

An analysis of the interplay between affective and cognitive components of teacher identity among native and non-native EFL in-service trainees¹⁵

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Abstract

The present study aims to explore the affective and cognitive components teacher identity by examining the EFL teachers' and in-service trainers' attitudes toward in-service professional development training process at a private university in Turkey. The participants, who were selected through convenient sampling, consist of native and non-native EFL instructors; EFL in-service trainees (N=6) and teacher trainers; EFL in-service teacher trainers (N=2). The data was collected via semi-structured interviews conducted with the teachers and Behavior Observation Rubric completed by teacher trainers. In the first phase, EFL teacher trainees were observed in class and given post observation feedback by in-service teacher trainers, who completed the rubric evaluating the reactions of the teachers to four categories: (1) Attitude to feedback, (2) Response to feedback, (3) Behavior, and (4) Independent work. In the second phase, teachers were interviewed about their perceptions of the in-service training process; Interview data (qualitative data) were analyzed through content analysis, while descriptive statistics (frequency) was used to analyze Behavior Observation Rubric scores (quantitative data). The findings indicated differences between native and non-native EFL instructors (trainees). According to interviews, native EFL instructors felt more enthusiastic about professional development sessions compared to non-native EFL teachers due to several educational background, cultural differences and so on. This was supported by the results from the Behavior Observation Rubric, which revealed higher scores for native EFL instructors than for non-native instructors in terms of attitude to feedback, response to feedback, behavior, and independent work during the professional development; observation process.

Keywords: *native vs. non-native EFL instructors, teacher identity, EFL in-service trainees*

Theoretical background

Teacher identity and reflection

The term "teacher identity" has been defined in a variety of ways by numerous scholars. Trent (2012) claims that the two key components of Teacher Identity are Practice and Language. The procedures that go into these two components are engagement, arrangement, creativity, practical consequences, duty, appraisal, and authorizing. Trent (2012) thinks that when Practice and Language are united, agency and discourse happen, and teacher identity comprises of the aforementioned components. By referring to them as an integrated framework of the teacher identity, Trent (2012) combines these elements.

Teachers operate with a similar level of subjectivity, so teacher identity is viewed as a process that is related to the competency of the individuals and also to the social attitude of the background they belong to, as stated by Trent (Weedon 1997, 32). Teachers operate with a similar level of subjectivity.

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The various structures and belief systems that underpin educators' perceptions of their independence and dependence on their teachers' teachers serve as the definition of teacher identity.

Two categories the reflection in action and the reflection on action are used to categorize Schön's (1983) definition of reflection. Schön (1983) asserts that while one of these sorts of reflection takes place right then and there, the other type occurs later on in the process. Involvement, Participation, Individual Thinking, Planning What to Do Next, Reacting, and Directly Interfering when issues arise can all be summed up as Reflection in Action procedures. The important processes to be followed in Reflection on Action are thinking about what happened, what went wrong, or how you would do it differently next time (Schön 1983). Schön (1983) claims that people have schemata in their cognitive structure that relate to how they plan, carry out, and evaluate their activities. Moreover, Schon (1983) believe that few people are aware of their schemata, which are meant to encourage them to participate in activities. As a result, to their disadvantage, fewer people are aware of their schemata or the assumptions they employ.

There is not a universally accepted definition of "productive reflection," despite the fact that many researchers hold the opinion that reflection and the concept of "productivity" are inextricably linked. No one can verify that the reflections made by many teachers are true, despite the fact that they are thought to be reflective or have reflectivity. Another significant problem that deserves attention is the lack of training provided to instructors in the correct methods of reflection, which include useful scaffolding phases. Researchers assert that in order to be administered to and directed by the specific scaffolding framework, the majority of teachers must be exposed to the appropriate academic research (Moore-Russo and Wilsey 2014). Teachers often conduct ineffective reflection in schools and other institutions. Regrettably, there aren't many instructors in most nations who enjoy talking about their classrooms, their methods of instruction, their interactions with students, and other topics. Rivalry within the organization where they work can be viewed as the cause of this problem (Allwright 2003).

As was already said, most nations, including Turkey, struggle with reflection due to a variety of circumstances, such as outdated views of what constitutes good instruction, personality traits that prevent critical thought, and the environments in which people work. Additionally, Odabaşı and Çimer (2012) suggest that unwillingness, which Dewey (1933) characterized as a lack of responsibility, wholeheartedness, and open-mindedness, may also be a contributing factor.

Considering the aforementioned data, it is clear that these concepts relate to teacher research as well. Teacher research is defined as organized methodological inspection that is both qualitative and quantitative, directed by educators in their own specific expert contexts, exclusively or in collaboration with other educators and/or colleagues, and that aims to improve educators' perceptions of a particular aspect of their work. Moreover, teacher research may enhance the standard of education and learning in certain classrooms. Also, it might more thoroughly highlight instructional method and institutional change. While some research on the subject had unfavorable conclusions, others, including the case study by Rankin and Becker (2006) involving a German teacher, had favorable consequences. Specifically, it improved the teacher's own reflections on his performance by giving him better approaches toward portraying and investigating his own unique remedial criticism techniques in the classroom. This teacher uses corrective feedback on SLA literature with the help of engagement in addition to the improvement of the educator's pedagogical development. The case study of the German teacher makes it simple to draw the conclusion that examining how classroom concerns relate to reading strengthened the research (cited in Borg 2010). Similarly, taken this notion into account Global pedagogical organizations like the Commission of the European Communities (CCE 2007), the English Department for Education (DFE 2012), and the Professional Standards for the Accreditation of Teacher Preparation Institutions by the United States National Council for Accreditation of Teacher Education all recognize the importance of both individual and collaborative reflection (NCATE 2008). These organizations, among others, work to improve the caliber of teacher training, research, professional development, and teacher needs for pedagogical knowledge and reflection (Greg and Graham 2014).

The stages of the Philosophical Community of Inquiry Approach are outlined by Demissie (2015) in terms of the reflective thinking of language teachers. By using examples, the author describes the subsequent stages. Stimulation, Question/Development, Reflection, and Discussion/Dialogue are these stages. The term "stimulus" refers to the visual or auditory representation of an idea or concept. A question or issue that is raised in relation to the subject at hand might be described as development. The third step, discussion, focuses on better understanding issues and mainly aims to promote critical and constructive thinking. Also, coworkers have the chance to agree or disapprove. All in all, the philosophical community of inquiry approach's final step, reflection, entails a conversation on the subject at hand. Teachers converse with one another about the perceptions they held at the start of the reflection. They discuss whether or not their perception of the relevant topic has altered in their minds.

Teacher education/educators

Teachers who wish to advance in many facets of their professional development should be given a supportive and encouraging environment by teacher educators. For the majority of teachers, these professional development activities can occasionally be difficult because they call for a deep understanding of pedagogy as well as familiarity with various research models (Allwright 2003). Theoretical background as well as a chance for its practical application should therefore be included in teacher education together with the concepts, methodology, approaches, and philosophy.

The term "Practical Principles," which refers to the acquisition of principles combining Practice and Reflection, is another crucial factor that needs to be taken into account. Indirect practice is the development of effective comprehension, judgment, and aptitudes in solitary situations. On the other hand, Direct Practice takes place in a real classroom setting through active participation (Tang, Wong and Cheng 2015). Regrettably, there are numerous factors that contribute to the ineffectiveness of teacher education poor various nations, including Turkey. The most important one is that there are substantial disparities between established and underdeveloped cities or regions of the nation in terms of the context of the schools, the backgrounds of the teachers, the curricula, and the expectations. These significant variations revealed improved perceptions of teacher education in Turkey's underdeveloped cities and regions (Çakıroğlu 2003).

There are, nevertheless, a sizable percentage of teachers who hold extreme viewpoints on teacher education. Although if some of them run the risk of developing "Burned out" syndrome, there are certain instructors who are not at all hesitant to offer their thoughts, are open to reflection, and foster and promote their professional growth abilities based on pedagogical knowledge. To improve teacher education globally, there are undoubtedly a lot of factors that must be taken into account. The following procedure, which can be useful for teacher education is summarized by Allwright (2003); 1. bringing clarity to perplexing subjects in the classroom to raise awareness; making arrangements for comprehension by receiving fundamental educational and pedagogical strategies to enhance teachers' understandings; 2. thinking "harder" with different instructors (peers and/or co-participants, colleagues) inside and/or outside the classroom; 3. participating more seriously in what is happening, as it is happening; 4. to sum up, what counts is closely related to reflexively sharing and evaluating individual/group experiences, thinking critically about "progress," discussing potential individual/group moves, and sharing individual comprehension forms as a way of "supporting" others and inviting others to join teacher education (Allwright 2003). Regarding the procedure of teacher education similarly, as stated by Kurtoğlu (2014) what seemed to be recurring issues in the field of teacher development and training are related to the availability of financial possibilities as well as the regularity and practical implementations of the chances offered.

Finally, an expression used the metaphors of buyer and "keeping an account" to describe teachers and teacher education. According to this interpretation, an instructor is a form of "broker" and learning is a type of expenditure (Graham and Phelps 2003).

Native/non-native English speakers of teachers

Teachers that speak English fluently or not can be found all throughout the world, including Turkey. Additionally, for a variety of reasons, some teachers choose to travel abroad in order to teach in various locations around the world. The economic situation of their own country, the fact that native speakers have an advantage in places where they are desperately needed (especially in countries like Turkey where English is not a language of instruction), being bilingual, and other factors are among the important reasons why (mostly) Native English speaking teachers travel abroad. The instance and the previously listed problems are fairly comparable. The number of native speakers does not, however, improve the quality of education because not all native speakers have a teaching credential or the necessary pedagogical training. On the other hand, Turkey is implementing numerous projects to improve the caliber of English teachers. In Turkey, there are a lot of Native speakers with degrees in ELT. By bringing diversity to the sector, such teachers advance the teaching of English in Turkey. There are numerous initiatives in Turkey that strive to advance and improve the caliber of English education, as Coşkun (2013) noted. Working with native speakers or hiring them has both benefits and drawbacks. For instance, given that native teachers are more familiar with the students' backgrounds, individual peculiarities, needs, and interests, non-native English speakers are less fortunate in terms of the teaching setting than native teachers. Therefore, it is clear why Turkish English teachers profit more due to their in-depth understanding of the regional context (Coşkun 2013).

Furthermore, while the majority of native English speakers are hired only on the basis of their proficiency in the language, they may not have the necessary pedagogical expertise, language awareness, or language teaching style to function in the sector. In the USA, detractors of this theory contend that teachers who are non-native English speakers are less likely to possess strong oral communication abilities, lexical proficiency, grammatical/linguistic understanding, and metalinguistic awareness. Many foreign English teachers consider English to be the lingua franca of the entire world, and as a result, there is a high demand for language teachers. Many institutions are looking for English teachers, both native speakers and non-native speakers (Walkinshaw and Duong 2012).

Classroom observations/classroom dialogue and professional development

The act of observing a classroom has a long history in pre-service teacher preparation and ongoing professional development (CPD), where it has typically been used in a formative way to provide performance feedback or examples of alternative teaching styles. In an effort to combine its fundamental formative function with a new emphasis on accountability, it has, however, been widely used as a policy instrument over the past 20 years (Wragg et al. 1996). Recent policy changes in England are a good illustration of this concept of observation as a multipurpose assessment tool capable of fostering professional development for individual teachers while also keeping an eye on and raising standards of classroom performance across the entire sector (O'Leary and Brooks 2014).

The majority of administrations in England have recognized the significance of classroom observations as a key tool for evaluating and improving teachers' performance. Despite their importance in national programs for teacher development, the effects of classroom observation on particular instructors and on enhancing the standards of teaching and learning are still little understood. Further education (FE) in general or FE instructors in particular have not received much attention.

In addition to these, current initiatives to evaluate the quality of teaching and learning have led to the further education sector in England normalizing a number of reductionist practices. As a result, quantitative performance statistics have become overused. Using lesson observation as an exemplar and data from a countrywide survey, this article examines the use of observation and its impact on further education instructors' practice (O'Leary and Wood 2017).

At ten FE institutions located around the West Midlands region of England, O'Leary and Brooks (2014) conducted a mixed-methods study using questionnaires and semi-structured interviews. The paper's

conclusion raises questions about the suitability of current observation assessment regimes in FE and the extent to which these systems are capable of accomplishing their stated objectives. It also places the results in the context of broader research into teachers' ongoing professional development.

In addition to these, in recent years, research on classroom discussion has grown (Muhonen et al. 2018, O'Connor et al. 2015). Discussion in the classroom entails debating and examining various points of view while respectfully and critically criticizing one another's viewpoints (Wegerif 2007). This calls for a special ethos of respect and trust in the classroom, reinforced by teachers who promote students' willingness to take risks and engage in active, equitable engagement (Howe et al. 2019, Kim & Wilkinson 2019). Also, according to the literature, numerous research have been conducted to explore how classroom observation could affect collegiality (Bell & Cooper 2013, Bell & Thomson 2018, Carroll & O'Loughlin 2014).

Taken information above there are several opportunities for teachers to expand their knowledge of and practice with educational discourse. A crucial part of professional development for conversation has been teachers' reflection on their professional practice, which frequently revolves around classroom videos (e.g. Grau et al. 2017, Lefstein & Snell 2014). To create a dialogic learning culture and routines, instructors can use the practical solutions provided by other professional development initiatives (Hardman 2019, Michaels & O'Connor 2015). In addition to these professional developments can take many different forms and is a crucial component of educational quality and improvement (Education Commission 2019). Teachers' commitment to professionalism and interest in their own practices feed this (Cochran-Smith & Lytle 2009). Though it can be done alone, inquiry is frequently carried out by stable communities of practitioners, which may or may not also include teachers and other stakeholders (DeLuca et al. 2015). A group of teachers inside a school recorded lessons and student interviews for the study by Charteris and Smardon (2015), as an illustration. Then, as their colleagues asked them questions and provided "dialogic feedback," they thought back on their recordings. Thus, keeping this in mind, professional gains, particularly understanding one's own practices (Nelson and Slavit 2007), increased self-efficacy, and the potential for change are the most frequently cited advantages of inquiry (Amels et al. 2019). When engaging in research demands new abilities, such as data literacy for effective data collection and analysis (DeLuca et al., 2015), it can be challenging and risky. Inquiries may be difficult for teachers to finish for a variety of reasons, such as shifting employment demands or academic priorities (Hennessy, Kershner et al. 2021).

According to Kurtoğlu (2014) here are some important aspects of professional development that should be taken into account: the availability of technological equipment; budget and investment concerns; access and software; training opportunities and their integration into the curriculum; technology-supported teaching and learning; • Opportunities for employee development and in-service training, including INSETs, workshops, developmental sessions, and induction programs • Special Interest Groups (SIGs), teacher forums; research groups, institutional research projects; chances to observe and provide feedback on lessons; opportunities for professional networking. • Teacher training courses (such as CELTA, DELTA, post-DELTA/post-MA opportunities, additional training courses, etc.); • Research groups, institutional research projects; • Opportunities for observation and feedback on lessons; • Opportunities for professional networking.

Overall, there is a large body of literature on lesson observation, classroom dialogue and professional development in the field of ELT although it mostly focuses on the "Theoretical Framework of Lesson Observation" in England and Europe, as well as classroom observation in those countries' future educational sectors. In light of this, there aren't as many studies comparing "Perspective of Native and Non-Native EFL Instructors" for In-Service Teacher Training in Higher Education Context, specifically for lesson observation and teacher identity, not only in Turkey but also in England and Europe. Further research comparing Native and Non-Native EFL Instructors regarding observation and teacher training

activities, teacher identity, reflection in the context of EFL will build on the significance and contribution of the current study.

Methodology

This study aims to answer the following research questions;

RQ1: How do teacher trainers evaluate teachers' identity development during the in-service professional development training at a Private University in Turkey?

RQ2: What are EFL instructors' perceptions of the influence of in-service professional development training on their teacher identity?

Participants and setting

Six EFL instructors and two teacher trainers participated in the study whose ages ranged from 27-46. Their profile differs in terms of pedagogical education background that they have received in different parts of the world. Three of the participants are native speakers of English who have had their teaching degrees in the UK, USA, and Europe. Some of those native speakers have also had their additional teaching certificates like CELTA, DELTA, and TESOL. The remaining three participants are Turkish and they are also currently EFL instructors at a private university in Turkey. These instructors received their BA degrees in English Language Teaching and English Literature in Turkey except for one who is Turkish but studied at a university in the UK. Participants 1, 2, and 4 are native English speakers of teachers, and participants 3, 5, and 6 are non-native teachers. Informed consent form was taken from instructors.

Table 1. Information about participants

| The number of participants | Information about participants |
|----------------------------|---|
| N=3 | Native Speakers of English (EFL Instructor) |
| N=3 | Non-Native Speakers of English (EFL Instructor) |
| N=2 | Teacher Trainers |

Data collection tools

Semi-structured Interview with teachers and Behavior Observation Rubric completed by teacher trainers were used to collect the data. The interview consists of four open-ended questions about the observation process in order to explore the perception of both Native and Non-Native EFL instructors' attitudes toward teacher trainers. Interview questions were related to the observer's attitude or the exploration being evaluative, judgmental, descriptive, or encouraging, a chance for improvement with the help of the provided suggestions/ feedback and reflection. The interview is recorded during the process and transcribed to word to create codes and themes for the content analysis. This tool is preferred so as to maintain the reliability of the study since it is recorded. The interview is conducted with both Native and Non-Native EFL instructors by the teacher trainers. This interview is expected to enable EFL instructors to express themselves in a more freeway (See Appendix A).

Behavior Observation Rubric is adapted from professional development unit of the School of Foreign Languages by changing the themes of the rubric and modifying the subcategories according to Teacher Trainers' needs and expectations of the University. Attitudes to feedback, response to feedback, behavior, and independent work items are included in Behavior Observation Rubric. It has five categories, which are Excellent, Good, Sufficient, Insufficient, and Poor. Teacher trainers evaluate the

attitudes of Native and Non-Native EFL teachers by filling this Rubric after the observation feedback process. (See Appendix B)

Data analysis

The current research adopted both qualitative and quantitative design. The qualitative data; collected from Semi-Structured Interview were analyzed through content analysis by coding and creating themes. the quantitative data Behavior; Observation Rubric scores were analyzed by Descriptive statistics (frequency). (See Appendix C)

Procedure

In the first phase of the procedure; teacher trainers conducted lesson observations for each instructor (participants) within the procedure of the professional development program of the School of Foreign Languages. Teacher trainers filled the 'Running Commentary' during the observation process by taking 'Effective Teaching Criteria' into consideration (See Appendix D, E). Those observations mainly focused on organization, pace, transitions, time management, board use, enthusiasm, classroom management, materials, activities, instructions, and questions. At the end of every observation process, for the duration of one entire lesson hour, which lasts 50 minutes, teacher trainers evaluated both native and non-native EFL instructors' performance by completing the post observation evaluation forms (See Appendix F). Instructors are required to complete an interview when the behavior observation procedure is complete, and teacher trainers construct the Behavior Observation Rubric by taking the feedback session into account. Native and non-Native instructors are scored out of five in each of the following categories attitude toward feedback, response to feedback, behavior, and independent work by teacher trainers.

The second phase of the process was the conducting the semi-structured interview with the participants. After completing the lesson observations within the in-service training program of the School of Foreign Languages, researchers conducted interviews with the participants in order to explore their attitudes as well as affective / cognitive component of teacher identity as being observed. The audio of the interview was recorded and transcribed later on. The interview is analyzed through content analysis by coding and creating themes.

Validity and reliability

Both quantitative and qualitative evidence confirmed the validity of the current study. Quantitatively, the Kappa statistic was used to assess consistency between two separate individuals who had coded the data (Landis & Koch, 1977). 10 codes of interview data were found to have inter-coder reliability of Kappa =,78 (Sig= 0.000; $p < 0.001$). This finding is regarded as a substantial agreement between two coders (Viera and Garrett, 2005). Qualitatively, the findings were validated by sharing the findings with the interviewed participants for member checking (Fraenkel and Wallen 2009).

Results and discussion

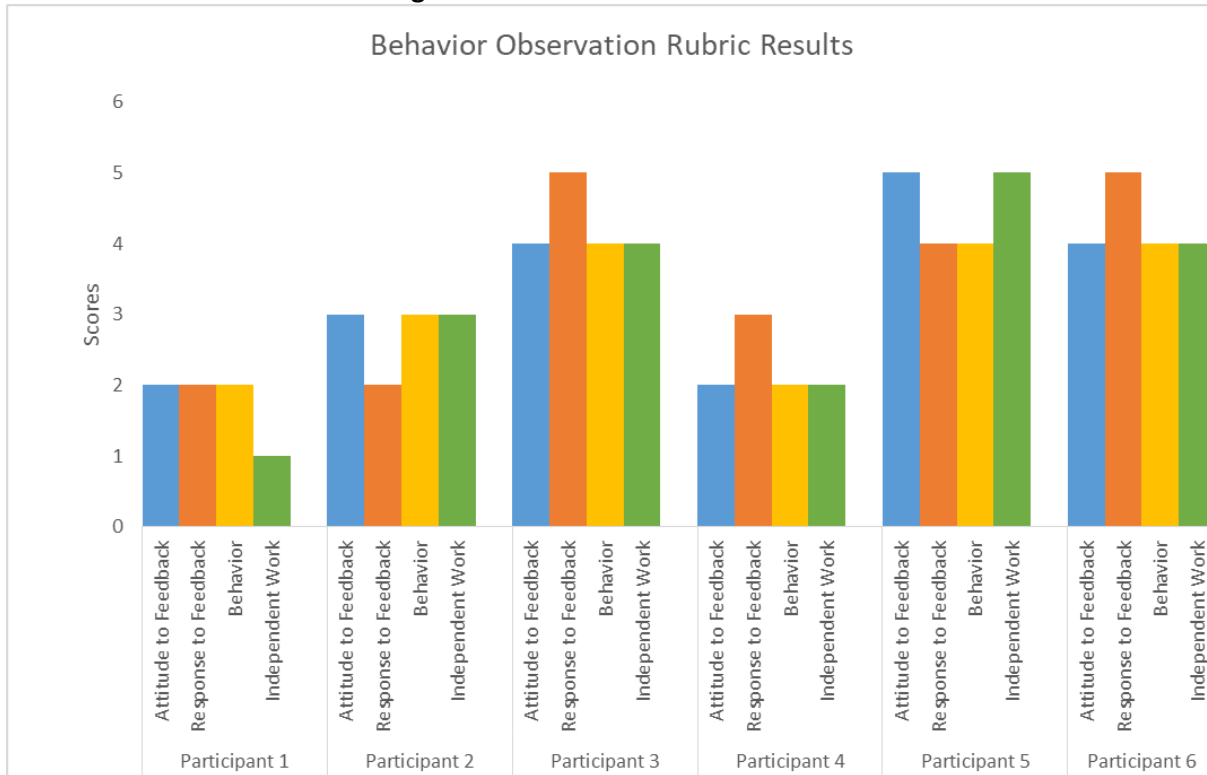
Findings and discussions for research question number RQ1: How do teacher trainers evaluate teachers' identity development during the in-service training at a Private University in Turkey?

The answer of RQ1 has been elicited from a rubric, which was completed by trainers. The EFL teachers were observed in class and given feedback by trainers, who completed the rubric evaluating the reactions of the teachers to four categories:

- (1) Attitude to feedback,
- (2) Response to feedback,
- (3) Behavior, and
- (4) Independent work.

Behavior Observation Rubrics are calculated through frequency and percentages out of 5. As it can be clearly seen from the table above, teachers' scores varied from each other in a significant way. While some of the instructors scored high in terms of feedback some scored lower than the rest.

Figure 1. Behavior observation rubric



It is clear that Participant 1 did not gain anything from the feedback sessions, notably in terms of asking teacher trainers questions, attempting to fix instructors' flaws, and refusing peer or teacher trainer assistance. In the content analysis section, the participant 1's recorded comments will be described and studied in further depth. From the table, it can be inferred that participant 2 doesn't really differ from participant 1 in terms of the rubric elements that will be addressed in more depth. Participant 2 responded to the teacher trainer's input in a more favorable manner than the first participant did. Also, participant 2 showed a more favorable attitude about the observation process. It can be inferred that participant 3 responded to the feedback in a more positive way and undoubtedly benefited from those feedback sessions because participant 3 and 6 received higher scores than participants 1 and 2 in each of the four categories, especially when considering how they handled the feedback. As noted in the section of the literature review under "Teacher Reflection," participants 1 and 3 may also be regarded to have engaged in "self-reflection" and productivity (Tang, Wong and Cheng 2015). In addition to before, during, and after the feedback process, responsibility also plays a significant role, as Dewey noted previously in the literature analysis. If the table is closely examined, it may become clear that participants 4 and 5 do not compare very favorably to one another, particularly in terms of their attitudes toward feedback and independent work. As a result, it may be said that participant 4's "Teacher Reflection" did not occur, and "Teacher Identity" is limited to and depend on various structures and belief systems of the context because there may not be a strong teacher reliance on teacher educators (Weedon 1997). The feedback sessions appear to have been most helpful to participant 5 because of how well she replied. The interview is subjected to content analysis, with themes being generated for both native and non-native

EFL teachers. (For a complete table of codes and themes, see the appendix.) Codes can have both positive and negative connotations. Below are a few excerpts from the participant's transcripts of their interviews.

Findings and discussions for RQ2

What are teachers' perceptions of the influence of in-service training on their teacher identity?

The content analysis of the interviews evaluated teacher perceptions of in-service training through the interplay of four components: Evaluative, Descriptive, Feedback and Reflection. The extracts below display how this interplay of components influences teachers' identity in a cognitive and affective way.

Extract one:

"I think it was judgmental because I believe peer observations are better and teacher educators are just visitors and they do observations only to judge teachers according to their own understanding of teaching. I believe that teachers are enough as professionals and do not need guidance. Self-experience is rarely implemented. Teacher trainers are generally harsh toward teachers, I do not think they care about teachers' feelings. It would be right to say that reflection is all about a teacher's own inner instinct rather than something shaped by outsiders." (Participant 1)

As participant 1 previously indicated, the instructor thought that the feedback session was not valuable and that the teacher educators were just passing by. Also, the instructor thought that each person had an own teaching style and viewpoint that might not align with that of teacher educators. As there is no constructive connection between the teacher educator and other instructors, it may be inferred from the instructor's usage of the words "instinct" and "outsider" that there is not an effective self-reflection taking place in this situation. It is appropriate to note that, regrettably, there are not many teachers in most societies who take pleasure in discussing their classrooms, methods of instruction, interactions with students, and other topics (Allwright 2003). Similarly, according to Almarza (1996) and Pajares (1992), teachers' perceptions are often rigid and challenging to change, which can limit what can be learnt from peer-observational activities. It is clear that expert language teachers are less willing to adapt to new situations and less willing to risk losing their professional credibility. Changes, however, might only take place inside their particular teaching contexts (Cabaroglu and Roberts 2000), and they might appear selective about which ideas to modify and when.

Extract two:

"I have had enough education in Turkey on the basis of English Language Teaching so, I do not care a lot for the teacher trainers' opinions. It is the practice that makes perfect not the teacher educators. I sometimes ignored the teacher trainers during the teaching practice, I haven't done anything special for the lesson. Context also plays an important role in observations or lessons, what works in one class might not be effective at all. However, it is also crucial to note that reflection on teaching seems meaningless if the observer thinks that only his/her way of teaching is appropriate for effective teaching. Therefore, self-reflection on our teaching can be unnecessary." (Participant 2)

According to participant 2's testimony, the teacher believed that they were already completely competent of instructing since they believed they had received the requisite training and had a thorough understanding of the history and context of the subject. The aforementioned phrases show that the instructor dislikes discussing his or her experiences and pays little attention to advice or viewpoints on instruction from other teachers. The instructor stresses that this kind of contemplation is not always essential and uses the word "context" in his remarks. This opinion may have this justification since the instructor's credentials for instructing may not line up with the viewpoint of the observer. These findings again align with the studies of Cabaroglu and Roberts (2000).

Extract three:

"Observer, that's right I say observer because I consider them as an observer rather than a teacher educator. This term makes me feel comfortable. In my opinion, the observer was positive in the feedback

process and very constructive even though my weak points were being mentioned. She suggested how I could make my instructions clearer and ask Comprehension Check Questions. It also provided clarity in a number of areas that I have always wanted to focus on. It reminds me of international education conferences I attended in the UK." (Participant 3)

In contrast to participants 1 and 2, participant 3 had more favorable sentiments toward feedback sessions and teacher educators, as seen by the usage of the words "constructive, clear, and clarity." The instructor undoubtedly profited from these sessions. The instructor was also not offended at all when his shortcomings were pointed out, which could have been a result of his educational background or cultural norms regarding criticism. The comments from teacher educators may have caught their attention because, as previously mentioned by Walkinshaw and Duong (2012), the majority of native English speakers of teachers are hired solely on the basis of their ability to speak the language. As a result, these teachers may lack pedagogical knowledge, language awareness, and language teaching methodology.

Extract four:

"Well, I would say the feedback was evaluative and descriptive but far from being encouraging. I believe such observation processes are inevitably limited to the target hour and ignore the bigger picture which involves teacher-student relation, students' needs and learning styles, and the authentic classroom environment even though a general set of information on the above-mentioned group aspects are provided to the observer beforehand. My personal experience of the process is to be rather artificial and even judgmental to some extent due to the fact that the observer had the tendency to prove the effectiveness and correctness of her own suggested style over mine in ignorance of class profile. Having said that, I should also admit that there was some useful feedback on the organization of some particular activities in class. Therefore Reflection, in this case, is more than the expression of the sole process and its objective components, but also the involvement of subjective ones." (Participant 4)

In general, participant 4 had very poor opinions and attitudes about the feedback session. The teacher expresses how fake and critical she thinks observations and feedback sessions to be because they are not conducted in a comprehensive manner. Since they are more familiar with the students' backgrounds, individual characteristics, needs, and interests than native-speaking instructors are, non-native speakers of a teacher have more understanding of the teaching setting (Coşkun, 2013). As a result, given that the feedback was repeated to him/her, having more understanding of these connected and related issues may have rendered the instructor less responsive to it.

Extract five and six:

"I thought my feedback session was critical but in an encouraging way. The teacher educator gave me the kind of frank criticism that only a truly experienced and confident ESL instructor can. I also implemented one suggestion she gave me. Guidance was extremely useful. To illustrate, she made me realize that the feedback was too detailed and confused the students. I felt disruptive at the beginning but later on, it turned out to be valuable feedback. When it comes to reflection, for me it means implementation."(Participant 5)

"Feedback session was designed purposefully to be encouraging. I knew what I was doing but observers are well-trained to look for specific details from a lesson, so their feedback will include the elements that were successful and areas that the instructor might consider for future lessons. Based on this detailed feedback, there is considerable opportunity to make improvements in teaching practice. Reflection, in terms of reflective teaching practice, means taking a critical approach to your pedagogical beliefs, methodology, and classroom management, especially following input such as a peer observation or professional development." (Participant 6)

Similar to how it is clear from the quotes, both instructors (participants 5, 6) thought the approach was efficient and helpful. The terms "honest criticism" and "advice" were used by participant 5, which is something beneficial. Their story reflects thoughts, beliefs, and attitudes that are fairly similar to what the third participant said. The following terms are defined by Demissie (2015) in her discussion of the

reflective thinking techniques used by language teachers: Stimulation, Question/ Development, Reflection, and Discussion/ Dialogue. As a result, participants 5 and 6 conduct their careers as teachers according to Demissie's stages.

When Interview and Behavior Observation Rubric are used, both Native and Non-native EFL instructors' perceptions and attitudes towards teacher trainers in terms of observation are discovered.

To conclude, themes are divided into four categories which are; Evaluative, Descriptive, Feedback, and Reflection. Those four elements had 16 codes in total as listed; (1) Judgmental, (2) Critical, (3) Disruptive, (4) Artificial, (5) Encourage/Motivate, (6) Effective, (7) Guidance, (8) Constructive, (9) Eliciting, (10) Clarity, (11) Asking Questions, (12) Ambiguity, (13) Instinct, (14) Outsiders, (15) Responsibility and (16) Self-experience. Over all, these results are in agreement with those of the scholars notions mentioned above in the literature; Demissie, (2015), Allwright (2003), Çoşkun (2013), Walkinshaw and Duong (2012), Similarly, it aligns well with the studies of Charteris and Smardon (2015) who investigated the group of teachers' recorded lessons and student interviews for the study by "dialogic feedback," In addition to these, as previously mentioned numerous research which conducted to explore how classroom observation could affect collegiality (Bell & Cooper, 2013; Bell & Thomson, 2018; Carroll & O'Loughlin, 2014) also match with the current research since native EFL instructors seem to benefit from "self-reflection" and productivity component of the professional development trainings thanks to observations (Tang, Wong and Cheng 2015).

Conclusion

By contrasting the results of the observation rubric with the thorough interview transcripts of the teachers, the study's findings on the disparities between native and non-native EFL speakers and the instructors' attitudes toward teacher trainers are explored. It is evident from the examination of four separate themes; Evaluative, Descriptive, Feedback, and Reflection that native speakers had more positive perspectives and attitudes about teacher trainers due to numerous factors addressed in the findings and discussions segment. Since the majority of native speakers in Turkey are hired on the basis of being native English speakers, those reasons are related to a lack of pedagogical competence. Native speakers are less hesitant to accept criticism from teacher educators as a result.

Being new to everything they learn pedagogically makes them more eager than non-native speakers. On the other side, non-native English teachers report feeling more worn out due to the fact that the majority of their colleagues have degrees in English language instruction or English/American literature and have a sizable amount of prior real-world experience. For instance, non-native English teachers often have prejudice and do not want to have CELTA, DELTA, or TESOL certifications because they believe their BA courses have provided them with an acceptable foundation in teaching. In other words, because of their prior experience, non-native speakers are less likely to obtain CELTA, DELTA, and TESOL. Taking this issue into mind shows that, it makes instructors less enthused for observations or any kind of professional development activities. It is also important to remember that there are a great number of teachers in Turkey who are reluctant to attend ELT or educational conferences and do not conduct independent research. As was already said, the cause of this is due to a lack of time, inadequate money for the school, a lack of theoretical understanding, feelings of isolation, and a demanding curriculum that makes them less aware of reflection and teacher education. Another reason might be related to the disparity between theory and practice may be one factor and this another factor might be that teachers lack the knowledge or skills necessary to explain, characterize, and label their opinions (Kagan, 1992). The differences between teachers' ideas and actions raise the possibility that they are unwittingly unaware of who they are. To use an example, teachers could be committed to a particular pedagogy or set of instructional techniques but neglect to think on how and why they approach teaching.

Cultural diversity and differences play a role in why non-native EFL teachers have negative attitudes and judgments regarding teacher educators. The fact that criticism is seen negatively in many nations,

including Turkey, explains why non-native EFL instructors hardly ever discuss their classes or students with one another. While native EFL instructors tend to have more hopeful perspectives regarding teacher training and are more eager to share their experiences in the field with one another, it is difficult to fully know or even estimate what truly transpires in their classes (Allwright 2003). Since they are more receptive to reflection or teacher study, culture plays a significant role in this aspect. Teachers in Turkey should be given additional opportunities for professional development and encouraged to perform their own research. To create a dialogic learning culture and routines, instructors can use the practical solutions provided by other professional development initiatives (Hardman 2019, Michaels and O'Connor 2015). Lastly, as mentioned previously, the frequency and practical implementations of the chances offered, as well as the provision of financial opportunities, seemed to be the main areas of concern in the area of teacher training and development for increased effectiveness.

Limitations and further implications of the study

There are some limitations of the current study. The main weakness of the current study is its small scale as it was conducted using eight participants in the context of a private university. However, this current study could be conducted later utilizing a higher number of teachers and teacher educators. Another limitation to be noted regarding the teacher trainers involved in this study is that they were all Native-Speakers of English. While it is not certain whether the result would change or not if teacher trainers had been non-native English teachers, there is a high possibility that it would affect the result in a different way. Furthermore, the study was conducted in a single institution. Further research should be undertaken to investigate the same phenomenon in different contexts to make a comparison. Perhaps participants could be chosen from different universities' School of Foreign Language departments and some comparison could also be made so as to see the diversity of different opinions in different contexts in another attempt. This is an important issue for future research, so current research might help teacher trainers receive more specific information about the EFL instructors' perceptions, attitudes, and motivation toward professional development in Turkey. More broadly, further research is needed to determine the perceptions of native and non-native EFL instructors' regarding this issue in the context of Higher Education in Turkey in different settings

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APPENDICES

Appendix A: Interview

- 1) Do you think the observer's attitude or the exploration was evaluative, judgmental, descriptive, or encouraging after the observation process. Explain why?
- 2) Have you had a chance for improvement with the help of the provided suggestions?) If so, How?
- 3) Did the feedback session help you become aware of the issues you confront?
- 4) How would you define the term 'reflection'?

Appendix B: Behavior observation rubric

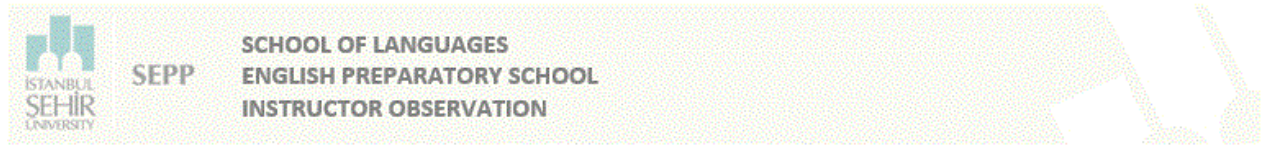
| | Excellent (5) | Good (4) | Sufficient (3) | Insufficient (2) | Poor (1) |
|--|---|---|--|---|---|
| Attitude to Feedback | <ul style="list-style-type: none"> · Excellent focus · Seeks challenge · Asks questions to extend thinking · Approaches improving teaching skills with active interest | <ul style="list-style-type: none"> · Good focus · Responds positively to challenging activities · Completes all work set to good standard · Answers questions · Connects ideas | <ul style="list-style-type: none"> · Sufficient focus · Does not respond positively most of the time · Completes most of the work | <ul style="list-style-type: none"> · Poor focus · Avoids challenging tasks · Gives up easily · Completes some of the work. · Does as little as possible | <ul style="list-style-type: none"> · Shows little focus · Does not come up with solutions or new ideas · Task is often incomplete or inadequate |
| Response to Feedback | <ul style="list-style-type: none"> · Responds positively to praise and critique · Learns from setbacks and mistakes · Reviews own progress, acting on the outcomes | <ul style="list-style-type: none"> · Shows a desire to improve · Takes action based on feedback · Shows progress over time | <ul style="list-style-type: none"> · Shows little desire to improve · Sometimes attempts to act on feedback · Shows little progress over time | <ul style="list-style-type: none"> · Rarely attempts to act on feedback · Needs close direction to rectify errors or learn from mistakes | <ul style="list-style-type: none"> · Does not attempt to act on feedback · Responds negatively to praise or critique |
| Behavior | <ul style="list-style-type: none"> · Seeks solutions to difficulties · Takes responsibility · Acts as an advocate for views and beliefs that may differ from their own | <ul style="list-style-type: none"> · Follows all instructions · Shows kindness, consideration, and respect · Listens carefully · Understands views of others | <ul style="list-style-type: none"> · Follows some of the instructions with interest · Shows somehow consideration · Non-actively listens | <ul style="list-style-type: none"> · Requires supervision to ensure instructions are followed · May distract others · May be off-task · Struggles to understand the views of others | <ul style="list-style-type: none"> · Does not listen · Distracts others · Disrupts the colleagues or pays little attention |
| Independent Work (Guidance from the Observer) | <ul style="list-style-type: none"> · Starts learning readily · Seeks own solutions to problems · Asks questions · Organizes time effectively · Meets all deadlines | <ul style="list-style-type: none"> · Shows good application · Can find solutions to problems · Seeks help when needed · Organizes time well · Meets deadlines | <ul style="list-style-type: none"> · Sometimes give up · Can find solutions to some of the problems · Meets some of the deadlines | <ul style="list-style-type: none"> · Requires close supervision to attempt tasks · Gives up easily · Misses some deadlines | <ul style="list-style-type: none"> · Normally requires pressure to attempt learning tasks · Does not engage unless closely monitored · May refuse support · Misses most deadlines |

Adapted from Professional Development Unit/Şehir University

Appendix C: Table of codes and themes

| Themes | Codes | Definitions |
|----------------|---|--|
| 1. Evaluative | Judgmental Critical Disruptive Artificial | Participants emphasize that instructors have their own unique perception of teaching that cannot be generalized therefore observation is regarded unnecessary. |
| 2. Descriptive | Encouraging/Motivating Effective Guidance Constructive | Participants indicate that as being less qualified than non-native EFL instructors, they are more willing to learn from feedback sessions. |
| 3. Feedback | Eliciting Clarity Asking Questions Ambiguity | Participants state that feedback sessions improved their teaching skills since they benefited quite a lot from teacher educators. |
| 4. Reflection | Instinct Outsiders Responsibility Self-experience | Participants refer to both negative and positive meanings for reflection having said that reflection might/not be a sole process. |

Appendix D: Running commentary



LESSON OBSERVATION FORM- RUNNING COMMENTARY

OBSERVEE :
OBSERVER :
CLASS/ ROOM :
DATE AND TIME :
LESSON TYPE :
MAIN AIM(S) :

| STAGE OF THE LESSON | TIME | COMMENTS |
|---------------------|------|----------|
| | | |

Appendix E: Effective teaching criteria

EFFECTIVE TEACHING CRITERIA

| AREA | QUALITIES AND SKILLS | |
|---|---|--|
| Careful planning detailed preparation | Knowledge of content and pedagogy | |
| | Knowledge of characteristics of age group, skills, needs and interests of students | |
| | Lesson aims and objectives which are relevant to SEPP objectives, appropriate to students' needs, clear and realistic and referring and relating to previous and future learning | |
| | Well-chosen/well-prepared, relevant to lesson/aims, appropriate to the level and students instructional materials and resources | |
| | Appropriate to students' needs and interests, motivating, varied, balanced, principled choice of techniques/teaching strategies. | |
| | Appropriate to students' level, motivating, varied, balanced, principled choice of activities/tasks. | |
| Classroom Atmosphere Creating a Positive Classroom Environment of Respect and Rapport that Fosters a Positive Climate for Learning | Confident, pleasant, enthusiastic, positive manner | |
| | Understanding, positive, caring, patient, approachable, supportive, interested attitude | |
| | Building a good relation (establishing rapport) with students by communicating with them, using students' names, knowledge about them and being aware of how they feel | |
| | Exploiting opportunities for personalization | |
| | Motivating students to learn by expressing genuine interest in students, listening actively to students, reacting and responding to students, involving different students in the lesson, valuing students' contributions, giving praise and encouragement, expressing confidence in students' knowledge and abilities, and giving positive reinforcement | |
| | | |

EFFECTIVE TEACHING CRITERIA

| | | |
|-------------------------------------|----------------------|---|
| Instruction | | |
| | Accuracy and Clarity | Accuracy in presenting the language, concept, explanation |
| Effective exploitation of materials | | Lesson development and flow by clear aims , smooth transitions , coherence between stages |
| | | Flexibility and ability to adapt lesson to students' needs and interests |
| | | Encouraging students to interact with each other |
| | | Involving different students in the activities |
| | | Catering for a variety of learning styles and abilities |
| | | Use of teaching aids and materials such as whiteboard (providing a visual record for students.), visuals, task sheets to support learning. |
| | | Use of a variety of techniques and strategies |
| | | Use of IT to support learning processes |
| | | Encouraging ss to use more of the target structures to achieve the aims more effectively. |
| | | Using CCQ- to get the meaning from students. |
| | | Strategy training for skill lessons |
| | | Sharing the aims of the lesson with students |
| | Giving instructions | |
| | | help activate background schemata |
| | | Creating a sense of achievement |
| | | Giving clear instructions and setting the time for each task. |
| | | Staging the instructions and checking as you go along so that the task is clearer |
| | | Giving some guidance of what to focus on to direct them for challenging activities. |
| | | Negotiating time for the task |

EFFECTIVE TEACHING CRITERIA

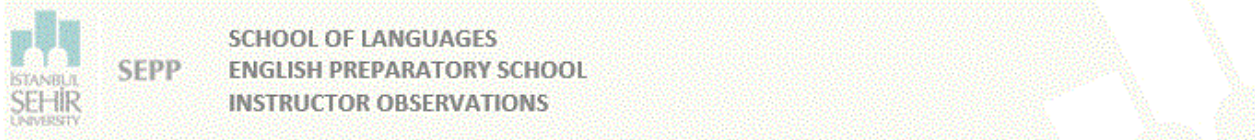
| | | |
|--------------------------------|---|--|
| Pacing | Making lesson objectives clear by reminding students what they are about to learn/have learned, making beginnings and endings of activities clear. | |
| | Staging activities and tasks by chunking learning into manageable stages | |
| | Giving SS enough time and a chance to work individually or on pairs to encourage more students to be on task | |
| | Using a variety of activities/instructional strategies by changing the type of activity, the method of presentation, or the way students are grouped | |
| | Maximizing student involvement through elicitation, ss interaction | |
| Transition | Using transitions to signal students that the class will be moving on to another activity. | |
| Using Elicitation Techniques | Making use of students' existing knowledge, previous learning by elicitation of the target language | |
| | Providing challenge for students by encouraging students to think critically | |
| Providing Feedback to Students | Asking students to prove and justify answers. | |
| | Giving time to students to reflect on what they have learned. | |
| | Supportive, encouraging, constructive, unobtrusive error correction | |
| | Checking of learning and feedback | |
| | Clarify the disputed answers | |
| | Asking ss to check their answer with peers or in groups before whole class feedback so as to involve all students while getting answers and prevent confident ss from shouting out the answers | |
| | Monitoring students' work and providing support where necessary | |

Adapted from [Beers, D. R. \(2000\)](#). Evaluating teachers for professional growth: Creating a culture of motivation and learning. Corwin Press.

Adapted from [Kurtoğlu Eken, D. \(2007\)](#). An exploration of teaching effectiveness: An attempt to define the less easily definable. The University of Michigan Press.

Adapted by Serap [Yıldırım, 2017-2018](#)

Appendix F: Post observation evaluation form



OBSERVEE :
 OBSERVER :
 CLASS/ ROOM :
 DATE AND TIME :
 LESSON TYPE :
 MAIN AIM(S) :

C: Completely A: Adequately M: Minimally N: Not at all

| PLANNING AND PREPARATION | Scale | Comment |
|---|-------|---------|
| 1. Does the lesson plan display extensive knowledge of content, relevant teaching methods, the class, and awareness of students' potential difficulties? | | |
| 2. Is the lesson plan organized ? (Are aims, class profile, anticipated problems, timing, interaction patterns stated?) | | |
| 3. Are the instructional goals relevant to course aims and appropriate to students' needs. Are they clear and realistic? | | |
| 4. Is the choice of techniques/ teaching strategies / activities/ tasks/ interaction patterns/ timing appropriate, motivating, varied, balanced and principled? | | |
| 5. Are the materials and resources (e.g. visual aids, handouts, realia, IT) well-chosen and well-prepared, relevant and appropriate to level of students and intriguing? | | |

| CLASSROOM ATMOSPHERE | Scale | Comment |
|---|-------|---------|
| 6. Does the teacher promote a positive learning environment and maintains appropriate standards of behaviour ? | | |
| 7. Is the teacher confident, pleasant, enthusiastic, respectful, fair, and approachable? | | |
| 8. Does the teacher apply classroom management techniques to establish a positive and productive learning environment? | | |
| 9. Does the teacher place a premium on student engagement ? | | |
| 10. Does the teacher give equitable opportunities for student learning? | | |



| INSTRUCTION | Scale | Comment |
|---|-------|---------|
| 11. Is the lesson presentation clear and accurate in language used, concept presented, and explanation given? Does it link well with students' existing knowledge and experience? | | |
| 12. Does the teacher demonstrate effective exploitation of techniques and strategies, teaching aids and materials, different stages, and interaction patterns? | | |
| 13. Are the instructions clear, staged and checked when necessary? | | |
| 14. Is the pacing of the lesson appropriate for almost all students? | | |
| 15. Are the transitions between activities smooth? | | |
| 16. Does the teacher display effective elicitation and questioning techniques? Are they varied, challenging, motivating? Do they cater for students' needs and goals or activity aims? Is there adequate time for students to respond? | | |
| 17. Does the teacher provide effective feedback ? (error-correction techniques that are constructive and unobtrusive) | | |