girls only. Previously, there were boys at the school. However, there have been no male students for the last two years for some reason which Yağmur does not know. She notes that it has more disadvantages than advantages:

The school is not for girls to learn knitting. There are different departments that are for both sexes. For instance, computer technology, and administration. You can learn more details from the web-site. As far as I am concerned, it has a lot of drawbacks. During a role-play, I need boys, but we do not have any. This is the least important problem. We are in the 21st century and we live in the middle of a big city. We are trying to teach English in a communicative way in spite of some difficulties. However, for a true communication we need both boys and girls. We need authentic materials, but one of the most important parts of our authentic materials is missing: The boys. These are teenagers. We have to consider their psychological and social needs as well.

Because of all these problems, Yağmur confesses that she has lost her motivation for being a good teacher. She believes that it is not possible to be a good teacher under these circumstances. According to her, a good teacher should have the willingness to go school and enjoy her teaching, which is not how she has been feeling recently. She indicates that she was hoping to see a different movie when she first started teaching:

I thought that I would have smiling faces and motivated students. I would be using my own discretion when I needed to. Now I usually do not want to come to school and teach the textbook which is asking my "female" students to read and act out a dialogue which consists of male roles. ….oofff it is so ridiculous. Tell me, Figen Hocam, why should I attend seminars, why? I am not the one who is in need of "development".

Conclusion

In this chapter, the results of the analysis of the interviews were presented. The results included the transcriptions of the interviews conducted with the six experienced teachers as well as the reflections of the researcher. After the interviews were transcribed, they were coded, and the codes were categorized under themes according to their commonalities and differences. As a result of this categorization, four main themes were identified, and these were the main personal factors affecting the teachers' decision to engage in PD activities in this study. In chapter five, the major findings (themes)of the study, the implications, the limitations of this study, and the suggestions for further research will be described.

CHAPTER V: CONCLUSION

Overview of the study

This study investigated experienced teachers' decision to engage or not to engage in professional development activities in some primary and secondary state schools in two big cities in Turkey. In order to gather data with regard to their decision, questionnaires and semi-structured interviews were used as data collection devices. The participants in this qualitative study were six teachers working at different primary and secondary schools during the second semester of the 2010-2011 academic year.

During the first stage of data collection, fifty-two teachers were asked to fill in a questionnaire. According to the demographic information gathered from the questionnaires, a final sample of six participants was selected based on their social and educational backgrounds as well as their years of experience. Interviewing various participants from different backgrounds was of utmost importance for reliability purposes. The six teachers were interviewed at different time intervals more than once.

The rationale behind conducting interviews more than once was to give the teachers a chance to reflect on the previous interviews and give them some time to focus on the forthcoming interviews. The interviewees were basically asked eleven questions. Since each interviewee was different from the rest in terms of both their experiences and personalities, some other questions related to the main question were posed. Special attention was paid in order not to distort the flow of the interviews. When the interviewee's response to a question included the answer of an up-coming

one, the interviewer skipped asking that question in order to avoid repetition. Similarly, the interviewer had the flexibility of changing the order of questions, asking a new prompt or not asking some questions according to the development of the interview (Yıldırım & Şimşek, 2005).

The analysis of the qualitative data was carried out through transcribing the recordings. Common and different themes were identified in these transcriptions, and they were listed according to their categories.

<div align="center">General Results and Discussion</div>

In this section, the general results of the study are presented and discussed according to the themes identified by analyzing the interview data in order to respond to the research question stated below:

Which personal factors play a role in experienced English teachers' decision whether or not to engage in PD activities?

One of the most important findings of the study is that all six participants share the same opinion about professional development. They are aware of the notion of professional development. They indicated that activities for professional development play an important role in a teacher's life and they defined PD activities in a similar way. All of the interviewees stated that attending conferences, seminars, workshops, in-service training sessions, peer-teaching and book clubs could be regarded as PD activities. They also noted that PD activities helped teachers to stay informed about recent developments in teaching and use them in their own teaching. This finding is in compliance with the literature stating the rationale behind PD activities. As Borko (2004) states, teachers are expected to follow all developments in their field and respond to them in their teaching. In order to be able to that, they

need to engage in activities which will help them keep on learning throughout their professional career.

Another striking finding was that although some questions were posed to the participants regarding their marital status, children, years of experience, salary and educational backgrounds, the participants' main reasons for engaging or not engaging in PD activities did not primarily focus on these personal factors. The results of this study showed that all participants agree on the definition of professional development and its importance for experienced state primary and secondary school teachers since good teaching requires successful learning (Leithwood, Day, Sammons, Haris & Hopkins, 2006). However, three of the six participants, Melis, Zeynep and Volga, indicated that they had not long been participating in PD activities. Yağmur is another experienced teacher who has not attended such activities for three years since the birth of her child. All of these four participants are married and have at least one child. Even though it might be concluded that being married and having a child can have some effects on not being able to attend PD activities, none of these four participants based their unwillingness on their marital status and children. On the contrary, they stated that their spouses did support them. They only mentioned that once teachers become more mature, their priorities may change. However, this finding contradicts the literature. According to a study conducted by Özer and Beycioglu (2010), the mean scores on professional development and emotional exhaustion differed significantly by gender. It was found that although female teachers had more positive attitudes towards professional development than the male teachers, they experienced more emotional exhaustion

than male counterparts since most of the women teachers are mothers and teachers at the same time.

In addition, the results of the same study (Özer & Beycioğlu, 2010) showed that teachers with beyond 21 years of professional experience had more negative attitudes about professional development. Having more teaching experience might have affected these teachers' attitudes and behaviors about professional development. Similarly, the participants, Melis, Zeynep and Yağmur, in this study had already reported that they used to have more positive attitudes towards PD, but they are not willing to engage in PD activities anymore. However, this does not necessarily mean that as the years of experience, together with age, increases, the motivation for engagement in PD activities will decrease. Zabel and Zabel (2001) found no significant correlation between age and demotivation of teachers towards PD. It is important to note that the teachers pursuing professionalization have a motivation for collaboration, but age does not make a significant difference in pursuing this motivation.

Furthermore, although attractive salaries are clearly important to improving the experienced teachers' motivation for their professional development (OECD, 2005, as cited in Day and Gu, 2010), none of the six participants in this study pinpointed the effect of their monthly income on their decision to engage or not to engage in PD activities. They stated that salary was not of primary focus of attention. Literature supports this finding in that money is a "strong initial attractor to the process of professionalization, but that attraction later diminishes as other motivators strengthen" (Kelley & Kimball, 2001).

On the other hand, Deniz, who is both married and has a child, is an example of just the opposite tendency. No matter what the circumstances are, Deniz is always willing to participate in PD activities. The analysis of the data also shows that advanced degrees, such as MA and PhD, play a role in teachers' decision to engage in such activities as in the cases of Deniz and Merve, who are always willing to develop themselves professionally. As part of her personality, she does not complain about the problems she faces even though she admits that there are some important issues related to the professional development of teachers and PD activities. Teaching is part of her life and she states that, one way or another, she always finds a way to make it appealing. This finding shows that gender, marital status and having a child do not necessarily result in an unwilling attitude of experienced teachers towards engagement in PD activities. Therefore, teachers could be reminded of the fact that such personal factors do not always have negative effects on their willingness to attend PD activities. It should be noted that every teacher is unique in their way of lives and teaching. The important point to be kept in mind is that knowing what motivates teachers will undoubtedly help teachers to move further along the continuum from occupation to profession. In order to understand the underlying personal and other factors affecting their participation in PD activities, the following common themes should be considered carefully. It is also highly important to always remember the fact that effective educational improvements begin with teachers (Hildebrandt & Minhee, 2011).

Common Themes

The data analysis revealed the following common themes as personal factors affecting the participants' decision to engage in PD activities.

- Intrinsic motivation

- Attitude towards students and teaching environment

- Sense of well-being

- The effect of frequent changes in the educational system

Intrinsic Motivation

One of the key findings of the study is the participants' intrinsic motivation for PD activities. Merve and Deniz stated that it was their own preference to engage in PD activities since they regarded PD activities as a means of self development. Merve noted that attending such activities was her way of life. Therefore, she could not think of not taking part in PD activities. Similarly, Deniz emphasized that she had this inner feeling that motivated her to develop herself by means of PD activities. The two participants, Merve and Deniz, emphasized that success in their career was highly important, and PD activities helped them to achieve that. Deniz underlined the importance of her feeling of being among the best in whatever she did in life. She stated that she was used to being among the most successful students in her academic life and wanted to carry on in the same way in her profession. That is why, she always felt the need to improve her skills in teaching. Engagement in PD activities was indispensable for her academic life. Both Merve and Deniz emphasized the fact that they had been experiencing some difficulties in their professional lives; however, those difficulties did not result in loss of motivation in their case. This finding is in compliance with the literature. Smith, Hofer, Gillespie, Solomon and

Rowe (2006) state that teachers' motivation is a key factor in their decision to engage in PD activities. They indicate that teachers' inner motivation supports them to develop themselves. The motivation is so important that it even mitigates other factors (e.g. unsupportive administration, uncooperative colleagues) that hinder professional development. According to their study, motivation to attend PD activities was at the top of the list by level of importance. Similarly, Nasser and Shabti (2010) maintain that teachers who are internally motivated are driven by curiosity and interest, and they believe that this is the right way to act. Therefore, they enjoy the activity that they engaged in.

Another important finding as regards the intrinsic motivation is related to the participants' own choice of becoming a teacher. Merve, Deniz and Yağmur indicated that teaching was their first preference during the university entrance exam. Merve stated that although she was a graduate of an educational sciences department, she had chosen to teach. Similarly, Deniz emphasized that she studied English language teaching in spite of the fact that her father had sent her to a trade high school so that she would become an accountant after graduation. Yağmur, similar to Merve, said that teaching was her first choice and she never regretted that. This finding is supported by the literature. Richardson and Watt (2005) state that an enduring interest in teaching as a career, and a "long-held aspiration" result in becoming a teacher. The researchers underline the fact that students do not enroll in a teacher education program easily. It requires willingness to teach. In the case of Merve, Deniz and Yağmur, it is obvious that teaching was of primary importance when they had to decide what to study at the university, and they still demonstrate this willingness by their positive attitude towards attending PD activities.

On the other hand, data analysis revealed that lack of intrinsic motivation also affects teachers' decision to engage in PD activities. Melis, who has been teaching for 22 years, stated that she decided to become a teacher because it was what was expected from her. Her mother would always remind her of her being a girl, which meant that Melis would become a mother one day; therefore, she would have a lot of responsibilities for her husband and children. She was told to choose a job that was not too demanding. For this reason she became a teacher. This was not her personal choice. She reflected that her attitude towards her profession might be different had she had had the opportunity to make her own decisions. Some researchers have pointed out the effect of the fact that perceptions of teaching as women's work have built up a familiar image of teachers (Clifford, 1989; Sedlak, 1992). Teaching, like other traditional female professions, has been identified with an image of "social housekeeping" (Pagano, 1990). For this reason, women end up with losing discretion and autonomy for their own lives and they can voice neither their feelings nor opinions to fully express themselves. Volga, the only male participant, had a similar experience. He emphasized that he did not like the idea of becoming a teacher since teaching was regarded as "women's work", and he hated that idea. He stated that his friends made fun of him. It was not his free will to become a teacher, and he implied that he could perform his duty more enthusiastically had the circumstances been different.

Attitude towards Students and Teaching Environment

In line with what has been suggested in the literature (Day & Gu, 2010), professional environment affects teachers' work both positively and negatively. In

Deniz's and Yağmur's case, collaborative and friendly relationships among colleagues increased their willingness to develop themselves professionally. Deniz noted that she enjoyed organizing "tea parties" and working with her colleagues as well as socializing. Similarly, Yağmur indicated that she had good relations with other English teachers at the school. Instead of attending the Ministry seminars, she liked talking to some colleagues in the teachers' room. Further, she noted that they sometimes gathered to discuss the supplementary book that they were using. They shared their experiences since the textbook was new to all of the teachers. They surfed on the net and looked for items that could help them. She also said that they discussed the items they found and changed their lesson plans accordingly. She believed that such a collaborative work was better than attending the Ministry seminars as they helped her teaching directly. As Joyce and Calhoun (2010) state, the important issue is how individuals get benefit from their situation. People who do this best actually improve their professional environments. The authors believe that teachers draw positive energy from these meetings, and thus they improve themselves more in terms of their professional lives.

Regardless of some personal factors preventing the participants from participating in PD activities, Merve reported that her engagement in PD activities gave her an opportunity to feel like a hero since it made her so happy when she heard her students talk about the activities they engage in to their friends in other classes. She emphasized that the activities she mostly used were the ones she learnt from her participation in PD activities. She also mentioned that she considered herself as the mother of her students and the school as her home. She was striving against all the difficulties with the help of these feelings, which helped Merve to keep her

commitment high. Feeling responsible for her students and the school, she stated that she was never satisfied with the stage she had reached. This finding is in compliance with the literature. Teacher development can be fostered in the environment in which teachers share a view of their learning so as to better meet the challenge of their students' learning needs (Rosenholtz, 1989). It is expected that only when teachers understand how their actions, assessments practices, and task requirements affect student learning outcomes, can they effectively adapt their pedagogical practice to meet their students' diverse needs. However, Merve indicated that she did not feel comfortable in her teaching environment where there is no collegial support. On the contrary, she mentioned that she had nothing in common with her colleagues at the school, which made it impossible for her to share anything with them. This result is also in compliance with the literature. As Darling-Hammond and McLaughlin (1995) report, fostering teacher development can be obtained by collaborating with other teachers, looking closely at students and their work, and sharing what they see. In Merve's case, it is obvious that there is not any collaborative work among colleagues, which hinders teacher development.

Sense of Well-being

When the data were analyzed, it was seen that teachers' sense of well-being had an important role in their decision to both engage and not to engage in PD activities. Day and Gu (2010) maintain that sense of well-being is a psychological construct and that teachers' well-being includes job satisfaction, their self-reported health, the experience of symptoms of exhaustion, tension and anxiety, and positively through levels of self-efficacy, motivation, commitment and resilience. Four of the participants in this study stated that lack of the sense of well-being

prevented them from attending PD activities since it had caused loss of motivation. Of the six interviewees, four teachers, Melis, Zeynep, Volga and Yağmur reported that the Ministry of National Education depreciated the real value of its teachers. After they had heard that the Ministry would "import" foreign teachers to teach English in Turkish schools, they felt undervalued. The decision made them feel that Turkish teachers were not qualified enough to teach English. They were deeply disappointed. These interviewees, as well as Merve, also indicated that they were not satisfied with the textbook they had long been using. The analysis revealed that it was difficult to teach English with the textbook they were using as it had neither listening materials, nor reading texts. According to the participants, the textbooks did not have any communicative activities, nor did they include any supplementary exercises. For this reason, as Yağmur confessed, some teachers decided to use one of the foreign publisher's books, which was not something they were allowed to do. However, some teachers insisted on using foreign publishers' books. This caused some problems as well since most of the parents did not want to buy the expensive book. Furthermore, the parents regarded the other books as unnecessary. Self-efficacy is in the literature as teachers' belief to make positive changes in students' lives. The participants, in this study, are devoid of such feelings as they think that they cannot teach the way they want to teach, and this makes them feel incompetent and depressed.

Another finding related to the effect of lack of sense of well-being is the feeling of isolation experienced by most participants. Apart from Deniz, none of the participants seemed fully content with their teaching environment. Merve stated that she did not communicate with other teachers unless she had to. She could not accept

her colleagues' undervaluing her work. She emphasized that she tried to be friends with all of them. However, they did not welcome her. In time, she stopped trying to be friendly, and therefore, she stated that she had been feeling lonely for a long period of time. Furthermore, Merve highlighted that she did not get genuine support from her principal in her attempts to participate in PD activities. She was always told that she could join such activities provided that she would not miss any of her classes and it was her own responsibility to find PD activities other than the ones offered by the Ministry of National Education. The lack of genuine support is another factor making Merve feel lonely. Although Goddard, Hoy and Woolfolk Hoy (2004) maintain that teachers' well-being is positively related to a positive school climate with a lot of leader and collegial support, Merve seems to prove the opposite. Merve emphasized that she would never stop engaging in PD activities as her love of teaching would help her sustain commitment to her profession. Her marital status and lack of children might be considered as another explanation for her continuous participation in PD activities.

Another personal factor regarding sense of well-being was related to teachers' dissatisfaction with the content of the PD activities organized by the Ministry of Education. All participants agreed that the number of ELT based training programs was limited, and participation in these programs was not compulsory. Considering that the sense of well-being is related to job satisfaction and motivation, the participants, particularly, Melis, Zeynep and Yağmur, complained about their dissatisfaction with these programs' inefficiency and indicated that they had not benefited from those sessions as the guest speakers were usually Turkish educators who are appointed by the Ministry's officials. A brief overview of the web page of

the Ministry of National Education reveals that PD sessions will be chaired by Turkish lecturers from different universities of Turkey, and the participants would be informed about the changes in the new curriculum. There is nothing related to classroom practices in teaching English, which was of utmost importance for all teachers (retrieved from http://nigde.meb.gov.tr, May 31, 2011). Besides, they noted that they had not learned any practical knowledge, and thus they did not feel the need to attend the Ministry of Education's training sessions. When compared to Cochran-Smith and Lytle's (1999a) knowledge for practice, which is also referred to as "sit and get" professional development, it is seen that the participant teachers are right in thinking that, in such PD activities, teachers often learn about a new teaching technique from an outside expert, and then go back to their classrooms to implement the new knowledge that was handed down from the expert. However, as Dana and Yendol-Hoppey (2008) maintain, in most cases, teachers need support as they transfer the newly acquired knowledge to the learning process within their teaching environments. Although reading a professional book or journal, attending a workshop or professional meeting, participating in a book club, or observing another teacher could be regarded as PD activities under the category of knowledge for practice, Dana and Yendol-Hoppey (2008) suggest that experienced teachers should know that knowledge for practice is not enough to satisfy teachers' motivation for professional development Thus, it is suggested that teachers should also be engaged in knowledge in practice, which requires the use of teachers' practical knowledge and improving teaching practice. One of the participants, Yağmur, did highlight that her mini-talks and discussions with her colleagues were more beneficial in the sense of generating new ideas than attending the Ministry's training sessions because she

could immediately practice the shared knowledge and get feedback not only from the students but also from other teachers at the school. The experiences of these participants reveal that they receive little or no support from the principals and the Ministry of National Education. This makes them feel undervalued or neglected. However, as Day and Gu (2010) state, the provision of appropriate and responsive support for teachers is the key to promoting the quality and well-being of their professional lives in teaching.

In order to experience a sense of well-being, it is important that teachers have a sense of belonging to their teaching environment. During the interviews, Volga, a principal, stated that he had long been observing that the English teachers at his school had lost their sense of belonging as a result of lack of genuine support and understanding of the authorities in terms of responding to the teachers' complaints. If this situation persisted, he feared that things would get worse. He explained that he could understand their reasons for not engaging in PD. His teachers did not feel like doing it for various reasons. Volga reported that the teachers at his school used to write letters of complaints to the Ministry. However, seeing that there was no change, they had the feeling of being ignored and undervalued by the Ministry. Therefore, he, himself, did not feel like he had the right to ask them to work more collaboratively and efficiently. In addition to Volga, Melis shared one of her unpleasant experiences she had with one of the parents, and it revealed that as a teacher, she did not get the support she deserved from the principal. Melis believed that the unsupportive attitude was for the fear that her school would receive a warning letter, about which noone would feel happy. This finding supports the belief that the sense of belonging has a critical effect on both the intellectual development

and emotional well-being of teachers, particularly for those who are striving to survive despite the difficulties (Day & Gu, 2010). The authors maintain that genuine support from administrative staff plays a big role in the teachers' positive work experiences.

Effect of Frequent Changes in the Educational System

Another important factor affecting the experienced English teachers' decision not to engage in PD activities in this study is the effect of frequent changes in the educational system. These changes have a negative effect on the teachers' feeling of well-being. All interviewees except Deniz, who has an exceptional intrinsic motivation towards teaching and self-development, highlighted the fact that politicians changed the system of education according to their own wish without considering the consequences. The common belief was that whenever the government would change, the system changed automatically, which generally resulted in their loss of motivation. Zeynep and Volga exemplified the situation with a recent change. According to the new law, all high schools would be replaced by Anatolian high schools. However, the participants stated that the new Anatolian high schools were totally different from the old ones which aimed to offer an English medium instruction. The old Anatolian high schools had also one-year-preparatory classes. Within the new system, there are no preparatory classes and there is a dramatic decrease in the amount of English courses to be offered. Thus, there is a sharp decrease in the motivation of students for taking English classes. In addition, Zeynep reported that some of the students were coming from private primary schools, which meant that they had already learned some English. However, there were some students, in the same class, who were from state primary schools and their

level of English was poorer than that of the ones from the private schools. Unfortunately, these students had to be placed in the same class. Since the syllabus is the same for everybody, all of the English teachers had to start teaching from the very beginning. Volga noted that even he, as the principal, could not take any action to overcome this problem since it was the law. The teachers described the situation in the classrooms where some students were trying to learn the "A B Cs" of the language while others were either daydreaming or talking to each other because they already had studied this material. That is why, the majority of teachers did not even want to go into the class and see the students. Zeynep said that she was 51 and did not have much energy and patience left to adapt herself to these changes which made the situation worse and worse each year, and she was planning to retire soon.

In addition, Yağmur reported that her students found the six-hour-English classes in a week far too much, and her students were complaining about the amount of English instruction. She stated that the gradual decline in the hours of English courses was the real cause for such complaints. Therefore, she found it nearly impossible to motivate her students. Yağmur highlighted that her students did not use to be de-motivated towards English. However, the gradual decrease in the hours of instruction caused her students to think that English was not an important course, so they did not have to focus on it. Another reason for the presence of unmotivated students was the belief that students', particularly high school students' ultimate goal was studying at a prestigious university. As Volga mentioned, parents of the high school students wanted their children to succeed in the university entrance exam. To this end, they tried their best to help their children to be successful. It is unfortunate that not only students but also their parents were of the opinion that English was not

necessary for the university exam. Both parties thought that English could be learned in a preparatory school of a prestigious university after succeeding in the exam. The principal, Volga, mentioned that the parents, themselves, did not let their children come to school after March since they had to be preparing for the exam. It was stated that noone was able to do anything about this absenteeism issue although it was not allowed by the law. At the end of each interview, except for Deniz, each participant asked the same question:

"Is it worth the effort?"

"Who will I professionally develop myself for?"

Furthermore, in spite of the emphasis given on the teachers' burn-out affecting their decision to or not to engage in PD activities in the literature, these six participants believe that their decision is not simply a matter of burn-out. All of the participants underlined the effect of frequent changes in the system and the unsupportive attitude of the authorities as an important factor in their decisions about participating in PD activities.

It is true that teachers in many countries across the world are experiencing similar government intervention in the form of changing laws, national curricula, national tests and standardized criteria for measuring the quality of schools in order to raise standards. However, the intervention should not erode schools' autonomy and not challenge teachers' personal and professional identities in order to sustain a positive and effective teaching environment (Day and Gu, 2010).

Limitations

This case study was conducted with the participation of six experienced teachers working at state primary and secondary schools of two big cities in Turkey.

The aim of this study was to determine the personal factors affecting experienced teachers' decision to engage or not to engage in PD activities. Due to time constraints, the teachers were interviewed for a limited amount of time. If it were a longitudinal study, more in-depth data might have been collected.

Accessibility of experienced teachers across the country was another limitation of this study. This study was done with teachers from two big cities only. If more experienced teachers from small towns and other parts of the country had been accessible, wider range of data from different backgrounds could have been obtained. If there had been more experienced teachers from different social and educational backgrounds, there could have been not only more generalizable but also more reliable results.

In addition, only one principal participated in the study due to official procedures and time constraints. If more representatives of the administration had participated, they would have shared their experiences and voice their opinions about the issue from a different perspective and could have provided more objective data about the reasons for the personal factors affecting teachers' decision to engage or not to engage in PD activities. Had more administrative staff and authorities from the Ministry of Education been included in this research, clearer conclusions could have been reached. If the time for the study was not limited, classroom observations of the participating teachers could have been used as an additional data source which might have revealed the teachers' use of what they had learned through PD and the effect of such innovative approaches on their students.

Implications

The results of the study are consistent with the literature on professional development and the effect of personal factors on experienced teachers' decision to or not to engage in PD activities. They support the idea that intrinsic motivation, attitude towards students and the teaching environment, sense of well-being, and the effect of frequent changes in the educational system play an important role in the experienced teachers' decision to or not to engage in PD activities.

Thus, this study shows that years of experience together with some changes in the environments where teaching and learning take place might also cause experienced teachers to differ in their decisions to or not to participate in PD activities. Yet, if these teachers are to succeed, their professional lives have to be "characterized by passion, care, well-being, commitment, high quality leadership and support. Unless they do so, for many teaching may become just a job" (Day & Gu, 2010, p.194).

Owing to the fact that it is not easy to eliminate the negative factors hindering teachers' participation in PD activities, teachers, principals and ministry officials should work collaboratively to make a positive contribution to the learning and achievement of both the teachers and their students. This necessitates more flexible and committed principals, who are the heart of successful schools. In order to achieve that goal, these principals should be given more opportunity to use their own discretion in selecting and providing PD activities for their staff since they are the closest people to individual teachers at schools. Leadership support is of utmost importance as it is vital for teachers' well-being and commitment.

In addition, the content of the PD activities offered by the ministry could be revised to reflect the opinion of the teachers who are expected to attend and benefit from. This will not only prevent teachers from thinking that these activities are not worth attending but also let them feel that their opinions are invaluable, which will automatically boost their self-confidence.

This study may also have implications for experienced teachers who have already stopped engaging in PD activities. They might become aware of the fact that they are not alone, and might still be able to minimize the effect of problems they face in their professional lives and enthuse others to do the same thing. It should never be forgotten that teachers have to forge their capacity to teach to their best. Therefore, they should find ways to manage to remain committed and passionate to their work. The importance of doing so is vividly illustrated in the quote below:

> It is a logical question. At the time I had not thought it through in detail. So I ad-libbed an answer, which I think is in the right direction. Go around to your friends and ask them just one question: Who are your favorite teachers? Then make a list of those teachers and go out and take their courses- no matter what they are teaching, no matter what the subject. It does not matter whether they are teaching Greek mythology, calculus, art, history, or American literature - take their courses. Because when I think back on my favorite teachers, I do not remember the specifics of what they taught me, but I sure remember being excited about learning it. What have stayed with me are not the facts they imparted but the excitement about learning they inspired. To learn how to learn, you have to love learning- or you have to at least enjoy it- because so much learning is about being motivated to teach yourself. And while it seems that some people are just born with that motivation, many others can develop it or have it implanted with the right teacher (Friedman, 2005, p. 310).

Suggestions for Further Research

Because of the time constraints and accessibility issues, involving more experienced teachers working at state primary and secondary schools in the research

was not possible. Therefore, the study was limited to six teachers. The same study could be replicated to include a larger number of experienced state school teachers teaching in different parts of Turkey. It should also be a longitudinal study including more male teachers, as well as administrative staff from both schools and the Ministry of National Education. This would allow for a more in-depth exploration of the effect of personal factors on teachers' decision to engage or not to engage in PD activities.

In addition, while examining those differences, the teaching environment of teachers could also be observed to get a clearer picture of the effect of these personal factors on their teaching. This might also include the observation of students who might express their personal opinion on the teachers' attitude to PD and that way more concrete data could be obtained about the effect of their teachers' participation in PD on teaching.

There is also a need for further investigation of the effect of the relationship between teachers' personal interests and hobbies and professional development. It would be interesting to see if there is a connection between them.

Conclusion

The research investigated the personal factors affecting experienced teachers' decision to or not to engage in PD activities. Although some studies in the literature show that years of experience, age, gender and marital status affect experienced teachers' decision to participate in PD activities, the results, in this study, show that intrinsic motivation, sense of well-being, attitude towards students and teaching environment, and the effect of frequent changes in the educational system are the factors affecting the teachers' decision to engage in such activities.

Professional development is important for all teachers. People become teachers because they believe in something. They have an image of a good society where there are happy students and teachers. In order to achieve this image, teachers need to realize that "who the teacher is" is an important factor in determining their roles in the profession since they are going to act accordingly. "Paying attention to the connection of the personal and the professional in teaching may contribute to reaching educational goals that go far beyond the development of the individual teacher" (Meijer, Korthagen & Vasalos 2009, p. 308).

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APPENDIX A: QUESTIONNAIRE

Dear Professor,

I have been working as a lecturer in the Modern Languages Department at the Middle East Technical University for eleven years. I am currently pursuing my master's degree in TEFL at Bilkent University. This study aims to shed light on the personal factor(s) that play(s) a role in experienced English teachers' decision to or not to engage in PD activities. I would like to learn your opinions concerning this issue.

Your answers will be kept strictly confidential. The information gathered through this questionnaire will help the researcher identify the samples who will take part in some follow-up interviews and focus-group discussions, which may provide a good opportunity to increase the motivation of the experienced teachers in Turkiye, and thus help them re-consider their attitudes towards engaging in PD activities. It would be appreciated if you could complete this questionnaire, which should take approximately 10 minutes. Your completion of the questionnaire will be assumed to grant permission to use your answers throughout the current study.

I would like to thank you in advance for your participation and for sharing your valuable time for this study.

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Please answer the questions:

Age (between)   : 20-29   30-39   40-49   50+

Place of birth   :

Gender   :

Marital status   :

Children (if any)   :

Spouse's occupation   :

Educational background   :

Years of experience (indicate if there is any other work experience other than teaching):

Place(s) of experience   :

Place of residence   :

Religion (optional)   :

Siblings (if any)   :

Annual income(approximately)   :

Participation in PD activities (if any):

Hobby/Sport   :

e-mail (if you wish)   :

APPENDIX B: SAMPLE TURKISH – ENGLISH TRANSCRIPTIONS

Güney Doğu Anadolu'da kızlar erken yaşta evlenirler. Anne-babalar kızlarının okula gitmesine müsade etmezler. Benim gibiler azınlıktadır. Evde oturup ev işi yapmak durumundadırlar. Hala da öyle. Evlendikten sonra da çocuk doğurup, çocuklarına ve eşlerine bakmakla yükümlüydüler. Eve ekmek getiren kişi olamazlardı. Kural buydu ve fazlasını da bekleyemezdik. Öğretmenlik tek şansımızdı. Annem de bunun çok iyi farkındaydı çünkü biliyordu ki kızlar ileride anne ve ev hanımı olacaklardı. Ama benim aile içinde söz sahibi olmamı da istiyordu. Ev ve işi dengeleyebilmek için, çok fazla vakit ve enerji harcamayı gerektirmeyecek bulmam gerektiğini söylerdi. İşte böylece öğretmen oldum.

Girls usually get married at an early age in the South-Eastern parts of Turkey. Parents would not let their daughters go to school. Girls like me were definitely among the minority. They were, and still are, supposed to stay at home and do the housework. After they got married, they had to have children and were responsible for their kids and the husband. They could not be "the bread-winner". This was the norm and we could not expect more from life. Teaching seemed the only option for us. My mother was well aware of this fact since she knew that girls would become mothers and housewives, but she also wanted me to have my own say in the family. In order to balance between home and work, she always told me to choose a career that would not require a lot of time and energy outside. That is how I became a teacher.

APPENDIX C: SAMPLE OF EMOTIONAL AND DESCRIPTIVE CODING

(ENGLISH)

Part I – Rater I

Researcher: How many hours do you have to teach every week?

Participant 2: 22 hours

R: Do you stay at school after teaching?

P2: No. No. I do not have to stay, so I leave of course, should there be a meeting, I stay and attend the meeting.

R: Do you prepare your own exams for the class or is there a testing committee?

P2: There is no testing committee. We prepare our own exams, but sometimes we share some items among ourselves.   (no committees)

R: So, that does mean you sometimes come together with your colleagues, and discuss issues related to teaching.

P2: Not very often, but we do it of course. Hmmm, as far as I observe, the colleagues in the school are not very much willing to come together and talk about what is going on in their classrooms.   (lack of collaboration)

R: Can you elaborate more on that? I could not get what you are trying to say.

P2: Well, I am 44 years old and the rest of my colleagues are younger than me. We have both cultural and educational background differences. Therefore, we have differences in our way of thinking, and sometimes we have difficulty in voicing these different opinions, and as a result, we end up with serious discussions that offend some of us. At this point, I feel that I should act and work individually.
        (background differences)

R: Do you ever think there are other underlying reasons for such "serious discussions"?

P2: As far as I observe, at least in my context, teachers are do not like criticism no matter how constructive and useful it is. They take everything personally, so it is difficult to talk to some teachers. After a while, I get tired and do not want to take part in any kind of communication with them. Instead, I choose to be on my own.
        (offended colleagues) (tiredness)

Although the researchers did not ask the participant whether she had any priorities in life, the participant stated that her family had always been in the first place. She continued as…

P2: If I leave home without preparing the breakfast, I feel guilty. As a matter of fact not even my husband is asking for it. This is how I have lived through the years. I had the same family setting when I was a child and I remember my mother and grandmother constantly saying that "mothers played, and still do, the key role within a family and she had to be always there, ready". This has become my motto since then. (motherhood)   (feeling of guilty)

R: Does this "motto" have any effect on your participation in PD activities? I mean does it have any relation to it?

P2: Exactly. Upon giving birth to my second child, I decided to quit teaching and take care of my child which meant that I had to stay home for three years until my daughter started kindergarten. This was my own preference; I mean no one forced me to do so. But of course, being away from teaching had some drawbacks. I feel behind the system, teaching and worst of all I lost my confidence in teaching. I started to think that I had, even, lost my ability to speak English. Somehow, I felt that the brand new teachers were much better than me because they were new graduates, they were fresh and ready to follow and implement everything they see and learn. I could not put myself in their position. Let me give you an example. One of the private secondary schools announced that they would hire some English teachers. (loss of confidence)

R: And you applied for that position?

P2: Yes, and surprisingly I passed the first set of exams and got stuck during the interview. As I said earlier, I said as if I had lost my ability to speak and I was speechless in front of the interviewer. Yet still, I felt proud of myself due to having passed the first stage. This helped me gain my confidence again and give me the courage to step in a classroom and start teaching.   (gaining confidence)
      (proud)

R: Well, after you start teaching, was there anything new in your school life?

P2: Actually no. The same old routine.

R: Apart from sharing some ideas with your colleagues, (which you earlier stated that it was done very often) what other activities regarding teaching have you been into?

P2: To be honest, I am not into such activities anymore. Maybe you know, every year, the Ministry of National education runs in-service training workshops in various subjects. These workshops are not only in the field of ELT but also in other

subjects. They are hardly ever compulsory, which means anyone who wishes to attend will attend these training sessions. (in-service training)

R: What about you?

P2: It has been such a long time since I last took part in workshops as these. (unwillingness towards PD activities)

R: May I ask you why?

P2: Sure. Whenever I engaged in such workshops and for seminars, I did not feel comfortable. I would hide myself behind the seats so that noone would ever ask a question to me. I was afraid of making a mistake when I attempted to speak. (lack of confidence)

R: Does that mean the trainer was a native speaker all the time?

P2: Mostly, yes. When the trainer was Turkish, then I had a feeling that the trainer was no different than me (at least in terms of speaking and years of experience), so I definitely did not attend those sessions. (unwillingness towards PD activities)

The red color indicates emotional coding, the black color shows descriptive coding.

Part II – Rater II

Researcher: How many hours do you have to teach every week?

Participant 2: 22 hours

R: Do you stay at school after teaching?

P2: No. No. I do not have to stay, so I leave of course, should there be a meeting, I stay and attend the meeting.

R: Do you prepare your own exams for the class or is there a testing committee?

P2: There is no testing committee. We prepare our own exams, but sometimes we share some items among ourselves.   (no committees)

R: So, that does mean you sometimes come together with your colleagues, and discuss issues related to teaching.

P2: Not very often, but we do it of course. Hmmm, as far as I observe, the colleagues in the school are not very much willing to come together and talk about what is going on in their classrooms.   (lack of cooperation)

R: Can you elaborate more on that? I could not get what you are trying to say.

P2: Well, I am 44 years old and the rest of my colleagues are younger than me. We have both cultural and educational background differences. Therefore, we have differences in our way of thinking, and sometimes we have difficulty in voicing these different opinions, and as a result, we end up with serious discussions that offend some of us. At this point, I feel that I should act and work individually. (differences among colleagues)

R: Do you ever think there are other underlying reasons for such "serious discussions"?

P2: As far as I observe, at least in my context, teachers are do not like criticism no matter how constructive and useful it is. They take everything personally, so it is difficult to talk to some teachers. After a while, I get tired and do not want to take part in any kind of communication with them. Instead, I choose to be on my own. (offended colleagues) (tired)

Although the researchers did not ask the participant whether she had any priorities in life, the participant stated that her family had always been in the first place. She continued as…

P2: If I leave home without preparing the breakfast, I feel guilty. As a matter of fact not even my husband is asking for it. This is how I have lived through the years. I had the same family setting when I was a child and I remember my mother and grandmother constantly saying that "mothers played, and still do, the key role within a family and she had to be always there, ready". This has become my motto since then. (motherly feelings)   (guilty)

R: Does this "motto" have any effect on your participation in PD activities? I mean does it have any relation to it?

P2: Exactly. Upon giving birth to my second child, I decided to quit teaching and take care of my child which meant that I had to stay home for three years until my daughter started kindergarten. This was my own preference; I mean no one forced me to do so. But of course, being away from teaching had some drawbacks. I feel behind the system, teaching and worst of all I lost my confidence in teaching. I started to think that I had, even, lost my ability to speak English. Somehow, I felt that the brand new teachers were much better than me because they were new graduates, they were fresh and ready to follow and implement everything they see and learn. I could not put myself in their position. Let me give you an example. One of the private secondary schools announced that they would hire some English teachers. (loss of confidence)

R: And you applied for that position?

P2: Yes, and surprisingly I passed the first set of exams and got stuck during the interview. As I said earlier, I said as if I had lost my ability to speak and I was speechless in front of the interviewer. Yet still, I felt proud of myself due to having passed the first stage. This helped me gain my confidence again and give me the courage to step in a classroom and start teaching.   (gaining confidence)
        (proud)

R: Well, after you start teaching, was there anything new in your school life?

P2: Actually no. The same old routine.

R: Apart from sharing some ideas with your colleagues, (which you earlier stated that it was done very often) what other activities regarding teaching have you been into?

P2: To be honest, I am not into such activities anymore. Maybe you know, every year, the Ministry of National education runs in-service training workshops in various subjects. These workshops are not only in the field of ELT but also in other subjects. They are hardly ever compulsory, which means anyone who wishes to attend will attend these training sessions. (discontent about in-service training)

R: What about you?

P2: It has been such a long time since I last took part in workshops as these. (unwilling to PD activities)

R: May I ask you why?

P2: Sure. Whenever I engaged in such workshops and for seminars, I did not feel comfortable. I would hide myself behind the seats so that noone would ever ask a question to me. I was afraid of making a mistake when I attempted to speak. (lack of confidence)

R: Does that mean the trainer was a native speaker all the time?

P2: Mostly, yes. When the trainer was Turkish, then I had a feeling that the trainer was no different than me (at least in terms of speaking and years of experience), so I definitely did not attend those sessions. (unwilling to PD activities)

The red color indicates emotional coding, the black color shows descriptive coding.

Qualitative Analysis procedure suggested by:

Saldana, J. (2009). *The coding manual for qualitative researchers*. London: Sage Publications Ltd

APPENDIX D: SAMPLE OF EMOTIONAL AND DESCRIPTIVE CODING

(TURKISH)

Bölüm I - Puanlayıcı I

Araştırmacı: Haftada kaç saat ders veriyorsunuz?

Katılımcı 2: 22 saat

A: Ders verdikten sonra okulda kalıp, vakit geçiriyor musunuz?

K2: Hayır. Hayır, kalmak zorunda değilim. Ama eğer toplantı varsa, kalıp, toplantıya katılıyorum.

A: Sınavlarınızı kendiniz mi hazırlıyorsunuz, yoksa sınav komitesi mi var?

K2: Sınav komitesi yok. Sınavları kendimiz hazırlarız, ama bazen de arkadaşlar arasında alış-veriş olur.   (sınav komitesi yok)

A: Yani arada bir meslektaşlarınızla bir araya gelip, öğretmenlikle ilgili hususları konuşup, tartışıyor anlamına mı geliyor bu söylediğiniz?

K2: Çok sık değil ama tabii ki yapıyoruz. Hm'm, gözlemlediğim kadarıyla, okuldaki arkadaşlar bir araya gelip, sınıflarında olup bitenler hakkında konuşmaya pek istekli değiller. (işbirliği eksikliği)

A: Biraz daha açar mısınız? Demek istediğinizi tam olarak anlayamadım.

K2: Ben 44 yaşındayım ve okuldaki arkadaşlarımın hepsi benden yaşça küçükler. Aramızda hem kültürel hem de eğitimsel farklılıklar da var. Dolayısıyla, düşünce şeklimiz farklı ve bazen bu farklılıkları dile getirirken zorlanıyoruz ve aramızda ciddi tartışmalar yaşanabiliyor. Hal böyle olunca da tek başıma çalışmanın daha iyi olacağını düşünüyorum.   (temeldeki farklılıklar)

A: Bu tür ciddi tartışmaların altında yatan başka sebepler olduğunu hiç düşündünüz mü?

K2: Gözlemlediğim kadarıyla, en azından kendi ortamımda, ne kadar yapıcı ve yararlı olursa olsun, öğretmenler eleştiriyi sevmiyorlar. Her şeyi üzerlerine alınıyorlar, dolayıyla bazılarıyla konuşmak zor oluyor. Bir süre sonra, yorulup, onlarla iletişim içinde olmak istemiyorum. Yalnız başıma olmayı tercih ediyorum.

(alıngan meslektaş) (bıkkınlık)

Katılımcıya hayattaki öncelikleri sorulmamasına rağmen, kendisi için her zaman öncelikli olarak ailesini ön planda olduğunu ifade etti ve şöyle devam etti..

K2: Kahvaltı hazırlamadan evden çıktığım zaman kendimi suçlu hissediyorum. Aslında eşimin böyle bir talebi de yok. Bana öğretilen bu. Çocukken böyle yetiştirildim. Anneannem hep şöyle derdi: "Anne ailedeki kilit kişidir, her zaman orada ve hazır olmalıdır." Ben bu cümleyi duyarak büyüdüm ve bu da benim düsturum oldu. (annelik)   (suçluluk duygusu)

A: Bu düstur PD aktivitelerinize katılımınızı etkiledi mi. Yani sizce onunla ilgisi var mıdır?

K2: Kesinlikle. İkinci çocuğumu doğurduktan sonra, işi bırakıp, çocuklarıma bakmaya karar verdim. Bu da bebeğim kreşe başlayana kadar üç yıl evde oturacağım anlamına geliyordu. Kendi seçimimdi. Kimse beni zorlamadı. Gerçi öğretmenlikten uzak kalmamın bazı etkileri oldu. Olup bitenden habersiz kaldım ve en kötüsü de kendime olan güvenimi kaybettim. Hatta İngilizce konuşma yeteneğimi bile kaybettiğimi düşünmeye başladım. Yeni mezun öğretmenlerin benden daha iyi olduklarını düşünmeye başlamıştım çünkü bilgileri tazeydi ve öğrendikleri şeyleri uygulayabileceklerdi. Kendimi onların yerine koyamıyordum. Size bir örnek vereyim. Özel okullardan birisi öğretmen alacağını duyurmuştu.. (kayıp özgüven)

A: Başvurdunuz mu?

K2: Evet, ve şaşırtıcı bir biçimde ilk sınavı geçtim ama mülakatta takıldım. Önceden de söylediğim gibi İngilizce konuşma yeteneğimi kaybetmişim gibi hissediyordum ve mülakatı yapan kişinin karşısında dilim tutuldu sanki. Yine de birinci aşamayı geçtiğim için kendimle gurur duymuştum. Bu durum, kendime olan güvenimi yerine getirdi ve cesaretimi toplayıp, öğretmenliğe yeniden başlayabilmemi sağladı..

(geri gelen özgüven)   (gurur duyma)

A: Peki öğretmenliğe başlayınca, okul yaşamınızda herhangi bir yenilik oluştu mu?

K2: Aslında hayır. Bildiğim eski düzen vardı.

A: Meslektaşlarınızla fikir alış-verişi yapmak dışında, (daha önce sık sık yaptığınızı ifade etmiştiniz) başka ne tür etkinliklerle ilgilisinizdir?

K2: Dürüst olmak gerekirse, bu tür aktivitelerle artık ilgilenmiyorum. Belki bilirsiniz. Milli Eğitim Bakanlığı, her yıl farklı alanlarda çeşitli hizmet-içi eğitim seminerleri düzenlemektedir. Bunlar sadece ELT alanında olmaz ve katılım zorunlu değildir. Bu seminerlere eğer isterseniz katılırsınız.

A: Peki ya siz?

K2: Bu tür eğitim seminerlerine katılmayalı çok uzun zaman oldu. (PD aktivitelerine karşı isteksizlik)

A: Sebebini sorabilir miyim?

K2: Tabii ki. Ne zaman bu tür seminerlere katılsam, kendimi rahatsız hissediyorum. Kimse bana soru sormasın diye koltukların arkasına gizleniyorum. Konuşup, hata yapmaktan korkuyorum. (özgüven eksikliği)

A: Ana dili İngilizce olan konuşmacıların olduğu seminerler miydi hep bunlar?

K2: Evet, çoğunlukla öyleydi. Konuşmacı Türk ise, benden ne farkı var diye düşünürüm (en azından konuşma ve tecrübe anlamında). Dolayısıyla, kesinlikle o tür seminerlere katılmadım. (aktivitelere karşı isteksizlik)

Parantez içinde gösterilen kırmızı renkli ifadeler "duygusal" , siyah renkliler ise "betimleyici" kodlamayı göstermektedir.

Bölüm II - Puanlayıcı II

Araştırmacı: Haftada kaç saat ders veriyorsunuz?

Katılımcı 2: 22 saat

A: Ders verdikten sonra okulda kalıp, vakit geçiriyor musunuz?

K2: Hayır. Hayır, kalmak zorunda değilim. Ama eğer toplantı varsa, kalıp, toplantıya katılıyorum.

A: Sınavlarınızı kendiniz mi hazırlıyorsunuz, yoksa sınav komitesi mi var?

K2: Sınav komitesi yok. Sınavları kendimiz hazırlarız, ama bazen de arkadaşlar arasında alış-veriş olur.   (sınav komitesi mevcut değil)

A: Yani arada bir meslektaşlarınızla bir araya gelip, öğretmenlikle ilgili hususları konuşup, tartışıyor anlamına mı geliyor bu söylediğiniz?

K2: Çok sık değil ama tabii ki yapıyoruz. Hmmm, Gözlemlediğim kadarıyla, okuldaki arkadaşlar bir araya gelip, sınıflarında olup bitenler hakkında konuşmaya pek istekli değiller. (paylaşım eksikliği)

A: Biraz daha açar mısınız? Demek istediğinizi tam olarak anlayamadım.

K2: Ben 44 yaşındayım ve okuldaki arkadaşlarımın hepsi benden yaşça küçükler. Aramızda hem kültürel hem de eğitimsel farklılıklar da var. Dolayısıyla, düşünce

şeklimiz farklı ve bazen bu farklılıkları dile getirirken zorlanıyoruz ve aramızda ciddi tartışmalar yaşanabiliyor. Hal böyle olunca da tek başıma çalışmanın daha iyi olacağını düşünüyorum.   (farklılıklar)

A: Bu tür ciddi tartışmaların altında yatan başka sebepler olduğunu hiç düşündünüz mü?

K2: Gözlemlediğim kadarıyla, en azından kendi ortamımda, ne kadar yapıcı ve yararlı olursa olsun, öğretmenler eleştiriyi sevmiyorlar. her şeyi üzerlerine alınıyorlar, dolayıyla bazılarıyla konuşmak zor oluyor. Bir süre sonra, yorulup, onlarla iletişim içinde olmak istemiyorum. Yalnız başıma olmayı tercih ediyorum.

(alıngan iş arkadaşları) (yorgunluk-bıkkınlık)

Katılımcıya hayattaki öncelikleri sorulmamasına rağmen, kendisi için her zaman öncelikli olarak ailesini ön planda olduğunu ifade etti ve şöyle devam etti..

K2: Kahvaltı hazırlamadan evden çıktığım zaman kendimi suçlu hissediyorum. Aslında eşimin böyle bir talebi de yok. Bana öğretilen bu. Çocukken böyle yetiştirildim. Anneannem hep şöyle derdi: "Anne ailedeki kilit kişidir, her zaman orada ve hazır olmalıdır." Ben bu cümleyi duyarak büyüdüm ve bu da benim düsturum oldu. (annelik)   (suçluluk duygusu)

A: Bu düstur PD aktivitelerinize katılımınızı etkiledi mi. Yani sizce onunla ilgisi var mıdır?

K2: Kesinlikle. İkinci çocuğumu doğurduktan sonra, işi bırakıp, çocuklarıma bakmaya karar verdim. Bu da bebeğim kreşe başlayana kadar üç yıl evde oturacağım anlamına geliyordu. Kendi seçimimdi. Kimse beni zorlamadı. Gerçi öğretmenlikten uzak kalmamın bazı etkileri oldu. Olup bitenden habersiz kaldım ve en kötüsü de kendime olan güvenimi kaybettim. Hatta İngilizce konuşma yeteneğimi bile

kaybettiğimi düşünmeye başladım. Yeni mezun öğretmenlerin benden daha iyi olduklarını düşünmeye başlamıştım çünkü bilgileri tazeydi ve öğrendikleri şeyleri uygulayabileceklerdi. Kendimi onların yerine koyamıyordum. Size bir örnek vereyim. Özel okullardan birisi öğretmen alacağını duyurmuştu.. (özgüven eksikliği)

A: Başvurdunuz mu?

K2: Evet, ve şaşırtıcı bir biçimde ilk sınavı geçtim ama mülakatta takıldım. Önceden de söylediğim gibi İngilizce konuşma yeteneğimi kaybetmişim gibi hissediyordum ve mülakatı yapan kişinin karşısında dilim tutuldu sanki. Yine de birinci aşamayı geçtiğim için kendimle gurur duymuştum. Bu durum, kendime olan güvenimi yerine getirdi ve cesaretimi toplayıp, öğretmenliğe yeniden başlayabilmemi sağladı..

(yeniden kazanılan özgüven)   (gurur duyma)

A: Peki öğretmenliğe başlayınca, okul yaşamınızda herhangi bir yenilik oluştu mu?

K2: Aslında hayır. Bildiğim eski düzen vardı.

A: Meslektaşlarınızla fikir alış-verişi yapmak dışında, (daha önce sık sık yaptığınızı ifade etmiştiniz) başka ne tür etkinliklerle ilgilisinizdir?

K2: Dürüst olmak gerekirse, bu tür aktivitelerle artık ilgilenmiyorum. Belki bilirsiniz. Milli Eğitim Bakanlığı, her yıl farklı alanlarda çeşitli hizmet-içi eğitim seminerleri düzenlemektedir. Bunlar sadece ELT alanında olmaz ve katılım zorunlu değildir. Bu seminerlere eğer isterseniz katılırsınız. (opsiyonel katılım)

A: Peki ya siz?

K2: Bu tür eğitim seminerlerine katılmayalı çok uzun zaman oldu. (PD aktivitelerine karşı isteksizlik)

A: Sebebini sorabilir miyim?

K2: Tabii ki. Ne zaman bu tür seminerlere katılsam, kendimi rahatsız hissediyorum. Kimse bana soru sormasın diye koltukların arkasına gizleniyorum. Konuşup, hata yapmaktan korkuyorum. (özgüven eksikliği)

A: Ana dili İngilizce olan konuşmacıların olduğu seminerler miydi hep bunlar?

K2: Evet, çoğunlukla öyleydi. Konuşmacı Türk ise, benden ne farkı var diye düşünürüm (en azından konuşma ve tecrübe anlamında). Dolayısıyla, kesinlikle o tür seminerlere katılmadım. (aktivitelere karşı isteksizlik)

Parantez içinde gösterilen kırmızı renkli ifadeler "duygusal" , siyah renkliler ise "betimleyici" kodlamayı göstermektedir.

APPENDIX E: DISTRUBITION ANALYSIS OF THE QUESTIONNAIRE

Partici pant	Sex M/F	Age	Experience in Years	Marital Status	Number of Children	Annual Income, TL	Siblings	Participation in PD activities	University of Graduation
1	F	34	11	Married	1	18.000	1	+	Hacettepe
2	F	40	15	Married	2	18.000	2	_	Gazi
3	F	38	14	Married	2	18.000	2	_	Dokuz Eylül
4	F	37	12	Married	1	18.000	2	_	Gazi
5	F	41	17	Married	2	18.000	3	_	Hacettepe
6	F	33	9	Married	1	18.000	2	+	Hacettepe
7	M	56	31	Married	2	N/A	4	_	Dicle
8	F	39	17	Single	N/A	18.000	2	+	METU
9	F	42	18	Married	2	18.000	3	_	Gazi
10	F	35	10	Married	1	18.000	1	+	METU
11	F	51	26	Married	2	18.000	3	_	Dicle
12	F	44	20	Married	2	18.000	2	_	Gazi
13	F	42	18	Married	2	18.000	2	_	Ankara
14	F	38	16	Married	1	18.000	4	_	Ondokuz Mayıs
15	F	38	15	Married	2	18.000	3	+	METU
16	M	49	24	Married	2	18.000	3	_	Dicle
17	F	34	10	Married	1	18.000	2	+	Hacettepe
18	F	35	11	Married	2	18.000	2	_	Gazi
19	F	50	25	Married	2	18.000	2	_	Dicle
20	M	47	21	Married	2	18.000	3	_	Ondokuz Mayıs
21	F	42	18	Married	1	18.000	3	_	Hacettepe
22	F	41	16	Married	2	18.000	2	_	N/A
23	M	36	12	Married	1	18.000	3	+	Gazi
24	F	39	17	Married	N/A	18.000	2	+	N/A
25	F	44	20	Married	2	18.000	3	_	N/A
26	F	44	20	Married	2	18.000	2	_	Gazi

Partici pant	Sex M/F	Age	Experience in Years	Marital Status	Number of Children	Annual Income, TL	Siblings	Participation in PD activities	University of Graduation
27	F	48	22	Married	2	18.000	4	_	Gazi
28	F	50	25	Married	2	18.000	5	_	Dicle
29	M	51	26	Married	2	18.000	4	_	Gazi
30	F	43	20	Married	2	18.000	3	_	Ankara
31	F	43	19	Married	2	18.000	2	+	N/A
32	F	47	23	Married	2	18.000	2	_	N/A
33	F	42	17	Married	2	18.000	3	_	Hacettepe
34	F	38	14	Married	2	18.000	1	+	N/A
35	F	39	16	Married	1	18.000	2	_	Hacettepe
36	F	43	20	Married	2	18.000	2	_	Gazi
37	M	45	20	Married	2	18.000	3	_	Gazi
38	F	33	8	Single	N/A	18.000	2	+	Dicle
39	F	36	11	Married	1	18.000	2	_	N/A
40	F	39	14	Married	1	18.000	2	+	Dokuz Eylül
41	F	49	24	Married	2	18.000	3	_	Gazi
42	F	49	24	Married	2	18.000	3	_	N/A
43	F	44	20	Married	2	18.000	2	+	Gazi
44	F	49	23	Married	2	18.000	4	_	N/A
45	F	44	20	Married	2	18.000	3	_	N/A
46	F	39	15	Married	2	18.000	1	_	N/A
47	F	37	13	Married	1	18.000	1	+	Hacettepe
48	F	N/A	20	Married	1	18.000	3	+	Dicle
49	F	N/A	22	Married	2	18.000	3	_	N/A
50	F	53	25	Married	2	18.000	4	_	Dicle

51	F	44	21	Married	2	18.000	3	_	N/A
52	F	50	24	Married	2	18.000	4	_	Gazi
		42.48	18.25	2 - 50	1.74	18.000	2.58	28.85	-

Table 2 – Distribution analysis of the Questionnaire

- Percentage of the Female participants : 88,56 %

- Percentage of the Male participants : 11.44%

- Percentage of the Married participants : 96.15 %

- Percentage of the Single participants : 3.85 %

- Participation in PD activities : 28.85 %

APPENDIX F: INTERVIEW QUESTIONS

1. How many hours do you have to teach every week?

2. Was it your own choice to become a teacher?

3. Do you prepare your own exams/materials for the class or is there a testing committee?

4. Do you recall any other experiences that you think are worth mentioning as regards to your teaching and/or educational life?

5. What is your definition of PD?

6. What makes you participate in PD activities?

7. What factors prevent you from engaging in PD activities?

8. How would you define a good teacher? What are the characteristics of a "good" teacher?

9. If you were asked to draw a picture of the life style of a teacher, what would the picture look like?

10. Tell me about your present and past participation in PD activities.

11. Have you changed your attitude towards PD through the years? If you have, in what ways has it changed?