

T. R.
GAZİANTEP UNIVERSITY
GRADUATE SCHOOL OF EDUCATIONAL SCIENCES
DEPARTMENT OF FOREIGN LANGUAGES TEACHING
ENGLISH LANGUAGE TEACHING PROGRAM

FACTORS INFLUENCING TEACHERS' PROFESSIONAL LEARNING: A STUDY OF TURKISH EFL TEACHERS

Master of Arts Thesis

SELİM PINAR

Gaziantep
July, 2019

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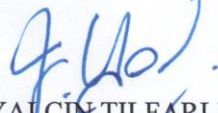
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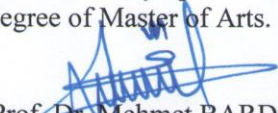
APPROVAL OF THE JURY

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Thesis Date : 18.07.2019

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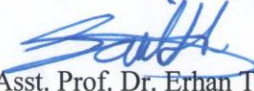
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It is approved that this thesis has been written in compliance with the formatting rules laid down by the Graduate School Educational Sciences.


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RESEARCH ETHICS DECLARATION

The information contained here is, to the best of my knowledge and belief, accurate. I have read the University's current research ethics guidelines, and accept responsibility for the conduct of the procedures set out in the attached application in accordance with these guidelines, the University's policy on conflict of interest and any other condition laid down by the Gaziantep University Research Ethics Committee or its Sub-Committees. I have attempted to identify all the risks related to this research that may arise in conducting this research, and acknowledge my obligations and the rights of the participants.

I have declared any affiliation or financial interest in this research or its outcomes or any other circumstances which might present a perceived, potential or actual conflict of interest, in accordance with Gaziantep University policy on Conflicts of Interest.

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DEDICATION

To my beloved family and Atatürkist teachers.

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First of all, I would like to thank my thesis supervisor Assoc. Prof. Dr. Mehmet BARDAKÇI for his patience and for all his support during my tiresome process. Even if he was very busy, he was there for me whenever I needed. I am also so grateful to Asst. Prof. Dr. Fadime YALÇIN ARSLAN, who was my first supervisor, because she was a guide to me at the beginning. We decided on the topic together and she was available whenever I need. Asst. Prof. Dr. Fatma Özlem SAKA, you were always so motivating and encouraging from the beginning till the end. Whenever I needed you were there for me, whenever we talked, you always guided me and contributed a lot. Thank you to all.

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ÖZET

ÖĞRETMENLERİN MESLEKİ ÖĞRENMELERİNİ ETKİLEYEN ETKENLER: İNGİLİZCEYİ YABANCI DİL OLARAK ÖĞRETEN TÜRK ÖĞRETMENLERLE BİR ÇALIŞMA

PINAR Selim

Yüksek Lisans, İngiliz Dili Eğitimi

Tez Danışmanı: Doç. Dr. Mehmet BARDAKÇI

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Bu tezin temel amacı, İngilizceyi yabancı dil olarak öğreten Türk öğretmenleri profesyonel anlamda etkileyen etkenleri (a) öğretmenlerin biliş ve inancı, (b) öğretmen duyguları, (c) Öğretmen motivasyonu ve (d) bağlamsal değişkenler adlı dört faktör altında inceleyip en çok etkileyen faktörü bulmak ve cinsiyet, deneyim, çalışılan eğitim kademesi(ilkokul, ortaokul ve lise), öğrenim derecesi (lisans, yüksek lisans ve doktora) ve yaşları bakımından öğretmen öğrenmesi üzerinde farklılıklar olup olmadığını belirlemektir. Araştırma örneklemini Türkiye’de farklı illerde ve kademelerde çalışmakta olan ve çeşitli yaşlardaki 1015 İngilizce öğretmeninden oluşmaktadır. Öğretmenleri profesyonel anlamda en çok etkileyen etkenleri bulmak için Aliakbari ve Malmir (2017) tarafından İngilizce öğretmenleri için özel olarak geliştirilen İngilizce Öğretmenleri öğrenme ölçeği kullanılmıştır. Bu veri toplama aracı ile elde edilen veriler SPSS 21.0 kullanılarak analiz edilmiştir. Verilerin analizi için frekanslar, yüzde, ortalama ve standart sapma değerleri hesaplanmış ve farklılıkların analizinde bağımsız gruplar t-testi ve tek yönlü ANOVA kullanılmıştır. Elde edilen sonuçlara göre öğretmenleri en çok etkileyen faktör 3.98 ortalama ile öğretmenlerin biliş ve inançları iken bağlamsal değişkenler de 3.52 ortalama ile ikinci etkileyen faktör olmuştur. Öğretmen biliş ve inançları faktörü öğretmenlerin konuya hakimiyeti, pedagojik bilgileri, öğrenme ve öğretme deneyimleri, kişisel teorileri, öğretmen olarak yükümlülükleri, öğretmenlerin farkındalığı ve duyarlılığı, akran gözlemleri ve iç gözlemleri alt boyutlarından oluşmaktadır. Farklılıklara bakıldığında ise sadece öğretmenlerin biliş ve inancı ile deneyimleri arasında fark bulunmuştur. Yapılan post-hoc testi ile öğretmenlerin bilişleri ve inançlarında 21 yıl ve üstü deneyimli öğretmenler ile 0-5 yıl arası deneyimli öğretmenler arasında anlamlı bir farklılık bulunmuştur ($p<.05$).

Anahtar Kelimeler: Öğretmen öğrenmesi ve değerlendirmesi, ELT ölçeği, motivasyon, duygu, biliş ve inanç, bağlamsal değişkenler

ABSTRACT

A STUDY ON FACTORS INFLUENCING TEACHERS' PROFESSIONAL LEARNING: A STUDY OF TURKISH EFL TEACHERS

Pınar, Selim

MA Thesis, English Language Teaching Program

Supervisor: Assoc. Prof. Dr. Mehmet BARDAKÇI

July-2019, 104 pages

The primary aim of this thesis was to investigate the factors influencing teachers' professional learning the most under four factors; (a) teacher cognition and beliefs, (b) teacher emotions, (c) teacher motivation, and (d) contextual variables and find out whether or not there is a difference between gender, teacher experience, teaching level (primary school, secondary school, and high school), degree (Bachelor's degree, Master's degree, and PhD), age and teaching level. The research sample consisted of 1015 teachers of English from different cities, teaching levels, and various ages in Turkey. In order to find out what factors influence English Teachers' professional learning the most, English Language Teacher Learning Scale (ELTLS) which was developed by Aliakbari and Malmir (2017) to measure only English teachers' learning was used. The data collected through this instrument was analyzed by using Statistical Package for the Social Sciences (SPSS 21.0). Frequencies, percentages, mean and standard deviation values were calculated for the analysis of the data, and to find out the differences, independent samples t-test and one way ANOVA were used. According to the results, teacher cognition and beliefs factor influenced teacher learning the most with a mean of 3.98 and contextual variables were the second influencing factor with a mean of 3.52. Teacher cognition and beliefs factor consists of some sub-dimensions which are subject matter knowledge, pedagogical knowledge, prior learning experience, teaching experience, personal theories, teacher commitment, teachers' awareness and sensitivity, peer observation, and self-reflection. When examined the differences it was found out that there was statistically significant difference only between teacher cognition and beliefs, and teacher experience. The post-hoc test revealed that there was statistically significant difference between 21 and above year-experienced teachers and 0-5 year-experienced in teacher cognition and beliefs factor ($p < .05$).

Keywords: teacher learning and assessment, ELT scale, motivation, emotion, cognition and beliefs, contextual variables

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LIST OF ABBREVIATIONS

EFL : English as a Foreign Language

ELTLS: English Language Teacher Learning Scale

SPSS : Statistical Package for the Social Sciences

MA : Master of Arts



CHAPTER I

INTRODUCTION

1.1 Presentation

In this chapter details about the background information which clarifies the fundamental reason of the study is provided. Afterward, the statement of the problem is presented, and the purpose and the significance of the study are expressed. It also takes research questions, hypothesis, and limitations of the study in.

1.2 Background of the Study

The educational system is generally becoming increasingly complex and challenging (Aliakbari & Malmir, 2017). This type of education system forces students to constantly improve themselves. Moreover, Aliakbari and Malmir (2017) claim that the quality of educators has become more and more debatable, as parents have given more importance to education. As a result of these discussions, teachers were expected to develop themselves as they develop their students (Aliakbari & Malmir, 2017). For this reason, teacher education and learning has been surveyed in many parts of the world beginning from the primary schools (Bantwini & King-McKenzie, 2011; Doppenberg, Den Brok, & Bakx, 2012) to different branches of education such as mathematics (Goldsmith, Doerr, & Lewis, 2014; Graven, 2004), physics (Ingec, 2015; Mäntylä, 2012) history (Mouraz & Leite, 2013; Wilson, 1988), and foreign language

education (Cammarata, 2009; Dehghayedi & Bagheri, 2018; Freeman, 1996; Howatt & Widdowson, 2004).

Teachers' professional learning and training, and their period of probation, and their first years of teaching experience are connected with teaching career, in other words, these factors cannot be regarded as isolated from teaching career (Vonk, 1989). Vonk claims that if a teacher is observed from the beginning to the end of his/her teaching period, some improvements occurring in teachers' opinions and the way of professional thinking would be obvious. Teacher learning is an essential focus of the education system and numbers of studies have been carried out to evaluate the qualification of teacher learning in many various cultural contexts; and there is no doubt that teacher learning has a significant effect on educational reform and change (Aliakbari & Malmir, 2017). Teacher learning is a worldwide issue and is obviously a key to any educational change and reform (Kooy & Veen, 2012). Teachers' professional development is influenced by their experiences during their careers regarding activities, attitudes, interests, assumptions, job comfort, and career perspectives (Vonk, 1989).

Besides the undergraduate degrees in education and certified internships, there are several broadly explored constructive factors such as intrinsic motivation (Csikszentmihalyi, 1997), openness to change (Southerland, Sowell, Blanchard & Granger, 2011) and; destructive factors such as socio-cultural burdens and resistance to change (Kubanyiova, 2009) affecting teacher learning. According to Kelly (2006, p. 514), "the ways in which teachers' engagement in the working practices of schools encourages them to think" is one of the most significant factors having impact on teacher learning.

Howatt and Widdowson (2004) assert that English Language Teaching (ELT) is mostly dealing with the language teaching and learning, with the aim of some positive changes and improvements to represent language teaching and learning. Strengthening ELT standards may differ across various contexts since there are so many factors affecting learning and teaching such as social, cultural, economic, politics, and history (Mahboob & Tilakaratna, 2012). Hence, to know for certain that practices represent the local circumstances of their region or context, ELT practitioners must procure their

own teaching policies and must work and create their own teaching methods. However, they must keep in mind that there are always some potential difficulties in the process.

1.3 Statement of the Problem

Teacher learning is a worldwide issue and obviously plays a key role in any educational change and reform (Kooy & Veen, 2012). In literature, teacher learning refers to “a process of increasing participation in the practice of teaching, and through this participation, a process of becoming knowledgeable in and about teaching” (Greeno, Collins, & Resnick, 1996, p.37). Teachers are regarded as learners themselves, improving their teaching implementation methods and representing for students’ process of perpetual learning (Burn, Hagger, Mutton & Brindley, 2000). Essentially, to be able to develop achievement in students’ progress, it is a must to have necessary advancements in teacher practice and the capacity of schools to support teacher teaching (McNamara, Murray & Jones, 2013).

Teacher learning or professional development is defined as, “processes and activities designed to enhance the professional knowledge, skills, and attitudes of educators so that they might in turn improve the training of students” (Guskey, 2002, p.17). It is one of the basic focuses of the educational system and so many research have been done to evaluate the quality of teacher learning in many various contexts, however; the instruments used for measuring the quality of teacher learning are assessing a single element such as motivation, emotion, cognition etc. (Aliakbari & Malmir, 2017). Therefore, in this thesis, the assessing instrument has multiple elements including teachers’ cognition, beliefs, emotions, motivation, and contextual factors influencing English as a Foreign Language (EFL) teachers’ professional learning. There is no doubt that teacher learning has a significant effect on educational reform and change (Aliakbari & Malmir, 2017). Borko (2004) alleges that effective teacher learning and professional development is important for student achievement. Teacher learning is a perpetual process that supports teachers’ teaching skills, masters new knowledge, improves new proficiency, which in turn, helps improve students’ learning (Borko, 2004).

1.4 Purpose of the Study

The first goal of this study was to find out which factors guide and influence teacher's professional learning by implementing a scale, composed by Aliakbari and Malmir (2017) of 4 components including: "teacher cognition and beliefs, teacher emotions, teacher motivation, and contextual variables" (p.6).

The second goal of this study was to find out what are the underlying variables guiding and influencing the path of teacher professional learning such as age, gender, teaching level, teaching experience and degree level of Turkish EFL teachers.

1.5 Research Questions

The study aims to seek answers to the following research questions which are centered around four perspectives: Teacher cognition and beliefs, teacher emotions, teacher motivation, contextual variables.

Research Question 1# Among the four perspectives what factors affect in-service EFL teachers' learning most?

Research Question 2# Is there a statistically significant difference between genders of EFL teachers in terms of teacher learning?

Research Question 3# Is there a statistically significant difference among teaching experiences of EFL teachers in terms of teacher learning?

Research Question 4# Is there a statistically significant difference among the teaching levels of EFL teachers in terms of teacher learning?

Research Question 5# Is there a statistically significant difference among the degree levels of EFL teachers in terms of teacher learning?

Research Question 6# Is there a statistically significant difference among the ages of EFL teachers in terms of teacher learning?

1.6 Assumptions

- It is assumed that the EFL teachers working around Turkey have similar problems or factors affecting their learning during work and the sampling represent the population which is almost from all ages, genders, teaching levels and degree levels in Turkish schools.
- ELT Learning Scale is assumed to provide satisfactory information to find out the answers of factors influencing teachers' professional learning.

1.7 Significance of the Study

There are considerable numbers of studies trying to find out the factors affecting teachers' professional learning. Some questions such as "who are the teachers?", "what do they know and believe?" and, "what do they implement in their classrooms?" are mostly answered in the 1990s and 2000s. Teacher learning is one of the main topics of these studies. The instruments used to assess teachers' professional learning were created to evaluate teacher learning by a single element of teacher learning (Avalos, 2011). However, in this study, the instrument included different contributive elements such as teacher motivation, teacher emotions, contextual variables, and teacher cognition and beliefs to investigate which factors influence teachers' professional learning most (Aliakbari & Malmir, 2017).

Clarke and Hollingsworth (2002) claim that it is not enough for a teacher to achieve learning only by practices but also, they need to construct on their existing knowledge. Studies in this area mostly draw the attention to investigate some factors (teacher knowledge, skills, and capacities) which have an influence on teacher learning. However, except these factors, there is a fundamental aspect called emotions the core part of teaching (Hargreaves, 1998) which have a great effect on teachers and unfortunately are mostly ignored (Patchen & Crawford, 2011). Schutz and Lanehart (2002) argue that "emotions are intimately involved in virtually every aspect of the teaching and learning process and, therefore, an understanding of the nature of emotions within the school context is essential" (p. 67). Schools and classrooms are complex emotional fields where teachers continuously experience emotional demands from students, colleagues, parents, and leaders (Sachs & Blackmore, 1998). Teachers

need to cope with their emotions to be able to communicate with their students and deliver teaching successfully.

A teacher's professional life comprises students, parents, colleagues, and administrators and so many others connected to institutions they work in. There have been so many researches regarding teachers' pedagogical and cognitive developments but much fewer research focus on the relationship teachers have with others while and after work which affects their improvement (Sakui & Cowie, 2011). Considering these reasons, the findings of this study may contribute to the literature what's mentioned the least may affect teachers the most.

The results might indicate the factors influencing teachers' learning among teacher motivation, teacher emotions, contextual variables, and teacher cognition and beliefs are influencing EFL teachers in Turkey the most and the results acknowledged all practitioners and hope they will take into consideration all these factors while planning teacher training programs.

1.8 Limitations

The fact that there are few studies conducted to find out the factors affecting EFL teachers' professional learning made difficult to compare the findings of the study.

Another limitation is, there are thousands of English teachers in Turkey but reaching them was so difficult. Some of the ones who were reached complained about the scale itself because it has 45 items and it takes time to answer all the questions, so participants might have got bored while answering and it might have led them to answer questions inattentively.

CHAPTER II

LITERATURE REVIEW

2.1 Presentation

This literature review begins with the concept of learning. Next, the chapter discusses four main factors of this study. Then the literature and research studies relevant to teacher learning are examined.

2.2 Learning

“Learning is the relatively permanent change in a person’s knowledge or behavior due to experience. This definition has three components: 1) the duration of the change is long-term rather than short-term; 2) the focus of the change is the content and structure of knowledge in memory or the behavior of the learner; 3) the cause of the change is the learner’s experience in the environment rather than fatigue, motivation, drugs, physical condition or physiologic intervention” (Mayer & Alexander, 2016, p.1090). Everyone creates his or her own learning process, that is, individuals carry their *sui generis* characteristics into the learning process. In Williams and Burden’s (1997) words:

“Every learner will bring a different set of knowledge and experiences to the learning process, and will ‘construct’, in different ways, their own sense of the situation with which they are faced. An individual’s understanding of the world is constantly being reshaped as he or she adapts existing knowledge to new information. Rather than being seen as something that is fixed or static, knowledge is viewed as transitory, provisional and relative. Thus, learning is essentially personal and individual; no two people will learn precisely the same thing from any particular learning situation” (p. 96).

However, there are several factors that are considered common to everyone, which learning theories try to explain (Schunk, 2012).

Behaviorist learning: According to this theory, all variables describing learning are environment and to understand learning, it is necessary to know the effects of the environment on human beings (Ertmer & Newby, 2013). Behaviorists define learning as ‘changes in behavior’ (Ertmer & Newby, 2013). Pavlov (classical conditioning), Skinner (operant conditioning) and Bandura (social learning) are the most known pioneers of the behaviorist approach.

Cognitive learning: Learning takes place as a result of the human mind’s actions to understand the world and the events around it (Ertmer & Newby, 2013). While behaviorists define learning as ‘changes in behavior’, cognitivists it is the reflection of the learning which occurs in the mind of the person. Cognitive theorists focus more on concepts such as understanding, perception, thinking, feeling and creation (Ertmer & Newby, 2013). In short, changes in our mental performance or characteristics. Often thinking different from one another, Vygotsky, Piaget, Bruner, Ausebel, Gestalt, and Lewin, are the most known pioneers of the cognitive approach.

Constructive learning: This theory supports that constructivism is a psychological and philosophical perspective which individuals form or construct most of their learning and understanding (Amineh & Asl, 2015). Piaget and Vygotsky have a significant influence on the rise of constructivism theory in human development (Schunk, 2012). According to Schunk (2012) recently most of the studies concentrate

on the learners and how the knowledge is constructed instead of how knowledge is acquired.

It is not the subject of this thesis to say much about learning. In the next section, more specific and contextual learning, namely teacher learning will be discussed and exemplified.

2.3 Teacher Learning

Teachers are generally assumed to be responsible for teaching, rather than learning (Putnam & Borko, 2000). However, the learning part is as important as the teaching part, both of which are already connected to each other. Kelly (2006) defines teacher learning as “the process by which teachers move towards expertise”; which means it is both active and productive process for teachers where they have a chance to expand their experiences at the school as well as outside the school. The working practices in the school will inevitably have an impact on daily lives of the teachers so that a reflective learning process will continue throughout the professional work life of teachers.

According to studies conducted, teacher learning is among the most concerned area of all investigations in the last decades. Aliakbari and Malmir (2017) allege that these studies have proved the importance of teacher attitude, attention, and awareness in professional development and examined how teachers acquire, generate, and apply what they know in their teaching experience through “district-initiated, teacher-initiated, or teachers’ independent learning activities” (p.2). In fact, teachers are different from one another regarding learning patterns which they acquired during their professional learning period. If teacher learning is supported and promoted by educational environment, learning materials supplied, opportunities provided to advance the models of their teaching and learning practices teachers’ professional development will be improved (Shaw, 2010).

According to Kwakman, (2003), there are two perspectives related to teacher learning which are *cognitive psychological perspective* and *professional development perspective*;

According to cognitive psychological perspective, teachers must learn new ways of teaching by themselves, however, if a teacher is thought as a student then a teacher also needs to construct his/her own knowledge and manage their own learning like students do (Kwakman, 2003).

Constructive learning is “heavily influenced by an individual’s existing knowledge and beliefs and is situated in particular contexts” (Borko & Putnam, 1996, p.674), a reason for changes in teaching activities, and one’s own beliefs about teaching, students, and learners. As a result, teachers need support to get familiar with upcoming knowledge and beliefs; therefore, they also need particular concern and support to change their existing behaviors in different notions. According to Putnam and Borko (2000) to acquire new knowledge, teachers need to be assisted by offering new learning environments where they can monitor their own learning. According to this perspective, teaching may occur in the classroom setting, but learning experiences are acquired out of the classroom as well. Putnam and Borko (2000) strongly suggest that teachers must be provided with different learning settings to develop their learning.

When considered professional development perspective, traditional development activities might be deficient for teachers to enhance teaching. Putnam and Borko (1997) claims that teachers need to have new roles and need to learn new concepts of content about how to teach similar to cognitive psychological perspective. Learning is a traditional way which depends on the transmission of knowledge (Putnam & Borko, 1997). However, in professional development perspective, this understanding becomes different as teachers’ having enough competencies to take new roles is supported. To be competent teachers, to make practice in the working place is paramount (Hargreaves, 1998).

These two perspectives suggest that learning needs to occur both in and out of the classroom (Kwakman, 2003). In cognitive psychological perspective, teachers are responsible for their own learning process, while in professional development perspective this responsibility is given to staff developers. That is, although both perspectives support that learning occurs both in and out of the classroom, they differ in the responsibility part. Moreover, in professional development perspective working place plays the most important role. Professional societies are significant for learning

while cognitive development perspective suggests that learning occurs mostly out of the classroom because the working place doesn't have all the requirements for learning (Kwakman, 2003).

Teacher learning has been constantly explored but we have to ask 'why teacher learning is important?' It is significant to consider for several reasons. First of all, it is fundamental for teachers to develop themselves both academically and generally so as to make sense of what is happening around them. Secondly, students' learning processes will also be positively affected and they will also learn new things. If the teachers show that they are in an active learning process, the students will try to learn more impartially and enthusiastically. In another words, it promotes students' learning capabilities and their academic and social improvements (Vermunt, 2014). In addition, there would be increased self-confidence and awareness of the role of the community of teachers and they may form healthier bonds with their students to better understand each other since both groups have passed through the same processes (Wall & Hall, 2016). Last, of all, educational policymakers may prepare appropriate roadmaps for proficient teaching and regular learning in order students and teachers to be more successful.

Teachers are not satisfied with the offered professional development activities; therefore, the rate of participation in such activities is decreasing in a Turkish sample (Bayar & Kösterelioğlu, 2014). However, some researchers reported that activities relevant to professional development of teachers in Turkey do not constitute an important part of the effectiveness of teachers (Erisen, 1998; Uçar & İpek, 2006).

2.4 English Teacher Learning

"English is not a world language; it is the world language today" as Schneider and Baumann (2019, p. 375) point out. Notably, it has become increasingly widespread and absolute must in the realm of education. Turkey's meeting with ELT corresponds to the second half of the 18th century, when there were several regulations with the process of westernization period in education (Kirkgöz, 2005). This historical process will not be included because it is not the subject of the thesis. Nevertheless, there are many arrangements and reforms related to the EFL education in Turkey until today; which led to several outcomes. For instance, the possibility of finding a job for

individuals who do not know English is very low in Turkey. As such, EFL education is extended from second grades to four grades at primary school level by the Ministry of National Education, in Turkey. Therefore, EFL education accordingly becomes momentous.

Today's language teachers have a compelling and essential job. Besides, developing their communicative skills, students need to adapt to multicultural environments, gain knowledge at an international level, and strive to ensure that they are proficient in their fields, which are possible through teachers open for improvement. In terms of professional development of EFL teachers, an advanced approach that attaches importance to culture and pedagogy should be adopted (McCloskey, 2010). Additionally, what EFL teachers understand from professional development and learning, and what outcomes they expect from this process is worth to consider.

Although a number of studies have been undertaken in terms of teacher learning in recent decades, there are not many studies concentrating specifically on EFL teachers' learning processes. For instance, Richard and Farrell (2005) summarized and listed the strategies for EFL teachers for their learning and professional development under 11 topics which can be listed as follows: workshops, self-monitoring, teacher support groups, keeping a teaching journal, peer observation, teaching portfolios, analyzing critical incidents, case analysis, peer coaching, team teaching, and action research. Moreover, it was determined that a training of Japanese EFL teachers received had evolved them from the teacher-centered teaching process to the student-centered teaching process (Sugiyama, 2003). Particularly in Turkey, there is an insufficient number of research studies on this topic, except a few (Ekşi, 2010; Hismanoğlu & Hismanoğlu, 2010; Özbilgin, Erkmen, & Karaman, 2016; Seferoğlu, 2001). For instance, Hismanoğlu and Hismanoğlu in their study with EFL teachers in Northern Cyprus revealed that EFL teacher found professional career activities as boring and inapplicable.

In Slovenian context, Kyriacou and Kobori (1998) concluded that teacher trainees' inspirations in terms of English language originated from their desire to know and use English instead of teaching.

Considering the methods and techniques used by EFL teachers, the current programs and tools implemented in foreign language teaching in Turkey, it is seen that the desired outcome in foreign language education has not been reached yet (Kırkgöz, 2008).

A significant analysis and discussion on EFL teachers' learning were presented by Aliakbari and Malmir (2017), who posits that ELT teacher's learning, is a function of teacher cognition and beliefs, teacher emotions, teacher motivation, and contextual variables. Following the authors, the present thesis investigates EFL teachers' learning in terms of cognition and beliefs, emotions, motivation and contextual variables which consist of so many sub-dimensions. (See Figure 1 for the sub-dimensions of teacher learning).

Teacher cognition and beliefs: (prior teacher education programs, classroom practice, language learning experience, pedagogical knowledge, subject matter knowledge, values, beliefs, problem solving strategies, schooling etc.)
Teacher emotions: (job satisfactions, “emotional freedom, emotional exhaustion, teacher burnout, social working environment, emotional intelligence, cognitive self-regulation” etc.) (Aliakbari & Malmir, 2017, p.3)
Teacher motivation: (working conditions, salary, job security, autonomous motivation, social prestige, social expectancy, self-efficacy etc.)
Contextual variables: (teacher learning strategies, time and resources, relations with colleagues and parents, time pressure, , teacher evaluation, teacher education programs, materials, job satisfaction, classroom observations etc.)

Figure 1. Sub-dimensions of teacher learning (Aliakbari & Malmir, 2017)

Aliakbari and Malmir's (2017) primary aim was to develop a measurement instrument for teacher learning in ELT contexts. On account of this aim, they relied on Kubanyiova's (2012) Language Teacher Conceptual Change (LTCC) model, which provides a useful account of 'intentional conceptual change', 'deep-level cognitive

engagement as a mediator of intentional conceptual change’, ‘affective and motivational factors as an inherent part of language teachers’ cognitive development’, and ‘possible language teacher selves’. First, intentional conceptual change which is closely related to cognition is the outcome of the exchange of information seen as a result of the initiation and regulation of cognitive, metacognitive and motivational processes in a targeted and conscious manner (Kubanyiova, 2012). It, rather than determining certain behaviors, expresses the depth of cognitive engagement of teachers. Furthermore, researcher in this area reached a consensus that the conscious and targeted mobilization of intrinsic motivation is the most important condition for achieving a meaningful and permanent change in the minds of teachers (Kubanyiova, 2012). Second, in order there to be an intentional conceptual change for teachers, they should dabble in new concepts at the intense levels. Deep-level cognitive engagement is a must for conceptual change. Third, affective and motivational factors are inherent parts of language teachers’ cognitive development. In this respect, cognitive development is not possible without motivation. Lastly, possible language teacher selves’ is about potential future selves which adopts the cognitive representations of “ideal, ought-to, and feared selves” about the work of language teachers (Kubanyiova, 2012, p. 58).

In this respect, the components of EFL teachers’ learning will be discussed in the following sections.

2.4.1 Teacher Cognition and Beliefs

Cognition is very important since it strongly influences and directs the attitudes and behaviors of individuals.

Socio-cultural theory of Vygotsky claims people’s cognitive development is specific and inherent to individuals and is constructed socially (Borg, 2003).

Teacher cognition and beliefs are about what teachers think on, elaborate and realize including their communication and interaction with others. In Borg’s (2003) words, teacher cognition is “unobservable cognitive dimension of teaching –what teachers know, believe, and think” (p. 81).

How teachers understand, organize, construct and categorize information by the help of 'scripts' and 'schemata' -which are already present intertwined and organizing structures and activated by new interactions and experiences in individuals' minds is the interest of teacher cognition (Borg, 2003). Schemata can be obtained by means of teaching in classroom settings (Yates & Chandler, 1991). For example, foreign language teachers may teach his/her students a language schema which may give an idea about the language family and which in turn helps students to detect the family of the languages they encounter, or may they extract more complex structures. By this means, teacher cognition and knowledge become vital both for teachers and students.

How cognitive sciences have become popular is also worth to express. Cognitive revolution along with the advances in computer sciences led to the emergence of a new field, namely cognitive psychology. With the wakening of cognitive psychology in the 1960s and 1970s, the trend especially in educational and psychological research studies has been evolved and started to rely more on cognitive approaches. Teacher/teaching studies had its share of this shift and cognition has been emphasized all the more so since behaviorism yielded its place to cognitivism (Borg, 2015). According to Carter (1990), this shift provided three favorable outcomes: First of all, it enabled us to focus on the cognitive processes behind behaviors, rather than simply focusing on behavior. As a result, cognition has become a strong explanatory variable in most research studies since existent information and knowledge directly affect one's learning ability and capacity (Yates & Chandler, 1991). Secondly, it enabled us to see that teachers played an active role as a decision-making mechanism in both teaching and learning processes. Lastly, it has become possible to approach teachers' professional lives in a more comprehensive and inclusive way. That is, there were mostly observations and behavior measurements before the shift. However, various quantitative measurements were developed, and making generalizations to a greater extent has become possible after the waxing of cognitive perspectives.

With the rise of cognitive flow, the National Institute of Education in the United States created a plan and agenda on teaching with emphasizing the importance of how teachers make use of the world with symbols, attitudes, cognitions, beliefs, and facts; namely, psychological processes behind teaching (Moscovici 1961). Hence, teachers

started to be seen as thoughtful beings as well, rather than being solely considered in terms of their behaviors. They have been viewed as not only the role models that were exemplary by their behavior and narratives but also as entities that interpret the information and hold a view of decision-making mechanisms (Borg, 2015). In other words, they evolved from a simple and mechanical categorization to a complex and organic structure.

While, the 1970s were the years of establishing theoretical basis and developments of the cognition and teacher cognition; in 1980s, a swift growth in the quantity of research administered was observed. But in the meantime, some debates on the research on teacher cognition were present. First one is about the settings of the research studies. Some researchers prefer to conduct research on teachers in the pre-designed laboratory settings, whereas some asserted that such kind of research studies should be done in a natural setting which is real class-setting. Although this discussion manifests itself frequently in this day and time, many studies related to teachers and students are conducted in real classroom settings. One another criticism was about the focus of the studies, which mostly include “almost exclusively in nice, well-organized, upper middle class suburban elementary school classrooms” (Clark, 1988, p. 16)

In the late 1980s and early 1990s, teacher cognition seems to be studied within the field of education, rather than psychology, and key analysis and reviews for teacher learning were driven by the researchers. Teacher knowledge had become a central issue at those times.

After the 2000s, teacher knowledge maintained its reputation and many reviews were proposed. Moreover, individual teacher cognitions and shared components of teacher knowledge were differentiated from each other (Borg, 2015). Until those times, researchers mainly concerned individual cognitions in teacher learning and shared components of cognition were mostly understudied. However, researchers have started to take this issue into consideration after the 2000s (Borg, 2015). Although cognition is an individualistic structure, it is mainly affected from various environments and groups where teachers engage various formal and informal discourses (Resnick, 1991). The perspectives and thinking styles of the teachers who encounter different linguistic and cultural structures will inevitably be different from one another; which in turn may

enhance their cognitive capacities. Correspondingly, students may improve their way of thinking.

Pedagogical content knowledge (Shulman, 1987), a teacher's understanding his/her way of teaching, how students learn or become unsuccessful in terms of a specific subject matter (Kagan, 1990; Van Driel & Berry, 2012), is seen as one of the most important components of teacher cognition and beliefs. Teachers' ability to teach the subject determines the probable change and development of them.

Moreover, teachers' classroom experiences are found to be a strong and functional element to improve their way of thinking and actions, and daily class practices. Bailey et. Al. (1996) analyzed autobiographical assignments and diaries of teachers and observed that pre-service EFL teachers' cognition and beliefs are formed by their past learning experiences and their past teacher's way of teaching. Kuşçu (2014) reached the same results in a Turkish sample. Furthermore, it was concluded that teachers who develop themselves cognitively express themselves better, have a good command of class management and communicate better with their students (Borg, 2015). Furthermore, Anderson and Smith (1987) found that teachers can improve themselves professionally as long as they have the ability to make a new interpretation or suggest a different way on a topic instead of simply recalling what they know.

Rosenfeld and Rosenfeld (2008), in their experimental study in Israel, reached interesting results. After giving a Professional Development course to teachers for a while, there was a significant increase in teachers' interventionist approach towards their students. Interventionist approach means a teacher's intervening to help his/her students with learning difficulties, rather than blaming them. Thus, it becomes noticeable that a professional development course could make teachers sensitive to their and their colleagues' individual learning differences. Furthermore, teachers could provide a more positive and constructive assessment of students. In a similar vein, Hoekstra and Korthagen (2011) conducted a longitudinal case study with a teacher and compared different learning patterns. Just to clarify, it was a two-year study: in the first year, the teacher was monitored, there was no systematic support, yet, she was expected to adapt herself to educational innovation. In the second year, the teacher delivered individual supervision. The most striking result was the teacher's realizing

her previous beliefs and patterns that precluded her from changing. The findings show that professional learning enables teachers to confront their own reality, as such this confrontation led to significant changes in the teacher's beliefs and her class behavior as well.

Additionally, Lombaerts, De Backer, van Braak, Engels and Athanasou (2009) emphasized the importance of self-regulated learning, which is an independent and autonomous learning and composed of metacognition, intrinsic motivation, and strategic action (Zimmerman, 2002). The metacognitive component refers to participation in the planning of studies, thinking on the method of learning, accepting to work towards a specific goal, and evaluating the self. The motivational component refers to people's capabilities and competence, curiosity, and intrinsic dispositions. Last, behavioral component highlights the importance of taking action such as choosing, configuring and creating settings which optimize learning.

Perry and VandeKamp (2000) signified that modifications teachers made after self-regulated learning to their learning habitat and their way of teaching had positive effects on their students' development. In addition, Endedijk and Vermunt's (2013) findings illustrated that teachers' learning activities shape their learning patterns. Particularly, survival-oriented teachers are found to be idle in the learning process, whereas reproduction-oriented teachers' aim was found to develop their teaching behaviors. Finally, meaning-oriented teachers followed the most profound and active learning path.

One additional factor influencing teacher learning is peer-observation as Bell and Mladenovic (2015) elaborated on. According to the results of their study based on several data sets within a three-year period in Australia, teachers had seen peer-observation process as encouraging and improving in relation to teaching, which in turn fostered professional growth.

In the present part, a brief and historical view of teacher cognition is presented. Specifically, the importance of the mental processes of teachers is urged upon by stressing the active role of teachers by the help of examples from the relevant literature. In the next part, teacher motivation will be explored.

2.4.2 Teacher Motivation

Motivation is “a reason or reasons for acting or behaving in a particular way” by its dictionary definition (Oxford Dictionaries, 2019). It has a Latin root which means ‘to move’ and ‘to act’ as psychologists or social scientists investigate why people think and act in certain ways, what drives them to act (Eccles, Wigfield, & Schiefele, 1998). Although ‘motivation’ is referred in the educational, workplace, and psychological contexts too often, it is rather shocking that there is no compromise on the definition of it. There are tens of definitions made by different researchers in different contexts. Nonetheless, almost all motivation researchers agree that motivation accounts for behavior (Eccles, Wigfield, & Schiefele, 1998).

Before understanding how teachers are motivated to develop themselves in their professional careers, it would be reasonable to ask “why would people become teachers?” and “what are the motivations underlying it?” Teaching is often perceived as a profession that does not require too much motivation, with regular work hours and frequent holidays. Particularly, Skilbeck and Connell (2003) concluded that people choose to become teachers since they like to work with children, they enjoy teaching their favorite subjects to students, they want to be a positive role model for students and society- as they most probably took their teachers as a positive role model, and employment conditions are attractive. Of course, these motivations may differ among teachers according to their area of specialization and personal characteristics.

There are so many approaches, perspectives, and theories explaining motivation, its antecedents, and consequents, mostly from the field of psychology. In educational contexts until recently, students have been the main target of the researchers, and those who are interested in motivation are not apart. Akbaba (2006) posits that motivation in education is one of the most important strong sources that determine the direction, intensity, stability, and speed of student behavior in reaching the desired goal in the educational environment. When motivation in education is thought, it is the motivation of the students that come to individuals’ minds first. Nevertheless, the more important the motivation is for students, the more important it should be for educators. It is also clear that teacher motivation plays an important role in educational reforms and teacher

satisfaction, characteristics of teaching experience, and teachers' eagerness to develop their professional careers (Aliakbari & Malmir, 2017).

Ushioda and Dörnyei (2011), after a systematical review of the literature, revealed that teacher motivation has four fundamental aspects. Firstly, the central source of teacher motivation is intrinsic elements. Secondly, teacher motivation is directly affected by institutional and social features at work. Thirdly, motivation studies are often considered throughout teaching life and thus, motivation encompasses professional development and advancements and indemnities. Lastly, teachers can face many negative situations as they hear so many stories in their work lives, therefore they can lose their motivation immediately.

Teachers' motivation is a harbinger of their behavior, which directly affects the students' motivation and success. In other words, motivation of teachers and motivation of students can be thought of as directly connected nodes in a cycle. The fact that both are high may ensure that education is optimal in every sense. Recently, theories, approaches, and concepts relevant to student motivation have been applied to the context of teacher motivation (Richardson & Watt, 2010). According to Richardson and Watt (2010), there are three theories mostly relied on explaining teacher motivation: Expectancy-Value Theory, Achievement Goal Theory (AGT), and Self-Determination Theory.

2.4.2.1 Expectancy-Value Theory

Expectancy-Value Theory was originally developed for understanding students' motivation in school settings (Eccles, 2005; Parsons, Adler, & Meece, 1984). According to this theory, students' beliefs about the expectations and values about different tasks play a central role in their academic motivation and these beliefs affect the students' behaviors and learning levels. But then, it was applied to other disciplines as well such as different types of careers (Watt, 2006; Watt, Richardson, Klusmann, Kunter, Beyer, Trautwein & Baumert, 2012) and has exploratory power to reveal the complex motivations of teachers, persistence on their careers and their well-being. Teachers with a high initial career motivation tend to preserve this motivation during their careers. On the contrary, there is not much to motivate people who do not have

an initial career motivation, and their anxiety levels are generally high (Watt & Richardson, 2013).

As its name refers, Expectancy-Value Theory relies on expectancy and value domains. The expectancy domain is related to the individual's beliefs about him/her and the perception of self-efficacy (Maddux, Norton, & Stoltenberg, 1986). On the other hand, the value domain indicates that the task must be meaningful and significant to be engaged, and is divided into four parts in itself as, intrinsic value, attainment value, utility value, and cost (Wigfield & Eccles, 2000). Intrinsic value is about taking pleasure from and enjoying tasks while doing them. Hence, it has a sentimental aspect. Attainment value is reached when one performs a specific task in such a way that it will be absorbed and self-satisfied, and when one discovers various aspects of identity (Wigfield & Eccles, 2000). Utility value is about for short- and long-term benefits of doing a task. The last one, cost includes potential negative consequences and effects of undertaking a task. For example, anxiety of the probability of failure is one of the costs of engaging in a task.

2.4.2.2 Achievement Goal Theory

Achievement Goal Theory has been developed from a social-cognitive theoretical perspective that focuses on the goals or intentions of individuals in achievement-related contexts (Richardson & Watt, 2010). There are two major motives behind these kinds of events: mastery goals and performance goals (Meece, Anderman, & Anderman, 2006). Mastery (learning) goals are present while aiming to learn and be in a continuous development (Meece, Anderman, & Anderman, 2006). Performance goals are present when the person is in a position to compare himself with others and aims to succeed. Performance goals have two dimensions as performance approach and performance avoidance (Eccles, 2015).

Avoidance refers to refraining from the negative feedback of other colleagues. In contrast, approach refers to means giving a good account of oneself (Richardson & Watt, 2010). For example, in a study conducted in Turkey, it was found that most of the science teacher candidates have a tendency to approach learning and performance, and only a few have a tendency to avoid performance. (Aydın, Gürbüzöğlü Yalman, & Yel, 2014). This shows that prospective teachers have high learning motivation.

Parker, Martin, Colmar, and Liem (2012) found that teachers' goal orientations, mastery and failure avoidance, predicted teacher's coping strategies which is composed of problem-focused coping (developing direct and specific solutions to the problems, troubles or threats encountered) and emotion-focused coping (developing solutions by using feelings in order to cope with the problems, troubles, or threats and reinterpreting these situations with emotions). Besides, they also found that emotion-focused coping strongly predicted burnout of teachers. In other words, teachers who use emotions to cope with difficulties are getting closer to burnout.

Rather than classifying students as motivated or deprived of motivation, it focuses on what students think about themselves, their tasks, and their performance (Midgley, Kaplan & Middleton, 2001; Pintrich, 2000). This theory is also originated from understanding students' needs and success; yet, it has been applied to teachers as well. Moreover, it suggests that the classroom is an achievement field both for students and teachers where behaviors and communication between students and teachers are shaped.

2.4.2.3 Self-Determination Theory

Self-Determination Theory (SDT) proposed by Deci and Ryan (1985) made a differentiation between motivation and amotivation (lack of motivation). Moreover, SDT divides motivation into two domains as intrinsic and extrinsic motivation. Intrinsic motivation is about one's acting with a full interest of it whereas, extrinsic motivation contains certain positive results caused by an external factor (Ryan & Deci, 2000). In other saying, intrinsic motivation is autonomous and stems from the fulfillment of basic human needs, while extrinsic motivation is controlled and stems from external sources which are instrumental and functional (Ryan & Deci, 2000). The core of the theory is that individuals have innate predispositions towards personal growth that are either satisfied or hindered by their nearby environment (Ryan & Deci, 2000). The optimal conditions in which their innate predispositions are enacted are defined by the satisfaction of psychological needs for autonomy, relatedness, and competence. When these needs are fulfilled fully, individuals show optimal motivation and well-being. Conversely, when these needs are hindered,

individuals experience deficits in both motivation and well-being (Ryan & Deci, 2000).

Integrated EVT and SDT, teachers' values and motivation toward learning can naturally be intrinsic or extrinsic. According to Eccles (2005), intrinsic values are the result of being self-determined. However, while one of the assertions of EVT is a joint contribution of values to participating in a task, SDT sees extrinsic and intrinsic motivations as a two-polar continuum. Moreover, intrinsic motivation, in the educational setting, is found to be positively related to learning (Ryan & Deci, 2009).

For example, in an Australian context, it is found that physical education teachers are intrinsically motivated when they really want to service as teachers. On the other hand, they are extrinsically motivated when they see their profession as a medium for doing sports (Spittle, Jackson, & Casey, 2009).

Csikszentmihalyi (1997) argues that the intrinsic motivation of teachers comes out from the education itself and the subject matter. If a teacher sees the children's changes and development day by day and enjoys it, there is an inner motivation here. Additionally, if a teacher follows the agenda in her field and uses it to improve her students, then there is intrinsic motivation. In situations like this, the teacher would want to expand their knowledge and learn better by far.

Uncertainty tolerance is also an important sign of teacher motivation. Thoonen, Sleegers, Oort, Peetsma, and Geijssels (2011) conducted a study in Netherlands, and have found that routine work and avoidance of risks are some of the characteristics of uncertain teachers. Besides, the more teachers collaborated and used non-routine methods in their work, the more they were embodied into the organizational goals and started to countenance more ambiguous and uncertain situations; in parallel with this, they participated more in professional learning and development activities. By another saying, teachers who have low level of uncertainty avoidance tended to be motivated more in their development.

Furthermore, a great deal of research showed that the type of school as public vs. private, the size of the school, and administrative structure of the school also affect teacher motivation and quality which accordingly influences participation of students

to discussions and extracurricular activities, and, their achievement (Lee, Bryk, & Smith, 1993).

There is a growing body of research in terms of teacher motivation in Turkey. For example, in his study done in a Turkish context, Saban (2003) concluded that prospective elementary school teachers' motivation mostly relied on self-sacrificing reasons as well as extrinsic reasons such as having a secure job which provides regular income rather than intrinsic reasons. On the other hand, Özsoy, Özsoy, Özkara and Memiş (2010), in their comprehensive study, got different results as they found that the majority of the teachers did not see teaching as a “fallback” career. Rather, they expressed their goals were teaching. Further, social utility and intrinsic career values were the reasons for choosing a teaching career in a Turkish sample. There was no statistically significant difference in terms of the relationship between career motivation and gender (Topkaya & Uztosun, 2012).

The results of Sert's (2006) study with Turkish EFL teachers, revealed that teachers do not have self-evaluation capacity to follow their own language learning process; which may stem from the lack of autonomy. It is assumed that the increased awareness and the benefits of autonomous learning will increase the self-management capacity, which in turn can contribute to higher achievement and motivation.

2.4.3 Teacher Emotions

Although teacher cognition and motivation in teacher learning has been widely investigated, teacher emotions did not gain as much interest as teacher motivation did. In other words, although “emotion is a functional component of teachers' cognitive development” (Golombek & Doran, 2014, p. 102), the cognitive aspects of teacher learning are over studied in comparison to the emotional aspects of learning. It can be clearly seen by looking at the numbers of publications and scanning literature in this area. However, as Goleman (1995) states, cognition and emotions are not mutually exclusive. On the contrary, they are interdependent, affect each other and act as dyadic elements.

Before going into the details and importance of emotions on teacher learning, it is proper to state a definition of emotion. Like motivation, there is no globally valid

definition of emotion. However, Scherer (2005) made a broad and inclusive definition of it as “an episode of interrelated, synchronized changes in the states of all or most of the five organismic subsystems in response to the evaluation of an external or internal stimulus event as relevant to major concerns of the organism” (p. 697). The emotional process is comprised of several components as “appraisal, subjective experience, physiological change, emotional expression, and action tendencies” which are independent to some extent (Sutton & Wheatly, 2003, p. 329). Hence, it shall not be wrong to assume that emotions are at each step of humans.

Emotions have been the topic of a wide range of social and administrative sciences such as philosophy (Solomon, 1993), sociology (Stets & Turner, 2014; Thoits, 1989), psychology (Izard, 1991), economy (Elster, 1998), political science (Redlawsk, 2006).

Turning now to the emotions in teacher learning, it was not until the late 1990s that researchers considered emotions are worthy to attract scholarly attention. After 1990s, first student emotions, and then teacher emotions have come to vogue. Where there is no interactive communication provided by affective processes, neither learning nor teaching is possible. As Golombek and Johnson (2004) assert, affective determinants are of paramount importance in teacher learning in spite of lack of interest in this topic. Hargreaves (1998), provides a valuable result that the emotional bonds of teacher with their students made themselves empowered, which in turn formed their way of teaching, planning and their development. Moreover, this educational change of teachers affected their emotions in their personal relationships. He summarizes the place of emotions regarding teachers’ learning in four points (Hargreaves, 1998). First, he asserts that teaching is being an emotional practice. Second, the place of emotions in teaching and learning is immense. Third, one of the forms of emotional labor is teaching. Fourth and last, teachers cannot be expected to be independent of the emotions of their moral goals and their ability to achieve these goals in accordance with their feelings.

Chen (2016) thinks that realizing and understanding their own emotions and their possible outcomes is one of the greatest difficulties teachers confront. Considering emotions play a vital role in shaping teachers’ behavior, their institutional experiences

and professional identity formation, understanding emotions as an integral part of teacher learning would be very crucial (Pekrun & Schutz, 2007).

Naturally, teachers experience both positive and negative emotions. Sutton and Wheatly (2003) explain that teachers mostly experience positive emotions when they achieve what they want, when their counterparts are encouraging and protective, when they see parents taking responsibility and favoring their appraisals about students. On the contrary, teachers experience negative emotions when their students violate the rules, when they have unhelpful colleagues, when parents are disregarding and irresponsible and their behaviors do not comply with institutional norms, and when students' idleness and laxness lead to their failure to succeed. Dörnyei (2001) includes the school system on reward and feedback and leadership and managerial structure of the school as some other contextual variables.

In his articles, Zembylas (2003, 2005) accentuates the role of emotions in teacher learning and development. He showed the importance of emotional ecology -teachers' emotional knowledge in teaching and learning, emotional suffering, and emotional freedom with case studies and ethnographic research. For example, in his study emotional suffering occurred because the teacher's and the school's priorities in teaching science interfere with each other, shame and guilt have arisen (Zembylas, 2005). After 15 years of experience, the teacher in the case study indicated that she was able to do whatever she wishes without being under any pressure, which is emotional freedom.

Another emotional aspect is burnout which can be defined as the state of emotional exhaustion and decrease in interest towards one's work (Weisberg & Sagie, 1999). According to Unaldi, Bardakci, Dolas, and Arpacı, (2013) looking after so many students in the classroom, having some things to do apart from teaching and school administration related problems trigger teacher burnout. Teacher burnout is one factor influencing teacher learning. In Van Droogenbroeck, Spruyt, and Vanroelen's (2014) study, senior teachers' burn-out was resulted from their interpersonal relationships with their students, colleagues, supervisors, and parents; and teaching-related and non-teaching-related workload. Another study revealed that teachers with high emotional intelligence tend to have less tendency to burnout (Chan, 2006). There are some

researchers studied teacher burnout such as Ghonsooly and Ghanizadeh (2013), Pennington and Ho (1992), Cephe (2010), Skaalvik and Skaalvik (2010), Chang (2013), Hastings and Bham (2003), Lackritz (2004), and Mukundan and Ahour (2011). In EFL education, there is a dichotomy between native and non-native EFL teachers. It is an indisputable fact that non-native EFL teachers experience much more difficulties than native EFL teachers. These difficulties inevitably contain emotional burdens such as anxiety (Horwitz, 1996; Tum, 2015), frustration and anger (Sutton & Wheatly, 2003), and fear (Banks, Cookson, Gay, Hawley, Irvine, Nieto, & Stephan, 2001; Peker, 2009). For instance, after analyzing the data they collected from 10 countries, Reves and Medgyes (1994) found that non-native English teachers approached their language teaching performance more biased.

2.4.4 Contextual Variables

Just to note, the four determinants examined in the present thesis affecting teacher learning, indeed, are inseparable from each other. Especially contextual factors are effective in all three dimensions: cognition and beliefs, motivation, and emotions. Some examples are presented in the parts above and some of them here.

According to Borg (1988), contextual factors can be diversified, and may be both facilitators and challenges in the learning of teachers. In order to capture teacher learning, we should conceive both school and more specifically classroom setting in which students and the teacher interact, and what is happening in their social worlds. Contextual factors can be seen in the examples given below.

Borg (1988), takes the nature of the lessons, the expertise and reflectivity of teachers in contextual factors. History and ecolé of the school, location of the school, educational regulations, and governmental policies are among contextual factors that affect teachers' professional development (Stoll, 1999).

There are some other variables changing and being affected as contextual factors differ such as workload density, shortage of access to resources, pre-planned curriculum without teachers' evaluations and confirmation, teachers' personal characteristics, the conditions of the work environment, unsupportive colleagues and resistant students who are not open to innovation and change (Kubanyiova, 2009).

Skaalvik and Skaalvik (2011) analyzed Norwegian teachers' in terms of context variables "(value consonance, supervisory support, relations with colleagues, relations with parents, time pressure, and discipline problems)" (p.1030) and "their 'belongingness', 'emotional exhaustion', 'job satisfaction', and 'motivation to quit teaching' levels" (p.1035). Results illustrated that emotional exhaustion was predicted by the problems related to discipline and perceived time pressure. Moreover, belonging and emotional exhaustion were found to be mediators in the relationship between school context and job satisfaction (Grayson & Alvarez, 2008). Making researches on teacher learning might also help teachers themselves to improve their quality of teaching and to facilitate development, students to get a more qualified education, unionists for their internal regulations and for politicians and policymakers for regulating current policies.

Likewise, teaching materials are worthwhile for teacher learning and professional development, as Petrie (2012) affirmed that teachers found ready to-use materials and pre-packaged curriculum resources precious. One another factor positively influence professional development of teachers is the flexibility of programs. When teachers could make some arrangements and adjustments on the programs or curriculum, they were capable of planning their own professional career goals, which was correspondingly followed with the increase in confidence of teacher to propose a long-terms goals and agenda, and to include miscellaneous activities (Yoon and Klopfer, 2006).

Perceived social support of teacher is one of the contextual factors in teachers' professional development. In some contexts, female and male teachers' perceived social support differs. To illustrate, it has been found that female teachers reported less social support than their male counterparts in Netherlands (Thoonen et. Al., 2011).

Recent years have witnessed a growing academic interest in online teacher learning and professional development. Indeed, it not easy for teachers to reach almost infinite sources from local accounts (Dede, 2006). That is, there are several ways of learning and professional development, but it is also essential to show the teachers how to reach different kinds of resources.

In a qualitative study conducted with EFL teachers working at the state universities in Turkey, the author found that teachers desired better working conditions, a more intimate environment to be established in their institutions and a more systematic management approach, which would motivate them in their professional development (Öztürk, 2015). Similarly, again in a study of EFL teachers working in a state university in Turkey, Ekşi (2010) obtained very interesting results. She concluded that the most common professional development activity among teachers was sharing experiences with other colleagues. Additionally, time constraints (i.e., inconvenient time) were found to be the most important factor preventing participation in professional development activities. Next, according to teachers' answers, writing has been determined as the most difficult skill to teach and evaluate. Finally, 'new theories and practices in English language teaching' have emerged as the most needed matter in terms of professional development.

Beyond, Yazan (2016) found from his research study that EFL teachers in a Turkish sample believed that the field experience can be advantageous in addition to theoretical knowledge. Bringing theoretical knowledge into practice would carry the teachers at their best.

In this section, literature was reviewed. What has been studied related to learning, English teacher learning, teacher cognition and beliefs, teacher motivation, and contextual variables were investigated. Moreover, the findings of these studies and some definitions took place.

CHAPTER III

METHODOLOGY

3.1 Presentation

This chapter provides information related to the methodology of the present study in the following sections: research design, participants of the study, data collection and data analysis procedures.

3.2 Research Design

The research fits into the category of descriptive research design and this is a quantitative study as it includes a set of numeric data, in which data are analyzed by using mathematically based methods in order to test hypotheses. Quantitative methods start with data collection based on research questions and hypotheses relying on theoretical foundations. Surveys, experiments, and observations are commonly used examples with statistical association. The present study is descriptive and exploratory, since it aims to replicate Aliakbari and Malmir's (2017) study in the context of Turkey. Descriptive and exploratory studies are the types of quantitative design which is defined as describing personal portraits, conditions or groups and the frequency with which psychological, psychosocial or cultural phenomenon occurs in a systematic way (Dulock, 1993). According to Burns and Grove (2003), descriptive research is "designed to provide a picture of a situation as it naturally happens" (p. 201).

Dulock (1993) alleges that descriptive designs are the most beneficial designs to portray phenomena or occasions about which little is known or for figuring out new or rising phenomena. Similarly, the outcomes of descriptive research are normally used as the basis for similar studies. Accordingly, it's far extraordinarily critical that descriptive research is properly designed and applied. The essential features of descriptive studies are to supply numbers and percentages (Vyhmeister, 2008), and the most common tools to collect data are scales and surveys (Koh & Owen, 2000). Taking these features into account, this study exactly fits in descriptive study design because it seeks for personal opinions and preferences of participants via a scale.

This study is also adopted the survey method. According to Dulock (1993), survey method focuses on gathering information from a group to identify characteristics, differences, preferences or practices. This method's strength is leading the researcher to collect data on a limited number of factors from a large number of participants and it can be used for a great deal of topics and groups.

3.3 Participants and Procedure

In order to carry out the study, the convenience sampling method was used which is the most preferred sample type in L2 research a part of the non-probability sampling type (Dörnyei, 2001). The data of the present thesis were collected via an online survey. The participants were 1015 English teachers who work all around Turkey.

This sampling method is the most proper one for the researcher to implement a scale. Therefore, 1015 English Teachers working all around Turkey from primary school to high school were asked to fill in the scale voluntarily via social media or sending the scale personally in 2017-2018 academic year. Participants' ages differ from 20 to 45 and above and their native language was Turkish. Table 1 displays the data related to demographic of the participants.

Table 1.

Demographic variables of the participants

		F	%
Age	20-25	150	14.8%
	26-30	356	35.1%
	31-35	319	31.4%
	36-40	114	11.2%
	41-45	49	4.8%
	45 and above	27	2.7%
Gender	Male	132	13.0%
	Female	883	87.0%
Experience	0-5	403	39.7%
	6-10	307	30.2%
	11-15	189	18.6%
	16-20	85	8.4%
	21 and above	31	3.1%
Degree	Bachelor's degree	836	82.4%
	Master's degree	140	13.8%
	PhD	39	3.8%
Teaching Level	Primary school	198	19.5%
	Secondary school	640	63.1%
	High school	177	17.4%

It can be seen in Table 1 that there were 150 (14.8%) teachers whose ages ranged between 20 and 25, 356 (35.1%) teachers whose ages ranged between 26 and 30, 319 (31.4%) teachers whose ages ranged between 31 and 35, 114 (11.2%) teachers whose ages ranged between 36 and 40, 49 (4.8%) teachers whose ages ranged between 41 and 45, 27 (2.7%) teachers whose ages 45 and above. Furthermore, 132 (13%)

teachers were male, 883 (87.0%) were female. Also, 403 (39.7%) of teachers had between 0 and 5 years of experience, 307 (30.2%) of teachers had between 6 and 10 years of experience, 189 (18.6%) of teachers had between 11 and 15 years of experience, 85 (8.4%) of teachers had between 16 and 20 years of experience and 31 (3.1%) of teachers had 21 and above years of experience. Additionally, 836 (82.4%) of teachers had Bachelor's degree, 140 (13.8%) of them had Master's degree, and 39 (3.8%) of them had PhD. As mentioned before there were teachers working at primary school to high school level. There were 198(19.5%) teachers working at primary school, 640 (63.1%) teachers at secondary school and 177(17.4%) teachers working at high school.

3.4 Data Collection

Data were collected from every reachable and voluntary Turkish EFL Teachers in Turkey. The participants were given information about the purpose and content of the study. They were made sure that the information would be kept confidential and they were free to participate or not in the scale. The scale was an online one and social media was the prominent helper to reach out as needed as participants. Also, EFL teachers' groups in WhatsApp were useful as well.

The scale was administered at different times so as not to overload the participants and reach as much as possible participants.

3.4.1 ELT Learning Scale (ELTLS)

According to Aliakbari, and Malmir (2017) even if there are considerable number of tools to examine teacher learning, there is no measurement instrument to examine only English teachers' learning in ELT contexts.

The mechanisms that underpin teacher learning in EFL contexts are not fully understood to date. For this reason, the authors first identified the factors influencing teacher learning. Then these factors were combined with components provided by Kubanyiova (2012) which are related to general teacher learning. According to Aliakbari, and Malmir (2017) in ELT contexts, teacher learning is supposed to be examined by a number of variables including “‘teacher cognition and beliefs’, ‘teacher emotions’, ‘teacher motivation’ and ‘contextual variables’” Regarding these variables, Aliakbari and Malmir (2017) constructed a scale consisting of 45 items and is a

5-point Likert scale composed of degrees 1 (very little), 2 (little), 3 (somehow), 4 (much), and 5 (very much) and it has four factors (see Appendix A). Factor analysis of the scale is also analyzed (see Appendix B).

➤ **Teacher Cognition and beliefs**

(prior teacher education programs, classroom practice, language learning experience, pedagogical knowledge, subject matter knowledge, values, beliefs, problem solving strategies, schooling etc.) (Item numbers: 1,2,3,4,5,6,7,19, and 37).

➤ **Teacher emotions**

(job satisfactions, “emotional freedom, emotional exhaustion, teacher burnout, social working environment, emotional intelligence, cognitive self-regulation” etc.) (Item numbers: 8,10,11,15,20,22,27,28, and 31).

➤ **Teacher motivation**

(working conditions, salary, job security, autonomous motivation, social prestige, social expectancy, self-efficacy etc.) (Item numbers: 9,12,16,18,21,24,25,32, and 39).

➤ **Contextual variables**

(teacher learning strategies, time and resources, relations with colleagues and parents, discipline problems, time pressure, program flexibility, teacher evaluation, teacher education programs, material and resources, job satisfaction, classroom observations etc.) (Item numbers: 13,14,17,23,26,29,30,33,34,35,36,38,39,40,41,42,43,44, and 45).

Reliability of the scale is a must; therefore, reliability was analyzed.

Table 2.

Reliability Statistics of the data collection tool

Cronbach's Alpha	n of Items
.852	45

As Table 2 displays, alpha score of the inventory is .85, which is acceptable for reliability.

3.5 Data Analysis

The data collected through the scale were analyzed by using Statistical Package for the Social Sciences (SPSS 21.0). The frequencies, means, percentages and standard deviations of the items in scale were calculated. The data were analyzed in order to determine whether there is a statistically significant difference in terms of variables such as genders, teaching experiences, teaching levels and degrees of education. Descriptive statistics tools of SPSS software package were utilized in the data analysis.

Shapiro-Wilk normality test was implemented to the data tool to decide which tests were supposed to be implemented; parametric or non-parametric tests.

Table 3.

Tests of Normality of the total items

Shapiro-Wilk			
	Statistic	df	Sig.
Total	.997	1015	.115

According to the results, significant value of the total items is .115 which means that the population was distributed normally ($p > .05$). That's why parametric tests were implemented. The data were analyzed by descriptive statistics tools including frequencies, standard deviation and mean. Frequencies and descriptive statistics were utilized for research question one which aims to find which factor affects the most teachers' learning. For the research question two which aims to find if there is a statistically significant difference between genders of EFL teachers in terms of teacher learning normality test was implemented and results showed that the distribution of the population is normal (see Appendix C, p.84). Hence, one of the types of parametric tests, independent samples T test was implemented and also for

research questions three, four, five, and six which aim to find if there is a statistically significant difference among teaching experiences, teaching levels, degree levels, and ages of EFL teachers in terms of teacher learning, normality tests were implemented and according to the results (see appendix C, p.84, 85, and 86) the population was distributed normally ($p>.05$). Therefore, one of the types of parametric tests, one way ANOVA was performed.



CHAPTER IV

FINDINGS

4.1 Presentation

The study aimed to identify the factors affecting in-service EFL teachers' learning most according to factors of (a) *Teacher cognition and beliefs*, (b) *Teacher emotions*, (c) *Teacher motivation* and (d) *Contextual variables*. As the next step, it was aimed to see if there is a difference between demographic information of EFL teachers' in terms of teacher learning in order of research questions.

4.2 RESEARCH QUESTION 1#: Among the four perspectives what factors affect in-service EFL teachers' learning most (a) Teacher cognition and beliefs, (b) Teacher emotions, (c) Teacher motivation and (d) Contextual variables?

In SPSS the results were examined and the items were grouped as 4 factors. Descriptive statistics was implemented to these factors in order to represent the means and standard deviations of factors.

Table 4.

Descriptive Statistics of four factors

	N	M	SD
Teacher Cognition and beliefs	1015	3.98	.477
Contextual Variables	1015	3.52	.423
Teacher Emotions	1015	3.40	.455
Teacher Motivations	1015	3.35	.472

According to the results of the descriptive statistics the most influencing factor which affects in-service EFL teachers is Teacher cognition and beliefs with a 3,98 mean and followed by contextual variables (M=3.52). Most of the participants believe that teacher cognition and beliefs are affecting their learning most amongst other factors. However, the means of the other factors are remarkably high. When considered that the highest mean is 5.00, Teacher emotions and Teacher motivation factors' means are above 2.50, which indicates that all factors affect teachers' learning in a manner.

4.3 RESEARCH QUESTION 2#: Is there a statistically significant difference between genders of EFL teachers in terms of teacher learning?

The aim of this research question is to find whether there is a statistically significant difference between genders in terms of teacher learning. In order to answer this question, an independent-samples t-test was performed.

Table 5.

Independent samples T test for Gender

	Gender	N	M	SD	t	p
Teacher Cognition and beliefs	Male	132	4.02	.507	1.018	.309
	Female	883	3.97	.472		
Teacher Emotions	Male	132	3.42	.468	.648	.517
	Female	883	3.40	.453		
Teacher Motivations	Male	132	3.34	.484	-.164	.870
	Female	883	3.35	.470		
Contextual Variables	Male	132	3.50	.455	-.633	.527
	Female	883	3.53	.419		

$p > .05$

As a result, the p value of male and female in teacher cognition and beliefs factor is .309, in teacher emotions factor is .517, in teacher motivations factor is .870, and in contextual variables factor is .527. As a consequence, there is no statistically significant difference in the scores for genders in terms of teacher learning ($p > .05$).

The statistics indicates that, even though female teachers (N=883) outnumber male teachers (N=132), the means of the teacher cognition and beliefs factor, and teacher emotions factor for males are higher than females. As for teacher motivations and contextual variables' means for female teachers are slightly higher than males but still the means are so close despite females' majority.

4.4 RESEARCH QUESTION 3# Is there a statistically significant difference among teaching experiences of EFL teachers in terms of teacher learning?

The scale was answered by 0-5 year experienced, 6-10 year experienced, 11-15 year experienced, 16-20 year experienced and 21 and above years experienced teachers. One-way ANOVA was conducted to see if there is a statistically significant difference among teaching experiences of EFL teachers in terms of teacher learning or not.

Table 6.

One way ANOVA according to Experience

	Experience	n	M	SD	F	P
Teacher Cognition and beliefs	0-5	403	3.91	.480	4.693	.001
	6-10	307	4.01	.458		
	11-15	189	4.03	.464		
	16-20	85	4.01	.506		
	21 and above	31	4.19	.497		
Teacher Emotions	0-5	403	3.41	.461	.785	.535
	6-10	307	3.40	.476		
	11-15	189	3.40	.447		
	16-20	85	3.33	.352		
	21 and above	31	3.48	.456		
Teacher Motivations	0-5	403	3.36	.453	.406	.804
	6-10	307	3.33	.491		
	11-15	189	3.36	.474		
	16-20	85	3.32	.482		
	21 and above	31	3.32	.494		
Contextual Variables	0-5	403	3.51	.405	.371	.830
	6-10	307	3.53	.443		
	11-15	189	3.55	.435		
	16-20	85	3.54	.403		
	21 and above	31	3.56	.464		

p>.05

According to the analysis of variance the p value of experience and teacher emotions factor is .535, the p value of experience and teacher motivations factor is .804, experience and contextual variables factor is .830. For these factors there is no statistically significant difference ($p > .05$). However, the p value of experience and teacher cognition and beliefs factor is .001, which means there is statistically significant difference ($p < .05$). The number of 0-5 year experienced teachers is 403 which is the biggest part of the population and the mean is 3.91, yet, the number of 21 years and above experienced teachers is 31 which is the smallest part of the population and the mean is 4.19 which shows that although 21 years and above experienced teachers outnumbered they have higher mean, which shows that elders are affected more than the young ones.

As to teacher emotions and contextual variables factors, the participation of the elders less than the youngers in number, yet the means of 21 year and above experienced teachers are still higher.

Teacher motivations factors show almost no difference according to the means of the experience groups.

According to p values, to find out where the difference is, post-hoc test was implemented (see table 7).

Table 7.

Post-Hoc test for Teacher Cognition and Beliefs

(I) Experience	(J) Experience	Mean Difference (I-J)	Sig.
0-5	6-10	-.099	.110
	11-15	-.122	.075
	16-20	-.104	.498
	21 and above	-.281*	.039

According to post-hoc test comparing experience and teacher cognition and beliefs revealed that there was a statistically significance between 0-5 years of experienced teachers and 21 and above years of experienced teachers ($p = .039$) (see table 7).

4.5 RESEARCH QUESTION 4# Is there a statistically significant difference among the teaching levels of EFL teachers in terms of teacher learning?

The scale was implemented to teachers working at primary schools ($N=198$), secondary schools ($N=640$) and high schools ($N=177$). In order to see if there is a statistically significant difference among teaching levels of EFL teachers in terms of teacher learning, one-way ANOVA was performed.

Table 8.

One way ANOVA according to Teaching Level

		n	M	SD	F	P
Teacher Cognition and beliefs	Primary school	198	3.97	.474	.868	.420
	Secondary school	640	3.97	.478		
	High school	177	4.02	.476		
Teacher Emotions	Primary school	198	3.41	.441	.068	.963
	Secondary school	640	3.40	.452		
	High school	177	3.40	.480		
Teacher Motivations	Primary school	198	3.38	.467	.681	.506
	Secondary school	640	3.34	.467		
	High school	177	3.35	.495		
Contextual Variables	Primary school	198	3.49	.400	.787	.455
	Secondary school	640	3.53	.423		
	High school	177	3.54	.449		

p>.05

According to one way ANOVA results the p value of teaching level and teacher cognition and beliefs is .420, teaching level and teacher emotions is .963, teaching level and teacher motivation is .506, and teaching level and contextual variables is

.455. As the analysis stated the effect of teaching level on teacher learning was not statistically significant for the factors of teacher cognition and beliefs, teacher motivation, teacher emotions and contextual variables ($p > .05$).

When the table analyzed in detail, for cognition and beliefs factor, teachers' working at high school level mean is 4.02 which is the highest mean even though they are outnumbered. For teacher emotions factor, even though the number of the participants for every teaching level is not equal, the means are almost the same. For teacher motivations factor, secondary school teachers ($N=640$, which is the highest) were affected the least with a mean of 3.34 among the other teaching levels. For contextual variables factor secondary school teachers and high school teachers have almost the same means.

4.6 RESEARCH QUESTION 5# Is there a statistically significant difference among the degree levels of EFL teachers in terms of teacher learning?

In this study there are teachers who have bachelor's degree ($N=836$), master's degree ($N=140$), and PhD ($N=39$). To find out if there is a statistically significant difference among degree levels of EFL teachers in terms of teacher learning one way ANOVA was implemented.

Table 9.

One way ANOVA according to Degree Level

		N	M	STD	F	P
Teacher Cognition and beliefs	Bachelor's degree	836	3.96	.481	2.744	.65
	Master's degree	140	4.06	.416		
	PhD	39	4.05	.562		
Teacher Emotions	Bachelor's degree	836	3.40	.462	.048	.953
	Master's degree	140	3.40	.422		
	PhD	39	3.38	.419		
Teacher Motivations	Bachelor's degree	836	3.33	.474	1.479	.228
	Master's degree	140	3.40	.440		
	PhD	39	3.39	.520		
Contextual Variables	Bachelor's degree	836	3.52	.424	.009	.991
	Master's degree	140	3.53	.393		
	PhD	39	3.53	.523		

p>.05

When analyzed the statistics of ANOVA, the p values of degrees and teacher cognition and beliefs it is .065, for teacher emotions it is .953, for teacher motivation it is .228, for contextual variables it is .991. According to the results of one-way ANOVA there is no statistically significance among the degree levels of EFL teachers in terms of teacher learning, according to four factors of teacher cognition and beliefs, teacher motivation, teacher emotions and contextual variables (p>.05)

Even though there is no statistically significance, there are some differences among participants according to means. In all factors teachers who have master's degree have the highest means despite their number (N=140). Teachers who have bachelor's degree have the majority in number (N=836) but they have the least mean values among the all factors but for teacher emotions. Considering teacher cognition and beliefs factor and teacher motivations factor, teachers with PhD degree who have the least participants (N=39) have higher means than teachers who have bachelor's degree (N=836). For the contextual variables the means are almost equal.

4.7 RESEARCH QUESTION 6# Is there a statistically significant difference among the ages of EFL teachers in terms of teacher learning?

In this study teacher ages differ from 20 to 45 and above. One-way ANOVA was conducted to see if there is a statistically significant difference among the ages of EFL teachers in terms of teacher learning or not.

Table 10.

One-way ANOVA according to age

		n	M	SD	F	P
Teacher Cognition and beliefs	20-25	150	3.88	.482	1.875	.096
	26-30	356	3.99	.447		
	31-35	319	3.98	.494		
	36-40	114	4.05	.452		
	41-45	49	4.01	.561		
	45 and above	27	4.04	.519		
Teacher Emotions	20-25	150	3.42	.484	1.815	.107
	26-30	356	3.43	.466		
	31-35	319	3.38	.455		
	36-40	114	3.31	.386		
	41-45	49	3.48	.370		
	45 and above	27	3.40	.486		
Teacher Motivations	20-25	150	3.37	.431	2.117	.061
	26-30	356	3.38	.460		
	31-35	319	3.29	.500		
	36-40	114	3.37	.457		
	41-45	49	3.41	.525		
	45 and above	27	3.19	.399		
Contextual Variables	20-25	150	3.50	.412	.211	.958
	26-30	356	3.54	.420		
	31-35	319	3.53	.445		
	36-40	114	3.53	.377		
	41-45	49	3.51	.446		
	45 and above	27	3.51	.447		

p>.05

The analysis showed that the p value of the ages for teacher cognition and beliefs is .096, for teacher emotions is .107, for teacher motivation is .061, for contextual variables is .958. According to the results of one-way ANOVA there is no statistically significance among the ages of EFL teachers in terms of teacher learning according to four factors of teacher cognition and beliefs, teacher motivation, teacher emotions and contextual variables ($p > .05$).

However, the results show that there are some slight differences according to mean values of the four factors according to ages. For teacher cognition and beliefs factor 45 and above aged teachers' mean is 4.04 which is almost the highest mean even though they are the least in number ($N=27$) when compared to 26-30 aged teachers who have the majority ($N=356$) but the mean is 3.99. 36-40 aged teachers have the highest mean ($M=4.05$).

For teacher emotions factor, 36-40 aged teachers the lowest mean ($M=3.31$) while 41-45 aged teacher have the highest mean ($M=3.48$).

41-45 aged teachers have the highest mean ($M=3.41$) for teacher motivations factor while 45 and above teachers have the lowest mean ($M=3.19$) and the least population ($N=27$). Other age groups' means are almost close to one another.

As to contextual variables, in spite of the numbers of the participants in all age groups are unequal, the means are almost equal.

CHAPTER V

DISCUSSION

5.1 Presentation

The purpose of this chapter is to discuss the findings based on inferences referring to similar studies in literature as well. Discussion for the findings is provided in terms of research questions.

5.2 What factors affect in-service EFL teachers' learning most?

According to the results of this study all factors affect teacher learning to some extent but teachers mostly were affected by teacher cognition and beliefs factor ($M=3.98$) and other factors affect respectively as contextual variables ($M=3.52$), teacher Emotions ($M=3.40$), and teacher motivation with $M=3.35$ has the least effect on teacher learning.

Teacher cognition and beliefs factor has some sub-dimensions which were asked to teachers in data collection tool (see Appendix B). According to the answers of the scale, subject matter knowledge is important for teachers and they want to have good command of the language. Supportively, in the study of Tran (2013), he examined the factors that affect teaching and learning in Vietnamese universities and found out that teachers' subject matter knowledge has a great deal of effect on teaching and learning. Teachers want to have good knowledge of process, practices and methods of teaching and learning which is related to pedagogical knowledge.

Prior learning experiences contributed a lot to teachers learning. Most of the teachers participated in the study have their own personal theories about teaching and learning and they believe that it affects their learning somehow. Teachers' commitment to be a better teacher is what teachers want generally according to the results. To be able to understand learner differences and needs influence teachers. Teachers think that observing and reflecting on colleagues' and their teaching practices have an important impact on their learning. Bell and Mladenovic (2015) in their study based on several data sets within a three-year period in Australia, teachers had seen peer-observation process as encouraging and improving in relation to teaching, which in turn fostered professional growth.

Contextual variables factor is the second most influencing factor with a mean of 3.52. This factor involves relationships with students, parents, school supervisors, and colleagues and resources and materials. In Van Droogenbroeck, Spruyt, and Vanroelen's (2014) study, senior teachers' burn-out was resulted from their interpersonal relationships with their students, colleagues, supervisors, and parents; and teaching-related and non-teaching-related workload which corresponds to this study results showing that contextual variables may cause burn out and is found to be the most affecting factor. Likewise, teaching materials are worthwhile for teacher learning and professional development, as Petrie (2012) affirmed that teachers found ready to-use materials and pre-packaged curriculum resources precious. In a similar study, Carless (2003) also tried to find out the factors that affect teacher learning and found out that teacher cognition and beliefs and contextual variables were the most influencing factors.

As it was mentioned before teacher emotions has an influence on teachers' learning but not as much as teacher cognition and beliefs and contextual variables factors. Kwakman (2003) in his study to find out what factors affect teacher learning the most at workplace, he implemented a scale including items related to reading, experimenting, reflecting and collaborating and the results showed that collaborating and reflecting had the most impact on teacher learning at workplace which are related to teacher cognition and beliefs and contextual variables and he found out that emotional factors have the least effect on teacher learning as it was found in this study.

The sub-dimensions of teacher emotions are job satisfactions, “emotional freedom, emotional exhaustion, teacher burnout, social working environment, emotional intelligence, cognitive self-regulation” (Aliakbari & Malmir, 2017 p.3). Unlike this study, some researchers who stressed that teacher emotions have more effect like Zembylas in his several articles, (2003, 2005) addresses with the role of emotions in teacher learning and development. He showed the importance of emotional ecology, teachers’ emotional knowledge in teaching and learning, emotional suffering, and emotional freedom with case studies and ethnographic research. For example, in Zembylas’ study (2005) emotional suffering occurred because the teacher’s and the school’s priorities in teaching science interfere with each other, shame and guilt have arisen. After 15 years of experience, the teacher in the case study indicated that she was able to do whatever she wishes without being under any pressure, which is called as emotional freedom. Another study revealed that teachers with high emotional intelligence tend to have less tendency to burnout (Chan, 2006).

5.3 Is there a statistically significant difference between genders of EFL teachers in terms of teacher learning?

According to the results of this study, there was no statistically significant difference found between genders of EFL teachers in terms of teacher learning. The number of the male participants is 132, the number of the female participants is 883. Even though male teachers were outnumbered, their means are higher than females in teacher cognition and beliefs, and teacher emotion factors. Similarly, the study about prospective teachers’ need for cognition carried out by Arpacı and Bardakçı (2015) which reveals that gender is not a distinctive factor for the need of cognition. Moreover, a study conducted by İpek, Akçay, Atay, Berber, Karalık, and Yılmaz (2018) revealed that there is no significant difference in terms of age for teachers’ emotional stress. Al-Mekhlafi and Nagaratnam, (2011) in their study to found out there were no significant differences in perception of difficulties in teaching and learning grammar in terms of the gender. Contrary to this study, Antoniou, Polychroni, and Vlachakis (2006) examined the emotional factors according to age and gender differences in Greece and found out that female teachers experienced higher stress, emotional exhaustion and workload than males while in another study in Turkey

context, Küçüksüleymanoglu (2011) found that male teachers had significantly higher scores.

Although there is no statistically significant difference between genders in terms of teacher learning, the results of the analysis according to given answer to the scale, male teachers are affected more than females. Contrary to this result, Klassen and Chiu (2010) found out that female teachers have more workload stress and this results in low job satisfaction and low self-efficacy for females. Also, in the studies of Berg and Cornell (2016), Blackmore (2004), Chang (2013), and Mearns and Cain (2003), they found out that female teachers had significantly higher scores.

5.4 Is there a statistically significant difference among teaching experiences of EFL teachers in terms of teacher learning?

The findings of the study revealed that there is no significant difference among teaching experiences of EFL teachers in terms of teacher learning for the factors of teacher emotions, teacher motivations, and contextual variables but there is statistically significant difference for teacher cognition and beliefs factor. When analyzed it was figured out that the difference is between 0-5 years experienced teachers and 21 and above years experienced teachers. Although 21 years and above teachers were outnumbered by 0-5 years experienced teachers, they were affected more than 0-5 years experienced teachers in teacher cognition and beliefs, teacher emotions and contextual variables factors while teacher motivations factor showed no difference.

Compared to this study, Klassen and Chiu (2010) found out the relationships among teachers' years of experience, teacher characteristics, teacher motivation showed out that teachers' years of experience were nonlinear with these factors. Also, a study conducted by İpek, Akçay, Atay, Berber, Karalık, and Yılmaz (2018) revealed that there is no significant difference in terms of experience for teachers' emotional stress. Unlike this study's results, to find out if there is a difference between novice and experienced teachers' beliefs about instructing grammar Önalın (2018) conducted a study and found out that there was no statistically significant difference between them but as it was found out in this study as a part of contextual variables, flexibility, was a significant factor affecting experienced teachers more than novice teachers. In

Önalın's (2018) study the results also revealed that experienced teachers were more flexible in instructing grammar than novice teachers. Moreover, Al-Mekhlafi and Nagaratnam, (2011) in their study found out that there were no significant differences in perception of difficulties in teaching and learning grammar in terms of the experience.

5.5 Is there a statistically significant difference among the teaching levels of EFL teachers in terms of teacher learning?

The analysis stated the effect of teaching level on teacher learning was not statistically significant for the factors of teacher cognition and beliefs, teacher motivation, teacher emotions and contextual variables. There were 177 high school teachers, 198 primary school teachers, and 640 secondary school teachers participated in the study. When analyzed teacher emotions factor, teachers working in all teaching levels agree on how much they were affected. Similarly, in a study conducted by İpek, Akçay, Atay, Berber, Karalık, and Yılmaz (2018) which revealed that there was no significant difference in terms of educational background of teachers on teachers' emotional stress. Moreover, Al-Mekhlafi and Nagaratnam, (2011) in their study found out there were no significant differences in perception of difficulties in teaching and learning grammar in terms of the teaching levels.

However according to the results, secondary school teachers were affected the least by teacher motivation factor and teachers working at different levels have almost the same means for contextual variables factor.

5.6 Is there a statistically significant difference among the degree levels of EFL teachers in terms of teacher learning?

The results of the analysis indicated that there is no statistically significance among the degree levels of EFL teachers in terms of teacher learning, according to four factors of teacher cognition and beliefs, teacher motivation, teacher emotions and contextual variables. As indicated in this study, Huang and Shih, (2017) in their study aimed to find out the primary school teachers' attitudes toward teacher evaluation for professional development and to find if there is a difference according to gender, age, highest academic degree, post, and seniority and no difference was observed on teachers' various backgrounds.

However according to the means, teachers who have bachelor's degree were affected less than other teachers by factors. Teachers with PhD degree had the highest means for the factors of teacher cognition and beliefs and teacher motivations. As to contextual variables all of the teachers were in agreement.

5.7 Is there a statistically significant difference among the ages of EFL teachers in terms of teacher learning?

According to the results, there is no statistically significant difference among the ages of EFL teachers in terms of teacher learning according to four factors of teacher cognition and beliefs, teacher motivation, teacher emotions and contextual variables. Al-Mekhlafi and Nagaratnam (2011) in their study they found out that there were no significant differences in perception of difficulties in teaching and learning grammar in terms of the experience. Similarly, Naderi Anari (2012) examined the role of gender and age in emotional intelligence, job satisfaction and organizational commitment and the results indicated that there was no statistically significant difference.

However, the results show that there are some slight differences according in cognition and beliefs factor. 36-40 and 45 and above aged teachers are 13.9% of the participants but they were affected more than the other age groups. For teacher emotions factor, 36-40 aged teachers were affected the least while 41-45 aged teachers were affected the most.

In this chapter, the results of the study discussed and compared with other similar studies. As indicated in this chapter, there are some studies consistent with this study while there are some inconsistent studies.

CHAPTER VI

CONCLUSION

6.1 Presentation

The final chapter first gives a short summary of the study followed by the remarks concluded from the results of the study and includes some suggestions.

6.2 Summary

Aliakbari and Malmir (2017) pointed out that there have been so many studies conducted to evaluate teacher learning via different tools; however, none of them served to ELT teachers' context fully. They mostly measured a single aspect of teacher learning. Aliakbari and Malmir (2017), to measure only EFL teachers' learning, created ELTLS and in this study, this scale was implemented in Turkey context. One thousand and fifteen EFL teachers who work all around Turkey participated in the study. The teachers had different backgrounds and different demographic identities. They were given ELTLS scale. The scale was sent to participants via social media, e-mail, and some communication apps.

SPSS was used to evaluate the answers and research questions were answered one by one. It was found out that teacher cognition and beliefs ($M= 3.98$) had more effect on teacher learning than other factors and followed by contextual variables ($M=$

3.52) and then teacher emotion ($M=3.40$) comes and the least effective one was teacher motivation ($M=3.35$).

Independent samples T-test for Gender was applied to find out if there is difference between gender and teacher learning as a result, there was no statistically significant difference in the scores for gender and teacher learning ($p>.05$). A One-way ANOVA was conducted to see if there is difference between teaching experience of EFL teachers and teacher learning or not and the results indicated that there was no statistically significant difference for the factors of Teacher Emotions ($p>.05$), Teacher Motivations ($p>.05$), Contextual Variables ($p>.05$) but teacher cognition and beliefs ($p<.05$). To examine in detail, the post-hoc test was implemented and it was found out that 21 years and above experienced and 0-5 year experienced teachers differ in teacher cognition and beliefs. In order to see if there is difference between teaching level of EFL teachers and teacher learning or not, a One-way ANOVA was performed and the results pointed out that the effect of teaching level on teacher learning was not statistically significant. In order to find out if there is difference between degree level of EFL teachers and teacher learning a one way ANOVA was implemented and according to the results of one-way ANOVA there is no statistically significance between the degree level of EFL teachers and teacher learning according to four factors. And lastly, a one way ANOVA was implemented to find out if there is a difference between the age of EFL teachers and teacher learning and according to the results, there was no statistically significant difference.

6.3 Conclusion

The first goal of this study was to find out which factors guide and influence teacher's professional learning according to the factors of (a) Teacher cognition and beliefs, (b) Teacher emotions, (c) Teacher motivation and (d) Contextual variables. Teacher cognition and beliefs factor affects the most among other factors, however; all factors affect teachers somehow. In Turkey context, there are a lot of variables affect teachers but it is not possible to mention all of them in this study, yet; teachers seem to be affected by these factors almost equally. According to given answers, the means of the factors are close to one another.

Teacher cognition and beliefs factor has some sub-dimensions which were asked to teachers in data collection tool (see Appendix B). According to the answers of the scale, subject matter knowledge is important for teachers and they want to have good command of the language. They might think that if they are good at subject matter knowledge this might help their students achieve meaningful understanding and influence their efforts to teach. Also, teachers may agree on that if they don't have accurate knowledge of English, they may fail on transferring what they need to teach. Teachers want to have good knowledge of process, practices and methods of teaching and learning which is related to pedagogical knowledge.

Prior learning experiences contributed a lot to teachers learning. It may affect teachers' thinking and may connect the new information to prior learning experiences. Learning never ends and teachers are one of the most important part of the teaching and learning system. They reflect how they learnt on their next teaching and learning experiences. Most of the teachers participated in the study have their own personal theories about teaching and learning and they believe that it affects their learning somehow. In this case practicing as much as possible may help teachers create their own theories. School practice lessons at universities take place at the last year of the education program, however starting school practice earlier might give a chance to teachers practice and create their own learning theories this would lead teachers to be more experienced and self-confident. Teachers' commitment to be a better teacher is what teachers want generally according to the results.

Another fact according to the results is that teachers want to understand learner's differences and their needs. Especially English teachers in Turkey have 2 hours of teaching at primary schools, 3 hours of teaching at the 5th and 6th grades and 4 hours of teaching at 7th and 8th grades at secondary schools. To be able to recognize their students and identify their needs and differences for teachers is almost not possible. For this reason, teaching hours can be increased. Also, teachers think that observing and reflecting on colleagues' and their teaching practices have an important impact on their learning. According to the results it can be stated that, observing and reflecting on their colleagues may help teachers to improve their professional development. Moreover, it might give a chance to teachers to evaluate why and what

happened, and foster teachers to find out new ideas and may cause some changes in their way of learning.

Contextual variables factor is the second most influencing factor which is related to relationships with students, parents, administrators, and colleagues, resources and materials, discipline problems, teacher education programs, job satisfaction, and learners' questions (see appendix B). As teacher-student relationships improve, the development of teachers and students may get better. Also, this could create a safe and a reliable classroom environment. School administrators' communication seems to be important for teachers according to the results, which may affect their motivations and emotions as well in a manner. Teachers indicate that discipline problems affect their learning and at schools in Turkey unfortunately discipline problems have been increasing recently for this reason a new arrangement can be done. The results also indicate that teachers are not happy enough at their jobs. The reason could be the salary, administrators' approach to teachers and idle documentation tasks. Moreover, the appointment system causes teachers to work at places where they are far from their families, in difficult conditioned environments so teachers might be affected negatively because most of them are not happy in places where they work.

Teacher emotions factor is the third influencing factor which is related to job satisfaction, emotional exhaustion, workload, hardiness and emotional freedom according to the results (see appendix B). There could be so many things affecting teachers' emotions. Working conditions of schools are so different from one another. Some schools are mandatory service schools which have hard working conditions, low socio-economic environments, low education leveled families and these all may affect teachers somehow. These places are less preferred by teachers and this results in a smaller number of teachers at these schools. Therefore, teachers may overwork and they may feel emotional exhaustion too.

Teacher motivations factor is the last influencing factor which is related to job security, working condition, social prestige, self-efficacy, salary and success expectancy according to the results (see appendix B).

As the next step, it was aimed to see if there is a difference between demographic information of EFL teachers' and teacher learning in order of research questions. In order to achieve this Aliakbari and Malmir's (2017) scale was used which was created to evaluate only English teachers.

Results indicated that participation of the male teachers was far less than female teachers in number. The reason could be that English teachers are mostly female in Turkey. Irrespective of the genders, teachers are affected by these factors almost equally. It could be because their thoughts, emotional factors affecting them, motivational factors and working conditions are the same. Females are known emotional and more sensitive than males however this study showed that the effect of the factors does not differentiate according to genders.

When the results analyzed according to experience, a difference found only between 0-5 years of experienced teachers and 21 and above years experienced teachers for the factor of teacher cognition and beliefs. There are just 31 participants experienced 21 years and above while 403 participants 0-5 years experienced teachers. However, 21 years and above experienced teachers are affected more than new teachers when four of the factors analyzed. It could be interpreted that as teachers get experienced, they are affected more. Their motivations, emotions, cognition and beliefs differ from one another. As the time passed, teachers could get bored, they might not get what they expected, salary could be not inadequate, students' profile changes could affect them, renewal of education system almost every year might affect them. Also, the number of the 16- 20 (N=85) and 21 years and above (N=31) experienced teachers' participation is quite lower than the other groups. 0-5 years experienced teachers are the biggest part of the participants while 6-10 years of experienced follow as secondly and 11-15-years experienced teachers are the third biggest group. The survey was implemented online and young teachers participated more than elder ones. It can be inferred that new teachers' use of technology might be much better than elder ones. As they get older, the use of technology may decrease according to the participants' numbers. This could be a limitation of this study as well. Experienced teachers are supposed to be integrated with technology more, especially in today's world.

According to the results of the analysis there was no statistically significant difference among the teaching levels of the EFL teachers in terms of teacher learning, however; according to teacher cognition and beliefs factor primary (N=198) and secondary school teachers (N=640) are affected equally while high school teachers (N=177) are affected more. At high schools, students are older and their needs and interests are different from primary and secondary schools. As the students grow older, teachers' cognitions and beliefs may be affected accordingly. The communication changes between students and teachers, the quality of the education, and students' needs change and these might affect high schools' teachers and differentiate from the others. When analyzed emotional factors and contextual variables, there is no difference according to teaching levels. Teachers might be affected in the same way in all three teaching levels. As to teacher motivations factor, among three teaching levels, primary school teachers are affected more than the others. A reason could be because teachers just have 2 hours of English for every class, some teachers work at bad-conditioned environments and this mostly cause difficulties in teaching. Difficulty of teaching young learners and the need of extra time and effort might affect teachers' motivation at primary schools. Also, another reason could be that at primary schools there are classroom teachers and English teachers do not own a classroom. This may cause English teachers not feeling belong to the school. Generally, there are few English teachers at primary schools while a lot of classroom teachers are available. Being outnumbered may affect their motivation.

As to degree level, there is no statistically significant difference found, however; teachers with bachelor's degree are affected less than teachers who have master's degree and PhD by the factors of teacher cognition and beliefs and teacher motivations while the other factors affect teachers with different degrees equally. The number of the teachers with master's degree and PhD degree is far less than teachers with bachelor's degree. Teachers may find it difficult to study MA or PhD or it might be difficult to get these degrees.

The result according to age indicates that there is no statistically significant difference, yet; there are some differences according to different age groups. Especially in teacher motivation factor, older teachers are affected less than younger

ones while in teacher cognition and beliefs factor, elder teachers are affected more than young ones. At the beginning teachers start working with full of motivation as teachers get older, they may forget that they were motivated formerly and they accept the conditions. The education system undermines teachers' motivation in time hence motivationally differences between young and old teachers show up. As to teacher emotions and contextual variables, there is almost no difference. The participant of the old teachers is quite low. The reason could be the use of technology as indicated above.

To sum up, In Turkey context, it was inferred that teachers have similar problems or factors affecting their professional learning and as it was assumed Turkish EFL teachers met in the middle for the factors influencing them. As they get experienced and older their thoughts are changing, some factors affect them more while the others affect less despite the unequal age distribution of the participants. This chapter interprets all the results and end up with suggestions.

6.4 Suggestions

School practice hours could be increased and could be started from the first year of university to give a chance to teachers to practice, experience and create their own theories. Teachers should improve and promote relationships with parents, colleagues and school administrators. Ministry of education could increase the hours of the English lessons at primary schools and could improve the conditions for English teachers. The appointment could be revised to increase teacher motivation. Use of technology should be extended to every level of school and teachers should be integrated and trained if necessary, irrespective of their ages. Salary might be inadequate for teachers and this might affect their emotions and motivations. Salary also affects teacher's prestige in the society that's why it could be revised and increased.

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APPENDICES

APPENDIX-A ELT Learning Scale (ELTLS)

Please read each item carefully and indicate the extent to which each one applies to you and your teaching context. Very little (1), little (2), somehow (3), much (4), very much (5).

No		1	2	3	4	5
1	I have good command of the language I teach					
2	I have good knowledge of processes, practices, and methods of teaching and learning					
3	I have learnt a lot about teaching through my extensive experience as a learner					
4	I have extensive experience of teaching in classrooms					
5	I have my own personal theories about teaching and learning					
6	I am committed to be a better teacher					
7	I attend to learners' individual differences and needs					
8	I feel emotionally free to talk about my ideas and feelings about my job as a teacher with others at work					
9	I teach out of interest and enjoyment					
10	I am satisfied with my institutional/societal position as a teacher					
11	I feel I'm submitting to others' goals which are set for me as a teacher*					
12	There is a low probability that I lose my job in near future					
13	My students are not disciplined and disrupt my teaching*					
14	I don't have much time for teaching preparation and recovery*					
15	I have satisfactory interpersonal relationship with others at work					
16	I have agreeable working conditions					
17	The school/institution I work for provides opportunities for collaborative professional learning					
18	Being a language teacher has a great social prestige in my society					
19	I observe and reflect on my colleagues' teaching practices					
20	I have self-regulation strategies to cope with my job stress					
21	As a language teacher, I feel intellectually fulfilled					
22	I feel that there are some rules and roles imposed on me as a teacher					
23	I teach in congruence with my own educational beliefs and values					
24	I believe that I am a skillful and efficient teacher					

25	I accept and follow the school/institution goals and values					
26	My colleagues are professional and supportive					
27	I feel emotionally exhausted of my working environment*					
28	I feel I'm overworked*					
29	The school/institution I work for is supportive and gives helpful advices					
30	The school/institution I work for is open to change and flexible to teachers practical suggestions					
31	I am resistant to my job stress and view job demands as opportunities for improvement					
32	As a language teacher, I am well-paid					
33	I receive professional and practical guidelines from teacher observers/educators at work					
34	I regularly attend teacher education programs					
35	I feel that parents trust and believe in my teaching					
36	Teaching materials I work with are not informative and helpful*					
37	I critically observe, assess and reflect on my own teaching practice					
38	My work activities change my teaching behavior					
39	I perceive my prior teaching failures as a result of my lack of personal competence*					
40	I do best to be able to answer even the most challenging questions of my students					
41	I do my best to avoid making linguistic mistakes while teaching					
42	My linguistic proficiency as a teacher should be ostensibly better than my students' linguistic proficiency					
43	I try to be a better and more popular teacher in comparison with my colleagues					
44	I'd like to teach higher level classes at work					
45	I do my best to master even the most difficult classroom learning materials to teach					

APPENDIX-B Rotated component matrix of factor analysis on the items of the ELTLS



Item no. gist of the item			Factors			
			1	2	3	4
1	Teacher cognition and beliefs	Subject matter knowledge	.78			
2		Pedagogical knowledge	.74			
3		Prior learning experience	.64			
4		Teaching experience	.62			
5		Personal theories	.83			
6		Teacher commitment	.59			
7		Teachers' awareness and sensitivity	.56			
19		Peer observation	.60			
37		Self-reflection	.58			
8	Teacher Emotion	Emotional Freedom		.66		
10		Job satisfaction		.62		
11		Goal orientation		.61		
15		Interpersonal relationship		.55		
20		Self-regulating strategies		.56		
22		Emotional suffering		.57		
27		Emotional exhaustion		.69		
28		Workload		.80		
31		Hardiness		.54		
9	Teacher motivation	Autonomous motivation			.54	
12		Job security			.62	
16		Working condition			.64	
18		Social prestige			.56	
21		Intellectual fulfillment			.50	
24		Teacher self-efficacy			.77	
25		Goal internalization			.58	
32		Salary			.73	
39		Success expectancy			.61	
13	Contextual variables	Discipline				.57
14		Time pressure				.58
17		Collaborative context				.53
23		Value consonance				.62
26		Relation with colleagues				.66
29		Supervisory support				.57
30		Program flexibility				.54
33		Teacher evaluation				.55
34		Teacher education programs				.65

35	Relation with parents				.75
36	Teaching material				.54
38	Work activities				.63
40	Learners' questions				.61
41	Learners' feedback				.72
42	Learners' proficiency				.62
43	Teacher popularity				.59
44	Class level				.53
45	Classroom learning material				.64



APPENDIX-C NORMALITY TESTS

Tests of Normality according to age

Age	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
20-25	,056	150	,200 [*]	,990	150	,366
26-30	,037	356	,200 [*]	,996	356	,480
31-35	,063	319	,004	,994	319	,284
Total						
36-40	,047	114	,200 [*]	,992	114	,712
41-45	,055	49	,200 [*]	,990	49	,940
45 and above	,111	27	,200 [*]	,962	27	,413

Tests of Normality according to Gender

Gender	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Male	,077	132	,055	,989	132	,381
Total						
Female	,038	883	,004	,997	883	,070

Tests of Normality according to Experience

	Experience	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
	0-5	,037	403	,200 [*]	,995	403	,283
	6-10	,039	307	,200 [*]	,995	307	,481
Total	11-15	,064	189	,060	,989	189	,134
	16-20	,070	85	,200 [*]	,985	85	,430
	21 and above	,096	31	,200 [*]	,981	31	,827

Tests of Normality according to Degree

	Degree	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
	Bachelor's degree	,030	836	,064	,996	836	,048
Total	Master's degree	,078	140	,036	,987	140	,226
	PhD	,120	39	,167	,976	39	,573

Tests of Normality according to Teaching Level

		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Total	Primary school	,046	198	,200 [*]	,986	198	,055
	Secondary school	,030	640	,200 [*]	,998	640	,473
	High school	,052	177	,200 [*]	,990	177	,253

APPENDIX-D ITEMS DESCRIPTIVE STATISTICS

<i>Items' descriptive statistics</i>	M	STD
42.My linguistic proficiency as a teacher should be ostensibly better than my students' linguistic proficiency	4,41	,809
6.I am committed to be a better teacher	4,33	,772
40.I do best to be able to answer even the most challenging questions of my students	4,26	,804
41.I do my best to avoid making linguistic mistakes while teaching	4,13	,851
1.I have good command of the language I teach	4,10	,694
7.I attend to learners' individual differences and needs	4,09	,803
8.I feel emotionally free to talk about my ideas and feelings about my job as a teacher with others at work	4,06	,927
45.I do my best to master even the most difficult classroom learning materials to teach	4,05	,942
3.I have learnt a lot about teaching through my extensive experience as a learner	4,04	,845
4.I have extensive experience of teaching in classrooms	4,02	,832
2.I have good knowledge of processes, practices, and methods of teaching and learning	4,02	,707
35.I feel that parents trust and believe in my teaching	3,99	,942
24.I believe that I am a skillful and efficient teacher	3,99	,754
22.I feel that there are some rules and roles imposed on me as a teacher	3,92	,827
15.I have satisfactory interpersonal relationship with others at work	3,88	1,016
25.I accept and follow the school/institution goals and values	3,88	,757

37.I critically observe, assess and reflect on my own teaching practice	3,84	,829
23.I teach in congruence with my own educational beliefs and values	3,76	,845
21.As a language teacher, I feel intellectually fulfilled	3,76	,868
5.I have my own personal theories about teaching and learning	3,71	,967
44.I'd like to teach higher level classes at work	3,69	1,255
20.I have self-regulation strategies to cope with my job stress	3,68	,859
19.I observe and reflect on my colleagues' teaching practices	3,67	,983
38.My work activities change my teaching behavior	3,59	,916
43.I try to be a better and more popular teacher in comparison with my colleagues	3,57	1,134
26.My colleagues are professional and supportive	3,55	,993
18.Being a language teacher has a great social prestige in my society	3,49	1,099
13.My students are not disciplined and disrupt my teaching*	3,45	1,222
14.I don't have much time for teaching preparation and recovery*	3,42	1,160
36.Teaching materials I work with are not informative and helpful*	3,41	1,191
16.I have agreeable working conditions	3,31	,979
10.I am satisfied with my institutional/societal position as a teacher	3,29	1,212
9.I teach out of interest and enjoyment	3,28	1,300
31.I am resistant to my job stress and view job demands as opportunities for improvement	3,22	,919
29.The school/institution I work for is supportive and gives helpful advices	3,15	1,154

30.The school/institution I work for is open to change and flexible to teachers' practical suggestions	3,11	1,168
39.I perceive my prior teaching failures as a result of my lack of personal competence*	3,09	1,130
27.I feel emotionally exhausted of my working environment*	3,04	1,184
12.There is a low probability that I lose my job in near future	3,01	1,333
17.The school/institution I work for provides opportunities for collaborative professional learning	2,95	1,107
28.I feel I'm overworked*	2,89	1,213
33.I receive professional and practical guidelines from teacher observers/educators at work	2,72	1,056
34.I regularly attend teacher education programs	2,67	1,093
11.I feel I'm submitting to others' goals which are set for me as a teacher*	2,63	,941
32.As a language teacher, I am well-paid	2,31	,981

VITAE

Selim Pınar was born in 1992 in Hatay. He completed his high school education at Yüksel Acun Anatolian High School in 2010. In 2015 he graduated from the Department of English Language Teaching at Akdeniz University. During the university education he participated in Erasmus program and studied a term in Austria at Pädagogische Hochschule Oberösterreich in 2012-2013. He is fluent in English and medium in German. He is currently working as a teacher of English at a state primary school in Gaziantep.

ÖZGEÇMİŞ

Selim Pınar 1992 yılında Hatay’da doğdu. Liseyi 2010 yılında Yüksel Acun Anadolu Lisesinde okudu. 2015 yılında Akdeniz Üniversitesi, İngilizce Öğretmenliği bölümünden mezun oldu. Üniversite eğitimi sırasında Erasmus programına katıldı ve Avusturya’da Pädagogische Hochschule Oberösterreich üniversitesinde bir dönem eğitim gördü. İyi derecede İngilizce ve orta derecede Almanca bilmektedir. Şu anda Gaziantep’te bir devlet ilkokulunda görev yapmaktadır.