International Journal of Language Academy

ATTITUDES AND PERCEPTIONS OF EFL INSTRUCTORS REGARDING SELF-DIRECTED PROFESSIONAL DEVELOPMENT[1]

İngilizce Okutmanlarının Mesleki Gelişimlerine Yönelik Algı ve Tutumları

Özge Gül ZEREY[2]

Abstract

In Saroyan & Amundsen's (2001: 344) words, teaching is "a complex, cognitive ability that is not innate but can be both learned and improved upon'. To Avalos (2011: 10), "at the core of such endeavours is the understanding that professional development is about teachers learning, learning how to learn, and transforming their knowledge into practice for the benefit of their students' growth". Teacher cognitions and perspectives play a vital role in advancing through this rough process while struggling to respond to evolving demands at the same time. Hence, this study is devoted to unveil teachers' perceptions and general attitudes regarding their self-initiated development efforts, the activities they employ for professional development and the various individual or institutional contextual factors they encounter throughout their journey in the profession. The data were collected from 96 EFL Instructors at seven different state universities in Turkey via "Self-Initiated Professional Development Questionnaire" adapted from Karaaslan (2003) and the interview was conducted with 20 Instructors for in-depth insights on the issue. The results revealed that instructors generally hold positive attitudes towards self-directed professional development, and they perceive collaborative activities, trying out new suggestions, action research and reflection on own teaching as critical to their development. They further reported excessive workload, lack of self-motivation and institutional support as the problems they frequently encountered. The overall findings point out to the need to reconceptualise professional development to match unique institutional and individual needs.
Keywords: Teacher perceptions, professional development, self-directed training.

Özet

Saroyan ve Amundsen'in (2001:344) de belirttiği gibi, öğretmek "doğuştan olmayan ama hem öğrenilebilen hem de geliştirilebilen bilişsel bir yetenektir". Bunun doğal bir sonucu olarak da, öğretmenlerin mesleki gelişimi pek çok açıdan çalışılmıştır. Avalos'a (2011:10) göre, bu çabaların temelinde, mesleki gelişimin öğretmenlerin öğrenmesiyle, nasıl öğreneceğini öğrenmesiyle ve bilgisini öğrencilerin gelişimi yararına uygulamay dönüştürmek ile alakalı olduğunu anlamak vardır. öğretmen bilişi ve algıları, bu zorlu süreçte ilerlemek ve sürekli büyüyen taleplere cevap vermek için çaba sarfetmek adına çok önemli bir rol oynamaktadır. Bu yüzden bu çalışma, öğretmenlerin kendi yönlendirdikleri gelişim çabalarına ilişkin algılarını, uyguladıkları aktiviteleri, ve meslek hayatları boyunca karşılaştıkları engelleyici faktörleri açığa çıkarmayı amaçlamaktadır. veriler Türkiye'de 7 farklı üniversitede çalışan 96 İngilizce okutmanından anket ile toplanmış, ayrıca bu konuda daha detaylı bilgi edinmek için 20 okutman ile de yarı-yapılandırılmış görüşme yapılmıştır. Sonuçlar, katılımcıların bu konuda genellikle kendi yönlendirdikleri mesleki gelişim konusunda olumlu tutumlara sahip olduklarını, işbirlikçi aktiviteleri, eylem araştırmalarını ve kendi öğretimleri konusunda yorumlama yapmayı mesleki gelişimleri açısından çok önemli bulduklarını göstermiştir. Karşılaşılan problemler kısmında ise, aşırı iş yükü, bireysel motivasyon eksikliği ve kurumsal

---

[2] EFL Instructor, Mersin University, e-mail: ozgegulz@gmail.com

desteğin olmayışı bulunmuştur. Sonuçlar genel anlamda değerlendirildiğinde, kurumsal ve bireysel ihtiyaçların birbiriyle eşleşmesi için, mesleki gelişim kavramının yeniden kavramsallaştırılması gerekliliği ortaya çıkmıştır.

Anahtar Kelimeler: Öğretmen algıları, mesleki gelişim.

INTRODUCTION

The past few decades have witnessed a sharp increase in the number of people learning and using English with the impact of globalization and internationalization which brings EFL teachers' centrality to the fore. Teachers' quality and proficiency are generally considered to play a key role in learning outcomes and student performance, which, in turn, poses extra burden and responsibility at the institutional and societal level. Hence, there emerges a growing need among language teachers to reconceptualise and improve their knowledge base, add to their skills, and keep up to date with the recent methodological and technological developments in the field in order not to fall behind, meet the rapidly evolving needs in the profession, and adapt to the changes in the education system. Specifically, English language teaching, as a highly demanding field, requires teachers to have effective teaching skills, and respond to various demands and expectations of students in a proper way (Coşkuner, 2001) with grammatical, sociolinguistic and strategic proficiency (Hedgcock, 2002).

All these concerns point to the necessity of teachers' professional development defined by Richards and Farrell (2005) as "the activities that help teachers build their careers when the formal training is finished", and by Glatthorn (1995: 41) as "the growth that occurs as the teacher moves through the professional career cycle". In many countries, teachers' professional development has been pronounced as the critical and central component of serious and promising educational reforms (Bredeson, 2000; Lieberman & Mace, 2008; Shulman, 1987; Villegas-Reimers, 2003). Thus, teaching staff quality is seen as the most powerful weapon by educational authorities against the challenging and evolving educational needs. It can be clearly observed that there has been a growing acceptance among educational policy makers, administrators and researchers that teachers' professional development has a vital role in adjusting and accommodating the new needs created by the systemic transformation to enhance organizational effectiveness (Garet et al., 2001; Mushayikva & Lubben, 2009).

Careful examination of the related literature presents several professional development activities which, according to Loucks-Horsley et al. (1987), are differentiated by length, as short or long term, and the way they are conducted, as individual or collaborative. These dimensions are presented with formal-informal distinction by Villegas-Reimers (2003). While workshops, lectures, meetings and mentoring are considered in the formal group, informal professional activities comprise publications and educational documentaries. In a similar vein, Murray (2010) distinguishes between individual or collaborative professional development and argues that activities like keeping a teaching journal, analysing a critical incident, self-monitoring or participating in workshops and conferences are employed individually; whereas peer mentoring, forming a teacher support group, and team teaching are some of the professional development activities that are carried out collaboratively. Naturally, it is not possible to claim that every form of these activities is relevant to all teachers due to the contextual and individual factors. Whether conducted individually or collaboratively, formally or informally, all these self-development activities serve some purposes in the career growth process.

It is generally agreed that learning and development is a life-long process and as adult learners, teachers' professional development should be continuous to reach the expected

results and the benefits. Villegas-Reimers (2003: 19) states that "successful professional developments have advantages such as positive impact on teachers' beliefs and practices, students' learning and on the planning of educational reforms". What is implied here is that teaching quality of teachers are enhanced through self-development activities and this can be reflected in their instructional practices, which then shapes the performance and overall effectiveness of educational organizations.

In Komba & Nkumbi's (2008) words, with professional development, teachers gain many opportunities to explore new roles and new instructional techniques, which, in turn help them revise their practice. Approaching the issue from a collaboration perspective, Murray (2010) argues that teachers with similar aims, experiences and interests, get the chance of working together, sharing ideas, and getting feedback on their classroom practices. This enhances the sense of collegiality, community and belonging. Bredeson (2000) underscores the need to redesign teachers' professional development, and argues that this will make a significant contribution to teachers' professional knowledge and skills, local school improvements and student gains. Naturally, the route to self-directed professional development is not always full of flowers but sometimes there has occasional bumps such as lack of institutional support, limited financial sources, poor teaching conditions, excessive workload, lack of planning, weak research competence, and teachers' lack of motivation (Gong, 2012; Komba & Nkumbi; 2008; Seferoğlu, 1996).

In the Turkish context, the conventional form of professional development usually includes in-service trainings organized by the Ministry of National Education centrally and locally over the course of an academic year which are presented in the form of workshops, demonstrations, role-playing and simulations based on the current classroom contexts. Teachers' participation in such trainings is generally compulsory, due to the institutional and administrative requirements. As emphasized by Daloğlu (2004), these trainings are mostly found irrelevant by the participating teachers since the content is arranged by the trainers irrespective of teachers' individual needs and concerns. Not surprisingly, the end product has mostly been the workshops which have unrelated topics with limited benefits to teachers since these "one-shot" workshops aim to transmit previously prescribed knowledge and skills.

The issue has not remained unchallenged; the ineffectiveness and "top-down" structure of such training activities with the content selected by others has been the focus of criticism in many studies both in Turkey and other countries due to the common belief that they neither provide a permanent positive change in teachers nor enhance their capacity in the long run. Besides, there is no room for a teacher to reflect on their experiences and collaborate with peers (*e.g.* Guskey, 1982; Day, 1999; Daloğlu, 2004; Bayrakçı, 2009; Uysal, 2012; Ambrocio & Puebla, 2011). The reason why these programs cannot reach their aim may be attributed to the nonexistence of follow up to the experience and ignorance of the contextual factors existing in teachers' workplaces when deciding on goals, making the knowledge transmitted by outside experts impractical (Atay, 2007; Corcoran, 1995)

The educational research on this issue strongly suggests that professional development should not be viewed as a set of mechanical processes imposed by institutions; it is rather a self-directed lifelong-learning attributed to teachers' own decisions on the format with respect to their students' and own needs (Kagan, 1992; Murray, 2010). At this point, researchers make a distinction between training and development. According to Bowen (2004: 1), training comes from "outside" in which teachers are "surreptitiously pushed in pre-determined directions" (Tomlinson, 2003: 2), and development comes from "inside", being personal in nature. In parallel with this distinction, when the features of adult learning are considered, it is not surprising to find that many researchers (e.g. Clement &

Vandenberghe, 2000; Hayon & Tillema, 1999; Mann, 2005; Stefani & Elton, 2002) support active involvement of teachers in the selection of their own way of instructional improvement, and directing the process by relating it to their needs, which means that the way they learn will be self-initiated, self-directed, and autonomous.

Such a conceptualization stands in a complete contrast with the traditional way of learning to teach in training programs (Mule, 2006). On a theoretical basis, this perspective has its roots in constructivist approach, which asserts that each learner with different experiences and prior knowledge is likely to interpret meanings in a different way in the same context (Osborne & Freyberg, 1985). In the field of professional development, this implies constructing of knowledge rather than passively receiving the transmitted knowledge, which, in Phelps' (2002) words, means that "individuals make sense of their experiences employing a number of cognitive processes to organize and construct knowledge". Similarly, as argued by Corcoran (1995), there is a shift in perspective to teacher professional development from behaviourist model (transmission-oriented) to the one in which teachers take the control over in the construction of knowledge. In this respect, as agents of change, rather than trying to internalize the knowledge transmitted through somewhat irrelevant courses or workshops, teachers work on their own developmental needs adjusting them to their own teaching contexts.

This perspective implies individual guided development as described by one of the five models of professional development proposed by Sparks and Loucks-Horsley (1989) in which the underlying belief is the empowerment provided by teachers' self-directed development addressing their own problems and feeling the sense of professionalism. All these arguments focusing on the self do not mean, at all, ignoring the role of institutions on the teacher development process. Rather, as emphasized by many (Komba & Nkumbi, 2008; Villegas-Reimers, 2003; Guzman, 1995), institutional positive attitude and financial or motivational support plays a crucial role in the effectiveness of continuous teacher learning.

Regarding the research conducted in this field in Turkey, during the past ten years a large number of studies have focused particularly on the evaluation of pre- or in-service programmes (e.g. Bümen, 2009; Bayrakçı, 2012; Şentuna, 2002; Yiğit, 2008; Uysal, 2012; Şahin, 2006) or investigation of the impact of these professional development activities such as action research, self observation, peer observation and peer-coaching (e.g. Göde, 1999; Özdemir, 2001; Atay, 2008) on teachers' classroom practises. In this sense, little emphasis has been given to the self-development of teachers.

In a similar vein, Tisher & Wideen (1990) express that in teacher education research, teachers' own conceptions, needs and problems are generally disregarded (cited in Arıkan, 2004). Yet, teachers' attitudes towards professional development and their perspectives on the efforts and the factors that hinder their initiatives should also be considered to enhance teachers' self-confidence and ability to provide adequate classroom instruction (Özer, 2004; Abbot & Rositer, 2011). Hence, much research is needed to tap into the insights from university contexts by capturing the realities of university EFL instructors. In this respect, taking the importance of researching teachers' conceptions, beliefs and values (Kagan, 1992; Pajares, 1992) into consideration, the present study is devoted to unveil EFL instructors' attitudes towards self-initiated professional development, their perspectives on various activities, and the problems they encounter in the process with the aim of providing a proper understanding and describing the framework informing the institutions on the areas that need to be supported in a formal way.

1.1 Purpose of the Study

This study was designed to seek answers to the following research questions:

1. What are university English language instructors' attitudes toward self-initiated professional development?

2. What types of professional development activities do English language instructors perceive as important for their professional development and to what degree do they engage in these opportunities?

3. What are the factors that are perceived by teachers as hindrance to self-development?

METHOD

1.1 Research Design and Sample

This research concerning the perspectives of Turkish EFL instructors on self-initiated professional development uses mixed method; both qualitative and quantitative in nature to triangulate the data with multiple data collection tools consisting of a questionnaire and semi-structured interview (Bryman, 2006). As a descriptive study, the cross-sectional survey design (Fraenkel & Wallen, 2008) was used to elicit instructors' perceptions on the overall attitudes toward professional development, the activities they find critical to their self-development and the problems in the process.

The participants were 96EFL instructors working at the School of Foreign Languages of seven different state universities in various cities in Turkey (Çukurova University, Mersin University, Sütçü İmam University, Dicle University, Korkut Ata University, Mustafa Kemal University, Gaziantep University). The main purpose when selecting the participants was to investigate the university EFL instructors' perspectives, so, purposeful sampling (Creswell, 2007; Patton, 1980) was employed. The reason behind choosing instructors working at different universities was to reveal a broad range of perceptions, experiences and insights from diverse backgrounds and contexts. Table 1 shows the participants' demographic information.

Table 1. Demographic Information of the Participants

Gender		Age			Completed Degree			Teaching Experience			Enrolment in a Degree Program		Plan for Additional Qualifications	
F	M	20-29	30-39	40-50	BA	MA	PhD	0-10	11-20	21-30	MA	PhD	Yes	No
74	22	20	41	35	32	53	11	42	39	15	16	21	54	42

As Table 1 displays, while most of the participants are female (F=74), only 22 of them are male. The teachers' ages varied from 23 to 50, most of them (F=41) between 30 and 39, with a teaching experience between 1 and 30 years. Most of the teachers are trained in ELT and most of them (F=53) have an MA degree. Of the 96 teachers, 11 have finished their PhD. An examination of future plans to take additional qualifications related to their profession reveals that the number of the ones who plan to have additional qualifications (F=54) is higher than the ones who do not have such kind of intention (F=42).

1.2 Data Collection

The data were gathered by means of a 4-section Likert-type questionnaire designed by Karaaslan (2003) to gather information on the many aspects of self-initiated professional development. The questionnaire consists of both close-ended and open-ended questions to obtain more detailed insights into the subject of research. There were a total of 34 questions ranging from "strongly disagree" to "strongly agree" in the second section which included questions about the attitudes of participants toward professional development

and "not important at all" to "very important" in the other two sections which asked for participants to rank their responses on the importance of various professional development activities and the problems encountered throughout the process.

As the second data collection tool, a semi-structured interview was employed with 20 instructors to verify and validate the findings from the questionnaire and achieve a more extensive understanding on the target phenomenon (Merriam, 2002), namely, participants' perceptions of professional development, the reasons why they perceive the activities critical to their development, the institutional and personal problems that hinder their development, and to what extent they can initiate or take their own decisions on their self-development. Purposive sampling procedure (Fraenkel & Wallen, 2003) was used to determine the participants who could give more relevant and detailed formation with respect to the issue. Some of the interviews were conducted face-to-face for a minimum of fifteen minutes, and due to inaccessibility, some participants were emailed and asked to answer the questions in an open-ended format.

2.3 Data Analysis

The instructors' responses to Likert-type questions in the questionnaire were entered into SPSS 17.0 software and analysed through descriptive statistics. Frequency, percentage and mean scores were calculated in determining instructors' views concerning their professional development and making judgments about the data. For the interviews and the open-ended section of the questionnaire (which was answered only by 9 participants), qualitative analysis was used, which "transforms data into findings" (Patton, 2002: 432) and content analysis technique was adopted to make sense of the raw data (Miles, Huberman, 1994). ThestepsproposedbyBaşCollins(2000:64-72) werefollowedthroughoutthe content analysisprocess: transcribing, coding/labelling, clustering, looking for interrelationships between categories, and write-up.

2. FINDINGS

In this section, findings from the questionnaire and interviews are presented. The results of the questionnaire were classified and analysed under three headings; attitudes towards professional development, the development activities perceived critical to professional development and how often teachers are engaged with them, and lastly, the factors that hinder development. The findings obtained from the interviews are presented to support the questionnaire data.

3.1 English Language Instructors' Attitudes towards Their Own Professional Development

In this section of the questionnaire, participating teachers were asked to respond to 14 statements related to the things teachers should do to improve themselves either collaboratively or individually, and with self or institutional initiation.

In table 2, when instructors' views concerning their attitudes towards their professional development were examined, it was observed that they mostly strongly agree / agree (90,7%) that they should not be institution dependent to improve their professional skills and ,knowledge , which indicates that they find this way of development more meaningful. The responses the other theme related with the self-initiation for the professional development reveals an overwhelming number of the participating teachers (94,8%) strongly agree/ agree with this item. This means that instructors demand to take their own decisions about their own professional development may be because they can detect their strengths and weaknesses better than the institutions do. Another theme which is overwhelmingly agreed (98%) concerns the "willingness" factor in professional development, which is likely to be permanent and meaningful than when performed on a

mandatory basis. Nearly all of the participants want to be free to test new idea or technique in teaching (80,2%).

Participating instructors' perspectives on working collaboratively through their professional development were tested with the items 5, 6 and 10 which asked for helping each other to identify problems, strengths, weaknesses, and solutions to these problems together, and gathering information about teaching performance through peer observation. While the number of agreeing participants remain with nearly the same degree with the item 5 and 6 (92,7%, 96,3%), when it comes to peer observation the number declines to 66,2% with those who appear uncertain (28,1%) or disagree (14,6%). This may be related to the negative connotation peer observation creates in teachers' mind, or they may not have a peer who will support them with constructive and non-evaluative feedback with respect to their classroom practises. "Keeping up-to-date with changes and improvements in ELT, and teachers should reflect upon their own practices to improve professionally" were the other themes that all participants (only 1 or 2 uncertain) agreed on (99,0%, 97,9%).

Table 2 Attitudes of EFL Instructors Towards Their Professional Development

Items	Strongly Disagree %	f	Disagree %	f	Uncertain %	f	Agree %	f	Strongly Agree %	f	Mean
1.Teachers should improve their professional skills and knowledge Without too much dependence on the institution they work for.	---	---	3,1	3	6,3	6	56,3	54	34,4	33	4.218
2.Teachers should take the initiative and action for their own professional development.	---	---	1,0	1	4,2	4	43,8	42	51,0	49	4.447
3.A teacher should be free to test any idea or a new technique in teaching.	---	---	3,1	3	16,7	16	44,8	43	35,4	34	4.125
4.Teachers should be involved in the evaluation of their teaching skills and knowledge.	---	---	---	---	5,2	5	49,0	47	45,8	44	4.406
5. Teachers should help eachother evaluate teaching to identify problems, strengths, and weaknesses.	---	---	---	---	7,3	7	42,7	41	50,0	48	4.427
6.Teachers should help eachother produce solutions to solve problems.	---	---	---	---	3,1	3	40,6	39	56,3	54	4.531
7.Willingness is an important factor insuccessful professional development.	---	---	---	---	2,1	2	24,0	23	74,0	71	4.718
8.Teachers should be open to new ideas and changes.	---	---	---	---	1,0	1	22,9	22	76,0	73	4.750
9.Teachers should reflect (consider and evaluate)upon their own practices to improve professionally.	---	---	---	---	2,1	2	39,6	38	58,3	56	4.562
10.Peer observation should be used to gatherin formation about teacher performance.	1,0	1	14,6	14	28,1	27	33,3	32	22,9	22	3.625
11.Teachers should try to keep themselves upto date with changes and improvements in ELT.	---	---	---	---	1,0	1	25,0	24	74,0	71	4.729

These results indicate that all the participating instructors acknowledge the importance of professional development in their career growth and their attitudes towards their own initiation of development are highly positive rating the vital role that willingness, self-initiation and collaboration play in the process. In other words, the overarching theme was that they find professional development indispensable.

Findings acquired from the interviews seem to support this finding in the sense that all the participants reported to understand the same thing from the concept of professional development and highlighted the crucial role that willingness, self-initiation and continuity play in constructing the frame of development. Professional development means improving and enhancing the knowledge and skills needed to form a professional identity, being aware and keeping up to date with the recent techniques and strategies in language teaching. The following extracts clearly illustrate these aspects:

"Professional development is to keep up with the improvements, innovations and new ideas in the field and make them useful to follow in our own contexts. Being adequate in the profession necessitates reflective and critical thinking and merging the innovations with our own personality…" [T10]

"Being adequate enough in the profession is not a static concept and there is no end point in this issue. Therefore, as teachers we should always be aware of the innovations in the field" [T5]

"Professional development is a continuous process and for this reason we should observe ourselves and set goals about development. I think the first priority of professional development is to believe in lifelong learning" [T6]

"Professional development means one's being willing to accommodate to improvements throughout her career and struggling to improve herself. We should at first be open to self-criticism and then evaluate our strengths and weaknesses in teaching" [T11]

Another aspect emphasized by nearly all the participants was the role of self-initiation in the process. They clearly stated in the interview that development process will be more meaningful and permanent if it is employed on a voluntary basis; not the mandatory one since the institution may not take right decisions about teachers' professional development needs. This, of course, does not mean ignoring the institutional role, but not in forcing their staff to participate in a professional development activity which may not be of interest to them. Rather than that, teachers stated their need to receive institutional support for their own choices. The following quotations of teachers can make the picture much clearer:

"I learn about the conferences I want to participate in myself, but sometimes my institution also kindly announces the activities and conferences. All these events are beneficial in either way, but I personally believe that self-determining of the conferences and training programs is better than when the institution does this since only the teacher herself can know about her weak points and interests" [T13]

"Although it seems better for an institution, for its own sake, to take the decision for these activities, determining these activities on a voluntary basis taking their own interests and needs into account will be more suitable to the nature of professional development itself. I think the role of institutions here is to create an atmosphere for helping instructors to realize their weakness and provide facilities to improve these points" [T17]

"There are both activities for which the participation is made mandatory by the institution and the ones that are self-determined on an individual basis. Taking our own decisions is always more beneficial because every teacher has her own interests, strategies and tendencies for professional development" [3]

"I think that if professional development activities are conducted on a mandatory basis, they will have no benefits for teachers" [T4]

"Some professional development activities are conducted according to the requirements of the institution but I feel myself free to decide on the activities I need. Both of them are beneficial. Nevertheless, I think conducting the activities which I choose and have an interest is more useful" [T9]

There are also some teachers who were pleased with independently deciding on the activities they would participate in but at the same time had expectations from their institutions such as organizing in-service training programs and courses by specifying the needs with the teaching staff in a collaborative way. The following extracts depict the picture clearly:

"I can decide on my own actions but it would be better if we had a "Staff Development Unit" which was closed by the latest administrators because of the lack of staff to teach. I can work here on a voluntary basis" [T2]

"The institution where I work now does not organize any professional development programmes. They had prepared such kind of programmes in the last years and they were very beneficial" [T12]

"I can identify my weaknesses and then select the activity which is the most suitable one for me. Yet, the institution should organize such kind of activities. I think institutional workshops, especially about technology, will also be fruitful for us" [T7]

"I think my institution does not give sufficient importance to present professional development opportunities such as in-service training programmes. They should present more systematic and programmed courses and if there is a common problem in the institution this requires working on the issue collaboratively rather than being independent" [T8]

"The institutions can organize development programmes that are based on the common problems. This will be more effective" [T1]

"I take my own decisions about my self-development on an individual basis but it would be better if my institution organized in-service training programs presenting a number of options and then we could participate in the ones we needed on a voluntary basis" [T20]

3.2 Major Professional Development Activities

As the second aim of the study, which is learning about the place professional development activities occupy in the participants' professional life, they were asked to rate several professional development activities according to the degree of importance to them and then indicate how often they do these activities in order to improve themselves professionally.

As is clear in Table 3, the activities conducted on a collaborative basis (item 1, 2, 3, 4,5) received the "Very important or important" rank from the majority of the participants except for the peer observation (93,8%, 85,4%, 80,2%, 76,1%, 35,4%, given successively). From these results, it can be observed that the degree of agreement on the importance of peer observation is lower than the other collaborative activities. Majority of the participants (37,5%) do not feel sure about the effects it will create on their professional development and some of them think that it is of little importance (21,9%).

On the other hand, other than their peers, teachers can also receive feedback from their supervisors or administrators in their institution about their classroom practices through observation of their lessons. Yet, when asked, only 22,5% of the instructors thought this was very important/important. That is, majority (63,6%) found it not important at all or of little importance. Another outside resource to improve teachers professionally is INSET

programmes, which was found very important /important by 66,7% of the participants. Nevertheless, some participants found these programmes either somewhat important or of little importance (33,3%). Reflection on one's own teaching (88,6%), trying out new ideas or suggestions (86,4%), and gathering information about one's own teaching (82,3%) emerged as the items which were found overwhelmingly important.

When it comes to following research in their own field, the degree of importance decreases to 60,4%, which means that sometimes it is difficult for teachers to apply these theoretical findings to practice. Training other teachers was also of lower importance (55,2) since teachers may not be sure about the development they get through such an activity.

Table 3 Degree of Importance Given to Major Professional Development Activities

Items	Not important at all %	f	Of little importance %	f	Somewhat important %	f	Important %	f	Very important %	f	Mean
1.Sharing experiences and problems with colleagues	--	--	1,0	1	4,2	4	46,9	45	47,9	46	4.416
2.Asking for professional help from colleagues	--	--	1,0	1	13,5	13	50,0	48	35,4	34	4.197
3.Working on developing new materials with colleagues	1,0	1	4,2	4	14,6	14	44,8	43	35,4	34	4.093
4. Working on developing techniques and activities with colleagues	---	--	2,1	2	21,9	21	46,9	45	29,2	28	4.031
5.Peer observation	5,2	5	21,9	21	37,5	36	20,8	20	14,6	14	3,177
6.Observation of classroom events by heads ,administrators	27,1	26	36,5	35	20,8	20	11,5	11	4,2	4	2.291
7.Teacher initiated classroom investigation (action research)	2,1	2	1,0	1	20,8	20	38,5	37	37,5	36	4.083
8.In-service training (workshops,seminars,etc.)	---	---	3,1	3	30,2	29	27,1	26	39,6	38	4.031
9.Trying out new ideas or suggestions in practice	---	---	2,1	2	11,5	11	51,0	49	35,4	34	4.197
10.Gathering information about one's own teaching performance (surveys, interviews,etc.)	1,0	1	1,0	1	15,6	15	50,0	48	32,3	31	4.114
11.Reflection on own teaching	---	---	---	---	11,5	11	44,8	43	43,8	42	4.322
12.Following research literature on own field	---	---	11,5	11	28,1	27	30,2	29	30,2	29	3.791
13.Training other teachers	3,1	3	13,5	13	28,1	27	39,6	38	15,6	15	3.510
14.Following Professional development programs	---	---	1,0	1	9,4	9	43,8	42	45,8	44	4.343

In the interviews, participating teachers also talked about the activities they find important and how often they make use of them in their profession. As the data indicated, teachers participates in national or international conferences, read articles, join teachers' forums on the internet, do action research, ask for professional help from their colleagues, reflect on their own teaching and attend workshops to improve themselves in a professional sense. They expressed their point of views in the following manner:

"I discuss with my colleagues about the methods and strategies that can be practical and effective to use in class" [T20]

"I actively follow ELT studies on the internet and I think peer talk is also useful" [T3]

"Every summer I make observations in a school abroad. I have memberships to some internet groups and I learn about the experiences of my colleagues. I certainly read articles and I always talk with my colleagues about the common problems in the profession" [T2]

"I usually attend conferences and seminars and all these are really beneficial in the sense that by this way I can learn about the findings of the studies conducted recently and approaches and perspectives of the ones who work in the same field with me" [T2]

"I am a member of several teacher forums and share and select some activities there to make use of in the class. This helps me to prevent the lessons' flowing in a monotonous manner" [T14]

"Apart from attending conferences and seminars I read various articles for my PhD study, which helps me internalize things related to my profession" [T5]

"I have done several action research studies and I sometimes record my lessons and try to spot my weaknesses to improve myself and my teaching. All these help me in my profession" [T13]

They also emphasized the importance of sharing the experiences, problems and new strategies with their colleagues, which, in turn, enables them to evaluate different perspectives and blend them with their own point of views as the following quotations indicate:

"I generally perform these development activities with my colleagues since group works always motivates me" [T11]

"I always carry out the activities with my colleagues because when this is the case the atmosphere is always more suitable to discuss different perspectives and share ideas" [T5]

"I perform the activities individually but sharing and discussing what I have learned with my colleagues always makes it more effective" [T7]

"I think both individual and group work are effective ways of developing professionally" [T9]

Table 4 indicates to what extent teachers make use of the major development activities. It can be seen that even though teachers found collaborative activities important for their growth, they perform these "sometimes" (for the first four items: 37,5%, 49,0%, 50,0%, 49,0%) may be because they did not have enough time to collaborate with an excessive workload. Not surprisingly, peer observation, observation of classroom events by headmasters, and training other teachers emerged as the activities teachers never or rarely made use of to identify their strengths and weaknesses. To our surprise, the most frequently marked choice for all the other activities in the questionnaire were "sometimes", which indicates that there are some factors that hinder teachers' developing themselves professionally.

Table 4 Degree of Utilizing Major Development Activities

Items	Never %	f	Rarely %	f	Sometimes %	f	Often %	f	Always %	f	Mean
1.Sharing experiences and problems with colleagues	1,0	1	3,1	3	37,5	36	34,4	33	24,0	23	3.770
2.Asking for professional help from colleagues	1,0	1	18,8	18	49,0	47	19,8	19	11,5	11	3.218

Continue of Table 4

Items	Never %	f	Rarely %	f	Sometimes %	f	Often %	f	Always %	f	Mean
3.Working on developing new materials with colleagues	4,2	4	17,2	17	50,0	48	20,8	20	7,3	7	3.093
4. Working on developing techniques and activities with colleagues	5,2	5	32,3	31	49,0	47	11,5	11	2,1	2	2.729
5.Peer observation	56,3	54	29,2	28	11,5	11	1,0	1	2,1	2	1.635
6.Observation of classroom events by heads, administrators	79,2	76	15,6	15	3,1	3	1,0	1	1,0	1	1.291
7.Teacher initiated classroom investigation (action research)	12,5	12	24,0	23	33,3	32	22,9	22	7,3	7	2.885
8.In-service training (workshops,seminars,etc.)	12,5	12	28,1	27	42,7	41	13,5	13	3,1	3	2.666
9.Trying out new ideas or suggestions inpractice	---	---	6,3	6	57,3	55	28,1	27	8,3	8	3.385
10.Gathering information about one's own teaching performance (surveys, interviews,etc.)	2,1	2	26,0	25	40,6	39	24,0	23	7,3	7	3.083
11.Reflection on own teaching	3,1	3	5,2	5	35,4	34	34,4	33	21,9	21	3.666
12.Following research literature on own field	3,1	3	32,3	31	32,3	31	21,9	21	10,4	10	3.041
13.Training other teachers	64,6	62	20,8	20	14,6	14	---	---	---	---	1.500
14.Following Professional development programs	7,3	7	5,2	5	55,2	53	24,0	23	8,3	8	3.208

Similar with the findings from the questionnaire, the data in the interviews indicated that none of the teachers had performed peer observation as a professional development activity and their classroom teaching had never been observed by administrators.

3.3 Debilitating Factors to Professional Development

This section of the questionnaire asked for the degree of importance of the problems encountered throughout the process. The findings indicate that more than half of the participants (65,6%) and nearly all the participants (90,7%) ranked personal financial problems and excessive work load or strict working hours (80%) as very important or important. Also it is clear that problems that stem from either lack of communication (61,5%) or lack of collaboration among colleagues (69%) was important for the participants in getting support from them or doing an activity together. Lack of institutional support received a high ranking (84,4%) among the other factors. Another important factor emerged as lack of self-motivation (90,6%). It was not a problem for the participants to access the professional literature and thus it was not a factor that blocked development.

Table 5. Debilitating Factors to Professional Development

Items	Not important at all %	f	Of little importance %	f	Somewhat important %	f	Important %	f	Very important %	f	Mean
1.Personal financial problems	3,1	3	9,4	9	21,9	21	32,3	31	33,3	32	3.833
2.Excessive work load	---	---	2,1	2	7,3	7	34,4	33	56,3	54	4.447
3.Lack of communication among colleagues	1,0	1	7,3	7	30,2	29	31,3	30	30,2	29	3.822
4.Lack of collaboration among colleagues	1,0	1	5,2	5	21,9	21	42,7	41	29,2	28	3.937
5.Strict working hours	3,1	3	4,2	4	12,5	12	39,6	38	40,6	39	4.104
6.Lack of institutional support for professional development	1,0	1	6,3	6	8,3	8	29,2	28	55,2	53	4.312
7.Lack of self-motivation	2,1	2	2,1	2	5,2	5	25,0	24	65,6	63	4.500
8.Educational background	6,3	6	7,3	7	28,1	27	33,3	32	25,0	24	3.635
9.Difficulty in reaching literature in the field	8,3	8	18,8	8	30,2	29	29,2	28	13,5	13	3.208

In line with the questionnaire, in the interview, all of the participants raised their concerns and criticisms about the factors that made them refrain from development at the personal and institutional level. The narrative data revealed that instructors were not granted many options and opportunities like in-service training programs at the school context by their institution. However, they did not underestimate the somewhat positive stance of institutions towards the individually-guided development efforts smoothing the way with formal approvals and financial support to a certain degree. The most common inhibiting factors emerged as excessive work load, lack of self-motivation and institutional support in terms of organizing professional development activities. The problems were exemplified by the instructors as follows:

"Excessive workload reduces the chance of improving myself professionally. Although we are not presented any options from our institution, they do not prevent us from attending conferences either as a presenter or participant. However, the motivation comes inside of us not from the institution itself" [14]

"The institution does not motivate us but there is not any problem when we want to conduct a study with students and attend the conferences" [6]

"In my personal life I have many responsibilities as a wife and mother in the house and at the institutional level duties like supervisions in the exams, excessive teaching hours, and not having enough in-service training programs organized by the institution concerning our needs can be stated as the main constrains" [T10]

"It's very difficult to perform any professional development activity with this excessive workload but this should not be an excuse to hide behind, we should do our best. My institution does not put blocks when I want to attend conferences. However, the institution does not organize professional development activities" [T3]

"The most important factors are excessive workload and financial problems. We attend conferences but there comes a little financial support from the institution" [T4]

The excerpts above indicate that instructors need to feel an institutional effort to motivate them emotionally and reward them financially level both financially paving the way for a more effective developmental process supported with more educational resources to enhance their pedagogical knowledge.

3. DISCUSSION

The findings obtained from the survey and the interviews suggest that EFL instructors have the awareness of self-regulated professional development internalizing the meaning of continuous career growth. They insistently acknowledge the indispensable role of willingness, self-initiation and collaboration in the process. Teachers' tendency to walk through self-directed development, described as "the will to learn" and "having the ambition to discover new practices, undertaking action to learn, and recognition of learning processes and results" (vanEeekeln et. al., 2006: 408) emerged as one of the key findings of the study since teachers stated that they were the only ones who can detect their developmental needs and regulate their activities accordingly. This is in line with the studies which researched teachers' own voices in an internally-driven process (Mushayikwa & Lubben, 2009; Stefani & Elton, 2002).

Not surprisingly, this aspect of development is also found in Kremer-Hayon & Tillema's (1998: 509) study which supported teachers' actively constructing practical knowledge taking control of their knowledge acquisition. To the authors, this can be achieved in three steps: goal setting, selecting appropriate strategies for goal accomplishment, and performance evaluation. The necessity of being self-aware, self-monitoring and self-

evaluating in each phase was highlighted as essential to reach the expected outcomes. In this respect, self-directed or self-regulated learning has a reciprocal relation with autonomy in that "one can hardly be autonomous or accountable for one's own learning if the process is planned and organized by others". This is also implied in the reconceptualization of professional development from transmitting knowledge in a pre-prescribed way to empower and create conditions conducive to self-direction, emphasizedby Schieb & Karabenick (2011) as a determining factor in the success of the development.

On the other hand, investigating EFL university teachers' narratives on their professional development programs, Arıkan (2004) found that no professional development program equips instructors with total autonomy to plan their professional development. However, instructors demanded to act individually, and they stated that they personally engaged in many out-of-work activities which were responded with their institutions' objection. From this aspect, the present study stands in contrast with Arıkan's, since none of the participating instructors narrated such a resistance in the interview. They acknowledged that they can take actions to attend individually-selected conferences or seminars related to their perceived needs with a formal allowance from their institutions without any impelling force. Here the self-direction "is based on attitudes that encourage teachers to explore their own context and construct their own knowledge and understanding of what takes place in their classroom" (Richards & Farrell, 2005: 14).

Tightly connected with self-direction, willingness or internal motivation was considered by the instructors in the present study as the keystone to build and sustain continuous new understanding of teaching and learning, making it a life-long process. As highlighted by Boyd et al. (2003:112), self-motivation plays a critical role in the sense that "a primary challenge for large scale PD projects lies in attracting teachers and sustaining their involvement so that they can receive the full dose of PD" (cited in Schieb & Karabenick, 2011). Here, the institutions have much to do with enhancing the necessary dose of motivation in teachers; a kind of institutional commitment in an individually-guided path to encourage the initiatives for constructing their knowledge base through the practicum on the classroom characteristics, curriculum, and sources. So, what shapes this relation? In Mushayikwa & Lubben's (2009: 377) words,

Where the institution and the individual are in mutually supportive relationships, symbiosis occurs and the individual feels empowered, and identifies with the mission of the institution. The needs of the institution become identified as the needs of the individual and there is a shared vision and high delivery. On the other hand, where there is strain between the institution and the individual, there are lower shared values, lower retention and the individual does not feel obligated to identify with the needs of the institution.

Another finding from the attitudes section of the questionnaire and the questions in the interview that asked for instructors' perceptions on the many aspects of professional development ranging from self-initiation to collaboration revealed that collegiality surmounted autonomous or isolated performance. Instructors stated that they generally prefer to work collaboratively since this makes them realize different perspectives and saves time and energy. Similarly, Mule (2006) suggests that professional development flourishes through teachers' own continuous practice, and their interaction with colleagues. Approaching the issue with the collegial versus solitary distinction, Clement & Vandenberghe (2000: 85) highlight the general view that collegiality is always favourable for teachers' professional development. However, they also point to the tension between the collegial versus solitary, since the positive influence of collegiality depends on "the way the work-place conditions function in the school context". In other words, "in order to

collaborate adequately, teachers need to work alone sometimes, and in order to work adequately autonomously, teachers need to collaborate sometimes." Such a conceptual framework can be achieved in school organizations to the degree they feature individuality or collegiality in their predesigned activities or programmes.

As for the major development activities perceived as important and employed as part of the professional development, the study revealed that instructors mostly perform action research (as in Mcdonough, 2006), reflect on their own teaching (see Walkington, 2005), gather information about their own teaching and follow research (see Atay, 2008). However, peer and administrational observations did not receive much acceptance in shaping and creating conducive atmosphere to teacher learning (as in Ambrocio et al., 2011; Çelik et al., 2013). To Richards & Farrell (2005) the problem may arise from various factors like its being regarded as an ordeal, prescriptive and trainer-centred nature, although there emerges many benefits, especially for the novice, if properly carried out to get feedback on one's own teaching, reflection and collegiality.

Surprisingly, although the instructors perceived these activities critical to their self-development, the picture depicted with the questionnaire and interview results clarified that most of these critical activities were "sometimes" utilized by the instructors. To put it another way, when asked to what extent they exploited the activities, for almost all the activities (apart from peer observation and observation by administrators) the option "sometimes" received the highest rate. The study did not seek to resolve this contradiction. Yet, the underlying reasons can be explained with the general debilitating factors asked in the third section of the questionnaire, and also with the problems reported in the interview, which pointed to excessive workload (as in Seferoğlu, 1996), personal financial problems, lack of institutional support in terms of organizing various development activities, and self-motivation as main hindrances that block self-development. However, the existence of such problems does not mean, for the instructors in this study at least, putting aside professional development. Rather, they try their best in spite of the undeniable role of these negative factors limiting the opportunities, which is also confirmed by Mushayikwa & Lubben (2009: 378):

Researchers have tended to concentrate more on evaluating effects of centrally directed professional development. They have tended to overlook the fact that teachers are continually engaged in professional development even in the absence of, or in between, supported professional development programmes.

4. CONCLUSION

As an attempt to unravel EFL instructors' cognition on self-initiated professional development, this descriptive study revealed that they prefer a self-directed programme shaped with their perceived needs, institutionally and financially supported with various development alternatives rather than traditional externally-driven ones with many applications far from being useful for them. Among the major findings were the general positive attitudes of instructors, specifically towards the critical role of willingness and self-motivation in sustained professional development. The most important activities emerged as trying out new ideas or suggestions, gathering information about one's own teaching, and working collaboratively. There emerged a discrepancy between what is seen as important and to what degree it is addressed or practised, due to various implementation problems. Training other teachers, peer observation or observation by the administrators were found to be the least-exploited activities. Within the problematic side of development, instructors considered excessive workload, lack of self-motivation and lack of institutional support as the most frequently encountered impediments to self-development.

In summary, the present study, as both quantitative and qualitative, provides a deeper understanding of EFL teachers' values on the development practises. Further research may study institutional perspectives to determine the degree of overlap and variation between the individual and institutional viewpoints regarding the efficiency of expected outcomes of the existing professional development programmes.

REFERENCES

Abbott, M. L., Rossiter, M. J. (2011). The Professional Development of Rural ESLInstructors: Program Administrators' and Instructors' Views, *Alberta Journal of Educational Research,57(2),* 204-219

Ambrocio, V.R. (2011). Experiences that Impact EFL Mexican Teachers' ProfessionalDevelopment. *MEXTESOL Journal, 35(2),* 1-14.

Arıkan, A. (2004). Professional Development Programs and English Language Instructors: A Critical-Postmodern Study, Hacettepe Üniversitesi Eğitim Fakültesi Dergisi, 27,40-49.

Atay, D. (2008). Teacher research for professional development, 62 (2), 139-147.

Avalos, B. (2011). Teacher professional development in Teaching and Teacher Education over ten years, *Teaching and Teacher Education, 27,* 10-20.

Baş Collins, A. 2000. 'Applying Content Analysis to Qualitative Data: An Example from a

Case Study on School-Based Instructional Supervision' in Eğitim ve Bilim. Vol. 2. No. 117.

Bayrakçı, M. (2009). In-service teacher training in Japan and Turkey: A comparative analysis of institutions and practices. *Australian Journal of Teacher Education, 34*(1), 10-22.

Bowen, T. (2004).Continuous professional development.The Onestop Magazine.http://www.onestopenglish.com/News/Magazine/Archive/continuous. htm

Bryman, A. (2006). Integrating quantitative and qualitative research: how is it done?,*Qualitative Research* Copyright © 2006SAGE Publications(London,Thousand Oaks, CAand New Delhi)vol. 6(1) 97–113

Bredeson, P.V. (2000). Teacher Learning as Work and at Work: exploring the content and contexts of teacher professional development, Journal of In-Service Education, 26(1), 63-72.

Bümen, N.T. (2009). Possible effects of professional development on Turkish teachers' self-efficacy and classroom practice, Professional Development in Education, 35 (2), 261-278.

Clement, M., Vandenberghe, R. (2000). Teachers' professional development: a solitary or collegial (ad)venture, *Teaching and Teacher Education, 16,* 81-101.

Corcoran, T. B. (1995). *Transforming professional development for teachers: A guide for state policymakers.* Washington, DC: National Governors' Association.

Coşkuner, M. (2001). *Turkish provincal state university teachers' perceptions of language teaching as a career.* Unpublished master's thesis, Bilkent University,Ankara.

Creswell, J. W. (2007). *Qualitative inquiry and research design: Choosing among five approaches* (2nd ed.): Thousand Oaks, CA: Sage.

Çelik, S., Bayraktar-Çepni, S. and İlyas, H. (2013). The need for ongoing professional development: Perspectives of Turkish university-level EFL instructors, *Procedia-Social and Behavioral Sciences*, *70,* 1860-1871.

Daloğlu, A. (2004). A Professional development programme for primary school English language teachers in Turkey: Designing a materials bank, *International Journal of Educational Development, 24,* 677-690.

Day, C. (1999). Developing Teachers: *The challenges of lifelong learning*, London: Falmer Press.

Fraenkel, J. R.,& Wallen, N. E. (2008). *How to design and evaluate research in education*(7th ed.). New York, NY: McGraw Hill.

Garet, M.S., Porter, A.C., Desimone, L., Birman, B.F. and Yoon, S. (2001). What Makes Professional Development Effective? Results From a National Sample of Teachers, *American Educational Research Journal, 38(4)*, 915-945.

Glatthorn, A. (1995). *Quality teaching through professional development.* Newbury Park, CA: Press.

Gong, Y. (2012). EFL Teacher Professional Development in Vocational Colleges, 2012 International Conference on Artificial Intelligence and Soft Computing *Lecture Notes in Information Technology,12,* 142-147.

Guskey, T. R. (1982) The effects of change in instructional effectiveness upon the relationship of teacher expectations and student achievement, *Journal of Educational Research, 75(6),*345-349.

Hedgcock, J. (2002). Toward a socioliterate approach to second language teacher education. *The Modern Language Journal, 86*(3), 300-317.

Komba, W.L., Nkumbi, E. (2008). Teacher Professional Development in Tanzania: Perceptions and Practices, *Journal of International Cooperation in Education, 11(3),* 67-83.

Kremer-Hayon, L., Tilemma, H.H. (1999). Self-regulated learning in the context of teacher education, Teaching and Teacher Education, 15, 507-522.

Liberman, A. &Pointer-Mace, D. H. (2008). Teacher learning: the key to educational reform. *Journal of Teacher Education, 59* (3), 226-234.

Loucks-Horsley, S. (1987).*Continuing to Learn: A Guidebook for Teacher Development.*Office of Educational Research and Improvement (ED),Washington, DC.

Mann, S. (2005). The language teachers' development, *Language Teacher, 38*, 103-118.

Mcdonough, K. (2006). Action Research and the Professional Development of GraduateTeaching Assistants, *The Modern Language Journal*, *90 (i)*, 33–47.

Merriam, S. (2002).*Qualitative Research in Practice: Examples for Discussion and Analysis,*San Francisco, CA: A Wiley Company.

Mule, L. (2006). Preservice teachers' inquiry in a professional development school context: Implications for the practicum, 22, 205-218.

Murray, A. (2010). Empowering Teachers through Professional Development, English Teacher Forum,1, 2-11.

Mushayikwa, E., Lubben, F. (2009). Self-directed professional development – Hope forteachers working in deprived environments, *Teaching and Teacher Education, 25*, 375-382.

Kagan, D. M. (1992).Implications of research on teacher belief.*EducationalPsychologist, 27*, 65–90.

Komba, W. L., Nkumbi, E. (2008). Teacher Professional Development in Tanzania: Perceptions and Practice, *Journal of International Cooperation in Education*, 11(3) 67-83.

Osborne, R.,& Freyberg, P. (1985). Children's science. In R. Osborne & P. Freyberg (Eds.). *Learning in science: The implications of children's science*. London: Heinemann.

Özer, B. (2004). In-service training of teachers in Turkey at the beginning of the 2000s. *Journal of In-service Education, 30*, 89-100.

Pajares, M. F. (1992). Teachers' beliefs and educational research: Cleaning up a messy construct. *Review of Educational Research, 62(3),* 307-332.

Phelps, R. (2002). A constructivist approach to professional development in ICT leadership: Creating a learning community, *Linking learners: Australian Computers in Education Conference (ACEC 2002)*, Hobart, Tas, 1-14.

Richards, J.C., Farrell, T.S.C. (2005). *Professional Development for Language Teachers*.Cambridge: Cambridge University Press.

Saroyan, A. & Amundsen, C. (2001) Evaluating university teaching: time to take stock, *Assessment & Evaluation in Higher Education,* 26(4), pp. 341–353.

Schieb, L. J.,& Karabenick, S. A. (2011). *Teacher Motivation and Professional Development:A Guide to Resources. Math and Science Partnership* – Motivation Assessment Program, University of Michigan, Ann Arbor, MI.

Seferoğlu, S.S. (1996). *Exploring elementary school teachers' perceptions of professional development: The Turkish case.* Paper presented at the annual meeting of the American Educational Research Association, New York, NY.

Shulman, L. S. (1987). Knowledge and Teaching: Foundations of the New Reform, Harvard Educational Review, 57(1), 1-21.

Stefani,L., Elton, L. (2002). Continuing Professional Development of Academic Teachers through Selfinitiated Learning *Assessment &Evaluation in Higher Education, 27(2),*117-129.

Tomlinson, B. (2003). Developing materials to develop yourself. Humanising Language Teaching 5.3. <http://www.hltmag.co.uk/jul03/mart1.htm> checked 25 July 2005

Uysal, H. H. (2012). Evaluation of an In-service Training Program for Primary-school Language Teachers in Turkey, *Australian Journal of Teacher Education, 37(7),* 14-29.

Yiğit, N. (2008). A study on evaluation of effectiveness of an in-service training (INSET) course about the use of instructional technologies and material development. *World Applied Sciences Journal,* 4 (1), 69-75.

Walkington, J. (2005). Becoming a teacher: encouraging development of teacher identity through reflective practice, *Asia-Pacific Journal of Teacher Education, 33(1),* 53-64.

Wichadee, S. (2011). Professional Development: A Path To Success For EFL Teachers, Contemporary Issues In Education Reseach, 4(5), 13-22.

Van Eekelen et al. (2006). Teaching and Teacher Education 22 408–423.

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