



## Turkish State and Private School EFL Teachers' Perceptions on Professional Development

M. Pınar BABANOĞLU<sup>a\*</sup>, Aylin YARDIMCI<sup>b</sup>

<sup>a</sup>Kahramanmaraş Sütçü İmam Üniversitesi, Fen Edebiyat Fakültesi, Kahramanmaraş/Türkiye

<sup>b</sup>Erciyes Üniversitesi, Sosyal Bilimler Enstitüsü, Kayseri/Türkiye



### Article Info

DOI: 10.14812/cuefd.305210

#### Keywords:

Teacher perceptions,  
Professional development,  
EFL Teacher

### Abstract

This study investigates the perceptions of state and private school EFL teachers towards professional development. It focuses on interpreting the concept of professional development, putting emphasis on different perceptions of teachers working in different types of schools as well as gender and age factors in order to shed light on the current concepts of teacher development. In the study, 45 state and 45 private school EFL teachers participated in data collection procedure in which a Likert-type questionnaire about professional development was conducted to carry out quantitative analysis. Results indicate that EFL teachers perceive professional development topics positively, especially life-long and ongoing professional development, self-belief and belief in the teaching profession. Besides, private school EFL teachers seem more concerned about some principles of professional development in teaching than state school EFL teachers. Gender has an effect to some extent on teachers' perceptions of professional development in favour of female EFL teachers whereas age is not a decisive factor on their perceptions.

## Devlet ve Özel Okullarda Çalışan İngilizce Öğretmenlerinin Mesleki Gelişim Üzerine Algıları

### Makale Bilgisi

DOI: 10.14812/cuefd.305210

#### Anahtar Kelimeler:

Akademik başarı,  
Üniversite yaşamına katılım,  
Öğrenci kazanımları,  
Yapısal eşitlik modeli,  
Üniversite öğrencileri.

### Öz

Bu çalışma devlet ve özel okullarda çalışan İngilizce öğretmenlerinin mesleki gelişim üzerine algılarını araştırmaktadır. Çalışmanın amacı, mesleki gelişim kavramını değerlendirmek ve farklı okul tiplerinde çalışan farklı cinsiyet ve yaş gruplarından öğretmenlerin mesleki gelişime yönelik algılarına odaklanarak öğretmen gelişiminin güncel duruma ışık tutmaktır. Devlet okullarından 45, özel okullardan 45 İngilizce öğretmeni, mesleki gelişim ile ilgili Likert türü anketin nicel analiz için uygulandığı veri toplama sürecine katılmıştır. Sonuçlara göre çalışmaya katılan öğretmenlerin tümü mesleki gelişim ile ilgili konularda, özellikle yaşam boyu ve sürekli mesleki gelişim ve öğretmenlerin kendilerine ve mesleklerine olan inançları konularında olumlu algılamaya sahiptir. Ayrıca, özel okulda çalışan İngilizce öğretmenlerinin devlet okulunda çalışanlara göre mesleki gelişim ile ilgili bazı esasları daha çok önemsedikleri ortaya çıkmıştır. Öğretmenlerin yaş gruplarının mesleki gelişime yaklaşımda bir etkisi olmamakla beraber cinsiyet faktörü ve mesleki gelişim arasında kadın İngilizce öğretmenleri adına bir dereceye kadar fark ortaya çıkmaktadır.

\* Author: pinarbab@hotmail.com

### Introduction

Professional development is a key concept for educators in educational processes. There are various conceptions defining 'professional development', some people regard professional development as training, workshops, in-service days, so on; while others consider it as a lifelong learning process for teachers about their professions. Notionally, Diaz-Maggioli (2003) describes professional development as being a reflective process ending with fruitful results when maintained over a period of time for a certain profession. As professional development is the improvement process of an individual in terms of skills, knowledge or learning in order to maintain their profession or job, it can be considered as a key concept for a continuous career in rapidly changing and modern world. Or professional development can be viewed as keeping skills at cutting-edge that helps one to optimize his/her personal development and job development. Coursework and college degrees, conferences or training programmes can be regarded as examples of it. In some professions, development is an ongoing necessity and expected if one wants to maintain his/her job. There are many opportunities in career development such as workshop attendance, academic courses, seminars and different services provided by various development providers. Conferences, training sessions, online podcasts, degrees, discussion boards and classes, coursework and workshops can be named as ways of professional development. Simply in particular for teaching, professional development is basically defined as activities that develop an individual's knowledge, expertise and other characteristics as a teacher (TALIS, p.49, 2009).

Within the spread of English language since being regarded as the most important communication tool in the international area, alongside the globalization, there occurred many needs for language teaching policies in many countries all over the world. Language teachers have an important role in order to meet the needs of the learners of English, therefore, being effective in teaching is one of the most crucial characteristics of a language teacher. Thus, they also need to concern about their professional development and it is essential for language teachers to take the responsibility of their own development in their profession. The language itself is a living and developing phenomena, thereof teaching methods, materials and purposes are also developing and changing evermore. Consequently, experienced or novice, all teachers always need to learn and share something new and innovative in respect of achieving the goals of professional development. Teachers can be considered as the basic providers of teaching process and they should be encouraged to develop themselves in their profession. In other words, there should be enough emphasis on professional development as a result of rapidly and globally changing education contexts.

After World War II, English has been the most important language in many countries including Turkey being the most extensively taught foreign language at all stages of a formal education process. Learning English starts either at primary school or pre-school periods (Karahan, 2007). However, it is clear that most of the language learners are not at the desired level of competency in foreign language despite many regulations and changes in language policy and applications. Hereat, learners who received formal language education in schools in Turkey do not seem to be the effective users of foreign language in real life situations. As is known, besides national language policies and application, there are many other sublevel factors that affect the success of the learners one of which is teachers' effectiveness in their profession of teaching. In simplest term, the more a teacher is skillful, dedicated and professionally developed in teaching, the more his/her learners are successful. Identifying teachers' perceptions and point of views on professional development will be useful for both teacher and student in the process of language learning and teaching, in this way, the critical role of the teacher should be taken into consideration. With this motivation, the focus of this study is on exploring the perceptions of English teachers on professional development working in either private schools or state schools. Therefore, this study aims to contribute to the field by extending knowledge about professional development which is one of the most important elements of the teaching process and to find out whether there is a statistical difference between the perceptions of language teachers working in private schools and state schools. The objectives of this study are; to explore how professional development is perceived by state and private school EFL teachers, to find out whether there is statistical difference between EFL teachers' perceptions on professional development in respect of (a)

working at state and private school, (b) gender and (c) age. In this way, research questions of the study, which are discussed in discussion and conclusion section in detail, are posed as in the following:

- 1- How do state and private school EFL teachers perceive professional development in general?
- 2- Is there a statistical difference between the perceptions of state and private school EFL teachers on professional development?
- 3- Do gender and age factors cause statistical difference on EFL teachers' perceptions of professional development?

### **Literature Review**

#### **EFL Teaching and Professional Development**

Regarding education, the quality of teaching can be viewed as one of the most important factors affecting a student's success in school. Lord (1994) states that administrations of schools should think through both the overall level of education of professionals as a rough marker of how best to ensure quality, but then also give enough consideration to the content and how best to assure that classroom learning results in practice. Caena (2011) points out that as not all of the teachers take professional development into consideration in their real-life teaching and classrooms, there should be some indications given about essential professional learning activities that will enable teachers to cope with rapid changes such as keeping updated; experimentation; reflective practice; knowledge sharing; innovation. The objectives of teacher development (OECD, 1998, cited in Peña-López, 2009), includes:

- to update individuals' knowledge of a subject in light of recent advances in the area,
- to update individuals' skills, attitudes and approaches in light of the development of new teaching techniques and objectives, new circumstances and new educational research,
- to enable individuals to apply changes made to curricula or other aspects of teaching practice,
- to enable schools to develop and apply new strategies concerning the curriculum and other aspects of teaching practice,
- to exchange information and expertise among teachers and others, e.g. academics, industrialists,
- to help weaker teachers become more effective (p.49).

Similarly, McNeil and Valenzuela (2000) point out that there should be an enhancement on the experiences of teachers by encouraging them to take the responsibility for their own learning and thus promoting self-reliance, collaboration and reflection. In other words, teachers should also be considered as learners and be acknowledged that they need to learn together, e.g. in mentoring and coaching one another. Villegas-Reimers (2003) supports this idea by stating the effect of successful professional development experiences on teachers' work, beliefs, and behaviors. To conclude, any form of professional development is essential for successful change in education. Professional development mostly affects the instructors or teachers as it puts its effect immediately and directly. These impacts can be defined as instructors' reactions, learning and behavior change through professional development experiences.

The most important aspect of the development is the instructor's own perception of his/her professional development experience. The more an instructor is likely to learn from positive experiences, the more s/he wants to integrate his/her gaining into the teaching process. Positive experiences also work as supportive for continuing to engage in professional development activities, including sharing information with others (Sherman, Tibbetts and Condelli 1997).

Doku and Asante (2011) define globalization a significant step for a better world and more qualified lives for people. English is one of the most extensively used language compared to others and is taught as a foreign language nearly all over the world (Broughton, Brumfit and Brumfit, Flavell, Hill, Pincas, 2003, cited in Tilfarlıoğlu, 2011). English has been accepted as the lingua franca of the world. De Bary (2007) states that English is the first actual global lingua franca in terms of extent and effect; also, by

examining the word “global” not only in a sense of a geographical term, but also in the sense of an extensive usage; which means that the spread of English is a crucial part of globalization. Thus, it is important to learn a second language in order to communicate with people from different cultures and countries. De Bary (2007) also suggests that it is crucial to learn a foreign language as international communication is at an undeniable level in a global world context.

In Turkish curriculum, English has been taught from the beginning of primary school since 1997 (Kızıldağ, 2009). Political and socioeconomic factors have affected ELT in many stages since it has been included in the curriculum. As a result of 1997 education reform, the MNE considered teacher development initiatives superior to many other areas. In-service English Language Teacher Training and Development Unit (INSET) was founded by MoNE in order to plan seminars and in-service training workshops for English language teachers at primary and secondary schools. INSET established an important project named ‘Training Trainers on European Union’ in 2004 during the candidacy process of Turkey to become an EU member. This unit aimed to increase awareness of teachers about EU by seminars, conferences, publications, and projects. As English has turned out to be a significant component of foreign language teaching, the Turkish government has made several especially in improving curriculum, teaching methods, teacher training and teacher education institutions. Therefore, it can be inferred that Turkey is setting a modernization and change process in order to keep up with the European language education system and in ELT curriculum and the assessment system (Kırkgöz, 2007).

As stated above, Turkish government attempts greatly to improve language teaching in Turkey. There are many criterions on the success of a learner. Doubtlessly, a teacher is the most important component of the teaching process. If a teacher is qualified enough to pursue her profession, then his/her learners get closer to achievement in language learning. Therefore, it can be understood that it is a teacher’s responsibility to add her knowledge continuously through professional development means.

### **Previous Studies**

In the literature, the phenomenon of professional development in respect of EFL teachers has been analyzed within different concepts such as teachers’ perceptions, practices, needs or special programmes of professional development in various levels as primary, secondary and higher education. As a pioneer study, Atay (2008) conducted a research on Turkish EFL teacher research for professional development within a specialized research-oriented programme called INSET (in-service education and training programme) and concluded that teachers this programme to be highly effective in fostering teachers development and can promote the teacher-researcher concept in practice. Afterwards, Uysal (2012) also studied the effectiveness of INSET programme for EFL teachers. In a recent study, Korkmazgil and Seferoğlu (2013) examined non-native English teachers’ professional development practices in Turkey and found that most of the teachers in the study were already engaged with several professional development activities such as in-service courses and seminars which are obligatory and it was also found that the perceived professional development needs were found to be mostly related to issues like improving classroom management skills, using technology, and so on. Simegn (2014) studied self-initiated professional development perceptions and practices of secondary school EFL teachers and suggested that teachers had a clear consensus on the need for self-driven professional development but more practical applications were needed. Çelik, Macianskiene and Aytın (2013) compared Turkish and Lithuanian EFL instructors’ viewpoints on professional development and concluded that Turkish instructors found their professional development activities ‘irrelevant’ while Lithuanian instructors perceived them as ‘beneficial’. In another comparative study, Mahmoudi and Özkan (2015) examined the difference between novice and experienced English teachers’ in perceiving professional development activities.

### **Method**

The aim of the study is to determine whether there is a difference between the perceptions of teachers on professional development working in state schools or private schools. For that purpose, in

this chapter, the following methodology for a quantitative research has been preferred as the basis of the research.

### Participants

The participants of this study are 45 private and 45 state school EFL teachers regularly attend English lessons at primary and secondary levels of five private schools and twelve state schools in two cities in Turkey (Kahramanmaraş and Adana). The selection of the participants is made on the basis of convenience sampling method because of their accessibility and proximity within the region. Demographic features of teachers are presented in Table 1:

**Table 1.**  
*Demographic Distribution Of EFL Teachers In The Study.*

Demographic variable	Groups	n	%
Gender	Female	63	70,0
	Male	27	30,0
School type	State	45	50,0
	Private	45	50,0
Experience	0-5 years	17	18,9
	6-10 years	37	41,1
	10 +plus	36	40,0
Age	22-30 years	28	31,1
	31-40 years	46	51,1
	41-55 years	16	17,8
Education level	Undergraduate	77	85,6
	Graduate (MA, PhD)	13	14,4

90 EFL teachers involved to the study, 70% of whom are females and 30% are males. Private and state school distribution of teachers is equal to 50%. As work experience, 18,9% of teachers have 5 years or less, 41,1% have 6-10 years and 40% of them have more than 10 years of teaching experience. Age grouping is as; 31,1% of teachers are between 22-30 years, 41,1% are between 31-40 years and 17,8% are between 41-55 years of age. Most of the teachers (85,6%) have undergraduate degree whereas only 14,4% have graduate degrees lie MA or Ph.D.

### Instruments

The data instrument is a questionnaire partially adapted from Alfaki (2014) which was administered to the participants working in either state or private schools and also from OECD's Teaching and Learning International Survey (TALIS, 2013). The questionnaire includes statements about professional development perceptions on the basis of five-point Likert Scale. Each item of the questionnaire is ranked as 1- totally agree, 2- agree, 3-not sure, 4- disagree, 5- totally disagree. The focus of the study centers on the English language teachers working in either state or private schools, therefore the data regarding their perceptions constructs the determination of the study.

### Data Analysis

The data gathered through the questionnaire were analyzed in SPSS program. Firstly, descriptive statistics on perceptions of professional development by teachers were measured; however, as scores do not provide normal distribution, two statements (1 and 9) were additionally analyzed by independent t-test. Subsequently, the data were analyzed via Mann Whitney U test for school type (state and private) and also for gender (female and male teachers) and via Kruskal Wallis H test for age groups comparison.

## Results

As mentioned earlier, participants were asked to respond a questionnaire in the order to represent their thinking about the concepts of professional development. The results obtained through SPSS analyses are presented below in order of; descriptive statistics of teachers' perceptions in total and school type, gender by Mann Whitney U Tests and age comparison by Kruskal Wallis H test. The initial analysis was made to find out the descriptive statistics of each statement on professional development in Table 2.:

**Table 2**

*Descriptive Statistics of State and Private School EFL Teachers' Perceptions on Professional Development.*

Perceptions on Professional development	mean	sd	skewness
1- Teachers need to take part of the responsibility for their professional development.	3,81	1,16	-0,86
2- Ongoing professional development is essential in today's world.	4,80	0,54	-4,37
3- Teachers' belief in themselves and in what they are doing make them confident.	4,74	0,59	-3,54
4- Teachers' attitudes towards their professional development have to be positive.	4,69	0,59	-2,10
5- Teachers need to be given a chance and time to develop.	4,61	0,65	-2,45
6- Teachers have to be open for self-reflection and critique from others	4,46	0,77	-1,76
7- Sharing experience and ideas with colleagues gives a teacher a sense of belonging	4,57	0,60	-1,38
8- Reading periodicals in ELT keeps a teacher up-to-date.	4,58	0,64	-2,31
9- Practicing reflective teaching is a fundamental part of the continuity of development.	4,29	0,71	-0,67
10- Using new ideas and techniques is motivating and encouraging.	4,58	0,65	-2,27
11- Teachers have to learn continuously and be life-long learners.	4,77	0,56	-3,90
12- Equipping schools with the products of new technology is of great help in teacher development.	4,53	0,66	-1,59
13- Teachers need a competitive salary and excellent career promotion.	4,20	1,08	-1,33
14- Attending workshops and conferences is a key factor in teacher professional development.	4,23	0,92	-1,45
15- Professionally developed teachers can highly enhance students' motivation.	4,61	0,63	-1,94
16- Teachers have to assess their performance in an accurate and objective way.	4,61	0,59	-1,60

The topics that teachers involved to study consider as important for professional development are respectively as following; Statement 2 ongoing professional development (mean 4;80), Statement 11 continuous and life-long learning (mean 4;77), Statement 3 belief in what they are doing (mean 4,74). Almost all statements seem to be important above average for teachers except for Statement 1 taking responsibility for own professional development with the least mean as 3,81.

Next measurement was made to compare scores of items in respect of school types of teachers which constitute the backbone of the study. Table 3 shows Mann Whitney U test results of items' scores between private and state school teachers' preferences, except for Statement 1 and Statement 9 (see section 3.3.), which were measured by t-test analysis.

**Table 3.**

*Mann Whitney U Test Results of School Type Comparison of EFL Teachers' Perceptions on Professional Development.*

Perceptions on professional development	School	n	Mean	sd	Z	p
1. Teachers need to take part of the responsibility for their professional development.	State	45	3,40	1,12	-3,58 <sup>1</sup>	<b>0,001</b>
	Private	45	4,22	1,06		
2. Ongoing professional development is essential in today's world.	State	45	4,73	0,69	-0,88	0,379
	Private	45	4,87	0,34		
3. Teachers' belief in themselves and in what they are doing makes them confident.	State	45	4,69	0,70	-0,76	0,449
	Private	45	4,80	0,46		
4. Teachers' attitudes towards their professional development have to be positive.	State	45	4,64	0,68	-0,36	0,722
	Private	45	4,73	0,50		
5. Teachers need to be given a chance and time to develop.	State	45	4,49	0,76	-1,79	0,074
	Private	45	4,73	0,50		
6. Teachers have to be open for self-reflection and critique from others.	State	45	4,47	0,89	-0,93	0,353
	Private	45	4,44	0,62		

7. Sharing experience and ideas with colleagues give a teacher a sense of belonging.	State	45	4,44	0,66	-1,94	0,052
	Private	45	4,69	0,51		
8. Reading periodicals in ELT keeps a teacher up-to-date.	State	45	4,51	0,73	-0,85	0,398
	Private	45	4,64	0,53		
9. Practicing reflective teaching is a fundamental part of the continuity of development.	State	45	4,13	0,73	-2,13 <sup>1</sup>	<b>0,036</b>
	Private	45	4,44	0,66		
10. Using new ideas and techniques is motivating and encouraging.	State	45	4,42	0,78	-2,11	<b>0,035</b>
	Private	45	4,73	0,45		
11. Teachers have to learn continuously and be life-long learners.	State	45	4,67	0,71	-1,61	0,108
	Private	45	4,87	0,34		
12. Equipping schools with the products of new technology is of great help in teacher development.	State	45	4,44	0,76	-0,99	0,324
	Private	45	4,62	0,53		
13. Teachers need a competitive salary and excellent career promotion.	State	45	4,09	1,16	-0,85	0,393
	Private	45	4,31	1,00		
14. Attending workshops and conferences is a key factor in teacher professional development.	State	45	4,02	1,01	-2,29	<b>0,022</b>
	Private	45	4,44	0,78		
15. Professionally developed teachers can highly enhance students' motivation.	State	45	4,49	0,73	-1,79	0,073
	Private	45	4,73	0,50		
16. Teachers have to assess their performance in an accurate and objective way.	State	45	4,56	0,66	-0,71	0,475
	Private	45	4,67	0,52		

<sup>1</sup>: t test score

In respect of teacher's school type comparison, some topics about professional development show statistically significant difference between state and private school teachers' opinions. Respectively, Statement 1 ( $Z=-3,96$ ;  $p<0,05$ ), Statement 9 ( $Z=-2,11$ ;  $p<0,05$ ), Statement 10 ( $Z=-2,11$ ;  $p<0,05$ ) and Statement 14 ( $Z=-2,29$ ;  $p<0,05$ ) revealed significant difference between state and private school teachers.

Firstly, private school teachers score ( $4,22\pm 1,06$ ) on statement 1 "taking responsibility for own professional development" is significantly higher than state school teachers' score ( $3,40 \pm 1,12$ ). In other words, private school English teachers strongly believe that an English teacher should take their own responsibility in developing professionally whereas state school teachers seem to expect their own career improvement other notions (their institutions, government, so on).

Next, statement 9 on "reflective teaching" provide a meaningful difference between teachers in favor of private school teachers who are aware of the importance of reflective teaching ( $4,44\pm 0,66$ ), more than state school teachers ( $4,13\pm 0,73$ ).

Statement 10 "using new ideas and techniques are motivating and encouraging", which is extremely significant and necessary for a field like a language teaching, seem to be more important and notable for private school teachers ( $4,73\pm 0,45$ ) than state school teachers ( $4,42\pm 0,78$ ).

"Attending workshops and conferences is a key factor in teacher professional development" (S14) is again more important for private school teachers with a significantly higher test score ( $4,44\pm 0,78$ ) than state school teachers ( $4,02\pm 1,01$ ).

Next comparison has been made in respect of gender between male and female EFL teachers regardless of school type whether there is a gender difference on perceptions of professional development shown in Table 4:

**Table 4.**  
*Mann Whitney U Test Results of Gender Comparison of EFL Teachers' Perceptions on Professional Development.*

Perceptions on professional development	Gender	n	Mean	sd	Z	p
1. Teachers need to take part of the responsibility for their professional development.	Female	63	3,87	1,16	0,77 <sup>1</sup>	0,442
	Male	27	3,67	1,18		
2. Ongoing professional development is essential in today's world.	Female	63	4,90	0,30	-2,80	<b>0,005</b>
	Male	27	4,56	0,85		
3. Teachers' belief in themselves and in what they are doing makes them confident.	Female	63	4,87	0,34	-3,06	<b>0,002</b>
	Male	27	4,44	0,89		
4. Teachers' attitudes towards their professional	Female	63	4,78	0,46	-1,79	0,074

development have to be positive.	Male	27	4,48	0,80		
5. Teachers need to be given a chance and time to develop.	Female	63	4,73	0,45	-2,20	<b>0,028</b>
	Male	27	4,33	0,92		
6. Teachers have to be open for self-reflection and critique from others.	Female	63	4,52	0,62	-0,59	0,554
	Male	27	4,30	1,03		
7. Sharing experience and ideas with colleagues give a teacher a sense of belonging.	Female	63	4,57	0,56	-0,20	0,844
	Male	27	4,56	0,70		
8. Reading periodicals in ELT keeps a teacher up-to-date.	Female	63	4,56	0,53	-1,39	0,164
	Male	27	4,63	0,84		
9. Practicing reflective teaching is a fundamental part of the continuity of development.	Female	63	4,35	0,63	1,24 <sup>1</sup>	0,218
	Male	27	4,15	0,86		
10. Using new ideas and techniques is motivating and encouraging.	Female	63	4,57	0,53	-1,12	0,261
	Male	27	4,59	0,89		
11. Teachers have to learn continuously and be life-long learners.	Female	63	4,81	0,40	-0,42	0,675
	Male	27	4,67	0,83		
12. Equipping schools with the products of new technology is of great help in teacher development.	Female	63	4,60	0,58	-1,29	0,197
	Male	27	4,37	0,79		
13. Teachers need a competitive salary and excellent career promotion.	Female	63	4,30	0,99	-1,25	0,211
	Male	27	3,96	1,26		
14. Attending workshops and conferences is a key factor in teacher professional development.	Female	63	4,32	0,86	-1,20	0,231
	Male	27	4,04	1,06		
15. Professionally developed teachers can highly enhance students' motivation.	Female	63	4,65	0,51	-0,19	0,851
	Male	27	4,52	0,85		
16. Teachers have to assess their performance in an accurate and objective way.	Female	63	4,57	0,56	-1,50	0,135
	Male	27	4,70	0,67		

According to Table 4, Statement 2 ( $Z=-2,80$ ;  $p<0,05$ ), Statement 3 ( $Z=-3,06$ ;  $p<0,05$ ), and Statement 5 ( $Z=-2,20$ ;  $p<0,05$ ) show statistically significant difference between male and female EFL teachers ( $Z=-2,29$ ;  $p<0,05$ ) on behalf of female EFL teachers. For instance, Statement 2 about “ongoing professional development” seem more accepted by female teachers ( $4,90\pm 0,30$ ) than male teachers ( $4,56\pm 0,85$ ). Similarly, the idea of “teachers’ belief in themselves and in what they are doing” in Statement 3 has also more higher scores in favor of female teachers ( $4,87\pm 0,34$ ) against male teachers ( $4,44\pm 0,89$ ) and also Statement 5 “Teachers need to be given a chance and time to develop” is more important by female teachers ( $4,73\pm 0,45$ ) than male teachers ( $4,33\pm 0,92$ ).

**Table 5.**

*Kruskal Wallis H Test Results of Age Groups Comparison of EFL Teachers’ Perceptions on Professional Development.*

Perceptions on professional development	Age Groups			sd	$\chi^2$	p
	Age Groups	n	Mean			
1. Teachers need to take part of the responsibility for their professional development.	22-30 age	28	3,82	1,28	0,02 <sup>1</sup>	0,998
	31-40 age	46	3,80	1,09		
	41-55 age	16	3,81	1,22		
2 Ongoing professional development is essential in today's world	22-30 age	28	4,79	0,42	0,61	0,736
	31-40 age	46	4,85	0,36		
	41-55 age	16	4,69	1,01		
3. Teachers’ belief in themselves and in what they are doing makes them confident.	22-30 age	28	4,68	0,55	1,42	0,493
	31-40 age	46	4,83	0,38		
	41-55 age	16	4,63	1,02		
4. Teachers' attitudes towards their professional development have to be positive.	22-30 age	28	4,64	0,56	0,87	0,649
	31-40 age	46	4,72	0,54		
	41-55 age	16	4,69	0,79		
5. Teachers need to be given a chance and time to develop.	22-30 age	28	4,75	0,44	2,66	0,265
	31-40 age	46	4,54	0,59		
	41-55 age	16	4,56	1,03		
6. Teachers have to be open for self-reflection and critique from others.	22-30 age	28	4,46	0,64	0,24	0,886
	31-40 age	46	4,46	0,75		
	41-55 age	16	4,44	1,03		
7 Sharing experience and ideas with colleagues gives a teacher a sense of belonging	22-30 age	28	4,50	0,64	1,30	0,522
	31-40 age	46	4,59	0,50		
	41-55 age	16	4,63	0,81		
8. Reading periodicals in ELT keeps a teacher up-to-date.	22-30 age	28	4,50	0,58	1,35	0,509



	31-40 age	46	4,65	0,48		
	41-55 age	16	4,50	1,03		
9. Practicing reflective teaching is a fundamental part of continuity of development	22-30 age	28	4,14	0,80	1,11 <sup>1</sup>	0,335
	31-40 age	46	4,39	0,54		
	41-55 age	16	4,25	0,93		
10. Using new ideas and techniques is motivating and encouraging.	22-30 age	28	4,68	0,48	0,54	0,765
	31-40 age	46	4,57	0,58		
	41-55age	16	4,44	1,03		
11. Teachers have to learn continuously and be life-long learners.	22-30 age	28	4,82	0,39	2,61	0,272
	31-40 age	46	4,74	0,44		
	41-55 age	16	4,75	1,00		
12. Equipping schools with the products of new technology is of great help in teacher development.	22-30 age	28	4,64	0,56	1,25	0,534
	31-40 age	46	4,48	0,66		
	41-55 age	16	4,50	0,82		
13. Teachers need a competitive salary and excellent career promotion.	22-30 age	28	4,18	0,90	0,77	0,682
	31-40 age	46	4,15	1,23		
	41-55 age	16	4,38	0,96		
14 Attending workshops and conferences is a key factor in teacher professional development.	22-30 age	28	4,32	0,82	0,21	0,900
	31-40 age	46	4,17	1,02		
	41-55 age	16	4,25	0,86		
15. Professionally developed teachers can highly enhance students' motivation.	22-30 age	28	4,57	0,57	0,77	0,679
	31-40 age	46	4,63	0,61		
	41-55 age	16	4,63	0,81		
16. Teachers have to assess their performance in an accurate and objective way.	22-30 age	28	4,57	0,57	0,71	0,701
	31-40 age	46	4,63	0,53		
	41-55 age	16	4,63	0,81		

<sup>1</sup>: ANOVA F score

According to the age group comparison shown in Table 5, there is no statistically significant difference among age groups in respect of professional development.

### Discussion and Conclusion

The study is aimed to find out the perceptions of teachers on professional development and searched for whether there is any statistical difference between the perceptions of teachers working in either state or private schools. The results are discussed within the direction of research questions of the study which were mentioned earlier in the introduction section.

Age and gender factors of teachers are also regarded and investigated to enhance the research. The results indicate that, at some points, there are some certain differences between state and private school EFL teachers in respect of how they perceive professional development in general in favor of private school teachers. For instance, professional development related topics like “taking responsibility for own professional development”, “reflective teaching”, “using new ideas and techniques are motivating and encouraging” and “attending workshops and conferences is a key factor in teacher professional development” seem to be more important for private school teachers as the scores are clearly higher than state school teachers’ which may be due to private schools being more assertive competitive and objective-driven for-profit educational business institutions and they probably motive their workers for innovation, responsibility, and sophistication of methodologies in teaching language. Gender comparison revealed significant differences to some extent for female teachers being more interested in some professional development topics such as ongoing development, believing in themselves and their profession and teachers in need of a chance to develop. In the study, age factor was also evaluated whether there is a difference in perceptions of teachers from different age groups and no specific effect was identified according to the tests.

Considering the first issue that is aimed to seek how teachers perceive professional development in general, it can be seen that, regardless of state or private school, EFL teachers’ perceptions are positive towards professional development principles, especially ongoing professional development, continuous and life-long learning, belief in what they are doing are significant topics for all teachers. However, it is clear that teachers do not accept the idea of taking self-responsibility in professional development, in other words, being responsible for their own professional development and to make afford, spend

time/money individually to improve professionally is not a convenient idea for teachers, especially for whom work at a state school.

Secondly, in respect of whether there is a statistical difference between the perceptions of private and state school EFL teachers, there is a clear-cut statistical differences between private and private school EFL teachers in respect of some topics of professional development such as taking own responsibility in professional development, reflective teaching, new ideas and techniques in teaching and attending conferences and workshops that are more accepted as important by private school teachers.

In terms of the final research question, age has no effect on how do EFL teachers perceive professional development while gender provides statistical differences in some subjects. Female teachers seem to be more willing at ongoing development, believing in themselves and their profession and teachers in need of a chance to develop than male teachers.

The present study has limitations such as the certain the number of the participants involved in the research regarding school type (state/private) and gender (male/female) factors. In addition, data collection procedure has been conducted on two cities (Adana and Kahramanmaraş) in Turkey.

Pedagogical implications of the study can be evaluated in respect of EFL teachers and professional development relationship and how to interpret teachers' perceptions. According to the outcomes of the present study, the responsibility of teachers' professional development is an outstanding factor both for teachers and institutions and mutual action might be beneficial for both sides. State school teachers can be motivated, promoted and encouraged in taking responsibility for their own professional development but also their efforts can be appreciated by administrators. That is, the findings of the study suggest that not only the government but also the teachers themselves need to take the responsibility of their own professional development.

Prospective research attempts might be carried out by raising the number of participants from more than two cities in order to obtain more generalizable and expositional results. In addition, the professional development can be examined in higher education with EFL lecturers working at state and private universities to diversify the participant profile.

## Türkçe Sürümü

### Giriş

Mesleki gelişim, eğitim süreçlerinde eğitimcileri için anahtar bir kavramdır. Mesleki gelişim ile ilgili çeşitli anlayışlar vardır, kimilerine göre mesleki gelişim, seminer, eğitim, atölye çalışmaları ve bezeri etkinlikler olarak görülürken kimilerine göre ise, öğretmenlik mesleği mesleğe için hayat boyu öğrenme ve gelişim süreci olarak düşünülmektedir. Diaz-Maggioli (2003) mesleki gelişimi herhangi bir meslekte verimli sonuçları olan yansıtıcı süreç olarak tanımlamaktadır. Öğretim açısından mesleki gelişim basitçe bir öğretmenin bilgi, uzmanlık ve diğer özelliklerini geliştiren aktivitelerin tümüdür (TALIS, 2009).

İngilizce, uluslararası alanda en önemli iletişim dili haline geldiğinden bir çok ülkede dil öğretimine yönelik politikaların oluşturulmasına ihtiyaç duyulmuştur. İngilizce öğretmenleri, İngilizceyi yabancı dil olarak öğrenenlerin beklentilerinin karşılanmasında önemli rol üstlenmektedirler. Bu sebeple kendi mesleki gelişimlerini önemsemeli ve bu konuda sorumluluk almalıdırlar. Yabancı dil yaşayan ve sürekli gelişen bir olgudur ve bu yüzden yabancı dil öğretim teknik, araç-gereç ve amaçları da sürekli gelişmeli ve yenilenmelidir. Bu noktada, tecrübeli veya tecrübesiz, yabancı dil öğretmenlerinin yabancı dil öğretiminde hedeflenen amaçlara ulaşmak adına yeni ve yenilikçi yaklaşımları takip etmelidirler. Yabancı dil öğretiminde, öğretmenler öğrenme sürecinin en önemli sağlayıcıları oldukları için mesleki açıdan kendilerini sürekli geliştirmeye teşvik edilmelidirler. Kısacası, hızlı ve küresel düzeyde değişen şart ve içeriklere uyum sağlamak adına mesleki gelişim önemsenmelidir.

### Yöntem

#### Katılımcılar

Bu çalışmaya 45'i devlet okullarında ve 45'i özel okullarda çalışan toplam 90 İngilizce öğretmeni katılmıştır. Katılımcıların %70' i kadın, %30'u ise erkektir. Katılımcılardan %18.9' u 5 veya daha az, %41.1'i 5-10 yıl aeası, %40'i ise 10 yıldan fazla öğretmenlik tecrübesine sahiptir. Katılımcı öğretmenlerin yaş gruplarına göre dağılımı şu şekildedir: %31.1'i 22-30 yaş grubuna dahil olup %41.1'i 31-40 yaş arası, %17.8'i ise 41-55 yaş grubuna dahildir.

#### Kullanılan Veri Toplama Araçları

Çalışmada kullanılan anket Afaki (2014) ve OECD'nin TALIS (2013) anketinden uyarlanarak hazırlanmıştır. Anket, mesleki gelişime yönelik ifadelerden oluşmaktadır. 5'li Likert tipi ankette her bir ifadeye göre cevaplama şöyle düzeylendirilmiştir: 1- kesinlikle katılıyorum, 2- katılıyorum, 3-emin değilim, 4-katılmıyorum, 5-kesinlikle katılmıyorum. Anket, özel ve devlet okulunda çalışan İngilizce öğretmenlerine yöneliktir ve onların mesleki gelişime yönelik algını tespit etmek çalışmanın temelini oluşturmaktadır.

#### Veri Analizi

Verilerin analizinde SPSS 15.0 programı kullanılmıştır. Katılımcıların demografik özellikleri frekans ve yüzdeler ile; mesleki gelişime ilişkin görüşlere ait ortalama, standart sapma ve çarpıklık değerleri betimsel istatistikler tablosunda gösterilmiştir. Mesleki görüşlerden ikisi (1 ve 9) haricindeki puanların normal dağılım göstermediği tespit edildiğinden (Tablo 2) cinsiyet ve okul değişkenlerine göre karşılaştırmada Mann Whitney U testinden; yaş gruplarına göre karşılaştırmalarda Kruskal Wallis H testinden yararlanılmıştır. Diğer iki madde için bağımsız iki örneklem t testi ve ANOVA testinden yararlanılmıştır. Analizlerde anlamlılık düzeyi 0,05 ( $p < 0,05$ ) olarak belirlenmiştir.

### Sonuçlar

Araştırmaya katılan öğretmenlerin mesleki gelişim için en önemli gördükleri konular sırasıyla "mesleki gelişimin sürekliliği" (Ort.: 4,80), "sürekli ve yaşam boyu öğrenme" (Ort.: 4,77) ve "yaptıkları işe

olan inanç” (Ort.: 4,74) ve mesleki gelişime ilişkin bir görüş haricindeki tüm ifadelerin yüksek düzeyde öneme sahip olduğu tespit edilmiştir. Öğretmenlerin mesleki gelişimlerinin sorumluluğunu kendilerinin üstlenmesine ilişkin görüşler ise en düşük puan ortalamasına sahiptir (Ort.: 3,81).

“Öğretmenlerin mesleki gelişimlerinin sorumluluğunu kendilerinin üstlenmesi gerektiği” ( $Z=-3,96$ ;  $p<0,05$ ), “yansıtıcı öğretim pratiğinin gelişimin sürekliliğinin temel bir parçası olduğu” ( $Z=-2,11$ ;  $p<0,05$ ), “yeni fikirler ve teknikler kullanmanın motive ve teşvik edici olduğu” ( $Z=-2,11$ ) ve “konferans ve atölye çalışmalarına katılmanın öğretmenlerin mesleki gelişiminde çok önemli bir faktör” olduğu ( $Z=-2,29$ ;  $p<0,05$ ) görüşlerinin görev yapılan okul türüne göre anlamlı farklılık gösterdiği tespit edilmiştir.

- Özel okulda görev yapan öğretmenlerinin “öğretmenlerin mesleki gelişimlerinin sorumluluğunu kendilerinin üstlenmesi gerektiği” görüşüne verdiği önem puanı ( $4,22\pm 1,06$ ), devlet okulunda görev yapan öğretmenlerin puanlarından ( $3,40\pm 1,12$ ) anlamlı düzeyde daha yüksektir.

- Özel okulda görev yapan öğretmenlerinin “yansıtıcı öğretim pratiğinin gelişimin sürekliliğinin temel bir parçası olduğu” görüşüne verdiği önem puanı ( $4,44\pm 0,66$ ), devlet okulunda görev yapan öğretmenlerin puanlarından ( $4,13\pm 0,73$ ) anlamlı düzeyde daha yüksektir.

- Özel okulda görev yapan öğretmenlerin “yeni fikirler ve teknikleri kullanmanın motive ve teşvik edici olduğu” görüşüne verdiği önem puanı ( $4,73\pm 0,45$ ), devlet okulunda görev yapan öğretmenlerin puanlarından ( $4,42\pm 0,78$ ) anlamlı düzeyde daha yüksektir.

- Özel okulda görev yapan öğretmenlerin “konferans ve atölye çalışmalarına katılmanın öğretmenlerin mesleki gelişiminde çok önemli bir faktör olduğu” görüşüne verdiği önem puanı ( $4,44\pm 0,78$ ), devlet okulunda görev yapan öğretmenlerin puanlarından ( $4,02\pm 1,01$ ) anlamlı düzeyde daha yüksektir.

“Mesleki gelişimin sürekliliğinin günümüz dünyasında önemli olduğu” ( $Z=-2,80$ ;  $p<0,05$ ), “öğretmenlerin kendilerine ve yaptıkları işe olan inançlarının onları özgüvenli yaptığı” ( $Z=-3,06$ ;  $p<0,05$ ), “öğretmenlere mesleki gelişimleri için şans ve zaman tanınması gerektiği” ( $Z=-2,20$ ;  $p<0,05$ ) görüşlerinin ( $Z=-2,29$ ;  $p<0,05$ ) cinsiyete göre anlamlı farklılık gösterdiği tespit edilmiştir.

- Kadın öğretmenlerin “mesleki gelişimin sürekliliğinin günümüz dünyasında önemli olduğu” görüşüne verdiği önem puanı ( $4,90\pm 0,30$ ), erkek öğretmenlerin puanlarından ( $4,56\pm 0,85$ ) anlamlı düzeyde daha yüksektir.

- Kadın öğretmenlerin “öğretmenlerin kendilerine ve yaptıkları işe olan inançlarının onları özgüvenli yaptığı” görüşüne verdiği önem puanı ( $4,87\pm 0,34$ ), erkek öğretmenlerin puanlarından ( $4,44\pm 0,89$ ) anlamlı düzeyde daha yüksektir.

- Kadın öğretmenlerin “öğretmenlere mesleki gelişimleri için şans ve zaman tanınması gerektiği” görüşüne verdiği önem puanı ( $4,73\pm 0,45$ ), erkek öğretmenlerin puanlarından ( $4,33\pm 0,92$ ) anlamlı düzeyde daha yüksektir.

Mesleki gelişime ilişkin görüşlerin öğretmenlerin yaş gruplarına göre anlamlı farklılık göstermediği tespit edilmiştir ( $p>0,05$ ).

### Tartışma ve Öneriler

Bu çalışma İngilizce öğretmenlerinin mesleki gelişim üzerine olan algılarını ve bu algıların devlet ve özel okullarda çalışan öğretmenlerin arasında istatistiksel bir fark olup olmadığına göre incelemektedir.

Yaş ve cinsiyet faktörleri de ele alınmış ve araştırmayı derinleştirmek adına irdelenmiştir. Sonuçlara göre özel ve devlet okullarında çalışan İngilizce öğretmenlerinin mesleki gelişim üzerine olan algılarında özel okul öğretmenleri adına bir dereceye kadar fark ortaya çıkmıştır. Mesleki gelişim ile ilgili olan bazı konularda, örneğin ‘kendi mesleki gelişiminden sorumlu olmak’ yansıtıcı öğretim’ ‘yeni fikirler ve tekniklerin kullanılmasının motive edici ve cesaretlendirici olması’ ve ‘atölye ve seminerlere katılmanın mesleki gelişim için anahtar faktörler olması’ gibi konularda özel okul öğretmenlerinin algı puanı devlet okulu öğretmenlerinden daha yüksek çıkmaktadır, böylelikle bu konuların özel okul öğretmenleri için

daha önemli olduğunu sonucuna varılabilir. Bunun sebebi ise özel okulların devlet okullarına göre eğitimde rekabetçi, iddialı ve amaç-odaklı kar amacı güden eğitim kurumları olması ve çalışanlarını yenilik, sorumluluk ve gelişmiş metotlar konularında motive etmeleri olarak açıklanabilir. Cinsiyete göre algı karşılaştırıldığında kadın İngilizce öğretmenlerinin 'sürekli gelişim', 'kendilerine ve mesleklerine olan inanç' ve ' öğretmenlere mesleki gelişim için şans ve zaman tanınması' gibi konularda erkek öğretmenlere göre daha yüksek puana sahiptirler yani bu konuları daha çok önemsemektedirler. Çalışmada yaş faktörü de araştırılmış ve farklı yaş gruplarından öğretmenlerin mesleki gelişim algılarında bir fark olmadığı görülmüştür.

Devlet ve özel okul İngilizce öğretmenleri genel olarak mesleki gelişimi nasıl algıladıklarına yönelik olarak, İngilizce öğretmenleri (devlet veya özel okul ayırt etmeksizin) mesleki gelişim ilkelerini, özellikle sürekli mesleki gelişim, sürekli ve hayat boyu öğrenme, yaptığı işe inanmak gibi kavramları olumlu olarak algılamaktadırlar. Fakat kendi mesleki gelişimlerinin sorumluluğunu almak konusunda düşük bir puan sergilemektedirler. Başka bir deyişle kendi mesleki gelişimleri için zaman, para ve çaba harcamak öğretmenler için uygun değildir.

Mesleki gelişimi algıları açısından devlet ve özel okul İngilizce öğretmenleri arasında istatistiksel bir fark olup olmadığı araştırıldığında mesleki gelişim ile ilgili bazı konuları algılamada devlet ve özel okul İngilizce öğretmenleri arasında fark bulunmaktadır. Özellikle kendi mesleki gelişiminin sorumluluğunu alma, yansıtıcı öğretim, öğretimde yeni fikir ve teknikleri kullanma ve konferans ve seminerlere katılma gibi konular özel okul İngilizce öğretmenleri tarafından daha önemli bulunmaktadır.

Yaş ve cinsiyetin, devlet ve özel okul İngilizce öğretmenlerinin mesleki gelişimi algılarında istatistiksel olarak fark yaratan bir etkisinin olup olmadığı araştırıldığında ise, yaş faktörünün farklı yaş gruplarından İngilizce öğretmenlerinin mesleki gelişim algılarında belirleyici bir etkiye sahip değil olmadığı gözlenmiştir. Cinsiyet konusunda ise, mesleki gelişim ile ilgili, sürekli gelişim, kendine ve mesleğe inanç ve gelişim için şans tanınması gibi konuların kadın öğretmenlerce daha fazla önemsenmekte olduğu anlaşılmaktadır.

Çalışmaya dair kısıtlamalar şu şekildedir; okul türü ve cinsiyet açısından belirli sayıda katılımcı araştırmaya katılmıştır. Ayrıca, veri toplama süreci, Türkiye'nin iki şehri olan Adana ve Kahramanmaraş'ta yapılmıştır.

Çalışmanın sonuçları pedagojik uygulamalar açısından değerlendirildiğinde İngilizce öğretmenlerinin mesleki gelişim sorumluluğunun hem öğretmenler hem de kurumlar açısından önemli olduğu ortaya çıkmış olup, karşılıklı atılacak adımlar iki taraf içinde faydalı olabilir. Devlet okulunda çalışan İngilizce öğretmenleri kendi mesleki gelişimlerinin sorumluluğunu alma açısından motive edilmeli, teşvik edilmeli ve cesaretlendirilmeli, bu çabaları da idarecileri tarafından takdir edilmelidir. Çünkü çalışmanın sonuçları göstermektedir ki hem devlet kurumları hem de öğretmenler kendi mesleki gelişimlerinin sorumluluğunu almalıdırlar.

Gelecekteki araştırmalarda, daha genellenebilir sonuçlar elde etmek için katılımcı sayısını artırılabilir ve diğer şehirleri de kapsayacak şekilde genişletilebilir. Ayrıca mesleki gelişim olgusu, yüksek öğretimde devlet ve özel üniversitede çalışan öğretim görevlilerinin algıları açısından da araştırılabilir.

## References

- Alfaki, I. M. (2014). Professional development in English Language Teaching: A teachers' view. *British Journal of Education*, 2(7), 32-49.
- Alibakhshi, G., and Dehviri, N. (2015). EFL teachers' perceptions of continuing professional development: A case of Iranian high school teachers. *PROFILE Issues in Teachers' Professional Development*, 17(2), 29-42. <http://dx.doi.org/10.15446/profile.v17n2.44374>.
- Atay, D. (2008). Teacher research for professional development. *ELT Journal*, 2(62), 139-147.
- Caena, F. (2011). *Literature review: quality in teachers' continuing professional development*. European Commission Thematic Working Group 'Professional Development of Teachers' (Brussels, European Commission). Retrieved on 10 May 2016 from [eu/education/policy/strategic-framework/doc/teacher-development\\_en.pdf](http://europa.eu/education/policy/strategic-framework/doc/teacher-development_en.pdf)
- Çelik, S. , Macianskiene, N. and Aytın, K. (2013). Turkish and Lithuanian EFL instructors' professional development experiences: worth the effort, or waste of time? *Erzincan University Journal of Education Faculty*, 15(2), 160-187.
- De Bary, W. T. (2007). *Confucian tradition and global education*. Columbia University Press.
- Diaz-Maggioli, G. (2003) Professional development for language teachers. *Eric Digest*, 03-03. Retrieved on 20 April 2016 from <http://unitus.org/FULL/0303diaz.pdf>
- Doku, P. N., and Asante, K. O. (2011). Identity: globalization, culture and psychological functioning. *International Journal of Human Sciences*, 8(2), 1-8.
- Karahan, F. (2007) Language attitudes of Turkish students towards the English language and its use in Turkish context. *Journal of Arts and Sciences*, 7, 73-87.
- Kirkgoz, Y. (2007) English language teaching in turkey policy changes and their implementations. *RELC Journal*, 38(2), 216-228.
- Kizildag, A. (2009) *Teaching English in Turkey: Dialogues with teachers about the challenges in public primary schools*. International Electronic Journal of Elementary Education, 1(3), 188-201.
- Lord, B. (1994) Teachers' professional development: Critical collegueship and the role of professional communities. In *The future of education: perspectives on national standards in education* Cobb N. (Ed.) New York NY: College Entrance Examination Board, pp. 175-204.
- Korkmazgil, S. and Seferoğlu, G. (2013). Exploring non-native English teachers professional development practices. *Boğaziçi University Journal of Education*, 30(1). Retrieved on 25 September 2016 from: <http://dergipark.ulakbim.gov.tr/buje/article/view/5000140041>.
- Mahmoudu, F. and Özkan, Y. (2015). Exploring experienced and novice teachers' perceptions about professional development activities. *Procedia - Social and Behavioral Sciences*, 199 57 – 64.
- McNeil, L., and Valenzuela, A. (2000). *The harmful impact of the TAAS system of testing in Texas: Beneath the accountability rhetoric*. Retrieved on 10 May 2016 from <http://files.eric.ed.gov/fulltext/ED443872.pdf>.
- Mizell, H. (2010). *Why professional development matters*. Learning Forward: NJ.
- Peña-López, I. (2009). *Creating effective teaching and learning environments: First results from TALIS*. OECD 2009. Retrieved on 1 June 2016 from <https://www.oecd.org/edu/school/43023606.pdf>.
- Sherman, R., Tibbetts, J., and Condelli, L. (1997). *Evaluating professional development: A framework for adult education*. Pelavin Research Institute.
- Simegn, B. (2014). EFL teachers' self-initiated professional development: perceptions and practices. *Educational Research and Reviews*, 9(21), 1109-1114. DOI:10.5897/ERR2014.1898.
- Tilfarlıoğlu, F. Y. (2011). An international dimension of the student's attitudes towards the use of English in web 2.0 technology. *Turkish Online Journal of Educational Technology*, 10(3), 63-68.
- TALIS, 2009. *OECD Teaching and Learning International Survey the Experience of New Teachers*. Retrieved on 10 May 2016 from <https://www.oecd.org/edu/school/43023606.pdf>
- TALIS, 2013. *OECD Teaching and Learning International Survey: Conceptual framework*. Retrieved on 4 August 2016 from <http://www.oecd.org/edu/school/TALIS%202013%20Conceptual%20Framework.pdf>

M. Pinar BABANOĞLU & Aylın YARDIMCI, Çukurova Üniversitesi Eğitim Fakültesi Dergisi, 46(2), 789-803

Uysal, H. (2012). Evaluation of an in-service training program for primary-school language teachers in Turkey. *Australian Journal of Teacher Education*, 37(7), 13-29.

Villegas-Reimers, E. (2003). *Teacher professional development: an international review of the literature*. Paris: International Institute for Educational Planning.