

**T.C.**

**AKDENIZ UNIVERSITY**

**THE INSTITUTE OF EDUCATIONAL SCIENCES**

**FOREIGN LANGUAGE TEACHING DEPARTMENT**

**ENGLISH LANGUAGE TEACHING MASTER'S PROGRAM**

**PRACTITIONERS' EVALUATION OF AN ALTERNATIVE**

**PROFESSIONAL DEVELOPMENT PROGRAM**

**MA THESIS**

**Meltem YILMAZ**

**Antalya, 2017**

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**Thesis Supervisor**

**Prof. Dr. Arda ARIKAN**

**Antalya**

**February, 2017**

## **ATTESTATION**

I honorably certify that the current study presented as my MA dissertation reports original work by me and was written within the scope of the ethics of research. I verify that the references contain the sources I utilized for my research through citation. I notify that I will bear all the ethical and legal consequences in condition that it is refuted.

## **DOĞRULUK BEYANI**

Yüksek lisans tezi olarak sunduğum bu çalışmayı, bilimsel ahlak ve geleneklere aykırı düşecek bir yol ve yardıma başvurmaksızın yazdığımı, yararlandığım eserlerin kaynakçalarda gösterilenlerden oluştuğunu ve bu eserleri her kullanışımında alıntı yaparak yararlandığımı belirtir; bunu onurumla doğrularım. Tezimle ilgili yaptığım bu beyana aykırı bir durumun saptanması durumunda ortaya çıkacak tüm ahlaki ve hukuki sonuçlara katlanacağımı bildiririm.

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EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

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**YÜKSEK LİSANS TEZİNİN ADI:** Practitioners' Evaluation of an Alternative Professional Development Program

**ONAY:**Bu tez, Enstitü Yönetim Kurulunca belirlenen yukarıdaki jüri üyeleri tarafından uygun görülmüş ve Enstitü Yönetim Kurulunun .....tarihli ve.....sayılı kararıyla kabul edilmiştir.

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## **ABSTRACT**

### **PRACTITIONERS' EVALUATION OF AN ALTERNATIVE PROFESSIONAL DEVELOPMENT PROGRAM**

Yılmaz, Meltem

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The research on the Professional Development Programs (PDP) organized for teachers in Turkey has shown that they are not found to be effective by practitioners due to various reasons. The purpose of the current study is to find out the opinions of prospective and in-service English language teachers working at different institutions on PDPs in general and the Alternative PDP applied (APDP) during the study and investigate which kind of PDP they prefer. The APDP is prepared based on the needs of the participants' and the literature review on the expected qualities of an effective teacher in line with the curricular changes in the primary, secondary and higher education, the Common European Framework of Reference for Languages (CEFR) and the European Portfolio for Student Teachers of Languages (EPOSTL).

Eight in-service and two pre-service teachers working at different institutions participated in the study. Two different open-ended protocols and a post program interview were used as data gathering instruments. The pre-program protocol was administered before professional development sessions began in order to learn the perceptions of the participants on professional development programs in general. At the end of each module, post-module protocol was given to the participants in order to evaluate the effectiveness of the session. Finally, at the end of the program the researcher implemented a post-program interview with the participants, which aimed

to compare the alternative five-week program with the other PD programs that they had received before.

The findings of the study revealed that all ten participants preferred the APDP to the other PDPs they had participated in before, mainly because it promoted practice rather than theory. Moreover the topics of the modules, which were found to be up-to-date, appealed to the needs of the participants. The participants also appreciated the size of the group since in small groups, they felt more relaxed to ask questions and it was easier to get feedback.

**Keywords:** Professional development, effective teacher, in service training, English language teaching



## ÖZET

### UYGULAYICILARIN ALTERNATİF BİR MESLEKİ GELİŞİM PROGRAMINI DEĞERLENDİRMESİ

Yılmaz, Meltem

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Türkiye’de öğretmenler için düzenlenen mesleki gelişim programları üzerine yapılan araştırmalar, bu programların, farklı sebeplerden dolayı uygulayıcılar tarafından etkili bulunmadığını göstermiştir. Bu çalışmanın amacı, farklı kurumlarda çalışan İngilizce öğretmen ve öğretmen adaylarının genel olarak mesleki gelişim programlarıyla ve çalışma esnasında uygulanan alternatif mesleki gelişim programıyla ilgili görüşlerini öğrenmek ve hangi tür mesleki gelişim programını tercih ettiklerini araştırmaktır. Alternatif mesleki gelişim programı, katılımcıların ihtiyaçları ve ilk, orta ve yükseköğretimdeki müfredat değişiklikleri, Ortak Avrupa Dil Referans Çerçevesi (CEFR), Dil Öğretmeni Adayları için Avrupa Portfolyosu (EPOSTL) gibi yenilikler göz önüne alındığında etkili bir öğretmenden beklenen özellikler ile ilgili literatür taraması temel alınarak hazırlanmıştır.

Farklı kurumlarda çalışan sekiz İngilizce öğretmeni ve iki İngilizce öğretmen adayı çalışmaya katılmıştır. Veri toplama aracı olarak iki farklı açık uçlu anket uygulanmış ve program sonunda da katılımcılarla görüşme yapılmıştır. Program öncesi uygulanan anket, katılımcıların genel olarak mesleki gelişim programlarıyla ilgili görüşlerini öğrenmek amacıyla, mesleki gelişim modülleri başlamadan uygulanmıştır. Ayrıca, her modülün sonunda, oturumun etkinliğini değerlendirmek için modül sonu anketleri uygulanmıştır. Programın sonunda da araştırmacı,

katılımcılarla bir görüşme yaparak onların alternatif beş haftalık programla daha önce katıldıkları programları karşılaştırmalarını istemiştir.

Çalışmanın sonuçları, katılımcıların tamamının çalışmada uygulanan alternatif mesleki gelişim programını temel olarak teoriden çok pratiği desteklediği için daha önce katıldıkları mesleki gelişim programlarına tercih ettiklerini göstermiştir. Ayrıca, güncel olarak değerlendirilen programdaki modüllerin konuları katılımcıların ihtiyaçlarına uygun bulunmuştur. Buna ek olarak, küçük gruplarda soru sormanın ye dönüt almanın daha kolay olduğunu düşündükleri için katılımcıların grubun küçük olmasından memnun kalmışlardır.

**Anahtar kelimeler:** mesleki gelişim, etkili öğretmen, hizmet içi eğitim, İngilizce öğretmenliği

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## LIST OF ABBREVIATIONS

**PD:** Professional Development

**ELT:** English Language Teaching

**CEFR:** The Common European Framework of Reference for Languages

**EPOSTL:** European Portfolio for Student Teachers of Languages

**INSET:** In-service Training

**MONE:** Ministry of National Education which stands for MEB, Milli Eğitim Bakanlığı

**PDP:** Professional Development Program

**APDP:** Professional Development Program Applied

**ICT:** Information and Communication Technology

**HEC:** Higher Education Council which stands for YÖK, Yüksek Öğretim Kurulu

**CPD:** Continuing Professional Development

**ELTE:** English Language Teacher Education

**EFL:** English as a Foreign Language

**TR:** Teacher Research

**CMC:** Core, Mantle, Crust

**ESL:** English as a Second Language

**CFG:** Critical Friends Group

**MATESL:** Master of Arts in Teaching English

**TESOL:** Teaching English to Speakers of Other Languages

## **OPERATIONAL AND FUNCTIONAL DEFINITIONS OF THE TERMS**

**PROSPECTIVE TEACHERS:** University students whose majors are teaching. They are also referred to as “student teachers” and “pre-service teachers” in the study.

**IN-SERVICE TEACHERS:** Teachers who have finished their formal education and have started working

**IN-SERVICE TRAINING:** Training offered to teachers who are already teaching.

**PROFFESIONAL DEVELOPMENT:** Specialized training which intends to help administrators, teachers, and other educators improve their professional knowledge, competence, and skills.

**REFLECTION:** Teachers’ subjection of their beliefs and practices of teaching to a critical analysis.

**SELF-ASSESSMENT:** Checking one’s own performance on a language learning task after it has been completed or checking one’s own success in using the language.

## CHAPTER I

### INTRODUCTION

#### 1.0 Introduction

As foreign language teachers and instructors, we need opportunities to refresh our professional knowledge on a regular basis since the knowledge of content as well as the methods we employ while teaching and learning are changing constantly (Richards & Farrell, 2005). Especially for language teachers it is mandatory to update our knowledge in order to keep up with the changing teaching and learning environments due to many factors such as changes that occur within the language in use. Hence, the significance of Professional Development (PD) in the field of teaching and learning has been increasing continually.

Guskey (2000, p. 16) defines PD as "... processes and activities designed to enhance the professional knowledge, skills, and attitudes of educators so that they might, in turn, improve the learning of students." Furthermore, he argues that PD activities must be intentional, systemic and ongoing. Similarly, Ur (1996) highlights the significance of the continuity of PD by stating that "It has been said that teachers who have been teaching for twenty years may be divided into two categories: those with twenty years' experience and those with one year's experience repeated twenty times" (p. 317). Hence, in order not to repeat ourselves, educators should keep in mind that PD is not something that happens and ends but is an ongoing process.

Hayes (1995) identifies the principles of in-service teacher development under twelve tenants. One of the crucial principles is that all teacher development activities should be classroom-centered in a way to emphasize the value of the classroom

atmosphere. Another critical criterion is the necessity of organizing follow-up courses in participants' own schools.

Regarding the significance of PD, Guskey (2000, p. 16) states that, "High-quality professional development is at the center of every modern proposal to enhance education. Regardless of 'how schools are formed or reformed, structured or restructured, the renewal of staff members' professional skills is considered fundamental to improvement." Diaz-Maggioli (2004) draws attention to the expected outcomes of PD and states that since the main aim of all kinds of teacher development programs whether they are effective or not is enhancing student learning, they produce the expected outcome if realized properly.

As it is internationally recognized, "An education system is only as good as its teachers" (UNESCO, 2014, p. 9). Thus, it is clear that PD of teachers is of great importance for the whole education system to be successful. When the importance of PD for language teachers is taken into consideration, in order to grasp the current situation of the PD of language teachers in Turkey, teacher education and PD activities applied should be examined.

Since the foundation of the Turkish Republic, different institutions have undertaken the task of educating teachers. Girls and Boys Teacher Schools (1923), Village and Town Teacher Schools (1926-1940), Village Institutes (1940-1946), Primary Teacher Schools (ilköğretmen) (1978-1981), Education Institutes (1947-1981), and High Teacher Schools (1978-1981) were the leading schools which provided prospective teachers with such education (Küçükahmet, 2000). In 1981, with the Higher Education Law, Education Faculties became responsible for teacher education (Eratalay& Kartal, 2006).



The changes in the English Language Teaching (ELT) curriculum, which will be elaborated on in the literature review section, caused an increase in the need for English language teachers. ELT was first introduced in Turkish state primary schools in 1997 as a result of the Ministry of Education Development Project, which required Grade 4 and Grade 5 students to begin learning English (Kırkgöz, 2008). However, in the 2013-2014 academic year, the introduction of English was shifted and students started having English lessons from Grade 2 onwards. This shift, which required an early start to learning English, brought the need for well-educated English language teachers. Since the 1980s, the candidates who graduated from the foreign language education departments of faculties of education have been appointed as language teachers. However, the need for English language teachers cannot be met. On this wise, several practices were carried out in order to respond to this need. To illustrate, the graduates of English and American Literature departments of Faculty of Letters along with the graduates of any departments of universities with English medium education such as METU, Boğaziçi and Bilkent were appointed as English language teachers. Moreover, retired English language teachers were called to work. Even the graduates of German and French language teaching departments were appointed to be English language teachers after a short-term training program. Furthermore, Eskişehir Anadolu University started English Language Teaching program within the scope of distant education. Nonetheless all these efforts have not proven to be sufficient enough to solve the problem. On the contrary they decreased the quality of English language teachers by increasing the quantity of them (Eratalay& Kartal, 2006).

The Common European Framework of Reference (CEFR) and European Portfolio for Student Teachers of Languages (EPOSTL) are two significant innovations which

affected both teacher education and professional development of teachers (Çakır, 2012). The Council of Europe introduced the CEFR which is a framework depicting the ability of language learners' with regard to four language skills (speaking, reading, listening and writing) at six reference levels (A1 to C2) in 2001 (Council of Europe, 2001). In Turkish context, it reframed the foreign language teaching in three aspects which are the change in the curricula, the change in textbooks and the In-service Training (INSET) programs which were organized to familiarize teachers with the CEFR (Çakır, 2012). The EPOSTL is a self-assessment tool developed by the European Centre for Modern Languages that helps student teachers to reflect on their knowledge and skills on foreign language teaching (Newby, 2012). The use of EPOSTL all around Turkey is propagated by the Vocational Qualifications Institution so it is necessary to inform the student teachers on the use of the EPOSTL (Mirici& Hergüner, 2015).

Department of in-service training part of the Ministry of National Education (MONE) is responsible for organizing and implementing all kinds of INSET practices for teachers working at primary and secondary educational institutions. Regarding the instructors working at the schools of foreign languages at universities, each university has different implementations for the development of their staff such as establishing PD units. There are many studies concerning the effectiveness of these implementations and INSETs (Arıkan, 2004;Atay, 2008; Bayrakçı, 2009; Eratalay and Kartal, 2006;Küçüksüleymanoğlu, 2006Ş;Hişmanoğlu and Hişmanoğlu; 2010; Özen, 2004; Özer, 2001; Yurtsever 2013). The findings of these studies which are elaborated in the literature review section basically reveal that the existing PD implementations are not found to be satisfactory.

In the light of the above mentioned issues, when the teacher education system in Turkey is considered together with the need for continuous PD of language teachers, current study firstly strives to identify the opinions of English language teachers on PD Programs (PDP) in general. Secondly, the views of the participants on the Alternative PDP applied (APDP), which is prepared based on the needs of the participants' and the literature review on the subject, are investigated. Finally, the preferences of the participants regarding the PDPs are examined to learn if they favor traditional models of PD or the alternative model.

### **1.1 Statement of the Problem**

Teachers' needs and the needs of the schools and institutions in which they work change over time. Thus, teachers' education is not confined to formal education. As a matter of fact, research shows that continuous professional development must be the norm in all professions (Richards & Farrell, 2005).

ELT is of great significance since English is the only compulsory foreign language taught at all levels of education in Turkey. Thanks to the alterations in the curricula of primary, and secondary schools, students are exposed to English at earlier ages and the aim of ELT has moved from grammar based approaches to more communicative ones (Littlewood, 2007). These changes have brought the need for PD of English teachers all around Turkey especially in rural areas where more and more children go to schools with scarcity of staff. Although PD needs of English language teachers working for MONE are met by in-service training units of the related ministry, research on these INSET programs have shown that for many reasons they have not been regarded as effective (Küçüksüleymanoğlu, 2006; Bayrakçı, 2009; Eratalay and Kartal, 2006; Özer, 2001). Regarding higher education, schools of foreign languages provide English education at universities while trying to

support the PD of their staff through various practices such as holding weekly sessions, and organizing conferences and seminars although their implementations vary from one institution to another. There is a great deal of research on the effectiveness of these university-based practices (Arıkan, 2002; Arıkan, 2004; Atay, 2008; Hişmanoğlu and Hişmanoğlu, 2010; Turhan and Arıkan, 2009; Yurtsever, 2013). These studies point out that teachers need more humanitarian, contemporary, self directed PD models which allow them to participate in the process actively.

Thus, it is clear that PD of English language teachers have become a rising issue in Turkey. Although there have been various attempts to support teachers as for their PD, many of these have been considered to be ineffective due to several reasons ranging from lack of professional instructors to time and money constraints (Bayrakçı, 2009; Özer, 2004). Moreover, Kumaravadivelu (2001) states that the goal of these PD practices is transferring the necessary knowledge on classroom practices regarding English language methodology to the teachers. Similarly, Kincheloe (1993) asserts that traditional models of PD and teachers' education involve a top-down process, which is based on knowledge transfer discrediting the creativity of teachers. That is to say, teachers are considered as receivers of knowledge rather than active participants of the procedure.

## **1.2. Purpose of the study and Research Questions**

On account of the aforestated reasons it is obvious that the traditional methods of PD are not satisfactory and there is need for alternative PDPs which will appeal to the requirements of prospective and in-service English language teachers working at different institutions. Accordingly, the current study intends to investigate the opinions of prospective and in-service English language teachers on PDPs in general and the APDP applied during the study.

In line with the aims of the study, this study tried to answer the following research questions:

1. What are the opinions of prospective and in-service English language teachers working at different institutions on PDPs in general? Do they benefit from them?
2. What are the opinions of prospective and in-service English language teachers working at different institutions on the APDP during this study?
3. Do the participants prefer traditional models or the APDP applied during the study?

### **1.3 Limitations**

The number of the participants (10) can be thought as one of the major limitations of the study. However, in order to provide an ideal classroom environment, the number of the participants was kept limited. So as to make generalizations, further studies with larger number of participants should be conducted. Also, there could be an infinite number of APDPs that could be applied at this setting. Hence, only a certain amount of activities were included in our repertoire.

### **1.4 The Significance of the Study**

In Turkey, INSET department of MONE is in charge of organizing PDPs for teachers working at schools attached to MONE. Moreover, for the instructors working at universities PD activities are held by the administrations of Schools of Foreign Languages. Nevertheless, many of the studies on these implementations have shown that they were not efficient enough to meet the PD needs of teachers (Arıkan, 2004; Bayrakçı, 2009; Eratalay and Kartal, 2006; Küçüksüleymanoğlu, 2006; Hişmanoğlu and Hişmanoğlu, 2010; Özen, 2004; Özer, 2001; Yurtsever 2013). Furthermore,

while there is a great deal of research studying the effectiveness of the already applied PDPs, there are not enough studies implementing an alternative PDP and investigating the effectiveness of it.

Thus, the present study is significant in that it tries to introduce an alternative PDP prepared taking into consideration of the needs of the participants and the qualities of an effective teacher based on many sources including the curricular changes in the primary, secondary and higher education, the CEFR and the EPOSTL. Moreover, by investigating the effectiveness of the APDP, the study intends to give insights for the preparation of alternative PD models which will be implemented in different contexts.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

The literature review of the study will be presented in this section. First of all, theoretical framework will be presented. Under the heading of developments in ELT in Turkey, developments regarding elementary, secondary and higher education will be elaborated. Then, the effects of the CEFR and the EPOSTL on ELT and English language teacher education will be scrutinized. Later, the qualities expected from effective teachers will be put forward. In the next part, types of PD models and PD activities that MONE and universities organize will be examined. Finally, recent studies on alternative PDPs and opinions of teachers on these programs will be presented.

#### **2.1 Theoretical Framework**

##### **2.1.1 Developments in ELT in Turkey**

English does not have an official status in Turkey nonetheless; it is the most widely taught foreign language (Karahana, 2007). The strategic and geopolitical status of the country has a significant role in the prevalence of English since Turkey is like a bridge between Asia and Europe having 97% of its total land in Asia and 3% in Europe. Therefore, in order to maintain international communication and be aware of the advancements in various areas such as science, technology and economy, English is a crucial language for Turkish citizens (Kırkgöz, 2007). The role of English in Turkey is outlined by Doğançay- Aktuna (1998, p.37) as follows:

In Turkey English carries the instrumental function of being the most studied foreign language and the most popular medium of education after Turkish. On an interpersonal level,

it is used as a link language for international business and for tourism while also providing a code that symbolizes modernization and elitism to the educated middle classes and those in the upper strata of the socioeconomic ladder.

Thus, the significant role of English in Turkish context has led to attempts to improve ELT. Since it was introduced to the Turkish education system, there have been many developments in the field of ELT at all levels of Turkish education (Kırkgöz, 2007).

### **2.1.2 Developments in ELT Regarding Elementary Education (Grades 2-8)**

As it is mentioned before, in the 2013-2014 academic year with a change in the education system grade 2 students started to have English lessons. In accordance with this change, MONE has revised foreign language curricula in line with the CEFR. “The CEFR is a framework, published by the Council of Europe in 2001, which describes language learners’ ability in terms of speaking, reading, listening and writing at six reference levels” (Cambridge ESOL, 2011 p. 4).

#### **Organization of the New Curriculum**

The new Turkish National Curriculum aims to promote a learning environment which is amusing and motivating in order to make young learners feel relaxed and supported while learning in line with the CEFR’s view that it is necessary to cultivate an affirmative perspective towards English from very young ages. Therefore, in order to motivate students and underline the communicative disposition of English, techniques such as drama and role-play are used together with authentic materials and hands-on activities in the new curriculum. Instead of adopting a single language teaching methodology, an eclectic mix of instructional techniques are used to address various learning styles. Furthermore, so as to expose students to the English used in real life, the materials used in the classroom are taken from authentic origins. The



curriculum also suggests using literary materials such as fables, fairy tales, poems, rhymes, and stories in the classroom (MEB, 2013).

### **Instructional Design**

In accordance with the notion that songs, games and hands on activities help young learners learn languages, listening and speaking skills are emphasized from grade 2 to 4. Students are exposed to short texts in grade 5 and 6. In grade 7 and 8, students start to read simple texts and write simple short stories (MEB, 2013).

### **Instructional Materials**

The new curriculum provides ten thematic units for each grade level. Themes which are familiar to young learners such as family, friends, animals etc. are selected so as to make a connection between language learning and daily life. Moreover issues related to target culture and international cultures are also introduced (MEB, 2013).

### **Assessment**

Self-assessment is highlighted and students are expected to monitor their own progress with the help of self-assessment check lists and language learning achievement dossiers. Moreover, there will also be formal assessment through written and oral exams, quizzes, assignments and projects (MEB, 2013).

In the light of the above-mentioned characteristics of the new curriculum the teachers need to develop themselves in specific areas to make the best of the curriculum. Since the curriculum is primarily designed for young learners, it is necessary to provide motivating, communicative learning environments while giving importance to teaching techniques such as drama, and using authentic materials such as poems in the classroom. As it is stated in the curriculum, “Enjoyment of language learning is fostered through activities such as arts and crafts, TPR, and drama.” (MEB, 2013, p.

VII). We should keep in mind that instead of adopting a single language teaching methodology, the new curriculum enhances the use of a mixture of methodologies to respond to the needs of young learners.

### **2.1.3 Developments in ELT Regarding Secondary Education (Grades 9-12)**

Due to the renewals in the new 2<sup>nd</sup> – 8<sup>th</sup> Grades English Curriculum (MEB, 2013), a need to revise the 9<sup>th</sup> -12<sup>th</sup> Grades English Curriculum has emerged. As in the 2<sup>nd</sup> -8<sup>th</sup> Grades English Curriculum, the curriculum designed for the 9<sup>th</sup> -12<sup>th</sup> Graders aims to enhance communicative skills. Moreover it emphasizes the integration of four language skills gradually and academic English needs of the students are taken into consideration in the revised curriculum. Another point is that the use of instructional technology tools increased in line with the real-life experiences of the learners (MEB, 2014).

English is seen as an international language and the language of science and technology hence the students are expected to use English actively, productively and communicatively. However many English language learners in Turkey lack communicative competence due to the fact that grammatical competence has been given more importance. Thus in the new 9<sup>th</sup> -12<sup>th</sup> grades curriculum all features of communicative competence are taken into consideration.

Collaboration among students and learner autonomy are other significant aspects of the new curriculum. An increase in learner autonomy is intended via collaboration, interaction and communication. In line with these revisions authentic assessment tools are also included in the new curriculum (MEB, 2014).

The use of technology has a significant role in the new curriculum. The rapidly growing Information and Communication Technology (ICT) has affected the field of

English teaching. Many activities in the field of language use and teaching could be carried out quickly and accurately thanks to ICT (Kim, 2011). Schrooten (2006, p. 129) lists the benefits of using ICT in the language classroom as follows:

1. ICT allows a high degree of differentiation. Individual needs and abilities can easily be accommodated.
2. Working with ICT elicits a high degree of learner motivation and involvement.
3. ICT offers enriched content and allows a more intense, multisensory learning process.
4. ICT makes teaching more efficient, since the teacher can focus more on supporting learners rather than having to focus on providing content.

Taking the assets of ICT into consideration the new curriculum favors a blended-learning environment for students. “In ELT ‘blended learning’ is the term most commonly used to refer to any combination of face-to-face teaching with computer technology (online and offline activities/materials)” (Whittaker, 2013 p. 12).

Regarding the organization of the curriculum, it is divided into ten units each of which is based on a theme. Moreover each unit focuses on language functions, four language skills, language structures and pronunciation in accordance with the descriptors of the CEFR.

The instructional materials are selected to advocate experiential learning and it is made sure that they do not contain too much controlled practice of language structures. Using authentic materials which can be online or offline is highly recommended (MEB, 2014).

All in all when the features of the revised 9th-12th Grades English Curriculum are considered, it is clear that there are certain qualities expected from English language

teachers who will teach these graders. Together with their professional knowledge including teaching techniques and approaches, assessment, and materials development these teachers should brush up their knowledge in ICT which is highly advocated in the revised curriculum.

#### **2.1.4 Developments in ELT Regarding Higher Education**

The Higher Education Council (HEC) clarifies the aims of foreign language teaching as teaching the basic rules of a foreign language, improving the students' vocabulary knowledge, ensuring that students understand what they read and listen to and express themselves both written and orally. Moreover, the aims of education in foreign language is stated as making sure that the graduates of associate degree programs, undergraduate programs and post graduate programs acquire the proficiency in foreign language related to their own study fields (YÖK, 2008).

The students, who enroll in a higher education program of which the language of instruction is partly or completely a foreign language for the first time, take a proficiency and/ or a placement test organized by higher education institutions. Based on the results of the test, whether the students are exempt from preparatory classes or not and the language levels of the students are identified. If the students fail preparatory class two years successively, they are dismissed from their departments (YÖK, 2008). The content of the preparatory programs is determined by the universities within the framework of qualifications for higher education and aims for students to achieve B1 level based on the CEFR.

If the language of instruction is Turkish, the first year students have to attend a compulsory foreign language course at least for two terms. In order to be exempt from these courses, they take an exemption exam (YÖK, 2008). The compulsory

foreign language course is three hours a week and aims for students to achieve A1 level based on the CEFR.

The preparatory program and the compulsory English courses are usually provided by Schools of Foreign Languages. In Turkey there are 180 universities with preparatory programs which employ many instructors. Since teachers are expected to be the most effective factors on student learning, Continuing Professional Development (CPD) is of great importance for Schools of Foreign Languages (Borg, 2015).

According to a study implemented by Gökdemir (2005) at the school of foreign languages of a state university in Turkey, the following can be stated as being the main problems among students of preparatory classes:

- Theory is given more importance than practice.
- The lessons are not student- centered.
- Universities are not the best places to learn a foreign language.
- The universities offering preparatory classes cannot provide suitable teaching and learning conditions and necessary tools for foreign language learning.
- The universities offering preparatory classes have a quick-paced curriculum.

It can be inferred from these results that the students want to be active participants in the lessons. Moreover, they want more technology based lessons with the use of audio-visual tools. The students are also not content with the pace of the lessons. While the solution to these problems may seem to be related to the institutions, there is a lot a teacher can do to solve them. Teachers working at the school of foreign languages of universities have to improve themselves in certain fields such as using

technology, curriculum and materials development and using more student-centered techniques.

### **2.1.5 Effects of the CEFR**

The Council of Europe published the CEFR in 2001 to provide ‘a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe’ (Council of Europe, 2001, p 1). It is a framework supplying descriptors in the form of can do statements from levels A1 to C2 which can be used as an instrument to compare the ability levels of foreign language learners and to outline the development of them (Council of Europe, 2001).

The language professionals can make use of the CEFR in designing curricula and syllabuses, in the classroom for teaching and lesson planning and for assessment. The curriculum designer identifies appropriate descriptors and specifies the language level of students to accomplish the objectives while designing a curriculum. Regarding the use of CEFR for teaching and lesson planning, based on the idea that focusing on the consequences of language learning makes language teaching more successful, CEFR is very effective since it helps learners to set goals. Moreover, it individualizes learning concentrating on the weaknesses and strengths of learners. Finally, the Council of Europe published *Relating Language Examinations to the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR), A Manual* (Council of Europe 2009), including a variety of procedures to assist test developers (Cambridge, E. S. O. L., 2011).

In the Turkish context, as it is mentioned before, the CEFR had effects on the curriculum developments at elementary, secondary and higher education. Moreover, in 2006 HEC rearranged the curricula of education faculties based on the CEFR. The

elements of the curriculum involve field knowledge (linguistic competence), teacher education (pedagogic competence), general knowledge and teaching practice (Altunya, 2006). The revised curriculum expects the trainees to be autonomous learners and teachers to broaden the extent of their personal and professional growth (Hişmanoğlu, 2013).

Hişmanoğlu (2013) investigated if the revised English Language Teacher Education (ELTE) curriculum improves prospective EFL teachers' awareness of CEFR bringing European standards to modern language teaching by conducting a questionnaire to 72 prospective English as a Foreign Language (EFL) teachers. The results of the study indicated that the participants were highly aware of the CEFR and they were eager to benefit from a CEFR-related ELTE curriculum hoping to get better and more concurrent pedagogical skills.

#### **2.1.6 Effects of the EPOSTL**

The European Portfolio for Student Teachers of Languages (EPOSTL) is a document for students undergoing initial teacher education the content of which depends on skill-based, action-oriented view of the CEFR (Newby, 2012). "It will encourage you to reflect on your didactic knowledge and skills necessary to teach languages, helps you to assess your own didactic competences and enables you to monitor your progress and to record your experiences of teaching during the course of your teacher education." (Newby Allan et al., 2007, p 5). Along with student teachers, it can be used by actual teachers, teacher educators, and curriculum designers to enhance the value of teacher education.

The EPOSTL consists of 6 sections which are: A personal statement section to help you, at the beginning of your teacher education, to reflect on general questions

related to teaching; A self-assessment section, consisting of ‘can-do’ descriptors, to facilitate reflection and self assessment; A dossier, in which you can make the outcome of your self-assessment transparent, to provide evidence of progress and to record examples of work relevant to teaching; A glossary of the most important terms relating to language learning and teaching used in the EPOSTL; An index of terms used in the descriptors; A users’ guide which gives detailed information about the EPOSTL (Newby Allan et al., 2007, p 5).

The self assessment section has seven subheadings which are context, methodology, resources, lesson planning, conducting a lesson, independent learning, and assessment of learning which consist of 193 descriptors given as can-do statements. Via these statements, the EPOSTL helps student teachers reflect on their teaching skills. There are several studies which show that the EPOSTL has been beneficial for the PD of student teachers in the aspects such as providing them an efficient tool for reflection and self assessment, and making them familiar with the CEFR (Okumuş and Akalın, 2015; Mirici and Hergüner, 2015; Çakır and Balçıkanlı, 2012). While deciding on the sessions of the APDP applied in the current study the can-do statements of the EPOSTL are also taken into consideration.

### **2.1.7 Qualities Expected from Teachers**

There is a great deal of literature regarding the qualities and competence of an effective teacher (Arıkan, Taşer and Saraç-Süzer, 2008; Arıkan, 2010; Glenn, 2006; Gürbüz, 2012; Malikow, 2006; Shishavanand Sadeghi, 2009; Stronge, 2007; Yılmaz; 2011). Researchers make a connection between teachers’ effectiveness and students’ success.

Schulman (1987) lists seven kinds of teaching knowledge which are:



1. Content knowledge- Mathematics, Science, Art, Geography etc.
2. General pedagogical knowledge- knowledge of principles and strategies for classroom management and organization.
3. Curriculum knowledge with a particular grasp of the materials and programs that serve as the “tools of trade” for teachers.
4. Pedagogical content knowledge- Teachers’ own special form of professional understanding.
5. Knowledge of learners and their characteristics.
6. Knowledge of educational contexts- the characteristics and effects of groups, classrooms, schools, school district administration, communities and cultures.
7. Knowledge of educational ends, purposes, and values and their philosophical and historical grounds (Schulman, 1987, p. 8).

In Turkish context, HEC and MONE have attempted to designate proficiency guidelines for effective teachers. HEC underlines the following criteria under the heading of proficiency guidelines for teachers:

- Knowledge of subject matter
- Planning the learning and teaching process
- Classroom management
- Effective communication skills
- Effective evaluation and feedback
- Updating one’s professional development (YÖK, 1998, p 16,17 )

In 2006, MONE identified general teacher efficacies, which consisted of 6 main, 31 sub-efficacies and 233 performance skills. The six main efficacies include; individual and professional values- professional development, becoming acquainted with the

students, the process of teaching and learning, monitoring and evaluating learning and development, the school, family and society relationship and program and content knowledge (MEB, 2006). Both HEC and MONE consider that teachers' professional development is one of the basic principles of their proficiency.

Arikan (2010) studied characteristics of an effective language teacher from the perspectives of prospective and in-service teachers of English. According to pre-service teachers, efficient teachers must be able to transmit knowledge effectively; they must be interested in scientific and cultural developments; they must be open-minded to bring the outside world into the classroom and they must value and respect students' judgments. In-service teachers think that they must be sufficient in cultural knowledge; they must be backed up with in service training and they must be backed up with an updated and proper curriculum.

In consideration of the above mentioned literature review together with the developments effecting ELT in Turkey, the following qualities appeared to be expected from a teacher of English:

- Teachers should brush up and update their knowledge of subject matter and the cultural knowledge of the target language.
- Teachers should keep up with the advancements in technology in the field of teaching and learning. No matter what level they are teaching, use of ICT in the language classroom helps motivate students encouraging more communicative and student-centered lessons.
- They should have a good rapport with their students by getting to know them better.

- Teachers should improve themselves in the fields of curriculum development, lesson planning, classroom management, materials development and evaluation and feedback.
- Finally, effective teachers should give importance to their professional development to improve themselves in the areas mentioned.

### **2.1.8 Types of PD Models**

With the rise of the teacher-guided PD activities such as action research and reflective teaching, the requirement for continuous teacher education has a new focus (Richards and Farrell, 2005). Traditionally teachers are seen as knowledge consumers who are expected to implement what they have learnt in their classrooms (Borg, 2015).

Díaz-Maggioli (2004) makes a distinction between traditional and visionary professional development. As it can be seen from table 2.1, he thinks that visionary PD practices differ from traditional ones in terms of the organization, content, follow up and evaluation of the program, the former being more collaborative, context and participant sensitive.

**Table 2.1** *Differences Between Traditional and Visionary Professional Development* (Díaz-Maggioli, 2004, p 6)

Characteristics of Traditional Development	Characteristics of Visionary Professional Development
<ul style="list-style-type: none"> <li>• Top-down decision-making</li> <li>• A “fix-it” approach</li> <li>• Lack of program ownership among teachers</li> <li>• Prescriptive ideas</li> <li>• One-size-fits-all techniques</li> <li>• Fixed and untimely delivery methods</li> <li>• Little or no follow-up</li> <li>• Decontextualized programs</li> <li>• Lack of proper evaluation</li> <li>• Pedagogical (child-centered) instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborative decision-making</li> <li>• A growth-driven approach</li> <li>• Collective construction of programs</li> <li>• Inquiry-based ideas</li> <li>• Tailor-made techniques</li> <li>• Varied and timely delivery methods</li> <li>• Adequate support systems</li> <li>• Context-specific programs</li> <li>• Proactive assessment</li> <li>• Andragogical (adult-centered) instruction</li> </ul>

Moreover, Richards and Farrell (2005) make a distinction between training and development. While they define training as activities focusing on teachers’ current duties and aiming at short-term, instantaneous objectives such as trying out new strategies in the classroom, development is defined as general advancement without focusing on a particular job. While training is considered to be a top-down approach to teacher education, development is bottom-up because it “often involves examining different dimensions of a teacher’s practice as a basis for reflective review” (Richards & Farrell, 2005, p.4).

Within the context of in-service training courses teachers mostly act as consumers of knowledge since they are required to attend courses such as seminars and fulfill tasks to get a qualification. While many teachers at both pre-service and in-service levels benefit from these structured input-based courses, just as many of them find these

programs inappropriate to their needs, unrealistic and not related to what is actually happening in the classroom (Borg, 2015).

Borg (2015, p 5) points out the disadvantages of traditional models of PD as follows:

- Teachers may become dependent to others for their PD rather than learning to take charge of it themselves.
- Teachers may undervalue both their own knowledge and experience, believing that what they receive externally is more important.
- CPD, which is externally driven, tends to limit the contributions teachers can make to both its content and process.
- Conventional approaches to CPD tend to take place in the training room rather than the classroom and focus on teachers' behaviors without acknowledging teachers' beliefs.
- It fails to produce sustained positive changes in teaching and learning.

There are certain issues to consider while developing a PD program. According to Jones et al (1992) common points to be considered while developing a PD program are; teacher activities that are individually guided, recent teaching methods, consulting teachers and engaging them in the development process, analyzing teachers' pedagogical problems and enhancing teacher decision making by developing a data base.

Lee (2005) states that classroom teachers, teacher educators, administrators, and parents must work together to develop and implement a PD program because of the circumstantial elements such as physical environment, policies etc. While PD activities such as workshops, seminars and conferences are recognized as traditional, practices like study groups, networking, mentoring etc are seen as reform type PDs.

The assets of the latter PDs are stated as assisting teachers to associate with the classroom teaching and responding to the requirements and goals of the teachers.

Finally, when the drawbacks of conventional PD models are taken into consideration, it is obvious that more visionary PD models which perceive teachers as generators of knowledge rather than consumers of knowledge are needed. Moreover, while developing a PD program all stake holders in the field of education should work cooperatively considering many factors such as teachers' problems.

### **2.1.9 PD Activities that MONE and Schools of Foreign Languages Organize**

Having almost no teaching experience apart from the short-term teaching practice, the graduates who have gone through different kinds of education processes have to start teaching without necessary preliminary preparation. Thus, it is clear that these graduates need INSET in order to make up the deficiency in their pre-service education and to provide standardization in the principals and techniques of foreign language teaching.

INSET is defined as "a set of activities and requirements generally under the heading of professional development" (Bayrakçı, 2009, p 10). It is considered as a crucial element to enhance the PD of teachers and to contribute to the advancement of their knowledge (Saiti& Saiti, 2006).

INSET practices for teachers working at primary and secondary educational institutions are organized by department of in-service training part of the ministry of education. These practices are performed by academic members from higher education institutions and teachers working at public or private institutions depending on the subject of the program.

Adjustment of novice teachers to their institutions, meeting the needs in their professional competence, developing their teaching approaches and making them gain the necessary knowledge, skills and attitudes required by the innovations and developments in the field of education are among the main goals of in-service training (MEB, 1994). Ministry of Education In-Service Training Department implements two types of in-service training practices for foreign language teachers one of which is at their place of duty and the other one occurring in Ankara. These implementations consist of seminars on “Foreign Language Teaching Methods” and courses on educating teacher trainers. They last for three or five days and are organized during the education year for teachers working in city centers and in the summer months for other teachers.

One of the problems with the in-service training implementations in Turkey is that very few number of teachers benefit from them due to time and place constraints and lack of teacher trainers (Eratalay& Kartal, 2006). Furthermore, in a study conducted by Özer (2004), 2,273 secondary school teachers were given a survey to find out the opinions of teachers on INSET practices. The results revealed that although they expected to get important advantages from the INSET program, most of the teachers declared that they did not attend those in-service training programs willingly. Issues such as "not being able to afford to buy and read the publications on the profession", "lack of motivational factors for professional development", "lack of adequate activities geared for professional development in schools" and "not asking for teachers' opinions in determining the topics of in-service training programs" were considered as obstacles for their professional development (Özer, 2004, p 96).

In another study Bayrakçı (2009) compared the INSET practices in Japan and Turkey through semi-structured interviews. The results revealed that the most significant

problems regarding INSET in Turkey are; inadequacy of professional staff, lack of cooperative alliance between teachers, lack of feedback, and the INSET not being systematic.

Özen (2004), investigated the perceptions of 67 INSET participants on the competencies of INSET programs instructors through a questionnaire. The outcomes of the study showed that the participants expect the trainers to be subject specialists, and to bear the necessary skills and qualifications of the teaching profession.

As it is mentioned before, Schools of Foreign Languages offer preparatory programs and compulsory English courses at higher education institutions. These institutions are responsible to respond to the PD needs of their instructors. There is no fixed implementation and each university strives to promote the PD of the instructors in a different way. Example PD practices from both state and private universities will be examined below.

Bilkent is a private university founded in 1984 in Ankara, Turkey. Over 200 full-time English language instructors work at Bilkent University School of Foreign Languages (BUSEL). Novice teachers have to attend an induction program called In-service Certificate in English Language Teaching (ICELT) program which aims to enhance teaching skills, expand theoretical expertise and promote the use of professional language. The course requires teachers to complete four basic tasks which are: Planning and delivering four assessed teaching practices; writing four language tasks for teachers; writing four reflection essays on their classroom practice and completing eight peer observations by observing experienced colleagues. Teachers who take the course develop their skills in many areas such as methodology, materials development and reflection (Borg, 2015).



Gediz University is a private university established in 2009 in İzmir, Turkey. There are about 60-70 English instructors working at the preparatory program who are encouraged to take part in PD activities by the preparatory school administration. The Academic and Professional Development Office organizes PD activities including teacher research, classroom and peer observations, and workshops. Teacher Research (TR) is defined as an activity, which involves teachers' doing systematic research on some features of their work so as to enhance their professional insights and student learning. At first, participation was compulsory but later it has become a favored choice. Dikilitaş, who is the head of academic and professional development in the School of Foreign Languages at Gediz University, points out the assets of TR as teachers' expanding their own awareness on their teaching and students, being a source of motivation for teachers since their work is published and presented at a conference organized by the institution. There have also been some drawbacks since some teachers expected benefits from TR immediately and some teachers experienced problems during report writing and presentations (Borg, 2015).

Hacettepe is a state university in Ankara, Turkey, which was founded in 1954. One hundred and sixty nine language instructors work at the School of Foreign Languages and there is a CPD unit which aims to implement induction programs for novice teachers, and organize workshops for all staff. Attendance to CPD activities is not compulsory but instructors are encouraged to attend them. There are one or two workshops which last at least two days each semester and 'Professional Sharing Seminars' once a semester where instructors share their experiences about the conferences they have attended. Based on the results of a survey conducted in 2013-2014 academic year to find out the opinions and needs of the instructors on CPD,

teacher resistance came up to be the leading impediment. Thus, in the 2014-2015 academic year the School of Foreign Languages implemented the Core, Mantle, Crust (CMC) model which is both a bottom-up process paving the way for instructors to select among a range of CPD activities depending on their professional needs and a top-down process requiring all instructors to be a participant in CPD activities. In the CMC model, the core activities are precisely pertinent to ELT methodology such as teaching language skills. The Mantle activities are about educational sciences such as classroom management and the Crust activities are indirectly related to teaching such as time management. Yılmaz, who is assistant director and coordinator of the CPDU at Hacettepe University, believes in the effectiveness of this model and thinks that in the long run it will improve the quality of the English language program that the institution offers (Borg, 2015).

Arıkan (2004) studied the relationship between PD programs, and English language instructors through in depth interviews. The participants of the study were nine English language instructors from five different universities in Ankara, Turkey. The findings of the study showed the need for more humanitarian and contemporary PD implementations in terms of teacher trainers, classroom observations, the delivering of these programs and the administrative units.

In another study, Turhan and Arıkan (2009) examined the opinions of university level English instructors before and after the establishment of a teacher development unit in their institution through a likert type questionnaire. The results of the study revealed that both novice and experienced teachers consider that teacher development courses should be conducted to improve teachers' professional development. Thus, professional development is not an issue just for novice teachers but also for experienced teachers.

The theoretical framework of the study examined the factors such as curricular changes, the CEFR and the EPOSTL, which influence the qualities expected from an effective teacher in Turkish context. Moreover, the features of traditional and visionary models of PDPs are scrutinized and PD activities implemented by MONE and Universities are investigated to shed light on the PD of teachers in Turkey.

## **2.2 Recent Studies on Alternative PD Models and Perceptions of English Language Teachers on PDPs**

He, Prater and Steed (2011) designed and delivered professional development sessions and examined the effects on teachers and English as Second Language (ESL) students. Twenty-two teachers (9 ESL, 13 regular classroom teachers) from one school district in the US participated in 46 hours of PD sessions in a year. The PD program contained nine sessions, with six hours for the first session and five hours for each of the remaining sessions. Both qualitative and quantitative data was collected. Two instruments were used namely a pre- and post- ESL knowledge inventory and feedback from each of the nine PD sessions. The instruments included both likert-scale items and open ended questions. The effectiveness of the PD program was examined from three different aspects which were the quality of the PD sessions based on teacher feedback and teacher understanding of working with ESL students and English language development of ESL students. They found out that teachers were provided with useful strategies and resources thanks to a research-based and needs-oriented PD program.

Lee (2011) conducted a study in Hong Kong to find out how EFL teachers can be made more active participants as presenters at CPD seminars and in which ways this kind of CPD can promote teacher learning. She held a CPD seminar on feedback in writing, which consisted of three parts. In the first part, she gave a 45- minute

presentation on the topic which was followed by 40-minute presentation by a panel of three secondary and one primary English teachers, all of whom were Cantonese speakers. The final part was allocated for questions and answers. Subsequently, questionnaires and e-mail interviews were used to collect data from 166 seminar participants and 4 teacher presenters. The questionnaire consisted of five likert-scale questions pertaining to the usefulness of the seminar and two open-ended questions about what they liked most and least in the seminar. The e-mail interviews aimed to find out the views and perceptions of the teacher presenters about the seminar. The findings of the study suggested that teacher learning can be enhanced owing to teachers' knowledge sharing and production at CPD seminars in terms of relevancy, professional sharing in a learning community and knowledge generation for teacher presenters.

Yurtsever (2013) examined English instructors' beliefs on traditional and constructivist models of PD at Akdeniz University School of Foreign Languages in Antalya, Turkey. The study took place during the 2011-2012 academic years with the participation of 91 English language instructors. Quantitative data were collected through a 5-point likert-type questionnaire, which was both paper-based and online. While the results revealed that both traditional and constructivist models were favored by the participants, the self-directed model emerged to be the most favored one showing the concern of the participants for their own PD.

Vo and Nguyen (2010) examined the experiences of four Vietnamese EFL teachers during their participation in a Critical Friends Group (CFG), which is a model of PD supporting a democratic, reflective, and collaborative community of learners. The researchers used observations and interviews to find out the participants' feelings about the CFG as a means of improving their teaching performance. The CFG

involved three feedback meetings, which were observed by one of the researchers. Interviews with individual participants followed these meetings. The findings of the study suggested that the participants perceived the CFG experience as a rare opportunity to swap their professional ideas, learn from each other, and help each other to professionally develop in a relaxed manner.

Vacilotto and Cummings (2007) investigated the effectiveness of peer coaching as a PD tool for pre-service ESL/EFL teachers within a team-teaching context in Brazil. The participants were 16 graduate student teachers from five different countries. The study took place within the practicum of the Master of Arts in Teaching English (MATESL) program, which required teaching ESL to beginning-level adult learners for sixteen weeks. Before starting work in their groups the participants were given a questionnaire to collect background information and to learn the feelings of the participants about peer coaching. During the practicum the participants audio-recorded at least one of their lesson plan meetings which took place before teaching and debriefing meetings which took place within two days after teaching. Student teachers also kept reflective journals about their teaching experiences and peer observations. Finally, at the end of the practicum student teachers completed another questionnaire including closed-ended statements that restated the student teachers' initial reactions to peer coaching. Findings indicated that peer coaching facilitated exchange of teaching methods and materials, enhanced the improvement of teaching skills and made participants reflect on their own teaching.

Hişmanoğlu and Hişmanoğlu (2010) studied English language teachers' perceptions of educational supervision relating to professional development through questionnaires and interviews in the Turkish Republic of Northern Cyprus. Forty-two non-native and 8 native English language teachers working at three different

universities in North Cyprus participated in the study. A pre-questionnaire was given to the participants to collect background information and data about the PD activities they had attended. Later a post-questionnaire was administered to learn the participants' perceptions regarding educational supervision. Finally, each teacher participant was interviewed. Although the results of the study showed that educational supervision was perceived as advantageous in terms of highlighting the strengths of the teachers as well as encouraging them to reflect upon their weaknesses and helping them to find resolutions, it was still based on merely classroom observations occurring traditionally in a controlled and directive way. Furthermore, allocated time and financial resources came up to be two major obstacles hindering the PD of the participants.

Wong and Tsui (2007) examined the views of private school teachers and public school teachers about the efficiency of school-based learning activities in Guangdong Province, China. The school-based activities involved collective lesson preparation meetings, lesson observations, post-lesson conferences and open lessons. Sixty-nine teacher participants working at seven different schools were interviewed through semi-structured interviews. The results revealed that most of the participants had positive opinions of the school-based learning activities in terms of enhancing professional growth, learning new knowledge through different channels and creating a supportive working environment. However it was observed that in comparison to private school teachers, public school teachers were more committed to professional learning due to the sense of rivalry and heavy workload in private schools.

Atay (2008) conducted an INSET program in a state university in İstanbul, Turkey to identify Turkish EFL teachers' attitudes towards classroom research and the effects

of research on teachers' instructional practices. Sixty-two teachers who were grouped into four sections participated in the study. The program consisted of three parts which were; theoretical knowledge on ELT (two weeks), issues for investigation (two weeks), and investigating the classroom and doing research (two weeks). Teachers' narratives and journals were used as data collection devices and the data was analyzed by using pattern coding. The results of the study revealed that teachers appreciated the significance of examining the data of their own classroom and cooperating with their colleagues to improve their classroom practices. This study is significant in that teachers not only contributed to the theoretical part by suggesting the topics to be discussed, but they also had the opportunity to become active researchers instead of passive recipients of knowledge.

Hayes (2000) studied a nationwide in-service teacher development project in Sri Lanka aiming to make up the deficiencies of cascade models of teacher development. Cascade model is defined as "a model in which training is conducted at several levels by trainers drawn from a level above" (p 137). Several advantages of this model such as being cost effective, time saving and making use of existing staff as co-trainers are mentioned. The Sri Lanka Primary English Language Project (PELP) which has two components being training and curriculum wishes to develop the quality of English language teaching in primary schools in Sri Lanka. Within the scope of the cascade the project manager trains two project coordinators and they train 120 staff of 30 Regional English Support Centers (RESCs). Finally, the RESC staff carries out in-service courses for teachers in their area. Children's language competence was assessed through one-on-one conversations, story-reading and teacher observations in their schools. The findings revealed that the performances of children taught by RESC-trained teachers were better than those taught by non-

RESC-trained teachers. Moreover, RESC-trained teachers had more learner-centered and activity based classroom behavior than the other teachers.

Küçüksüleymanoğlu (2006) studied the views of the instructors who participated in the INSET programs between 2003-2005. The researcher implemented a questionnaire to 186 teachers and 5 instructors. The findings revealed that the programs were not found to be effective since MONE decided on the instructors, the length of the courses, the number of the participants and the curricula. Moreover, the results showed that since the number of the participant teachers was high, some difficulties arose in classroom interaction and some of the participants were unwilling. The instructors also indicated that “lecture” and “question –answer” techniques were always used on the courses.

To sum up, the findings of these studies have pointed out certain features of beneficial and less beneficial PDPs. While needs oriented PDPs which give importance to collaboration among teachers and active participation of teachers are favored by the practitioners, controlled, top-down PDPs in which the participants do not have a word in the decision making procedure are found to be less beneficial.



## CHAPTER III

### METHODOLOGY

#### 3.0 Introduction

In this chapter research methodology of the study which intends to investigate practitioners' views on an alternative five-week professional development program is presented. The research method that guided the study, participants, data gathering instruments, the procedure including the modules of the program, and data analysis are also described in detail.

The research questions of the study are as follows:

1. What are the opinions of prospective and in-service English language teachers working at different institutions on PDPs in general? Do they benefit from them?
2. What are the opinions of prospective and in-service English language teachers working at different institutions on the APDP applied during this study?
3. Do the participants prefer traditional models or the APDP applied during the study?

#### 3.1 Research Method

Although this is an applicational study, when the data collection and analysis are considered a qualitative approach was used during the study. Holloway, (1997, p.2) defines this type of research as “ ... a form of social inquiry that focuses on the way people interpret and make sense of their experiences and the world in which they live.” According to Merriam (2002), the crucial element to understand a qualitative study is the notion that individuals create meaning interacting with their

environment. Unlike in quantitative, positivist research the truth is not rigid, distinct or prearranged but it has numerous structures and perceptions in a constant state of flux. That is to say this approach bears an emic (others' points of )perspective which devotes itself to unearthing the interpretations of the participants as they are trying to give a meaning to the situations that they confront and construct (Shulman , 1986). “The characteristics of a qualitative research are; the researcher as the key instrument, multiple sources of data, inductive data analysis, participants meanings, emergent design, theoretical lens, interpretive inquiry and holistic account” (Creswell 2013, p 38). In the present study a qualitative approach is preferred to allow the participants to talk about their own experiences and the program freely and as Creswell (2013) pointed out to decrease the relation of power between the participant and the researcher along with other reasons connected to the above mentioned characteristics of the method.

### **3.2 Participants of the Study**

The participants of the study were eight in-service and two pre-service English language teachers working at different institutions. Eight of the participants were women and two of them were men. Their ages ranged from 25 to 37 years. Their years of experience ranged from 3 to 14 years. Demographic information about the participants can be seen in table 3.1 below.

**Table 3.1** *Demographic Information of the participants*

<b>Participant</b>	<b>Sex</b>	<b>Age</b>	<b>Institution</b>	<b>Years of experience</b>
1	Female	25	Akdeniz University School of Foreign Languages	4
2	Female	29	Akdeniz University School of Foreign Languages	6
3	Female	33	Şerife Turfan Primary School	11
4	Male	37	AlanyaTürkler İMKB SosyalBilimler High School	14
5	Female	26	İmam Hatip High School	3
6	Female	28	International Antalya University	5
7	Male	31	International Antalya University	5
8	Female	26	Sınav Private School	7
9	Female	24	4 <sup>th</sup> year ELT student (Akdeniz University) Kindergarden	1
10	Female	30	4 <sup>th</sup> year ELT student (Akdeniz University) Private Institution	7

### **3.3 Data Gathering Instrument**

Two different open-ended protocols and a post program interview were used as data gathering instruments. The pre-program protocol (Appendix A), which consisted of four open-ended questions, was administered before professional development sessions began in order to learn the perceptions of the participants on professional development programs in general. At the end of each module, post-module protocols (Appendix B), which consisted of six open-ended questions, was given to the participants in order to evaluate the effectiveness of the session. Finally, at the end of the program the researcher implemented a post-program interview (Appendix C) with the participants, which aimed to compare the alternative five-week program with the other PD programs that they had received before.

All of the instruments were prepared by the researcher with the help of a specialist in the field and conducted by the researcher.

### **3.4 The Data Gathering Procedure**

The alternative professional development program was implemented in the second term of 2015/2016 academic year at Akdeniz University due to convenience sampling because the researcher works at this institution. The program consisted of five modules and the sessions were carried out at the weekends and in the evenings since the participants were working at the time.

#### **3.4.1 Distinctive Features of the APDP**

The APDP differed from traditional PDPs in certain aspects.

- The topics of the sessions were selected based on the needs of the participants and the literature review on the qualities of an effective teacher.

- Unlike traditional PDPs, the number of participants was small paving the way for a better interaction among the participants and with the instructor.
- The duration of the sessions ranged from one to two hours.
- Each module of the program focused on a different topic.
- The sessions gave importance to practice rather than theory so the participants were active and they learned by doing during the sessions.
- All of the techniques and activities presented in the sessions were applicable in the classroom atmosphere.
- The evaluation section of the modules let the participants reflect on what they have learned and how they will make use of it in the future.

### **3.4.2 The Modules of the Program**

The program embodied five modules which are respectively “Integrating Drama in the EFL Classroom”, “Training on English Pronunciation: Problem Sounds for Turkish Speakers of English”, “Integrating Technology in the EFL Classroom”, “Creativity and Materials Preparation and Development”, and “Using Literature in the EFL classroom”. While preparing the modules, the researcher talked with the participants about their needs. The themes of the modules were selected based on the participants’ needs and the literature review on the expected qualities of an effective teacher. The lesson plans of the modules can be seen in Appendix D. Certificate of attendance was given to the participants at the end of each session.

The trainers of the modules were all specialists in their fields. Before the program started, a meeting was held with the instructors of the program and they were informed on the procedure and the distinctive features of the APDP.

### **3.4.2.1 Module 1 Integrating Drama in the EFL Classroom**

The first module of the program “Integrating Drama in the EFL Classroom” was implemented on March 5<sup>th</sup> 2016 in the building of Akdeniz University Faculty of Education. The instructor was an academic and specialist in the field working at the Faculty of Education at Akdeniz University. The aim of the session was to introduce some useful techniques and activities in drama as a method so that the participants could use them in their classrooms. The session, which lasted two hours, had three main stages namely; warming up to draw the participants’ attention and lower anxiety, impersonation to raise awareness, and evaluation to check if the objectives were met.

#### **A. Warming up Activities**

The session started with warm-up activities involving saying your name using certain shapes or movements, 1,2,3,4 name game, inner voice, and gibberish.

##### **1. Saying Your Name Using Certain Shapes or Movements**

The participants stood in a circle and the instructor stood in the middle of the circle. At first, the instructor demonstrated the activity by saying her name and clapping her hands. She wanted each participant to choose a shape or movement that would represent himself/herself. Next, each participant said his/her name and showed the shape or movement. In the final stage, the participants had to say another participant’s name and demonstrate his/her movement. This activity helps to introduce yourself by addressing visual memory.

##### **2. 1,2,3,4 Name Game**

The activity started in a drama circle and the instructor stood in the middle of the circle. Firstly, the instructor wanted the participants to count aloud around the circle

to get familiar with the counting movement. Then, the instructor called out a change in which she wanted them to replace numbers in the 5 times table with their names instead of the actual number. For example:1, 2, 3, 4, Meltem 6, 7, 8, 9, Ahmet etc. By the help of this activity, the students not only learn their peers' names, but they also improve their concentration.

### **3. Inner Voice**

The instructor demonstrated the activity with the help of one of the participants. She stood behind the participant whose arms were in the back and used her arms as if they were his. The instructor was acting like the inner voice of the participant and telling a story. The participant used his mimics according to what she said. The activity continued with the other participants' performances. This activity enhances the use of mimics and gestures.

### **4. Gibberish**

The instructor called two participants to demonstrate the activity. She started to speak gibberish which is a fictitious language with one of the participants. The second participant tried to translate what they said to English (Photo number 1). Then, other participants performed the activity. English might be as strange as gibberish for especially young learners so using body language is of great importance while teaching.

**Photo number 1** *Gibberish activity*

*The participants are seen in the gibberish activity in which one of the participants tries to speak a fictitious language called gibberish with the instructor and the other participant tries to translate it to English.*



**B. Impersonation Activities**

The second stage was impersonation and involved the activities TV channel game, and impersonation using a real object.

**1. TV channel game**

Five participants who represented different TV channels stood with their backs facing audience. One audience member had a remote control and yelled out a particular channel. The selected TV channel turned around and improvised a TV program (Photo number 2). The activity continued until each participant had a



chance to be a TV channel. This activity promotes creativity by providing an enjoyable learning environment.

**Photo number 2 TV Channel activity**

*The participants are acting like they are TV channels and they are improvising TV programs.*



**2. Impersonation using a real object**

**Chair**

The instructor demonstrated the activity by bringing a chair in the middle of the room and acting as if it was a car. Then, she asked the participants “What is this in your opinion?” Next, each participant imagined the chair as a different item and acted out their ideas (Photo number 3).

## **A Piece of Paper**

The instructor showed a piece of blank paper and created a context by saying that it was a letter from her primary school love. She was very excited to hear what he wrote. Then, each participant had to read one sentence from the letter (Photo number 4). The activity was completed when each participant read a sentence.

These two activities show that everyday objects such as a chair or a piece of paper might be great tools to create a context for speaking activities.

### **Photo number 3** *Impersonation using a chair*

*The participant is acting like the chair was a tent.*



**Photo number 4** *Impersonation using a piece of paper*

*The instructor is creating a context by telling the participants that the piece of paper is a letter from her primary school love.*



**C. Evaluation**

The session ended with the evaluation phase in which the participants shared their opinions on the session and how they can make use of this session in their own classrooms (Photo number 5). Participant five asserted that she liked the session since it was fruitful. She suggested including the shy students in the process gradually and adapting the activities to the students' interests such as using the names of cartoon characters. Participant seven pointed out that he especially liked impersonation activity using a real object. He added that with the help of a photocopying paper the students can act like they are reading a letter written by an imaginary or real person.

**Photo number 5** *Evaluation of the session*

*The participants are sharing their thoughts and suggestions about the session.*



**3.4.2.2 Module 2 Training on English Pronunciation: Problem Sounds for Turkish Speakers of English**

“Training on English Pronunciation: Problem Sounds for Turkish Speakers of English” was the second module of the PDPA. It took place on March 20<sup>th</sup> 2016 at the Faculty of Letters at Akdeniz University. The instructor was an academic and specialist in the field holding a doctorate degree and working at the Faculty of Letters at Akdeniz University. The aim of the session was to raise awareness of problematic sounds (/æ/, /ə/, /ʌ/, /w/, /ð/, /θ/, /ŋ/) for Turkish speakers of English. The session lasted two hours and mainly had three sections; warming-up to lower anxiety and motivate the participants, practicing problematic sounds through drilling, minimal pairs and tongue twisters and finally evaluation to form a general frame reflecting the session.

## A. Warming up

In the warming up stage, the instructor helped the participants feel the necessary muscles used articulating a sound (photo number 6).

### **Photo number 6** *Articulation of /ʊ/ sound*

*The instructor is demonstrating how to articulate the /ʊ/ sound.*



## B. Practicing Problematic Sounds

In the second phase of the session the instructor used minimal pairs (figure 1) and tongue twisters (figure 2) to practice problematic sounds. The participants did a great deal of drilling both individually and altogether to familiarize with the sounds (Photo number 7).

**Figure 1** *Minimal Pairs*

/ə/            /ʌ/  
amount \_\_\_\_\_ sum

finished\_\_\_\_\_ done

/ð/            /d/  
there\_\_\_\_\_ dare

they \_\_\_\_\_ day

/n/            /ŋ/  
ban \_\_\_\_\_ bang

win\_\_\_\_\_ wing

/æ/            /ʌ/  
bat\_\_\_\_\_ but

cap\_\_\_\_\_ cup

/w/            /v/  
wine\_\_\_\_\_ vine

west\_\_\_\_\_ vest

/θ/            /t/  
thank\_\_\_\_\_ tank

bath \_\_\_\_\_ bat

**Figure 2** *Tongue Twisters*

1. King Kong went to Hong Kong to play ping pong.
2. The vast and very wicked whale had vast amounts of water.
3. I thought, I thought of thinking of thanking you.
4. If two witches would watch two watches, which witch would watch which watch?
5. The thirty-three thieves thought that they thrilled the throne throughout Thursday.

**Photo number 7** *Practicing minimal pairs*

*The instructor is showing minimal pairs and modeling the pronunciation.*



**C. Evaluation**

Finally, at the end of the session the participants shared their opinions and suggestions. Participant ten stated that she learnt how to pronounce the problematic sounds and how to teach them to students using the techniques such as drilling the minimal pairs. Moreover, participant seven admitted that thanks to the session, he recognized that he had been pronouncing some sounds not properly.

**3.4.2.3 Module 3 Integrating Technology in the EFL classroom**

The third module of the program, “Integrating Technology in the EFL classroom” was held on May 25<sup>th</sup> 2016 at the computer laboratory at Akdeniz University Faculty of Education. The instructor was an academic and a specialist in the field holding a doctorate degree and working at Akdeniz University Education Faculty. The aim of the session was to introduce some technological applications and websites which a

language teacher can make use of in the classroom. The session lasted 2 hours and consisted of four stages namely; warming up to elicit what the participants already know and use about ICT, providing theoretical background to inform the participants about innovations in ICT, practice to make the participants use the introduced applications and evaluation to check the effectiveness of the session.

### **A. Warming up**

In the warm-up stage, the participants shared their experiences on using ICT in the language classroom. Participants six and eight stated that they were already using the online educational social networking application Edmodo in their classrooms but they did not know how to use it more efficiently.

### **B. Theoretical Background**

In the second stage of the session, the instructor gave information about Web 2.0 tools and certain websites that language teachers can utilize in their classrooms. She explained how teachers can use applications such as Edmodo, Tiny Chat, Quizzes as well as blogs and podcasts for educational purposes.

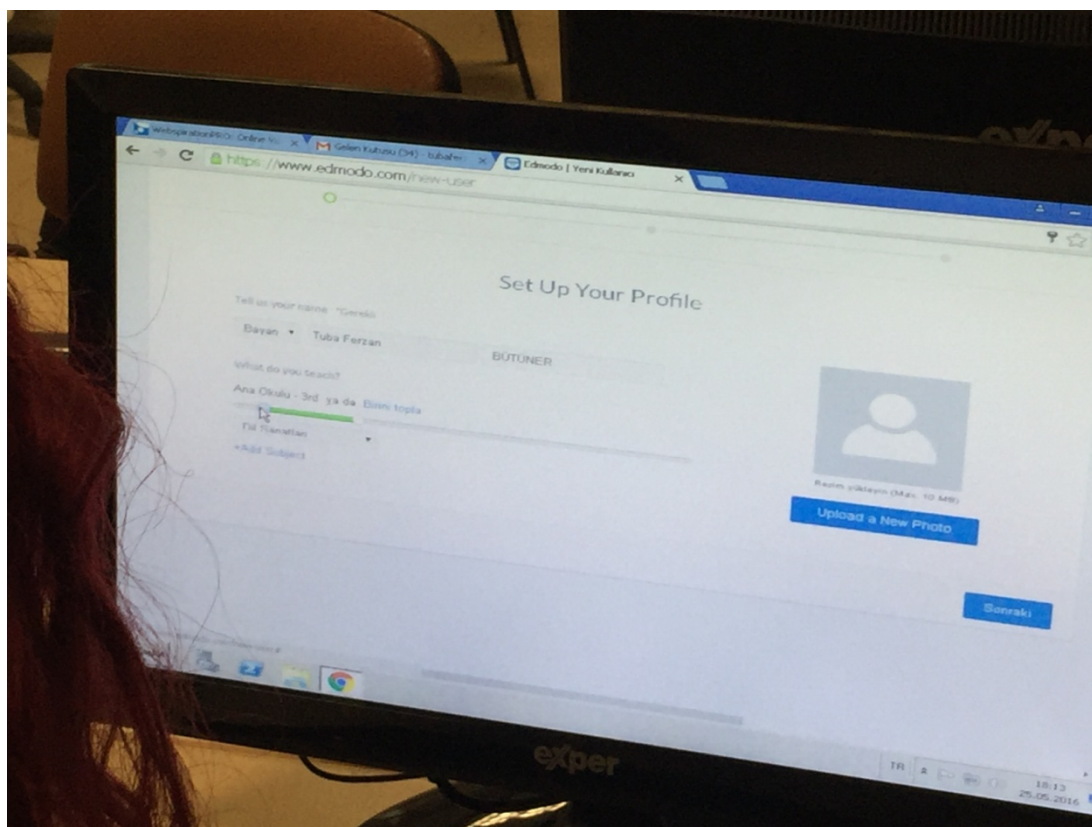
### **C. Practice**

In the practice phase, all of the participants were actively involved in the session trying to use the introduced applications themselves. At first they opened Edmodo accounts for their classrooms (Photo number 8). Edmodo is an online networking application for teachers and students. Edmodo is primarily a tool for within-class communication, but it also provides several ways for teachers to connect with other teachers. Students and teachers can post pictures, notes, videos etc. They can also comment on other students' or teachers' posts. It encourages peer-learning and peer-support environment both in the classroom and online.



**Photo number 8** *Opening Edmodo accounts*

*The participants are opening Edmodo accounts for their classrooms.*



The second application, which the participants practiced, was Quizzez (Photo number 9). The application lets teachers make use of quizzes which are prepared by other teachers or create their own quizzes. Teachers can start a live game in class or assign quizzes as a fun homework. Settings such as leader board, avatars, and timer can be activated to make the activity more enjoyable. Moreover, teachers can check their students' performance with the help of detailed class and student level reports.

**Photo number 9** *Quizzez Application*

*The participants are using the Quizzez application.*



**C) Evaluation**

The session ended with the evaluation stage in which participants shared their ideas and suggestions. All of the participants agreed that they had learnt new applications and websites to use in their classrooms. Participant three stated that she opened an Edmodo account and added her class during the session and she was going to use it to motivate her students.

**3.4.2.4 Module 4 Creativity and Materials Preparation and Development**

“Creativity and Materials Preparation and Development” was the fourth module of the program and it was held on June 1<sup>st</sup> 2016 at Akdeniz University’s Faculty of Letters. The instructor was a professor of ELT working at Akdeniz University’s Faculty of Letters. The aim of the session was to raise awareness of the materials development procedure and it involved warming up, practice in which participants

worked in groups to create materials collaboratively and present them and evaluation to check the effectiveness of the session.

### **A. Warming up**

The session started with the warming up stage in which the participants shared their ideas on their coursebooks, which they used in their classrooms and how they adapt them to their students' needs and interests.

### **B. Practice**

In the second phase of the session, the instructor asked the participants to have a look at the coursebooks they are using to find a problematic part that has little communicative value. Then he wanted them to adapt the material in a way to make it more communicative using everyday objects such as forks, spoons, a ball, magazines, etc. which he had brought with him. Furthermore, he added that each object should be closely attached to a communicative function. The instructor showed a fly swatter and asked, "What can you do with it? Can you play table tennis?" Participant one responded, "Why not?" Then the instructor inquired "Can you play tennis?" He demonstrated but it did not work.

At first, the participants decided on the problematic part in their coursebooks and the language point that they were going to teach before they set to work (Photo number 10). Then, they worked in groups to create materials using everyday objects (Photo number 11). At the end, each group presented their materials and explained how they were going to use it in the classroom.

**Photo number 10** *Examining coursebooks*

*The participants are deciding on problematic parts in their own coursebooks.*



**Photo number 11** *Creating materials*

*The participants are working collaboratively to create materials.*



## **C. Evaluation**

In the final phase, the participants commented on each others' materials and shared their ideas and suggestions on the session. Participant three asserted that she was not aware of the fact that competitive games might cause problems when teaching young learners before the session. Moreover, participant one stated that she was glad to have a chance to put the theories on materials preparation into practice.

### **3.4.2.5 Module 5 Using Literature in the EFL classroom**

The final module of the program was, "Using Literature in the EFL classroom" and took place on June 01<sup>st</sup> 2016 at Akdeniz University's Faculty of Letters. The instructor was an academic and specialist in the field working at Akdeniz University Faculty of Education. The aim of the module was to equip the participants with ideas on how to integrate literature in the EFL classroom. The session consisted of three stages which were warming up to lower anxiety, practice to provide theoretical background about how to integrate literature in the EFL classroom and to demonstrate how to use a short story in the classroom and evaluation to share ideas and check the effectiveness of the session.

#### **A. Warming up**

In the warm-up phase, the participants did brainstorming and shared their own experiences about using literary texts in their classrooms. Participant 4 asserted that his students were motivated when he used poems in his class. However, participant 3 admitted not knowing how to integrate literary texts in her class.

#### **B. Practice**

At first, the instructor provided some theoretical information about different ways of using literary texts. Firstly, he explained Kinneavy's communication triangle (1971)

which classified discourse types into three categories namely; expressive (letters, diaries etc.), transactional (advertising, business letters etc.), and poetic (drama, poetry, novels, short stories, etc.). Then he described the approaches to teaching literature which are the cultural model, the language model, and the personal growth model (Carter & Long, 1991). Finally, he informed the participants on the stages of a lesson using a literary text which are; preparation and anticipation, focusing, preliminary response, working at it, and interpretation and personal response (Savvidou, 2004).

In the practice stage, the instructor demonstrated a sample lesson using the short story titled “The Storm”. Before they read the text, the instructor wanted the participants to look at the title and guess the topic. Then after they read the texts they gave their initial response by sharing ideas with their partners. In the post reading part of the short story, the participants wrote a different ending and acted out the final scene (Photos number 12 and 13).

### **C. Evaluation**

Finally, in the evaluation stage, they asserted their ideas about the session. Participant three pointed out that since the short story, “The Storm” had a very surprising ending it would be fun and motivating to use in her classroom.

**Photo number 12** *Writing an ending to the story*

*The participants are trying to write a different ending to the short story “The Storm”.*



**Photo number 13** *Acting the final scene*

*The participants are acting out the final scene of the short story “The Storm”.*



### **3.5 Data Analysis**

In order to analyze the data gathered from the open-ended protocols, the responses of the participants were categorized under certain headings to interpret data. Before analyzing data from the interview, the records of the responses of the participants were transcribed by the researcher. Then a categorization of the responses was made.



## CHAPTER IV

### FINDINGS

#### 4.0 Introduction

In this section, the results obtained from the pre-program protocol, the post-module protocol and post-program interview will be presented in line with the research questions of the study. First, the findings of the pre-program protocol will be introduced to provide an answer to the first research question of the study, which is “What are the opinions of the prospective and in-service English language teachers on PDPs in general?” Then, findings of the post-module protocols will be presented to answer the second research question of the study, which is, “What are the opinions of the prospective and in-service English language teachers on the APDP applied during this study?” Finally, the findings of the post-program interview will be presented which serves to learn the PDP preferences of the participants and answers the third research question “Do the participants prefer traditional models or the APDP applied during the study?”

#### 4.1 Findings of the Pre-program Protocol

The first research question of the study aimed to find out the opinions of the prospective and in-service English language teachers on PDPs in general. A pre-program protocol involving four open-ended questions was given to the participants before the modules started.

The first question in the protocol asked about the PD activities that the participants do. As it can be seen in table 4.1, six out of ten participants mentioned attending seminars and conferences as a PD activity. The second mostly stated activities were reading journals or books and attending workshops and teacher training activities

which were mentioned five times. Attending INSET programs conducted by MONE, using the internet to search innovations in ELT were mentioned by two participants. Sharing knowledge with colleagues, attending European Union education courses, and conducting peer observation were other PDPs each noted by one participant.

**Table 4.1.1** *What kind of activities do you do for your professional development?*

<b>Professional development activities</b>	<b>f</b>
Attending seminars and conferences	6
Reading journals or books	5
Attending workshops and teacher training activities	5
Attending INSET programs conducted by MONE	2
Using the internet to search innovations in ELT	2
Sharing knowledge with colleagues	1
Attending European Union education courses	1
Conducting peer observation	1

The second question in the protocol asked about the INSET programs that the participants have participated in so far. As it is illustrated in table 4.1.2, participants mentioned attending workshops seven times, seminars four times and conferences two times. The topics of the workshops, seminars and conferences range from using technological equipment in education, leadership, how to use communicative skills in the classroom, project writing for European Union, storytelling, NLP to teaching English to young learners. Moreover, participating to PDPs organized by MONE and universities was mentioned twice each. Finally, one of the participants mentioned participating to the Teaching English to Speakers of Other Languages (TESOL) program and another one mentioned participating in the Teacher Refreshment Course in England.

**Table 4.1.2** *What are the INSET programs that you have participated in so far?*

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<b>INSET programs</b>	<b>f</b>
Workshops	7
Seminars	4
Conferences	2
PDPs that universities organize	2
INSET programs that MONE organizes	2
TESOL	1
Teacher Refreshment Course in England	1

---

The third question investigated the features of PDPs that the participants consider to be beneficial. Table 4.1.3 shows that, half of the participants agree that the PDPs that are practical rather than theoretical are more effective. To illustrate, participant 6 asserted that PDPs that are practical were more beneficial than the theoretical ones since they let you practice what you have learnt. Moreover, 2 of the participants want PDPs to be learner centered and communicative. Regarding the attendance, one of the participants thinks that it should not be compulsory. Furthermore, the PDPs' fostering creativity, being inspiring and intriguing and being suitable to the Turkish students' needs were each mentioned once.

**Table 4.1.3** *What kind of professional development programs are more beneficial for you?*

---

<b>Features of beneficial PDPs</b>	<b>f</b>
Practical	5
Learner centered and communicative	2
Attendance being optional	1
Fostering creativity	1
Inspiring and intriguing	1
Suitable to the Turkish students' needs	1

---

The final question tried to find out the features of less beneficial PDPs according to the participants. As table 4.1.4 shows, 4 of the participants think that the PDPs that are theoretical like seminars are less beneficial. In addition, 3 of them stated that compulsory INSET programs organized by MONE are not beneficial. Participant 5 asserted the INSET programs organized by MONE were boring and irrelevant to her needs since they just revised KPSS knowledge. Moreover, participant 7 stated that the INSET programs organized by MONE were not beneficial enough since the attendance was compulsory and they were controlled by administrators of their institutions. The PDPs, that are not up to date and that are difficult to implement in the classroom and irrelevant to teachers' needs are also found to be less beneficial and each was mentioned once by the participants.

**Table 4.1.4** *What kind of professional development programs are less beneficial for you?*

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Features of less beneficial PDPs	f
Theoretical PDPs like seminars	4
Compulsory INSET programs organized by MONE	3
Not up to date	1
Difficult to implement in the classroom	1
Irrelevant to the teachers' needs	1

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To sum up, the participants of the study mentioned doing various activities such as attending seminars and conferences and reading books and journals for their professional developments. Regarding the PDPs they have participated in so far, attending workshops, seminars and conferences on various topics were the most common responses. The findings revealed that half of the participants considered the PDPs which are practical rather than theoretical to be more beneficial. Moreover, being learner centered, inspiring, intriguing, communicative, and suitable to the

teachers' and their students' needs, fostering creativity are other mentioned aspects of beneficial PDPs. Regarding less beneficial PDPs the participants mentioned theoretical, compulsory INSET programs organized by MONE, inapplicable, out-of-date implementations, and the ones which are irrelevant to the teachers' needs. The findings are in line with the findings of Arıkan's (2004) study in which he studied the relationship between PD programs, and English language instructors through in depth interviews. He found out that there was a need for more humanitarian and contemporary PD implementations. Furthermore, Özer (2004) studied the opinions of teachers on INSET practices organized by MONE and his findings showed that teachers did not attend those INSET programs willingly due to many reasons such as "not asking for teachers' opinions in determining the topics of in-service training programs". Similarly, the participants of the current study noted that the INSET programs organized by MONE were not beneficial since they were boring and irrelevant to their needs. Finally, as Borg (2015) suggests, features such as pertinence to the needs of teachers and their students, cooperation of teachers and engaging with the knowledge received are significant for the success of the PDP.

## **4.2 Findings of the Post-module Protocols**

The post-module protocols were given at the end of each session to evaluate the effectiveness of each module. Findings related to each module will be presented separately.

### **4.2.1 Module 1 Integrating Drama in the EFL Classroom**

Firstly, findings revealed that all of the ten participants found the module very effective. The second question asked about the strengths of the module. As it is illustrated in table 4.2.1, 7 participants mentioned that the activities in the drama

session were engaging. The second most mentioned view was the techniques being applicable in the actual classroom, which was stated by six participants. Three participants found the techniques creative. Enhancing self-confidence and being fun and flexible are each stated by two participants. Furthermore, drama techniques are thought to be beneficial in terms of making learning permanent and erasing social phobia and each of them was mentioned once by the participants. Participant 5 stated that all the activities in the session were applicable and flexible moreover they were fun and engaging.

**Table 4.2.1** *What were the strengths of the module?*

<b>Mentioned Strengths of the module</b>	<b>f</b>
Activities being engaging	7
The techniques being applicable	6
The techniques being creative	3
Enhancing self confidence	2
Being fun and flexible	2
Making learning permanent	1
Erasing social phobia	1

The weaknesses of the module were investigated with the help of the third question. The findings revealed that nine out of ten participants thought that the module did not have any weaknesses. However, one of the participants asserted that if the students have a low level of English, it will be difficult to implement some of the techniques.

The fourth question asked what the participants learnt from the module that they had not known before. As table 4.2.2 shows half of the participants mentioned learning new activities and games from the module. Four participants stated that they learned

to use simple materials that can be found easily in a classroom such as a chair or a piece of paper to create a context. Importance of using body language and mimics is another point stated by one participant. Participant 6 commented that, “I have learnt many activities that I can adapt to my own lessons. I can encourage the students to be more active and help them to improve their speaking skill thanks to these activities”.

**Table 4.2.2** *What have you learned from the module that you have not known before?*

New learnt items	f
Activities and games	5
Using simple materials to create a context	4
Importance of using body language and mimics	1

The fifth question wanted the participants to evaluate the module by using an adjective. As it is seen in table 4.2.3, 9 participants thought that the module was suitable to their needs. Moreover, 8 participants found the module to the point and 3 participants thought that it was concise. The adjectives applicable, fruitful, fun and informative were each noted twice. Finally, the adjectives creative, student-centered, necessary, successful and effective were each mentioned once by the participants.

**Table 4.2.3** Which adjective or adjectives best describe the module that you have participated in? (to the point, irrelevant, too long, concise, suitable to my needs, not suitable to my needs ,Other\_\_\_\_\_)

Adjectives	f
Suitable to my needs	9
To the point	8
Concise	3
Applicable	2
Fruitful	2
Fun	2
Informative	2
Student centered	1
Necessary	1
Successful and effective	1
Creative	1

The final question asked which aspects of the module they are going to make use of in the future. As table 4.2.4 reveals, 9 participants asserted that they were going to adapt the activities and use them in their own classes. Using the activities as a warm up in speaking activities to engage the students were noted by 4 participants. Participant 4 asserted that he was going to make use of the activities as a warm-up at the beginning of the lesson or as a tool to motivate students by adapting them.

**Table 4.2.4** What aspects of the module are you going to make use of in the future?

Mentioned Aspects	f
Adapting the activities and using them	9
As warm-up activities or speaking activities	4



#### **4.2.2 Module 2 Training on English Pronunciation: Problem Sounds for Turkish Speakers of English**

Regarding the effectiveness of the module, 7 participants found the module very effective and 3 of them found it effective. On account of the strengths of the module, as table 4.2.5 illustrates, helping the participants to articulate sounds correctly and more consciously, which was noted by half of the participants, was the most mentioned point. Realizing pronunciation mistakes and learning some teaching tips such as drilling to teach problematic sounds were stated by four participants. One of the participants mentioned the trainer's being a pure model as strength. Participant 5 stated that, "The strength of the module was presenting the techniques which we can use to focus on problematic sounds. We knew the methodology written on books but it is always better to have a microteaching on the subject". Moreover Participant 7 added that the module was effective since teachers might mispronounce or forget the pronunciation of certain sounds. Thus, it is obvious that having theoretical knowledge is not enough and teachers need to revise their knowledge of subject matter on a regular basis.

**Table 4.2.5** *What were the strengths of the module?*

<b>Mentioned strengths of the module</b>	<b>f</b>
Helping the participants to articulate sounds correctly and more consciously	5
Realizing pronunciation mistakes and learning some teaching tips such as drilling	4
Trainer's being a pure model	1

As for the weakness of the module, 3 participants thought that the module was short. Table 4.2.6 shows the responses to the question what they learnt from the session that they had not known before. After the module, 4 of participants asserted that they became aware of mispronounced sounds and 3 of them stated learning how to pronounce these sounds correctly. Learning the difference between segmental and supra segmental phonology, and how to teach phonetics were each mentioned by two participants. Participant 5 stated that she not only learnt what sounds are problematic for Turkish EFL students but also how to teach them.

**Table 4.2.6** *What have you learned from the module that you have not known before?*

New learnt items	f
Becoming aware of mispronounced sounds	4
How to pronounce them correctly	3
The difference between segmental and supra segmental phonology	2
How to teach phonetics	2

Table 4.2.7 illustrates the adjectives used by the participants to evaluate the session. 7 participants thought that the module was suitable to their needs. Moreover, 4 participants found the session to the point. The adjectives fun, very effective, important are each mentioned twice, and the adjectives concise and educative are each mentioned once. However two of the participants found the session too short.

**Table 4.2.7** *Which adjective or adjectives best describe the module that you have participated in? (to the point, irrelevant, too long, concise, suitable to my needs, not suitable to my needs ,Other\_\_\_\_\_)*

<b>Adjectives</b>	<b>f</b>
Suitable to my needs	7
To the point	4
Fun	2
Very effective	2
Important	2
Too short	2
Concise	1
Educative	1

In table 4.2.8 the aspects of the module that the participants are going to use in their teaching environments can be seen. Half of the participants asserted that they were going to use the techniques that they learned during the session while teaching pronunciation. The other most mentioned point was paying more attention to their own pronunciation as teachers, which were mentioned by 4 participants. Using recommended tools and web sites was also stated by two participants. Participant 4 asserted that he would focus on teaching the pronunciation of sounds, and pronouncing the sounds more correctly than he did before.

**Table 4.2.8** *What aspects of the module are you going to make use of in the future?*

<b>Mentioned Aspects</b>	<b>f</b>
Techniques to teach pronunciation	5
Paying more attention to their own pronunciation as teachers	4
Using recommended tools and web sites	2

### 4.2.3 Module 3 Integrating Technology in the EFL classroom

Regarding the effectiveness, 9 participants found the module very effective and one of them found it effective. Regarding the strengths of the session, as illustrated in table 4.2.9, half of the participants stated that learning new websites and applications like Edmodo would be beneficial to share information and to connect to the colleagues, students, and the parents. Moreover, 4 of them thought that these web tools would serve to provide a more effective learning environment and the session being practical rather than theoretical was noted by 3 participants. Regarding the practicality of the session participant 3 stated that, “As all the participants were active in the session by learning via doing, it was very enjoyable and beneficial”.

**Table 4.2.9** *What were the strengths of the module?*

<b>Mentioned strengths of the module</b>	<b>f</b>
Learning new websites and applications	5
Promoting a more effective learning environment	4
Session being practical rather than theoretical	3

Table 4.2.10 shows the mentioned weaknesses of the module. Six participants asserted that there were not any weaknesses in the module. Three participants asserted that they were already aware of some of the websites introduced in the session. Moreover, one of the participants reported that the session was not long enough to practice what they learned.

**Table 4.2.10** *What were the weaknesses of the module?*

<b>Mentioned weaknesses of the module</b>	<b>f</b>
There were not any weaknesses	6
Participants' being aware of some of the websites introduced in the session	3
Session not being long enough	1

Table 4.2.11 presents the responses of the participants when asked what they learnt from the session. While 6 participants stated that they became aware of new internet platforms to use in the classroom like Edmodo, 4 of them noted learning the ones which provide distance in-service training opportunities for teachers. Furthermore, learning how to create podcasts and quizzes using these web tools were each mentioned twice by the participants.

**Table 4.2.11** *What have you learned from the module that you have not known before?*

<b>New learnt items</b>	<b>f</b>
New internet platforms to use in the classroom	6
New internet platforms which provide distance in-service training opportunities	4
How to create podcasts	2
How to create quizzes	2

The adjectives the participants use to describe the module are shown in table 4.2.12. Seven participants thought that the session was suitable to their needs and to the point. Moreover, the adjectives concise, relevant, enjoyable, up to date, fun, and interesting were each noted once.

**Table 4.2.12** *Which adjective or adjectives best describe the module that you have participated in? (to the point, irrelevant, too long, concise, suitable to my needs, not suitable to my needs , Other\_\_\_\_\_)*

Adjectives	f
Suitable to my needs	7
To the point	7
Concise	1
Relevant	1
Enjoyable	1
Up to date	1
Fun and interesting	1

The responses of the participants to the question what aspects of the session they were going to use are illustrated in table 4.2.13. Six participants asserted that they were going to use the websites and applications that were introduced in the session. Moreover, 4 of them reported that they were going to assign students more online homework than they did before. Participant 2 stated she would try to use all the applications she had learnt because university students liked interactive applications.

**Table 4.2.13** *What aspects of the module are you going to make use of in the future?*

Mentioned Aspects	f
Use the websites and applications	6
Assign students more online homework	4

#### **4.2.4 Module 4 Creativity and Materials Preparation and Development**

Findings revealed that 6 participants found the module very effective and 4 of them found it effective. The mentioned strengths of the module are illustrated in table 4.2.14. As the table shows, half of the participants thought that focusing on practice

rather than theory was the positive aspect of the module. They added that thanks to the session they had a chance to put theory into practice. Three participants stated that they realized the importance of getting other colleagues' feedback on their materials. Other mentioned strengths were learning to use daily gadgets such as a brush or a fork as new materials and the enjoyable, relaxing and cooperative atmosphere of the session, which were each mentioned once. Participant 5 noted that it was a very informative and cooperative session and she added that the participants were creative, the atmosphere was relaxing which paved the way for the participants to share their opinions and experiences freely.

**Table 4.2.14** *What were the strengths of the module?*

<b>Mentioned strengths of the module</b>	<b>f</b>
Focusing on practice rather than theory	5
Getting other colleagues' feedback	3
Learning to use daily gadgets as lesson materials	1
Relaxing and cooperative atmosphere of the session	1

Regarding the weaknesses of the session, all of the ten participants thought that the module was short.

Table 4.2.15 shows the items that the participants learnt from the session. According to the results, 4 participants agree that they have learned that a good material should not force the students to be competitive. Three participants stated that they became aware of the necessity of focusing on one skill or activity while creating materials. Using materials more creatively and effectively and the importance of peer feedback were each noted twice. Regarding the importance of peer feedback participant one

stated that she would consider her colleagues' advice on her materials before using them in the classroom.

**Table 4.2.15** *What have you learned from the module that you have not known before?*

<b>New learnt items</b>	<b>f</b>
Good materials should not force the students to be competitive	4
The necessity of focusing on one skill or activity while creating materials	3
Using materials more creatively and effectively	2
Importance of peer feedback	2

Table 4.2.16 illustrates the adjectives that participants used to describe the session. Half of the participants thought that the session was to the point and suitable to their needs. Two participants considered the session effective. Moreover, the adjectives effective, concise, cooperative, short, enjoyable, inspiring and relevant were each mentioned once.

**Table 4.2.16** *Which adjective or adjectives best describe the module that you have participated in? (to the point, irrelevant, too long, concise, suitable to my needs, not suitable to my needs , Other\_\_\_\_\_)*

<b>Adjectives</b>	<b>f</b>
Suitable to my needs	5
To the point	5
Effective	2
Concise	1
Cooperative	1
Short	1
Enjoyable	1
Inspiring	1
Relevant	1



The findings regarding the aspects of the session that the participants are going to use in the future can be seen in table 4.2.17. Four participants asserted that they were going to consider feedback from colleagues while preparing materials. Moreover 3 participants stated that they were going to pay more attention to preparing simple but effective materials. Organizing lessons step-by-step and using one thing at a time were points, which were mentioned twice. Participant three stated that she would try to organize her lessons step-by-step focusing on simple but effective materials.

**Table 4.2.17** *What aspects of the module are you going to make use of in the future?*

<b>Mentioned Aspects</b>	<b>f</b>
Considering feedback from colleagues while preparing materials	4
Paying more attention to preparing simple but effective materials	3
Organizing lesson step by step	2
Using one thing at a time	2

#### **4.2.5 Module 5 Using Literature in the EFL Classroom**

Regarding the effectiveness of the session, the findings revealed that 4 participants found the session very effective and another 4 of them found it effective. According to 2 participants, it was moderately effective.

Table 4.2.18 reveals the mentioned strengths of the session. It can be observed from the table that all of the participants stated that learning how to use short stories effectively in the EFL classroom was a valuable asset of the session. Participant 2 stated that, “Gaining new perspectives on how to use literature effectively in the EFL classroom was the most important strength of the session”.

**Table 4.2.18** *What were the strengths of the module?*

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<b>Mentioned strengths of the module</b>	<b>f</b>
Learning how to use short stories effectively in the EFL classroom	10

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The mentioned weaknesses of the session are presented in table 4.2.19. The findings revealed that 9 participants thought the session was too short. Moreover, 1 of the participants reported that the session was not creative or productive enough.

**Table 4.2.19** *What were the weaknesses of the module?*

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<b>Mentioned weaknesses of the module</b>	<b>f</b>
Being too short	9
Not being creative or productive enough	1

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The responses of the participants regarding what they have learnt from the module are illustrated in table 4.2.20. Six participants asserted that the session gave them insights about preparing a lesson using short stories and poems. Moreover 4 participants stated that they learnt the significance of choosing the right text suitable to the needs, ages and the interests of the students. Participant 3 stated that she learnt that she had to choose the right text according to the needs, age and interests of the pupils.

**Table 4.2.20** *What have you learned from the module that you have not known before?*

<b>New learnt items</b>	<b>f</b>
Preparing a lesson using short stories	6
The significance of choosing the right text suitable to the needs, ages and the interests of the students	4

Table 4.2.21 illustrates the adjectives participants used to evaluate the session. The findings show that 7 participants thought the module was suitable to their needs. Moreover, 2 participants found the module to the point and concise. However the session being too short and not very creative and collaborative was mentioned once by the participants.

**Table 4.2.21** *Which adjective or adjectives best describe the module that you have participated in? (to the point, irrelevant, too long, concise, suitable to my needs, not suitable to my needs , Other\_\_\_\_\_)*

<b>Adjectives</b>	<b>f</b>
Suitable to my needs	7
To the point	2
Concise	2
Too short	1
Not very creative and collaborative	1

Findings revealing the aspects of the module that the participants are going to make use of in the future can be seen in table 4.2.22. The results show that all of the participants asserted that they were going to use the lesson plans of the short story and the poem that they learned during the session in their classrooms since they found them applicable and appropriate to their own students 'needs. Participant 5

stated that she would use the literary types that the trainer used in the session since they were applicable and appropriate to the needs of her students.

**Table 4.2.22** *What aspects of the module are you going to make use of in the future?*

Mentioned Aspects	f
The lesson plans of the short story and the poem	10

To sum up, regarding the effectiveness of the modules, as it is illustrated in the tables, the participants considered the module, ‘Integrating Drama in the EFL Classroom’ as the most effective session and the module, ‘Using Literature in the EFL Classroom’ as the least effective one. This might be because of the fact that while they were active in all stages of the drama session, they were passively listening to some theoretical information in the first half of the literature session.

Participants noted various aspects of the sessions as positive features. However, the sessions’ being practical rather than theoretical was the most common mentioned strength of the sessions. Furthermore, the participants found all the techniques presented in the sessions applicable to their own teaching environments.

Regarding the weaknesses of the sessions, the most common view was the sessions’ being too short. Apparently, participants needed more time to practice what they had learnt in the sessions. One of the participants thought that English levels of the students might be a problem while implementing the techniques introduced in the drama session. Moreover, three participants stated that they were already familiar with some of the websites presented in the technology session. Finally, one of the

participants thought the literature session was not creative nor productive. As it is stated before, this might be due to the fact that the participants were not active enough in the session.

Numerous features were mentioned by the participants when asked what they had learnt from the sessions. The common feature of the comments of the participants was making a connection between what they learnt and how they were going to make use of it in their own teaching contexts. To illustrate this, participant 8 asserted that as she was teaching young learners, she was going to adapt the activities and games that she learnt in the drama session to her students' levels.

The most common adjective used to describe the sessions was 'suitable to my needs'. Other adjectives which were frequently mentioned by the participants were respectively, to the point, concise, fruitful, fun and effective. Apparently, the sessions appealed to the requirements of the participants.

Finally, responding to the question, what aspects of the modules they were going to use in the future, participants mentioned several features of the modules that they could adapt and use in their own contexts. While the features varied based on the topic of the module, the aim to use them showed similarity in that all of the participants wished to make their lessons more efficient by using them.

The summary of the findings of the post-module protocols can be seen in table 4.2.23.

**Table 4.2.23** *Summary of the findings of the post-module protocols*

Module	Content	Strengths	Weaknesses	Average rate of effectiveness
Integrating Drama in the EFL Classroom	saying your name using certain shapes or movements, 1,2,3,4 name game, inner voice, gibberish, TV channel game, and impersonation using a real object	engaging, applicable creative, fun, flexible, enhancing self confidence, making learning permanent, erasing social phobia	might be difficult to implement due to Students' low level of English	100% very effective
Training on English Pronunciation: Problem Sounds for Turkish Speakers of English	problematic sounds (/æ/,/ə/, /ʌ/, /w/, /ð/, /θ/, /ŋ/) for Turkish speakers of English are practiced with the help of minimal pairs and tongue twisters	learning to articulate sounds correctly, realizing pronunciation mistakes, learning some teaching tips such as drilling, trainer's being a pure model	being short	70% very effective
Integrating Technology in the EFL classroom	applications such as Edmodo, Tiny Chat, Quizzes, blogs and podcasts for educational purposes.	learning new websites and applications, promoting a more effective learning environment, being practical rather than theoretical	participants' being aware of some of the websites introduced in the session and being short	90% very effective
Creativity and Materials Preparation and Development	creating materials collaboratively using everyday objects and presenting them	focusing on practice rather than theory, getting peer feedback, using daily gadgets as lesson materials, relaxing and cooperative atmosphere	being short	60 % very effective
Using Literature in the EFL Classroom	theoretical background on how to integrate literature in the EFL classroom, sample lesson of the short story 'The Storm'	Learning how to use short stories effectively in the EFL classroom	being too short, not being creative or productive enough	40 % very effective

### **4.3 Findings of the Post-program Interview**

At the end of the five-week program, participants answered two questions, which ask them to make a comparison between the PDPs that they had attended before and the PDPA during the study.

The first question asked the similarities and differences between the PD sessions that they experienced for 5 weeks and the ones that they had experienced before. The responses of the participants revealed that there were not many similarities except the instructors being experts in their fields and the topics being current which were mentioned by one participant each.

Regarding the differences, various aspects were noted by the participants. As it is presented in table 4.3.1, half of the participants thought that unlike other PDPs, the 5-week APDP focused on practice rather than theory. Four participants considered the topics in the APDP suitable to their needs and up-to-date. Moreover, 4 participants found the sessions fun and enjoyable unlike their previous PDP experiences which were labeled as boring by the participants. Two participants compared the size of the groups and commented that it is an advantage to attend a PDP in a small group like the APDP because you can express yourself better, ask questions and get feedback easier in small groups. Other points were each noted once by the participants. They pointed out that each session of the APDP focused on one point unlike traditional PDPs which try to cover many topics in a short time. Moreover, the sessions in the APDP not being too long was thought to be positive by one of the participants. It was also noted that the sessions in the APDP enhanced reflection since the participants had a chance to practice what they had learnt.

**Table 4.3.1** *What are the similarities and differences between the PD sessions that you experienced for 5 weeks and the ones that you had experienced before?*

Mentioned differences	f
Focusing on practice rather than theory	5
Topics being suitable to their needs and up to date	4
Fun and enjoyable	4
Small group	2
Focusing on one point	1
Sessions' not being too long	1
Enhancing reflection	1

Regarding the differences between the PDPs the participants experienced before and the APDP, Participant 2 asserted that, “The biggest difference was the size of the group. In traditional ones, you are a member of a large group and you don’t usually have a chance to express your personal opinion or ask questions. However, this one was organized for a small group of teachers from different schools and it was communicative. Therefore we had the opportunity to share our experiences and we could discuss the points we had problems.” She pointed out that size of the group was an asset of the program since the PDPs or INSETs are usually organized in larger groups. Participant 1 drew attention to the topics of the APDP and stated that topics of the modules were suitable to her needs and they were up to date topics unlike the topics of some conferences. Moreover participant 6 commented that “The sessions of the APDP depended on practical use rather than theoretical information. Also, they gave us chance to experience the new techniques in the class, in that way, the information became more permanent.”



The second question asked which model of PDP the participants would prefer. The findings revealed that all of the participants preferred the 5-week APDP due to many reasons illustrated in table 4.3.2. Half of the participants stated that they preferred the PDPA because it was practical and fun. Four participants noted that the topics in the APDP were all applicable since they were suitable to their needs. Moreover the APDP's being informative, curiosity rising, collaborative, well-planned and thought provoking were mentioned once by the participants.

**Table 4.3.2** *Given a chance which kind would you prefer? Why?*

Mentioned reasons of preferring the APDP	f
Practical and fun	5
Applicable since they were suitable to their needs	4
Informative	1
Curiosity rising	1
Collaborative	1
Well-planned	1
Thought provoking	1

Participants' mentioned many reasons supporting their preference of the APDP. To illustrate, participant 8 stated that, "If I could I would attend these kinds of PD sessions as they are easy to attend because they are short. These are more enjoyable because the group is small and also we had 5 sessions with the same group which gives a wonderful sense of being a team. It became more and more enjoyable this way." Participant 3 noted that, "In my opinion I would choose the one we had at these five sessions. Because first of all it was enjoyable and informative but at the same time most of the time the sessions arouse my curiosity as a new learner. Most

importantly it was great as I had time to cooperate with other English teachers from other schools.” Finally, participant 5 asserted that, “I would prefer to have sessions similar to the ones we had in the program since all the PD courses were well-planned, enjoyable, and thought provoking. Moreover, we were active participants rather than silent audience.”

To sum up, while the participants of the study could not find many similarities between the PDPs they experienced before and the APDP, they stated numerous differences. These differences mainly focused on the sessions’ enhancing practice rather than theory, the topics’ being suitable to the participants’ needs and being up to date. Participants also noted that APDP was more effective since the size of the group was small and the sessions were enjoyable, not too long and encouraged reflection. Participants also preferred the APDP since each session focused on a different point. The results of Küçüksüleymanoğlu’s study (2006) revealed that since the number of the participant teachers was high, some difficulties arose in classroom interaction and some of the participants were unwilling and they complained about the repetition of lecture technique. These findings are in line with the findings of the current study in certain respects since the small number of the participants in the APDP was found to be effective. Furthermore, the participants preferred the APDP since it was not lecture based but practice based unlike most of the INSET programs.

## **CHAPTER V**

### **CONCLUSION, DISCUSSION, IMPLICATIONS AND RECOMMENDATIONS**

#### **5.0 Introduction**

In this chapter, conclusion of the study based on the findings will be presented in relation with the research questions of the study. The significance and the implications of the study will also be discussed in this section. Finally, recommendations will be made for future research considering the challenges encountered during the study and limitations of the study.

#### **5.1 Conclusion**

The current study intended to investigate the opinions of prospective and in-service English language teachers regarding the PDPs in general and the alternative 5-week APDP during the study. Two prospective and eight in-service teachers working at different institutions participated in the study. The APDP involved five different modules each focusing on a different topic. The topics of the modules were selected based on the literature review on the expected qualities of effective teachers. In order to examine the opinions of the participants regarding the PDPs in general a pre-program protocol involving six open-ended questions was administered. At the end of each module, a post- module evaluation protocol was conducted to investigate the views of the participants on the module. Finally, a post-program interview was conducted to learn the preferences of the participants regarding the PDPs.

The results of the pre-program protocol revealed that the participants had been doing various activities for their PD and they considered some of them to be more beneficial than others due to several reasons.

- The most frequently mentioned ones were attending seminars and conferences, reading journals and books and attending workshops and other teacher training activities.
- With respect to the INSET programs they had participated in so far, the most frequent responses were attending workshops and seminars. Moreover, they also mentioned attending PDPs organized by universities, and INSET programs organized by MONE.
- The PDPs the participants found to be beneficial were mainly the ones which were practical, learner-centered and communicative. Other adjectives used for beneficial PDPs were being optional, fostering creativity, inspiring, intriguing and suitable to their needs.
- PDPs, which were theoretical and the compulsory INSET programs organized by MONE, were considered to be less beneficial. They also criticized the PDPs for being not up-to-date, difficult to implement and irrelevant to their daily work.

To sum up, the participants of the study had attended seminars, conferences and workshops on various topics. While some of them were organized by the universities for which they worked, some of them were included in the INSET programs organized by MONE. Among these activities, they considered the ones which were practical, learner-centered, communicative, optional, creative, inspiring, intriguing and suitable to their needs to be more beneficial than the ones which were theoretical, out-of-date, difficult to implement and irrelevant such as the compulsory INSET programs organized by MONE. As it was mentioned in the literature review, there is a shift from traditional types of PDPs to more visionary ones. The findings revealed that the participants do not require conventional PDPs in which they are

passive recipients of knowledge. On the contrary, they wish to be active participants in these programs, which are suitable to their needs.

The findings of the post-module protocols revealed that:

- The participants considered all five modules to be effective, but while the module ‘Integrating Drama in the EFL classroom’ was found to be the most effective one (100%), the module ‘Using Literature in the EFL Classroom’ was noted as less effective. Only 40% of the participants found it very effective.
- Participants acknowledged that the sessions’ being practical rather than theoretical was the most prominent positive feature.
- Another frequently stated positive aspect was that all the techniques presented in the sessions were applicable and adaptable to their own teaching contexts.
- The most frequently mentioned weakness was the shortness of the sessions. It was cited for each session except for the drama session.
- Regarding the drama session, one of the participants pointed out that it might be difficult to adapt the techniques to the levels of the students.
- Having been aware of some websites presented in the technology session was also stated as a weakness by one of the participants.
- The literature module was considered to be neither creative nor productive by one of the participants. Results revealed that this lower proportion seems to be because of the delivery and content of this particular session which can be developed and improved in time.
- Although the participants of the study cited various aspects of the sessions that they had learnt and were going to use in the future, they agreed that they

were going to adapt the techniques, activities and other resources to their own teaching contexts in order to be more effective teachers.

- Finally, the most frequently cited adjective qualifying the sessions of the APDP was ‘suitable to my needs’.
- Other adjectives reported by the participants were being to-the-point, concise, fruitful, fun and effective.

To sum up, participants of the study considered all modules of the APDP to be effective in certain aspects. The most prominent strengths of the modules was their being suitable to the participants’ needs and being applicable to the teaching contexts of the teachers. As it was mentioned before, the topics of the modules of the program was selected based on the literature review on the expected qualities of an effective teacher. Regarding the weaknesses of the modules, the only common criticism was about the length of the sessions. Apparently, more time should be allocated to PD sessions to obtain more efficient results. All in all, the participants of the study asserted that they had learnt many activities and techniques which they could use in their own contexts.

The post-program interview sought to examine the preferences of the participants regarding the PDPs. The findings revealed that:

- The participants could not find many similarities between the PDPs they had attended before and the APDP except for the instructors being experts in their fields and the topics being up-to-date.
- The modules of the APDP differed from the other PDPs in that they focused on practice and they were relevant to their needs. The small group work that our APDP offered was also noted as a difference. The fact that each module

focused on a different topic was also one of the reasons why they preferred the APDP.

- All of the participants of the study stated that they preferred the APDP due to the reasons mentioned above.

To conclude, all ten participants of the study preferred the APDP since it promoted practice rather than accumulating theory. Moreover, the topics of the modules, which were found to be up-to-date, appealed to the needs of the participants. Finally, the findings showed that participants of the study were not satisfied with the PDPs that they had experienced so far. Furthermore, they all appreciated the APDP due to the factors elaborated above.

## **5.2 Discussion**

In this part of the study, the findings will be discussed in relation with the previous research. Although there are many studies investigating the effectiveness of PDPs that universities and MONE organized, there are not many studies which examines the effectiveness of an alternative PDP which is prepared by taking into consideration the expected qualities of an effective teacher.

As Webster-Wright (2009) stated, instead of intensifying learning, many PD procedures still concentrate on transferring content. However, empirical research on PD has shown that PD depending on professional learning which is ongoing, active, social and connected to practice is considered to be effective (Garet et al.,2001; S. Wilson & Berne, 1999). Similarly, the findings of the current study support the idea that a PDP cannot be considered to be effective unless it is based on practice.

As it was elaborated in the findings section, while the participants thought that the PD practices which are practical, learner-centered, communicative, optional,

creative, inspiring, intriguing and suitable to their needs are more beneficial than those that are theoretical, out of date, difficult to implement and irrelevant. They also stated that the compulsory INSET programs organized by MONE were less beneficial. This is in line with the other studies that investigated the opinions of in-service teachers on INSET programs organized by MONE (Özer, 2004; Özen, 2004; Bayrakçı, Küçüksüleymanoğlu, 2006; 2010; Bümen et al, 2012). In the aforementioned studies, the findings revealed that the participants were not satisfied with these INSET programs since they were mostly conducted as traditional seminars and conferences, which were theoretical, irrelevant to their needs and did not offer feedback.

Participants' responses to the post-module protocols showed that they found the modules of the APDP effective primarily because they were suitable to the participants' needs and applicable to their teaching contexts. Thus, it is a must for a PD to be relevant to the daily needs of the participants to be effective. Results suggest that they would like to apply what they have learnt during the sessions in their own teaching environments. A needs analysis research can be implemented before preparing a program to be aware of the needs of the participants. The study conducted by He, Prater and Steed (2011) also pointed out that a PDP based on the needs of the participants provided the participants with useful strategies and resources. Although a needs analysis was not made in advance, the modules of the APDP were all considered to be effective by the participants. This might be because of the fact that the modules were designed based on the expected qualities of effective teachers taking into consideration many sources including MONE, HEC, CEFR and EPOSTL.



When asked which kind of PDP the participants preferred, all ten of them favored the APDP. Focusing on practice, being relevant to their daily duties, being enjoyable, and up-to-date and enhancing reflection were some of the reasons put forward by the participants. Moreover, they also appreciated small group interaction and each module's focusing on a different topic. It was pointed out by one of the participants that since the group was small, they could ask questions and get feedback easily. Similarly, Sparks and Loucks-Horsley (2007) also explained that effective PDPs are the ones in which demonstration, practice and feedback are given importance. They also added that these programs should be extended over time.

In conclusion, the findings of the current study gave us insights into the qualities of an effective PDP, which are in line with the related research on PDPs. It has been agreed that a PDP needs to be pertinent to the needs of the participants and it needs to focus on practice rather than theory. Furthermore, it should focus on a different topic in each session and it should provide feedback and assistance to the participants. Finally, the process of this ADPD revealed that the aforementioned issues should be considered before organizing a PDP.

### **5.3 Implications**

Every single reform or restructuring stresses PD practices as primary tools to achieve success (Guskey, 1994). It has been assumed that teachers wish to continue their PD since they are aware of the fact that their knowledge of language teaching and learning is incomplete and unsettled which needs to be updated regularly (Richards & Farrell, 2005). Thus, in Turkey, just like other parts of the world, the significance of teachers' PD is recognized by the authorities. As it is mentioned before, PD practices are mostly carried out by MONE and universities in the Turkish context. Nonetheless, these efforts have not been found to be effective due to various reasons

(Arıkan, 2002; Arıkan, 2004; Atay, 2008; Bayrakçı, 2009; Eratalay & Kartal, 2006; Küçüksüleymanoğlu, 2006; Hişmanoğlu & Hişmanoğlu, 2010; Özen, 2004; Özer, 2001; Turhan & Arıkan 2009; Yurtsever 2013).

The current study is significant both because of the organization of the PDPA and the findings it has revealed. First of all, the five-week alternative PDP was organized based on the literature review on the qualities of an effective teacher in the Turkish context and the opinions of pre-service and in-service teachers on the PDPs in general and the APDP were investigated. Secondly, the findings not only shed light on the reasons why existing PDPs are not found to be effective by the practitioners, but they also gave insights on the qualities of an effective PDP. The findings revealed that the participants wished to have PDPs, which are practical, learner-centered, communicative, optional, fostering creativity, inspiring, intriguing and suitable to their needs. Nonetheless, they thought that the ones which were theoretical, out of date, difficult to implement, irrelevant and much like to the compulsory INSET programs organized by MONE are not beneficial enough. Regarding the APDP, all participants found it effective and stated that they would prefer to attend similar PDPs in the future. Their main reason to choose APDP was that it promoted practice rather than theory. Other reasons were related to the topics of the modules, which were mainly up-to-date and appealing to the needs of the participants. The small size of the group was also appreciated since they felt more relaxed to ask questions and it was easier to get feedback.

In conclusion, it is believed that the current study will give insights to universities, MEB and other institutions, which are responsible for organizing PDPs for their staff. It should be kept in mind that PDPs, which are practical rather than theoretical and the ones, which are relevant to the needs appeal to the practitioners. Moreover,

the PDPs which are delivered in small groups and which focus on a different topic in each session are considered to be more beneficial. Finally, it should not be forgotten that PD is not something that starts and then ends at a single time, but it is an ongoing process, which should be conducted continuously.

#### **5.4 Recommendations for Future Research**

This study examined the opinions of practitioners on the PDPs in general and the APDP and unearthed the qualities of an effective PDP. The procedure and the findings are expected to guide the future research on efficient PDPs.

First of all, the current study was limited to five weeks and ten participants. It is suggested that this study be replicated in other contexts to compare the results with the present study. Similar studies covering a semester or a whole year can be conducted. Moreover, the number of participants can be increased constituting more than one group in order to make more realistic generalizations.

Secondly, with an increased number of participants working at different institutions both private and public, the results can be examined in accordance with the institutions the participants work. That would shed light on the different needs of teachers working at private and public institutions.

Thirdly, the sessions of the PDPs should be longer as it was pointed out by all participants of the current study. It is obvious that the participants need more time since they wish to do more practice on the topic.

Bümen et al (2012) investigated the studies on PDPs conducted for teachers in the last ten years in Turkey. The findings revealed that the PDPs organized by MONE are few in number and low in quality and teachers do not have motivation for PD. In addition, the content, the venue and the duration of the programs are not suitable to

the needs of the teachers and they do not include PD models other than seminars and conferences. Furthermore, the programs are based on theory rather than practice and they are not extended in time, ongoing or systematic. Finally, the trainers are not qualified enough. It is obvious that the results of the present study are in line with the research covering PDPs implemented from 2002-2012 in that APDPs are more suitable to teachers' needs.

Finally, the findings of the studies on PDPs together with the current study have led us to the same conclusion. Traditional models of PD, which are still in practice, are not found to be effective by the practitioners and therefore there should be a shift in the content and organization of these programs. Similarly, the current study has put forward the opinions of pre-service and in-service teachers on PDPs in general and the PDPA. It is believed that the present study will guide future studies on PDPs by revealing the expected qualities of an effective PDP.

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## **APENDICES**

- 1. Appendix A.** Pre-program Protocol
- 2. Appendix B.** Post-module Evaluation Protocol
- 3. Appendix C.** Post-program Interview
- 4. Appendix D.** Lesson Plans of the Modules

## APPENDIX A. PRE-PROGRAM PROTOCOL

Name Surname:

1. What kind of activities do you do for your professional development?

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2. What are the in service training programs that you have participated in so far?

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3. What kind of professional development programs are more beneficial for you?

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4. What kind of professional development programs are less beneficial for you?

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Thank you for your participation.



## APPENDIX B. POST-MODULE EVALUATION PROTOCOL

**Name Surname:**

**Title of the module:**

1. How effective was the session?

A) It wasn't effective at all

B) It was somewhat effective

C) It was moderately effective

D) It was effective

E) It was very effective

2. What were the strengths of the module?

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3. What were the weaknesses of the module?

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4. What have you learned from the module that you have not known before?

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5. Which adjective or adjectives best describe the module that you have participated in?

(to the point, irrelevant, too long, concise, suitable to my needs, not suitable to my needs

,Other\_\_\_\_\_)

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6. What aspects of the module are you going to make use of in the future?

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Thank you for your participation.

## **APPENDIX C. POST-PROGRAM INTERVIEW**

1. What are the similarities and differences between the PD sessions that you experienced for these 5 weeks and the ones that you had experienced before?
  
2. Given a chance, which kind would you prefer? Why?

## APPENDIX D. LESSON PLANS OF THE MODULES

### Module 1

<p><b>Title:</b> Integrating Drama in the EFL Classroom</p> <p><b>Duration:</b> 2 hours</p>
<p><b>Aim and Objectives</b></p>
<p><b>Aim:</b></p> <p>The aim of the session is to introduce some useful techniques and activities in drama as a method so that the participants can use them in their classrooms.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"><li>• By the end of the session, the participants will have learned certain activities and techniques in drama as a method.</li><li>• The participants will have improved themselves in using their body language and mimics.</li></ul>
<p><b>Summary of Tasks/ Actions</b></p>
<p><b>Warming up Activities</b></p> <ul style="list-style-type: none"><li>• saying your name using certain shapes or movements</li><li>• 1,2,3,4 name game</li><li>• inner voice</li><li>• gibberish</li></ul> <p><b>Impersonation Activities</b></p> <ul style="list-style-type: none"><li>• TV channel game,</li><li>• impersonation using a real object.</li></ul> <p><b>Evaluation</b></p> <ul style="list-style-type: none"><li>• The participants share their opinions on the session and how they can make use of this session in their own classrooms.</li></ul>
<p><b>Materials</b></p>
<ul style="list-style-type: none"><li>• Chair</li><li>• a piece of blank paper</li></ul>

## Module 2

<p><b>Title:</b> Training on English Pronunciation: Problem Sounds for Turkish Speakers of English</p> <p><b>Duration:</b> 2 hours</p>
<p><b>Aim and Objectives</b></p>
<p><b>Aim</b></p> <p>The aim of the session is to raise awareness of problematic sounds (/æ/, /ə/, /ʌ/, /w/, /ð/, /θ/, /ŋ/) for Turkish speakers of English.</p> <p><b>Objectives</b></p> <ul style="list-style-type: none"><li>• By the end of the session, the participants will have learned how to pronounce the problematic sounds.</li><li>• The participants will have learned certain activities and techniques to practice these sounds.</li></ul>
<p><b>Summary of Tasks/ Actions</b></p>
<p><b>Warming up Activities</b></p> <ul style="list-style-type: none"><li>• The instructor helps the participants feel the necessary muscles used articulating the problematic sounds (/æ/, /ə/, /ʌ/, /w/, /ð/, /θ/, /ŋ/).</li></ul> <p><b>Practice</b></p> <ul style="list-style-type: none"><li>• drilling</li><li>• minimal Pairs</li><li>• tongue twisters</li></ul> <p><b>Evaluation</b></p> <ul style="list-style-type: none"><li>• The participants share their opinions on the session and how they can make use of this session in their own classrooms.</li></ul>
<p><b>Materials</b></p>
<ul style="list-style-type: none"><li>• Board</li><li>• board marker</li><li>• CD player</li></ul>

## Module 3

<p><b>Title:</b> Integrating Technology in the EFL classroom</p> <p><b>Duration:</b> 2 hours</p>
<p><b>Aim and Objectives</b></p>
<p><b>Aim</b></p> <p>The aim of the session is to introduce some technological applications and websites which a language teacher can make use of in the classroom.</p> <p><b>Objectives</b></p> <ul style="list-style-type: none"><li>• By the end of the session, the participants will have learned background information on websites and applications which can be used in education.</li><li>• The participants will have practiced using the websites and applications which they have learned.</li></ul>
<p><b>Summary of Tasks/ Actions</b></p>
<p><b>Warming up Activities</b></p> <ul style="list-style-type: none"><li>• In the warm-up stage the participants share their experiences on using ICT in the language classroom.</li></ul> <p><b>Theoretical background and Practice</b></p> <ul style="list-style-type: none"><li>• The instructor gives information about Web 2.0 tools and applications such as Edmodo, Tiny Chat, Quizzes as well as blogs and podcasts for educational purposes.</li><li>• The participants open Edmodo accounts for their classrooms.</li><li>• The participants practice Quizzes application.</li></ul> <p><b>Evaluation</b></p> <ul style="list-style-type: none"><li>• The participants share their ideas and suggestions on using the applications which are introduced in the session.</li></ul>
<p><b>Materials</b></p> <ul style="list-style-type: none"><li>• PC for each participant</li><li>• Internet connection</li></ul>

## Module 4

<p><b>Title:</b> Creativity and Materials Preparation and Development</p> <p><b>Duration:</b> 2 hours</p>
<p><b>Aim and Objectives</b></p>
<p><b>Aim:</b> The aim of the session is to raise awareness of the materials development procedure.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"><li>• By the end of the session, the participants will have had ideas on the important features of materials preparation and development.</li><li>• The participants will have practiced creating materials using daily gadgets collaboratively.</li></ul>
<p><b>Summary of Tasks/ Actions</b></p>
<p><b>Warming up Activities</b></p> <ul style="list-style-type: none"><li>• The participants share their ideas on their coursebooks which they use in their classrooms and how they adapt them to their students' needs and interests.</li></ul> <p><b>Practice</b></p> <ul style="list-style-type: none"><li>• The instructor asks the participants to have a look at the coursebooks they are using to find a problematic part that has little communicative value.</li><li>• Then he wants them to adapt the material in a way to make it more communicative using everyday objects such as forks, spoons, a ball, magazines, etc. which he has brought with him.</li><li>• Then, they work in groups to create materials using everyday objects.</li><li>• At the end, each group presents their materials and explains how they are going to use it in the classroom.</li><li>•</li></ul> <p><b>Evaluation</b></p> <ul style="list-style-type: none"><li>• The participants comment on each others' materials and share their ideas and suggestions on the session.</li></ul>
<p><b>Materials</b></p>
<ul style="list-style-type: none"><li>• everyday objects such as forks, spoons, a ball, magazines, etc.</li><li>• colorful pieces of paper</li><li>• scissors</li><li>• glue</li></ul>

## Module 5

<p><b>Title:</b> Using Literature in the EFL classroom</p> <p><b>Duration:</b> 2 hours</p>
<p><b>Aim and Objectives</b></p>
<p><b>Aim:</b> The aim of the module is to equip the participants with ideas on how to integrate literature in the EFL classroom</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"><li>• By the end of the session, the participants will have had ideas on to use literary texts in the EFL classroom.</li><li>• The participants will have learned and practiced using a short story in the EFL classroom.</li></ul>
<p><b>Summary of Tasks/ Actions</b></p>
<p><b>Warming up Activities</b></p> <ul style="list-style-type: none"><li>• The participants do brainstorming and share their own experiences about using literary texts in their classrooms.</li></ul> <p><b>Theoretical Information and Practice</b></p> <ul style="list-style-type: none"><li>• The instructor provides some theoretical information about different ways of using literary texts.</li><li>• The instructor demonstrates a sample lesson using the short story titled “The Storm”.</li><li>• Before they read the text the instructor wants the participants to look at the title and guess the topic.</li><li>• Then after they read the texts they give their initial response by sharing ideas with their partners.</li><li>• In the post reading part of the short story the participants write a different ending and act out the final scene.</li></ul> <p><b>Evaluation</b></p> <ul style="list-style-type: none"><li>• Finally in the evaluation stage the participants assert their ideas about the session.</li></ul>
<p><b>Materials</b></p>
<ul style="list-style-type: none"><li>• The text of the short story titled “The Storm”</li></ul>



## ÖZGEÇMİŞ

### Kişisel Bilgiler

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# PRACTITIONERS' EVALUATION OF AN ALTERNATIVE FIVE-WEEK TEACHER

BY MELTEM YILMAZ

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