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**A COMPARATIVE STUDY ON EFL INSTRUCTORS' ATTITUDES
TOWARDS PROFESSIONAL DEVELOPMENT ACTIVITIES IN STATE
AND FOUNDATION UNIVERSITIES**

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ÖZET

DEVLET VE VAKIF ÜNİVERSİTELERİNDE ÇALIŞAN İNGİLİZCE OKUTMANLARININ MESLEKİ GELİŞİM ETKİNLİKLERİNE YÖNELİK TUTUMLARININ KARŞILAŞTIRMALI ÇALIŞMASI

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Eğitim-öğretim faaliyetlerinde son dönemde meydana gelen değişim ve ilerleme arayışları doğrultusunda, üniversitelerin yabancı dil hazırlık programlarında ders veren İngilizce okutmanlarının mesleki gelişimi önem kazanmıştır. Bu çalışmada, devlet ve vakıf üniversitelerinde görev yapan İngilizce okutmanlarının mesleki gelişim faaliyetlerine yönelik tutumları ve bu faaliyetlere katılımlarına ket vuran etkenlerin araştırılması amaçlanmıştır. Erciyes Üniversitesi Yabancı Diller Yüksekokulu'nda görev yapan 40 İngilizce okutmanı devlet üniversitesi örneklemini; Melikşah Üniversitesi Yabancı Diller Yüksekokulu'nda görev yapan 40 İngilizce okutmanı ise vakıf üniversitesi örneklemini oluşturmuşlardır. Okutmanların mesleki gelişim faaliyetlerine yönelik tutumlarını ve muhtemel ket vuran etkenleri tespit etmek üzere bir anket uygulanmış ve bu anketten elde edilen veriler betimsel bir analizden geçirilmiştir.

Analiz edilen veriler, farklı tür kurumlarda çalışan İngilizce okutmanlarının mesleki gelişim faaliyetlerine değişen oranlarda önem verdiklerini göstermiştir. Farklı kurumlarda çalışan okutmanların, mesleki gelişim faaliyetlerine katılım sıklıklarında da bir farklılık saptanmıştır. Okutmanların, mesleki gelişim etkinliklerine katılımlarına ket vuran etkenlerde de, çalıştıkları kurumlara göre farklılık gözlenmiştir.

Anahtar Sözcükler: İngilizce Okutmanları, Mesleki Gelişim Etkinlikleri, Mesleki Gelişimi Etkileyen Faktörler, Devlet Üniversiteleri, Vakıf Üniversiteleri

ABSTRACT

A COMPARATIVE STUDY ON EFL INSTRUCTORS' ATTITUDES TOWARDS PROFESSIONAL DEVELOPMENT ACTIVITIES IN STATE AND FOUNDATION UNIVERSITIES

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In accordance with the latest search for change and improvements in education and teaching activities, the professional development of English instructors at universities in language programs has gained importance. The aim of this study was to investigate the language instructors' perceptions, both those working for state and those working for foundation universities towards professional development activities and the factors hindering their participation. 40 language instructors from Erciyes University School of Foreign Languages constituted the state university sample, and 40 language instructors from Melikşah University School of Foreign Languages represent the foundation university sample. The data collected through questionnaire was analyzed descriptively to find out instructors' perceptions and differences in the different universities.

The analyzed data indicated that language instructors working for the different type of universities perceived professional development activities as important to varying degrees. A difference in the frequencies of instructors' working for different type of universities was also noted. Instructors' participation in professional development activities were hindered by different factors depending on the university types, too.

Key Words: English Instructors, Professional Development Activities, Hindering Factors for Professional Development, State Universities, Foundation Universities.

ABBREVIATIONS

- EFL** : English as a Foreign Language
- ELT** : English Language Teaching
- PD** : Professional Development
- SPSS** : Statistical Package for Social Scientists
- TPD** : Teacher Professional Development
- ALL** : American Culture and Literature
- ELL** : English Language and Literature

LIST OF TABLES

Table 1.	What Makes Teacher Development High Quality?	11
Table 2.	Barriers Hindering the Implementation of Professional Development... ..	14
Table 3.	Changes in teachers' participation- beginning vs. end of the year	24
Table 4.	Instructors' Areas of Undergraduate study	30
Table 5.	Instructors' Perceptions towards Professional Development Activities ..	31
Table 6.	Independent Sample t Test Results for Perception of Importance for Teacher Development Activities According to University	33
Table 7.	Mean Scores for Importance Given to Teacher Development Activities According to Undergraduate Area of Study (One Way ANOVA Results).....	34
Table 8.	Mean Scores for Importance Given to Teacher Development Activities According to Their Degree Pursuit (Independent Sample t Test Results).....	35
Table 9.	Frequency Analysis of Teacher Development Activities' Usage in Different Universities.....	36
Table 10.	Mean Scores for Usage Frequency of Teacher Development Activities in Respective Universities (Independent Sample t Test Results)	37
Table 11.	One Way ANOVA Results for Usage Frequency of Teacher Development Activities According to Undergraduate Area of Study	38
Table 12.	Independent Sample t Test Results for Usage Frequency of Teacher Development Activities According to Degree Pursuit.....	39
Table 13.	Frequency Analysis of Hindering Factors for Teacher Development Activities' Implementation.....	41
Table 14.	Independent Sample t Test Results for Hindering Factors for Teacher Development Activities According to University.....	42
Table 15.	One Way ANOVA Results for Factors Hindering Teacher Development Activities According to Undergraduate Area of Study	44
Table 16.	Mean Difference of the Factors Hindering Teacher Development Activities According to Enrolled Degree Program (Independent Sample t Test Results)	45

TABLE OF CONTENTS

COVER	i
APPROVAL PAGE	Hata! Yer işareti tanımlanmamış.
ACKNOWLEDGMENTS	iii
ÖZET	iv
ABSTRACT	v
ABBREVIATIONS	vi
LIST OF TABLES	vii
TABLE OF CONTENTS	viii

CHAPTER 1

1. INTRODUCTION	1
1.1. Background of the Study.....	1
1.2. Statement of the Problem.....	3
1.3. Importance of the Study.....	5
1.4. Limitations of the Study.....	6
1.5. Research Questions.....	6

CHAPTER 2

2. REVIEW OF LITERATURE	7
2.1. What Is Teacher Development?.....	7
2.2. Significance of Teachers' Professional Development.....	8
2.2.1. Principles of High Quality Teacher Professional Development.....	9
2.3. Types of Professional Development for Teachers.....	15
2.3.1. Peer-Coaching.....	16
2.3.2. Peer Observation.....	17
2.3.3. Teaching Portfolios.....	18
2.3.4 Case Discussions.....	19

2.3.5. Workshops	20
2.3.6. Team Teaching (Co-Teaching)	21
2.3.7 Self-Monitoring	21
2.3.8. Critical Incident Analyzing	22
2.3.9. Teacher Study Group.....	23
2.3.10. Action Research.....	24
2.3.11. Teaching Journal Keeping (Reflective Journal Writing).....	25

CHAPTER 3

3. METHODOLOGY	27
3.1. Introduction	27
3.2. Research Design	27
3.3. Participants	27
3.4. Data Collection Instrument.....	28
3.5. Data Analysis Procedures.....	28

CHAPTER 4

4. RESULTS	30
4.1. Distribution of the Participant Demography	30
4.2. Significance Perception of the Professional Development Activities in Different University Types.....	31
4.3. Analysis of Participants' Perception of Professional Development According to Their Undergraduate Area of Study and Degree Pursuit	34
4.4. Professional Development Activities' Usage Frequency.....	36
4.5. Hindering Factors for Professional Development Activities.....	41

CHAPTER 5

5. CONCLUSION.....	47
5.1. Introduction	47

5.2. Professional Development Activities in Different Universities	47
5.3. Hindering Factors for Teachers' Professional Development in Two Universities.....	51
5.4. Implications and Recommendations for Future Studies	53
6. REFERENCES	55
7. APPENDIX.....	61
7.1. Appendix 1: Questionnaire.....	61

CHAPTER 1

1. INTRODUCTION

1.1. Background of the Study

Hord (1997) notes the main aim of the schools students' learning and the most crucial element in students' learning well is teaching quality (p. 52). Henceforth, to improve it the continuous professional learning becomes paramount and, subsequently, professional development. As Lambert (2003) states, "Professional development designs that attend to both teacher and student learning might use what I refer to as the 'reciprocal processes of constructivist learning'" (p. 24). From this point of view, professional development might be accepted as an inevitable exercise for the modern age schools' success targets.

According to Darling-Hammond and Richardson (2009), teachers are required to learn how to teach in ways that support higher-order thinking, performance and being able to help students to learn the more complex and analytical skills they need for the 21st century (p.1). To develop such abilities, teachers are required to understand the need for and participate in professional development activities in the subject they are responsible of for.

When it comes to language teaching, the practice field on such and the practitioners themselves have seen considerable improvements in their teaching techniques and strategies. In this respect, teachers have been in the center of these enhancements as the leading figures in teaching and the action takers in the optimal learning atmosphere. Wilson & Berne (1999) state that "the idea that teachers are key to the success of any educational reform made professional development or the opportunities for professional learning available to staff, a prominent topic in policy documents as well as the education literature" (cited in Molle, 2013, p. 197). From this point of view, professional development of teachers might be considered by and large as focal in teacher training as such.

Diaz-Maggioli (2003) states that "in order to be in harmony with continuously changing student profiles and needs, educational paradigms, knowledge, concepts, instructional technologies, philosophies in the field, English

language teachers need more than ever to update their professional knowledge and skills’’ (p. 31). It is clear that teacher development ensures both the teachers’ and the students’ achievement. Subsequently, Kreeft (1997) introduces the vital reasons for the implementation of professional development, for example, “a rapidly changing student population, nationwide education reform, and the development of national standards for foreign language learning are placing a number of a few demands on foreign language teachers’’ (p. 22). In line with this expression, foreign language teachers’ teaching strategies and the success outcomes have become significant as well as teachers’ who are responsible for teaching different topics.

Curtain and Pesola (1994) emphasize the reasons for professional development of the language instructors in line with the changing needs and requirements of the present educational system:

- The cultural, socioeconomic, linguistic, and academic diversity typical in today's student population requires foreign language teachers to work with students whose needs, educational experiences, and native language skills are very different from those of students they have typically taught.
- The variety of reasons students have for learning foreign languages and the different ways they approach this learning require that foreign language curricula and instruction address a range of student goals and learning styles.
- The current emphasis on exclusive use of the target language in the classroom requires that teachers have adequate language skills.
- The emphasis on thematic learning demands that teachers be skilled in the thematic areas explored, competent in the vocabulary related to these areas, responsive to student interests in various topics, and able to work in teams with content-area teachers.
- The emphasis on collaborative learning and student self-directed learning requires that teachers be able to act as facilitators, guides and counselors, not just as language experts.

- The increase in foreign language enrollments and the shortage of qualified teachers may require foreign language teachers to teach at more grade levels than they have in the past.
- The emphasis on technology in language learning and teaching requires that teachers be constantly informed about new technologies and their instructional uses (p. 322).

In addition to aforementioned factors, language teachers need to create the learning atmosphere, not merely import the knowledge to the students, as lifelong educators, the instructors become active members of the class (participants of the lesson) rather than leaders the implementing solely communicative language teaching approach which has been common in the recent years.

All the challenges listed above make professional development an indispensable, crucial ingredient in the potentially successful educational system. The professional development activities, which Richarrds and Farrel (2005) classify into four broad categories as individual, one-to-one, group based and institutional, may help language instructors to keep their proficiency in the target language, and subsequently, to keep up with the up-to-date teaching methods and materials. In addition, as previously noted, the modern world's needs for the adequate language teaching may only be met by updating the information and the tools related to the field. Hence, the clear need for professional development of the language teachers as well as those of all the other subject teachers is beyond doubt.

1.2. Statement of the Problem

Education might be considered as an entity of many different consisting elements like students, teachers, curriculum and the objectives associated with it. The most indispensable components of education are teachers and, thus, professional development is a must for all of them including English teachers as English serves as the 'lingua franca' in business, education and many other areas.

It has long been acknowledged that English language teaching is problematic in spite of the time allotted and the effort put into it (Aktaş, 2005). Aktaş (2005) underlines some factors directly related to this problem, like the efficacy of language

teachers, the student interest and motivation, instructional methods, learning environment and learning materials. These factors hindering the desired outcomes from English language teaching in the institutions in spite of the entire endeavor from both students and teachers might be overcome by the up-to-point remedies involving the participants in the process. Consequently, it goes without saying that, education per se might bring about the solutions to all those problems faced in the classroom environment.

According to Pachier and Field (1997) “being an effective foreign language teacher requires a commitment to keep up with the developments in the field and a willingness to engage in continuous professional development” (cited in Karaaslan, 2003, p.2). Büyükyavuz (2013) lists the following areas in the professional development field:

Included in the individual professional development activities are self-monitoring, journal writing, teaching portfolios, action research, and critical incidents. Peer coaching; peer observation, critical friendships, action research, critical incidents and team teaching can be grouped under the one-to-one professional development activities. Group-based activities include case studies, action research, and journal writing and teacher support groups. The last groups of professional development activities are institution-based and include workshops, action research and teacher support groups self-monitoring, journal writing, teaching portfolios, actions research, critical incidents, peer observation, critical friendships, critical incidents, team teaching, case studies and teacher support groups (p. 144).

Although there many different kinds of professional development activities, their effectiveness is precarious since the teachers’ understanding and appreciation play an important role in their implementation. Teachers’ self-motivation and belief in the positive impact of professional development activities might add to both their participation level and the outcomes related to their practice. Therefore, teachers’ participation in and the perceptions of professional development activities become paramount.

Language teachers may face some issues which affect their perceptions of professional development. These differences' detection and study thereof might be very useful in building a better competitive teacher training program which will help teachers to improve their skills. All in all, the present study aims to focus on the exposition and depiction of English instructors' perceptual differences towards professional development activities and their specificity in different educational institutions.

1.3. Importance of the Study

Over the years there has been a significant change in the perception of the role of instructors in the classroom. Yet, today they are an active and scaffolding element of the teaching process. The instructors' teaching skills are becoming as crucial as their field based knowledge. Rhoton & Stile (2002) underlines the significant correlation between the student achievement and teachers' expertise and competence in their fields by noting that teachers' proficiency can elucidate up to forty percent of the variance in students' achievement in mathematics and reading (p. 54).

Borko (2004) makes a clear definition of 'No Child Left Behind' (NCLB) Act in the USA and notes the requirement of the states' that calls for the availability of 'high quality' professional development for all teachers. However, Texas Education Agency states that "participant involvement and personal choice are key characteristics of successful professional development programs and activities" (1997, p.7). All in all, teachers' self-driven appreciations regarding the professional development programs play a crucial role in the results from the implementation.

Language teachers need for professional development throughout their carrier cannot be denied. In this context, understanding teachers and their perceptions of professional development activities, as well as the impact of their relative institutions upon their motivation could help to clarify any moot points. In addition, having a clear grasp of their perceptions and the possible effects of their home institutions might be contributive in implementing effective PD activities.

This study focuses primarily on the teachers' motivation and attitude towards these activities. Another purpose of this study is to elucidate the institutions' role as

related to both factors. In this respect, this study may contribute to the developments in the field of adult education. In addition, this study might be sought for remedy for the low success rate in both foundation and state universities. Thence, by understanding the differences between university language instructors' motivational perceptions, it would be possible to make recommendations for future planning of professional development activities designed in line with the differences found in this study below.

1.4. Limitations of the Study

There are limitations that need to be addressed regarding the study, which aims to find out motivational and perceptual differences between instructors who work for state and foundation universities. Firstly, this study was carried out only with the teachers working for two universities: state, Erciyes University, School of Foreign Languages and, foundation, Melikşah University, School of Foreign Languages.

Secondly, the number of the teachers in the study constitutes a limitation, too. The questionnaire was administered to 40 language teachers in Erciyes University and 40 language teachers in Melikşah University. Thence, the research findings may not be representative of the whole English instructors working for state and foundation universities in different cities.

1.5. Research Questions

This study is an attempt to find the answers to the following research questions:

1. What are the similarities and differences between EFL instructors' perception of the importance of PD activities from two representative universities?
2. What are the similarities and differences between EFL instructors' usage frequencies for PD activities in two representative universities?
3. What factors (if any) related to the institutions hinder language instructors' professional development in these two representative universities?

CHAPTER 2

2. REVIEW OF LITERATURE

This study examined the instructors' differences in the instructors' attitude towards professional development activities in state and foundation universities in Turkey. The motivational factors underlying those differences were examined as well. In this chapter, the significance of teacher professional development, the major characteristics of effective professional development and the models thereof are presented at length.

2.1. What is Teacher Development?

Teaching effectiveness and success have constituted the core of many educational studies in recent years. Therefore, finding instructional direction that would change them has become the priority. Accordingly, Garet (2001) emphasizes the significance of teachers' professional development as an outcome of the ambitious education initiatives (p. 74).

Wayne (2008) gives detailed information about *No Child Lag Behind Act* (NCLB) in the USA and how professional development has become a significant component of student achievement. This act aims to boost student achievement and NCLB encourages school districts to adopt programs and practices that are supported by scientifically based research. Thence, policy makers, administrators, teacher trainers, even parents put emphasis on professional development (PD) to ensure success of students (Garet et al, 2001).

A broad definition of professional development is given by Desimone (2002):

Professional development is considered an essential mechanism for deepening teachers' content knowledge and developing their teaching practices. As a result, professional development could be a cornerstone of systemic reform efforts designed to increase teachers' capacity to teach to high standards (p. 622).

However, a single concept may not suffice to draw exact boundaries of the professional development activities. Many different techniques involved have to be underlined. Smylie et al. (2001) comment on this variety as follows:

It is used to describe the whole wide range of learning opportunities available to teachers, including formal, planned learning activities provided to teachers by their schools, districts, or external providers; informal learning from interacting and working with colleagues; incidental learning from classroom experience; and individual, self-directed study (p.11).

When we take a look at all these definitions and explanations, it seems difficult to introduce a broad definition of professional development. However, the very basic goal of the latter is to enhance the teachers' field knowledge and skills, which are required to help their students to achieve the desired level of success. As indicated before, professional development is considered to be one of the major components of success in schools. This study aims to focus on the professional development activities expanding teachers' knowledge and classroom practices as presented in the literature on the topic.

2.2. Significance of Teachers' Professional Development

In defining the importance of professional development, many different ideas might be considered as elaborated on. Birman (2000) highlights the significance of PD programs by noting their key role in addressing the difference between teachers' preparation and U.S. endeavor to improve education and its results (p. 45). Professional development activities are seen as key factors in achieving nation-wide success in education.

Borko (2009) makes a broad explanation on how and why the professional development for the teachers is crucial in 'Professional Development and Teacher Learning: Mapping the Terrain' as follows:

The Commission proposed a multifaceted approach to help teachers succeed, one that includes high standards for teacher classroom performance and student achievement, and "ongoing and targeted

professional development” to help teachers meet the demanding new standards. Again, little is said about the content and character of that professional development (p. 88).

Professional development is directly related to student achievement and most of the studies report that “the more professional knowledge teachers have, the higher the level of student achievement” (Villegas-Reimers, 2003, p.219). This idea is quite acceptable for teachers who are the knowledge holders and their professional enhancement is directly related to their students’ success.

Teachers’ professional development has long been considered an indispensable part of their education. Myfield (1997) underlines the significant awareness of educational community about backing the teachers up in their efforts to comply with the requirements of the educational reform (p. 79). This indicates that nationwide success in education requires high achiever students taught by teachers equipped with modern educational methods. All in all, teachers’ professional improvement is an indispensable part of success sequence in nationwide education reform.

2.2.1. Principles of High Quality Teacher Professional Development

Teachers’ professional development activities cannot constitute merely one category if they are to be held effectively. PD activities might inevitably vary in their implementation in line with the need of the teachers and institutions. Guskey (2003) describes this necessity for difference by noting the elements that effect PD programs as: school community administrations, students and teachers. These elements can also contribute to professional development activities’ efficiency (p. 47). Moreover, the planned objectives will form the key framework that defines the principles of effective professional development activities.

In line with that; teachers’ professional development activities must comprise seven basic traits to be defined as ‘effective’ and/or qualitative. Dunne (2002, p.68) reports from The National Institute for Science Education. Those include:

- Continuous assessment
- Reflecting methods to be used by students

- Developing teacher leadership
- Links to the system
- Creating a learning community
- Being driven by a vision of the classroom
- Assisting teachers in developing the knowledge and skills needed creating in that vision.

To have the greatest impact, professional development must be designed, implemented, and evaluated in order to meet the needs of particular teachers in particular settings (Guskey, 1995). But several characteristics of high quality teacher professional development can be derived from research on a wide variety of approaches (Guskey, 2003). The following factors are some most frequently noted as the ones related to high quality professional development activities:

Table 1. What Makes Teacher Development High Quality?

Content-focused	Content-focused defines the appropriate link between students' existing knowledge on the content and the policies that teachers can make use of to enable students to create new understandings (Cohen, Hill, & Kennedy, 2002).
Extended	Extended activities for teachers enable them to have continuous commitment in the subject, to be effectively equipped with the practical skills and knowledge which might be helpful in their actual teaching atmosphere. These outcomes are difficult to reach in sit-and-get sessions for PD (Birman, Desimone, Garet, & Porter, 2000).
Ongoing	Section or time restricted PD activities should be avoided to achieve high success in teachers' practices, and in addition, these activities should be backed up with related reading and observation (Association for Supervision and Curriculum Development, 2003).
Coherent & Integrated	PD activities should have consolidation with the teachers' aims. Moreover, these activities ought to be in line with the latest standards and reform initiatives. Their being related to the latest outcomes of the research are a must (Birman, Desimone, Garet, Porter, & Yoon, 2002; Guskey, 2003).
Collaborative	Teachers' professional development can easily be achieved if PD sessions involve both teachers and professionals in the activities in a collaborative way. Furthermore, their development is likely to happen when teachers acquire more knowledge by consulting PD implementation experts and researchers (King & Newmann, 2000, p. 576).
Inquiry-based	Teachers should reflect on their own active learning process and be asking questions related to their own practice as a result of the PD program. Discussion, planning and practice are the indispensable elements of PD activities where active learning is aimed (Birman, Desimone, Garet, & Porter, 2000, p. 30-31).
Teacher-driven	Teachers' development activities should provide teachers with assistance for their inner driven needs for their teaching practice so as to achieve both institutional and personal enhancements. PD activities might be useful only when teachers are active members of the implemented content and practice (King & Newmann, 2000)
Part of daily Work	PD programs should be related to school and be integrated in teachers' present practices (National Partnership for Excellence and Accountability in Teaching, no date).

Many of these characteristics might be found in several models identified as high quality teacher development. However, in practice those session based professional development activities where teachers are exposed to a multitude of topics, in other words ‘sit-and-get’ workshops, have been undergoing a shift into teacher-driven endeavors a good grasp of the problems and shortcomings in the teaching practice as such.

The timing of the professional development activities is also crucial for their effectiveness. Abdal-Haqq (1996) underlines the importance of the timing issue in professional development activities, for the lack of timing, ultimately, is one of the factors that hinders implementing effective professional development. Clearly, “teachers need time to understand new concepts, learn new skills, develop new attitudes, do research, on discuss, reflect on, assess, try new approaches and integrate them into their practice. Apart from that, they need time to plan their own professional development” (Abdal-Haqq, 1996, p.1). Garet (2001) explains why timing is such a significant factor by noting down two significant traits of well-set PD activities. Long in time activities enable teachers to have enough time to have a strong grasp of content, student conceits and pedagogical means. Moreover, extended PD activities provide teachers with enough time when they can make use of new practices in the classroom and have a feedback (p. 455).

In professional development activities teachers become students who are learning new methods and practices. In line with this perception, an effective professional development creates an atmosphere where teachers actively take part in discussions and practices. Garet (2001) defines the desired outcomes from professional development as teachers’ effective participation in purposeful consultation, planning and practice (p. 925).

In addition to these features, there is strong literature-related evidence of the collaboration among the teachers participating in the professional development activities. Collaboration among teachers leads to tangible improvements in the instruction provided and the goals achieved. In January 2010, Randi Weingarten, president of the American Federation of Teachers, delivered a speech at the National Press Club entitled “A New Path Forward: Four Approaches to Quality Teaching and Better Schools.” In this speech, Weingarten called for more collaboration by

emphasizing the significance of a system in which teachers spare enough time to convene to find solutions for student-related problems, share lesson plans, discuss student success and failures. In this system, students might be more productive in the existence of a group of teachers' support instead of a single teacher dominated class (Weingarten, 2010, cited in Stanley, 2011, p.71).

Harwell (2003) cited The National Commission on Mathematics and Science Teaching for the 21st Century in highlighting the significance of the content in professional development the positive outcomes of optimal exposure to the subjects as:

- Deepening teachers' knowledge of subjects being taught,
- Sharpening teaching skills in the classroom,
- Keeping up with developments in the individual fields, and in education generally,
- Generating and contributing new knowledge to the profession,
- Increasing the ability to monitor students' work, in order to provide constructive feedback to students and appropriately redirect teaching (p. 55).

All in all, teachers' exposure to the content and quality pedagogy leading to the student's is paramount in an effective professional development success through classroom instruction (Smylie et al., 2001, p13).

There is an overall consensus on the necessity of the high quality professional development. However, there are some barriers that hinder implementing it as Kedzior (2004) notes in the table below:

Table 2. Barriers Hindering the Implementation of Professional Development

Allotted time to PD & Design of PD	Teachers might be reluctant to spare time to PD sessions extend their regular teaching schedule at school. They favor with the sit-and-get workshops rather than extended holiday implementations of PD (Birman, Desimone, Garet, Porter, & Yoon, 2001).
The composition of professional development	Teachers may not be willing to take part in professional development that deals with subject matter and classroom practices. Some teachers may feel uncomfortable while discussing their thoughts and ideas with PD experts and their colleagues even in positive atmosphere (Birman, Desimone, Garet, Porter, & Yoon, 2001).
Factors Related to the Schools/Institutions	To implement high quality professional development activities require great effort and time. In line with this fact, institutions' policy makers and management leaders should facilitate the professional development implementation and planning (Birman, Desimone, Garet, Porter, & Yoon, 2001).
Factors Related to Local Process	Teachers generally have a negative idea about reformist understanding in district and this discourages them to attend professional development activities (Supovitz & Zief, 2000, p. 3).
Expenditure	Professional development implementation that is high in quality is most of the time expensive and the cost may surpass the amount spent for single teacher (Birman, Desimone, Garet, Porter, & Yoon, 2001).

Lastly, Adey (2004, p. 194) listed 14 factors contributing to effective professional development, and put them into four distinct categories:

1. Innovation

- 1a. is based on a sound theoretical framework
- 1b. is proven to be effective
- 1c. is justified by adequate documentation

2. The Professional Development Program

- 2a. has adequate duration and frequency of training sessions
- 2b. utilizes methodology in line with the selected teaching approaches
- 2c. provides opportunities for in-house training

3. Senior management in the schools/institutions

- 3a. are serious about innovating
- 3b. communicate their ideas to the department heads for future implementation
- 3c. make sure that the changes are continually made and the changes are organizationally supported

4. The teachers

- 4a. engage in team work
- 4b. share ideas and provide feedback to each other on innovations
- 4c. take responsibility for the innovation
- 4d. are encouraged to reflect on what their beliefs are about learning and teaching
- 4e. are provided with sufficient support for implementation of the innovation and reflection on its success.

2.3. Types of Professional Development for Teachers

All the professions which require specific content knowledge and education are to keep up with the recent changes and advancements in their related fields so as to achieve success and teachers are in this profession group. They are considered lifelong learners and their development continues throughout their careers. In this section, the professional development model alternatives are described. As the target of teacher development is the success of the teachers per se but the broadening of their existing knowledge related to the field of education. Diaz-Maggioli (2004) defines teachers' professional development as follows:

My vision of professional development is grounded in faith in teachers, the institutions they work for, and the power of the broader community of educators around the country and the globe. Effective professional development should be understood as a job-embedded commitment that teachers make in order to further the purposes of the profession while addressing their own particular needs. It should follow the principles that guide the learning practices of experienced adults, in teaching communities that foster cooperation and shared expertise. Teacher success stories are living theories of educational quality and should be shared with the wider educational community for the benefit of all involved (p. 43).

Clearly, teacher professional development is a key element of nation-wide success in schools and can be implemented in various ways as described below.

2.3.1. Peer-Coaching

Since the initial implementation of professional development have become more widely introduced in many different institutions in order to achieve better results in education/teaching, new methods for professional development have been gradually followed in many institutions. Sit-and-get professional development sessions like seminars or workshops gave way to the peer-coaching. Barth (1990) defines this need as “In contrast to the traditional methods of staff development that relied on one-shot in-service training, educators are noting that schools must be organized to promote teachers' continual learning and expertise” (p. 5).

“Pairs of teachers, who have been trained to do so, visit each other’s classes and provide each other with insights and advice on their teaching” (Maggioli, 2003, p.3). As can be seen in the broad definition of the peer-coaching model, it requires collaboration of teachers which enables them to observe and exchange their ideas. In a research by Showers and Joyce (1996), it is noted that “teachers who had a coaching relationship that is, who shared aspects of teaching, planned together, and pooled their experiences; practiced new skills and strategies more frequently and applied them more appropriately than did their counterparts who worked alone to expand their repertoires” (p. 14).

In peer-Coaching practice, teachers are eager to observe and to be observed in order to think about the results based on development requirements (Diaz-Maggioli, 2003, p.2). In practice, peer-coaching might become a diagnostic tool for the shortcomings of the teaching techniques and a smooth way to amend these through professional development method.

Unlike some other methods of collaboration, peer coaching is specifically designed to foster teachers' development and adaptation of new instructional practices in the classroom environment (Joyce & Showers, 1982). For example, Showers (1985) stated that “coaching provides a safe environment in which to learn and perfect new teaching behaviors, experiment with variations of strategies, teach students new skills and expectations inherent in new strategies, and thoughtfully examine the results” (p. 47). Consequently, it might be emphasized that peer-coaching is a safe method of developing teaching skills by providing the instructors with the first-hand suggestions from their colleagues.

2.3.2. Peer Observation

Peer-observation is a professional development model in which two teachers are sharing the roles of and the observer and observed. Richards and Farrell (2005) define it in the following way: “peer-observation refers to a teacher or other observer closely watching and monitoring a language lesson or part of a lesson in order to gain an understanding of some aspects of teaching, learning, or classroom interaction” (p. 85).

Peer observation serves two distinct purposes: as a developmental means of enhancing the quality of teaching and as a means of evaluating the quality of teaching. The extent to which these purposes are compatible is one area of research which needs to be thoroughly explored (Gosling, 2002). As stated here, one of the major aims of professional development for teachers is to reach the desired level of student's success, and peer-observation might be seen as an effective way to achieve this goal. In addition to this result oriented outcome, these teaching skills can be improved by implementing this approach in practice.

Peer observation is a process characterized by three main stages: pre-observation, teaching observation and post-observation. Costa and Garmston (1990) explain this process explicitly as:

- The pre- observation conference: The visiting teacher meets with the inviting teacher to discuss what will be observed and what questions will be answered. The approximate time is 20 minutes.
- The observation or classroom visit: The visiting teacher spends about 30-40 minutes making observations and taking notes related to the questions agreed upon.
- The post-observation conference or the debriefing conference: The visiting teacher spends about 40-50 minutes sharing his or her observations, asking questions, and making constructive suggestions (cited in Adams, 2005, p.42).

Peel (2005) expresses her feelings on peer-observation in the way untouched by any other researcher: “I both observed and was observed. I experienced Sartre’s ‘regard d’autrui’; the gaze of the other was confirming and threatening, at once undesirable yet essential, challenging and enlightening” (p.4). As can be seen in this example, peer-observation model may have some negative effects upon the practitioners as teachers might have a concern for the observers are generally supervisors or coordinators. This negative perception in turn may hinder the application of the peer-observation model in the institutions.

2.3.3. Teaching Portfolios

Teaching portfolios constitute the collection of materials that define teachers’ contribution to the institution in question. “In preservice teacher education programs the teaching portfolio offers opportunities for student teachers' experiences, thoughts, actions, and subsequent learning about teaching to be documented” (Coorigan and Loughran, 1995, p.1). As explained in the definition, portfolios are to open the door to what a teacher has to offer in terms of professional expertise and on-going development. Portfolios, as an assessment tool, are becoming highly regarded as a way of assessing both student and teacher performance (Wolf, 1991, p, 91). Teachers may make use of these portfolios to better understand the weakness and strengths in

their teaching skills. The ability to better understand the nature of an individual's learning through the use of portfolios is enhanced through the development of teaching portfolios; giving access to teachers' learning about pedagogy. The teaching portfolio is seen as a more "authentic" form of teacher assessment (Barton & Collins, 1993; Shulman 1987, 1988). For example, it has been asserted that "teaching portfolios encourage student teachers and teachers to think more deeply about their teaching and about subject matter content, to become more conscious of the theories and assumptions that guide their practices, and to develop a greater desire to engage in collaborative dialogues about teaching" (Zechner & Wray, 2000, p.614).

Grant and Huebner (1998) report that a teaching portfolio idea was implemented in Stanford University's teacher education program. The results from the three participants in the portfolio project were quite promising because they went on collaborating in their professional practice, and in addition, the most paramount outcome is the change in teachers' mind. They shifted into a perception which defines teaching as an inquiry embedding speech about practice (p. 33-34).

2.3.4 Case Discussions

According to Bencze et al. (2001), case discussions are important because the gap between the theory-based teacher education at universities and the real teaching practice in schools differ significantly and, for this reason, authorities have begun to put great emphasis on teacher training in the field rather than in universities (p. 192). It was stated clearly that case discussions bridge to a certain extent the gap between the practice and the theoretical knowledge. They provide instructors with practical tools that enable them to improve their ability to handle in-class problems by focusing on a specific student or the entire class. In this respect, some case analyses might be useful for student learning while others for tackling a difficult situation.

Case discussions seem to be indispensable as they reflect the characteristics of a real classroom environment and provide the context for pre-service teachers to prepare for realities of teaching (Butler, Lee, & Tippins, 2006; Masingila & Doerr, 2002). By analyzing cases, teachers gain an opportunity to understand what could happen in a classroom given a specific scenario (McNberg & Levin, 2003;

Lundeberg et al., 1999). They also gain perspectives on teaching in settings that are different from their experience in the field sites or their own classrooms (Merseeth, 1992).

2.3.5. Workshops

As indicated by extensive research on the subject, workshops as a form of professional development are prevalent among educators. Cranton (1996) introduces a broad definition of the term as “a room or building in which work, especially mechanical work was carried on. We now tend to use the term to describe a session that emphasizes the exchange of ideas and the demonstration and application of techniques and skills” (p.32). In line with this definition, workshops are the activities which enable the teachers to learn new methods, new teaching skills and find ways to solve the problems they face in their teaching experiences.

Will (1996) notes the positive outcomes of workshops in the collaborative context as follows: “By definition, collaborative learning recognizes that knowledge is socially constructed and assumes the negotiation of different perspectives. This process can be time-consuming but, depending on the goal of the workshop, might be the best approach” (p. 34). Subsequently, workshops may be perceived as collaborative effort wherein group learning is initially intended and eventually achieved. The success rate far outweighs any other forms of professional development conducted.

According to Yang & Liu (2004), workshops can be conducted online and, thence, easily accessible to the instructors. They explained the findings of their study about workshops that are computer-based. Teachers developed professionally, however; their interaction remained very low throughout the program. Paradoxically, teachers expressed their strong support for online workshops (p. 735).

All in all, Rust (1998) defines paramount outcomes in detail. Firstly, workshops might be helpful for positive changes in practice for most of the EFL teachers. Secondly, workshops might be useful to ensure the practices of the participant teachers in a positive way, so that they can be seen as diagnostic. Lastly, ratings from workshops are acceptable forecasters and the good effects can be seen in teachers’ practices (p. 79).

2.3.6. Team Teaching

Thomas et al. (1995) defined teaming as “professional and parental sharing of information and expertise, in which two or more persons work together to meet a common goal” (p. 7). According to Bauwens and Hourcade (1995 cited in Welch et. al. 1999):

A restructuring of teaching procedures in which two or more educators possessing distinct sets of skills work in a co-active and coordinated fashion to jointly teach academically and behaviorally heterogeneous groups of students in educationally integrated settings, that is, in general classrooms (p.46).

Welch et. al. (1999) makes the broadest definition of team teaching as a strictly collaborative effort with: “the simultaneous presence of two educators in a classroom setting who share responsibility in the development, implementation, and evaluation of direct service in the form of an instructional or behavioral intervention to a group of students with diverse needs” (p. 78). For this approach to be effective, teachers need to fully collaborate and share the responsibility for their actions in the classroom setting.

Buckley (1999) emphasizes that success results from team teaching stems from the collaboration in planning, discussion, continuous corporation, intimate unity, flowing communication and truthful sharing of the ideas rather than its complicated structure (p. 23).

2.3.7. Self-Monitoring

One of the methods of promoting further use of effective practices by teachers is self-evaluation (Bullard, 1998; Kilbourn, 1991; Shake, 1986; Stronge, 1997, cited in Sutherland, 2001, p. 162). For example, Hoover and Carroll (1987) investigated the effects of self-evaluation on 53 elementary school teachers by using audiotaped samples of effective teaching practices during reading instruction. The results suggested that teachers changed their behavior in the desired direction. Simonsen et al. (2012) present several ideas on the significance self-monitoring for teachers:

Browder, Liberty, Heller, and D’Huyvetters (1986) found that teachers made better instructional decisions (i.e., choices about maintaining or changing instructional practices based on students’ academic performance) when they were trained to self-monitor. Self-monitoring is noting the presence, absence, or level of a specific behavior and is one example of self-management (Cooper, Heron, & Heward, 2007). Similarly, Allinder, Bolling, Oats, and Gagnon (2000) found that teachers who self-monitored made better instructional decisions that resulted in better student performance than teachers who did not self-monitor (p.6).

All in all, self-monitoring might be seen as an effective way for teachers to develop their teaching skills by paying attention to their own teaching practices and detecting the strengths and weaknesses.

2.3.8. Critical Incident Analyzing

According to Tripp (2011) “critical incident analysis principally is as an excellent way to stimulate and maintain participants’ engagement in their learning and improvement processes” (p. 14). As the main aim of professional development activities is assisting teachers in the betterment of their teaching skills, this method might prove quite useful as it both stimulates and maintains the learning process mentioned above. Farrell (2008) presents a clear definition of Critical Incident Analysis (CIA) technique by emphasizing that “CIA is based on improving teaching through reflection on classroom events” (p.36).

Angelides (2001) came up with four significant questions to that might help to better understand and analyze the incidents which might contribute to the development of teacher:

- Whose interests are served or denied by the actions of these critical incidents?
- What conditions sustain and preserve these actions?
- What power relationships between the head-teacher, teachers, pupils, and parents are expressed in them?

- What structural, organizational, and cultural factors are likely to prevent teachers and pupils from engaging in alternative ways?

Critical incidents and their further analysis might help teachers reflect on and reassures their instructional patterning. While analyzing the incidents, they might come across some ill-structured teaching practices and have a chance to change them. Moreover, teachers taking part in CIA might become a part of a collaborative study focusing entirely on strategy development, which constitutes the core of effective professional development.

2.3.9. Teacher Study Group

Teacher Study Group is a professional development activity based on premise that the collaborative study of the teachers contributes to adequate instruction. Carrol (2005) indicates the importance of the teacher study group as “one form of professional development potentially capable of engaging teachers in the inquiry and critical analysis necessary for this kind of practice-centered professional learning” (p.458).

Lambson (2010) wrote an article about a case study in which novice teachers learning in a teacher study group was analyzed. In this study, the experience of three novice teachers’ engagement with more experienced teachers in a teacher study group during their first year of teaching was evaluated. Participants in the research included the group facilitator and ten 4th through 6th grade teachers. The work of the teachers in this study group revolved around their interests in exploring and developing the teachers’ reading practices. After thorough analysis, the changes in the teachers’ active participation in the oral activities are presented in Table 3. as follows (Lambson, 2010, p. 441):

Table 3. Changes in teachers' participation- beginning vs. end of the year

Beginning of the Study Group	End of the Study Group
<p>Feelings about Participating:</p> <ul style="list-style-type: none"> • Pressured • Intimidated – not good enough • Uncomfortable sharing • Having nothing to share <p>Quantity of Talk/Sharing:</p> <ul style="list-style-type: none"> • Reluctant to talk/share practice • Rarely volunteers to share <p>Quality/Content of Talk/Sharing:</p> <ul style="list-style-type: none"> • Talk is generalized/not always clearly articulated/shows confusion • Main focus is on procedures/own Teaching 	<p>Feelings about Participating:</p> <ul style="list-style-type: none"> • Comfortable/relaxed • Willing to share their own practice • Comfortable sharing positive and negative experiences • Feeling more capable/confident <p>Quantity of Talk/Sharing:</p> <ul style="list-style-type: none"> • Talks/shares readily • Volunteers more often • Participates in a variety of talk <p>Quality/Content of Talk & Sharing:</p> <ul style="list-style-type: none"> • More concise/more specific language • Appropriating the discourse of the group • Talk related to own practice • More focused on students' responses • Talk is more reflective

2.3.10. Action Research

Action research is defined as “a process, in which participants examine their own educational practice systematically and carefully, using the techniques of research” (Ferrance, 2000, p.1). Another broader definition of the action research is given by McNiff (1995) as “a practical way of looking at your own work to check that it is as you would like it to be” (p.4).

Rock & Levin (2002) state the significance of the action research in professional development as follows “Educational researchers have found that the action research process effectively promotes skills of inquiry, reflection, problem solving, and action” (p.8). In addition to this finding, Arnold (1993) underlines the possible applications of action research in professional development for teachers as “Some teacher educators believe if they train teachers to use an inquiry process that requires ongoing reflection and critical analyses, then the teachers will be more likely

to continue in this direction throughout their careers'' (p.35). According to Darling-Hammond and McLaughlin (1995), professional development today should provide opportunities for teachers to think in a critical way about their teaching and equip teachers with the latest knowledge about the content, pedagogy and students (p. 597).

Catelli stated (1995, cited in Levin & Rock, 2003) the significance of action research in the professional development of the teachers by defining the key points Action research combines and develops preservice teacher education and continuous professional development at the same time. This is because experienced teachers begin to think about their practices and, novice teachers are presented the inquiry process (p. 89).

All in all, teachers become researchers themselves and begin to explore and develop their own teaching skills while reflecting on them in a professional way. According to Dick (2002) "It is natural way of acting and researching at the same time. We do something. We check if it worked as expected. If it didn't, we analyze what happened and what we might do differently. If necessary we repeat the process" (p.22).

2.3.11. Teaching Journal Keeping

Reflective teaching is one of the essential elements of the professional development of all the instructors. As such, it creates lifelong learners conscious of their teaching skills. As students' achievement is paramount at all times, teachers should be able to be critical of their own performance. Keeping a journal, also referred as 'Reflective Journal Writing', is one way of facilitating this task. Chiptin (2006) states the importance of keeping journal for a better student achievement very clearly:

Most of all, it is a place to pursue those nagging question or issues, big or small. One cannot pursue them unless one writes them down. Journal writing is effective especially for difficult questions with no easy answers. Furthermore, it is a place to record honest perceptions of and reactions to classroom situations (Fletcher, 1996) especially with the increased demands put on teachers by students, parents, administrators, colleagues and policy-makers. Teachers are constantly being challenged

to perform. However, little or no emphasis is placed on thinking, challenging or questioning educational policies or practices (p. 74).

The relevant literature contains quite a lot of information on the reflective journal writing and the positive outcomes of its implementation for teachers. According to Brock, Yu and Wong (1992) the expected benefits of reflective journal writing are many in number. Firstly, variables that are significant for both teachers and learners as individuals can be identified. Journal writing assists creating questions and paradigms about teaching and learning process. Secondly, it develops awareness about the teaching practice and learning process. In addition, it provides teachers with tools for thinking about their own practices. Teachers and learners are given a chance for having a record of their own experiences. Thirdly, it provides teachers with continuous classroom record for incidents and reflections from both students and teachers. It also ensures the perception of the events from the classroom. Lastly, reflective journal writing develops the reflective teaching (p. 447).

Journal keeping might be seen as guide for detecting the strengths and weakness of a teaching environment and, thus, better understand the problems or ultimately solve face in class and try to find solutions. To this end, Lockhart (1994, p. 65) provides teachers with some crucial guidelines for keeping a journal. Teachers should make entries regularly like once or twice a week. If possible, daily entries will be effective. Teachers might also spare some time right after the classes to note down about the lesson. Furthermore, teachers should review the journals regularly. Some incidents might not be perceived well during note taking; however, reviewing the journals in the course of the time will be quite helpful to understand them. Teachers should ask some questions while reviewing the journal themselves. These questions might be like:

- What is my role as a teacher?
- What fundamentals and ideas shape my teaching?
- Why do I teach like the way I do?
- What are the roles that the learners play in my class?
- Should I teach in a different way?

CHAPTER 3

3. METHODOLOGY

3.1. Introduction

This study aims to investigate different instructor attitudes towards professional development activities in state and foundation universities. In the first section, the research design is introduced. The second section describes the participants of the study. In the third section, the data collection tool is given. The last part of this chapter presents the data analysis procedure.

3.2. Research Design

The aim of this study was to better understand and examine the differences in the attitudes of English language teachers working for foundation and state universities towards professional development activities. A quantitative research design was developed to pinpoint the differences. According to Given (2008) “quantitative research is the systematic empirical investigation of observable phenomena via statistical, mathematical or computational techniques” (p.34). A survey was conducted as a quantitative research methodology wherein a questionnaire was adapted from Karaaslan’s (2003) study. This questionnaire was used to collect data which later served as the basis of the study.

3.3. Participants

The study was conducted in Erciyes University and Melikşah University in Kayseri in the academic year 2014/15. The participants of this study were 40 English language instructors in School of Foreign Languages, Erciyes University and 40 English language instructors in School of Foreign Languages, Melikşah University. They were selected through convenience sampling, which means that “samples are a type of nonprobability sampling typically consisting of persons either known by the investigators and/or readily available to the investigators” (Ozdemir et. al., 2011, p.263).

3.4. Data Collection Instrument

This study aimed to explore English language instructors' attitudes towards professional development activities. To achieve the stated aim, an adapted version of a questionnaire, which was originally developed by Karaaslan (2003), was used to collect data (see Appendix 1). The original questionnaire consisted of 4 sections. In the first section of the original questionnaire, there were 10 questions to learn about the backgrounds of the participants. The second and the third sections were about self-driven professional development activities and the teachers' opinions. The fourth part was about the hindering factors for teacher development activities.

In the present study, the questionnaire was adapted in line with the aim of the study. The questionnaire has 3 parts and the questions addressed the research issues. In the first section, English language instructors were asked 3 questions related to their background. The second section in the questionnaire aimed to elucidate how English language instructors perceive the importance of professional development activities, which were designated from the literature in the field. Furthermore, the usage frequency of these activities was studied thoroughly. Accordingly, the questions were asked on a 3 point Likert-type scale where 1 was “not important” and 3 was “very important”. In the second part of the second section, participants were asked to rate their use of these professional development activities on a 3 point Likert-type scale where 1 was “never” and 3 was “always”. The last section of the questionnaire included a list of potential factors that might hinder the teachers' participation in the professional development activities. In line with this aim, 8 potential factors were presented to the participants and they were asked to rate these factors on a 3-point Likert-type scale where 1 was “not important” and 3 was “very important”.

3.5. Data Analysis Procedures

This study made use of statistical methods such as means, frequencies and percentages to interpret the data collected through the questionnaire applied. Initially, frequency distributors and percentages were calculated for the questions related to the content of the study. Institution related variables referred to Melikşah University and Erciyes University respectively. Thus, meaningful frequencies and percentages

were reflected in the perceptions of the language instructors in those institutions. Frequency distributions were calculated for all activity variables in terms of their significance and the degree of implementation. Independent sample t-tests were used to examine the distributions and to better understand whether the institutions for which the teachers work were crucial for their development. In this study, SPSS 15.0 was used. Kolmogorov-Smirnov test was used for data normality test. Significance of normality is $p > 0,05$. As a result, those were found to be normally distributed dependent variable points according to the independent variables. Therefore, parametric tests were used in the comparisons. In the third section of the questionnaire, participants' responses were analyzed by SPSS 15.0 in order to determine whether any other outstanding factors were involved.

CHAPTER 4

4. RESULTS

In this chapter, the analysis of the data from the questionnaire applied in two representative universities is presented. The results of the analysis are given in 4 divisions. In the first division, the distribution of the participants according to their undergraduate areas and their degree pursuit is given in two universities separately. The second section explains the frequency analysis of the perceptions of the language instructors of professional development activities according to their working institutions. The third section presents the outputs regarding the participants' perception analysis in line with their degree pursuit and undergraduate area of study. The fourth section of the study presents language instructors' usage frequency of professional development activities. The last section discusses the hindering factors for teachers' professional development activities.

4.1. Demographical Characteristics of Participants

This section presents the demographic background of the instructors who responded to the questionnaire. Table 4 displays the instructors' areas of undergraduate study and degree pursuits.

Table 4. Instructors' Areas of Undergraduate study

Characteristics of Demographic	Groups	Meliksah University (N=40)		Erciyes University (N=40)		Total (N=80)	
		n	%	n	%	n	%
Undergraduate Area	ELT	12	30,0	14	35,0	26	32,5
	ELL	21	52,5	20	50,0	41	51,2
	ALL	7	17,5	6	15,0	13	16,3
Pursuing Degree	Yes	25	62,5	13	32,5	38	47,5
	No	15	37,5	27	67,5	42	52,5

According to Table 4, 80 lecturers participated in study. Fifty percent of the participants are from Meliksah University, 50% of the participants are from Erciyes University. 32,5% of the participants are graduates of English Language Teaching (ELT) departments, 51,2% of the participants are graduates of **ELL** departments and 16,3% of the participants are from **ALL** departments. 47,5% of the participants are currently enrolled to a degree programme, 52,5% of the participants are not enrolled to any further degree programme.

4.2. Participants' Perception of the Professional Development Activities

This section presents English Language instructors' perceptions towards professional development activities.

Table 5. Instructors' Perceptions towards Professional Development Activities

Teacher Development Activities	Meliksah University					Erciyes University				
	Not Important	Somewhat Important	Very Important	\bar{X}	SD	Not Important	Somewhat Important	Very Important	\bar{X}	SD
	%	%	%			%	%	%		
1.Workshops	5,0	52,5	42,5	2,38	0,59	17,5	50,0	32,5	2,15	0,70
2.Keeping a Teaching Journal	37,5	55,0	7,5	1,70	0,61	20,0	62,5	17,5	1,98	0,62
3.Self-Monitoring	5,0	22,5	72,5	2,68	0,57	20,0	47,5	32,5	2,13	0,72
4.Teaching Portfolios	12,5	62,5	25,0	2,13	0,61	12,5	72,5	15,0	2,03	0,53
5.Action Research	2,5	52,5	45,0	2,43	0,55	15,0	62,5	22,5	2,08	0,62
6.Peer Coaching	2,5	65,0	32,5	2,30	0,52	15,0	55,0	30,0	2,15	0,66
7.Peer Observation	12,5	45,0	42,5	2,30	0,69	20,0	50,0	30,0	2,10	0,71
8.Analyzing Critical Incidents	7,5	37,5	55,0	2,48	0,64	22,5	60,0	17,5	1,95	0,64
9.Team Teaching	17,5	47,5	35,0	2,18	0,71	27,5	47,5	25,0	1,98	0,73
10.Case Studies	12,5	55,0	32,5	2,20	0,65	17,5	62,5	20,0	2,03	0,62
11.Teacher Support Groups	17,5	40,0	42,5	2,25	0,74	17,5	60,0	22,5	2,05	0,64

According the results from the frequency analysis in Meliksah University, the perception of importance that constitutes the highest ratio in teachers' assessment (\bar{X} =2.68) is "*Self Monitoring*". The perception of importance having the second highest mean score (\bar{X} =2.48) from the respondent instructors is "*Analyzing Critical*

Incidents". Furthermore, the perception of importance that is third in rank ($\bar{X}=2.43$) is "*Action Research*". On the other hand, in Meliksah University, the three activities perceived to be the least important by English instructors in the research were found to be "*Team teaching*" ($\bar{X}=2.18$), "*Teaching Portfolios*" ($\bar{X}=2.13$) and "*Keeping a Teaching Journal*" ($\bar{X}=1.70$). All in all, while *Self Monitoring*, *Analyzing Critical Incidents* and *Action Research* were perceived as the most significant PD activities; *Team Teaching*, *Teaching Portfolios* and *Keeping a Teaching Journal* were the last three activities ranked as important by instructors from Meliksah University.

In Erciyes University, the perception of importance that has the highest ratio for teachers ($\bar{X}=2.15$) is "*Peer Coaching*". The perception of importance having the second highest mean score ($\bar{X}=2.15$) from the language instructor respondents is "*Workshops*". And the perception of importance which is third in rank ($\bar{X}=2.13$) is "*Self Monitoring*". In Erciyes University, the three activities perceived to be the least important by the EFL teachers in the research were found to be "*Kepping a Teaching Journal*" ($\bar{X}=1.98$), "*Team Teaching*" ($\bar{X}=1.98$) and "*Analyzing Critical Incidents*" ($\bar{X}=1.95$).

In conclusion, instructors from Erciyes University perceived *Peer Coaching*, *Workshops* and *Self Monitoring* as the most significant activities, and, *Keeping a Teaching Journal*, *Team Teaching* and *Analyzing Critical Incidents* were the last three activities ranked as important.

Table 6. Independent Sample t Test Results for Perception of Importance for Teacher Development Activities According to University

Teacher Development Activities	Meliksah University (N=40)		Erciyes University (N=40)		T	p
	\bar{X}	SD	\bar{X}	SD		
1.Workshops	2,38	0,59	2,15	0,70	1,559	0,123
2.Keeping a Teaching Journal	1,70	0,61	1,98	0,62	-2,004	0,049
3.Self-Monitoring	2,68	0,57	2,13	0,72	3,773	0,000
4.Teaching Portfolios	2,13	0,61	2,03	0,53	0,784	0,435
5.Action Research	2,43	0,55	2,08	0,62	2,683	0,009
6.Peer Coaching	2,30	0,52	2,15	0,66	1,130	0,262
7.Peer Observation	2,30	0,69	2,10	0,71	1,281	0,204
8.Analyzing Critical Incidents	2,48	0,64	1,95	0,64	3,673	0,000
9.Team Teaching	2,18	0,71	1,98	0,73	1,237	0,220
10.Case Studies	2,20	0,65	2,03	0,62	1,234	0,221
11.Teacher Support Groups	2,25	0,74	2,05	0,64	1,292	0,200

According to Table 6, there is not any statistically meaningful difference in activities importance perception scores between workshops, teaching portfolios, peer coaching, peer observation, team teaching, case studies or teacher support groups according to the University Type variable ($p > .05$).

In addition, according to the Table 6, there is a statistically meaningful difference between keeping a teaching journal activity importance perception scores according to University variable ($t = -2.004$; $p < .05$). The activity score of Erciyes University ($\bar{X} = 1.98$) is significantly higher than that of Meliksah University ($\bar{X} = 1.70$). Moreover, there is a statistically meaningful difference between self-monitoring activity perception of importance results according to University Type variable ($t = 3.773$; $p < .05$). The activity score of Meliksah University ($\bar{X} = 2.68$) is significantly higher than that of Erciyes University ($\bar{X} = 2.13$). Table 6 indicates that there is a statistically meaningful difference between action research activity perception of importance results according to University Type variable ($t = 2.683$; $p < .05$). The activity score of Meliksah University ($\bar{X} = 2.43$) is significantly higher than that of Erciyes University ($\bar{X} = 2.08$). Furthermore, there is a statistically meaningful difference between analyzing critical incidents activity perception of importance results according to University Type variable ($t = 3.673$; $p < .05$). The

activity score of Meliksah University (\bar{X} =2.48) is significantly higher than that of Erciyes University (\bar{X} =1.95).

In conclusion, EFL instructors' perception differed in *Keeping a Teaching Journal*. Instructors from Erciyes University perceived this activity more significant than instructors from Meliksah University. In addition, instructors from Meliksah University perceived *Self Monitoring*, *Analyzing Critical Incidents* and *Action Research* activity as more significant than instructors from Erciyes University.

4.3. Analysis of Participants' Perception of Professional Development According to Their Undergraduate Area of Study and Degree Pursuit

This chapter presents the results of the analysis of English Language instructors' perceptions of professional development activities regarding their undergraduate area of study and degree pursuit.

Table 7. Mean Scores for Importance Given to Teacher Development Activities According to Undergraduate Area of Study (One Way ANOVA Results)

Teacher Development Activities	ELT (N=26)		ELL (N=41)		ALL (N=13)		F	p
	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD		
1.Workshops	2,27	0,67	2,27	0,63	2,23	0,73	0,018	0,982
2.Keeping a Teaching Journal	1,81	0,63	1,93	0,65	1,62	0,51	1,277	0,285
3.Self-Monitoring	2,35	0,63	2,46	0,67	2,31	0,95	0,348	0,707
4.Teaching Portfolios	2,08	0,48	2,12	0,60	1,92	0,64	0,598	0,553
5.Action Research	2,27	0,67	2,24	0,58	2,23	0,60	0,021	0,979
6.Peer Coaching	2,19	0,49	2,22	0,69	2,31	0,48	0,163	0,850
7.Peer Observation	2,23	0,71	2,17	0,70	2,23	0,73	0,072	0,931
8.Analyzing Critical Incidents	2,19	0,57	2,15	0,73	2,46	0,78	1,054	0,353
9.Team Teaching	1,96	0,77	2,15	0,73	2,08	0,64	0,510	0,602
10.Case Studies	2,04	0,66	2,15	0,61	2,15	0,69	0,257	0,774
11.Teacher Support Groups	2,08	0,74	2,22	0,69	2,08	0,64	0,414	0,662

Table 7 demonstrates that there is not any statistically meaningful difference between any activity importance perception scores according to the Undergraduate Area of Study variable ($p>.05$).

Table 8. Mean Scores for Importance Given to Teacher Development Activities According to Their Degree Pursuit (Independent Sample t Test Results)

Teacher Development Activities	Yes (N=38)		No (N=42)		T	p
	\bar{X}	SD	\bar{X}	SD		
1.Workshops	2,29	0,65	2,24	0,66	0,351	0,727
2.Keeping a Teaching Journal	1,71	0,61	1,95	0,62	-1,750	0,084
3.Self-Monitoring	2,47	0,76	2,33	0,65	0,889	0,377
4.Teaching Portfolios	2,11	0,61	2,05	0,54	0,450	0,654
5.Action Research	2,39	0,55	2,12	0,63	2,074	0,041
6.Peer Coaching	2,26	0,55	2,19	0,63	0,543	0,588
7.Peer Observation	2,18	0,65	2,21	0,75	-0,191	0,849
8.Analyzing Critical Incidents	2,21	0,70	2,21	0,68	-0,024	0,981
9.Team Teaching	2,13	0,78	2,02	0,68	0,661	0,510
10.Case Studies	2,16	0,72	2,07	0,56	0,604	0,547
11.Teacher Support Groups	2,24	0,71	2,07	0,68	1,063	0,291

Table 8 specifies that there is not any statistically meaningful difference in activities perception of importance scores between workshops, keeping a teaching journal, self-monitoring, teaching portfolios, peer coaching, peer observation, analyzing critical incidents, team teaching, case studies or teacher support groups according to the Enrolled Degree Program variable ($p>.05$).

According to Table 8, there is a statistically meaningful difference between action research activity importance perception scores according to the Enrolled Degree Program variable ($t=2.074$; $p<.05$). The activity score of those who are enrolled in a degree program ($\bar{X}=2.39$) is significantly higher than those who are not ($\bar{X}=2.12$).

4.4. Professional Development Activities' Usage Frequency

This section displays frequency analysis for English Language instructors' professional development activity use according to the institutions that they work at.

Table 9. Frequency Analysis of Teacher Development Activities' Usage in Different Universities

	Meliksah University					Erciyes University				
	Never	Sometimes	Always	\bar{X}	SD	Never	Sometimes	Always	\bar{X}	SD
Teacher Development Activities	%	%	%	\bar{X}	SD	%	%	%	\bar{X}	SD
1.Workshops	5,0	77,5	17,5	2,13	0,46	15,0	67,5	17,5	2,03	0,58
2.Keeping a Teaching Journal	55,0	45,0	0,0	1,45	0,50	42,5	42,5	15,0	1,73	0,72
3.Self-Monitoring	15,0	62,5	22,5	2,08	0,62	20,0	47,5	32,5	2,13	0,72
4.Teaching Portfolios	42,5	55,0	2,5	1,60	0,55	30,0	55,0	15,0	1,85	0,66
5.Action Research	37,5	55,0	7,5	1,70	0,61	30,0	65,0	5,0	1,75	0,54
6.Peer Coaching	47,5	50,0	2,5	1,55	0,55	27,5	55,0	17,5	1,90	0,67
7.Peer Observation	32,5	67,5	0,0	1,68	0,47	22,5	47,5	30,0	2,08	0,73
8.Analyzing Critical Incidents	30,0	50,0	20,0	1,90	0,71	20,0	65,0	15,0	1,95	0,60
9.Team Teaching	40,0	47,5	12,5	1,73	0,68	25,0	65,0	10,0	1,85	0,58
10.Case Studies	30,0	57,5	12,5	1,83	0,64	40,0	47,5	12,5	1,73	0,68
11.Teacher Support Groups	37,5	55,0	7,5	1,70	0,61	25,0	52,5	22,5	1,98	0,70

According to the results from the frequency analysis in Meliksah University, the frequency criterion for teachers that has the highest ratio ($\bar{X}=2.13$) is “*Workshops*”. The frequency of activity having the second highest mean score ($\bar{X}=2.08$) from the EFL instructor respondents is “*Self Monitoring*”. Lastly, the frequency of activity that is third in rank ($\bar{X}=1.90$) is “*Analyzing Critical Incidents*”. On the other hand, in Meliksah University, the three least frequently utilized activities in the research were found to be “*Teaching Portfolios*” ($\bar{X}=1.60$), “*Peer Coaching*” ($\bar{X}=1.55$) and “*Keeping a Teaching Journal*” ($\bar{X}=1.45$).

In Erciyes University, the frequency criterion for teachers that has the highest ratio ($\bar{X}=2.13$) is “*Self Monitoring*” for the language instructors. The frequency of

activity having the second highest mean score ($\bar{X}=2.03$) from the language instructor respondents is “*Peer Observation*”. And the frequency of activity which is third in rank ($\bar{X}=2.03$) for the teachers is “*Workshops*”. However, in Erciyes University, the three least frequently utilized activities in the research were found to be “*Action Research*” ($\bar{X}=1.75$), “*Keeping a Teaching Journal*” and “*Case Studies*” ($\bar{X}=1.73$).

To sum up, while most frequently used PD activities in Meliksah University were noted as *Workshops*, *Self Monitoring* and *Analyzing Critical Incidents*, the most frequently used PD activities by instructors from Erciyes University were *Self Monitoring*, *Peer Observation* and *Workshops*.

Table 10. Mean Scores for Usage Frequency of Teacher Development Activities in Respective Universities (Independent Sample t Test Results)

Teacher Development Activities	Meliksah University (N=40)		Erciyes University (N=40)		T	p
	\bar{X}	SD	\bar{X}	SD		
1.Workshops	2,13	0,46	2,03	0,58	0,855	0,395
2.Keeping a Teaching Journal	1,45	0,50	1,73	0,72	-1,987	0,050
3.Self-Monitoring	2,08	0,62	2,13	0,72	-0,333	0,740
4.Teaching Portfolios	1,60	0,55	1,85	0,66	-1,843	0,069
5.Action Research	1,70	0,61	1,75	0,54	-0,388	0,699
6.Peer Coaching	1,55	0,55	1,90	0,67	-2,545	0,013
7.Peer Observation	1,68	0,47	2,08	0,73	-2,906	0,005
8.Analyzing Critical Incidents	1,90	0,71	1,95	0,60	-0,341	0,734
9.Team Teaching	1,73	0,68	1,85	0,58	-0,886	0,379
10.Case Studies	1,83	0,64	1,73	0,68	0,680	0,499
11.Teacher Support Groups	1,70	0,61	1,98	0,70	-1,880	0,064

According to Table 10, there is not any statistically meaningful difference in groups activities scores between workshops, keeping a teaching journal, self-monitoring, teaching portfolios, action research, analyzing critical incidents, team teaching, case studies or teacher support according to the University Type variable ($p>.05$).

On the other hand, according to the Table 10, there is a statistically meaningful difference between peer coaching activity scores according to University Type variable ($t=-2.545$; $p<.05$). The activity score of Erciyes University ($\bar{X}=1.90$) is significantly higher than that of Meliksah University ($\bar{X}=1.55$). Moreover, there is a statistically meaningful difference between peer observation activity scores according to University Type variable ($t=-2.906$; $p<.05$). The activity score of Erciyes University ($\bar{X}=2.08$) is significantly higher than that of Meliksah University ($\bar{X}=1.68$).

All in all, instructors' usage frequencies differ significantly in *Peer Coaching* and *Peer Observation* activities. Instructors from Erciyes University make use of these two activities more frequently than instructors from Meliksah University.

Table 11. One Way ANOVA Results for Usage Frequency of Teacher Development Activities According to Undergraduate Area of Study

Teacher Development Activities	ELT (N=26)		ELL (N=41)		ALL (N=13)		F	p
	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD		
1.Workshops	2,08	0,56	2,07	0,57	2,08	0,28	0,001	0,999
2.Keeping a Teaching Journal	1,46	0,58	1,66	0,69	1,62	0,51	0,788	0,458
3.Self-Monitoring	2,12	0,59	2,15	0,69	1,92	0,76	0,556	0,576
4.Teaching Portfolios	1,69	0,55	1,78	0,69	1,62	0,51	0,403	0,670
5.Action Research	1,85	0,61	1,73	0,55	1,46	0,52	2,007	0,141
6.Peer Coaching	1,62	0,57	1,71	0,68	2,00	0,58	1,644	0,200
7.Peer Observation	1,77	0,65	2,00	0,63	1,69	0,63	1,675	0,194
8.Analyzing Critical Incidents	1,81	0,57	1,85	0,65	2,38	0,65	4,218	0,018
9.Team Teaching	1,85	0,61	1,66	0,66	2,08	0,49	2,426	0,095
10.Case Studies	1,85	0,67	1,73	0,59	1,77	0,83	0,238	0,788
11.Teacher Support Groups	1,81	0,80	1,80	0,56	2,00	0,71	0,458	0,634

According to Table 11, there is not any statistically meaningful difference in activities scores between workshops, keeping a teaching journal, self-monitoring,

teaching portfolios, action research, peer coaching, peer observation, team teaching, case studies or teacher support groups according to the Undergraduate Area of Study variable ($p>.05$).

On the other hand, Table 11 indicates that there is a statistically meaningful difference between analyzing critical incidents activity scores according to the Undergraduate Area of Study variable ($F=4.218$; $p<.05$). According to the results of the least significant difference (LSD) post hoc test, the activity score of ALL area ($\bar{X}=2.38$) is significantly higher than ELT ($\bar{X}=1.81$) and ELL ($\bar{X}=1.85$).

In other words, usage frequencies of instructors significantly differed according to their undergraduate area of study in *Analyzing Critical Incidents* activity. ALL department graduates make use of this activity more frequently than ELL and ELT department graduates.

Table 12. Independent Sample t Test Results for Usage Frequency of Teacher Development Activities According to Degree Pursuit

Teacher Development Activities	Yes (N=38)		No (N=42)		T	p
	\bar{X}	SD	\bar{X}	SD		
1.Workshops	2,11	0,56	2,05	0,49	0,491	0,625
2.Keeping a Teaching Journal	1,42	0,50	1,74	0,70	-2,307	0,024
3.Self-Monitoring	2,00	0,66	2,19	0,67	-1,280	0,204
4.Teaching Portfolios	1,61	0,50	1,83	0,70	-1,673	0,098
5.Action Research	1,68	0,53	1,76	0,62	-0,603	0,548
6.Peer Coaching	1,55	0,55	1,88	0,67	-2,373	0,020
7.Peer Observation	1,74	0,55	2,00	0,70	-1,853	0,068
8.Analyzing Critical Incidents	1,84	0,64	2,00	0,66	-1,083	0,282
9.Team Teaching	1,71	0,73	1,86	0,52	-1,039	0,302
10.Case Studies	1,79	0,70	1,76	0,62	0,187	0,852
11.Teacher Support Groups	1,82	0,69	1,86	0,65	-0,276	0,783

Table 12 indicates that there is not any statistically meaningful difference in activity perception of importance scores between workshops, self-monitoring, teaching portfolios, action research, peer observation, analyzing critical incidents, team teaching, case studies or teacher support groups according to the Enrolled Degree Program variable ($p>.05$).

According to Table 12, there is a statistically meaningful difference between keeping a teaching journal activity scores according to the Enrolled Degree Program variable ($t=-2.307$; $p<.05$). The activity score of those who are not enrolled in a degree program ($\bar{X}=1.74$) is significantly higher than those who are enrolled in a degree program ($\bar{X}=1.42$). Furthermore, there is statistically meaningful difference between peer coaching activity scores according to Enrolled Degree Program variable ($t=-2.373$; $p<.05$). Activity score of those who are not enrolled in a degree program ($\bar{X}=1.88$) is significantly higher than those who are enrolled in a degree program ($\bar{X}=1.55$).

All in all, instructors' usage frequencies according to their degree pursuit differed in *Keeping a Teaching Journal* and *Peer Coaching* activities. Both activities were found to be more frequently used by the instructors who are not enrolled in a degree program than the instructors who are not pursuing any degree.

4.5. Hindering Factors for Professional Development Activities

This section reveals the detailed analysis of English Language instructors' perception of the factors hindering professional development activities according to the institutions that they work at.

Table 13. Frequency Analysis of Hindering Factors for Teacher Development Activities' Implementation

Hindering Factors for Teacher Development	Meliksah University					Erciyes University				
	Not Important	Somewhat Important	Very Important	\bar{X}	SD	Not Important	Somewhat Important	Very Important	\bar{X}	SD
1. Personal financial problems	12,5	60,0	27,5	2,15	0,62	15,0	47,5	37,5	2,23	0,70
2. Excessive workload	2,5	17,5	80,0	2,78	0,48	5,0	40,0	55,0	2,50	0,60
3. Lack of communication among colleagues	7,5	37,5	55,0	2,48	0,64	7,5	42,5	50,0	2,43	0,64
4. Strict working hours	15,0	37,5	47,5	2,33	0,73	5,0	52,5	42,5	2,38	0,59
5. Lack of institutional support for professional development	12,5	27,5	60,0	2,48	0,72	15,0	37,5	47,5	2,33	0,73
6. Lack of self-motivation	17,5	27,5	55,0	2,38	0,77	12,5	30,0	57,5	2,45	0,71
7. Educational background	20,0	47,05	32,5	2,13	0,72	20,0	40,0	40,0	2,20	0,76
8. Difficulty in reaching literature in the field	35,0	50,0	15,0	1,80	0,69	12,5	47,5	40,0	2,28	0,68

According to the results from the frequency analysis in Meliksah University, the hindering factor for teacher development that has the highest ratio (\bar{X} =2.78) is "Excessive workload". The hindering factor for teacher development having the second highest mean score (\bar{X} =2.48) from the respondents is "Lack of communication among colleagues". And the hindering factor which is third in rank (\bar{X} =2.48) is "Lack of institutional support for professional development". On the other hand, in Meliksah University, the three least hindering factors for teacher development in the research were found to be "Personal financial problems" (\bar{X} =2.15), "Educational background" (\bar{X} =2.13) and "Difficulty in reaching literature in the field" (\bar{X} =1.80).

In Erciyes University, the hindering factor for teacher development that has the highest ratio ($\bar{X}=2.50$) is “*Excessive workload*”. The hindering factor having the second highest mean score ($\bar{X}=2.45$) from the respondents is “*Lack of self-motivation*”. And the hindering factor which is third in rank ($\bar{X}=2.43$) is “*Lack of communication among colleagues*”. However, in Erciyes University, the three least hindering factors for teacher development in the research were found to be “*Lack of institutional support for professional development*” ($\bar{X}=2.33$), “*Personal financial problems*” ($\bar{X}=2.23$) and “*Educational background*” ($\bar{X}=2.20$).

In conclusion, the most important hindering factors for instructors from Meliksah University were noted as Excessive Workload, Lack of Communication among Colleagues and Lack of Institutional Support. Instructors from Erciyes University presented the same factors as important, too. When it comes to the least important hindering factors for PD activities’ implementation, instructors from both universities noted *Personal Financial Problems* and *Educational Background*.

Table 14. Independent Sample t Test Results for Hindering Factors for Teacher Development Activities According to University

Hindering Factors for Teacher Development Activities	Meliksah University (N=40)		Erciyes University (N=40)		t	p
	\bar{X}	SD	\bar{X}	SD		
1. Personal financial problems	2,15	0,62	2,23	0,70	-0,507	0,613
2. Excessive workload	2,78	0,48	2,50	0,60	2,266	0,026
3. Lack of communication among colleagues	2,48	0,64	2,43	0,64	0,350	0,727
4. Strict working hours	2,33	0,73	2,38	0,59	-0,338	0,736
5. Lack of institutional support for professional development	2,48	0,72	2,33	0,73	0,928	0,356
6. Lack of self-motivation	2,38	0,77	2,45	0,71	-0,450	0,654
7. Educational background	2,13	0,72	2,20	0,76	-0,453	0,652
8. Difficulty in reaching literature in the field	1,80	0,69	2,28	0,68	-3,111	0,003

Table 14 reveals that there is not any statistically meaningful difference between personal financial problems, lack of communication among colleagues, strict working hours, lack of institutional support for professional development, lack of self-motivation or educational background scores according to the University Type variable ($p > .05$).

On the other hand, as shown in Table 14, there is a statistically meaningful difference between excessive workload scores according to the University Type variable ($t = 2.266$; $p < .05$). The hindering factor score of Meliksah University ($\bar{X} = 2.78$) is significantly higher than that of Erciyes University ($\bar{X} = 2.50$). Furthermore, there is a statistically meaningful difference between difficulty in reaching literature in the field scores according to University Type variable ($t = 3.111$; $p < .05$). Hindering factor score of Erciyes University ($\bar{X} = 2.28$) is significantly higher than that of Meliksah University ($\bar{X} = 1.80$).

In conclusion, instructors' perception of importance for hindering factors differed in *Excessive Workload* and *Difficulty in Reaching Literature in the Field*. Instructors from Meliksah University perceived *Excessive Workload* as more significant hindering factor than instructors from Erciyes University. In addition, instructors from Erciyes University noted that they have difficulty reaching in the field when compared to instructors from Meliksah University.

Table 15. One Way ANOVA Results for Factors Hindering Teacher Development Activities According to Undergraduate Area of Study

Hinder Teacher Development Activities	ELT (N=26)		ELL (N=41)		ALL (N=13)		F	p
	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD		
1. Personal financial problems	2,15	0,73	2,22	0,65	2,15	0,55	0,097	0,907
2. Excessive workload	2,58	0,64	2,73	0,45	2,46	0,66	1,404	0,252
3. Lack of communication among colleagues	2,35	0,69	2,54	0,60	2,38	0,65	0,795	0,455
4. Strict working hours	2,42	0,58	2,41	0,71	2,00	0,58	2,268	0,110
5. Lack of institutional support for professional development	2,08	0,84	2,66	0,53	2,23	0,73	6,342	0,003
6. Lack of self-motivation	2,31	0,79	2,61	0,63	2,00	0,82	4,010	0,022
7. Educational background	2,08	0,74	2,27	0,71	2,00	0,82	0,912	0,406
8. Difficulty in reaching literature in the field	2,00	0,75	2,10	0,66	1,92	0,86	0,337	0,715

According to Table 15, there is not any statistically meaningful difference between personal financial problems, excessive workload, lack of communication among colleagues, strict working hours, educational background or difficulty in reaching literature in the field scores according to Undergraduate Area of Study variable ($p > .05$).

However, according to the Table 15, there is statistically meaningful difference between lack of institutional support for professional development scores according to the Undergraduate Area of Study variable ($F=6.342$; $p < .05$). According to the results of the least significant difference (LSD) post hoc test, the hindering factor score of ELL area ($\bar{X}=2.66$) is significantly higher than that of ELT ($\bar{X}=2.08$). Moreover, there is a statistically meaningful difference between lack of self-motivation scores according to the Undergraduate Area of Study variable ($F=4.010$; $p < .05$). According to the results of the least significant difference (LSD) post hoc test, the hindering score of ELL area ($\bar{X}=2.61$) is significantly higher than that of ALL ($\bar{X}=2.00$).

Table 16. Mean Difference of the Factors Hindering Teacher Development Activities According to Their Degree Pursuit (Independent Sample t Test Results)

Hinder Teacher Development Activities	Yes (N=38)		No (N=42)		t	p
	\bar{X}	SD	\bar{X}	SD		
1. Personal financial problems	2,26	0,64	2,12	0,67	0,978	0,331
2. Excessive workload	2,79	0,47	2,50	0,59	2,391	0,019
3. Lack of communication among colleagues	2,45	0,65	2,45	0,63	-0,035	0,972
4. Strict working hours	2,42	0,72	2,29	0,60	0,918	0,362
5. Lack of institutional support for professional development	2,45	0,76	2,36	0,69	0,556	0,580
6. Lack of self-motivation	2,26	0,79	2,55	0,67	-1,736	0,086
7. Educational background	2,00	0,74	2,31	0,72	-1,907	0,060
8. Difficulty in reaching literature in the field	1,82	0,73	2,24	0,66	-2,727	0,008

As demonstrated in Table 16, there is not any statistically meaningful difference between personal financial problems, lack of communication among colleagues, strict working hours, lack of institutional support for professional development, lack of self-motivation or educational background scores according to the Enrolled Degree Program variable ($p > .05$).

Nevertheless, according to Table 16, there is a statistically meaningful difference between excessive workload scores according to the Enrolled Degree Program variable ($t = 2.391$; $p < .05$). The hindering factor score of degree pursuing participants ($\bar{X} = 2.79$) is significantly higher than that of non-degree pursuing participants ($\bar{X} = 2.50$). Additionally, there is a statistically meaningful difference between difficulty in reaching literature in the field scores according to the Enrolled Degree Program variable ($t = -2.727$; $p < .05$). The hindering factor score of enrolled non-degree pursuing participants ($\bar{X} = 2.24$) is significantly higher than that of those who enrolled to a degree programme ($\bar{X} = 1.82$).

In conclusion, instructors' perception of importance for hindering factors according to their degree pursuit differed in Excessive Workload and Difficulty in Reaching Literature in the Field. Degree pursuing participants perceived *Excessive Workload* as more important than instructors who are not enrolled in a degree program. In addition, instructors who are not enrolled in a degree program perceived *Difficulty in Reaching Literature in the Field* more significant hindering factor than degree pursuing instructors.

CHAPTER 5

5. CONCLUSION

5.1. Introduction

In this chapter, the findings of the study are discussed by taking the research questions into account. By presenting the findings of the study regarding language instructors' perceptions according to their working institutions, it is aimed to detect whether any meaningful differences might be prevalent. Hindering factors for professional development are also discussed according to the home institutions where instructors are working. This chapter also proposes some further research implications in the related field.

5.2. Professional Development Activities in Different Universities

This study aimed to better understand instructors' perceptions regarding the professional development activities concluded from the literature review and to detect any differences in these perceptions linked to their home institutions. EFL instructors' perceptions of professional development might also be a key element for the success of both their own teaching practice and the students' achievement.

Hargreaves and Dawe (1990) define peer-related professional development as follows: "Peer coaching therefore has a highly practical focus, is intensive and enduring in its application, and depends on the development of strong and trusting collegial relationships" (p. 230). Peer based professional development activities foster not only teaching skills but also collegial relationships. The findings of this study indicate that EFL instructors from Erciyes University consider Peer Coaching vital for their professional development and EFL instructors from Meliksah University also share this view. When it comes to Peer Observation, instructors from both universities share the same perception by putting this form of professional development in a high rank among others. One of the reasons for instructors to perceive peer-based professional development activities as significant might be their assistance in both teaching skills and collegial relationships. Blackwell and McClean (1996) note that discussion of teaching can result both in learning about their own teaching practices and in learning about and from peers' teaching (cited in Bovill,

2008, p.3). In line with this, observations following the coaching of peers may be highly useful to detect the deficient practices and amend them immediately since these activities promote on-the-spot remedies.

In this study, it was detected that EFL instructors from Erciyes University make use of peer observation and peer coaching activities far more frequently than instructors from Meliksah University. These findings might indicate a consistency in instructors' perceptions of peer based professional development activities and their usage frequencies in Erciyes University. These results also reveal that instructors from Meliksah University perceive peer based professional activities as significant, yet, do not make use of them commonly.

Autonomous activities in this study, such as action research and self-monitoring, are perceived as significant by the EFL instructors from both universities. The self-monitoring activity's significance perception and usage frequency results indicate that while both groups of instructors make use of this type of activity frequently, this significance perception results from Meliksah University are considerably higher than those of Erciyes University. One of the reasons for instructors to think in this way might be ease of implementation. In addition, teachers do not have to share the findings from their self-monitoring with either their administrators or colleagues. Thence, instructors might use this activity to better understand their strengths and weaknesses without stress.

Ogberg and McCutcheon (1987) state that action research assists teachers to understand their own professional practice and enable them to have broad information to discuss their practices at the end of it (cited in Levin and Rock, 2003, p. 71). In line with this definition, EFL instructors from both universities share the same perception that action research is a crucial activity. Their awareness about its assistance in their professional development by investigating their own practice and search for self-improvement may be a key cause for them to perceive action research as crucial. However, when it comes to its usage frequency, a remarkable difference becomes apparent. EFL instructors from Erciyes University indicated that they rarely use this activity for their professional development, while results noted that EFL instructors from Meliksah University make use of action research activities

frequently. This inconsistency might result from the difficulty in implementation of this activity due to the large number of students in Erciyes University.

Keeping a teaching journal is the activity which is both perceived as the least important and used the least frequently in both universities. There might be several reasons for instructors to perceive this activity as insignificant and to make use of it seldom. Initially, instructors may be unwilling to share their reflective writings with other instructors or administrators. As Holly (2002) notes keeping a teaching journal is an innovative, analytical, journalistic and healing activity (p. 14). It might be concluded that keeping a teaching journal is a complex and time consuming process and, for this reason, instructors avoid using this activity frequently.

Analyzing critical incidents is a professional development activity which has different results in the study. EFL instructors from Meliksah University perceive this activity to be quite significant and make use of it frequently. However, the implementation and the perception of this activity are noted as the least in the results of instructors from Erciyes University. A possible cause for this difference can be unwillingness towards participating in sharing and collaborating with other instructors. Hişmanoğlu (2010) detected this demotivation in activities requiring collaboration among teachers. The strategies where communication and collaboration are required, teachers' participation rate is very low (p. 994). Last but not least, participating in the collaborative and communicative activities for professional development is a must, because many of the activities noted in the field might be categorized as communicative.

Instructors from Meliksah University presented a consistent negative attitude towards team teaching activity. Their perception is that team teaching is quite insignificant and in addition, they rarely make use of this activity. On the other hand, EFL instructors from Erciyes University perceived team teaching somehow significant and their usage frequency is relatively higher. Buckley (1999) defines team teaching as a number of teachers teaching adamantly, repeatedly and collaboratively (p.4). As can be seen from this citation, the requirements for the implementation of the team teaching activity are quite paramount. In addition, these requirements might be challenging for the teachers working for Meliksah University,

since their teaching workload is relatively higher than instructors from Erciyes University.

Loughran and Corrigan (1995) note that “the teaching portfolio resembles a dossier of artifacts as evidence of achievements and may involve extensive documentation, but there is an underlying recognition of the portfolio's ability to tap the teacher's reflections about their practice” (p. 566). The benefits abovementioned might serve as an impressive motivating factor for teachers to make use of teaching portfolios for their professional development. In line with these positive outputs, instructors from Erciyes University presented positive perception of teaching portfolio activity. Accordingly, their usage frequency for this activity is higher than instructors from Meliksah University. In addition, instructors from Meliksah University presented a less significant perception of teaching portfolios.

When it comes to workshops, both group of instructors presented a high usage frequency, while the significance perception differs slightly for the instructors from Erciyes University, as they perceive this activity relatively more significant. There might be various reasons for instructors to participate in workshops more frequently. One of these reasons might be that teachers can find a specifically interesting and/or useful topic or problem in the workshops sessions. Another reason for instructors to perceive workshop as significant may be that they are well aware of its beneficial outcomes. Accordingly, Rust (1998) defends the positive outcomes of workshops by noting, “it would seem justified both to use workshops as a tool of change and to use end-of-workshop evaluations as an indicator of impact” (p. 79).

Case studies and teacher support groups are collaborative and communicative professional development activities which were perceived as ‘somehow important’ and were ‘sometimes’ made use of in both universities. However, actual use of these two professional development activities might be less frequent. Some reasons may emerge like excessive teaching hours, lack of communication among colleagues, etc. However, a majority of the well-designed professional development activities require collaboration and communication among participants to ensure a beneficial output. For instance, teacher support groups are described as one of the most fruitful activities to assist teachers better in their teaching skills in addition to their professional/personal traits. Kirk and Walter (1981) describe teacher support group

activity's positive outcomes. The teacher support group might be useful for teachers to have a better understanding for behavioral change as well as presenting the successful practices in dealing with the problems (p. 148).

All in all, as can be seen from the abovementioned findings from both universities, EFL instructors find professional development activities significant and make use of them in different frequencies. Their overall perceptions towards different professional development activities vary in accordance with their usage frequencies, so this indicates a meaningful consistency. On this point, there might be some reasons hindering their participation in professional development activities.

In this study, the effects of degree pursuit on the perception of professional development activities were also studied. Instructors from both universities who are enrolled in a graduate degree programme presented a lower significance perception towards teaching journals and peer coaching. This indicates that EFL instructors who are not enrolled in a graduate degree programme find that all professional development activities better their teaching skills.

One of the variables presented in this study to better understand the relationship between the professional development and its perception was instructors' undergraduate areas. In this study, a significant difference was detected in American Culture and Literature department graduates for analyzing critical incidents activity. Their significance perception of analyzing critical incidents is relatively higher than graduates of English Language and Literature and English Language Teaching.

5.3. Hindering Factors for Teachers' Professional Development in Two Universities

This study aimed to find an answer for the research question: "What factors (if any) related to the institutions' hindering of language instructors' professional development in these two representative universities?". The preponderant factor was presented as "excessive workload" for the instructors from both Erciyes University and Meliksah University. Teaching hours and institutional duties, in other words the workload of the instructors, are perceived as the main causes of less frequent participation in the professional development activities in both universities.

Instructors from Meliksah University ranked lack of communication among teachers as the second most important hindering factor for their participation in professional development activities. Instructors from Erciyes University, on the other hand, ranked lack of communication third in rank as a hindering factor. As Garet et. al (2001) note that PD activities hearten teachers to have strong communication while searching for betterment of their teaching in the same way (p. 928). The lack of communication among teachers might be the paramount reason for the low participation frequency and the low benefit level of the professional development activities in Meliksah University and Erciyes University.

One of the hindering factors presented in this study was lack of institutional support for professional development. Instructors from Meliksah University predominantly noted this factor as hindering in the study. However, instructors working for Erciyes University noted this factor as the least hindering for their professional development. This difference clearly indicates an institutional difference in participation. Home institution support for professional development plays an important role in teachers' participation in and perception of professional development. Guskey and Sparks (2004) underline the significance of institutional support by underlining two distinct traits they have: their communication with teachers and their indirect effect on the structure of the schools. They might provide teachers with the supervision through coaching and assessment process. In addition, they can add teachers' knowledge in an indirect way through their policies like shared-administration and forming supportive policies (p. 5).

Lack of self-motivation was found to be a crucial factor hindering professional development activities for the instructors from Erciyes University; however, instructors from Meliksah University ranked this factor as less hindering. This indicates a difference in self-driven participation in professional development activities. Teachers should be aware of the fact that teaching is indispensable with learning. In line with this, professional development encourages teachers to be equipped with the latest enhancements in their fields. Effective professional development activities also enable teachers to gain the new knowledge necessary, for example, combining quickly altering educational technology into their teaching or to

find other ways to satisfy the needs of the students sharing comparatively different backgrounds (Ganser, 2000, p.7).

Other factors that are noted as decisive as hindering factors in the field in the replies of instructors from both universities are: personal financial problems, educational background, strict working hours and difficulty in reaching the literature. Among these, strict working hours might be examined in counterpart to the duration of the professional development. Corcoran (1995), in emphasizing the significance of the time allotted to professional development activities, argues “that the focus of professional development must be on the central issues of teaching and learning as experienced by teachers daily” (p.7.). Accordingly, instructors’ professional development should be supported at all costs to achieve the desired level of success in the institutions by creating spare time for implementation.

5.4. Implications and Recommendations for Future Studies

This section aims to present some implications related to the study regarding EFL instructors, professional development and the possible hindering factors in two representative universities.

This study indicated an important finding related to instructors’ perception of professional development and their usage frequency. Instructors from both state (Erciyes) and foundation (Meliksah) universities perceive professional development to be important; however, they do not implement these activities as much because of some factors abovementioned. Instructors from Meliksah University expressed great interest in various types of professional development yet, they also noted that their institution does not support them in this pursuit. To overcome this factor, the institutions might be encouraged to implement more professional development activities for their instructors by explaining the undeniable need for PD.

Some personal differences in both universities were found to be significant, like instructors’ degree pursuit. Instructors who are enrolled in a graduate programme in both universities perceive most of the professional development activities to be significant. This underlines an important point: degree pursuing instructors are well aware of the significance of professional development. Thence, regardless of their type, institutions might hearten their instructors to enroll in a

degree programme, so that instructors' perceptions of professional development might be strong and favoring.

The administrations of both universities should be informed about hindering factors like excessive workload, strict working hours and financial problems, in order to overcome the obstacles for implementation of PD activities which will assist in reaching the desired achievement level.

In this study, the different instructor attitudes towards professional development activities in state and foundation universities and the possible hindering factors were discussed. The sole data collecting source was a questionnaire adapted from Karaaslan's (2003) study. Thence, to have a better grasp of the instructors' perceptions, interviews might also be used.

This study included some variables to study perception differences, such as university type, graduate area, and degree pursuit. However, some other variables like gender, age or work experience might be added to have a better understanding regarding the differing perceptions in both university types either separately or together.

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Section II

In this section, a number of major professional development activities are listed in order to find out EFL teachers’ perception and the degree of importance they attach to these activities. Please read each professional development activity and put a mark in the column which mostly presents your idea.

Teacher Development	How Important			How often you use it		
	Not Important (1)	Somewhat Important (2)	Very Important (3)	Never (1)	Sometimes (2)	Always (3)
1.Workshops						
2.Keeping a Teaching Journal						
3.Self-Monitoring						
4.Teaching Portfolios						
5.Action Research						
6.Peer Coaching						
7.Peer Observation						
8.Analyzing Critical Incidents						
9.Team Teaching						
10.Case Studies						
11.Teacher Support Groups						

Section III

This section presents some factors that might hinder EFL teachers' professional development. After reading each factor, please put a mark in the column that is appropriate for your idea.

	Not important (1)	Somewhat important (2)	Very important (3)
1. Personal financial problems			
2. Excessive workload			
3. Lack of communication among colleagues			
4. Strict working hours			
5. Lack of institutional support for professional development			
6. Lack of self-motivation			
7. Educational background			
8. Difficulty in reaching literature in the field			
9. Other problems (Please indicate below and rate):			

If you would like to share some further comments about EFL teachers' perception and/or professional development, please note them here:
