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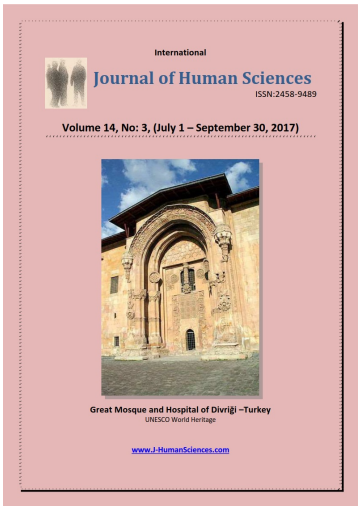
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Uluslararası İnsan Bilimleri Dergisi ISSN:1303-5134

International Journal of Human Sciences ISSN:2458-9489

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International
Journal of Human Sciences
ISSN:2458-9489

Volume 14 Issue 3 Year: 2017

ELT teachers working in underprivileged districts of Turkey and their perspective of continuous professional development opportunities

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Abstract
The purpose of this research is to enquire the ELT teachers' perspective of continuous professional development under restricted conditions they are obliged to teach English. Therefore, 20 EFL teachers who have been working at different state schools in the remote villages of southeast region of Turkey were selected as the participants of the inquiry. The data were collected in two different processes. First, all the teachers in the study were interviewed to answer the questions in the first part of the survey individually. Then, randomly selected 12 teachers were separated into two groups for online focus-group discussions, which were held in a semi-structured context by leading questions adapted from Brown (2013). Data collection processes were audio-recorded, and the qualitative data obtained from interviews and focus group discussions were coded and clustered to form specific themes. The results of the research revealed that teachers working in underprivileged districts of Turkey: (a) believe the crucial contribution of professional development activities for teacher quality and/or student achievement (b) have very limited opportunities and options for sustained professional development, and (c) think that the times allocated for professional development activities should be increased. Moreover, teachers these teachers (d) hope to take place in the planning phase of professional development activities, and (e) are dissatisfied with unfair financial situation. Upon the analysis of these items stated in the results, male teachers were found to focus on more general ideas compared to female teachers (item a and item b). On the other hand, the results indicated that female teachers focused on specific ideas statistically more often compared to male teachers (item c and item d). The teachers did not show statistical gender difference in terms of financial limitations (item e). The results of the research might be generalized to the similar contexts in other underprivileged districts, and similar researches might be conducted with teachers of other fields in order to reach results that are more generalizable.

Keywords: professional development, underprivileged districts, teachers' perspective

1. Introduction

Many might consider that increasing the quality of education would lead to improved education level of learners. Therefore, learners are put in the center in countless studies rather than the teachers as the determinant component of success in education (e.g. Huba and Freed, 2000; Weimer, 2002; Cornelius-White, 2007) and educational reforms often focus on learners. However,

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teacher development has also become an important issue in education all over the world recently. In this sense, professional development has gained importance to set a link between teacher quality and student achievement (Desimone, 2009). Professional development for teachers with the purpose of meeting the social and emotional needs of learners has also become an important dimension of educational development. In this vein, it is considered that providing teachers with effective professional development activities increases the quality of the learners along with the quality of education (Garet et al., 2001; Guskey, 2002), thus supporting educational development.

When it comes to "effective" professional development, recent studies have indicated that teacher development requires high interaction rather than lecturing or training (Desimone, 2009; Guskey and Sparks, 2002).In other words, in terms of professional development, higher levels of interaction is much better than simply lecturing or training teachers about a certain aspect of teaching. In fact, it is suggested that an interactive model for professional development should include approaches such as coaching, modelling and communities of learning for teachers (Brown, 2013). However, it is a well-known fact that socio economic factors play a crucial role in terms of professional development since access to professional development activities such as conferences or higher education degrees are limited in underprivileged districts. Therefore, as education is a matter of equality as a national policy, it is important to learn about the ideas of teachers in low socio-economic to improve the overall quality of education nationwide.

As Turkey is a developing country, there is still a steep difference among regions of Turkey and English Language Teaching (ELT) is one of the areas of education, which is constantly paid attention to and improving. In this sense, taking the necessity and positive contributions of professional development activities for granted, this study aims to reveal the ideas of state school EFL teachers in underprivileged districts of Turkey in terms of professional development.

Next section summarizes what professional development is and highlights effective professional development activities and expected outcomes, followed a section presenting the methodology of the study.

2. Review of Literature

2.1. Professional Development

Professional development is defined in several ways by several researchers. According to Hargreaves and Fullan (1992), professional development is the teachers' commitment to inquiry and ongoing lifelong learning process, emphasizing the continuity of unlimited aspect of learning. In a similar but more social sense, according to Fletcher and Zuber-Skerritt (2008), professional development is a costly part of what governments, professionals and individuals must fulfil in order to comply with and react to the continuous change. As it can be seen, it is implied that raising teachers is not limited to degree programs but rather a continuous process of education. From a different perspective, according to Birman et al. (2000), professional development is only effective as long as it improves teaching practice and abilities by providing a wider set of opportunities for learning and development. In other words, in addition to the social and life-long aspects, teacher professional development has also an individualistic and skills based aspect.

The past tendency to present professional development activities differ from those of the present. For instance, according to Garet et al. (2001), professional development, given relatively less importance in the past, was restricted only to some workshops and presentations. These kinds of activities were criticized not only because of their ineffectiveness, but also because of their insufficiency to provide teachers with subject area knowledge and a chance to change (Garet et al., 2001). However, parallel with the educational reforms in time, new activities of professional

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development have been proposed by the researchers based on scientific grounds to ensure sufficient time and sources, collegiality and collaborative exchange, use of evaluation procedures, high quality instruction, and school or site based activities (Guskey, 2003; Little and Paul, 2009). Due to these expectations, activities such as coaching, teacher study groups, mentoring and modelling have become widely accepted as efficacious professional development strategies (Penuel et al., 2007). Coaching refers to a process where two or more colleagues work together to share ideas, teach each other, solve problems, and build new skills (Robbins, 1995), while mentoring and modelling can be explained as a comprehensive support for an individual to increase self-reliance and personal accountability (Bey and Holmes, 1990).

Effective professional development requires extended time that would be sufficient both for general workload and for professional development activities. In fact, as mentioned,

> teachers need extended time in which to learn and chance. In such cases, it typically takes one to two years for teachers to understand how existing beliefs and practices are different from those being promoted, to build the required pedagogical content knowledge, and to change practice. Given that, teachers engaged in professional learning are simultaneously maintaining a teaching workload, and that many of their existing assumptions about effective practice are being challenged, it is not surprising that so much time is required. Time, however, is not a sufficient condition for change: teachers also need to have their current practice challenged and to be supported as they make changes (Timperley, 2008, p.15).

Effectiveness of the professional development activities can be evaluated by observing their impact on teacher knowledge, student learning, and educational quality of an institution. In this sense, effective professional development is expected to increase personal and professional satisfaction (Huberman, 1995), the learning outcomes of the students by leading to a change in the beliefs, attitudes, and practices of teachers (Griffin, 1983) and the institutional quality by creating a congruity between what skills and knowledge the teacher possesses and what the school needs (Richards and Farrell, 2005).

Professional development of language teachers has been one of the main topics in Turkey. Işık (2008) claimed that low language proficiency level still constitutes a serious problem in Turkey despite the time, money and effort spent on foreign language education. Especially sticking to traditional methods and language teaching/learning habits and ignoring the defects in language planning are stated as the main causes of the problem. Changing the methods teachers use and developing teachers professionally, Ministry of National Education conducts in-service teacher training programs, and some studies investigated the effects of these programs on language teachers' development. For instance, Atay (2006) conducted a study looking for the effects of partnerships in researches for both in- and pre-service teachers in Turkey. It was indicated that both pre-and in-service teachers of English language might benefit from action research as an instrument of professional development. It is also stated in the study that in-service teachers are usually lack of enough time and training to conduct research, which shows the insufficiency of in-service professional development opportunities in Turkey.

In another study, Uysal (2012) focused on the perception of Turkish EFL teachers on in-service teacher training sessions conducted by Ministry of National Education, and stated that there are crucial limitations in planning, evaluation, and reflection of these activities. The studies in the literature are the indication of the efforts put on ELT teachers' professional development and their limitations in Turkey.

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2.2. Gender and Professional Development

In some previous studies, the effects of teachers' gender on their professional development in specific fields have been investigated. For instance, in a study investigating the effect of gender and professional development in Turkey, Serin (2015) found that there are gender based differences in teachers' uses of traditional and alternative classroom practices. In a similar study, Li (2015) found that technology is gender-based and professional development can eliminate gender differences among teachers in terms of technology use in the classroom. Singh and Shifflette (1996), in their study on teachers' perspective of professional development, focused on the role of peer support in professional development, professional isolation in the teaching profession, and exploration of ways of providing formal and informal staff development activities.

In a study conducted in Turkey, Sari (2012) investigated the effects of gender on female teachers' teaching practices and revealed that women teachers believe their gender impacts on their teaching practices in terms of "being a mother and a spouse", "stress", "close relationship with students and parents", and "lack of authority and issues of confidence".

Another study in Turkish context conducted by Yurtsever (2013) included female dominated participants gathered via convenient sampling (male: 24, female: 67), and revealed that the most favored professional development activities among English instructors are Self-Directed model (79.6%) and Peer-Coaching Model (70.8%). In the same study, Training Model and Mentor Models were found to be less preferred by the participants.

In a descriptive study conducted by Büyükyavuz and İnal (2008), Turkish teachers of English were found to associate professional development with studying and learning grammar. The study also suggested that the in-service seminars held by Ministry of National Education are incapable of meeting professional development expectations of EFL teachers and these teachers are mostly unaware of how to improve professionally. Uysal (2012) also revealed that, even if the teachers' attitudes are positive towards these courses in general, in-service teacher educations have limitations in terms of planning, evaluation and its impact on teachers' practices. Although gender is not a variable in these studies, they shed a light on the professional development needs and problems of EFL teachers in Turkey. Indeed, very few studies in the literature have focused on 'gender-based' professional development perspectives of teachers in underdeveloped regions. Therefore, the current study is mainly related to teachers' professional development perspectives in terms of both teachers' gender and hard conditions they work in.

2.3. Research Questions

The present study was guided by following research questions:

- What are the perspectives of EFL teachers on professional development in underdeveloped regions?
- What are the professional development opportunities available for EFL teachers working in underdeveloped regions?
- What are the most common professional development problems these teachers encounter in their districts?
- What are the differences between male and female EFL teachers' perspectives on professional development in underdeveloped regions?

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3. Methodology

The current study is based on the assumption reached though the data obtained from interview and focus group discussion. As the nature of data collection instruments (Larsen-Freeman and Long, 2014), the study is qualitative in substance.

3.1. Participants

This study aims to reveal the ideas of EFL teachers, who work in underprivileged districts in Turkey, about professional development. It was assumed that since they would be aware of the disadvantages more than the teachers working in more developed districts, teachers working in underdeveloped regions would provide their ideas in a more detailed and objective way. According to Suri (2011, p. 64)), 'informed decisions about sampling are crucial to improve the quality of research synthesis'. Therefore, the participants were chosen according to purposeful sampling in accordance with the aim of the research. Due to the socio-economic disadvantages and low-income levels, 20 Turkish EFL teachers (10 males and 10 females) working at six different state primary schools in Siverek (a district of Şanlıurfa, Turkey) volunteered to participate in the study. The participants' ages ranged from 27 to 40 and had five to 10 years of experiences in teaching English as a foreign language at primary schools.

3.2. Instruments and Data Collection Procedure

In order to find out the ideas of the teachers for professional development, the researchers developed a survey (Appendix) consisted of two parts of questions adapted from Brown (2013). In accordance with the requirements of the current research, relevant questions were chosen for the interview. The first part included nine questions about teachers' beliefs, attitudes and experiences about professional development while the second part consisted of five specific questions about teachers' experiences, current opportunities of professional development, and their effects on teachers' teaching practices/abilities. The questions used in the interview directly related to the data collection requirements of the current study, and are relevant to the purpose of the research.

The data were collected in two different processes by the researchers. First, all the teachers in the study were asked to answer the questions in the first part of the survey individually. The interviews lasted approximately 20 minutes for each teacher. Secondly, two sessions of focus group discussions concerning the questions in the second part of the survey were held to obtain deeper insight about gender effect.

3.3. Data Analysis

The study based on the analysis of qualitative data obtained from the teachers' responses to the questions in the interviews and statements in the focus group discussions. Participants' all remarks during online interviews and focus groups were audio recorded and coded according to their genders. In addition, notes were kept throughout the interviews and focus group meetings by the researchers. Then, depending on the frequency of the occurrence of ideas for each gender, similar ideas were categorized to form common themes and to gain a profound analysis of their perspective of professional development. In other words, units of meaning were clustered to form and delineate specific themes coming out of teachers' perspectives. As a result, five main themes that are shown in Table 1 are formed.

4. Results

Data analysis revealed five main themes in general in the data obtained from interviews and focus group discussions. Based on the statements of the participants, the themes listed below were formed and their frequencies of occurrence by each gender were computed as shown in Table 1.

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Table 1. Professional development problems stated by teachers

	Number of Occurrences	
Ideas stated by participant teachers	**By Male (out of 10)**	**By Female (out of 10)**
PD improves teacher quality and/or student achievement	8	4
Teachers are Lack of enough opportunities and options	7	3
More time should be allocated on PD	3	9
Active involvement of the teachers in the planning part	3	9
Unfair financial support	7	7

4.1. Improving Teacher Quality and/or Student Achievement

Most of the participants (N: 12) in this study expressed that they believe there was a strong link between teacher quality and student achievement. For instance, one of the participants said, "Professional development increases teachers' performance in practice, because it helps teachers gain self-awareness of their own teaching and provides a strong scientific basis for their teaching actions." Another participant added, "Of course, if the educators are well-equipped, up-to-date, and knowledgeable about their profession, it will affect students positively. Actually, it is true for all professions." One teacher suggested, "Without professional development, teachers become stagnant and outdated. In fact, it is a way for us to refresh our professional experiences." One participant said: "I think that professional development is incredibly crucial for us to be updated all the time, and this can be an opportunity and stimulus to learn and develop our professional skills." Another stated, "Professional development makes me feel that I should always learn something new related to my profession. It is like being a life-long learner because development never ends." These statements reveal the perception that learning and growing professionally as a teacher is very crucial for educators in general.

4.2. Lacking Enough Opportunities and Options

When the participants were asked about the facilities and opportunities regarding professional development in their region, they seemed to be highly discontented about the inadequate seminars, workshops or any event dealing with professional development. For instance, a participant claimed, "I have a friend from the west part of Turkey, and she attends different workshops or conferences almost every month, and I am sure she teaches much better than me. I wish I had the same chance." Another participant said during the interview, "I mostly find myself miserable and helpless since I do not have the opportunity to develop my teaching skills". They mostly believe that the government do not organize a planned, accountable, and sustainable professional development program as it does in the higher socio-economic regions of Turkey. In other words, the responses from the participants indicated that they are not supported enough by authorities in terms of professional development. One of the teachers said, "I think that we lack of many chances of professional development that the teachers have in the west part of Turkey. I am sure many teachers in our region are unsatisfied with the conditions." Another teacher in a focus group said, "We are not provided with enough facilities in this region. One of my friends working in the west

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of Turkey always tells me that they usually attend different meetings, conferences and workshops conducted by quality speakers." Parallel with this another teacher went on to say, "Professional development is related to all aspects of teaching, and we don't have any chances of professional development in this region. I don't want to be an outdated teacher, but it is not always possible just by searching and studying on your own." It was seen that being in a low-income region had a direct effect on the professional development opportunities.

The results indicated that most of the male participants assumed their teaching practices as inferior to those of their colleagues working in developed regions due to the lack of enough professional development facilities, meaning that male participants agreed on the importance of the professional development activities in underprivileged districts. Although some government based professional development activities are provided, these are very restricted, and teachers might have lost their belief in effective teaching, which, as a result, might decrease student achievement in language learning.

4.3. More Time Should Be Allocated

Teachers were also asked about their ideas about how to increase professional development facilities in their region. Almost all the female participants in the interviews and focus groups reported that more time should be spent on professional development activities in their region. One of the participants in focus group discussions said: "actually, teachers can come together and organize events for professional development; however, we do not have enough time for this. We have 30 hours of class per week and it is too tiring for us to think about anything else." Another participant in the discussion group -responded: "Exactly! We can organize groups, share our experiences, and present them to each other. We can even organize more detailed events like workshops or seminars for the sake of development, but we do not have time." The teachers repeated the need for time to meet, discuss and collaborate throughout the interviews and focus groups. One teacher claimed, "Teachers need to come together, talk on the issues, and agree on possible solutions; that is, teachers should have time to collaborate." Many of the teachers also uttered similar things. These statements showed that teachers are aware of the benefits of professional development activities and were willing to participate but course load seemed to be a big problem. To solve this, another one suggested, "School administrations can arrange programs so that teachers can spend more time on professional development. Maybe, one hour would be enough." All of these statements showed that time is of essence for professional development and most of the participants in this study were ready to save time for such professional development opportunities if provided.

Related with time, even though some of the teachers expressed that they could attend some professional development programs outside the district, they were unwilling for some reasons. For instance, one of the teachers said, "When I decide to go for a meeting or seminar to another city, then, my students have no class since there is not a substitution for me. If I go during the semester, I fall behind the curriculum." Another teacher mentioned, "When I decided to attend MA program at the university, I had to have less classes, which caused me to earn less money. To be honest, both dealing with all travel expenses and earning less money deterred me from this idea." Another teacher added that the closest university is 100 km away and teachers do not have tuition assistance to go for their Master's Degree. Teachers' responses were not surprising in this regard since long working hours and the distance to universities were also accepted as an obstacle to attend MA programs. These statements indicated that teachers had other time related issues when it comes to taking advantage of programs outside the district.

On the other hand, female participants mentioned other obstacles for saving time for professional development activities. For instance, one of them said, "I have a family to spend time with so I

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cannot devote my time after school or at the weekend. How can I find extra time for professional development? Of course we discuss during the break time, but I guess professional development requires more than this." When the researcher recommended to save some time in the summer holiday for professional development, one of the teachers in focus group objected by saying: "yes, but even in summer we have to care for our children- actually our family- and we might have some other commitments as well. Hence, I wouldn't like to get professional development support in my own free times." Depending on the statements of participants, it was clear that teachers have difficulty in finding additional time for extra activities. As a result, although the female participants had a tendency to participate in professional development activities, course load and daily life responsibilities seemed to be limiting factors.

4.4. Active Involvement of the Teachers in the Planning Part

Another common idea mentioned a lot during the interviews and focus group discussions is the feeling of being an outsider to the planning process of professional development activities. Most of the female participants of this study complained that they were always kept out of planning and organization for professional development activities. For instance, one of the teachers said, "I think there should be a committee for professional development, and teachers should take part in such committees to organize and plan activities for professional development." Another teacher added, "Instead of informal conversation, we could arrange meetings, but all the teachers should be asked about their ideas since they are the main components of this process." The further analysis of participants' responses indicated that according to the participants, their contribution for organizing professional development activities were vital, as they were the most familiar ones with the district and its needs. Mentioning themselves as "main components of this process (professional development activities)" suggest that teachers are quite aware of the fact that they should be at the heart of professional development as both planners and participants.

From a broader perspective, the female participants also expressed their concern over the fact that a professional development goal was not incorporated in the obligatory annual plans required by the Ministry of Education. In other words, they mentioned that professional development was left out in the annual planning of education. One of the teachers stressed this issue by specifying: "I guess teachers would be more enthusiastic to keep up with a plan instead of just attending a meeting or workshop. For this reason, teachers should be able to set realistic goals about their own professional development." This also showed that the female participants in this study thought there was a mismatch between the necessity of professional development activities and the goals of national education.

4.5. Unfair Financial Support

Another important factor came up affecting teachers negatively in terms of professional development was the limited their low salaries and financial support. A teacher in Turkey earns approximately $800 per month. They earn additional approximately $1200 for extra courses they teach. Most of the participants complained about this issue by comparing their income with the economic condition of other government officers working under similar conditions. For instance, one of the participants stated, "All the other government officers such as police officers, soldiers or academicians obtain extra financial support from the government just because of working in underprivileged cities except for teachers, and this is unfair". Another participant mentioned the issue similarly by uttering, "I wish the government provided more financial support, and then teachers would be more willing to perform their professions". It is clear that financial fairness should be a perennial concern to the government in order to increase teachers' motivation, which would induce professional development.

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Saving some time for professional development and inadequate financial support seemed to be related in this case of participants. For example, one of the teachers said that he had to give extra courses to earn more money, which, in turn made it impossible to save time for professional development activities. Such a dilemma is quite understandable as the poverty threshold in Turkey is about $1500 (data announced by the Confederation of Public Servants Trade Unions of Turkey). As a result, teachers need to take the extra load to close the financial gap.

5. Discussion and Conclusion

The main purpose of this study was to reveal the ideas of EFL teachers about professional development in underprivileged districts of Turkey and the effect of teachers' genders on their perspectives. Upon the analysis of the data, the results of the research indicated that professional development was very essential for teacher quality and the findings revealed that most of the participants had similar ideas regarding professional development. For instance, when asked about what came to mind upon hearing the term professional development, all participants and members of focus group discussions stated that this term suggested being a better teacher and knowing all the current renovations in teaching to grow professionally.

However, although teachers were in favor of professional development, there seemed be some related limitations. For instance, the low socio-economic status of the district seemed to have very limited potential for professional development and especially male teachers in this study complained about the fact that they did not have as many opportunities as their counterparts in west districts of Turkey. As stated in Arikan (2011), there is a correlation between teachers' socio-economic conditions and their perceptions of target language culture. The teachers in the current study stated this fact repeatedly during the interviews and focus groups. Resulting from the lack of opportunities in the district, most of the teachers never mentioned professional development strategies such as mentoring, modelling, coaching or study groups. Only workshop, seminar and conference took place in their responses, and this fact indicated that the teachers were unaware of other professional development strategies that had strong link with teacher quality and student achievement as Guskey (2002) suggested. Although most stated that professional development had a strong link to teacher quality and student achievement, very few of them attended to professional development sessions because they could not find enough opportunities for professional development activities in their regions. Besides, course load, time, and lack of financial support for professional development activities seemed to be a big problem. As Timperley (2008) stated, teachers should be allocated enough time and support for effective professional development, which was supported in the findings of the current research.

As mentioned in the literature, an effective professional development should be a continuous and well-organized process (Guskey, 2003; Little & Paul, 2009). In this sense, teachers' opinions about inclusion of professional development activities within the national education planning showed parallelism. Unfortunately, it was found in the statements of the participants that the opposite was the case. In addition to this, the literature emphasized the importance of engaging the teachers in the planning phase of professional development to enhance the effectiveness of the process, which, in turn, increases teacher quality and student achievement (Penuel et al., 2007; Putnam and Borko, 2000). The findings in this study suggested that teachers were willing to take active part in the planning and organization of professional development activities and were ready to reflect on their background information about the district to the professional development activities.

The findings of the study imply that since the ultimate goal of professional development is to enhance teacher quality and student achievement, teachers' needs, along with the students' needs, should be taken into consideration. In this sense, more time can be allocated to the teachers by

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both reducing the course load they have and creating some extra time for professional development activities. In this sense, as revealed in Sari (2012), especially women teachers might feel more restricted because of the social role of females as mother, spouse and teacher as well in Turkish context. In fact, professional development might be integrated to the national policies of education and teachers can be provided with opportunities to improve themselves regardless of the district they work in. Another need of teachers in underprivileged districts of Turkey, financial support, can be supplied by creating a fair salary balance among other public servants. For example, teachers might be funded for professional development activities and might be encouraged and covered financially when attending workshops, seminars or graduate programs in other districts. This issue might be overcome by the inclusion of teachers in terms of organizing and planning professional development programs and/or activities.

One final idea that came up from the insights of the female teachers is the active inclusion of teachers for the planning processes of professional development. As indicated also in Uysal (2012), there might be limitations in terms of planning and evaluation of in-service teacher education facilities. In this sense, involving the teachers in planning stage might be even more efficient in the long term since they are more knowledgeable about the district and the needs of the teachers and the students. In fact, this idea is not limited to the teachers in the underprivileged districts of Turkey but also to the whole and can be widespread to the whole country in terms of professional development.

Another, indeed final, implication of this research is that teacher education programs can grow teachers in terms of working under limited conditions along with teaching methodologies and theories. Teachers might be more motivated if they are aware of possible working conditions at the first place.

Limitations

This study only shed a small but promising light to the ideas of EFL teachers in a poor district in Turkey. However, the findings of our study should be considered tentative and can be broadened by including different factors as well. In a future study, a broader group of participants from different districts might yield different ideas, and both ideas can be compared to gather a better view of the differences between the regions. In this sense, a nationwide study might reveal a better grasp of the current ideas of teachers about professional development in Turkey.

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APPENDIX

INTERVIEW AND FOCUS GROUP QUESTIONS

PART 1: Professional Development in General

1. When people talk about professional development, what comes to mind?
2. How do you feel about professional development?
3. Tell me about memorable professional development experiences you have had.
4. Tell me about the most positive professional development experience you have ever had. What made it so?
5. Tell me about the most negative professional development experience you have ever had.
6. If you could design a perfect professional experience for you, what would it look like?
7. Explain to me what connections, if any, you see between teacher quality and professional development.
8. Now, what about any links between student achievement and professional development?
9. To what extent does professional development help you be a better teacher?

PART 2: Professional Development Specific to South East of Turkey (Siverek, Şanlıurfa)

1. In this district, what opportunities are available to you for professional development?
2. What specific activities have you taken advantage of?
3. Explain to me the process for planning for regular professional development within the district and the role that you play in that process.
4. What do you think about the amount of time devoted to professional development? Why do you think that?
5. How do you apply what you gain from professional development within your classroom? Can you share an example with me?

Thank you for your contribution!