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**TEACHER PORTFOLIO: EFFECTS AND IMPLICATIONS FOR ENGLISH  
LANGUAGE TEACHERS' COMPETENCIES AND PROFESSIONAL  
DEVELOPMENT**

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## TAAHHÜTNAME

Yüksek Lisans Tezi olarak sunduğum "Teacher Portfolio: Effects and implications for English language teachers' competencies and professional development" adlı çalışmanın, tarafımdan, bilimsel ahlak ve geleneklere aykırı düşecek bir yardıma başvurmaksızın yazıldığını ve yararlandığım eserlerin kaynakçada gösterilenlerden oluştuğunu, bunlara atıf yapılarak yararlanılmış olduğunu belirtir ve bunu onurumla doğrularım.

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İmza



**Teacher Portfolio: Effects and implications for English language teachers'  
competencies and professional development**

**Handan ÇELİK**

**ÖZET**

Bu çalışma öncelikle İngilizce öğretmenlerinin öğretim yeterlikleri ve mesleki gelişimlerine ilişkin algılarını belirlemeyi amaçlamıştır. Daha sonra, öğretmen gelişim dosyası oluşturmanın bu noktalar üzerindeki etkileri araştırılmıştır.

Çalışmanın örneklemini Çanakkale il merkezinde bulunan özel bir ilköğretim okulunda görev yapmakta olan anadili İngilizce olmayan altı öğretmen oluşturmaktadır. Nicel ve nitel araştırma yöntemlerini izleyen bir vaka çalışması olarak, bu çalışma yeterlik anketleri ve görüşmeleri içeren ön-test, son-test tek grup ön-deneysel tasarımını kullanmıştır. Nicel veriler betimleyici istatistikler ve ikili örneklem testler kullanılarak analiz edilmiştir. Nitel veri için ise, tümevarımsal içerik analizi yapılmıştır.

Nicel veriler öğretmenlerin öğretim yeterliklerine ilişkin algılarının, öğretmen gelişim dosyası oluşturma süreci öncesinde oldukça yüksek olduğunu göstermiştir. Ancak, süreç sonrasında öğretmenlerin yeterlik algılarında bazı düşmeler olduğu saptanmıştır. Bununla birlikte, nitel veri ise öğretmenlerin sürece tam olarak dahil olmalarını engelleyen zaman yetersizliği ve aşırı çalışma yükü gibi güçlükler yaşadıklarını ortaya çıkarmıştır. Buna rağmen, tüm süreç öğretmenlerin daha fazla öz-değerlendirmeci ve yansıtmacı olmaları bağlamında eleştirel ve samimi olmalarını sağlamıştır. Ayrıca, bu süreç öğretmenlere gelişim dosyası oluşturmanın önemi konusunda bilinç kazandırmıştır.

Özetle, öğretmen gelişim dosyası oluşturmanın zor bir süreç olmasına ve birtakım güçlükler içermesine rağmen mesleki gelişim için etkili bir yol olduğu söylenebilmektedir.

Anahtar kelimeler: öğretmen gelişim dosyası, öğretmen yeterlikleri, mesleki gelişim, mesleki gelişim stratejileri

**Teacher Portfolio: Effects and implications for English language teachers’  
competencies and professional development**

**Handan ÇELİK**

**ABSTRACT**

This study firstly aimed to determine English language teachers’ perceptions regarding their teaching competencies and professional development. Then, the effects of teacher portfolio construction on these issues were investigated.

The sample for the study included six non-native teachers of English working at a private primary school in the city centre of Çanakkale. Following a case study design of qualitative and quantitative research methods, the study utilized a pre-test and post-test one group pre-experimental design in which competency questionnaires and interviews were used to collect data. The quantitative data was analyzed using descriptive statistics and paired-samples tests. For qualitative data, an inductive content analysis was conducted.

The quantitative data showed that the teachers’ perceptions related to their teaching competencies were quite high prior to the teacher portfolio construction process. However, after the process, the teachers were found to have some decreases for their perceptions of competencies. Besides, the qualitative data revealed that the participants had some challenges such as lack of time and heavy workload preventing them from getting fully engaged in the process. However, the whole process made them become both critical and truthful in terms of being more self-evaluative and reflective. It also made them gain awareness upon the value of teacher portfolio construction.

In conclusion, it could be said teacher portfolio construction is an effective way of professional development despite the fact that the process is difficult and has some challenges.

Key words: teacher portfolio, teacher competencies, professional development, professional development strategies

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**ABBREVIATIONS**

CERI	Center for Educational Research and Innovation
CPAQ	Competency and Performance Assessment Questionnaire
CPD	Continuing Professional Development
CS	Case Study
D1/D2	Domain 1/Domain 2
EFL	English as a Foreign Language
ELT	English Language Teaching
EPD	Effective Professional Development
ESL	English as a Second Language
INSET	In-service Training Programs
MOE	Ministry of National Education
NCATE	National Council for the Accreditation of Teacher Education
OECD	Organization for Economic Cooperation and Development
PD	Professional Development
PO	Peer Observation
REL	Regional Educational Laboratory
RP	Reflective Practice
SD	Standard Deviation
SPSS	Statistical Package for Social Sciences
TALIS	Teaching and Learning International Survey
TESOL	Teaching English to Speakers of Other Languages
TP	Teacher Portfolio
TPD	Teacher Professional Development
T1/T2	Teacher 1/Teacher 2
UWIC	University of Wales Institute Cardiff

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## **DEDICATION**

I dedicate this work to my dear parents who patiently stood by comforting and inspiring me with determination, strength and confidence.

“Change has a considerable psychological impact on the human mind. To the fearful it is threatening because it means that things may get worse. To the hopeful it is encouraging because things may get better. To the confident it is inspiring because the challenge exists to make things better.”

King Whitney Jr.



# CHAPTER I

## INTRODUCTION

### 1.0 Introduction

This introductory chapter initiates with some basic literature upon teacher portfolio, including some brief definition, significances and benefits of teacher portfolio focusing on teacher competencies and professional development. With regard to this basic literature, some studies both in and out of Turkey are also referred to. Following the background, the purpose of the study is provided. The significance, assumptions and limitations are also put forward.

### 1.1 Background of the study

In the current climate of teaching profession, the need for improvement in the quality of teaching is increasingly complex. Also, equipping learners with wide range of skills hastens the need for the development of more competent teachers. In this context, initial teacher education can not provide teachers with knowledge and skills necessary for a lifetime of teaching. Thus, throughout their careers, teachers are called upon not only to acquire new knowledge and skills, but also to develop them.

In this sense, teachers may use a number of tools to stay up-to-date and develop themselves. Participating in teachers' network, teaching in teams, joining in study groups could be some of the ways for teachers to undertake this task. In this context, teacher portfolio has the potential to foster teachers' development.

Portfolio, though have been used extensively in arts and architecture to demonstrate the achievements of professionals in these fields, has been introduced in teaching profession in 1980s (Schulman 1988; Craig 2003). In teaching profession, portfolio which collectively suggests the scope and quality of one's teaching proficiency is a description of a teacher's strengths and achievements (Seldin, Miller, Seldin, & McKeachie 2010).

However, teacher portfolio is not just a collection of evidence of teaching practice. Selectivity is important since teacher portfolio should not be considered a huge repository of indiscriminate documentation. Rather, it should be seen as a judicious, critical, purposeful analysis of performance, evidence and goals (Seldin 2010). Thus, as a means of assessment and development, it is a way to demonstrate one's teaching effectiveness (Rodriguez-Farrar 2006). Within the scope of the present study, teacher portfolio is viewed as a tool to encourage the development of English language teachers' competencies and professionalism.

Significantly, teacher portfolio is a process beginning with practice, continuous reflection and development. Having a reflection component, it can be said that it is a cyclical process which enables teachers to think more critically about their teaching, to create new methods of assessment and to discuss teaching pedagogy with colleagues, advisors, students and others (Darling 2001).

As an evidence of teachers' abilities, strengths and styles, teacher portfolio informs reader about teachers' teaching documents. By bringing workplace experience and critical reflection together, teacher portfolio is also an assessment tool for various purposes including teacher self-assessment, formative and summative assessment. Thus, teacher portfolio offers a conscious and stated purpose for reflection (Hutchings and Quinlan 1991, cited in Challis 2003; Wolf 1991, cited in Klenowski 1998; Riggs and Sandlin 2000; Liu 2009).

As the explanations show, as a vehicle for development, teacher portfolio has various significances for teachers' competencies and professional development. For professional development, as a process whereby teachers' professionalism is considered to be enhanced, teacher portfolio plays a significant role in that it encourages growth and change in teachers' competencies, supports learning and development of teaching professionals and allows them to demonstrate critical reflection and critical thinking required for development (Lyle and Hendley 2007).

As most of the researches done in the field of teaching show, there has been an increasing interest throughout the world for the use of teacher portfolios for various reasons such as capturing the complexity of teaching, documentation of growth over a period of time, encouraging teachers to have voice in their own evaluation and promoting

more self-reflection (Bull, Montgomery, Coombs, Sebastian, Fletcher 1994; Tarnowski, Gleason, Gleason & Songer 1998; Zepeda 2008). Likewise, for the purpose of this study, teacher portfolio is taken both as a tool and a strategy to see its effects for English language teachers' competencies and professional development.

In this context, many studies investigated the use of teacher portfolio both in pre-service and in-service teacher professional development. Though most of these studies had different focus of points trying to see the use of teacher portfolio, they had some overlaps in their focus of investigation. The most common themes of these research studies were teacher assessment, reflection, collaboration, documentation and professional development.

For instance, some of the research studies investigated the use of teacher portfolios in teacher evaluation (see Bull et al. 1994; Zollman & Jones 1994; Klenowski 2000; Moore & Bond 2002; Attinello, Lare & Waters 2006). They found that as an effective tool to bring both teacher evaluation and teacher professional development together, teacher portfolios documented both the process and the outcomes.

In some other studies, teachers' workplace learning was the focus of investigation (see Anderson & Demuelle 1998; Retallick 1999; Craig 2003; Chen 2005; Weshah 2010). These studies proved that teacher portfolios encouraged teachers to go one step further to have the responsibility for their own learning on their daily teaching practices. In that sense, portfolios were also concluded to be as a way of monitoring teaching performance.

Additionally, few other studies were undertaken to examine the use of portfolios for collaboration between teachers and others involved in education process (see Hill, Lofton & Newman 1997; Bailey, Curtis & Nunan 1998; Tucker, Stronge & Gareis 2002). They concluded that as a part of communication among participants of portfolio process, collaboration was fundamental to portfolio construction process.

Besides, many other studies focused on various use of portfolios in teaching process. For instance, Tarnowski (1998) and Goodfellow (2004) examined the use of portfolios to see the extent they facilitate documentation. Winsor, Butt & Reeves (1999), Riggs and Sandlin (2000) and Wray (2007) investigated the use of portfolios in both pre-service and in-service teacher professional development. Commonly, the rationale in these studies was to understand the ways teacher portfolios could contribute to professional

attitudes and development. In this sense, teacher portfolios were found as an extremely valuable way to portray and facilitate development.

As the brief review of international studies upon teacher portfolios indicates, there has been a really great interest on the use of portfolios in teacher education and development. However, the number of studies investigating the use of portfolios on teaching profession is quite limited in Turkey. Some of the studies that were carried out in our country investigated the use of portfolios to enhance reflection and professional development (see Koçoğlu 20006; Ekmekçi 2006; Koçoğlu 2008; Ok & Erdoğan 2010). Together with the very limited number of teacher portfolio studies with English language teachers, no study has been carried out to specifically determine the effects of teacher portfolios on English language teachers' competencies and professional development.

Therefore, this study by focusing on the effects and implications of teacher portfolios for English language teachers' competencies and professional development is believed to contribute to the existing literature by presenting how teacher portfolios can be used, and how potential challenges can be met throughout teacher portfolio construction process. Furthermore, advantages of teacher portfolio construction for teachers' competencies and professional development can also be sought. Besides, being a process going hand in hand with reflection, this study is also supposed to contribute to researchers who are interested in investigating the use of portfolios for the issues summarized here.

## **1.2 Purpose and research questions of the study**

As stated above, teacher portfolio is not only an in depth understanding of and an attempt to capture the nuanced life of a school but also an opportunity to demonstrate - in powerful and connected ways – the continuous growth of particular individuals such as teachers, administrators and students within it (Schulman 1988). Within this context, this study aims to find out the effects and implications of portfolio construction upon the competencies and professional development of a group of English language teachers teaching at a private primary school. Based on this underpinning purpose, this study addresses to the following research questions:

***RQ 1:** What are the English language teachers' perceptions regarding their competencies?*

***RQ 2:** What are the English language teachers' opinions regarding professional development and teacher portfolio?*

***RQ 3:** What are the immediate impacts of teacher portfolio construction on EFL teachers' professional development?*

***RQ 4:** Does TP construction influence EFL teachers' competency development?*

***RQ 5:** How do the EFL teachers evaluate / assess the impact of teacher portfolio construction on their professional development?*

### **1.3 Significance of the study**

Teacher portfolio as a comprehensive view of teachers' performance in context has the potential to reveal a lot about its creator. They showcase the growth and achievement throughout a teacher's career (Schulman 1988).

However, as stated out above on the background of the study, most of these studies deal with various aspects of teacher portfolio development such as documentation, reflection, collaboration or professional development. In this sense, the current study has various significances. Firstly, the opportunity to test the use of teacher portfolios in in-service teaching, to see advantages and challenges of use, to find possible strengths and weaknesses of TPs are some of the significant points of this study. Although the sample group of the study is a small one, the study will shed light on various aspects of teacher portfolio use for the institutions, schools and teachers that aim to use them.

Besides, most of the studies cited in international literature upon the use of teacher portfolios are in other fields of teaching profession rather than English language teaching. None of these studies specifically investigated the use of portfolios for language teachers' competencies and professional development. The contribution of teacher portfolios to development of teacher competencies, and the way they do it are some other significant issues that the study is expected to demonstrate.

Therefore, this study is supposed to provide an opportunity for making comparisons among future studies that will be done on language teacher competencies. It is also aimed to contribute to the related literature on language teachers' competencies and professional development.

Another immediate concern about this study is to gain why teacher portfolios are good ideas, how they should be constructed and implemented if they are to be adopted as an instrument for English language teachers' competencies and professional development. These concerns are required to be considered since teachers needs to be challenged and encouraged to seek for opportunities to gain development.

Additionally, the study by attempting to reveal the effectiveness of the teacher portfolios in in-service development, assessment and change of teachers is hoped to be an example for the Ministry of National Education (MOE). As an effective tool to encourage teachers to have voice in their own evaluation together with others as, administrators or inspectors, the contributions and roles of teacher portfolio for teacher assessment will also be highlighted.

#### **1.4 Assumptions of the study**

As a graduate study, there are significant issues to be taken into consideration while conducting this study. Some of the points to be assumed are as follows; participants, data collection tools, teacher portfolio construction program and duration of the study.

Firstly, since voluntary participation is the main concern, the participants of the study were consented. They all signed a consent form which indicated that they volunteered for the study. Thus, they are assumed to have honestly answered the data collection tools used in the study.

Secondly, to be able to maintain the validity and reliability of the study, validity and reliability checks were done for the data collection tools including the questionnaires, interview and other forms used throughout the teacher portfolio construction process. Hence, it is assumed that they are both valid and reliable.

Additionally, the teacher portfolio construction program which was developed by the researcher in accordance with the possibilities to be provided to the teachers was also assumed to be suitable for the research purposes and research questions of the study.

Last but not least, the duration of the study was also assumed to be sufficient to be able to see the immediate effects and implications of teacher portfolio construction on the teachers' competencies and professional development.

### **1.5 Limitations of the study**

As with any study, the findings must be considered in the light of the limitations of the study. The first one is that the data that is intended to be gathered by means of this study is restricted to the group of teachers participated in the study. Therefore, it is highly possible that there will be a limitation in reference to the generalizability, which is often a criticism for qualitative research. The main reason of which is that in case study research, the case is specific, unique, and “bounded” where the “boundedness and the behavior patterns of the system are key factors in understanding the case” (Stake 1994, cited in Wray 2007)

Besides, as a case study consisting of a combination of both qualitative and quantitative data collection methods, there is also possibility of having some limitations for the sources of data collection tools. Questionnaires and interviews as kinds of self-reports aimed to seek lots of issues such as some basic information including degree, length of teaching experience, number of classes, professional development efforts in a very detailed way. However, teachers might have never thought about the issued raised here. Thus, they many not have had set opinions, beliefs of their own. This case may not allow them to elaborate on the issues included in the data collection tools. Additionally, teachers may tend to seem prestigious by replying in a manner that will be viewed favorably by others.

Another significant point of limitation is that it should be noted that achieving a well balanced portfolio construction process and appropriate social interactions is highly dependent upon the context and participants’ characteristics, perceptions and reflective abilities. Therefore, the findings are dependent upon the characteristics of the participants, to the amount of time, energy and effort that they devote to the study.

In addition to these, the findings of the study will be restricted to the period of time that the study is conducted and the data collection methods to be used within this time period. However, it is possible that if the study is to be conducted in a time period consisting of the all the year and to be supported with different kinds of data collection methods, different findings are possibly be delivered. Because, teachers who participate in this study should have enough time to experiment with and evaluate changes in teaching practice.

Nonetheless, the verification and rich description of the data is believed to enhance the validity of the analysis and make it possible for readers and other researchers to judge upon the extent to which the findings are applicable to their own contexts.

## **1.6 Organization of the study**

This part of the study presents an overall description of the organization of the thesis consisting of six chapters.

In Chapter I, an introduction to the study is given. The background, purpose, significance, assumptions, limitations of the study which are followed by the organization of the thesis and summary of the chapter are also presented.

Chapter II presents an overview of the related literature on *Professional development for teachers* in detail by addressing teacher competencies and teachers' professional development. Then, it gives information on effective teacher development which is followed by strategies for professional development including professional development portfolios, reflection, peer observation, study groups, collaboration, mentoring, team teaching and action research. The chapter goes on with evaluation of professional development. Chapter summary is also provided at the end.

Chapter III discusses *Teacher Portfolio as a tool for language teacher professional development*. Firstly, a detailed review of definitions of teacher portfolios in teacher education and professional development is provided. Then, it presents information on purposes of teacher portfolio by including teacher self-assessment, self-reflection on professional development, decision making, documentation and goal setting. Next, content of teacher portfolio which is followed by possible advantages and challenges is presented. Lastly, this chapter provides a detailed overview of research on teacher portfolio both abroad and in Turkey and lasts by a chapter summary.

Chapter IV presents the methodology of the study, i.e., the objectives and research questions, the research design and rationale, instrumentation including the questionnaire and interview design. A detailed description of the main study, by emphasizing the setting and participants, procedures for data collection and analysis are also presented. A detailed description of the pilot study is also provided.



Chapter V reports findings of the research by seeking answers for each research question of the study. Discussions of the findings are also included in this chapter.

Chapter VI discusses the results of study with its conclusions, implications, limitations and future suggestions.

### **1.7 Chapter summary**

In this introductory chapter, some basic literature pertaining teacher portfolio was provided. Then, some other issues concerning the purpose, significance, assumptions and limitations of the study were described. Afterwards, the organization of the whole study was also included.

## CHAPTER II

### PROFESSIONAL DEVELOPMENT FOR TEACHERS

#### 2.0 Introduction

This present chapter reviews the literature pertinent to the problem under investigation. Firstly, it discusses professional development in relation to teacher competencies. Effective professional development, reflection as an approach to professional development, possible strategies for professional development and evaluation of professional development are also included throughout the chapter.

#### 2.1 Teacher competencies for professional development

Professional development is regularly used in a constitutive sense to refer to practitioners' competencies (Katz & Snow 2009). For English language teachers, there are some basic competencies. However, before referring to these competencies, it will be better to briefly mention the terms *competence* and *competency*.

*Competence* refers to personal attributes that are crucial to effective performance (Hager 1995). For Spector and De la Teja (2001), it is a state of being well qualified to perform an activity, task or job function.

In this sense, '*competency*' is a term used for knowledge, skills and attitudes required to perform a job efficiently (Van Der Schaaf, Stokking & Verloop 2003). Competencies are used to define technical details of teaching profession (Türk Eğitim Derneği 2009). They are tools that can be used to improve outcomes which depend on the goals for improvement. The major benefit of them is to set out clear expectations for all involved in the educational enterprise (Katz & Snow 2009). Teachers are expected to perform competencies to display professional tasks and engage in professional development.

The distinction between *competence* and *competency* is that; *competence* is not directly observable; rather it is inferred from performance. It is the integration of attributes with performance (Hager 1995). Whereas, *competency* is combination of attributes that underline successful performance.

Competencies help teachers guide their professional development and classroom practices such as preparation, certification and induction. They provide a useful direction for planning pre-service or in-service programs and setting goals for professional development. They can also describe teacher performance at different levels by locating performance on a developmental continuum. Further, they are supposed to create need for dialogue among teachers as well as to map the accomplished journey (Bartell, Kaye & Morin 1998).

Although there is a worldwide interest in teacher competencies, there are varieties among countries. The United States, England, Egypt and China are some of the countries which have set teacher competencies. Being global, all these competencies share some certain elements (see Katz and Snow 2009; ESL standards n.d.; TESOL/NCATE Program Standards 2003 & 2010; Professional Standards for Qualified Teacher Status 2008).

In addition to the countries stated above, teacher competencies pertaining to European Union are as follows;

**Figure 2.1: Common European principles for teacher competencies and qualifications**

Principles	Competencies
<ul style="list-style-type: none"> <li>• A well-qualified profession</li> <li>• A profession placed with the context of lifelong learning</li> <li>• A mobile profession</li> <li>• A profession based on partnerships</li> </ul>	<ul style="list-style-type: none"> <li>• Working with others</li> <li>• Working with knowledge, technology and information</li> <li>• Working with and in society</li> </ul>

Source: Report of the European commission on teacher competencies and qualifications (2009)

Being aware of the invaluable role of teachers on students' and educational systems' success, Turkish Ministry of National Education, General Directorate of Teacher Training and Education investigated and described the competencies that teachers are required to have. Because of the fact that competencies are useful for teacher development and they are a source of criteria to take into account with regard to teachers' professional development, Ministry of National Education initiated a project called "Teacher Generic Competencies". The project were set out to be implemented in a holistic approach in pre-service teacher training programs of higher education institutions as well as in in-service

training of teachers (for further details see Türk Eğitim Derneği 2009 and [http://otmg.meb.gov.tr/belgeler/otmg/Generic\\_Teacher\\_Compencies.pdf](http://otmg.meb.gov.tr/belgeler/otmg/Generic_Teacher_Compencies.pdf)).

As a result of the conducted studies, “the general competencies of teaching profession” were set as follows:

- Personal and professional values – Professional development
- Getting to know the student
- Teaching and learning process
- Observation and evaluation of learning and development
- School-family and society relations
- Knowledge of curriculum and content

Together with these six basic competency domains, which were believed to be possessed by all teachers, 31 competencies and 233 performance indicators were also put forward (for further information see <http://otmg.meb.gov.tr/YetGenel.html>).

In addition to these general competencies of teaching profession, the competencies for English language teachers have been categorized under 5 main domains (See Figure 2.2).

**Figure 2.2: English language teachers’ competencies in Turkey**

<b>Domain 1</b>	Planning and arranging English language teaching processes
<b>Domain 2</b>	Developing language skills
<b>Domain 3</b>	Monitoring and evaluating language development
<b>Domain 4</b>	Collaborating with school-family and society
<b>Domain 5</b>	Professionalism in English Language Teaching

All of these domains are significant as they serve as a common frame of reference for teaching and learning. They offer a coherent and clear vision of language teaching. They all define what it means to be an effective teacher. Furthermore, all of these competencies can be assessed, as they have performance indicators (rubrics) which make the assessment of teachers’ instructional behaviors appropriate. Additionally, they guide

teachers in understanding what their students should learn, the needs of language learners and nature of language development.

These domains are then divided into 22 “competencies” which are in turn subdivided into 139 performance indicators (Appendix A). The significant issue is they all interact with each other, the core of which is professionalism. English language teachers are required to possess a combination of these competencies that are strongly critical for their professional development.

Research studies (Darling-Hammond 1999; Wilson & Berne 1999; Daloğlu 2004; Goldschmidt & Phelps 2010) show teacher competencies are one of the most significant factors in determining student achievement as teachers not only demonstrate improvement in their instructional practices, but also directly influence the higher achievement of student learning.

While teachers enter the profession with an identifiable base level of preparation for their assignments, they undoubtedly need opportunities to grow professionally beyond that base level and further to develop that base level and skills in areas not included in their preparation for initial certification, thus becoming lifelong learners.

In sum, teacher competencies represent the core knowledge that every teacher is required to have. They provide a frame for skills that teachers need to perform to improve teaching as well as being tools for self-assessment to see strengths and weaknesses. Teachers can set goals as a result of self-assessment and can prioritize the goal areas for development. The significant issue is that, teachers need explicit training in both selecting and using competencies for their professional development. Improvement of instruction for learners as well as relating these competencies for the group of learners they are aimed to serve for is also significant. Therefore, teachers should be equipped with competencies so as to have a professional responsibility to be engaged in effective and sustained professional development throughout their career.

## **2.2 Professional development**

Professional development (hereafter PD) as a constant issue in research agenda of teaching profession has been defined in various ways (Little 1993; Adey, Hewitt, Hewitt & Landau 2004; Mohamed 2006; Abdel Halim 2008; Hien 2009; Hismanoğlu 2010; OECD

2010). In a broad sense, it refers to development of a person in his or her professional role by nurturing of an attitude to promote a responsible, creative and proactive approach (Villegas-Reimers 2003; Eleonora 2003, cited in Hien 2009).

According to Evans (2009 as cited in Thompson 2009), PD is the process whereby professionalism is considered to be enhanced. As for Mohamed (2006) PD is a process of continual intellectual, experiential and attitudinal growth of teachers which is vital for maintaining and enhancing quality of teachers' experiences. The site for this inquiry is teacher's own classroom, either through teacher's own efforts or in collaboration with supervisors, university researchers or other teachers.

For teachers PD is perceived as a process, involving teachers in a constant process of learning, discovering and using their own practice. It requires teachers to create their own personal way of teaching by taking their experiences, beliefs, values, principles and understandings of good teaching into account. Reflection, self-inquiry, self-monitoring, self-evaluation are the necessary elements in fostering PD. These elements also help teachers better understand, evaluate their professional growth and make plans for further improvement (Underhill 1997 and Richards 1998 as cited in Munoz 2007).

Additionally, for Hiebert, Gallimore & Stigler (2003, cited in Kedzior & Fifield 2004) PD is a new path moving educators away from a view of teaching as a solitary activity. Furthermore, PD is stated to be owned personally by each teacher, toward a view of teaching as a professional activity open to collective observation, study and improvement. It invites teachers to recognize and accept the responsibility for improving not only their practice, but also shared practice of teaching. For this path to be travelled, teachers need to open their classroom doors. Rather than evaluating each other, they should begin studying their practices as a professional responsibility common to all.

Besides, PD is an ongoing learning process in which teachers engage voluntarily to learn how to best adjust their teaching to learning needs of students. It serves as a bridge between where prospective and experienced teachers are now and where they will need to meet new challenges of guiding all students in achieving to higher standards of learning and accordingly development (Diaz-Maggioli 2003a as cited in Abdel Halim 2008). Therefore, as a way to ensure that teachers succeed in matching their teaching goals with their students' learning, PD has become increasingly important.

Hence, the ultimate purpose of PD is to promote effective teaching that results in learning outcomes for all students. When teachers take the opportunity to develop their skills through PD, students are going to certainly benefit. To put it simply, teachers themselves, their schools and education systems are the ones, directly or indirectly, benefit from teacher professional development (hereafter TPD) which ultimately targets at students' learning outcomes.

Additionally, England (1998) summarizes significances of PD in these five reasons: the role of English language teachers to be able to manage a much broader range of teaching for diverse learners' needs; the constant growing nature of knowledge about language learning and teaching; the changing paradigms in academic and professional circles; the need for English language teachers' improvement in professional development and to minimize burnout; and lastly, the importance of setting goals for their professional development and supporting teachers in meeting these goals.

Based on the significances summarized above, there are some practices to be done both in pre-service teacher education as well as in in-service teacher training. TPD takes place in formal, structured settings such as meetings, conferences, seminars, presentations, workshops and longer term programs, but most of PD opportunities occur informally during the course of teachers' working day (Wilson and Berne 1999, cited in Yates 2007).

Especially, in in-service phase, PD includes formal experiences such as attending workshops, professional meetings and mentoring etc. as well as informal experiences as reading professional publications, watching television documentaries related to an academic discipline (Villegas-Reimers 2003).

This leads teachers to continuously look for ways to improve their own instruction through books, videos or conference workshops, in addition to observing colleagues in their classrooms and following up with discussions about what they saw or heard (Redefining Professional Development 2006).

However, it is better to mention that though they are really vital in teachers' growth, PD practices are not just one-size-fits-all and one-shot events (Guskey and Huberman 1995 as cited in Adey et al. 2004; Daloğlu 2004). Long-lasting PD goes beyond

a schedule of activities and events. That is why continuous PD is about establishing a mindset focusing on ongoing learning and self-reflection.

To sum up, it can be said that PD is an evolving process of professional self-disclosure and reflection that yields the best results when carefully planned and sustained over time in communities of practice and focused on job-embedded responsibilities (Abdel Halim 2008).

### **2.3 Effective teacher professional development**

As stated by Swaffield (2009), effective professional development (Hereafter EPD) is required to be collaborative and contextualized to the classroom. A significant fact in PD is that it is well regarded rather than heavy reliance on outside 'experts'. The importance of long term and sustained professional learning also takes the practitioners one step further in their development.

Having mentioned what forms the core of EPD, it is appropriate to mention about the basics. CERI-Center for Educational Research and Innovation (1998 as cited in Yates 2007:214) defines the characteristics of EPD as follows:

1. Experiential; engaging teachers in concrete tasks that elucidate learning and development.
2. Participation driven. Grounded in inquiry, reflection and experimentation.
3. Collaborative, interactional, involving sharing knowledge.
4. Connected to and derived from teachers' work with students.
5. Supported by modeling, coaching and collective problem solving around specific problems of practice.
6. Connected to and integrated with comprehensive school change.
7. Sustained, ongoing and intensive.

In addition to CERI (1998) and Villegas-Reimers (2003), Holly (2005) also proposes some characteristics for PD to be effective. They can be summarized as; constructivist and collaborative, long-term process taking place within a particular context, intimately linked to school reform, curriculum materials, focus on high-quality subject-matter content, application of learning into teaching and reflection oriented.



Guskey (1995) explains the importance of extended time, ongoing and job-embedded activities for EPD. Extended period of time affords opportunities to apply new knowledge and skills, to reflect on the initial experiences and to make adjustments to meet the needs of individual classrooms and students. As stated by Maryland State Department of Education (2008) EPD typically extends over relatively long periods of time, ranging from four to six months or perhaps even longer.

There are some guidelines that must be followed when planning and implementing successful and EPD. They are; recognizing change as an individual, organizational as well as a gradual, difficult and often painful process; thinking big but starting small; working in teams to maintain support and conscious commitment; including procedures for reflection and feedback on results; providing continuous follow-up, support and pressure; and integrating programs to set further goals for PD (Guskey 1995; Clarke 1997). As Guskey further suggests (2005 & 2006, cited in Zepeda 2008) planning more carefully and more intentionally leads to much more EPD. However, he states that there is not a true consensus on what makes PD effective. That is why moving toward EPD may be more complicated than most people think.

In addition to them, Adey et al. (2004) suggest a group of factors necessary to EPD under four headings; innovation, PD program, senior management in the school(s) and teachers. He explains that each of these factors form an essential link in the chain from intention of PD provider to changes in students. There is little or no use in providing compensation by strengthening a different link if one of the links is weak or broken. Looked at this way, the process of EPD is not only complex, but also fragile. Hence, it does not become so much surprising if it fails so often, instead of being occasionally successful.

By calling EPD as high-quality PD, REL-Southeast (2009) and Wei, Darling-Hammond & Adamson (2010) define the characteristics to include as; sustained, intensive, embedded in teachers' day to day work, related directly to teachers' work with students' long-term, classroom- focused and intended to improve teachers' knowledge of academic subjects, integral part of school-wide educational improvement plans.

Additionally, as a result of their study on the effects of three PD practices, teaching journals, teaching portfolios and videotaping, on TPD, Bailey, Curtis and Nunan (1998:554) conclude that successful EPD "must be ongoing, sustained and self-directed".

As they believe that the sustainability of PD initiatives are maximized if they incorporate these characteristics.

Having listed various elements of EPD from the existing literature, it seems pertinent here to bear in mind that there is no certainty of success due to the various practical constraints that stand in the way. Regarding individual practitioners, the results of PD are influenced by a number of variables such as individuals' beliefs including lack of self confidence, self worth (REL-Southeast 2009) and actions; self-awareness about the value of teaching profession; lack of motivation; climate of worry and fear which is about accountability (Burgess-Macey & Rose 1997); lack of communication and discussion among teachers and colleagues' cooperation; collaboration and support (Li & Chan 2007; Hismanoğlu 2010).

The outside pressures such as the needs and recognition of local environment, time pressure and work intensification, strict working hours, funding (Lieb 1991; Hismanoğlu 2010; Bunker and Leggett 2004, cited in Leggett and Bunker 2006; Gray 2005) direct leadership and educational reform also influence TPD (Villegas-Reimers 2003; Zhu 2010). Conflict with work schedule, suitability of PD for teachers' needs, cost, lack of support from school management (Li & Chan 2007), lack of necessary prerequisites, family responsibilities are other significant pressures for EPD (OECD-Organization for Economic Cooperation and Development 2009 & 2010). Although it is not one of the factors to influence PD in Turkey, 'teacher turnover' is also mentioned (Adey et al. 2004) as having influence on PD.

Thus, teachers may fail to see that they are still following their previous models of teaching because of their attitudes involved. For successful change to occur, it is the attitude towards change and development that should first change as well as the implementation of subsequent follow-up and on-going opportunities and feedback on mastery for an essential EPD to happen.

#### **2.4 Strategies for professional development**

In relation to the diversity of teachers' needs for PD, various strategies are required. A variety of strategies have recently been utilized to help teachers take part in building and sustaining PD. These strategies include; professional development portfolios (Bailey,

Curtis & Nunan 1998; Goodfellow 2004; Koçoğlu 2006 & 2008); reflection (Moon 1999; Harrison, Lawson & Wortley 2005; Munoz 2007); peer observation (Witlock & Rumpus 2004; Eaton & Schweppe 2007; Schuck, Aubusson & Buchanan 2008); study groups (Abdel Halim 2008; OECD 2009); collaboration (Burns 2005; Mann 2005; Collinson et al. 2009); coaching/mentoring (O'Sullivan 2002; Villegas-Reimers 2003; Harrison, Lawson and Wortley 2005; Kennedy 2005; Daloğlu 2006; Reynolds 2007; Li & Chan 2007; Onchwari n.d.; OECD 2009; Collinson et al. 2009); team teaching (Stewart 2005; Richards & Farrell 2005); and action research (Burgess-Macey & Rose 1997; Crandall 2000; Bartels 2002; Burns 2005). These strategies are briefly explained in the following sub-sections.

#### **2.4.1 Professional development portfolios**

Professional development portfolio which is going to be handled as teacher portfolio in a detailed way in the following chapter is briefly explained here as a strategy providing opportunity for teachers to reflect on their own work, goals, activities both in and out of the classroom.

Portfolios as one of the strategies of PD (Hom 1997; Hurst, Wilson & Cramer 1998; Riggs & Sandlin 2000; Schlig 2005; Koçoğlu 2006; Attinello, Lare & Waters 2006; Hanratty & O'Farrell 2007; Hughes & Moore 2007; Hismanoğlu 2010; Nogueira & Lamas n.d), involve teachers in self-evaluation and monitoring their development over time. They are being increasingly used in teacher education to stimulate teachers' professional growth (Zeichner & Wray 2001). For TPD, they are thought to be stimulators for careful thinking about teaching, subject matter, classroom practices to enlighten teachers about what is expected of them.

Gaining PD in one's profession has become a universal need around the world. As a part of engagement in PD, teacher portfolio can be used as a self-assessment strategy to ensure professional growth. Most English language teachers realize the need for their development. Unfortunately, they do not yet know where to start and what to do. In this way, the use of portfolios as a development strategy is believed to facilitate the process of development.

Portfolio development for in-service language teachers describes how to use TP to enhance professional competencies for moving from being a textbook and test centered

teacher to being able to define learning targets and to interact and construct their own knowledge. Portfolios allow teachers opportunities to be involved in their own learning, set professional goals, record their own achievements and understand their weaknesses through a process of reflection. Thus they become more conscious of their teaching.

As it is stated by Delannoy (2000) having a critical role in competencies and assessment, portfolios are central tools of accountability in increasingly autonomous systems by documenting one's performance in a systematic way entailing professional growth.

#### **2.4.2 Reflection**

Although reflection is an approach in teacher education, it can also serve as a strategy to facilitate TPD in both pre-service and in-service levels of teaching. That is why reflection can be handled as a strategy enabling teachers' to critique teaching and make them better-informed teaching decisions.

Reflective practice (hereafter RP), as a way to assist teachers' lifelong PD, is a cyclical process in which teachers look at their own practice, reflect with a tutor or trusted peer on what they see in the light of their beliefs about teaching and learning. Teachers examine their attitudes, identify weaknesses, plan improvements, put them into action and evaluate the revision (Denny 2005). Such reflection involves a critical component serving as a means of contributing to TPD.

According to Prawat (1991), RP is a process of inner dialogue and '*conversation with self*'. In this cognitive space, teachers develop awareness of practice which is outcome of reflective dialogue between knowledge and experience. This reflective dialogue can happen either individually or collaboratively.

As for Dewey (1933, cited in Carlile and Jordan 2007), RP involves turning a subject over in the mind and giving it serious and consecutive consideration in the light of the grounds that support it and further conclusions to which it tends. In other words, RP is the analysis of one's teaching practice with its underlying basis and the consideration of alternative means for achieving the actual ends.

For Richards and Farrell (2005, cited in Mohamed 2006) reflection is the process of critical examination of experiences leading to better understanding of one's practices and routines. As suggested by Bartlett (1990, cited in Crandall 2000) moving from observation to interpretation, introspection and questioning, to consideration of alternatives, reflection may facilitate the generation of knowledge through teaching experience.

Reflection and RP are closely related to PD as they mean self-development which is embedded in PD. Similarly, as argued by Moon (1999) RP seems more tied up with the essence of being a professional rather than the activity of facilitating learning. According to Richards & Lockhart (1994, cited in Bailey, Curtis and Nunan 1998), as an approach or strategy to PD, in reflection, teachers collect data about teaching, examine their attitudes, beliefs, assumptions and teaching practices and use the knowledge obtained as a basis for critical reflection about teaching.

According to Adey et al. (2004) the notion of reflection guides practice in PD by highlighting the importance of allowing teachers time to discuss their current practice. This can be done through portfolio, diaries or other forms of logs. As it is stated by Tarnowski (1998) providing written reflection both describes how teachers grow from experience and allows how they share priorities in teaching.

Consequently, reflection as an essential element of PD process enables teachers to be critical about their teaching practices. Therefore, teachers should be encouraged and supported to be reflective as being reflective helps them gain valuable teacher experience and insights.

### **2.4.3 Peer observation**

Peer observation refers to observation of a teacher by another teacher who is a true peer in teaching. It refers to collaborative process between peers in an effort to improve each other's classroom instruction. Based on the observation of each other's classes, peers examine and reflect on their teaching practices. They exchange constructive feedback and debate the approaches to their teaching and student learning (Whitlock & Rumpus 2004; Eaton & Schweppe 2007).

According to Cosh (1999) peer observation (hereafter PO) is one of the buzz words for the 1990s. For him, PO of teaching is a process in which enthusiasm; confidence, self-value and desire to question and experiment are present. As a management technique as well as having an educational justification behind, it is pointed out that when PO is used well, it can have a very positive effect on job satisfaction and development.

For Johnson (2009) PO firstly focuses on activity as a mechanism for teacher growth and PD. Secondly, it is conducted by teachers who view themselves and each other as peers, rather than by supervisors or people who hold positions of power over other teachers.

According to Schuck, Aubusson & Buchanan (2008) PO lays down an essential, shared concrete experience as a springboard for professional conversation. It is thought to give both parts the window to catch a glance of each other's teaching persona and teaching deliberations.

In PO, there are three basic stages; pre-observation, observation and post-observation. Pre-observation should explore which criteria are appropriate for the circumstances of the lesson to be observed (Carter & Clark 2003; Bovill 2008). It focuses on setting explicit goals for what the observer attend to throughout the observation. In this stage, observer may use specific cognitive strategies such as paraphrasing and asking probing questions to help tutor articulate these goals. The peer may also wish to receive some background information on which the session to be observed. This information places the class in context and facilitates the evaluation of the session.

For the observation, tutor needs to prepare students for the presence of an observer and work effectively with the learning group, ignoring the presence of the observer. As the tutor does, the observer should be discreet to the learning group by sitting where they are not in the overt line of the vision both for the tutor and the group. Observer should be able to see both the tutor and the group though. At the same time, the observer should take notes when necessary and ensure that these notes are relative to the ending of learning rather than the content of the session. In this stage, the observer records the aspects of the lesson that focus on the explicit goals and presents them to the tutor during the post-observation stage (Carter & Clark 2003; Whitlock & Rumpus 2004; Eaton & Schweppe 2007).

During the post-observation meetings, the observer should give constructive or reflective feedback by positively stating what the tutor has done with skill, insight or competence and provide evidence or instances of any claims made. Constructive solutions to any agreed difficulties should also be provided, including sources of PD and support. Last, but not least, the observer's own teaching style should not be used as the standard against which all other instruction is measured. There should be recognition of the validity of diverse styles. The focus should be on whether or not the style used is helping students learn. Additionally, if possible, it is advisable to observe more than one session (Carter and Clark 2003; Whitlock & Rumpus 2004).

Significantly, PO encourages equity, mutuality, reflection, constructive feedback as well as creating dialogue about effective teaching and learning and self-development as a part of PD. Through reflection, collaboration and discussion PO provides much to learn from fellows.

#### **2.4.4 Study groups**

Study groups are described as one of the TPD strategies and alternative professional learning contexts which require certain organizational or inter-institutional partnerships (Wilson & Berne 1999). They bring teachers together to address the problems which they experience in their work (Villegas-Reimers 2003).

The common term used interchangeably for study groups is "teacher networks". The objective of study group is providing teachers to examine areas of concern in their teaching, exploring various teaching approaches and reflecting on the process as well as learning and teaching outcomes (Abdel Halim 2008).

A study group forms when several teachers get together on a regular basis (usually weekly) to discuss their beliefs, practices and classroom experiences related to an education issue (Saavedra 1995, cited in Sturko & Holyoke 2009). Such a group could work together on their own personal and PD and provide teachers an opportunity to discuss the outcomes with their peers so that they can complement each other's strengths and compensate for each other's limitations.

Study groups assume that teachers work best on problems they have identified for themselves. It is believed that they become more effective when encouraged to examine and assess their own work and considering ways of working differently, working collaboratively to help each other and thus working with colleagues to help them renew their professional lives and knowledge.

Therefore, teachers should receive in-service credit for working in these study groups, which should be self-directed, led by a master teacher or a group leader. In either case, the study group provides an environment of support and collaboration, as well as a venue for discussion of teacher beliefs and student outcomes.

#### **2.4.5 Collaboration**

In PD, collaboration with colleagues is the strategy for building teachers' capacity for effective teaching (Abdel Halim 2008). Johnston (2009) defines collaboration as any sustained and systematic investigation into teaching and learning in which a teacher voluntarily collaborates with others involved in teaching process. Therefore, collaboration among colleagues can also be explained as the social dimension of growth by mutual sharing and assistance which has the potential to create a safe environment for reflection.

In this strategy, by working collaboratively teams of teachers develop their plan on how to monitor their implementation of new instructional practices and their effects. During team meetings, they discuss what works and what does not, thus brainstorm for improvement.

Collaboration is also accepted to be a necessary component of EPD both to promote teacher learning and development as well as student achievement. In collaboration process, the development of teachers as professionals depends on the amount of the sharing, dialogue and collegiality among people who share the same educational context.

The ability of collaboration with other professionals is regarded as one of the competencies that need to be illustrated in ones' PD process (Tarnowski 1998). According to Hill, Lofton & Newman (1997) the emphasis upon the importance and growth of "community" in the school has lead to reform efforts to focus on teacher professionalism.



Collaborative teacher development may be initiated and sustained via different possibilities such as; collaboration with fellow teachers, collaboration between teachers and university-based researchers, collaboration with students and collaboration with others involved in teaching and learning – administrators, parents or supervisors. The reason for this is that, for an individual teacher it may be virtually impossible to maintain a radically new form of teaching while colleagues in the same school remain untouched (Johnston 2009).

Through reflection, discussion and research, collaboration in teaching is desirable. Darling-Hammond (1995, cited in Ortaçtepe 2006) states that teachers construct their own understandings by collaborating, inquiring into problems, trying and testing ideas, evaluating and reflecting on the outcomes of their work. Collaboration enhances their knowledge and skills as curriculum developers, learning analysts and instructional strategists who have the knowledge of teaching, learning, curriculum and assessment rather than as implementers of externally designed and prescribed curricula.

Overall, as it is stated by Johnson (2009) deliberately altering the ways in which teachers interact with each other creates a unique environment of discourse within which self-exploration, articulation and rearticulation of ideas emerge. Besides, in collaboration process, evaluative comments and judgmental exchanges force teachers to position themselves as knowing what they are doing.

#### **2.4.6 Coaching/Mentoring**

Coaching as a strategy for PD has been defined by various researchers (Rhodes, & Beneicke 2002; Kennedy 2005; Li & Chan 2007). Reynolds (2007) defines coaching as a process whereby professionals talk and reflect on their practice in a purposeful way. In coaching, coaches serve as supportive listeners who observe, ask questions and share ideas. Through this process teachers can explore ideas, question behaviors and assumptions, think through challenging situations and develop lasting, supportive and collegial relationships.

According to Adey et al. (2004:10) “coaching is not dropping in off an aero plane to observe a lesson, make some encouraging comments and moving on to the next island”. They claim that, in-class coaching is essential and can take many forms, including demonstration lessons, classic observation-plus-feedback, team teaching, peer-coaching

and video-based feedback. Whatever its format, it plays a critical role of bringing the practicalities of pedagogical change, which is slow, uncertain and has many backward steps as well as forward ones.

Tigelaar, Dolmans, Grave, Wolfhagen & Vleuten (2006) state that coaching is a popular form of interaction because it promotes reflection and sharing of ideas thereby helps professionals to improve and refine their functioning. Coaching can either be carried out by peers or colleagues in a structured and systematic way.

According to Joyce & Showers (1995, cited in Adey et al. 2004) it becomes very clear that the only staff development programs, which are effective, are those including an element of coaching. They further conclude that all of the features which are incorporated into PD (such as the provision of information, demonstration by trainers, opportunities to practice the new method, provision of feedback and coaching of participants in their own schools), it is coaching which is proved to be an essential ingredient when the outcome measurement is student change.

As an alternative form of coaching, mentoring is defined as the short-term way. While both coaching and mentoring are complex activities deeply associated with the support of individual learning (Rhodes & Beneicke 2002), they are different. Mentoring involves a novice and a veteran, sharing expertise while coaching involves two professionals of similar positions: teachers coach teachers; administrators coach administrators (Villegas-Reimers 2003). As a necessary extension of learning about the highly complex role of teachers and as a way to build habits of learning, mentoring helps increase competence and confidence of novice teachers and serves as a link between teacher education programs to continuous professional development (Collinson et al. 2009).

Mentoring also implies an extended relationship such as counseling and professional friendship (Gardiner 1998 & 2008). However, the defining characteristic of coaching/mentoring is the importance of one-to-one collegiate relationship, which is designed to support continuing professional development (CPD) of teachers (Kennedy 2005).

Consequently, mentoring and coaching have been used as ways of transmitting research-based teaching practices to classrooms for teachers to improve quality of instruction. In sum, both provide support, encouragement and feedback by stimulating reflection on performance, culminating in plans for improving professional practice.

#### **2.4.7 Team teaching**

According to Benoit (2001) team teaching, in a broad sense, encompasses a wide variety of arrangements, the specific form of which is having two teachers in the classroom teaching simultaneously. In foreign language teaching, usually one of the pairs is a native speaking assistant of the target language. The main teacher on the other hand, is usually more experienced and not a native speaker of the target language.

Stewart and Perry (2005) conceptualize team teaching as being part of a continuum of collaboration that varies according to levels of coordination and shared responsibility. According to them, for effective partnership in team teaching and also for development in teachers' roles and expectations; experience, knowledge and personality are considered to be the basic elements. However, the important element of team teaching is the discussion about to achieve a frank appraisal of how successful teachers are and alternative approaches which are possibly better (Adey et al. 2004).

Tonks (n.d.) states that there are two types of team teaching which he refers as Type A and Type B. In Type A, two or more teachers teach the same students at the same time in the same classroom. In Type B team teaching, two or more teachers work together, but do not always teach the same students at the same time.

Various benefits of team teaching have been identified by researchers (Tonks n.d.; Goetz 2000). It allows teachers to experiment with a much wider variety of instructional models than could be attempted in a single teacher classroom. It is also an effective way to learn new teaching skills and can often contribute to professional development. For learners it serves as an example of teamwork and communication. In team teaching, there is an increased chance that each teacher encounters an instructional style that matches his or her teaching style.

However, no matter how effective as a strategy in PD, there are still some disadvantages. Although it can be argued that observation of and participation in the tutor's practice provides a deeper level of experience for teachers than simply reading or listening to verbal feedback, team teaching makes more demands on time and energy (Adey et al. 2004). Team members need to arrange mutually agreeable time for planning and discussion. All things being considered, team teaching is a beneficial way of enhancing teaching quality.

#### **2.4.8 Action research**

Action research is a term referring to practical way of looking at your own work to check whether it is as you would like it to be (McNiff 2002). Having the same cyclical nature as in reflective practice (observe- reflect- plan- act- observe), it is called as recent extension of RP. It is a self-directed and empowering method of enquiry started with Kurt Lewin, who is often accredited with being the father of action research.

Moreover, action research is an enquiry conducted by the self into the self. Teachers, as practitioners, think about their own life and work and this involves them asking why they do things (McNiff 2002). This encourages them to be critical and self-evaluative about their performance.

According to Crandall (2000) action research, in other words, classroom research plays an increasingly important role in both initial teacher preparation and ongoing teacher development. This research focusing on various aspects of teachers, learners and interaction between the two represents one means by which teachers can consider their assumptions and practices and enhances their professionalism.

According to O'Hanlon (1996, cited in Villegas-Reimers 2003) action research as being inquiry-based, allowing teachers to investigate their own worlds; aiming at the improvement of teaching and learning; and leading to deliberate and planned action to improve conditions for teaching and learning can be an effective model for teachers' PD.

To sum up, the image of teacher-as-researcher emphasizes the importance of role of teachers which significantly contributes to the quality of their performance. Having the potential to generate genuine and sustained improvement in teaching practice, action

research gives teachers new opportunities to reflect and evaluate their performance. That is why it is a great way for PD.

Each of these PD strategies is critically important as the diversity of teachers' needs to improve their teaching performance requires them to apply at least one of these strategies. Therefore, all of these strategies need to be seen as a part of ongoing development throughout the professional life of teachers to take on an active role in their own PD.

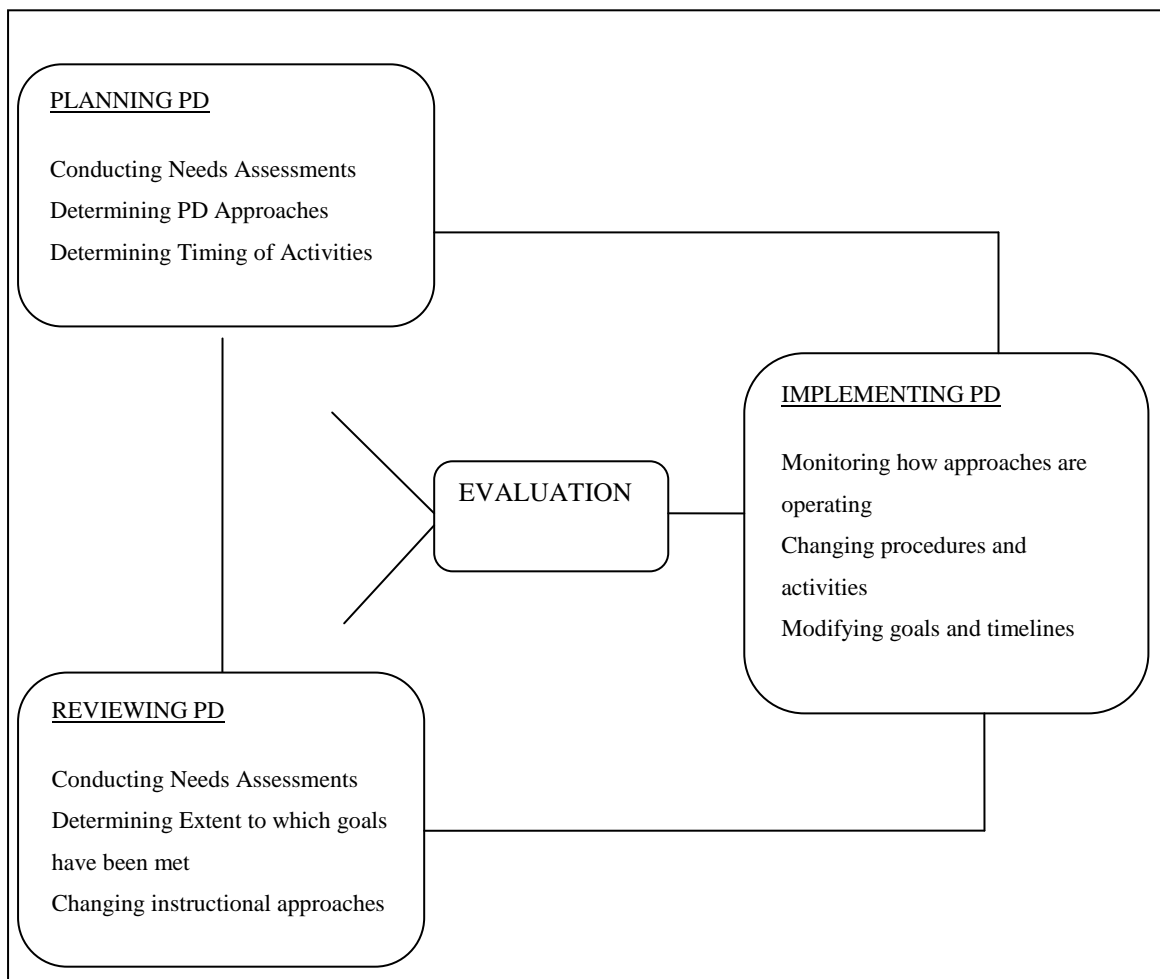
## **2.5 Evaluation of professional development**

The focus of evaluation in PD is to identify changes taken place and determine whether intended goals have been achieved. Evaluation should be a continuous component of PD program. This indicates that evaluation should be formative which is used to improve or modify a PD program.

Being incorporated within all aspects of PD activities, evaluation must include planning, implementing and reviewing activities. By keeping these in mind, evaluation plays at least two roles in PD process. The first one is to promote continuous program improvement and the other one is to ensure program accountability (Kutner, Sherman, Tibbetts & Condelli 1997).

The figure given below best demonstrates the significance of evaluation in all phases of PD.

**Figure 2.3: An ongoing professional development process**



Source: Kutner, Sherman, Tibbetts & Condelli (1997:4)

This figure shows how evaluation relates to PD activities and can inform continuous program improvement efforts. As shown by the figure, data are used in all stages of PD processes; planning, practicing, reviewing and revising PD activities. It emphasizes that evaluation is continuous, rather than a single event occurring at the end of PD activities.

In general, evaluation of the impact of PD activities should address the following questions proposed by Maryland State Department of Education (2008).

- Does PD take place as planned and alter instructional behaviors?
- What are teachers' perceptions of PD?
- How do we know that PD activities do, in fact improve teachers' performance?

Answers to these questions indicate the significance of mid-course corrections to improve implementation and increase teachers' perceptions on the usefulness of the

content of PD. Especially, its appropriateness to their current classroom practices, the importance of setting observable and measurable outcomes and indicators as well as planning an effective process to create a framework for determining whether PD achieves the intended outcomes.

Several evaluation strategies can be used to assess the impact of PD on teachers, programs and learners. For the evaluation of PD on the intended areas of teacher competencies; interviews, competency tests, student evaluations of teacher' performance, student achievements, classroom observations, self-evaluation/self-reports, product/program evaluations, rubrics, protocols should be taken into consideration. According to Kutner, et al. (1997) these strategies can be grouped in three as self-reports (e.g. questionnaires, interviews, focus groups, [teacher] portfolios, and practitioner or [teacher] journals); others involve feedback from administrators, peers or students (e.g. observations, written questionnaires, or interviews), others including competency tests and simulation exercises.

Each of these devices has strengths and weaknesses, but evaluation is most effective when a combination of devices is employed. Such combinations can create a comprehensive and valid evaluation of PD; nevertheless it should be taken into consideration that each is appropriate for specific goals. These instruments can be used either by participants to rate their own learning/progress or by others including peers, to inform observations and feedback.

Although evaluation is an essential and indispensable component of PD, as for Guskey (2000, cited in Lazono, Sung, Padilla & Silva 2002) in contrast to the considerable amount of research on PD, researchers have tried unsuccessfully to determine true impact of PD in education. He argues that evaluations of PD programs are often erroneous due to confusion about the criteria of effectiveness, a misguided search for main effects between programs and a neglect of issues concerning the quality of components. Therefore, he states that evaluation of PD should include the following five components.

**Figure 2.4: Five levels of professional development evaluation**

Evaluation Level	What questions are addressed?	How will information be gathered?	What is measured and assessed?	How will information be used?
1. Participants' Reactions	<ul style="list-style-type: none"> <li>• Did they like it?</li> <li>• Was their time spent well?</li> <li>• Did the material make sense?</li> <li>• Will it be useful?</li> <li>• Was the leader knowledgeable and helpful?</li> <li>• Were the refreshments fresh and tasty?</li> <li>• Was the room the right temperature?</li> <li>• Were the chairs comfortable?</li> </ul>	<ul style="list-style-type: none"> <li>• Questionnaires administered at the end of the session</li> </ul>	<ul style="list-style-type: none"> <li>• Initial satisfaction with the experience</li> </ul>	<ul style="list-style-type: none"> <li>• To improve program design and delivery</li> </ul>
2. Participants' Learning	<ul style="list-style-type: none"> <li>• Did participants acquire the intended knowledge and skills?</li> </ul>	<ul style="list-style-type: none"> <li>• Paper and pencil instruments</li> <li>• Simulations</li> <li>• Demonstrations</li> <li>• Participant reflections (oral and/or written)</li> <li>• Participant portfolios</li> </ul>	<ul style="list-style-type: none"> <li>• New knowledge and skills of participants</li> </ul>	<ul style="list-style-type: none"> <li>• To improve program content, format and organization</li> </ul>
3. Organization Support and Change	<ul style="list-style-type: none"> <li>• What was the impact on the organization?</li> <li>• Did it affect organizational climate and procedures?</li> <li>• Was implementation advocated, facilitated and supported?</li> <li>• Was the support public or overt?</li> <li>• Were problems addressed quickly and efficiently?</li> <li>• Were sufficient resources made available?</li> <li>• Were successes recognized and shared?</li> </ul>	<ul style="list-style-type: none"> <li>• District and school records</li> <li>• Minutes from follow-up meetings</li> <li>• Questionnaires</li> <li>• Structured interviews with participants and districts or school administrators</li> <li>• Participant portfolios</li> </ul>	<ul style="list-style-type: none"> <li>• The organization's advocacy, support, accommodation, facilitation and recognition</li> </ul>	<ul style="list-style-type: none"> <li>• To document and improve organizational support</li> <li>• To inform future changes efforts</li> </ul>
4. Participants' use of new knowledge and skills	<ul style="list-style-type: none"> <li>• Did participants effectively apply the new knowledge and skills?</li> </ul>	<ul style="list-style-type: none"> <li>• Questionnaires</li> <li>• Structured interviews with participants and their supervisors</li> <li>• Participant reflections (oral and/or written)</li> <li>• Participant portfolios</li> </ul>	<ul style="list-style-type: none"> <li>• Degree and quality of implementation</li> </ul>	<ul style="list-style-type: none"> <li>• To document and improve the implementation of program content</li> </ul>



		<ul style="list-style-type: none"> <li>• Direct observations</li> <li>• Video or audio tapes</li> </ul>		
5. Student Learning outcomes	<ul style="list-style-type: none"> <li>• What was the impact on students?</li> <li>• Did it affect student performance and achievement?</li> <li>• Did it influence students' physical or emotional well-being?</li> <li>• Are students more confident as learners?</li> <li>• Is student attendance improving?</li> <li>• Are dropouts decreasing?</li> </ul>	<ul style="list-style-type: none"> <li>• Student records</li> <li>• School records</li> <li>• Questionnaires</li> <li>• Structured interviews with students, parents, teachers, and/or administrators</li> <li>• Participant portfolios</li> </ul>	<ul style="list-style-type: none"> <li>• Student learning outcomes: <ul style="list-style-type: none"> <li>-Cognitive (Performance and Achievement)</li> <li>-Affective (Attitudes and Dispositions)</li> <li>-Psychomotor (Skills &amp; Behaviors)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• To focus and improve all aspects of program design, implementation and follow-up</li> <li>• To demonstrate the overall impact of professional development</li> </ul>

Source: Guskey (2000a, cited in Guskey 2002:48)

Guskey proposes this model as the evaluation of EPD requires collection and analysis of five critical levels of information. With each succeeding level, the process of gathering evaluation information gets a bit more complex. Moreover, as each level builds on those that come before, success at one level is generally necessary for success at higher level.

Consequently, evaluation of PD is about change occurring in teachers' instructional behaviors, classroom practices and thus students' learning outcomes and achievements. Observing change in their learners' success can motivate teachers. However, PD is not a magical touch on both students' and teachers' behaviors. It takes time to occur; therefore it is not reasonable to expect PD activities to result in immediate altered instructional behaviors and improved learner performance. In relation to this, evaluation of PD is also difficult and time consuming. The role of evaluation, then, is not only to provide information on the impact of PD, but also to provide data for refining and adjusting PD activities to ensure that services can be improved on an ongoing basis.

## **2.6 Chapter summary**

In this chapter, significant issues concerning professional development of teachers were presented. It started with explaining teacher competencies and was followed by a brief explanation of PD. In addition to effective professional development of teachers, various strategies for PD were the other issues presented. Following them, evaluation as a critical component of PD was also provided.

## CHAPTER III

### TEACHER PORTFOLIO: A TOOL FOR LANGUAGE TEACHER PROFESSIONAL DEVELOPMENT

#### 3.0 Introduction

This chapter provides an overview of teacher portfolio. It focuses on the purposes of teacher portfolio construction. It then presents possible contents of teacher portfolio and goes on with possible advantages and challenges. Lastly, presents an overview of research on teacher portfolio.

#### 3.1 Definition of teacher portfolio

The word portfolio comes from Latin words *portare* meaning to carry and *folio* meaning sheet of paper. It was originally defined as a portable case for carrying loose papers or prints, *port* meaning to carry and *folio* pertaining to pages or sheets of paper. Today, folio refers to a large collection of materials, such as documents, pictures, papers, work samples, audio or video recordings (Olson 1991, cited in Koçoğlu 2006; Hewett 2004 and Norton 2004, cited in Ekmekçi 2006).

Adapted from such fields as arts, photography, fashion, advertising and architecture, the idea of using a portfolio is not an original one or not a new endeavor (Wray 2005; Tartwijk, Driessen, Vleuten & Stokking 2007). Having a long history in these fields in which professionals keep records of their work so as to demonstrate their achievements in their career, in the field of education, teacher portfolios have also started to be used in 1980s to illustrate talents or major teaching accomplishments and strengths (Lyons 1998a and Shore et al. 1986, cited in Centra 2000).

Although, the term is regarded to be a buzz word with lack of clarity not only in meaning, but also in implication (Arter and Spandel 1992, cited in Challis 2003), there are various definitions of teacher portfolio (see Doolittle 1994; Brown & Bailey, Curtis & Nunan 1998; Winsor, Butt & Reeves 1999; Retallick 1999; Riggs & Sandlin 2000; Darling 2001; Campbell et al. 2004; Tartwijk et al. 2007; Imhof and Picard 2009).

In its general sense, in the complex act and art that is called as '*teaching*', teacher portfolio is defined as an organized, goal-driven documentation of professional persona, attributes and achieved competencies showcases contributions of teachers to their students, colleagues, institution, academic discipline or community. It is not simply an accumulation of pieces and products; it is an unfolding of teacher's understandings about teaching and learning and about teacher's development as a professional.

Portfolio is not, however, an exhaustive compilation or simply a binder with all of the teaching documents inserted with random pages of reflection. Instead, it presents selected information on teaching activities and solid evidence of their effectiveness. It should contain reflections of teaching evidences and student learning (Seldin et al. 2010). However, unlike artists' portfolios the main body of a teacher's portfolio guides and informs reader through sampling of teaching (Rodriguez-Farrar 2006).

Additionally, as a representative of various aspects of a teachers' teaching, as a narrative story of teaching experiences and as an unfolding of understanding about teaching and learning, teacher portfolio stands for the most obvious part of teaching, that is, what goes on in the classroom? It is not in itself an instrument for teaching evaluation, but a vehicle for presenting information which may include results of evaluations and new techniques tested. It serves as a showcase for teachers' achievement in teaching.

As it can be seen, portfolios as a method to assess teacher performance for the scope and quality of teaching performance (Doolittle 1994) are; *lasting repositories of materials which preserve and attest to the growth, achievement and increased maturity throughout a teachers' career* (McTighe 1994, cited in Brogan 1995).

To sum up, it is possible to say that, as a living document, teacher portfolio witnesses changes in teachers' teaching abilities. It is a helpful tool in encouraging teachers to consider their skills as well as being a mean of prompting assessment and reflection on the variables that may not be captured via classroom observation of teachers' instructional practices. Hence, they are vehicles for monitoring and documenting teachers' practice, growth and professional development.

### **3.2 Purposes of teacher portfolio construction**

Both in pre-service teacher education and in in-service teacher development, portfolios are used for a variety of purposes mainly ranging from teacher evaluation to

development, stimulators for reflection and tools to plan and monitor competency and professional development. Purposes of portfolio are mainly related to the type of portfolio constructed, that is, there may be many depending on individual interests and concerns of teacher. Therefore, it is important to tailor portfolio to the intended purposes as it shapes and determines so much of what follows.

In this study, portfolio development is focused on the possible effects and implications for English language teachers' competencies and professional development. Therefore, some of the possible purposes of teacher portfolio development to be explained are as follows; self-assessment, reflection on competencies & professional development, decision making, documentation and goal-setting.

### **3.2.1 Teacher self-assessment**

In an effort both to promote teachers' competencies and professional development and to retain high quality teachers, teacher portfolio both as a teaching device and an assessment tool, has the potential of accomplishing three types of assessment one of which is self-assessment while the other two are summative and formative assessment.

Self-assessment can be defined as the key advantage in portfolio assessment: *teachers have a voice*. They set their own goals, choose strategies for their own improvement, reflect on their progress, evaluate themselves and move forward (Kerr 1999). Teacher self-assessment which undeniably provides a chance to examine one's own teaching performance helps teachers review image of self monitor progress (Schulman 1988).

Artifacts included in teacher portfolio as representatives of skills and knowledge afford a natural opportunity for ongoing self-assessment. The self-developed nature of teacher portfolio promotes the continual review of self; thinking about and reflecting on their teaching. Therefore, portfolio development can engage teachers in an analysis of their professional performance (Riggs & Sandlin 2000; Smith & Tillema 2006; OECD 2009).

Teacher portfolio which is developed in relation to competencies serves as a tool to identify areas of professional strength and areas of need. By working with colleagues or mentors, teachers can review portfolio evidence in conjunction with competencies and

identify strengths and weaknesses. If teacher has not included any evidence related to a specific area of competency, he/she needs to develop strategies for growth in this area. These efforts are separate from formal performance evaluation process and refer to formative dimension of portfolio construction. As part of its formative dimension, assessment is an ongoing process, not a single snapshot in-time and it can facilitate the identification of areas of improvement for individual teachers.

Portfolio developed during formative assessment stage becomes part of formal performance evaluation process. Supplementing more traditional evidences of professional development such as lesson plans and classroom observations, they can inform the formal teacher evaluation process. By presenting a more complete picture of teacher's abilities and skills, they provide teachers the opportunity to showcase efforts that might be neglected. The artifacts included in serve to inform the summative decisions of evaluation such as certification, retention, plan of assistance, promotion or non-renewal (OECD 2009).

Consequently, as a type of assessment that is based on performance, teacher portfolios are representatives of the ways how teachers solve problem in the real world. They inform and equip teachers to develop further, thus, pioneers development. Portfolios may help in overcoming many of the limitations of more traditional approaches to teachers' self-assessment.

### **3.2.2 Self-reflection on professional development**

Reflection is explained as the difference between any scrapbook or file and a portfolio. It is referred to be the primary skill involved in all portfolio development models (Zepeda 2008). As a main characteristic of portfolio development, reflection is an inquiry that highlights teaching as a metacognitive issue, in other words, thinking about one's own process of thinking and knowing (Halton & Lyons 2007). Reflection distinguishes portfolio construction from a professional diary or record of achievement (Hall 1997, cited in Retallick 1999) as a theme leading to self-evaluation and evaluation by others. Thus, portfolios and reflections go hand in hand (Kerr 1999).

Portfolios appeared to encourage teachers to reflect and think about their work in deeper and more thoughtful ways as they encourage teachers to be more critical on their

teaching practices, planning skills, use of resources, collaboration with colleagues and parents. As a purposeful collection of work samples, evaluations and other types of illustrative artifacts, portfolios facilitate reflection on experience and problem solving (Anderson & DeMeulle 1998; Winsor, Butt & Reeves 1999).

Additionally, not only as a process, but also as a product requiring and consequently, providing examination and reflection by unfolding of one's understanding about teaching and learning, portfolio development has significant impact on teachers' development (Loughran & Corrigan 1995, cited in Darling 2001). This process assists professionals to gain critical thinking about their teaching skills. Reflection made upon the artifacts included in portfolio has critical importance and illustrates professional development as it caters for the interpretative comments that stimulate the awareness of what has been done in the classroom and what should be done – the myths and the realities of teaching practices.

Fundamentally, by providing evidence and reflection of practice, portfolios demonstrate teacher's beliefs about the vision of teaching and learning, thus stimulate appropriate, new and revised teaching approaches (Challis 2003). Reflection process motivates the use of teacher portfolios as a context to display the transformational processes and products of the evolving craft of teaching (Robinson 1993).

As a result of reflective characteristic of teacher portfolio; work samples are accompanied by commentary or explanation to reveal not only what is taught but also why as it is perceived as a way of initiating dialogue about teaching and learning as well as evidence of achievement in learning to teach (Loughran and Corrigan 1995 and Athanases 1994, cited in Darling 2001). As a logical vehicle for reflectivity, portfolios provide a systematic, continuous (ongoing) way of planning, supporting and monitoring a teacher's professional advancement (MacLaren 2005, cited in Hughes and Moore 2007).

Many teacher educators working with portfolios consider self-reflection as the most critical element or the most important use of a good portfolio. The very process of collecting and sifting through documents and materials that reflect teachers' growth gets them thinking about what is working for them, what is not and why they do what they do (Kerr 1999; Delandshere & Arens 2003). Though engaging in portfolio development is both linked to self-reflection and to the possibility of improved practice, teachers may miss significant benefits of portfolio process if they are not asked to reflect upon the quality and

growth of their work (Mueller, n.d.). Therefore, they need to be directly involved in each phase of portfolio development to learn most from it. It is the reflection phase holds the most promise for promoting involvement and [teacher] growth.

In their study on the use of portfolios for assessment in teacher evaluation, Bull et al. (1994) found out that portfolios were positive not only for teacher evaluation but also for the self-empowerment and self-evaluation. In addition to the contribution of portfolios on the development of reflectivity of teachers, their study also revealed that the nature of portfolios for documentation facilitated to show the growth over time. Further, it was suggested that portfolios encourage choice, revision and reflection related to teacher work by giving them a basis for displaying their best efforts.

Therefore, portfolios which have the unique potential to document the unfolding of not only teaching but also learning over time combine the documentation with the opportunities for teachers to engage in the analysis of what they and their students do (Tarnowski et al. 1998).

Additionally, the need for teachers to be reflective practitioners has been well established because of the fact that teachers become active decision makers concerning all elements of teaching and learning. Hence, reflection provides quality information that can be used to examine growth and progress.

In another study on the effect of particular aids to help teachers how to reflect, teachers indicated that reflection which was felt as the most significant issue made teachers think about what they did in their teaching, how well they did it and how effective they were for the intended goals (Richert 1990). Supporting the idea of Richert, Hom (1997) also explains “reflection” as an essential component of teaching practice particularly when its impacts on students' learning are trying to be captured.

The need for teachers to be reflective practitioners recommended that teachers become active decision makers concerning all elements of teaching and learning, not only the subject matter but also the ability to understand that subject matter from the perspective of learners (Montgomery 1997).

Being reflective about an experience and relating that to other aspects of person's professional life is fundamental to three aspects of PD: they can assist the process of



learning itself by helping the individual move from the 'concrete experience' to the 'abstract conceptualization' aspect of the experiential cycle. They can also assist in helping individuals through the 'active experimentation' phase of the experiential learning cycle, and reflective writing can make it possible for a portfolio to attract accreditation. In his study, learning to be a reflective practitioner was claimed to be the most outstanding benefit which also improved pupils' learning. The majority of pre-service teacher education programs use portfolios to increase reflection and provide an ongoing record of teacher's growth to stimulate the continuous dialogue in a rich context to experience the multifaceted nature of teaching (Doolittle 1997).

In sum, construction of portfolio should be an individual matter and should voluntarily be undertaken. Thus, the reflection phase of portfolio process should be ongoing throughout portfolio development. Once opportunities for reflection take place, it can be provided by conversations with other participants of the portfolio construction process.

### **3.2.3 Decision making**

One of the significant components related to the use of portfolios includes the role that teachers play in determining their own evaluation and the extent that portfolios promote the level of teachers' involvement in evaluation. In this context, decision making among a variety of purposes including teacher preparation, employment, licensure, advancement and professional growth is a critical component of teacher portfolio construction on teaching performance (Tucker, Stronge & Gareis 2002).

Teachers as active, thinking decision-makers who make instructional choices by drawing on complex, practically-oriented, personalized, and context-sensitive networks of knowledge, thoughts and beliefs should be offered the opportunity for evaluation of them (Borg 2003). Having a significant function in helping to make decision about teachers' teaching performance and development, portfolios can be used both in pre-service and in-service teaching. In both these two phases, they clearly present evidences for teachers' growth.

In in-service teaching, they can be significant in evaluating teachers' performance and making decisions both by teachers as inside evaluators; and by administrators,

colleagues or others as outside evaluators. Because of this reason, a portfolio enables evaluators to go far beyond student ratings in examining teaching effectiveness, because it gets at both the individuality and the complexity of teaching. However, the use of portfolio for personnel decisions is only occasional; its primary purpose is to improve teaching performance (Doolittle 1994).

However, it does not, in itself, just serve as an instrument for teaching evaluation, but as a vehicle for presenting information including results of evaluations. These results contribute to evaluation to make decisions on teaching abilities and development. It can therefore be selective to showcase teacher's achievements in teaching, a comprehensive or balanced picture of everything.

Teacher education programs cannot assess future teachers' abilities by simply looking at their academic performance (i.e., grades). In addition to academic grades, presentations and projects, most teacher education programs use portfolios as a part of formal evaluation process to assess pre-service teachers' learning. Use of portfolios, as a tool of instruction, generally serves for the assessment of pre-service teachers' achievements, progress and development on a specific area of learning such as a skill. Feedback from instructors and peers for the assignments and artifacts included in a pre-service teacher's portfolio can be used for assessing their performance and making decisions on their progress.

Therefore, in pre or in-service teacher education, portfolios allow teachers to demonstrate their competencies by using evidence from their own teaching and learning practices, in doing so they help outside evaluators to make accurate decisions about teachers' teaching performance. That is why the traditional assessment methods in teacher education lack curricular specificity and do not accurately portray the complex interrelationship of content knowledge and pedagogical knowledge and skills and diversity characteristic of teaching in a real classroom (Duschl & Gitomer 1991, cited in Klenowski 1998).

In brief, teacher portfolio as a collection of assignments can be used to demonstrate teacher competencies and achievements. The information provided by these demonstration of achievements and competencies can be used in making decisions about teachers'

development. The functionality of TP as a tool for decision making in teachers PD process is evidence to guide the decision making about what high-quality PD entail.

### 3.2.4 Documentation

In addition to some basic purposes stated above, teacher portfolios can also be used for documenting teachers' practice both in in-service and in pre-service teaching with opportunities for self-reflection and focus on professional goals. As a dynamic process of documenting evidences of teachers' work and growth, portfolios present not only evidence of good teaching, but also offer support good teaching and learning (Craig 2003).

Documentation is explained as recording the challenges and concerns teachers encountered, intentions they fashioned for themselves, their problem solving, reflections, the ways in which they could implement their beliefs and the evolution of their teaching style. It fosters a spirit of inquiry within them and leads teachers toward clearer articulation and demonstration of their observations about themselves as teachers (Winsor, Butt & Reeves 2006).

In teacher portfolio construction process, documentation can be sustained via keeping the records of audio or video recordings of classroom teaching, examples of student work, lesson plans, curriculum guides or syllabi, entries from a teaching log or journal, statements of personal philosophy of teaching or stimulated performances such as microteaching, role play or interview. This documentation of performance provides concrete evidence of teacher capability and ongoing development (Crandall 2000).

Both as a short and purposeful collection of evidence, information or work and as a kind of teaching record focusing on the distillation of the appropriate material, teacher portfolio documents, summarizes and highlights one's growth, experiences and strengths about teaching, knowledge, skills, and dispositions (Lahart & Maher n.d.; Paulson, Paulson & Meyer 1991; Doolittle 1994; Centra 2000; Bird 1990, cited in Wray 2005).

Besides, portfolio helps teachers see and actively take role in the evaluation of the extent for their growth. They demonstrate the breadth and depth of one's' work conveying range of abilities, experiences and achievements addressing the involvement in three processes for teachers; *collection, selection and reflection* (Johnson 1998, cited in Abdel Halim 2008).

Furthermore, portfolio serves as a constant reminder that what you can demonstrate, so clearly functions for the documentation of growth over time. In doing so, teacher portfolio can also help teachers take personal responsibility for shaping their future professional profile (Bartell, Kaye & Morin 1998; Tarnowski 1998).

Finally TP can assist teachers to describe their personal attributes in a way that is not easily accomplished with a resume. Teachers can document their ability to reflect on teaching practice, leadership and organizational skills, curricular and extracurricular involvement and related work experiences. Therefore, documenting their powerful learning experiences and then reflecting and reevaluating the information shows professional growth and change.

Consequently, it is obvious that they contribute a lot to the development of teachers as professionals. By providing a visual representation of teacher as an artist, his/her history as well as what he/she is currently doing to document the development of teaching and learning over time, portfolios provide a connection to the personal history of self that characterize real teaching. Therefore, it presents a comprehensive and complex view of teacher's performance in context when he/she is not present, so it has the potential to reveal a lot about its creator (Schulman 1988; Paulson, Paulson, Meyer 1991).

### **3.2.5 Goal-setting**

In portfolio development process, goal setting serves to focus the efforts of teachers. Together with all the purposes of portfolio construction, goal setting is a critical component which leads teachers' development to an intentionally recognized path. The use of well-defined goals and ongoing assessment in teacher professional development has a significant effect on the successful implementation of portfolios and their functions on teachers' competencies and development.

For this reason, goal setting is the first step in defining the actual aim of portfolio construction as guiding teachers to have a clear idea of what to see both throughout and at the end of portfolio construction process. Further, portfolios are not objects, but rather representatives of teachers' abilities to engage in the processes of selecting, comparing, self-evaluating and goal-setting.

Winsor, Butt & Reeves (2006) have found goal setting as one of the major persistent themes of being reflective about themselves as teachers. This process, whereby teachers encounters their own problems, concerns and questions leads to the development of their intentions and purposes and personalizes their directions for professional development.

In brief, goal setting becomes cyclical for all teachers. Reviewing their progress at the midpoint and making appropriate revisions based on the progress at the end of the TP construction process makes the implementers to get most benefit out of the practice for the current situation as well as for future plans of PD.

### **3.2.6 Pre-service and in-service teacher development**

In the current professional climate of teacher education and development, traditional ways appear incongruent for teachers to demonstrate their development. In this sense, both in pre-service and in-service phases of teacher development, portfolios are instruments for concrete representation of development and nature of the neophyte teachers' practice facilitating process and structure to see professional growth.

As the explanation shows, teacher portfolio has various significances and purposes for both pre-service and in-service teachers' development. Firstly, the use of portfolio can be perceived as a means of capturing the complexities of teaching, placing the responsibility for evaluating teaching in the hands of teachers as well as faculty or [administration], prompting more reflective practice and improvement and fostering the culture of teaching and new discourse about it (Hutchings and Quinlan 1991, cited in Challis 2003).

Portfolio provides an opportunity for teachers to put forth information on their teaching that cannot be obtained in other ways. The impetus of TP is based on several different sources such as the need for improvement in response to changes in education, the demand for greater teacher accountability and the need for documentation and making effective teaching cases (Robinson 1993).

As a teacher development tool, they are dynamic in that the richest portrayals of teacher performance which is based on multiple sources of evidence collected overtime in authentic settings functions as a vehicle for assessing teacher's practice and its impact on student learning (Wolf 1991, cited in Klenowski 1998).

Despite their great contributions, the use of portfolios in pre and in-service teaching is a recent issue. For the first time, it was suggested by Schulman (1988), an early proponent of portfolios and his colleagues to explore alternative modes of assessment in teacher education programs. The ineffectiveness of the traditional assessment strategies for teachers and students for the comprehensive measurement of teachers' knowledge of teaching and reflection of the complex classroom environment gave way to the use of portfolios as a possible assessment tool (Liu 2009). Therefore, it was during the past decades that the use of portfolios in teacher education rapidly expanded and continues to do so with increasing credibility as an alternative form of assessment of professional growth and development (Winsor, Butt & Reeves 1999).

Various reasons are stated for the use of teacher portfolios in pre-service teaching (Hurst, Wilson & Cramer 1998; Delandshere & Arens 2003; Frederick, McMahon & Shaw 2008; Andrews, Ducharme & Cox n.d.). The primary reason is to self-monitor and to take responsibility for assessing one's own accomplishments and skills. As a continually evolving process, portfolio construction in pre-service level documents and demonstrates progress. It serves as an instrument for gaining better understanding of pre-service teachers' abilities by examining the artifacts to document what they know and be able to do. Providing a portrait of the students' professional competence, portfolios can also be used for assessment purposes.

On the other hand, Liu (2009) states that portfolio development, as a major learning tool in in-service teacher development, has been influenced by the literature on the use of portfolio development in initial teacher education. As a learning strategy, teacher portfolio means to help teachers reflect on their existing practice and make a connection between what they have learned from their practices and what they should do in the future courses. Therefore, TP is quite vital for teachers to adopt a new methodology for teaching.

In both pre and in-service teaching, teacher portfolios serve as a way for authentic assessment, in that they contain artifacts representative of teachers' performance in the classroom. As teachers are accountable for an in-debt understanding and implementation of their competencies, portfolios can become the avenue for documenting how teaching competencies are being met. Therefore, in Turkish Education system, using a framework based on language teachers' competencies established by Ministry of National Education,

portfolios can be used to document professional growth and achieved competencies in teaching.

### 3.3 Contents of teacher portfolio

As a highly personalized product, no two portfolios are alike. The content and structure of teacher portfolio varies according to diverse educational goals and audience as well as the discipline and teaching style of teacher. (Doolittle 1994; Seldin 2000; Tartwijk et al. 2007; Seldin et al. 2010; Mueller n.d). As stated by Farr (n.d.) portfolios, if defined as collections of work stored in folders over a period of time, will not have any value either to students or teachers unless what goes into a portfolio, the process of selection, organization and how the information is to be used are considered carefully. Otherwise, portfolio may become little more than a resource file.

The content of the portfolio should be designed in a way to offer a professional portrait of teacher by including self-assessment, philosophy of classroom management, evidence of planning, implementation and assessment skills and special projects and activities (Montgomery 1997).

Although teachers' portfolios are unique in terms of the items selected, there should be common elements on which there is consensus among researchers (Kutner, et al. 1997; Bailey, Curtis and Nunan 1998; Winsor, Butt & Reeves 1999; Retallick & Groundwater-Smith 1999; Goodfellow 2004; Seldin, Miller, Seldin & McKeachie 2010). In its general sense, portfolio contents can be organized into the following four domains of teacher development;

**Figure 3.1: Possible contents of teacher portfolio**

<p><b><u>Personal Documents</u></b></p>	<ul style="list-style-type: none"> <li>• Statements of teaching philosophy</li> <li>• Teaching journal</li> <li>• Lesson evaluations</li> <li>• Self/peer evaluations</li> <li>• Analysis of observations</li> <li>• Administrator evaluations</li> </ul>
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<p><b><u>Teaching Documents</u></b> <b><u>(Artifacts)</u></b></p>	<ul style="list-style-type: none"> <li>• Lesson plans</li> <li>• Syllabuses</li> <li>• Tests &amp; Quizzes</li> <li>• Competency progress charts</li> <li>• Professional goals &amp; attainments</li> <li>• Lecture notes</li> <li>• Teaching materials</li> <li>• Instructional activities</li> </ul>
<p><b><u>Samples of Student Work</u></b></p>	<ul style="list-style-type: none"> <li>• Student feedback of during-course</li> <li>• Student feedback of end-of-course</li> <li>• Video &amp; audio recordings</li> </ul>
<p><b><u>Academic Products</u></b></p>	<ul style="list-style-type: none"> <li>• Listings or certificates of conferences and workshops attended</li> <li>• Summary of involvement and membership in professional and community organizations</li> <li>• Evidences of research projects (if any)</li> <li>• Copies of publications</li> </ul>

Each of these contents must be accompanied by a caption and a written reflection that both interprets and explains the rationale for which the item has been selected and what it is intended to demonstrate. An authentic and multifaceted view of the actual teaching as well as insights behind teaching can be provided. All of these reflect the development of teachers over time.

According to Hom (1997) contents tie together the personal history and values of teacher, teaching environment, planning skills, classroom management techniques, evaluation skills, creativity and organizational talents. He further states that evidence of teachers' work outside the classroom with families; colleagues and the community can also be included in a portfolio.



Consequently, the actual contents of a portfolio should reflect what teachers must know, care about and be able to do in order to teach well as well as to analyze their own development in a better way.

### **3.4 Possible advantages of teacher portfolio construction**

Teachers are required to be prepared for the increasing dynamic nature of teaching as well as engaging in continuous professional development. For these demands, portfolios can be perceived as tools that help teachers to value both self and collaborative assessment of their professional selves. Based on these functions, portfolios have many advantages such as contributing to; self-directed learning, reflective practice, social interaction, collaboration and collegiality, assessment of learning and development of psychological maturity of teachers.

By encouraging active and self-directed learning, portfolios are said to be valuable for professional development. Teachers continue to learn throughout their careers and actively construct their own knowledge by interpreting events on the basis of existing knowledge, beliefs and dispositions. Portfolios as self-empowering tools encourage teachers to assume more responsibility for their learning. Teachers who used portfolio were perceived to be more knowledgeable about the issues related to the complexities of teaching, about using portfolios as an assessment tool and about understanding both learning and portfolios as dynamic and ongoing process (Anderson & DeMeulle 1998; Huang 2004; Fernsten & Fernsten 2005; Strijbos, Meeus & Libotton 2007). Therefore, portfolio development can be linked to self-directedness, *teachers as independent and autonomous learners*, who will gain insight into their own learning.

Goal setting as a significant motive of self-directed learning leads teachers to give careful consideration and to become engaged in their learning. The cyclical process, whereby teachers encounter their own problems, concerns, questions leads to the development of teachers' intentions and purposes, personalizing their directions for professional development makes teachers to engage more in their individual professional goals and growth. That is, the emphasis portfolio development place on goal-directedness is beneficial to achieve development.

Various researches shed light into the role of portfolios in stimulating reflection and self-assessment which result in professional development (Nogueira and Lamas n.d.;

Lahart & Maher n.d.; Anderson & DeMeulle 1998; Retallick 1999; Riggs and Sandlin 2000; Tucker, Stronge & Gareis 2002; Edgerton, Hutchings & Quinlan 1991, cited in Challis 2003; Pelliccione, Dixon & Giddings 2005; Rodriguez-Farrar 2006; Hunter 1998, cited in Attinello, Lare & Waters 2006; OECD 2009). Portfolio as a tool for the development of reflection stimulates teachers to think more carefully or deeply about their teaching and subject matter. They increase teachers' self-confidence and enlighten teachers about what is expected of them as professionals (Tigelaar, Dolmans, Grave, Wolfhagen & Vleuten 2006).

By including records of authentic tasks and reflections gathered across time and contexts, portfolios hold much potential for effective assessment within teaching profession (Zollman and Jones 1994). They are performance-based and acknowledge the complexities of teaching and professional growth (Winsor, Butt & Reeves 1999). Through portfolios teachers add detailed, depth and sharper focus to the picture that they are forming about themselves, as portfolios illuminate the inner life of teaching experience by means of reflections (Romano 1997).

Social interaction is another significant advantage of portfolio construction process. Because of the fact that deeper learning appears when teachers discuss their portfolios with colleagues and others, social interaction has been reported as highly valuable (Seldin 2000; Tigelaar 2006). It promotes reflection and sharing of ideas, thereby helps professionals to improve and refine their functioning. Perceived benefits of meetings with peers included good support, feedback, different viewpoints and stimulation to improve teaching practice.

Insights into the pleasures of teaching, identification of strengths and areas for improvement, receiving support and feedback, different viewpoints and being stimulated to improve teaching practice indicate that social interaction is of crucial importance to the effectiveness of portfolios in stimulating teachers' reflection and professional development.

Conversations are called to be another significant advantage of portfolio development. Especially conversations about portfolio entries offer the richest opportunity to grow, learn and develop teaching expertise. These conversations which are also possibly called as *professional dialogue* are the point which critical questions are posed, reflections are shared, ideas are tested and new challenges are put forth. Not only as a vehicle for conversation and discussion, but also as a tool to share understanding about assessment

strategies, management techniques and learner development, portfolios keep teachers focused (Bartell, Kaye, Morin 1998). They stimulate teachers to analyze teaching performance and gain insight into what they like about their teaching and identification of strengths and areas for improvement (Tigelaar 2006).

Furthermore, their appropriateness as a means of self and collaborative assessment being situated in the context of classroom and developed over time, focusing on and exposing the real evolving professional thinking, skills and actions taken in the classroom context, makes them advantageous over other methods of assessment (Farr 1990).

Portfolios are stated to be best prepared in consultation with others. In relation to this issue, similar to the ideas of social interaction and conversations, collaboration and collegiality are other areas of positive impact that are found to be developed as a result of portfolio construction (Nogueira and Lamas n.d.; Brogan 1995; Hill, Lofton & Newnab 1997; Anderson & DeMeulle 1998; Wray 2007; Seldin, Miller, Seldin, & McKeachie 2010). Developing portfolios encourages teachers to work together; hence it creates an atmosphere of collaboration among practitioners ensuring a fresh, critical perspective that encourages cohesion in portfolio.

Also, teacher portfolios generate undeniable insights. First, portfolios contain multiple sources of external data. The data themselves, particularly test scores, students' evaluations and records of peer observations, highlight the perspective of professional others. However, just as importantly, in the process of reviewing, selecting and explaining the items in a teaching portfolio, the teacher must face and interpret those data (Bailey, Curtis and Nunan 1998).

In addition to all the advantages mentioned above, contribution of portfolios to the development of psychological maturity of teachers is also an undeniable fact. In their study in 1999 Winsor, Butt & Reeves found out that, portfolio development increased growth in confidence and definitiveness as putting aspects of their teaching, such as their beliefs or style, in their portfolio led teachers to find ways of demonstrating what they initially perceived as indemonstrable.

In sum, the perceived advantageous of portfolio construction mentioned above, (i.e. self and collaborative assessment, self and active directed learning, stimulation to careful thinking about teaching, gaining insight into teaching, identification of strengths and areas

for improvement, social interaction, goal setting, etc.) indicate that these are of crucial importance to the effectiveness of portfolio in supporting teachers' competencies and professional development.

### **3.5 Possible challenges of teacher portfolio construction**

Regardless of purpose, duration, emphasis and procedures of construction, portfolios may have some challenges in addition to numerous advantages in either pre or in-service teachers' professional development. Possible challenges of portfolio construction can be; lack of time which is the most universal theme, lack of awareness of the value of portfolio, appropriateness for the purpose of portfolio construction and difficulties in the analysis and interpretation of the portfolio content.

Among the most prevalent of challenges is the fact that portfolio construction takes time (Hom 1997; Anderson & DeMeulle 1998; Winsor, Butt & Reeves 1999; Tigelaar 2006; Koçoğlu 2006; Ok & Erdoğan 2010). Both in pre-service and in-service uses of portfolios, time is referred as the most universal theme. However, the problem of time becomes less an issue of the value and more of one related to prioritizing for teacher development as they begin to see the personal, professional and practical benefits of portfolios. Additionally, as teachers whether pre-service or in-service become more skilled, portfolio construction process gradually takes less time. Moreover, as a result of the positive feedback received by other participants of portfolio construction process or self-satisfaction, teachers think of the time spent as time well spent.

As a related concern to time, unawareness of teachers about the value of portfolio is one of the challenges that is faced. As teachers are not yet convinced the value of portfolio, they are not prepared to devote the time that it requires (Arter, Spandel and Culham 1995). Doolittle (1994) calls it as "gaining acceptance" which is an extremely important factor in teacher portfolio construction. Both teachers and administrators need to accept the use of portfolios. If administrators do not relate the significance and usefulness of portfolios to their teachers, portfolio construction will fail. Likewise, if teachers do not value teacher portfolio approach, then they will not put forth the effort needed to ensure success. Because of this reason, for a successful implementation of teacher portfolio as a strategy for teacher professional development, administrators as well as teachers are the first ones to make aware about how portfolio functions in teacher development.

However, as more experience gained with portfolios, and as portfolios are required in more programs, or the drawbacks of the portfolios are outweighed by more learning, it is envisioned that additional benefits and purposes of portfolios are supposed to be recognized. Thus, most of the challenges or tensions mentioned may be resolved.

Although portfolios have great potential as instruments for assessment taking the authentic context into account, in practice, the new learning contexts may not be fully implemented. As a consequence and as a challenge, teacher portfolios are often used learning environments for which they are fewer suited (Driessen et al. 2005). This is stated as one of the factors influencing their success.

Finally, there may also be some difficulties in analyzing and interpreting data collected in portfolio. As each portfolio is distinct and tailored to the individual (Kutner, Sherman, Tibbetts & Condelli 1997), to be able to evaluate the content of portfolio, some rubrics must be developed. Concerning the evaluation of portfolios, Hom (1997) suggests that either formative or summative, how to use portfolio for evaluative purposes needs to be clearly defined. If the first one is trying to be served, ongoing dialogue and support is necessary to improve or revise teacher performance. But, if the issue is the latter, it should be viewed as only one component of the entire evaluation process. For this reason, for evaluation to be valid and reliable, the considerations must be made prior to the beginning of portfolio development process.

As a conclusion, it is quite natural for teacher portfolio construction to have one or some of the challenges stated above. Because of the fact that portfolios are tools promoting teachers to gain a vision of themselves as professionals much more than perceiving teaching as an occupation, it takes time and effort for teachers to clearly form the picture of them and to set goals for their professional development. Hence, teacher portfolio development, as a modern way of continual growth of teachers, may have challenges which are possibly diminished as teachers gain understanding of what actual professional development is and how it is vital for their life-long learning as *teachers as active learners*.

### **3.6 An overview of research on teacher portfolio construction**

The exhaustive literature on the use of portfolios in teacher education and development highlights the existence of considerable number of studies sharing experience

with this practical tool. These studies serve for so many different purposes of portfolios either in pre-service teacher education or in in-service teacher development. Though most of the studies on teacher portfolio overlap in their focus of investigation, the general categories of investigation are as follows; professional development, teacher evaluation (assessment), teacher workplace learning, collaboration and documentation. As portfolios and reflection go hand in hand, reflection is defined as the basic theme in all these studies.

There are so many studies investigated the effect of portfolios on both pre-service and in-service teachers' professional development (Brogan 1995; Winsor, Butt & Reeves 1999; Tanner, Longayroux, Beijaard and Verloop 2000; Riggs & Sandlin 2000; Tigelaar et al. 2006; Wray 2007; Lyle & Hendley 2007; Koçoğlu 2006 & 2008; Imhof & Picard 2009; Hismanoğlu 2010). The common rationale in most of these studies is to understand in what ways the use of portfolios, as an instrument for professional development, contribute to participants' professional attitudes and competencies. In these studies, portfolios are found an extremely valuable way of portraying and facilitating development. In his study, Brogan (1995) concluded that portfolios allow for teachers to be in the middle of current efforts to improve the quality of teaching and learning in the schools. Tigelaar and his friends also found that portfolios are helpful for teachers due to their effectiveness in promoting social interaction which is very valuable for professional development.

In relation to the studies for the use of portfolios in teacher evaluation or as a tool for teachers to do self-assessment, many researches were carried out (Turner n.d.; Farr n.d.; Mueller, n.d.; Bull et al. 1994; Zollman & Jones 1994; Arter, Spandel and Culham 1995; Woodward 1998; Centra 2000; Klenowski 2000; Moore and Bond 2002; Beck, Livne and Bear 2005; Azam & Igbal 2006). In its general sense, these studies examined the use of portfolios as a mean of self-assessment tools or strategies for the evaluation of individual teacher's professional development. The results gained from these studies showed that as a tool for the development of the desired abilities of analysis and reflection, portfolios document both the process and its outcomes. It is, then, an effective coming together of two vital processes: teacher evaluation and professional development (Nogueira & Lamas n.d.; Klenowski 1998; Attinello, Lare & Waters 2006). Klenowski (2000) in her study on the use of portfolios in teacher education to achieve intended learning goals concludes that portfolios increase teachers' understanding of the importance of assessment to promote the development of teaching skills and professionalism.

Though most of the studies proved portfolios to be effective tools in teacher evaluation or self-assessment, in their study of portfolios as an alternative way to state appraisal system, Moore and Bond (2002) found that lack of peer collaboration and having difficulty in making decisions between goal setting and instruction modifications resulted in poor selection of evidences of students work and professional activities. Therefore, they emphasize the importance of administrative and collegial support for successful portfolio development.

Another area of interest that research studies focused on is the effect of teacher portfolio construction on teachers' workplace learning, in other words, teacher learning. Most of the studies aimed to see the extent to which portfolio construction improve teachers' practice (Robinson 1993; Anderson & DeMeulle 1998; Retallick & Groundwater-Smith 1999; Retallick 1999; Craig 2003; Fernsten & Fernsten 2005; Chen 2005; Leggett & Bunker 2006; Weshah 2010). These studies implemented portfolio assessment as a step to further teachers' responsibility for their own learning by encouraging reflection on their everyday practice. To be able to see their effects on teacher learning, portfolios were used as a way for monitoring teaching.

Portfolio process as a powerful tool for collaboration can and should be an impetus for collaboration. At every step in portfolio development process, teachers have opportunities to share and exchange ideas. Therefore, collaboration as a related theme to collegiality has also been an area of investigation on the use of portfolios in teaching. In examining impacts of portfolio construction on collaboration and sharing of participants (Hill, Lofton & Newman 1997; Bailey, Curtis and Nunan 1998), portfolios are undertaken as professional development tasks which are followed by subsequent sharing and discussions. The more value is placed on the collaborative culture, the more successful portfolio construction becomes. Whether discussing the expectations of competencies, the value of specific artifacts or other steps in portfolio process, collaboration wraps teacher portfolio in another layer of evaluation and growth. Therefore, studies show that collaboration as a feedback that is received as a result of the communication among portfolio process is fundamental to the process (Tucker, Stronge & Gareis 2002).

Montgomery (1997), Tarnowski (1998), Goodfellow (2004) examined the use of portfolios to see the extent in which they facilitate documentation of development. In their

study of the efficacy of portfolio use to enable teachers to document professional development, documentation was found to be the first persisting theme. Documentation is found to be achieved through preparing, creating and presenting the participants' portfolios, fostering a spirit of inquiry within themselves and leading them toward clearer documentation of their observations about themselves as teachers (Winsor, Butt & Reeves 1999). By Crandall (2000) the documentation of performance combined into a teaching portfolio is reported to provide concrete evidence of teacher capability and ongoing development.

Moreover, in ways that no other assessment method can, portfolios provide a connection to the contexts and personal histories of real teaching and make it possible to document the unfolding of both teaching and learning over time. In this sense, they are multidimensional assessment tools to portray and understand teachers' performance and achievement (Wolf 1991 in Winsor, Butt & Reeves 1999).

To sum up, though research studies investigated differencing dimensions of portfolio development, they demonstrate consensus on the effectiveness of teacher portfolios on competencies and professional development of teachers. They are proved to be effective in supporting collaboration, collegiality, conversation and social interaction, teacher evaluation and assessment, reflective practice, making decisions about in-service and pre-service teacher performance or making decision for promotion.

### **3.7 Chapter summary**

This chapter provided a review of related literature on teacher portfolios as a tool for reflective thinking and professional development. It focused on definitions of teacher portfolio. Purposes and possible content of portfolio construction were also included. Significantly to make a more clear idea of teacher portfolio as well as to showcase its effectiveness in teacher development and competency development, possible advantages and challenges were also explained. Next, a brief overview of research on teacher portfolio was provided.



## **CHAPTER IV**

### **METHODOLOGY**

#### **4.0 Introduction**

This chapter presents design of the study and data collection methods involved. The chapter then proceeds with the description of the methodology that was adopted by detailing the overall design and the instrumentation used, including the piloting stage and the processes of sampling, context of the study, data collection, analysis and interpretation.

#### **4.1 Objectives and research questions of the study**

This study aims to explore effects and implications of teacher portfolio construction on English language teachers' competencies and professional development. Teachers' perceptions regarding the effects of teacher portfolio process are also targeted.

Therefore, the research questions addressed by this study are as follows;

**RQ 1:** What are the English language teachers' perceptions regarding their competencies?

**RQ 2:** What are the English language teachers' opinions regarding professional development and teacher portfolios?

**RQ 3:** What are the immediate impacts of teacher portfolio construction on EFL teachers' professional development?

**RQ 4:** Does teacher portfolio construction influence EFL teachers' competency development?

**RQ 5:** How do the EFL teachers evaluate/assess the impact of teacher portfolio construction on their professional development?

#### **4.2 Design and rationale of the study**

The current study was designed as a multiple-case study with a combination of qualitative and quantitative research methods so as to permit the researcher to have an in-depth understanding upon the impact of teacher portfolio construction on English language

teachers' competencies and professional development. Case study was regarded to be particularly suitable research approach because of some basic reasons.

First of all, the scope of case study as an empirical inquiry is to investigate a contemporary phenomenon within its real-life context especially when the boundaries between phenomenon and context are not clearly evident (Yin 2003a, cited in Duff 2008). Case studies do not have to adhere to particular methodologies; rather, case methodology is characterized by an interest in the particularities of case or cases, not by the methods employed (Stake 1994, cited in Elmabruk 2008). Thus, researcher can employ different methods of data collection.

Secondly, it “reveals the multiplicity of factors that interacts to produce the unique character of the entity that is the subject of study” through description, explanation, evaluation and prediction (Yin 1989, cited in Mohamed 2006:64). In doing so, participants of study are provided flexibility and opportunity to express what they are experiencing.

Besides these basic concerns, Yin (1995, cited in Koçoğlu 2006) also states that case study is “the preferred strategy” when ‘how’ ‘why’ and ‘what’ questions are being posed, also when the investigator has little control over events. Therefore, it can be explained as an umbrella term for a combination of research methods whether qualitative or quantitative, but focusing on an inquiry around an instance for which evidence is collected systematically, the relationship between variables is studied, and the study is methodically planned.

Additionally, though observation and interviews are the most frequent used ones, there is not a method excluded, in contrast to the data collection methods that are selected in relation to the task (Bell 1993). In other words, it is the research purpose that dictates methodology of the study.

The purpose of the case study research is another significant point needs to be taken into consideration. Yin (2003b) suggests that there are three types of case study: exploratory, descriptive and explanatory.

An *exploratory* case study aims to define the questions and hypothesis of a subsequent study. It also aims to determine the feasibility of the desired research procedures. A *descriptive* case study presents a complete description of a phenomenon within its context.

An *explanatory* case study presents data bearing on cause-effect relationships explaining how events happen.

Therefore, this case study was descriptive as it answered “what” questions (Yin 1984 as cited in Elmabruk 2008), thus aimed to achieve depth in a particular context by revealing the teachers’ perceptions upon their competencies and professional development. The study was also instrumental (Stake 1994 as cited in Elmabruk 2008) as it was used to gain insight into a particular issue and advance understanding of something rather than the case itself (the teachers’ reactions to TP construction process).

In practical terms, it was necessary to demonstrate the effects of TP construction on teachers’ competencies and professional development. Hence, it was required to create the suitable conditions under which the teachers might experience competency and professional development. A case study approach was, thus, more appropriate to answer the research questions, where in-depth data from the participants could be obtained over a period of time.

Therefore, in this case study, by employing both qualitative and quantitative methods, the study provides valuable insights into the issues under exploration. This included pre-portfolio stage (pre-intervention) and post-portfolio (post-intervention) stage questionnaires, in-depth interviews, informal discussions and conversations during the intervention stage. The data gathered from the whole study was obtained from three phases. The figure below demonstrates qualitative and quantitative methods of data collection used in all phases of the study;

**Figure 4.1: The quantitative and qualitative design of the study**

<b>Pre-portfolio construction stage</b> <b>Duration:2 weeks</b>	<b>Portfolio construction stage (Intervention stage)</b> <b>Duration: 11 weeks</b>	<b>Post-portfolio construction stage</b> <b>Duration: 3 weeks</b>
CPAQ Interviews	Intervention meetings Informal conversations and discussions	CPAQ Post interviews

While reporting the data collection procedure, a detailed narration of the overall design of the study is explained in sub-section in 4.5.2.

### 4.3 Instrumentation of the study

Considerable thought was given to how to collect, manage and analyze data as the ultimate aim was to obtain valid and reliable data. Thus, to be able to find answers to the research questions of the study, a questionnaire and semi-structured interviews were developed by the researcher. These two instruments are explained in a detailed way in this section. These basic instruments of data collection were supported by the observations, informal dialogues and conversations between the researcher and the teachers during the intervention phase of the study.

#### 4.3.1 Questionnaire (Competency and Performance Assessment Questionnaire)

The questionnaire which was called as *Competency and Performance Assessment Questionnaire* (CPAQ) consisted of two parts (See Appendix A). Part A aimed to gather personal information including some basic information such as age, gender and teaching experience. Educational background, language learning experiences, participation in professional development programs and memberships to professional development organizations were also included in this part. In addition to this basic information, some questions regarding the teachers' workplace duties were also asked in that part (Questions, 16<sup>th</sup>, 17<sup>th</sup>, 18<sup>th</sup>).

Additionally, a 21-item scale was also included in this part so as to define the extent to which the participants actively engaged in the planning, practice and evaluation of their own teaching performance. The scale was developed by the researcher by examining the related literature. The items included in this scale targeted to gather data on evaluation (self and peer), development of teaching and evaluation strategies, goal setting and evaluation and peer sharing. The following table presents the content of the scale (see table 4.1).

**Table 4.1: Practices done in the meetings**

Categories	Items in the questionnaire
Evaluation	
Self	1,2,5,6,7,9,19
Peer	8

Developing teaching & evaluation strategies/tools	3,4,13,18
Goal setting & evaluation	10,11,12
Peer sharing	14,15,16,17,20

In addition to Part A, Part B of the questionnaire aimed to obtain the teachers' perceptions upon their own competencies which were set by Ministry of National Education, General Directorate of Teacher Training and Education by means of the study that the Directorate started on the 24<sup>th</sup> of October 2008 and finalized towards the end of 2009 (see [http://otmg.meb.gov.tr/belgeler/ortaogretim\\_anketler/Ingilizce\\_anketi.doc](http://otmg.meb.gov.tr/belgeler/ortaogretim_anketler/Ingilizce_anketi.doc); <http://otmg.meb.gov.tr/alaningilizce.html>). In their study, the Ministry categorized the competencies under 5 domains as stated below;

1. Planning and organizing English language teaching processes
2. Developing language skills
3. Monitoring and assessing language development
4. Collaborating with school-family and society
5. Professional development in English language teaching

These main 5 domains are also followed by various sub-competency domains. Therefore, the performance indicators under each sub-competency domain stand for language teachers' competencies, and were designed under a five-point scale which was graded as; *always, generally, sometimes, rarely and never*.

The first version of the questionnaire consisted of 117 items representing a performance indicator. However, until the questionnaire reached the final version, it was revised with the supervisor so many times and in each time some items were excluded and some others was added. For instance, four sub-competency domains including 15 performance indicators were also excluded from the fourth domain "collaborating with school-family and society" as they did not conform to the aims of the study. The reason for this was; the general aim of the study was to understand the teachers' competency development related issues such as in-class performance of teachers rather than the ones outside the classroom.

In order to further validate the survey, a new draft was prepared in light of the feedback and was shared with the supervisor again. Furthermore, double questions which asked two or more questions in one while expecting a single answer, were rewritten and divided into two. As stated by (Dörnyei 2003) with double-barreled questions even if respondents do provide an answer, there is no way of knowing which part of the question the answer concerned. After a series of drafts or receiving the supervisor's comments, the required modifications were made, the final version of the questionnaire consisting of 139 items (see Appendix A) was completed and validated.

Basically, validity of the research was tried to be built on content, face and construct validity. Content validity of the questionnaire, which refers to the representativeness of the method and content of the procedure for the kinds of skills the researcher want to assess, was established through a review by the supervisor and the researcher in accordance with the English language teachers' competencies that were set by the Ministry of National Education as a result of a series of research conducted on teacher competencies ([http://otmg.meb.gov.tr/belgeler/ortaogretim\\_anketler/Ingilizce\\_anketi.doc](http://otmg.meb.gov.tr/belgeler/ortaogretim_anketler/Ingilizce_anketi.doc) and <http://otmg.meb.gov.tr/alaningilizce.html>).

Construct validity was sought by ensuring that research constructs were operationalised, understood and used in accordance with the relevant literature. The supervisor and the researcher examined the clarity, suitability and validity of the instrument. Based on the supervisor's recommendations, the questionnaire was slightly modified some of which included question wording (e.g. the statement "*Have you ever received training in a country where English is native language?*" was changed into "*Have you ever received training in a country where English is the medium of communication?*") Some new questions were also added as a result of the feedback received (e.g. 'membership to social/cultural and professional organizations and subscription to periodicals' were added to Part A following the supervisor's recommendation).

After the completion of Part B, the final draft of the whole questionnaire was formed. As for face validity of the questionnaire, which is qualitative and least scientific measure; however, closely connected to content validity, a number of important decisions were needed to be taken regarding the general features, such as length, layout which included format, density, paper quality and sequence marking and anonymity. These

aspects of the questionnaire were also revised with the supervisor a few times. The aim in face validity check was to decide how valid it appeared on the surface. Throughout these reviews, issues related to format, sequence and scaling were considered and clarified.

Additionally, main components such as title, instructions, general and specific, questionnaire items were also taken into consideration. These components were required to be very clearly separated from the instructions via different typefaces and font styles come in handy.

In addition to these, question wording, which may cause ambiguity, imprecision and assumption, was paid attention to ensure internal reliability of the questionnaire. Internal validity was significant so as to ensure that questions meant the same to all the respondents and each item in the questionnaire measured a single idea. Hence, the items that made up the questionnaire were internally consistent.

Moreover, additional information was also included by means of a cover page, such as the researcher as a contact name to get in touch if there were any questions. A brief note stating that it was not compulsory to participate in the study and promising to share the results of the questionnaire and the summary of the findings with the respondents were also added. Besides, the researcher assured that all the information obtained from the questionnaires would remain confidential. Last but not least, “final thank you” was also included at the very end of the questionnaire to thank the respondents for their cooperation and contribution. Once both the supervisor and the researcher were sure that all the required modifications and corrections were made, they moved forward with the pilot study.

#### **4.3.2 Semi-structured interviews**

In addition to questionnaire, as a source of richer in-depth data, semi-structured interviewing was considered suitable for the purpose of this case study. It both involved a set of issues to be explored with each person interviewed and allowed a systematic collection of data from each participant, while providing insights into the participant's world. This approach also provided a comfortable context in face-to-face interviews. Additionally, interviewing helped to establish rapport with the teachers. Establishing rapport contributed to maintaining a healthy and friendly relationship during the whole study. Such a rapport also helped in bringing out detailed information about the issues

which may not have possibly been accessed simply through other data collection strategies such as questionnaires or observations.

In interviews, a central role was played by the researcher as an interviewer. An effective interviewer is expected not only to be knowledgeable about the subject matter but also to be an expert in interaction and communication; a skillful interviewer can follow up ideas, probe responses and investigates motives and feelings, which a questionnaire can never do (Bell 1999, cited in Elmabruck 2008). Therefore, in this study, the researcher was assumed to effectively manage her role as an interviewer.

Based on the related literature, the questions in this pre-stage interview were developed by the researcher in the supervisory of the advisor. The questions focused on three themes: teacher professional development (TPD) & reflective practice (See Appendix B, Questions 1-8) and teacher portfolio (TP) (See Appendix B, questions 9-15). The questions concerned in getting data on various aspects of the themes stated above. For instance, for TPD & reflective practice, questions tried to capture the teachers' perceptions upon PD, practices for PD, their PD plans or short and long term goals and reflective practices.

In order to pre-determine the teachers' perceptions upon teacher portfolio, the questions included in this pre-stage (pre-intervention) phase of teacher portfolio construction served to obtain data about aims, advantages, challenges and previous portfolio experiences of the teachers.

The exact wording of the questions was predetermined. All the interviewees were asked the same questions in the same order. When it was necessary to probe the responses to the basic questions, clarification questions were asked.

The validity of the interview was tried to be established by means of the face and content validity. Content validity related to the subjective judgments in selecting questionnaire items which reflected the research objectives or covered the full domain of the content. Face validity, as the least scientific method of validity, was established by ensuring that the measures of the questionnaire reflected the concepts being measured. Therefore, the researcher looked at how valid the interviews appeared on the surface and made subjective judgments based on that.



#### **4.4 Pilot study**

As stated by Bell (1993: 84) all data gathering instruments should be piloted to test how long it takes recipients to complete them, to check that all questions and instructions are clear and to enable the researcher(s) to remove any items which do not yield usable data. Therefore, the purpose of piloting the instrument is to get the bugs out of it and to examine how well the test performs so that participants in the main study will experience no difficulties. Piloting also helps researcher(s) carry out preliminary analysis to see whether the wording and format of questions will present any difficulties when the main data are analyzed.

Thus to pre-test the validity of the data collection instruments and to avoid any ambiguity in any of the items, as ambiguity in the wording has the potential to discourage the respondents from answering certain questions or from returning the questionnaire altogether, the data collection instruments were piloted with a group of teachers having similar demography.

##### **4.4.1 Setting and participants**

As indicated above, in order to examine how well the test performs, the pilot test was conducted in a college in the city center of Edirne. The reason for choosing this school as a site to pilot the test was that it was thought to be the most appropriate context in which the teachers may have similar characteristics as the main study group. The school has teaching programs in all levels of teaching from pre-school to high school. Therefore, the participants of the pilot study taught English at various levels.

The test was piloted with eight English language teachers. As the number of the participants for the pilot study was quite limited, two more English teachers working at another private primary school in Çanakkale were also included in the pilot study. The participants were all female, two of which had MA degrees.

In addition to the information given above, the highest amount of teaching experience was 14 years and the lowest was 2, 5 years. Most of the teachers were between the age of 26 and 30. All of the participants reported that they attended various staff development programs. Additionally, 40 % of the respondents had membership to social, cultural, scientific or professional organizations, while the other 60 % did not have any. 60

% of the respondents had memberships to periodicals related to either language teaching or education, while the other 40 % of the respondents did not have any. Last, but not least all of the respondents had subscription to web sites, data bases and internet forums which may indicate that they engaged in development or pursue for further learning.

#### **4.4.2 Procedure for data collection**

To be able to carry out a small-scale piloting, on the 11<sup>th</sup> of February 2010 by introducing herself and explaining the purpose of the research, the researcher e-mailed the head of the English language teaching department of the school which was chosen as the site to pilot the instrument and invited the teachers to participate in the study. After this initial contact, the head of the department informed the researcher that all of the teachers were asked whether they would liked to contribute to the study and all the teachers consented to attend the pilot study. On the same day, a subsequent e-mail both with a brief explanation about the survey as well as the importance of their participation and with a link to the online survey was sent to a group of 10 teachers.

They were asked to take the questionnaire and provide feedback on the amount of time to complete, the user-friendliness of the format and any technical problems they may have encountered in relation to clarity and wording. They were given three days to respond to the questionnaire. At the end of the second day, e-mail reminders were sent to all participants to encourage them to respond. At the end of the second day, all the respondents sent the questionnaires back.

#### **4.4.3 Data analysis**

Once the data were collected from the pilot study, the supervisor and the researcher reviewed the feedback. The data gathered from the pilot study was analyzed for clarity check as the pilot study aimed to test the practicality of the test, to identify the items that might be misunderstood and required to be modified.

#### **4.4.4 Implications for the main study**

As it can be inferred, piloting was of crucial importance to explore the participants' meanings and perceptions about the issues the researcher wanted to measure. The implications of piloting actually lied behind the fact that the data collection instrument was

piloted in a condition as similar as the expected field conditions for the main study. Piloting was also conducted with the respondents who had similar socio-demographic characteristics of the ones that were planned to collect data from.

Therefore, piloting made ‘field testing’ possible, allowed the researcher to collect feedback about how the instrument worked and made it possible to see whether it performed the job that it was designed for. Piloting further helped the researcher eliminate inadequacies in the wording of some statements such as preventing loaded questions or statements.

Though none of the respondents reported a problem for the wording or understandability of the questionnaire and there were no significant adjustments to be made to the survey, based on the information gathered from the piloting, the researcher made the alterations and fine-tuned the final version to be used for the main study, thus improved the validity.

#### **4.5 Main study**

The data sources for this case study are questionnaires and semi-structured interviews. To be able to conduct research at the school which was pre-determined as the research site, appropriate forms and a research proposal were submitted to the Directorate of National Education in Çanakkale province. Approval to undertake the research was obtained (Ref B.08.4.MEM.4.17.00.07.311/020324 / Appendix C). Additionally, information about the research was given both to school administration and the teachers. Their consent (Appendix D) was obtained, assuring them their anonymity, to ensure that they were not compromised any way.

##### **4.5.1 Setting and participants of the study**

The present study was carried out in a private primary school in the city centre of Çanakkale. English language teachers who worked in this school demonstrated a personal inclination and enthusiasm towards participating in professional development activities. Hence, it was thought to be an appropriate setting to test teacher portfolio construction whether it would have any contributions on the teachers’ competencies and PD.

The language classrooms in that school were heterogeneously grouped and included students of varying abilities. Individual classroom size ranged from fifteen to twenty five. All classes were located within the same building having an approximate twenty-student population.

As an ethical issue to take into account, approval of the school administration was required in order to undertake the research. Therefore, before getting in touch with the teachers themselves, a meeting was arranged with head of the school so as to inform him about the aim and duration of the study.

This meeting was important as it would reveal the school climate to support and sustain PD efforts and opportunities of the teachers. In that meeting, it was easily concluded that the school management encouraged the teachers to take part in various PD studies such as conferences, workshops that were held either in the same city or another city. However, it seemed that there were no readymade regulations or policies for PD of the teachers working at the school. Therefore, it was clear that PD was not an integral feature of some collaboration targeted to school movement. It was not integrated into the school responsibilities of the teachers; it was just a matter of individual effort. The teachers' central reasons and opportunities for PD were related to the allocation of discretionary time and other work conditions encountered day by day. To some large degree, PD was only in relation to the daily teaching experiences that one can anticipate the contributions of more structured opportunities ranging from independent reading to formal course work, conference attendance, participation in committees or special projects and scheduled consultation with colleagues.

By this perspective, the schools' capacity for supporting PD of the teachers was not expressed in a system of obligations, opportunities or rewards. The teachers' obligations for professional preparation and development did not reside formally to any certification or recertification requirements, teacher evaluation standards (such as the use of language teachers' competencies set by Ministry of National Education) and other institutional policies or practices. They were communicated informally by the institutional norms regarding the teachers' performance.

In that meeting, the school management consented for the research study to be undertaken. Though the school management was non-participant throughout the study, they assured their support whenever the researcher needed.

After this initial contact with the school administration, as a first step for the study, the supervisor and the researcher arranged a meeting with the teachers that were planned to work with. In this meeting, the participants were informed about the purpose of the study and were invited to participate. For this, they were invited via an informed consent and given an amount of time period to think about their acceptance to contribute to the study. Therefore the consent letters were just distributed and gathered later on. A copy of the consent is included in Appendices (Appendix D).

Except the online administration of the questionnaires in both pre and post-portfolio construction stages of the study, all the intervention meetings done throughout the study were held in that school, at foreign languages department. The above stated meetings were held in the teachers' hall where all of the teachers shared and also had various teaching documents, books and materials.

The sample for this study included six non-native teachers of English (one male and five females). While the sample was small, it allowed the researcher the time to acquire rich and in-depth understanding of the teachers. To be able to obtain anonymity, the participants were given numbers while reporting the results (T1, T2, T3, T4, T5 and T6). Since the participants of this case study provided baseline data throughout the three phases of the research, a summary of their statistical profiles obtained from the CPAQ is presented below (see Table 4.1).

**Table 4.2: Participant characteristics (N=6)**

<b>CS Participant</b>	<b>Gender</b>	<b>Age group</b>	<b>Teaching Experience</b>	<b>INSET</b>	<b>Education</b>
<b>Teacher 1</b>	Female	Age 31 to 35	11 years	Yes	MA
<b>Teacher 2</b>	Female	Age 21 to 25	1 year	No	MA
<b>Teacher 3</b>	Female	Age 21 to 25	4 years	Yes	MA
<b>Teacher 4</b>	Female	Age 26 to 30	3 years	No	BA
<b>Teacher 5</b>	Female	Age 21 to 25	4 years	Yes	BA
<b>Teacher 6</b>	Male	Age 21 to 25	1 year	Yes	BA

As it is seen in the table above, except one all the teachers were female. Five of them were graduates of English language teaching department except the one who was graduate of American language and literature. She was also the most experienced one in teaching. The age range of the teachers varied between 21 and 35. The average year of teaching experience was 4 years. The average amount of experience in the school that they were working was 3 years.

Besides this basic information, the practices that the teachers engaged in for their PD were another concern of the pre-portfolio construction stage. The table below shows the PD efforts of the participants.

**Table 4.3: Professional development efforts**

<b>Characteristics</b>	<b><i>f</i></b>	<b>%</b>
Subscription to periodicals	5	83,0
Subscription to online sources	5	83,0
Keeping update via reading books	5	83,0
Participation in in-service training programs	4	67,0
Membership to social/cultural/professional organizations	3	50,0

As a part of the teachers' perceptions upon their competencies which would be potentially affected by their PD efforts, the findings presented above would help to reveal a lot upon the relationship between their PD efforts and perceptions on their competencies. Higher percentages in PD efforts appeared to be an important indicator of the teachers' perceptions upon their competencies. As shown in the table, all of the teachers engaged in various ways to pursue development. Half of the teachers had memberships to social, cultural, scientific and professional organizations. Besides, most of the teachers had membership to periodicals; web sites, data bases and internet forums which were generally related to their profession (83, 3 % for both). They also tried to keep themselves updated via reading books on language teaching. The analysis also revealed that more than half of them participated in in-service training programs such as conferences, seminars, online courses. However, PD efforts should be aligned and be included in job-embedded time for improvement become possible.

Further, the teachers were asked to evaluate the effects of these PD efforts on their classroom practices. Implementation of new teaching programs was the area of practice which was mostly affected. It was followed by teaching methods, subject knowledge and classroom management and discipline. Besides, the teachers were asked about the value of “reference books, internet sources, periodicals, courses, seminars” on their PD. The periodicals were the one to be found as the most important, reference books were the second, internet sources were the third which were followed by seminars and courses.

In addition to these PD efforts, the teachers were also asked whether they did any extended reading related to language teaching in the last one year. The teachers reported that the number of books they read in a year changed between 7 and 10. This number seems fine to contribute to the teachers’ knowledge to gain various perspectives in language teaching. However, it needs to become an ongoing strategy in TPD.

As suggested by Little (1993) as the arena in which teaching traditions and reform imperatives confront one another most directly or concretely, the school workplace is both the most crucial and complex of domains in which teachers play out the possibilities for their PD. Therefore, the teachers were also asked about their workplace duties and workload to better contextualize the basic characteristics of their working conditions and to have an idea upon the extent to which they had the opportunity and time to devote practices to promote their development. The table below demonstrates a frame of the teachers’ workplace (see Table 4.4).

**Table 4.4: Participants’ duties in the workplace**

<b>Workplace duties and workload characteristics</b>	<b><i>f</i></b>	<b>%</b>
Teaching level		
Pre-school & Primary school-key stage (1-5)	1	17,0
Primary school key stage (1-5) & (6-8)	1	17,0
Primary school-key stage (1-5)	4	66,0
Average group number		
0-20	---	---
21-30	6	100,0

Other	---	---
Workload		
0-15	1	17,0
16-25	5	83,0
Other	---	---

As the table presents having an average workload of 21 hours, the teachers taught at various levels of classes having an average number of 25 students at each. By becoming part of the work rather than “an additional part”, the context (that is the workplace) in which the teachers interacted was also essential to the success of their PD. Hence, workplace duties and workload were thus significant to occupy the teachers’ time. The atmosphere created as a result of these duties and workload had the potential to affect their time, energy and efforts devoted to their competencies and PD.

For PD to lead to substantial instructional changes and improvements, it requires teachers an adequate amount of time to effectively engage in the process. Thus, the importance of grounding PD in suitable workplace circumstances is a necessary component. In general, the more time invested the better development. As stated by Elmabruk (2008) PD should be bottom-up, teacher-led and open for individual teachers to contribute to. Hence, teachers’ workplace duties and workload should be in a way that allows time for them to determine sense of their own learning needs and take responsibility for their own personal and PD. However, this does not mean that PD should not be a sustainable and coordinated effort. It should, otherwise, be a joint responsibility of teachers and schools which indicates that PD should be both bottom-up and top-down as co-existing components combining the school interface with teachers needs for the purpose of promoting the development of competencies as the ultimate goal of PD.

In addition to these, the teachers were also asked whether they had meetings about planning, implementation and evaluation of their teaching practices. They all stated that they got together for the meetings. The table below shows the frequency of these meetings



**Table 4.5: Frequency of meetings about planning/implementation/evaluation of teaching practices**

<b>Characteristics</b>	<b>f</b>	<b>%</b>
Once a week	2	33,3
Twice a week	2	33,3
Three times a week	2	33,3

The above table revealed a surprising result. It showed that there was not any consensus on the frequency of the meetings in the workplace. The result indicated that the meetings were not formal, routine or imposed by the administrators. They also revealed that, the meetings were not aligned to the school's reform efforts including in-depth interactions between peers by such practices as coaching or mentoring. Because bringing teachers and even administrators together in a co-development process creates a culture with dispositions for continuous professional learning.

As an extension to these meetings, a small scale consisting of 20 items was developed and included in the questionnaire (See Appendix A, Part A, question 19). The items aimed to elicit data about teaching practices of the teachers in relation to evaluation of self, peer, student and teaching materials. Items targeted to teaching and assessment strategies and tools were also included. Additionally, the frequency of practices of peer sharing, goal setting and evaluation were also other concerns of this small-scale. The participants were given these set of questions and were asked to reply them by stating one of these frequency adverbs "always, sometimes, rarely and never".

#### **4.5.2 Procedure for data collection**

##### **The intervention phase**

From a research perspective, the study was constructed on three main phases (stages) which had inter-related aims. The aim of the first phase was to determine the teachers' perceptions regarding their competencies and PD. In order to achieve this aim, in this pre-stage, as both qualitative and quantitative measure of data collection, "Competency and Performance Assessment Questionnaire" (CPAQ) (see Appendix A) was administered. The CPAQ was administered to understand the teachers' perceptions upon

their competencies and PD. The questionnaire also aimed to gain detailed demographic information such as age, gender and PD activities that the teachers engaged in. The main reason in using questionnaire as a data collection tool was its usefulness for economically and speedily obtaining data.

The interview which was the second data collection instrument in the pre-stage was used to capture the teachers' understandings on PD, RP and TP (see Appendix B). The rationale for using the interview was its powerfulness in understanding the teachers' points of view, beliefs and attitude and its interactive nature that was more advantageous than any other types of data collection strategies.

The administration of these data collection tools was necessary so as to gain a broad perspective on the teachers' concerns and aspirations for competencies and PD. Although an explicit administration of a needs analysis did not occur, the significance of this pre-portfolio construction phase also lied in the fact that the data collection tools would reveal the needs of areas for competencies and professionalism which the teachers sought to develop. Hence, this phase yielded the preliminary information upon which appropriate decisions could be made to design and deliver the planned intervention course.

Based on the insights gained in this pre-stage of the study, a TP construction program (in-service training program) was designed (see Appendix G & Figure 4.2). Although the overall aim of the program was to provide the teachers the context in which they would practice the areas of competencies they would liked to improve, there were some restrictions that were required to be taken into consideration. The researcher's capabilities to guide the teachers for an effective implementation of the ideas introduced, the budget and timescale of the study, the amount of time the teachers could devote to the study were the criteria in selecting the content of the program. Therefore, some of the initial ideas for the program were eliminated and the following program was developed.

**Figure 4.2: A framework for TP construction (in-service training) program**

<b>Phase one: Pre-portfolio construction</b>		
<b>Method of data collection</b>	<b>Source of data collection and timing</b>	<b>Form of data &amp; administration</b>
Pre-stage questionnaire (CPAQ)	Case study (CS) participants (six EFL teachers)	Appendix A
Semi-structured		Online administered
		Appendix B

interviews	(2 weeks)	Audio recorded & transcribed
<b>Phase two: Intervention course</b>		
<u>1<sup>st</sup> intervention meeting:</u> -Sharing and reflecting on the results of CPAQ -Goal setting for the first task	CS participants carrying out the tasks (2 weeks)	Teacher portfolio Forms A & B
<u>2<sup>nd</sup> intervention meeting:</u> -Reporting and reflecting on the first task -Another round of goal setting -Introduction into Peer Observation (PO)	CS participants carrying out the tasks (3 weeks )	Teacher portfolio Forms B, C & D Forms E/F/G
<u>3<sup>rd</sup> intervention meeting:</u> -Reporting and reflecting on; the second round of goal setting & PO -Previewing activity books and implementing by PO	CS participants carrying out the tasks (3 weeks )	Teacher portfolio Form B Forms E/F/G
<u>4<sup>th</sup> intervention meeting:</u> -Reporting and reflecting on the implementation of book preview via PO	CS participants carrying out the tasks (1 week )	Forms E,F,G
<u>5<sup>th</sup> intervention meeting:</u> -Evaluation of the in-service training program	CS participants carrying out the tasks (2 weeks )	Appendix E Audio recorded & transcribed
<b>Phase three: Post-portfolio construction</b>		
Post-stage questionnaire (CPAQ)	CS participants (six EFL teachers) (3 weeks )	Appendix A Online administered
Semi-structured interviews		Appendix F Audio recorded & transcribed

As the figure presents, the second phase of the current case study was the *intervention course*. During this phase an intervention program was delivered to case study participants to apply the research activities and extract appropriate data. In this phase, the participants were introduced the concept of teacher portfolio and asked to construct their own portfolios in relation to the program which had different components such as goal

setting, reflection and peer observation (see Figure 4.2). The purpose of this phase was, therefore, to provide answers to specific research questions regarding the effects and implications of teacher portfolio construction on the teachers' competencies and PD.

In this experimentation stage, a qualitative design was followed by means of various structured forms that were designed to gather data throughout the TP construction sessions, while the teachers were implementing the ideas and concepts that were introduced to them by the researcher. In each of the intervention meeting which took nearly two hours, the researcher and the teachers got together. The teachers reported their practices, shared their reflections about their experiments for the activities involved in. They were introduced the new concepts to be practiced and shared for the following intervention meeting. Gaps ranging from one to three weeks between these intervention meetings provided the teachers to implement the new concepts introduced in the meetings and to keep the records of their practices in their portfolios. These gaps also helped the researcher and the supervisor to commence for the following intervention meeting. The intervention course was followed by an immediate evaluation session, in other words, a researcher-teachers meeting whereby the teachers were asked to reflect on the activities involved so as to receive feedback on the effectiveness of in-service training program on their competencies and PD (see Appendix E).

The third and final phase (post-portfolio construction) was the stage where re-administration of the data collection tools happened. In this phase, CPAQ was re-administered. It was used to uncover whether any difference occurred upon the teachers' perceptions on their competencies and PD. CPAQ was followed by a final (post-portfolio construction) interview (see Appendix F) inquiring about the teachers' opinions and evaluations regarding the general and personal-professional effects of TP construction. All these data collection strategies were supported, thus validated by the observations of the researcher throughout the intervention meetings. By such procedures, an in-depth, holistic and also naturalistic understanding of the results was tried to be captured.

By means of these phases, it was tried to be determined whether TP construction influenced the EFL teachers' competencies and PD. As briefly summarized above, in the figure 4.2, using several strategies for data collection upon the impact of TP construction program (in-service training program) on the teachers' PD would not have made any sense if it had not been combined with a successfully guided evaluation. Therefore, evaluation

of PD as an indispensable and essential component of in-service training program took great significance to determine the true impact of the program on the teachers' competencies and PD. That was why the model of evaluation which was suggested by Guskey (2000a, cited in Guskey 2002:48) guided the evaluation of the intervention program (see Chapter II, Figure 2.4). Having five levels of PD evaluation, level 4 was the most appropriate one for the research purposes to prove that PD program made any difference. The key to collect relevant information at this level rested in specifying clear indicators of both the degree and the quality of implementation of the TP program.

#### **4.5.2.1 Questionnaire survey**

The data collection stage that was started with the application of questionnaires and interviews can be regarded as pre-stage data collection as it would be followed by a sixteen week TP construction program (in-service training program). The program included intervention meetings throughout which various practices were held to promote the teachers' competencies and PD (see Figure 4.2). Therefore, in this pre-stage data collection phase, data collection was provided with the application of competency questionnaire and interviews which were going to be supported by observation conducted throughout the regular weekly meetings.

In the pre-stage of teacher portfolio construction, the CPAQ was online administered. Therefore, the questionnaires were e-mailed to the teachers on the 19<sup>th</sup> of February 2010 with a brief explanation and a deadline. However, later on it was realized that a technical problem appeared in the mailing system. Hence, a new e-mail was sent to the teachers on the 21<sup>st</sup> of February 2010 with a new deadline. On the 24<sup>th</sup> of February as reminders, e-mails were sent to all the teachers to encourage them to respond. At the end of 25<sup>th</sup> of February, all of the questionnaires were filled and sent back to the researcher.

After the sixteen-week-TP construction program was over, the CPAQ was re-administered to see whether TP construction period structured by a pre-planned TP construction program (in-service training program) had any effect on the teachers' perceptions regarding their competencies and PD.

#### 4.5.2.2 Semi-structured interviews

In addition to the competency questionnaire (CPAQ) mentioned above, other data collection tools in the main study were the interviews conducted in pre-portfolio construction and post-portfolio construction stages.

The pre-portfolio construction stage interview was conducted on the 3<sup>rd</sup> of March 2010 by the researcher. The interviews took place at the meeting hall of the school. At the beginning of each interview, the teachers' consent was obtained (verbally) to audio record the interview. Tape recording was thought to be readily capturing the data more faithful and allowed the interviewer to concentrate on asking the questions rather than hurriedly taking notes. The teachers were reminded that they could discontinue the recording at any point they wished. The interviews which were conducted in Turkish took between 15 – 30 minutes and transcribed later on. The pre-stage interview aimed to gain the teachers' opinions about PD, RP (Appendix B, Part A) and TP (Appendix B, Part B).

In addition to this pre-stage interview, one more interview, a post-interview (Appendix F) was developed by the researcher and validated through the feedback given by the supervisor. The interview aimed to get the teachers' evaluations on the effects of the intervention program on their competencies and PD.

The final interview or post-portfolio construction interview was conducted on the 9<sup>th</sup> of June and aimed to gather an overall feedback from the teachers regarding the effects of TP construction on their competencies and PD. As it was done in the previous interviews, the final interview was also audio-recorded after the teachers' consents were obtained. It was also held in Turkish in order not to lose any data that may have possibly resulted from language incompetency.

In addition to these formal interviews, a researcher-teachers meeting was held at the end of the TP construction program (in-service training program). The detailed narration of this meeting is provided in Chapter V, while presenting the findings pertaining to research question 3. Regular informal conversations were also often held before and after the intervention meetings during the TP construction process. These systematic discussions of in-service training program or the intervention phase was itself a form of enquiry and proved to be valuable opportunities to informally discuss the contributions and challenges of TP construction or its impact on the teachers' competencies and PD.

### **4.5.3 Data analysis**

The following two sub-sections describe data analysis procedures concerning the core of the research questions in discussion. A combination of qualitative and quantitative strategies is used for analysis to ensure internal validity.

#### **4.5.3.1 Quantitative data**

The quantitative data gathered for this study included the teachers' responses to the competency questionnaire (CPAQ) about their perceptions regarding their competencies and engagement in PD activities. The responses were entered into a file and analyzed statistically using the computer software program Statistical Package for Social Sciences, (SPSS). Statistical analysis that was carried out on the data included the calculation of descriptive statistics and t-tests.

#### **4.5.3.2 Qualitative data**

Most of the data was qualitative. This included all open-ended items in the questionnaires, interview transcriptions, peer-evaluations and self-evaluations of the participants. Rather than using computerized data analysis, a manual inductive content analysis was used for qualitative/verbal report data. It is one of the most conventional methods for analyzing a range of qualitative material, particularly interesting extracts transcribed from audio recordings, (interviews, observations) as deemed appropriate to answer particular questions.

Content analysis can be described as a research method using a set of procedures to make valid inferences from text. Through content analysis, objective and systematical inferences can be made (Holsti 1969 and Weber 1990, cited in Stemler 2001). Content analytic procedures thus operate directly on text or transcripts of human communication. This approach to analysis of text allows researchers to analyze relatively unstructured data.

An essential part of the content analytic procedure is the process of data reduction where "many words of texts are classified into much fewer content categories" (Weber 1990, cited in Stemler 2001). The first reduction is to skip less relevant or recurring material. The second reduction is to group similar relevant material under certain categories and then summarizing. The second reduction is one of the major stages of

qualitative data analysis which requires researcher(s) to carefully read the transcribed data line by line and divide the data into meaningful analytical segments. The segments are marked with symbols, descriptive words or category names. Researcher assigns a code or category name to signify the particular segment and continues until all the data is segmented and coded. What makes the technique particularly rich and meaningful is its reliance on coding and categorizing of the data which groups words with similar meaning or connotations (Elmabruk 2008).

As stated by Charmaz (1983, cited in Seidel 1998), codes serve to summarize, synthesize and sort the data. Coding becomes the fundamental means of developing the analysis. Researchers use codes to pull together and categorize a series of otherwise discrete events, statements and observations which they identify in the data.

During coding, researcher keeps a master list which can be called as the list of all the codes that are developed and used in the research study. Then, the codes are reapplied to new segments of data each time an appropriate segment is encountered.

Therefore, in this study for the analysis of the qualitative data, the researcher firstly transcribed, and then reduced the data. In other words, she just noted down the relevant or recurring information which were repeated themes. Following this first reduction, the researcher carefully grouped the related themes together given a super ordinate heading, and then tabulated the data.

The qualitative data was also supported by interpretations and explanations from the researcher observations. Hence, as a multiple-case study of six focal participants the sense of representativeness of, or variation among cases was increased. Thus, by providing comparative nature (Dörnyei 2007) data, face validity of the qualitative analysis was tried to be increased.

While presenting the qualitative findings, the most representative selections were tried to be provided. This did not mean that what the other teachers said was of lesser importance. When similar ideas were provided by the participants, only the most representative ones were included in the report of the findings so as not to make it too long, repetitious and complicated.



Accordingly, as suggested by Geertz (1973) and Nunan & Bailey (2009) the credibility of the findings and the interpretative nature of the study were increased by yielding rich data about case members using verbatim quotations, thus capturing the participants' experiences and perspectives concerning central issues to the research under investigation

Although the data to support research questions was tried to be organized in a way to avoid repetitions, there may have been some areas where it was impossible to avoid mentioning one theme within another because of the overlapping categories. Thus, it may be possible to see some themes wholly discussed in one section while only mentioned in another.

#### **4.6 Chapter summary**

This chapter presented the research design, research instruments and data collection procedures. Descriptions of analysis were provided to strengthen trustworthiness and transparency. The results of the gathered data from the data collection instruments are presented in the next chapter.

## CHAPTER V

### FINDINGS AND DISCUSSIONS

#### 5.0 Introduction

In this chapter, findings from the study are presented in detail and answers to research questions are provided. The analyses of qualitative and quantitative data obtained from different sources are presented.

#### 5.1 Findings of the main study

The aim of the current study was to find out perceptions of a group of English language teachers' about their competencies. The teachers' opinions with regard to professional development and teacher portfolios were also explored. All of these core issues were investigated by means of a teacher portfolio construction program. Hence, the impacts and implications of teacher portfolio construction on English language teachers' competencies and professional development could be sought. Based on these basic aims, the research questions that were used to guide this study are as follows;

***RQ 1:** What are the English language teachers' perceptions regarding their competencies?*

***RQ 2:** What are the English language teachers' opinions regarding professional development and teacher portfolio?*

***RQ 3:** What are the immediate impacts of teacher portfolio construction on EFL teachers' professional development?*

***RQ 4:** Does TP construction influence EFL teachers' competency development?*

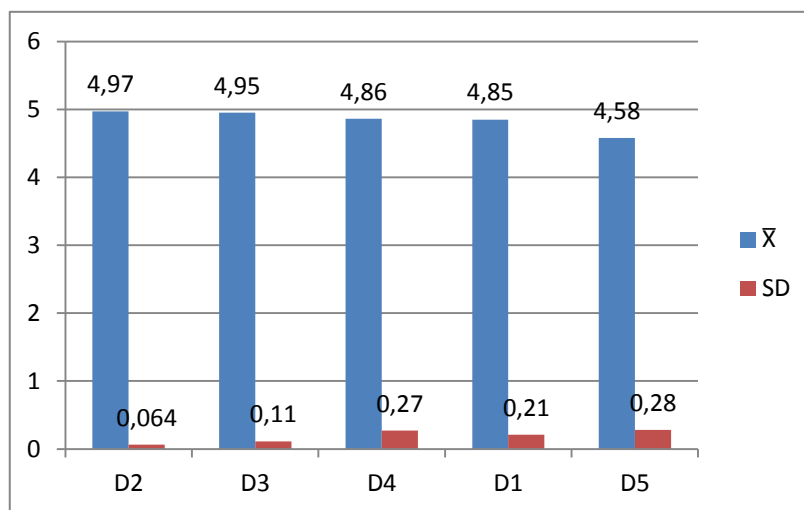
***RQ 5:** How do the EFL teachers evaluate / assess the impact of teacher portfolio construction on their professional development?*

##### **5.1.1 RQ 1: What are the English language teachers' perceptions regarding their competencies?**

To be able to find out the teachers' perceptions upon their competencies, the participants were asked to rate themselves via competency and performance assessment

questionnaire (CPAQ) before the TP construction process started (see Appendix A). Means ( $\bar{X}$ ) and standard deviations (SD) for both main competency and sub-competency domains were calculated. The results are presented in the following figure (see Figure 5.1)

**Figure 5.1: Descriptive statistics for main competency domains (N=6)**



*(D1: Planning and arranging English language teaching processes; D2: Developing language skills; D3: Monitoring and evaluating language development; D4: Collaborating with school-family and society; D5: Professional Development in English language teaching)*

As it is seen in the figure above, the initial analysis of the data showed that the teachers' perceptions related to their competencies were quite high. The teachers' rated themselves competent on all five competency domains. However, the mean values of Domain 2 ( $\bar{X}$ = 4.97 & SD= 0.06) and Domain 3 ( $\bar{X}$ = 4.95 & SD= .11) were found as the highest. This finding indicated that the teachers had high and positive perceptions in relation to their competencies for developing learners' language skills (D2) as well as monitoring and evaluating learners' language development (D3). This result could be an expected one when general, everyday functioning of teachers as placing more emphasis on classroom learning and teaching; and evaluation and assessment of learners are considered.

As also proposed by some other researchers, the finding may suggest that the participants of the study mainly focus on the task of teaching and evaluation. For this reason, it is only natural that competency perceptions related to these two domains were found high (Darling-Hammond 1999 & 2000; Wilson & Berne 1999; Daloğlu 2004; Goldschmidt & Phelps 2010).

These two highest competency domains (D2 & D3) were followed by Domain 4 ( $\bar{X}= 4.86$  &  $SD= .27$ ) and Domain 1 ( $\bar{X}= 4.85$  &  $SD= .21$ ) on which the teachers perceived themselves almost equally competent. Similarly, this finding also indicated that the teachers believed that they were both competent in planning and arranging language teaching processes as well as collaborating not only with families but also with other outside sources which can contribute to develop learners' language skills. Specifically speaking, D1 "*planning and arranging English language teaching processes*" showed that the teachers believed they were competent in language teaching processes including various components such as making appropriate plans; arranging suitable environments; using appropriate methods and techniques; using appropriate materials and resources; and using technological devices for learners' language development.

As it is presented above in Figure 5.1, the teachers rated them competent on almost all of the competency domains. However, the competency domain which the teachers evaluated them relatively less competent was D5 ( $\bar{X}= 4.58$  &  $SD= .28$ ) which stand for "*professional development in English language teaching*". Though D5 was found to be relatively lower than the other competency domains, it is not possible to say that the teachers perceived them as not competent in gaining PD as language teachers.

Although the number of research studies with regard to English language teachers' perceptions upon their competencies is quite a few, similar findings were reported by several researchers in Turkey as well. For instance, in the study of (Saatci 2008: 57-70) a relatively high level of familiarity on English language teachers' perceptions for the development of learners' language skills was reported. Similarly, in their studies on primary and secondary school teachers' perceptions Karacaoğlu (2008: 80-84) and physical education teachers' perceptions upon their competencies, Ünlü (2008: 97-107) also reported a high level of familiarity. Likewise, in the studies on music teachers' opinions upon their competencies, (Gündoğdu 2006: 46-66) and measurement and evaluation competencies of primary school teachers' (Güneş 2007: 98) similar conclusions were drawn. The common finding pertaining to all these studies may indicate that teachers feel confident about their competencies for teaching which points that their main drive for teaching is concerned with developing learners' skills.

In addition to the main competency domains demonstrated above in Figure 5.1, the means and standard deviations of the sub-competency domains are provided below (see

Table 5.1). The concern in explicitly providing the mean values and standard deviations of sub-competency domains is to present what constitutes the main domains as well as to understand the nature of each competency domain.

**Table 5.1: Descriptive statistics for sub-competency domains**

Main Competency Domains	Sub-competency domains		$\bar{X}$	SD
D1: Planning and arranging English language teaching processes	Item 1	To be able to make appropriate plans for English language teaching	4.83	.28
	Item 2	To be able to arrange appropriate learning environments for English language teaching	4.86	.12
	Item 3	To be able to use appropriate methods and techniques for English language teaching	4.96	.10
	Item 4	To be able to use appropriate materials and resources for teaching process	4.77	.30
	Item 5	To be able to use technological resources for language development	4.83	.41
D2: Developing language skills	Item 6	To be able to help learners develop effective language learning strategies	4.89	.20
	Item 7	To be able to encourage learners to use English in an accurate and comprehensible way	4.92	.20
	Item 8	To be able to develop learners' listening skills	5.00	.00
	Item 9	To be able to develop learners' speaking skills	4.98	.049
	Item 10	To be able to develop learners' reading skills	5.00	.00
	Item 11	To be able to develop learners' writing skills	5.00	.00
D3: Monitoring and Evaluating language development	Item 12	To be able to make use of teaching practices by considering learners with special learning needs and special education requirements	5.00	.00
	Item 13	To be able to set objectives of assessment and evaluation practices regarding English language teaching	4.92	.20
	Item 14	To be able to use assessment and evaluation tools and methods which are appropriate for objectives in English language teaching	4.86	.22
	Item 15	To be able to interpret and feed back results of assessment practices to determine learners' language development	5.00	.00
D4: Collaborating with school-family and society	Item 16	To be able to reflect results of assessment and evaluation on teaching applications to identify learners' language development	5.00	.00
	Item 17	To be able to collaborate with families for the development of learners' language skills	4.78	.54
	Item 18	To be able to collaborate with institutions, organizations and individuals for learners to comprehend the importance of foreign language learning	4.93	.16

<b>D5: Professional Development in English Language Teaching</b>	<b>Item 19</b>	To be able to identify professional competencies regarding English language teaching	4.69	.33
	<b>Item 20</b>	To be able to gain personal and professional development in English language teaching	4.41	.56
	<b>Item 21</b>	To be able to take the advantage of scientific research methods and techniques in relation to professional development practices	4.22	.65
	<b>Item 22</b>	To be able to apply the results of researches to teaching practices for professional development	5.00	.00

As can be seen in the table, in all first four sub-competency domains, the participants rated themselves quite competent, mean values ranging from  $\bar{X}=5.00$  the highest to  $\bar{X}=4.77$  the lowest. There may be several reasons for this. First of all, as the data collection tool, the questionnaire raised some challenges. One of the challenges can be named as social desirability bias which makes respondents to show them as prestigious and have the tendency to reply in a manner that will be viewed favorably by others. This may be one of the reasons that the teachers overrated their competencies.

Interestingly, the mean values for items 19, 20 and 21 in sub-competency domain 5 related to professional development exhibit a relatively lower competency perceptions for the teachers except item 22 which is again related to classroom practices of the teachers ( $\bar{X}= 4.69$ ;  $\bar{X}= 4.41$  and  $\bar{X}=4.22$  respectively). With regard to the ways teachers generally function on a daily basis, i.e. planning, teaching, selecting materials, providing feedback etc, the participants in this study reported to have high competency perceptions. However, regarding those that require teachers to take action for themselves such as setting goal, planning their own career path to follow, the data revealed that the teachers feel relatively less competent, showing that if not required the teachers may ignore professional development by falling short in creating the time, putting the energy into this kind of action. Similar to these findings, in the study of Karacaoğlu (2008: 85) while the teachers evaluated themselves qualified in the competencies of pedagogical knowledge, they evaluated themselves relatively less qualified in PD related competencies. These competencies included participation in scientific studies and scientific environments ( $\bar{X}=3.79$ ), doing/participating in research studies. A relatively low mean value was gained as for the teachers' competencies to monitor and contribute to their own professional development ( $\bar{X}=3.85$ ).

As clearly stated by Rouamba (1998), the findings upon the teachers' perceptions regarding their competencies highlight that the main approach to initial teacher education which is dominant in many ELT (English language teaching) programs is the model-based form of teacher skill development. It is practical as it focuses on methods, strategies and techniques which are readily usable in language classroom. This has situated teachers' competencies development within their daily practices of classroom lives. That is why a great number of teachers evaluate them as competent.

However, relatively little research has been done on language teachers' perceptions regarding their competencies. Among many other variables such as, methods, approaches, materials and learning environment (Darling-Hammond 1999 & 2000; Wilson & Berne 1999; Daloğlu 2004; Goldschmidt & Phelps 2010) teachers' competencies were found to affect success of foreign language teaching and student achievement. Therefore, more research studies are essential to shed light into the significance of teachers' competency development both in pre-service teacher education and in-service teacher training.

### **5.1.2 RQ 2: What are the English language teachers' opinions regarding professional development and teacher portfolio?**

To be able to find out the teachers' opinions for PD and TP, they were interviewed at the very beginning of the study. In this pre-stage interview, the teachers were asked how they conceptualized PD and what it meant to them (see Appendix B). Since teacher portfolio (TP) and professional development (PD) were of concerns to this study, it was significant to know what the teachers thought about these two concepts.

The results gained from this pre-stage interview are presented in a detailed way in the following two sub-sections.

#### **Professional development:**

In the pre-stage interview, the teachers were asked to define PD, explain practices to gain PD, their PD plans and also short-term and long-term PD plans. The findings of these questions are handled one by one. They are going to be supported by quotations and verbatim.

The analysis of the data obtained for how the teachers defined PD yielded 20 responses which were put under two main categories. The table below presents the findings.

**Table 5.2: Definitions of professional development**

<b>Categories</b>	<b><i>f</i></b>	<b><i>%</i></b>
Seeking outside help/use of various resources	12	60
Use of skills and knowledge	8	40
<b><i>Total</i></b>	<b><i>20</i></b>	<b><i>100</i></b>

As it is demonstrated in the table above, definitions for PD were categorized into two as; *seeking outside help/use of various resources* and *use of skills and knowledge*. Within the first category, *seeking outside help/use of various resources*, PD was perceived as; following publications and periodicals ( $f=3$ ), participation in in-service training programs - INSET ( $f=3$ ), doing graduate and post graduate studies ( $f=3$ ) and self evaluation ( $f=3$ ).

The components of this category might suggest that, as practitioners, the teachers were aware of the fact that they needed to keep up with rapid progress and change in teaching and education. Because of this reason, they explained PD by mentioning the most common ways to develop their teaching skills, rather than relating PD to some other ways such as peer-coaching, study groups, action research, mentoring or teaching portfolios.

One of the highlighting results gained by this categorization is that, in-service training programs, courses and seminars (INSET) were equally stated by the teachers as they mentioned the other ways. This finding agrees with the studies of Hustler, McNamara, Jarvis, Londra, Campbell (2003) and Hismanoğlu (2010) where INSET was also reported as one of the most frequently stated ways of PD. In its general sense, INSET was explained as a way of upgrading teacher knowledge and skills in a short period of time.

It should also be noted that, for the teachers defining PD as self-evaluation shows their commitment to analyze and evaluate their own teaching acts. Self evaluation as a way to examine their own teaching and review image of themselves as English language teachers makes them both responsible for student outcomes and their own professional



growth. In this sense, as supported by the assumption of Wallace (1991) self-evaluation is the core strand of TPD as it includes reflecting and questioning over one's own practice.

Additionally, following publications and periodicals; and doing graduate and post graduate studies also deserve to pay attention as being perceived ways for gaining PD. This result suggests that by following research studies via publications and periodicals, the teachers aim to have insight on the current developments in language teaching.

For the second category of description "*use of skills and knowledge*", the gained data showed that PD was perceived as a combination of knowledge and practice (f=2); and teaching better by going behind the traditional methods and techniques (f=6). These definitions indicated that the teachers perceived PD as keeping themselves up-to-date by following new ways or modern methods of language teaching. Additionally, this showed that PD was perceived as a key *to become a better teacher*. For instance, one of the teachers (T4) explained PD by saying;

**T4:** "Professional development is leaving the traditional ways of teaching aside and focusing on modern teaching approaches, for example, not to use direct method but to use communicative approach. It is a shame for a teacher to still use direct method. Rather s/he should think on it (the last method) what to do to develop it, go beyond it by adding new ideas, to think about what to do more."

As stated by Adey (2004), the nature of PD for teachers relates to the nature of teaching. It should be because of this reason that, the teachers considered PD as teaching better by a constant renewal in teaching methods and techniques.

It seems vividly that PD does not only refer to one concept, yet it includes involvement in various ways for accomplishment. Though having various perspectives concerning the definition of PD, the teachers seemed to have a traditional view of PD. For teachers explaining PD as in-service training (INSET) deserves attention. As stated by some researchers, the reason for this is possibly that INSET is the most common and traditional way for in-service teachers to get in touch with recent ways of teaching practices (Al-Belushi n.d.; Hustler et al. 2003; Hismanoğlu 2010; OECD 2010). However, as stated by Karacaoğlu (2008) INSET may be or may not be relevant to teachers' needs as typical top-down approaches to TPD are isolated from classroom realities to make a difference. Even when there is a link to classroom practice, inconsistency and lack of

follow-up weaken potential effects on practice. Because of this reason, researchers suggest various ways such as teacher study groups (networks), collaborations between schools, teacher research projects, mentoring and coaching programs to create a new vision for PD (Little 1993; Farrell 1999; Guskey 2002; Collinson et al. 2009).

Whatever the perceived definition is, PD should be associated with the process of becoming better in teaching profession. It should be centered on personal awareness of possibilities for change and renewal. The teachers' definitions of PD may be the indicator of changing expectations in teachers' roles and their way of teaching which are essential to upgrade their knowledge and skills, master new skills and change their teaching practices to ensure student achievements.

As Stroot et al. (1998) claimed teachers' movement thorough their career incorporates to the developmental stages which are hierarchical in nature and assumes that career stages are distinct phases that teachers experience. As adult learners and developing professionals, teachers have different professional needs and abilities at different stages of their career. Therefore, the data obtained for PD perceptions of the teachers was also analyzed in relation to their career stages to fully understand whether the career stage affected how the teachers defined PD (see Figure 5.2).

**Figure 5.2: Cross tabulation of the teachers' career stages and professional development definitions**

Career Stage	PD Definition					
	Seeking outside help/use of various sources		Use of skills and knowledge			
	Knowledge & practice	Teaching better	Publications & periodicals	Inset	MA & PhD	Self evaluation
<b>Novice</b>	X	X	X		X	X
<b>Mid-career</b>		X	X	X	X	X
<b>Late-career</b>		X	X	X	X	

As shown in the table, PD was defined in various ways by the teachers who were in different career stages. The definitions might indicate that the extent to which the teachers conceptualized PD varied according to their needs as practitioners and adult learners. It can easily be seen that there is no clear-cut difference between the definitions. In its general sense, the teachers defined PD as individual learning opportunities; enrolling in MA or PhD courses, INSET in various ways, such as workshops, seminars and courses, conferences and so on. The data seems to reveal that whether the teachers were novice, mid or late-career, there was an overlap among the definitions they provided for PD.

In the light of the findings, it can be concluded that teachers at different career stages may have differing needs and accordingly differing perceptions for PD. These findings recognize the element of growth in a professional career. All teachers are not at the same stage or have the same needs or perceptions for development. The significance of the way in which teachers develop their careers as a key to better teaching and learning should be recognized. Therefore, schools should provide support for teachers at various stages of their career. Also, PD activities or programs should be planned and implemented according to the needs and dispositions of teachers.

The teachers were also asked to report their PD practices. The aim of this question was to understand to what extent they were aware of what to do to be able to gain PD. To some extent, it was also aimed to draw conclusions for whether they involved in PD activities. The table below summarizes the findings.

**Table 5.3: Practices for professional development**

<b>PD practices</b>	<b><i>f</i></b>	<b><i>%</i></b>
Attending formal courses and seminars (INSET)	6	42.00
Following professional publications	4	29.00
Collaborating with colleagues	4	29.00
<b><i>Total</i></b>	<b><i>14</i></b>	<b><i>100</i></b>

As the table above demonstrates, the findings of this question yielded 14 answers which were categorized into three. *Attending formal courses and seminars* was the most frequent way of PD practices as reported by the participants, which was followed by *keeping up with professional publications* and *collaborating with colleagues*.

For the first category, the basic practices were certificate programs, courses, seminars (INSET) (f=4) and graduate studies (f=2). Although INSET follows a top-down approach to TPD and rarely addresses individual needs of teachers, INSET courses include developmental elements as important sources for PD. Because of this reason, INSET which centers on teachers knowledge, skills, attitude and awareness of themselves, their students and innovations in ELT, is generally perceived as the basis for TPD (Coşkuner 2001; Şentuna 2002; Hustler et al. 2003; OECD 2010). This finding is supported by Sabuncuoğlu (2006), in whose study with in-service English language teachers, training or certification was generally perceived as the first step in professional career. Similarly, in the study of Munoz (2007) attending conferences, seminars and short courses were reported to be the most common ways in which teachers strived to further their PD. Besides Munoz, Hismanoğlu (2010) also found out that in-service training was the most common type among other strategies such as mentoring and team teaching.

This finding supports the results gained for the 3<sup>rd</sup> and 4<sup>th</sup> questions included in the pre-stage interview (see Appendix B). The content of the teachers' portfolios also supported their perceptions and plans for PD. When the portfolio of each teacher was analyzed it was clear to see that every teacher had certificates for attending various INSET programs.

Other two categories found out for PD practices were *following professional publications* and *collaborating with colleagues*. For the second category, subscribing to periodicals and publications (f=3) and doing extensive readings on teaching (f=1) were stated. Similarly, the answers given for the related questions included in demographic information part of the questionnaire (Appendix A, Part A, questions 11-13) revealed that most of the teachers (4 out of 6) had subscription to at least a periodical related to English language teaching (ELT).

In this sense, having subscription to periodicals is important to recognize that following research studies, periodicals and publications help teachers gain insight on the recent developments in teaching, acquire instructional expertise and contribute to the professional growth of self and colleagues.

For the last category, the obtained answers were labeled as *collaboration*. As stated in previous chapters collaboration is one of the ways for meaningful knowledge construction and learning. To fully understand how the teachers conceptualized

collaborating with colleagues, the detailed analysis of the answers is provided below (see Table 5. 6).

**Table 5.4: Descriptive for collaboration**

<b>Collaboration</b>	<b><i>f</i></b>
Sharing knowledge and experience	3
Receiving peer feedback	1
<b><i>Total</i></b>	<b><i>4</i></b>

Both responses emphasized the importance of sharing knowledge and experience with colleagues. This result agrees with Abdel Halim's (2008) study in which he investigated the effect of some PD strategies (namely action learning, peer coaching and study groups) based on a training program. Though the effect of collaboration on TPD was not directly aimed to be measured, it was found to provide student teachers with rich opportunities to recognize and understand their tacit knowledge by giving them further exploration as a means of learning about teaching.

Moreover, collaboration as an element of PD process agrees with the findings of Wray (2007) as well. In her study on the effects of participation in a teaching portfolio community to understand PD of teachers, participants reported that collaborative and dialogic nature of PD process enhanced their understanding of growth and development as well as the overall understanding of the TP requirement.

Besides, in her study with pre-service English language teachers Koçoğlu (2006) also reports collaboration as one of the aspects of portfolio construction process. In her study, collaboration was cited as a way to overcome difficulties. Working with peers gave student teachers to view ideas and experiences from a different perspective.

In sum, as a strategy for effective teaching and building teachers' capacity, collaboration is the social dimension of development. The collaborative work of teachers motivates them to engage in learning for change and contribute to better understandings of PD and improved implementations in schools. As Burns & Richards (2009) state by receiving feedback from colleagues, teachers can improve their usual way of teaching. They come to better understand their own beliefs and knowledge as well as reshape understanding through listening to the voices of others. The amount of sharing and dialogue also helps them develop collegiality which is needed to be established for PD to

be successful. By collaborating teachers can exchange experiences and ideas, develop and discuss new materials and receive feedback from colleagues. That is why as a way of teacher learning in workplace, collaboration may support teachers in their PD.

In addition to the findings presented above, to better understand their attitudes and dispositions for PD, the teachers were also asked whether they made PD plans. They were further asked about their short term and long term goals. The results of these questions are given below; (Table 5.7).

**Table 5.5: Opinions regarding the teachers' professional development plans and goals**

Categories	<i>F</i>	%
PD plans		
Yes	6	100.00
No	---	---
Short-term goals		
Yes	2	33.00
No	4	67.00
Long-term goals		
Yes	6	100.00
No	---	---

As the table shows, all of the teachers reported that they did PD plans. They were asked about what their plans were. The findings revealed that they planned either *to attend certificate programs, conferences, seminars, in-service training courses or to do MA or PhD degree in ELT*. Even if the teachers stated that they did not have explicit PD plans, the interview data revealed that they were aware of the fact that they needed to be engaged in various activities to keep up-to-date and develop. For example, T2 replied to the question by saying;

**T2;**

“No, I do not do plans, at least for this year. However, I try to update myself. I try to do all the practices included in PD, such as attending conferences, reading books on language teaching or following publications.”

Additionally, one of the teachers (T5) said that she had PD plans. However, she further added that “*for the first years of teaching, putting their theoretical knowledge into practice was essential for teachers. Therefore, their PD plans might be postponed.*” Her answer also revealed the relationship between the teachers’ attitudes towards their career development and their understanding of PD which indicated that the teachers had different needs at different career stages.

Similar to T5, T3 who reported that she did not have any explicit PD plans put forth the reason as *lack of time*. She explained her ideas with these following sentences;

**T3;**

“I try to participate in various seminars, conferences. However, as I work, I do not have opportunity to follow them every time. Specifically speaking, I would like to do MA degree to further develop, but at present, I do not have any explicit plans to follow.”

However, it was also significant to mention that, the teachers had a misunderstanding between having PD plans and lesson plans. For instance, two of the teachers (T1 and T3) who misunderstood the question asked the researcher whether she meant lesson plans or syllabus. Therefore, they were provided clarification questions.

As an extension to the question concerning making PD plans, the teachers were also asked whether they had any short-term and long-term goals. In response to this question, 2 of them (T1 and T5) stated that they had short term plans. For them, these plans included *attending seminars, conferences, teacher training courses or online courses; and doing either MA or PhD degree.*

T2, T3, T4 and T6 reported that they did not have any short-term goals as there were some barriers. The reasons were generally stated to be either *the cost of PD practices, workload difficulties or lesson plans to be followed.* As previously discussed in the literature review, cost of PD practices such as finding time and funding for travel costs were reported as barriers (Gray 2005; OECD 2010). Additionally, workload was reported to prevent teachers to be involved in PD. These results indicate the effect of financial and school-based circumstances into teacher engagement in PD. As indicated, the teachers’

workload in the school to cover lessons made it difficult for them to set PD goals. This might be a significant disincentive to participate in PD.

It is significant to underline that as previously appeared, confusion occurred between having goals for lesson plans and having short-term goals for PD. For instance, one of the teachers (T2) who did not have short-term PD goals explained it in these words;

**T2;**

“Of course, I set goals; since we need to keep up with the curriculum, they are generally related to following lesson plans and syllabus. Therefore, most of the time, achieving the aims and objectives of the lesson is a priority for me. However, is this same with having short-term goals? I guess it is not”.

Task of teaching as a primary concern of the teacher indicated that she was motivated to bring the best out from the students. Furthermore, her answer also revealed that PD did not mean exactly what it should have meant to the teachers.

However, this finding is consistent with the assumption of various researchers who suggest that aiming student achievement appears to develop teachers’ competencies and their PD (see Darling-Hammond 1999; Wilson & Berne 1999; Daloğlu 2004; Maryland State Department of Education 2008; Goldschmidt & Phelps 2010). In this sense, for the teachers having plans to improve learner performance might indicate that they are concerned both to develop their competencies and their provisional growth.

In addition to short-term goals, the teachers were also asked about whether they had any long-term goals. All of them said “yes”. They were further asked about what these goals were. *Attending certificate programs (f=1); attending graduate programs (f=1); being head of a school (f=2); teaching at a university (f=2); becoming a more competent teacher (f=1)*” were put forth as long term plans.

T3 reported that in the long run, she aimed to become a more competent teacher, but did not expect to go beyond her current position as a teacher. However, this might suggest a forward momentum to the job which has an immediate impact on classroom life. In this sense, PD may become a rewarding activity. It may help teachers’ competencies and



professional development accordingly influence their teaching practice (Villegas-Reimers 2003).

Additionally, one of those who stated to teach at a university also reported that she would like to be director of a school. At this point, it is important to underline that there was a misconception between professional development and career development. While career development is an organized planning method used to match the needs of a business with the career goals of employees, PD is a constant process of learning about their practice, discovering and using their own practice.

In summary, it might be said that various findings concerning the definition of PD, practices, plans & goals for PD indicated the extent to which the teachers own perspectives of their professions. Though it was generally concluded that the teachers were knowledgeable on what PD was, what to do to develop professionally, it seemed that they needed guidance and support for a suitable environment to encourage them to have time to engage in various ways for development. Therefore, teachers should be offered opportunities to be involved in PD to increase teaching performance and student outcome.

### **Teacher portfolio:**

In addition to PD, Teacher Portfolio (TP) was another theme that the teachers were interviewed about in the pre-stage interview. Prior to having a TP construction period, various questions were asked to better understand the teachers' opinions about TP. The teachers were asked to define TP, to explain aims of TP construction, advantages and challenges of developing a TP. They were also asked whether they had any previous experience of involving in TP construction process or whether they had witnessed anyone else involved in TP construction.

They were firstly asked to explain TP. The themes that emerged from the answers of the teachers were categorized into three and are presented below (see Table 5.6).

**Table 5.6: Definitions for teacher portfolio**

<b>Categories</b>	<b><i>f</i></b>	<b>%</b>
Tool to keep reflection & self-evaluation records	8	57.00
Tool to keep teaching materials	6	43.00
<b><i>Total</i></b>	<b><i>14</i></b>	<b><i>100</i></b>

As the table shows, the basic was “Teacher Portfolio is a tool to keep reflection and self-evaluation records”. As it can be seen they are two inter-related themes. The key to reflection is the skill of asking self-evaluative questions. For this category, “*diaries (f=2), checklists (f=2), self-evaluation forms (f=2), reflection records (f=1) and critical thinking records (f=1)*”, were the given answers while the teachers were defining TP.

For the second category, “*records of teaching materials (f=3) and teaching activities (f=3)*” were referred to be put together in a portfolio while the teachers explained TP. One of the teachers, (T1) defined TP with these following words;

**T1**; “As far as I understand, it is a kind of file to keep all teaching related documents such as daily plans, records of activities, teaching materials, worksheets or certificates for the courses attended or conferences participated”.

Variety of the teachers’ responses to define TP indicated that TP was perceived as an effective tool to promote reflection and self evaluation. It was also perceived to be a way for keeping teaching history. In other words, it was perceived as a way to document teaching materials and resources. At this point, TP can be explained as a learning tool as well as an assessment tool to encourage teachers to reflect on their work and performance.

As stated above, the answers that the teachers provided revealed that their understanding of TP can be examined under two sub-themes: *TP as a learning tool and TP as an assessment tool*. As explained by Riggs & Sandlin (2000) as a learning tool TP contributes to the development of teachers’ performance in a way to encourage document collection and constant renewal of practice to build new perspectives for learning to learn.

On the other hand, *as an assessment tool*, TP was perceived to have functions such as “*self-evaluation, self-monitor and assessment of instructional processes and development*”. As supported by Riggs & Sandlin (2000) and OECD (2009) the teachers’ responses such as using checklists, self-evaluation forms or reflection forms further indicated that they perceived TP as a way both to engage in the analysis of their professional performance and to take greater responsibility for their learning.

As it can be clearly seen, the teachers' responses were comprehensive and broad enough to reflect their understanding of TP. The great variety of their responses may point out that TP is situated in classroom context and developed over time. It is an appropriate means of formative (process) and summative (product) assessment. As teachers go through portfolio process, assessment shows how it goes at the beginning and how well they perform at the end. By enabling self-evaluation, TP helps teachers recognize their strengths and weaknesses to guide further improvement.

Another question that the teachers were asked was *the aims of TP* development. As table 5.8 indicates, the findings pertaining are similar to the ones that were found for perceived definitions of TP. "*Keeping teaching history*" and "*self-evaluation*" were found as two main categories to explain aims of TP construction. Following these two initial categories, the other categories emerged from the definitions were "*gaining progress, pair sharing, reflection, and goal setting*".

**Table 5.7: Aims for teacher portfolio**

<b>Categories</b>	<b><i>f</i></b>	<b><i>%</i></b>
Self-evaluation & reflection	3	33.00
Keeping teaching history	3	33.00
Gaining progress	1	11.00
Pair sharing	1	11.00
Goal setting	1	11.00
<b><i>Total</i></b>	<b><i>9</i></b>	<b><i>100</i></b>

These findings are in line with the existing literature investigating purposes of TP development (see Winsor, Butt & Reeves 1999; Klenowski 2000; Delandshere & Arens 2003; Koçoğlu 2006; Ok & Erdoğan 2010). These studies generally state that TP is to report what teachers do in schools, what they learn, how they change throughout the year. The use of portfolios in teacher education and PD was reported to have benefits for individual teacher. Various skills such as independent learning, self-evaluation and reflective practice appeared to be fostered.

For instance in her study conducted with pre-service English language teachers Koçoğlu (2006) reported that portfolios were found as tools to document the unfolding of teaching and learning over time as well as to provide teachers the opportunity to engage in

analysis of what they do. The process of portfolio development was reported to encourage teachers to become more reflective about their teaching practices. Portfolios were also reported to showcase teachers' teaching performance, to exhibit their best teaching qualities and to demonstrate their growth over time (see also Klenowski 2000; Delandshere & Arens 2003). Moreover, results from various studies suggest that self-evaluation & reflection, articulation and documentation (named here as teaching history) and goal setting are the major themes that emerge during portfolio development process of pre-service teachers (see Bull et al. 1994; Woodward 1998; Winsor, Butt & Reeves 1999; Klenowski 2000). In all these studies, portfolios were found to facilitate teacher learning and sense of accomplishment. Documenting and reflecting on teaching practice was reported to assist teachers in developing their own values and philosophies about teaching as well as building a culture that valued reflective and collaborative practice.

For instance, in her study on pre-service teachers' TP construction, Woodward (1998) reported reflection as the most valuable component of the process. Reflection was found to help participants discover personal qualities and gave them a new perception of themselves and learning processes. Being reflective about themselves and, in particular, about their teaching, portfolio development led the teachers to give careful consideration to and become engaged in goal-setting. This process, whereby the teachers encountered their own problems, concerns and questions, led to the development of their own intentions and purposes, personalizing their directions for PD.

The findings of the current interview question, is also supported by the study of Ok and Erdoğan (2010) who investigated pre-service teachers' perceptions upon portfolio development. In their study, collecting documents of teaching, providing feedback, making reflection were reported to be some of the aims of TP construction. TP was also perceived to be a guide for professional life to facilitate their teaching in the future.

All these studies support the findings of the current study. They indicate that teachers involved in these studies valued TP construction as a vehicle for PD. That is why teachers or prospective teachers should be encouraged to become aware of how they can develop their portfolios.

Though TP was stated to be a good resource for PD and goal setting, during the intervention stage of TP construction, whereby the teachers were asked to set goals as both PD activities and competency developments strategies, they seemed to have difficulty.

Most frequently, the stated goals concerned the teachers' wishes to follow lesson plans. For example T5's goal was "*to evaluate herself whether she could teach present/past passive voice to 7<sup>th</sup> grade students according to lesson plan*". That is why the teachers were given guidance about what might have been set as a PD goal and how to be put into action to facilitate PD as well as to encourage competencies development. As stated above, after the initial goal setting practice, it was observed that the teachers could set more effective goals. For instance, in the second round of goal setting, the same teacher, T5, set a more effective goal which was related to planning and organization skills. Her goal was; "*to ask one of her friends to peer observe how effective she was in time management*".

As previously explained in chapter III, as an ongoing process, portfolio construction have both advantages and challenges. The teachers were also asked whether they thought TP had any advantages or challenges. The table below shows the categories defining the reported advantages and challenges of TP construction (see Table 5.8).

**Table 5.8: Perceived advantages and challenges of teacher portfolio construction**

<b>Opinions</b>	<b>Categories</b>	<b><i>f</i></b>	<b><i>%</i></b>
<b>Advantages</b>	Record keeping tool	5	83.00
	Self-evaluation tool	1	17.00
	<b><i>Total</i></b>	<b><i>6</i></b>	<b><i>100</i></b>
<b>Challenges</b>	Lack of time	6	46.00
	Workload	6	46.00
	Continuous reflection	1	8.0
	<b><i>Total</i></b>	<b><i>13</i></b>	<b><i>100</i></b>

As a consistent finding with the previous two questions concerning the definition and perceived aims of TP, "*record keeping*" was reported as one of the advantages of TP. Besides, TP was reported to be as a "*self-evaluation tool*".

As a dynamic process, TP can be used for keeping records of teachers' practice both in in-service and in pre-service teaching. This encourages teachers for self-reflection and self-evaluation both to facilitate documentation of their work and growth and to focus on professional goals. Keeping the records of audio or video recordings of teaching practice, examples of student work, lesson plans, curriculum guides or syllabi, entries from a teaching log or journal, statements of personal philosophy of teaching or stimulated

performances such as microteaching, role play or interview provides concrete evidence of teacher capability and ongoing development (Tanner et al. 2000; Crandall 2000; Tigelaar et al. 2003). In their study, participants reported that portfolios were helpful in fostering PD by stimulating self-evaluation. Thus, teachers gained insight into what they liked about their teaching; strengths and areas for improvement.

For instance, during a one-year pre-service use of TP, Tanner et al. (2000) concluded that portfolios were an extremely valuable way of becoming aware of how teachers worked and developed skills to reflect on their practice. They also stated that creating TP encouraged teachers to become more aware that they were responsible for their own evaluation.

Record keeping which may also be called as documentation, is in line with most of the studies in the literature (Winsor, Butt & Reeves 1999). Keeping the records of authentic tasks and reflections gathered across time and contexts, TP hold much potential for effective assessment within teaching profession (Zollman and Jones 1994). It promotes reflection and sharing of ideas, thereby helps professionals to improve and refine their functioning. Perceived benefits of meetings with peers include good support, feedback, different viewpoints and stimulation to improve teaching practice.

These pre-stage findings, *record keeping and self-evaluation* indicated that because of the self-developed nature of TP construction, the teachers were encouraged to think continual self-evaluation and record keeping as advantages. These are of crucial importance to the effectiveness of TP in sustaining the teachers' reflection for competency development and PD.

Both as a tool to document teachers' practices and experiences and as a feedback tool, TP contributes teachers' self-evaluation. As previously mentioned, this data indicates that as an assessment tool, TP functions for formative and summative assessment to assess or evaluate teachers' competencies and PD. It enables teachers to evaluate and improve themselves and recognize their strengths and weaknesses.

While the potential advantages of developing TPs in relation to competencies and PD are many, the overall process is not without challenges. Although "*workload*" and "*lack of time*" were put forward as the potential challenges of TP construction by all of the teachers, one of the teachers (T1) further reported that "*if there is no honest or continuous reflection, there is no need to develop a portfolio*".

As previously discussed in Chapter III, whether in pre-service or in in-service practices of TP construction, lack of time is reported as the most prevalent challenge (Winsor, Butt & Reeves 1999; Koçoğlu 2006; Tigelaar et al. 2006; Wray 2007; Imhof and Picard 2009; Ok & Erdoğan 2010). For instance, in her study Koçoğlu (2006) reported that portfolio process was found to be an overwhelming and time-consuming process. The student teachers in her study expressed their frustration about developing their portfolios within a restricted time period.

Tigelaar et al. (2006) who investigated teachers' opinions on the usefulness of a TP also indicated that although portfolio process gave teachers a better insight into their teaching performance and growth, there was not enough time to actually share feedback given by colleagues, change teaching practice, evaluate improvements and experience real development. Therefore, carrying out portfolio assignments, reflecting on teaching and working on portfolio represented a heavy additional workload for teachers. That was why the teachers participated in their study recommended that portfolios should be only used for those aspiring to a teaching career.

The present findings are also supported by the study of Imhof and Picard (2009) that was conducted with pre-service teachers of different subject background. The participants of their study expressed the fear that TP construction process which was rather time-consuming was also be devalued if there was an overload of required documentation. Ok & Erdoğan (2010) reported that teachers could not manage time for completing the tasks to be included in their portfolios because of delays or the habit of procrastination.

In addition to all these questions reported above, the teachers were asked whether they had any previous TP practices and whether they witnessed anybody who did TP practices. It should also be noted that some of the teachers were novice though. For the previous application of TP, only one of the teachers (T1) who was the most experienced of all reported that she had experienced a TP practice at the very beginning of her teaching career. She added that although it was a compulsory task, she still had those portfolios. However, she mentioned that by bringing the evidences of her development and various teaching practice materials throughout her teaching profession, she always tried to keep them up-to-date. Moreover, she stated that she believed those portfolios were the reasons for her current success in her teaching career. She put it in these words;

*T1*; “We were asked to keep plans, curriculums, and teaching records in our portfolio and renew it each year. Although keeping a TP was a compulsory task for me at the very beginning of my teaching career, I should say that I owe my current success to those portfolios. It was a kind of bridge between what we had done before, and what we were going to do. Keeping a portfolio encouraged me for a constant renewal in my teaching career.”

As for witnessing anybody practicing TP, two of the teachers (T1 & T4) stated that they did. One of those teachers was the teacher who was the most experienced one. She stated that her sister who was a teacher developed a portfolio. Another teacher also witnessed her sister while developing a TP. However, both of those teachers underlined that these TP construction practices were not professional efforts or they were not a project focusing on specific aims and objectives to realize.

Lastly, the teachers were asked whether they had any expectations from the current study. All of them reported that they had. Although all of them had positive thoughts regarding the potential contributions of participating in the current study, it was clearly seen that they had doubts as well as needed guidance throughout the TP construction process. The table below presents teacher-based analysis of thoughts concerning the expectations from the current study.

**Table 5.9: Teachers’ expectations for TP construction**

<b>Expectation</b>	<b><i>f</i></b>	<b>Guidance</b>
Becoming more reflective and self-evaluative	2	Needed
Learning what a TP is	1	Needed
Developing teacher competencies	2	Needed
To keep teaching records	1	Needed

As it is clearly presented in the table, all of the teachers had some expectations for being involved in a TP construction study. Their expectations ranged from developing their



competencies to becoming more reflective and self-evaluative. Some of the responses given by the teachers are presented below to underline how they expected TP construction to contribute to the development of their competencies.

In her answer to this question, T5 explained that;

**T5;** “Although we have heavy workload, restricted time and school-based responsibilities, the current study will help us showcase to what extent TP construction is possible. If we do it, it will be evidence that we can develop a TP in an effective way even within restricted period of time. We generally think to apply such a project, but we would like to do it just when someone else has demonstrated it. Thus, I think this study will certainly contribute us. Therefore, I am looking forward to seeing the results of the present study.”

Another teacher stated her ideas on this way;

**T1;** “The items included in the questionnaire really made me think. While answering the questionnaire, I could not decide about the extent to rate my competencies. Because I know that I have competencies and I demonstrate the performance indicators, but I could not exactly decide whether it is “always or sometimes, etc.” Some of the items included guided me, and I took some notes about them”.

Additionally, T3 explained her expectations from the current study by these utterances;

**T3;** “I think by means of your suggestions, TP development will certainly contribute to our teaching practices. However, we expect you to guide us in this process so that to be able to display that TP construction is not impossible.”

Another teacher summed it up in this way;

**T2;** “Yes, at least I would like to learn what a teacher portfolio is and would also like to know what to include in a TP. Because I would like to keep one, but I am unclear on this issue, that is why I am curious about the results of your study.”

Although all of the teachers had expectations from the study, they had also some uncertainties in relation to the content and form of the portfolio as well as receiving feedback from the researcher. The fact that the teachers expected guidance deserves attention here. Their comments emphasized the importance of a comprehensive introduction into TP construction process as well as including presentation of a model of well-developed TP. The teachers wanted to have a clear idea of content and procedure of the process. In particular, the teachers worried about the extent to which TP construction would be possible together with the teachers’ school-based responsibilities and workload.

The teachers hoped to receive support and guidance while developing their portfolios. At least, they were expecting the researcher to organize and direct the process at the beginning. That is why the importance of guidance and clear instruction is needed to be underlined. When it is failed to give feedback, teachers are likely to perceive the TP tasks as tedious and ineffective. Therefore, what is obvious from the findings is that, for the success of TP process, teachers should set aside time to compile TP. As well as teachers, researchers or supervisors should aside time to provide feedback to teachers.

Although TP, as an instrument for competencies and PD, was new to most of the teachers involved in the current study, the pre-intervention results shed some light on portfolio development process. All of the teachers seemed that they aimed to get benefit from TP construction process.

Consequently, based on the results gained from the teachers’ pre-perceptions and thoughts on TP, it is assumed that the success of TP construction process is closely associated with the extent to which the teachers share knowledge, experience and reflection with each other. Since lack of a clear understanding of the purpose and ownership of TP process may constitute a serious flaw in the process, the extent to which the teachers are provided instruction and guidance by the researcher also affects the

success or failure of TP construction. All of the teachers' statements highlighted that they perceived TP as a tool to assist and develop them in their teaching practices. That is why TP practices, if implemented effectively are certainly expected to lead to teachers' competencies development as well as their PD.

### **5.1.3 RQ 3: What are the immediate impacts of teacher portfolio construction on EFL teachers' professional development?**

As previously explained in Chapter IV, section 4.5.2, the teachers were asked to develop their own portfolios for a period of 16 weeks. Throughout this period, the TP construction was guided by a TP construction program (see Appendix G) which was developed in relation to the findings obtained from pre-portfolio stage. The program aimed to facilitate the teachers' PD through a combination of well-balanced structure and social interactions.

As suggested by Kutner, Sherman, Tibbetts & Condelli (1994), evaluation which plays an important role in all phases of PD process, should be incorporated into PD program to improve or ensure accountability. Therefore, to be able understand whether participation in a TP construction program had any effect on the teachers' PD, thus to see the immediate effects of the program, a *researcher-teachers meeting* was included (Appendix E). The researcher-teachers meeting which was held at the end of the intervention phase addressed whether the TP construction program took place as planned, what were the teachers' perceptions, and how the researcher knew that the TP program affected the teachers' performance.

They were firstly asked whether they had chance to implement the new ideas or activities that they were introduced. All of them reported that they did. They were further asked whether these activities had any effect on their PD. They all reported that doing something different rather than the usual way they did was more effective (f=4), more successful (f=1), more enjoyable (f=1), and more useful (f=1).

As an extension to that question, the teachers were asked whether TP construction process had any contribution to their PD. One of them, who thought the program had contributed his competencies, explained his thoughts via the following sentences;

**T6;** “At least, I learnt it; it (TP construction) was a new practice for me. Via TP construction, I had the opportunity to apply various activities. Certainly it had contributed me a lot.”

His answer showed that he was generally positive about the use of TP in teaching. Being involved in various activities throughout the TP construction process seemed to have an emphasis on improving the teacher’s growth.

The teachers were further asked whether it was possible for them to wholly and effectively apply the new ideas introduced during the TP construction program. All the teachers negatively responded to this question. Their response required the researcher to ask them to put forth the reasons or challenges preventing them from putting the TP practices into action. In relation to this question, various challenges were reported. They are presented in the table below (see Table 5.10).

**Table 5.10: Perceived challenges throughout the teacher portfolio construction process**

<b>Reasons</b>	<b><i>f</i></b>
-lack of time	6
-personal reasons	4
-the need to keep up with lesson plans & curriculum	3
-heavy workload	3
-school-based responsibilities	2
-limited number of teachers at school	2
-limited lesson hours	1
-the need to make students get prepared for national exams	1
<b>Total</b>	<b>20</b>

As it is presented in the table above, the findings obtained in relation to the perceived challenges throughout the TP construction process are consistent in almost all of the TP studies. However, the main challenge that the teachers put forth was “*lack of time*” which is the most common theme appearing as a challenge affecting teachers’ PD practices during the portfolio construction process (Hom 1997; Anderson & DeMeulle 1998; Winsor, Butt & Reeves 1999; Tigelaar et al. 2006; Koçoğlu 2006; Wray 2007; Imhof and Picard 2009; Ok & Erdoğan 2010).

Consistent with the findings in most other studies, this finding reveals that adequate span of time is an essential element of TP construction. However, while adequate time for

both TP and PD is required, more time does not guarantee success. As stated by Holly (2005) what matters most is what teachers learn. That is why time spend in PD makes difference only when extended opportunities (follow-up activities) can boost the performance of both their students and their own to better understand student learning, curriculum and instruction and subject-matter content.

Together with lack of time, another challenge cited was “*personal reasons*”. This finding is consistent with OECD (2010) which generally referred personal reasons as “*family responsibilities*”. In the present study, the teachers emphasized that in addition to sparing time for PD activities, they also needed to spare time for their family members, one of which was reported as child care.

In line with some other studies (see Tigelaar et al. 2006) another theme “*heavy workload*” was also reported among the basic challenges on TP construction. Similarly, this finding is also proved by the teachers’ pre-stage perceptions concerning the challenges of TP construction. That the teachers devoting most of their time to the school, in other words, long hours of work at school was reported to occupy a huge amount of time and energy. Therefore, they really had difficulty in finding time to devote to TP practices.

Furthermore, as it is seen, workload as a challenge is quite related to lack of time. For the teachers having a huge amount of workload made them have little time to concentrate on TP practices. They possibly did not have enough time to prepare different teaching practices than the ones they usually did. That is why Villegas-Reimers (2003) states that teachers need time both to make PD an ongoing part of their work on a daily base and to see the results of their efforts.

As a challenge stated by the teachers, “*limited number of teachers*” at the school also made the teachers spend most of their time at school. This indicated that they had more workload than the one they should have had. Furthermore, it can also be stated that though expectations for teachers has changed, how public and school administrations perceive teachers’ work has not changed. They may still think that teachers are working only when they are with their students. As a result, there is still lack of awareness for providing time and resources that teachers need to change their practice. Employing more and more teachers at schools is just one of the ways to provide teachers these resources which will also lead them to have more time for their own PD.

However, PD can no longer be viewed as an event occurring on a particular day of the school year. For teachers spending an average of 30 to 40 per cent of their day out of the classroom, conferring with students and colleagues for collegial work and planning, visitations of other classrooms and schools and other PD activities may really be helpful for them to gain a vision of PD.

At this point, both school managements and directories of national education have significant roles. They need to employ more teachers so as not to create unmanageable working conditions for teachers. They should also become aware of the fact that teachers need to be provided significant amount of time to engage in PD which can be possible through having fewer classes. They should encourage teachers to be involved in teacher study groups, conduct action research and participate in in-service teaching programs. They should also coach teachers and meet them for other purposes.

Villegas-Reimers (2003) exemplifies that in most European and many Asian countries, teachers spend between 15 and 20 hours per week in their classroom. The remaining time is generally spent with colleagues by developing materials; visiting parents; counseling students; pursuing research; attending study groups and seminars; and visiting other schools. In addition to making time to participate in such kind of particular activities, teachers also need a time of 'mental space' for their PD. The more time given to teachers for planning and discussing other PD related activities, the more effectively teachers teach.

Similar to other challenges cited, "*the need to keep up with lesson plans and curriculum*" was another significant challenge defined by the teachers. According to them, trying to cope with lesson plans did not leave any room for them to engage in out-of-class opportunities to be involved in PD. In some studies such as (OECD 2010) it was reported as "*conflict with work schedule*" which stands as a barrier for TPD.

The need to keep up with lesson plans and curriculum may indicate that classroom hours are limited. This seems to be a great challenge for implementing EPD, particularly in developing countries where most schools do not allow sufficient time for TPD.

As well as the other challenges mentioned above, "*school-based responsibilities and preparing students for national exams*" were also reported as challenges. Similar to the other challenges, the demands posed by school absorb a bulk of the teachers' energy,

thought and attention. This issue explores the vital concern of how to create time, opportunity and other resources that teachers need to realize.

Therefore, when the findings of the teachers' interviews are analyzed in a detailed way, it is easy to conclude that, the teachers liked to practice new ways of teaching, but some of critical factors such as time and workload prevented them in doing so effectively.

Although the TP construction process seemed to give the teachers a better insight into their teaching practices and competencies for improvement, they reported that they did not have enough time to use the TP activities to develop their performance. In addition to their school-based responsibilities which were put forth as barriers, together with the workload the teachers had, carrying out the TP practices and working on their own portfolios represented a heavy additional workload for the teachers.

All these findings and explanations show that teaching is a complex task and requires substantial time to test out new ideas, practices, assess their effects and adjust new strategies for their PD. As a fundamental lesson gained from the findings, it may be suggested that as a part of teachers' work, far more time is required for PD. Though time emerged as the key issue in the analysis of the data, to be able to overcome all of the other challenges, teachers need more time to work with colleagues, to critically examine new ways and standards of PD. They also need opportunities to develop, master and reflect on their PD efforts which should be embedded in their daily lives.

#### **5.1.4 RQ 4: Does teacher portfolio construction influence in-service EFL teachers' competency development?**

In this study, it was hypothesized that as a result of being involved in a TP construction process, the teachers were going to make more realistic and critical self-evaluations upon their competencies.

Thus, in line with some other studies (Anderson & Demeulle 1998; Winsor, Butt & Reeves; Zepeda 2008) decrease would possibly occur in the mean values of post-portfolio construction stage questionnaires since TP construction is a challenging process which assists teachers to be more reflective and critical thinkers about their teaching skills.

As it was previously presented in research question 1, the results of the pre-stage CPAQ showed that the teachers had a very high tendency to evaluate their competencies

which might even be considered as overrating as stated by many other researchers (Gündoğdu 2006; Güneş 2007; Karacaoğlu 2008; Saatci 2008; Ünlü 2008).

Therefore, to answer the research question in discussion, the Wilcoxon Signed Ranks test was used to investigate any difference between the perceived competencies of the teachers before and after the teacher portfolio phase (see Table 5.11).

**Table 5.11: Wilcoxon Signed Ranks Test: Perceived teacher competencies pre and post test results**

Dimensions	Posttest-Pretest	n	Mean rank	Sum of ranks	z	p
<b>D1</b>	Negative Rank	2 <sup>a</sup>	2,00	4,00	-1,363 <sup>a</sup>	,173
	Positive Rank	4 <sup>b</sup>	4,25	17,00		
	Ties	0 <sup>c</sup>				
<b>D2</b>	Negative Rank	4 <sup>a</sup>	2,50	10,00	-1,826 <sup>a</sup>	,068
	Positive Rank	0 <sup>b</sup>	,00	,00		
	Ties	2 <sup>c</sup>				
<b>D3</b>	Negative Rank	3 <sup>a</sup>	3,00	9,00	-1,461 <sup>a</sup>	,144
	Positive Rank	1 <sup>b</sup>	1,00	1,00		
	Ties	2 <sup>c</sup>				
<b>D4</b>	Negative Rank	3 <sup>a</sup>	2,67	8,00	-1,095 <sup>a</sup>	,273
	Positive Rank	1 <sup>b</sup>	2,00	2,00		
	Ties	2 <sup>c</sup>				
<b>D5</b>	Negative Rank	4 <sup>a</sup>	4,50	18,00	-1,572 <sup>a</sup>	,116
	Positive Rank	2 <sup>b</sup>	1,50	3,00		
	Ties	0 <sup>c</sup>				

(**D1:** Planning and arranging English language teaching processes; **D2:** Developing language skills; **D3:** Monitoring and evaluating language development; **D4:** Collaborating with school-family and society; **D5:** Professional development in English Language Teaching)

As the table demonstrates, there is no statistical difference between the pre and post test results of the teachers' perceived competencies. However, most of the teachers stated that TP was an effective tool to take notes on their teaching practices, to see the weakness in these practices and to try new ways to overcome. For instance one of the teachers (T1) reported that "teacher portfolio construction contributed to her classroom practices, especially for the teaching of grammar". According to her opinion, the variety of activities for grammar teaching increased since she found some new types of activities while she was trying to apply the ideas presented throughout the portfolio construction process.



Hence, so as to detect the possible changes in the teachers' perceptions of competencies, mean values for the post-test were also calculated. A comparison of the pre and post-test mean values are provided below (see Table 5.12).

**Table 5.12: Pre-test and post-test analysis of competency questionnaire**

Main Competency Domains	Pre-test		Post-test	
	Mean	SD	Mean	SD
<b>D1:</b> Planning and arranging English language teaching processes	4.85	.21	4.89	.093
<b>D2:</b> Developing language skills	4.97	.064	4.80	.18
<b>D3:</b> Monitoring and evaluating language development	4.95	.11	4.75	.32
<b>D4:</b> Collaborating with school-family and society	4.86	.27	4.62	.48
<b>D5:</b> Professional development in English Language Teaching	4.58	.28	4.35	.31

The table above shows the mean values and standard deviations of pre and post competency questionnaires. As shown in the table, while a minimal decrease in the mean values of post-test is observed almost all of the pre-test results are higher than the results of post-tests. In support of the hypothesis put forward in the study, TP construction as a process with various challenges was proved to affect the teachers' evaluation of competencies.

As found out by various researchers (Richert 1990; Anderson & Demeulle 1998; Fernsten & Fernsten 2005; Azam & Iqbal 2006; Tigelaar et al. 2006), being engaged in a TP program possibly made the teachers have better understanding of teaching as a profession both theoretically and practically. In all of these studies, teachers were found to have an increased level of understanding about what was expected of them as professionals and what development in teaching practice actually referred to. Becoming critical about their teaching, teachers were found to feel some significant issues about their teaching skills.

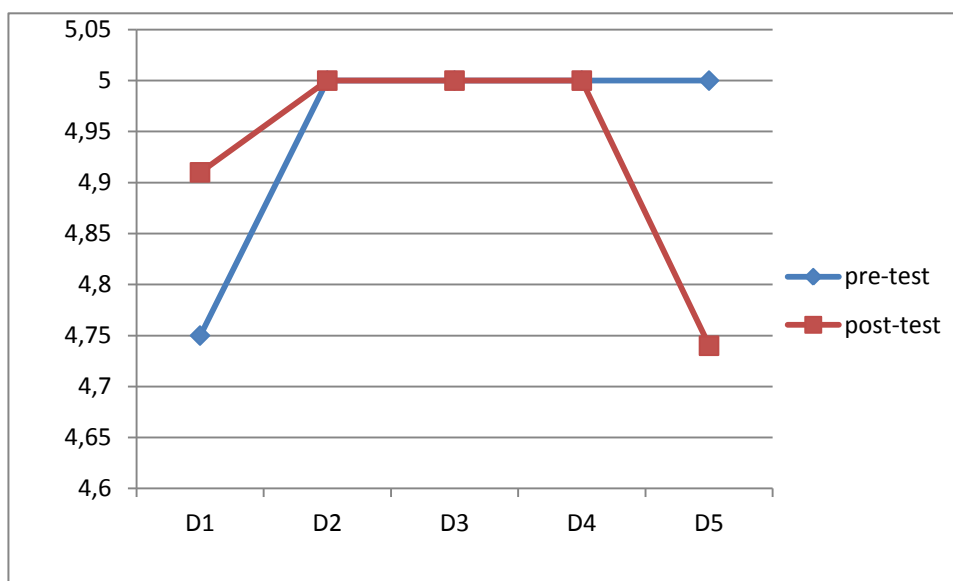
Though the teachers had a positive evaluation concerning the effect of TP construction on their competencies, the decrease in the mean values between pre-and post-test results was needed to be considered. The low mean value in the post-test may indicate

realization of more truthful evaluations (see competency Domain 2, Appendix A). The decrease may suggest that the teachers became more reflective as a result of the portfolio construction process since the whole process led them to become more realistic. Becoming more realistic unfolds the teachers' understanding about their teaching practices and development which provides an opportunity that can not be obtained in any other way. As stated by Darling (2001) and Challis (2003) the main cause of the decrease is the reflection made upon the whole process. In that sense, it has a critical importance and stimulates the awareness of teaching practice. Thus, the whole process, providing evidence and reflection of teaching practices, the teachers' beliefs about the vision of teaching, assisted the teachers to evaluate their competencies on a more truthful basis.

Hence, the decrease in the post-test results as a consequence of the TP development process seemed significant. TP construction process seemed to make the teachers gain both a critical insight to evaluate themselves and awareness regarding what a competency domain actually included.

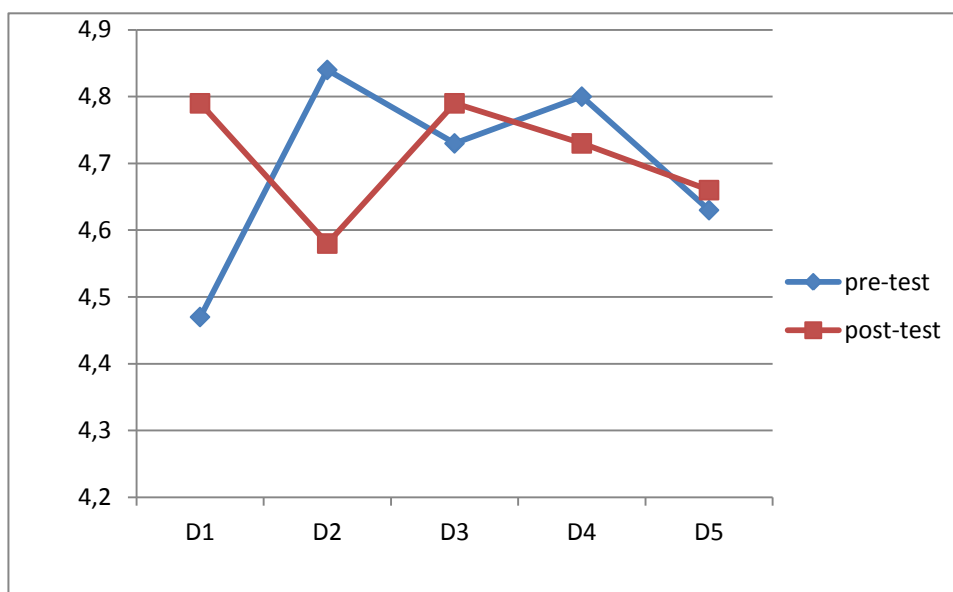
To be able to further see both the decreases and increases, individual teacher mean differences between pre and post-competency questionnaires were also illustrated. The following six figures present the individual teacher-based results to better support the change in the teachers' evaluations of their competencies as a result of the TP construction process. Therefore, in the following six figures, a more concrete way of change observed in the teachers' evaluations of their competencies are provided. In a sense, these figures help us comprehend the flow of whole process.

**Figure 5.3: Pre and post competency questionnaires difference for “Teacher 1”**



As the figure clearly shows a clear-cut difference was observed between the pre-test and post-test mean values of D1 (Planning and arranging English language teaching processes) and D5 (Professionalism in English Language Teaching). As it is seen, the mean value of D1 increased, while the mean value of D5 decreased. These changes in the T1's perceptions upon her competencies were quite significant. It can be said that TP construction was found to contribute to the teacher's perceptions to make more critical and truthful evaluations. This finding may also suggest that the teacher became more aware of what it meant to plan and arrange English language teaching process and how challenging it was. Additionally, the practices included in the TP construction program seemed to affect the teachers' performance which led to the increase in D1. With regard to decrease between the pre-test ( $\bar{X}=5.00$ ) and post-test ( $\bar{X}=4.74$ ) values of Domain 5, it can be concluded that the decrease appeared as a result of gaining awareness that PD was a difficult issue and had lots of components which really deserved a long-run work to achieve. Therefore, it can be concluded that after the TP construction process, T1 made more realistic evaluations upon her competencies.

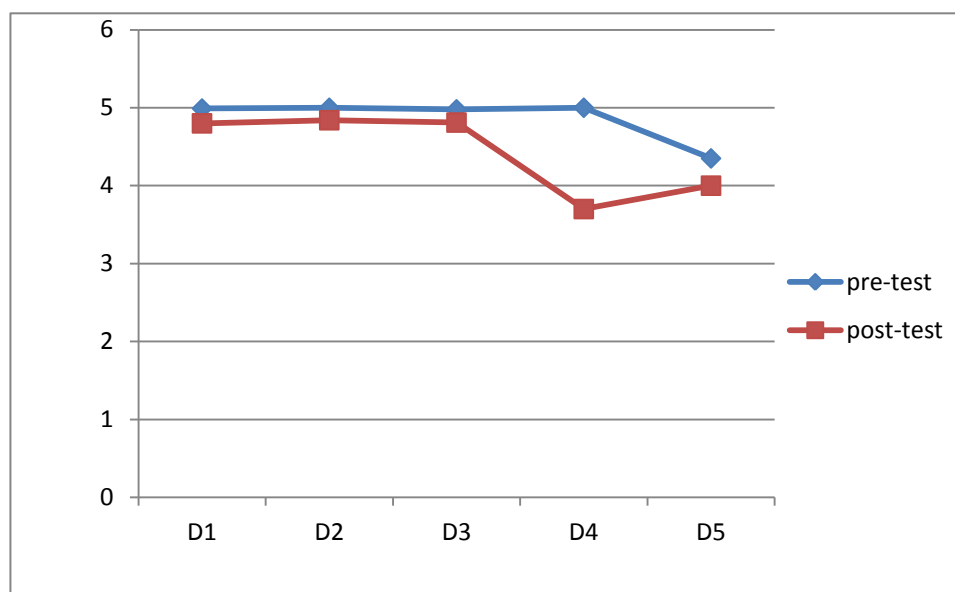
**Figure 5.4: Pre and post competency questionnaires difference for “Teacher 2”**



Similar to T1, for T2 as well, a positive change was observed between the pre ( $\bar{X}=4.47$ ) and post-test ( $\bar{X}=4.79$ ) results of Domain 1 (Planning and arranging English language teaching processes). It is clear that TP construction process positively influenced competencies of the teacher included in D1. Additionally, D2 which refers to “development of language skills” of learners is another area of competency on which there was a change. The mean value of pre-test was found ( $\bar{X}=4.58$ ) whereas the post-test was ( $\bar{X}=4.84$ ). The decrease was quite significant. As it was already explained, D2 was the area of competency on which all the teachers rated them as competent ( $\bar{X}=4.97$ ).

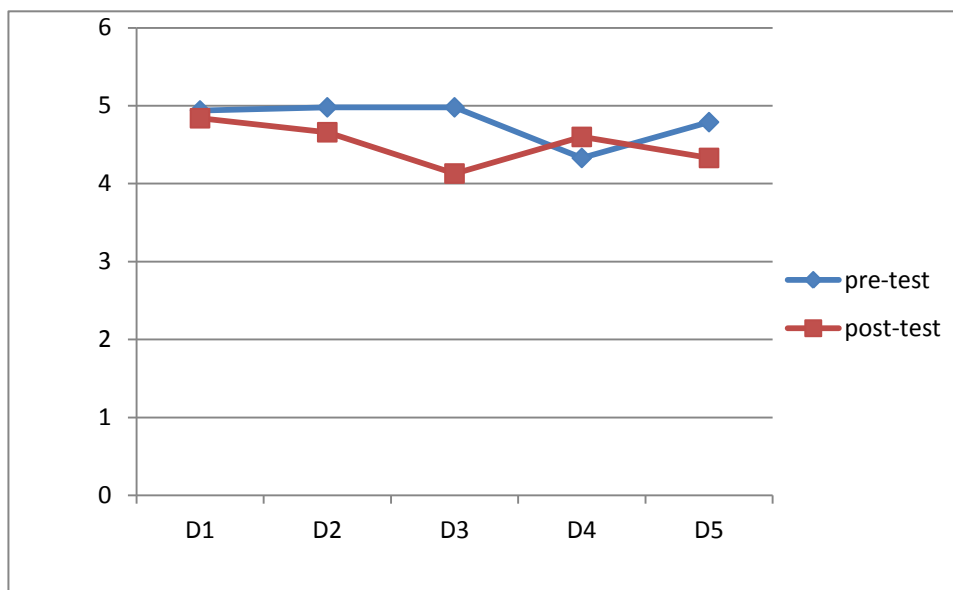
However, developing all learners’ language skills is rarely possible. Students differ in their aptitudes, learning styles and attitudes towards language learning. Teachers’ own time and resources are also limited. Therefore, the decrease in the post-test result deserved to be taken into consideration. It can indicate that the teachers, by being involved in a TP process, became aware of the fact that as part of PD, developing language skills of learners is a challenge requiring great effort, time and suitable conditions for the teacher to maintain and sustain development and professionalism.

**Figure 5.5: Pre and post competency questionnaires difference for “Teacher 3”**



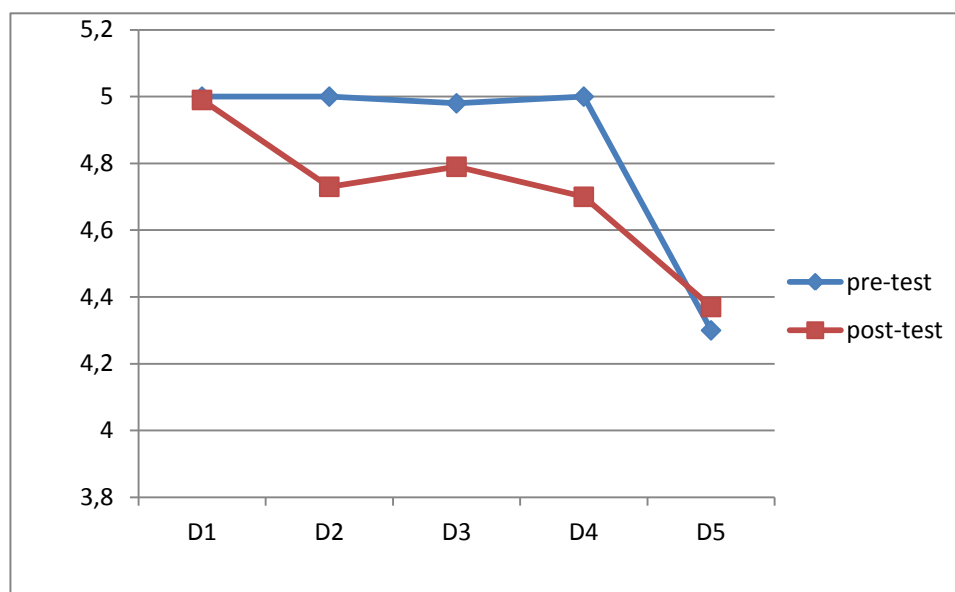
Contrary to the other two teachers, Domain 4 (Collaborating with school-family and society) was found as the only area of competency which differed between the pre-test and post-tests results. While the mean score of the pre-test was ( $\bar{X}=5.00$ ), the post-test score was ( $\bar{X}=3.75$ ). The TP construction process seemed to encourage the teacher to think more critically about her competencies regarding Domain 4. Thus, the teacher reevaluates performance indicators of this domain in a more meaningful way. The decrease may also suggest that the teacher became aware that school-family and community collaboration is an important factor to strengthen learners' educational resources and sensitize about the use of true cooperation to help learners achieve success.

**Figure 5.6: Pre and post competency questionnaires difference for “Teacher 4”**



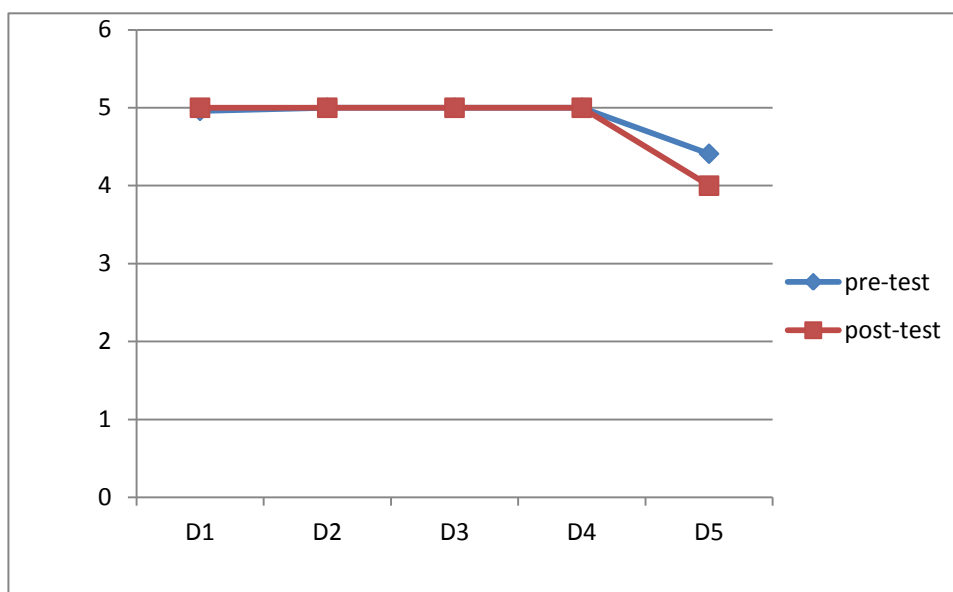
As the figure shows, despite being slight, there are some changes between the pre and post-test results of T4. Similar to T3, the mean values changed only in one competency domain. Though it was not a significant change, the change was observed in Domain 3 (Monitoring and evaluating language development). The mean values of all the other four domains both for pre and post-tests were found to be quite close to each other. Although there were not any big differences, it seems possible to conclude that TP construction had some effects on the perceptions on her competency evaluations. However, these small changes can still be a powerful indicator of the effects of TP construction process to encourage the teacher to become more aware of her competencies.

**Figure 5.7: Pre and post competency questionnaires difference for “Teacher 5”**



Although the pre and post-test mean values did not significantly differ from each other, change was observed on three domains (D2, D3 and D4). The pre-test result of Domain 2 was  $\bar{X}=5.00$ , while the post-test was  $\bar{X}=4.73$ . The pre-test for Domain 3 was  $\bar{X}=4.98$ , while the post test result was  $\bar{X}=4.79$ . Similar to the other two domains, the pre-test result of Domain 4 was  $\bar{X}=5.00$ , while the post-test was  $\bar{X}=4.70$ . As can be seen, all of these domains witnessed a decrease. Contrary to the other three domains, the post-test result of Domain 5 increased slightly. While the pre-test result was  $\bar{X}=4.30$ , the post-test result was  $\bar{X}=4.37$ . All these changes may indicate that as a strategy for PD, TP construction led the teacher to make more critical evaluations on her competencies.

**Figure 5.8: Pre and post competency questionnaires difference for “Teacher 6”**



Although it was a little bit interesting, any differences were not found between the pre and post-test results of T6 except Domain 5 (Professionalism in English Language Teaching). The mean score of the pre-test was ( $\bar{X}=4.41$ ), while the score for the post-test was ( $\bar{X}=4.00$ ). Although, it was quite a small change, the decrease in the mean score of post-test may indicate that the teacher may have developed an understanding that how contributing process the TP construction was. Just as he stated in one of his answers, TP construction process contributed him a lot by providing new insights on how to teach better as well as using the recent trends in language teaching.

Consequently, it can easily be seen that all of the teachers' perceptions with regard to their competencies differed from each other. It is possible to say that the TP construction process affected some of the teachers' perceptions on a large extent, while it did little to some others' perceptions. Almost in all competency domains, the post-test results decreased. The decrease in the post-test results may suggest that the TP construction led the teachers to be more critical, self-evaluative and reflective to make truthful evaluations for their competencies and PD.

When the results are evaluated as a whole, it is seen that the teachers' perceptions of their competencies changed from one teacher to another. It is also difficult to observe uniformity in terms of the change of perceptions in any domain. This overall result provides evidence for the uniqueness of teacher portfolio construction for each individual. Similar to the findings of this study, the study of Wray (2007) also revealed that the



benefits of the portfolio development process were distinctive to each group member. This indicates that everyone does not experience PD neither in the same form nor from the same experiences. Therefore, being completely a personal development tool, TP helps each individual teacher in unique terms. In this sense, being unique to each individual, teacher portfolio has an autobiographical nature that assists teachers in changing their own practice and constructing their own professional identities (Antonek, McCormick & Donato 1997). Besides, as a description of a teacher's major strengths and teaching achievements, portfolios are very individual and unique (Rodrigues-Farrar 2006). For this reason, although it can not be traced in this quantified data, comparisons between each individual teacher's pre and post-test results provide evidence to the extent each teacher witnessed some change. The opinions of individual teachers revealed in the interview data also supported this idea.

The results were consistent with the study of Imhof & Picard (2009) where they used TP to replace traditional reports and to enhance PD; encourage cooperative learning; structure and document the communication between pre-service teachers, mentors and supervisors. In their study, they aimed to find out the effects of portfolio method on relevant competences and professional attributes. They found out that teachers got benefit from the portfolio method in relation to the quality of reflection captured in the individual texts.

In addition to the qualitative data gained from the post administration of competency questionnaire, some questions were included in the post-portfolio interview to be able to gain a full understanding whether the TP construction influenced the teachers' competency development. In this following part, the findings of these questions are presented. In the final interview, questions 9 and 10 (see Appendix F) aimed to answer the research question in discussion. While the former question aimed to get the teachers' opinions upon the contribution of TP to their competency development, the latter question sought the activities which were found as the most beneficial and contributing.

Overall, all participants stated that TP construction contributed to their competency development. The teachers' responses to the question were coded and categorized. The table below (see Table 5.13) presents their responses indicating the ways TP construction contributed to their competency development.

**Table 5.13: The contributions of teacher portfolio construction on competency development**

<b>Categories</b>	<b><i>f</i></b>	<b><i>%</i></b>
Self-evaluation	5	45.45
Teaching of language skills	3	27.27
Observation of PD	3	27.27
<b><i>Total</i></b>	<b><i>11</i></b>	<b><i>100</i></b>

As the table presents, self-evaluation was found to be the most significant way of TP construction process. For instance the responses yielded that for some of the teachers (e.g. T2, T3) self evaluation meant to keep records of their teaching practices and reflection on these records. A constant element of this process was reported to help them see the ineffective teaching practices and reach a better level of teaching. Thus, they believed that TP would assist them to define major teaching accomplishments and strengths.

By being put forth as a contribution almost by all the teachers, it deserved to be considered. In fact, it was one of the basic contributions that the TP construction process aimed to achieve. In this respect, this finding may indicate that the TP construction process served its purpose and led the teachers to be more self-evaluative, thus reflective and realistic.

The study of Woodward (1998) on learning thorough assessment via reflective journals and portfolios also supported this finding. In that study self-evaluation and reflection were reported as the most valuable processes that were encountered by pre-service teachers during the entire portfolio development program.

This shows how TP is effective in making teachers to become aware of their potentials and discover personal qualities that they are unaware of. Thus, TP gives teachers a new perception of themselves both personally and professionally.

The categories included in the table mainly indicate that competency domains which were found to be more affected by the TP construction practice are; *Domain 2 “Developing language skills”* and *Domain 5 “Professional development in English Language Teaching”*. One of these three categories “teaching of language skills” refers to

Domain 2, while the other two categories “*self-evaluation and observation of PD*” refer to Domain 5. As it was explained above in table 5.12, the post-test results of both domains witnessed a decrease which may suggest that the TP construction process helped the teachers become more self-evaluative in rating their competencies.

The findings also revealed that the ways that TP process contributed to competency development overlapped with PD. For most of the teachers, competency development was reported to be gained in *Domain 5 “professional development in English language teaching”*. Thus, it is possible to conclude that in its general sense, the TP construction process mostly influenced the competencies related to the PD of the teachers.

The explanation provided by Teacher 3 with regard to the contributions of TP construction underlined the extent to which competency and professional development were two interrelated themes.

**T3;** “In my opinion, keeping records worked well to be able to observe our personal PD. For instance, weekly reflections about the practices included in the TP construction program provided us to see the inefficiencies and made us aware that we needed to find more effective ways to practice.”

This quotation was quite meaningful. As the teachers’ expression showed “*seeing the inefficiencies*” indicated that the teachers got benefit from the TP construction process, especially by becoming more reflective, truthful, critical and self-evaluative. This situation was supported by both the post-administration of the CPAQ and post-portfolio interviews. As it can be remembered, in Table (5.12) there were some decreases in the mean values of all the teachers’ post tests (CPAQ) which highly underlined that they did more critical evaluations after being involved in a TP study.

As stated by the teacher, in its general sense, the TP construction program was found effective. Therefore, to be able to understand which practices contributed to the competency and professional development of the teachers, they were asked about whether they found the practices beneficial. The teachers were also asked to explain how the practices contributed. Thus, the following table (Table 5.14) shows the teachers’ responses concerning the activities found to be beneficial for competency development.

**Table 5.14: Activities contributed to competency development**

<b>Categories</b>	<b><i>f</i></b>	<b>%</b>
Peer Observation	3	38.00
Weekly self-evaluations & reflections	3	38.00
Formal reading practice	2	24.00
<b><i>Total</i></b>	<b>8</b>	<b>100</b>

As the table demonstrates “*peer observation of teaching, self-evaluation and reflection*” were found as the most beneficial activities by the teachers. For instance, T1 who evaluated *peer observation* as an effective way for competency development explained her thoughts in these words;

**T1;** “As head of the department, I have been doing observation visits to my colleagues’ classes. However, being observed by my colleagues and receiving constructive feedback on my approaches to teaching makes me happy. Receiving feedback helps me be more reflective upon my teaching practices.”

Another teacher, T2 who *found self evaluation and reflection* as one of the contributions of TP for competency development summed her opinions up in this way;

**T2;** “For TP process, to be effective, the opportunity for self evaluation and reflection is quite significant. As a way of development, reflection helps us examine our teaching performance as well as monitor our progress. Therefore, self-evaluation and reflection as significant components of the process encouraged me to continuously review my teaching.”

From these findings, it can easily be understood that the participants who could review their teaching practices either by peer observation or self-evaluation and reflection found the process as a way of identification concerning the areas for their improvement.

Therefore, the findings mentioned above overlap with the previous findings with regard to the contributions of TP construction to the teachers’ competency development (see Table 5.13). These findings are consistent with many of the studies on PD and teacher

development (Bull et al. 1994; Winsor, Butt, Reeves 1999; Klenowski 1998 & 2000; Tanner et al. 2000; Challis 2003; Fernsten & Fernsten 2005; Gray 2005; Attinello, Lare & Waters 2006; Munoz 2007; Wray 2007; Farrell 2008).

For instance, in her study of subject-based PD opportunities, Gray (2005) reported that peer observation was found to be an extremely cost-effective and time-effective PD opportunity. In their study conducted with teachers and administrators on the use of portfolios for teacher evaluation, Attinello, Lare & Waters (2006) also reported that participants believed portfolios encourage teacher self-reflection. This finding clearly suggests that the dynamic nature of TP makes it appropriate for being used as a form of reflection and self-evaluation.

Just as the findings from the interview revealed, the weekly written reflections of the teachers also underlined how they attached importance to peer observation.

For example, in her reflection log, T3 explained the advantages of peer observation by making the following list;

- It can help time management
- It's good for teacher training and ELT management
- Teachers might receive feedback better if it comes from other teachers
- Teachers can get different feedback from different people
- It can boost teacher's confidence

Therefore, in accordance with the findings reported in the study of Tigelaar et al. (2006) peer observation indicates how social interaction and collaborative processes are of crucial importance to the effective construction of TP as well as stimulating teachers' reflection and PD.

As a part of EPD, this finding also supports the idea of collaboration between peers. The result also goes in line with the results reported by the studies of Koçoğlu (2006) and Wray (2007) concerning the role of portfolios in EFL teachers' PD. In both of these studies, collaboration was found to be an important practice during the portfolio preparation process through which difficulties were overcome by discussions.

This finding further indicates how necessary self-evaluation for teachers' PD. For example, in her study of English language teachers' perceptions on their PD and its

relation to autonomy, Munoz (2007) found out that teachers had interesting experiences to share about self-monitoring and self-evaluation of their teaching practice. In the studies of Klenowski (1998) and Bull et al. (1994) where portfolios were used for assessment in pre-service teaching, they were found to enhance reflective practice as well as self-evaluation. In their study on portraying pre-service teachers' PD through portfolios, Winsor et al. (1999) reported that portfolio development not only facilitated but also provoked reflection as well as ownership of evaluation.

In its general sense, the teachers' comments upon the role of self-evaluation and reflection are in line with some other studies. For instance, in his study on reflective practice in PD of language teachers, Farrell (2008) stated that teachers who engaged in reflective practice could develop a deeper understanding of their teaching; assessed their PD; developed informed decision-making skills; and became proactive and confident in their teaching. He further suggested that PD through reflective practice could be seen as an opportunity to enter a process of mental growth spurred from within where teachers were supported in seeking their own growth.

Additionally, Fernsten and Fernsten (2005) suggest that throughout portfolio construction and assessment, reflection can be effective if it goes beyond simple interpretation of an experience to naming issues or questions that arise from the experiences. Therefore, reflection on their own portfolios shows that the participants of the current study could trace their development as well as could become an integral part of the entire portfolio construction process. In this sense, this indicates that understanding about teaching and student learning stimulated an awareness of whole teaching process, what have been done and what should be done in the future practices.

Following these activities, formal reading practice was also found to be another beneficial activity contributing or at least facilitating development of the teachers' competencies. As far as the teachers reported, new ideas gathered from formal reading practice, were more effective to stimulate them to do various teaching practices than the usual way they did teaching. Thus, the new ideas gathered in formal reading practices could also be said to contribute to the teachers' competency development.

As the qualitative data analysis for the research question in discussion showed, the TP construction process was reported to be influential on the teachers' competency development. Although several ways were found to be positively affected by the TP

construction process such as development of teaching skills, observation of professional development, TP construction was reported to contribute most to the development of self-evaluation and reflection skills. Consistent with nearly all of the teacher portfolio studies (Bull et al. 1994; Woodward 1998; Klenowski 1998; Munoz 2007; Farrell 2008), this finding is important. It may be an indicator of how TP construction contributes to the ongoing way of teachers' professional advancement and their awareness of this advancement. Also, it is seen that the TP construction process helped the teachers become aware of their personal strengths and potentials.

#### **5.1.5 RQ 5: How do the in-service EFL teachers evaluate/assess the impact of teacher portfolio construction on their professional development?**

A post portfolio interview was administered to make a general and personal evaluation of TP construction on the teachers' PD (see Appendix F). In this final interview, the teachers were asked to define TP, state the advantages and challenges of TP construction and report how this process could be made more fruitful.

To be able to get a general evaluation of the TP process, the teachers were firstly asked to define TP. Through this question; it was aimed to see whether there was any difference between the perceptions and understandings of the teachers before and after the TP construction experience. The findings with regard to this question are presented below (see Table 5.15).

**Table 5.15: Definitions of teacher portfolio gained from post-portfolio construction interview**

<b>Categories</b>	<b><i>f</i></b>	<b><i>%</i></b>
Record of teaching history	6	75.00
A kind of self-evaluation	2	25.00
<b><i>Total</i></b>	<b><i>8</i></b>	<b><i>100</i></b>

The responses of the teachers were put into two categories. As the table shows, mostly TP meant to the teachers as a '*record of teaching history*'. Commonly, the expressions that were used to define TP were; '*record of teaching history (f=1)*, '*inclusive professional history (f=1)*, '*record of teaching practices (f=2)*, '*concrete formation of teaching experiences (f=1)*, and '*collection of teaching records (f=1)*. The expressions

uttered by the teachers showed that they perceived TP as a record to keep teaching practices, experiences and evidences. This finding showed that there was not any broad difference between pre and post definitions of TP. As it was previously reported within the findings of research question 2 (Chapter V), in the pre-stage interview most of the responses showed that TP was defined as a ‘*tool to keep teaching materials*’.

As a representative of the first category of the TP definition, during the final interview, one of the teachers (T1) defined ‘teacher portfolio’ in this way;

**Teacher 1:** “When regularly kept, teacher portfolio is a practice which I call as the treasure of a teacher helping to see what has been done throughout the teaching profession. TP also shows the extent we have practice with our students, which activities have the greatest effect on students. Most significantly it makes teachers be more confident of their skills and strengths”.

As it can be inferred from the teacher’s definition, the teacher is reflective which may suggest that the portfolio construction was a kind of awakening for the teacher. This awakening may assist the teacher to become more open to development. Another definition provided by T4 was also significant since it also indicated that TP was a tool for keeping teaching materials.

**Teacher 4:** “Teacher portfolio is a collection in which teachers keep records of teaching practices that they create throughout the teaching process. It is also a kind of plan of personal and professional progress.”

In addition to defining TP as a record of teaching history, some of the teachers defined it as a kind of ‘*self-evaluation*’. One of the two teachers (T3) who defined TP as a kind of self evaluation stated;

**Teacher 3:** “TP is a kind of evaluation, for daily or weekly evaluation of teaching. Through TP I can observe changes and development. It shows what I do, or what I should do better.”



The post-portfolio construction stage definitions of the teachers clearly show the great similarity to the pre-portfolio construction stage definitions. For both stages, the main category of the definitions referred to the use of teacher portfolio as a *'tool to record teaching history; and a tool for self-evaluation and reflection'*.

While pre and post portfolio construction stage definitions seemed quite similar, during the pre-portfolio construction stage interview, the teachers were observed to have more difficulty in defining what a portfolio actually was. Thus, more clarification questions and prompts were provided to the teachers. In contrast, during the post-portfolio construction interviewing, the teachers had no more difficulties in explaining their opinions. They could express their thoughts easier and better. They were seen to put forth their ideas on their teaching. As supported by many other researchers Doolittle (1994) Darling (2001) Challis (2003), this shift may suggest that TP construction as a challenging process assisted the teachers to have a clearer understanding of teaching portfolios as well as their impacts upon teaching skills. The criticality gained as a result of the TP study may also suggest how the portfolios stimulated the teachers to become aware of what they did both in and out of the classroom, that is to assess the scope and quality of their teaching performance.

Another point that was stressed in this particular study was the likely influence of TP construction on the teachers' professional development. The responses given by the teachers to explain the ways in which TP contributed to their PD were categorized into three. The table below presents these categories (see Table 5.16).

**Table 5.16: The contributions of teacher portfolio construction on professional development**

<b>Categories</b>	<i>f</i>	<i>%</i>
Gaining development	4	50.00
Self-evaluation	2	25.00
Record keeping	2	25.00
<b><i>Total</i></b>	<b><i>8</i></b>	<b><i>100</i></b>

As the table shows, mostly the contribution of teacher portfolio to the teachers' professional development was referred to development, self-evaluation and record keeping.

Although these themes seem different from each other, they are similar in essence. For teachers, keeping the records of their teaching practices may encourage them to be reflective. Being reflective also means that teachers are actively involved in their evaluations. For teachers, having a voice in their evaluation may encourage them to be more aware of their development. Thus, as a process of collection, selection and reflection, teacher portfolio construction contributed to the demonstration of the depth of the teachers' works, experiences and achievements.

Additionally, the teachers' responses revealed three categories which were quite similar to the categories gained from the definitions for TP (see Tables 5.8 and 5.15) and contributions of TP for competency development (see Table 5.13). In this sense, these findings were significant as they also shed light into an overall understanding for TP.

Mostly, gaining development in teaching profession was put forth as a contribution of TP on teacher PD. According to the teachers, TP helped them discover professional learning and gave them an insight to understand the significance of setting goals which were perceived as a way of contribution to both teacher learning and student achievement. Thus, for the teachers (T3, T4, and T5) the opportunity that TP created to achieve a better performance in teaching profession was one of the main contributions.

Additionally, for the category of self-evaluation, one of the teachers (T2) stated that TP construction made her discover what she learned professionally, the road taken throughout a year, the areas in which she needed to study and practice more. Hence, she could see her strengths and weaknesses.

These findings are parallel with the results of studies of Andrejko (1998) and Abdel Halim (2008) ensuring the benefits of developing a TP. In their studies, TP was proved to be an ongoing record of teachers' performance at school. Besides, the teachers evaluated TP as a tool to gather information about their teaching practices and evaluation of teaching performance towards goal-setting.

For the category of 'record keeping', the teachers stated that though they could not do it appropriately because of some challenges that they faced, TP construction provided a regular review of their work. If it had been done appropriately, it could have helped them better.

This finding coincides with the overall result of Koçoğlu's (2006) study which emerged from the process of collecting evidences to represent pre-service teachers' growth. The participants of her study mentioned that throughout the process they had the chance to add items to their portfolios to show their new experiences and knowledge. Therefore, teacher portfolios were reported as tools to keep records of continuous growth and change.

Although, they were all aware of how TP construction contributed to their PD, they concluded that TP construction was a really difficult task to do. Additionally, despite the teachers' awareness of the contributions of TP construction on both competencies and professional development, it was observed that the portfolios contained very little evidence of teaching practices, teaching skills, self or peer evaluations and reflections of weekly practices done throughout the TP construction process.

Most significantly, almost none of the portfolios, except one, had a 'teaching philosophy' which was the most important component to be included in a teacher portfolio. The teachers seemed to have difficulty in devoting adequate time and energy to their portfolios. Furthermore, numerous challenges such as; the need for increased time commitment; confusion regarding purpose and format; and lack of clarity regarding the content made the TP construction a more challenging process. This confusion together with the heavy workload and lack of time resulted in poor constructed TPs. These findings may suggest the importance of administrative support for successful portfolio development. Administrators who are also required to be insiders of TP construction process should leave enough time and space for teachers to fully engage in PD practices.

Following the contributions of TP construction for PD, the teachers were asked about their thoughts upon the TP role of TP on creating a PD promoting environment. As they did for the previous question, all the teachers responded positively. Although, most of the teachers in this study found the TP construction process demanding and difficult, they were also in favor of the idea that TP construction should be encouraged as a visual representation of teachers. For instance, one of the teachers (T1) who thought that TP may make teachers to be confident of them stated that TP is much more important for a teacher working at a private school, because at least having a TP may make the teachers more prestigious.

Another teacher (T2) supported this idea by adding;

**Teacher 2:** “I think TP has certainly role on creating a PD facilitating environment. A constantly changing and inquiring teacher will both contribute a lot to student learning and self development. Thus, the quality of education and teaching facilities provided at schools will also be enhanced”.

For most of the teachers, TP had various roles on PD. For instance as an evidence of previous experiences TP was thought to contribute to future teaching career. Besides, TP process which was thought to be a fruitful process by most of the teachers was also seen as a tool letting teachers go further in their career.

One of the teachers (T3), who also evaluated TP construction in a positive way, summarized the process in these words;

**Teacher 3:** “TP construction certainly contributed, but as they were the things that we had already been doing, the only difference was to keep records of them. However, TP construction contributed to my point of view such as setting goals, especially professional goals rather than lesson goals and objectives.”

Next, the teachers were asked about the advantages of TP construction. They were also asked to explain their reflection on the whole process. For all the teachers, there were several advantages. Some of the advantages stated by the teachers were presented below (see Table 5.17).

**Table 5.17: The advantages of teacher portfolio construction**

<i>Advantages</i>	<i>f</i>	<i>%</i>
Evidence of strengths and weaknesses	5	31.00
Self-evaluation	4	25.00
Evidence of teaching performance	4	25.00
Tool to encourage goal-setting	3	19.00
<b><i>Total</i></b>	<b><i>16</i></b>	<b><i>100</i></b>

As the table shows, the TP construction process mainly provided the teachers the chance to see their strengths and weaknesses. Similar to previous findings, TP was also seen as a tool to create an atmosphere for self-evaluation. Another advantage of TP construction was perceived that it was a tool to show the teachers' teaching performance by providing the records and evidences of both their in and out-of-classroom work. Besides, TP was also seen as a tool to encourage goal setting (both professional and personal goals) and to provide concrete evidences of teaching practice as well as to show the extent they achieved or completed the goals targeted for a year.

In addition to the advantages, another significant point that the teachers were asked to explain was the challenges that they had when constructing their portfolios. As stated by Wray (2007) while the potential contributions of TP construction in relation to teacher competencies and professional development are many, the overall process is not without challenges. Thus, the following table (see Table 5.17) presents various challenges that were stated by the teachers.

**Table 5.18: The challenges of teacher portfolio construction**

<i>Challenges</i>	<i>f</i>	<i>%</i>
Lack of time	6	67.00
Heavy workload	2	22.00
Individual responsibilities	1	11.00
<b><i>Total</i></b>	<b><i>9</i></b>	<b><i>100</i></b>

As the table clearly presents, the theme stated by all the teachers as a challenge was 'lack of time' which is the most universal theme in TP process. Consistent with findings in most of other studies on portfolio development both in pre and in-service stages of teaching, having an adequate amount of time is an indispensable part of TP process (see Abdal-Haqq 1996; Klenowski 1998; Anderson & Demeulle 1998; Retallick 1999; Winsor, Butt & Reeves 1999; Gray 2005; Koçoğlu 2006; Tigelaar et al. 2006; Hanratty and O'Farrell 2007; Wray 2007; Ok & Erdoğan 2010).

For instance, in their study of reflective teaching portfolios for continuous professional development (Hanratty and O'Farrell 2007), portfolios were found to be so demanding and time-consuming that the participants reported that they would not have time to keep this up. Therefore, the researchers assured the participants that the outcome of

the process would result in opportunities for meta-reflection and collegial interactions that would help them grow professionally.

In another study, in which teacher portfolio was found to be an effective instrument for professional development of teachers, Tigelaar et al. (2006) concluded that portfolio construction process was found to be helpful in giving teachers a better insight into competencies for improvement. However, there was not enough time to actually practice new ideas, evaluate improvements and experience development.

Furthermore, another challenge was 'heavy workload' which was closely related to 'lack of time'. For the teachers, it was also a significant disincentive for participation in PD activities. *Heavy workload* led the teachers to have less time to do other TP related practices.

Though it was not commonly stated, 'individual responsibilities' which generally referred to the family responsibilities were also found to be another kind of challenge. To some extent, these challenges distracted the teachers from effective application of the practices introduced throughout the TP construction process, including writing weekly reports, doing self-evaluation, and keeping regular records of teaching practices.

Significantly, the observations recorded in researcher journal kept during the study revealed some other challenges. The teachers' uncertainty regarding the purpose of TP construction and their limited knowledge about what to include in their portfolios were some other issues found to be challenges during the TP construction process. Therefore, as stated by some researchers, these challenges must be addressed if teacher portfolios are to meet the development in competencies and professional development. As a solution to this challenge, teachers are suggested to collaborate and discuss their colleagues throughout the TP construction process since portfolios are stated to be best prepared in consultation with others involving in the process (Seldin 2000; Tigelaar et al. 2006; Seldin et al. 2010).

Because of these potential challenges, in the current study the teachers suggested portfolios should become a compulsory task for all teachers by the Ministry of National Education. Similar to this suggestion, the participants of Tigelaar et al. (2006) suggested that portfolio should only be used for those aspiring a teaching career. The core idea in the teachers' suggestion in both studies is that, TP construction can better facilitate and portray development of teachers. TP construction can also be a step further for teachers to take responsibility of their own learning.

As an important reflection concerning the whole TP construction process, the teachers were further asked how TP construction process would have been more fruitful. Consistent with the results of previous questions, various findings were recorded. The following table shows them (see Table 5.19).

**Table 5.19: Ways to make teacher portfolio construction more fruitful**

<i>Category</i>	<i>f</i>	<i>%</i>
Having much more time	4	50.00
Compulsory task	2	25.00
Having less workload	1	12.50
Interaction between schools	1	12.50
<b><i>Total</i></b>	<b><i>8</i></b>	<b><i>100</i></b>

As the table provides, the teachers' responses to this question yielded some categories of implications. In a way, the teachers suggested to have much more time and less workload for a more effective construction of TP. More significantly, since the teachers believed that TP was representative of a teacher, they suggested that TP should be a compulsory task for all of the teachers either working at private or public schools. Thus, each teacher should have a portfolio throughout his/her teaching career to record professional development and competencies development. Additionally, one of the teachers (T4) stated that there should be interaction and collaboration between schools for more effective application of portfolio development and explained her ideas by emphasizing;

**Teacher 4:** "I think it should certainly become a compulsory task in either public or private schools. An "inter-school system" should be developed and teachers working in these schools should be in touch with each other both to share their experiences and practices."

This finding may suggest that both pre-service and in-service PD requires partnerships among schools, higher education institutions and other appropriate entities to

encourage and ensure inclusive learning communities of everyone who impacts student achievement and their learning. Therefore, those within and outside schools need to work together to bring the ideas, commitment and other resources together that will be necessary to address important and complex educational issues in a variety of settings and differing time spans.

In sum, the results showed that the teachers were generally positive about the effects of portfolio construction both on their competencies and professional development. However, because of various challenges appeared they were not satisfied with the quality of their work during the TP process. Therefore, all of the findings may suggest that teachers practicing TP need to be provided more suitable conditions to devote more time and energy to various practices that will potentially facilitate their competencies and professional development. As an evidence of an adequate time span of TP construction, teachers working on a four-year portfolio development process in the study of Retallick (1999) were found to gain a great deal of learning over time as well as to learn to encourage reflection on their teaching practices

The findings also suggested that constructing a TP was useful for developing positive attitudes towards various practices that operates to help teachers to gain insight on the significance of development as well as the on-going learning that is needed to keep-up-to-date.

To sum up, as also stated by various researchers, in spite of some challenges or tensions associated with TP construction such as time & heavy workload, understanding & awareness of TP concept, value of portfolio construction, the findings of this study were positive, encouraging the teachers to have positive ideas upon the effects of TP construction on their competencies and professional development (Brogan 1995; Tanner et al. 2000; Riggs and Sandlin 2000; Tigelaar et al. 2006; Wray 2007; Lyle & Hendley 2007; Imhof & Picard 2009). Besides, as it was consistent with the findings of most other studies (Anderson & Demeulle 1998; Retallick 1999; Koçoğlu 2006 & 2008) TP construction process made the teachers become more critical and truthful about their competencies. This was proved by the decrease of the mean values of post-portfolio construction questionnaires. The difference in the rates of the development of competencies and professionalism may be attributed to the difference in the nature of each standard and the time and effort the teachers devoted. Thus, the next portfolio construction of this group of



teachers may result in a more fruitful process, including the implementation and evaluation of teaching practices.

## **5.2 Chapter summary**

Together with discussions provided, this chapter shed light into the findings of the study. It also provided positive conclusions. Summary, conclusions, implications, limitations of the study and recommendations and suggestions for further research are provided in the following chapter.

## CHAPTER VI

### CONCLUSIONS AND IMPLICATIONS

#### 6.0 Introduction

This chapter deals with conclusions of the present study that the researcher has come to as a result of the analysis and discussions of the results. Conclusions are followed by implications and recommendations for further research.

#### 6.1 Conclusions

This research study aimed to find out the effects and implications of teacher portfolio construction on English language teachers' competencies and development. To achieve this general aim, a teacher-portfolio construction program was developed. In accordance with the research problem, five research questions were investigated and answered. In the following paragraphs the conclusions pertaining to each of these questions are provided.

One of the primary conclusions of the current study refers to the participants' perceptions upon their competencies. With reference to the analysis of research question 1, mean values of the competency domains clearly demonstrated that all the teachers perceived themselves quite competent. Although the mean values of all five main competency domains were high, the mean values of Domain 2 (Developing language skills) and Domain 3 (Monitoring and evaluating language development) were found as the highest. This indicated that the teachers were quite positive about their competencies upon developing learners' language skills and monitoring and evaluating learners' language development. Although the mean value of Domain 5 (Professional development in language teaching) was also high, it was relatively the lowest of all five domains. This may suggest that Domain 5 seemed to be the most challenging area of development which has already been consistent with the existing literature (Gündoğdu 2006; Güneş 2007; Karacaoğlu 2008; Saatci 2008; Ünlü 2008). Following the first highest domains, the other two competency domains, Domain 4 (Collaboration with school-family and society) and Domain 1 (Planning and arranging English language teaching processes) were almost equally high. Similar to other domains, it is possible to conclude that the teachers

perceived themselves competent in these two domains as well. Mainly, this may suggest that the teachers were focused on the development of learners' skills in language learning. This result is natural and expected when everyday functioning of teachers and their main drive as placing more emphasis on the task of teaching and evaluation is considered.

The next research question was about the teachers' general understanding upon professional development and teacher portfolio. The data gathered at the pre-portfolio construction stage through interviews showed that professional development was mainly seen as an aid which includes subscribing publications, periodicals, participating in-service training programs, doing graduate studies and evaluating self by the teachers. It was also perceived to be a combination of skills and knowledge including the records of one's teaching practices. However, professional development as explained by many other researchers is an ongoing learning process serving as a bridge between where prospective and experienced teachers are and how they will need to meet new challenges of guiding all students in achieving to higher standards of learning (see Little 1993; Villegas-Reimers 2003; Adey et al. 2004; Mohamed 2006; Abdel Halim 2008; Hien 2009). Thus, when this broad definition of PD is considered, it can be concluded that the teachers in this study had rather narrower and slighter perceptions. However, for the teachers to define PD slightly is not surprising since PD in Turkey is an issue which is struggling both in pre-service teacher education and in in-service teacher development levels. In pre-service level, teacher candidates unfortunately do not receive enough knowledge and guidance on this issue (see Kavak, Aydın, Akbaba Altun 2007). Rather, they receive general training for teaching skills which also goes on in-service level. Thus, they can not develop awareness and philosophy concerning PD. For this reason, as a significant process, there are some practices to be done in pre-service teacher education to create the awareness of professional development early at the very beginning of teaching profession, as well as in in-service teacher training and development. In this sense, teacher portfolio may serve well as a path to be taken in pre-service teacher education and to be followed in in-service teaching to stimulate and sustain professional development.

Another conclusion to be drawn is related to the teachers' responses provided for teacher portfolio. By the participants of this study, teacher portfolio was defined as a tool to keep reflection and self-evaluation records as well as to keep teaching materials. Although this definition reflected a clear and general understanding of the TP construction

process, it may still suggest a sufficient view of teacher portfolio. As it is suggested by many researchers, TP is an organized, goal-driven documentation of professional persona, attributes and achieved competencies (see Brown & Bailey, Curtis & Nunan 1998; Winsor, Butt & Reeves 1999; Riggs & Sandlin 2000; Darling 2001; Campbell et al. 2004). Thus, as a tool to assist teachers throughout their teaching career, TP needs to be understood as a significant component of both pre-service teacher education and in-service teaching. Because of these reasons, teacher portfolio could be integrated into the teacher-training program proposed by the higher education council. Prospective teachers engaging in construction of their own portfolios during their pre-service training could gain the ability of self-monitoring and could take responsibility for assessing one's own accomplishments and skills. Thus, as a continually evolving process, it can document and demonstrate progress. Thus, as a continually evolving process, it can document and demonstrate progress. As an instrument for gaining better understanding of pre-service teachers' abilities, teacher portfolios may provide a portrait of student teachers' professional competencies.

One of the other conclusions that can be gathered from the current study is related to the immediate impacts of TP construction on the teachers' PD. The analysis of the data gained from the researcher-teachers' meeting showed that although there were several challenges during the TP construction program, in general all the teachers were positive about the content of the TP construction program. They thought that the TP program contributed to their PD. The main contribution of the whole process was perceived as gaining a better insight into their teaching practices and competencies. Actually, this issue is significant since it refers to the awareness of one's own professional persona which is generally underlined as one of the most critical components of teacher portfolio construction process (see Brown & Bailey, Curtis & Nunan 1998; Winsor, Butt & Reeves 1999; Riggs & Sandlin 2000; Darling 2001; Campbell et al. 2004). The awareness raising function of the process, which the results of this study evidenced, may indicate that teachers who engage in such a process could become more self-evaluative which may assist to become more concerned with raising awareness upon the strengths and weaknesses of self. Similarly, several other studies have also proved that portfolio construction process assisted teachers in developing their own values and philosophies about teaching as well as building a culture that valued reflection and self-evaluation (see

Bull et al. 1994; Woodward 1998; Winsor, Butt & Reeves 1999; Klenowski 2000; Tanner et al. 2000; Crandall 2000; Tigelaar et al. 2003).

The next concern of this study was to see the influences of the teacher portfolio construction program on the teachers' competency development. The main concern of this part was to understand whether there was any change in the teachers' perceptions regarding their teaching competencies. To feed this focus of interest, the quantitative data gained from the competency questionnaire was analyzed. According to the quantitative data gained from the pre and post-test results of the competency questionnaires, some decrease occurred in all the teachers' perceptions upon their competencies. However, the teachers' perceptions of their competencies changed from one to another. As a completely a personal development tool, the TP construction process helped each individual in unique terms. Thus, it was difficult to observe uniformity in terms of the change of perceptions in any domain. Also, although the decreases were not statistically significant, they may suggest that the teachers became more critical, reflective and self-evaluative as a result of the engagement in a teacher portfolio process.

As shown by some other researchers (see Richert 1990; Anderson & Demeulle 1998; Darling 2001; Challis 2003; Fernsten & Fernsten 2005; Azam & Iqbal 2006; Tigelaar et al. 2006) this decrease may suggest that the TP construction process served as a vehicle for the teachers to reconsider and reevaluate their perceptions regarding their competencies. The main cause of the decrease could be the reflection made by the teachers upon the whole process. In that sense, the TP construction process has a critical importance stimulating the awareness of teaching practice. Thus, the whole process could be said to assist teachers to evaluate their competencies on a more truthful basis.

In addition to the quantitative data, the qualitative data gained for the teachers' perceptions upon the contributions of the TP construction process also yielded some conclusions. The extent to which the teachers benefitted from this process changed from one teacher to another. In that sense, the benefits of the portfolio development process were distinctive to each group member. Since teacher portfolio is a completely personal tool, everyone does not experience the change neither in the same form nor from the same experiences. Therefore, it may be suggested that TP helps each individual teacher in unique terms. In general, the decreases may suggest that the teachers became more critical

and truthful upon their evaluations for their competencies. In a way, the development of portfolio was a constructivist process requiring the teachers both to critically reflect and examine their perceptions and opinions about teaching and learning. Thus, skills such as self-evaluation and reflection seemed to be fostered. As suggested by some other researchers, (see Doolittle 1994; Antonek, McCormick & Donato 1997; Rodriguez-Farrar 2006; Wray 2007) this result provides evidence for the uniqueness of teacher portfolio construction for each individual.

Another significant concern of this study was to find the impacts of portfolio construction on the teachers' professional development. The data collected from the teachers in final (post-portfolio construction) interviews yielded two aspects of a typical TP construction process, i.e. the advantages and challenges of such an experience. As frequently stated by other researchers (see Bull et al. 1994; Klenowski 1998; Woodward 1998; Winsor, Butt & Reeves 1999; Munoz 2007) the participants described the process as contributing to development of self-evaluation and record keeping for teaching practices. However, in line with most of other studies, the participants of this study also reported lack of time and workload as the constraining factors preventing them to fully engage in the process (see Klenowski 1998; Anderson & Demeulle 1998; Winsor, Butt & Reeves 1999; Gray 2005; Koçoğlu 2006; Tigelaar et al. 2006; Hanratty and O'Farrell 2007; Wray 2007). The general conclusion revealed that despite the fact that the teachers had some challenges throughout the process and concluded that the portfolio construction is a difficult task; the whole process was found to be effective. This finding suggested that any portfolio construction process is a journey over an extended period of time rather than a specific event. Hence, for a portfolio construction process to be successful there needs to be a good deal of time for individuals concerned. The teachers further added the lack of procedural knowledge for the effective maintenance of change and improvement. It was neither easy to understand nor to create a TP quickly, especially when it was their first involvement in a TP study. Thus, it can also be concluded that some vital resources such as guidance, administrative support are all valuable factors affecting participants' wholly engagement to TP construction process.

## 6.2 Implications

Based on the findings and conclusions of the study, some implications upon the role of teacher portfolio construction in pre-service teacher education, in in-service teacher professional development and teachers' competencies can be drawn.

First of all, in pre-service teacher education, the assessment and evaluation of courses are mostly done via either open-ended or multiple-choice exams which are not actually effective in encouraging student teachers to take active roles and responsibilities for the evaluation of their own performance, knowledge and skills. Therefore, to compensate this gap, teacher portfolios should be introduced to student teachers. As both an alternative and learner-centered form of assessment and evaluation, the use of teacher portfolios may help student teachers become more aware of their strengths and help them build and strengthen their professional identities as future teachers. However, the number of students in education faculties is very high in Turkey, while the number of teaching staff is restricted. For this reason, the use of alternative and learner-centered assessment and evaluation techniques, for sure, is a matter of time, energy or even place.

Additionally, the current case of professional development in Turkey is focused on training sessions on teaching language skills once a year. These sessions which have a top-down approach generally focus on topics such as teaching grammar, teaching vocabulary, teaching listening or teaching speaking which indicates the promotion of not the philosophy of professional development but the philosophy of classroom language skills. However, the first step for a successful language teacher is to wholly internalize the fact of development of one's own teaching as a great key for increased learner success and achievement. Therefore, the Ministry of National Education (MOE) should introduce the philosophy of methods and tools for professional development in in-service teacher training. In its extreme sense, the notions of teacher portfolio and professional development could be integrated into the in-service teacher training and development policies. To achieve the intended goals of teacher portfolios and professional development, MOE should also follow a number of paths. One of these paths could be educating senior teachers to act as teacher portfolio and professional development mentors. To be able to do this, from all provinces of Turkey, the most experienced, volunteering and motivated teachers could be recruited to be involved in an initial teacher portfolio and professional

development training. To act as pioneers in professional development and the construction of teacher portfolios, these pioneering teachers may organize small groups in their areas and introduce them teacher portfolios. They can hold monthly evaluation sessions with their groups until teachers get used to using different tools for their professional development throughout their teaching careers. In conclusion, the use of teacher portfolios for in-service teachers could be suggested.

Last but not least, professional development should be considered in relation to teacher competencies. It is a promising step that Ministry of National Education established competencies for all area teachers in 2006 and then set the competencies also for English language teachers in 2008. Nonetheless, these competencies should be used as a base for teacher appraisal which lacks as a system in Turkey. In the current Turkish teacher hiring and firing system, there is no room given for teacher appraisal. Instead of teacher appraisal, every year an inspector visits teachers' classes, observes them and writes a report based on his or her subjectivity instead of being based on teachers' competencies. Unfortunately, when it is thought that the number of these inspectors has been cut down in the recent years, it can be seen that they may not have the chance to visit all teachers working in state schools. As a result of this situation, teachers should be encouraged to use the competencies set by MOE via peer observation sessions as a way for their professional development.

Consequently, as it is mentioned in a detailed way above, the implications to be drawn from this study may contribute a lot both to Turkish pre-service teacher education programs and in-service teacher training. In both cases, the development of teachers' competencies and professionalism could be supported. Since an increased level of teacher quality means increased level of student success and achievement, the contributions of teacher portfolio studies will be great.

### **6.3 Recommendations for further research**

Overall, there is no doubt for the contributions of this study to the theory and practice of English language teacher education and development although it was a small scale study. However, several other studies should be conducted to see parallelisms or contradictions. Only then could it be possible to map out a sound and a realistic scheme to



offer and implement teacher portfolio construction as a way to foster professional development of in-service teachers.

Additionally, this study revealed some challenges faced by the teachers working in a private primary school which are more demanding than public schools. Lack of time and heavy workload were found to be the main challenges. Therefore, to be able to make a comparison of role of workplace upon the teachers' commitment to the process, further research should also be conducted with a group of public school English language teachers.

Last but not least, this study was not based on observations of the teachers' skills, rather their self-perceptions for the effects of teacher portfolio construction upon their competencies and professional development. Thus, to see the effects of teacher portfolio construction on teachers' skills, observation-based studies investigating teachers' planning, arranging and monitoring language teaching processes should be conducted.

#### **6.4 Chapter summary**

In this chapter, general conclusions of the whole study were described. They were followed by the implications to be drawn. The chapter also includes some recommendations for future studies.

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**APPENDICES (ENGLISH VERSION)****APPENDIX A:**

COMPETENCY AND PERFORMANCE ASSESSMENT QUESTIONNAIRE

**APPENDIX B:**

PRE-STAGE INTERVIEW

**APPENDIX C:**

APPROVAL OF DIRECTORATE OF NATIONAL EDUCATION IN ÇANAKKALE

**APPENDIX D:**

CONSENT FORM

**APPENDIX E:**

RESEARCHER-TEACHERS MEETING

**APPENDIX F:**

POST-STAGE INTERVIEW

**APPENDIX G:**

TEACHER PORTFOLIO CONSTRUCTION PROGRAM (IN-SERVICE TRAINING PROGRAM)

**FORM A:** COMPETENCY QUESTIONNAIRE REFLECTION SHEET

**FORM B:** DEVELOPMENT PLAN FOR TEACHER COMPETENCIES

**FORM C:** INDIVIDUAL ACTION PLAN

**FORM D:** PEER OBSERVATION

**FORM E:** PRE-OBSERVATION

**FORM F:** POST OBSERVATION (Observer's feedback)

**FORM G:** POST OBSERVATION (Teacher's reflections)

**APPENDIX A:****ENGLISH LANGUAGE TEACHERS' COMPETENCY AND PERFORMANCE ASSESSMENT QUESTIONNAIRE**

Dear English Language Teacher;

The current study which is going to be carried out within the framework of English language teachers' competencies, aims to investigate how teacher portfolios can be used for competencies and teacher professional development.

Please carefully read the statements in the following questionnaire on English language teachers' competencies and answer the questions in Part A "***Personal and Professional Information***" appropriately. For Part B "***English Language Teacher Competencies***", please put a cross (X) to the statement that best suits you. The information that you will provide is of crucial importance for the study to achieve the intended aims.

All information that is collected in this study will be treated confidentially. Additionally, the results gained from the study will be shared with you in the following stages.

Participation in this study is voluntary and any individual may withdraw at any time. Thank you very much for your cooperation!

Handan ÇELİK

Çanakkale Onsekiz Mart University

Educational Sciences Institute –English Language Teaching Department

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**A. Personal and Professional Information**

1. **Gender:**            Male ( )  
                               Female ( )
2. **Age:**  
       21 – 25 ( )            26 – 30 ( )            31 – 35 ( )            40 – 45 ( )
3. **Graduate Degree**  
**Bachelors:**.....  
**Masters:**.....
4. **Years                    spent                    in                    teaching                    experience:**  
 .....
5. **Length of service at the school where you are now working:**  
 .....
6. **Have you worked at any other institutions/schools?**  
       Yes ( )            No ( )

If your answer is *Yes* Please indicate the last 3 institutions where you worked.

- | <u>Name of the Institution</u> | <u>Period of work</u> | <u>Title</u> |
|--------------------------------|-----------------------|--------------|
| 1. ....                        | .....                 | .....        |
| 2. ....                        | .....                 | .....        |
| 3. ....                        | .....                 | .....        |
7. **Have you ever received education in a country where the medium of communication is English?**  
       Yes ( )            No ( )

If your answer is Yes, Please specify the duration.

.....

8. **Have you ever travelled to a country where the medium of communication is English?**  
       Yes ( )            No ( )

If your answer is Yes, Please specify the duration.

.....

9. **If you have participated in any of congress, seminars, workshops, in-service trainings, etc;**  
**Please indicate the last 3 of them.**

Name of the study	Topic of the study	Organized by	Place-Date

By taking the scale and fields below into consideration, please evaluate the impacts of the studies on your in-class practices.

Very effective ( 4 )    Partly effective ( 3 ) Slightly effective( 2 )    Not effective ( 1 )

Fields;	4	3	2	1
Field (Subject matter) knowledge				
Teaching/ learning methods				
The application of recent teaching approaches				
Use of teaching technologies in class				
Assessment and evaluation				
Classroom management and discipline				
Other (Please specify)				

**10. Please indicate membership(s) to social, cultural, scientific and professional organizations if you have any;**

a.....

b.....

c.....

d.....

e.....

**11. Please indicate periodicals you follow in relation to educational sciences or language teaching if you have any;**

a.....

b.....

c.....

d.....

e.....

**12. Please indicate the web-sites, databases or internet forums that you follow in relation to educational sciences or language teaching if you have any;**

a.....

b.....

c.....

d.....

e.....

f.....

g.....



h.....

**13. Which of the following resources do you find useful for your professional development? Please rank them from “Most important (5)” to “Least important (1)”.**

- |                                  |         |
|----------------------------------|---------|
| <b>1. Reference resources</b>    | (.....) |
| <b>2. Internet resources</b>     | (.....) |
| <b>3. Periodicals</b>            | (.....) |
| <b>4. Courses</b>                | (.....) |
| <b>5. Seminars</b>               | (.....) |
| <b>6. Other (please specify)</b> | (.....) |

**14. Have you ever read any books for your professional development during the previous 1 year?**

Yes ( )      No ( )

If your answer is yes, please indicate the number.

1-3 ( )      4-6 ( )      7-10 ( )      11 or more ( )

**15. The unit you teach:**

Pre-school	( )
Primary school-key stage (1-5)	( )
Primary school-key stage (6-8)	( )

**16. Please indicate the number of students in your classes;**

0-20 ( )	21-30 ( )	31-40 ( )	41-50 ( )
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**17. Please indicate the number of weekly classroom classes.**

5-10 ( )	11-15 ( )	16-20 ( )	21-25 ( )	26-30 ( )
----------	-----------	-----------	-----------	-----------

**18. Do you have any meetings with your colleagues in relation to the planning, practice, and evaluation of your language teaching practices?**

Yes ( )      No ( )

If your answer is Yes, please indicate *the frequency* of the meetings;

.....  
 .....

By taking into the content of these meetings, please rate the following items from **4 (Most of the time) to 1 (Never)**.

**Most of the time (4)**

**Sometimes (3)**

**Rarely (2)**

**Never (1)**

		4	3	2	1
1	We evaluate the effectiveness of our teaching practices.				
2	We evaluate our teaching styles and strategies for their appropriateness for individual learner differences.				
3	We develop various observation, evaluation, monitoring and recording strategies to monitor student development and achievement.				
4	To be able to ensure the ongoing growth of learners' language development, we create sample homework, other out-of-class works and examinations.				
5	We evaluate the effectiveness of our planning and implementation practices.				
6	We revise the effect of our teaching practices on students' achievement and development. If necessary, we do some practices to improve our teaching approaches.				
7	We do self evaluation of our teaching performance.				
8	We do peer-observation of the teaching performance.				
9	We evaluate the effectiveness of teaching resources and materials.				
10	We set short-term goals.				
11	We set long-term goals.				
12	We evaluate whether we achieve the aims and objectives of the lesson.				
13	We develop study groups and projects.				
14	We share findings of research studies on foreign language teaching.				
15	We share recent publications on foreign language teaching.				

16	We share our interpretations gained from books and articles that we read on foreign language teaching.				
17	We try to contribute to professional development of colleagues by coaching, mentoring, displaying effective implementations, suggesting and feeding back.				
18	We develop action research studies.				
19	We evaluate the classes for our working groups.				
20	We design interpersonal and organizational strategies to work effectively with the colleagues working outside the school we work at.				
21	Other (Please specify) .....				

## B. English Language Teachers' Competencies

### MAIN COMPETENCY DOMAIN:

#### 1. PLANNING AND ARRANGING ENGLISH LANGUAGE TEACHING PROCESSES

Competencies and performance indicators						
To be able to make appropriate plans for English language teaching						
		Always	Generally	Sometimes	Rarely	Never
1	I plan teaching and learning processes in relation to English language teaching program goals and objectives.					
2	By considering learners' needs, I make some adaptations in planning and practicing.					
3	During the planning stage, I cooperate with teachers of other fields.					
To be able to arrange appropriate learning environments for English language teaching						
4	I arrange learning and teaching processes in relation to English language teaching program goals and objectives.					
5	In my teaching practices, I take the physical characteristics of the classroom into consideration.					
6	In my teaching practices, I take learner differences into consideration.					
7	In my teaching practices, I take learners' level of language development into consideration.					
8	I use teaching activities by making some adaptations in relation to the physical environment of the classroom, learner differences, levels of language development and learners' needs.					
9	I do teaching practices by considering learners' level of readiness.					

10	I create classroom environments in a way to support creativity of learners.					
11	I do practices supporting the interaction of two languages, Turkish and English and supporting the development of each other.					
12	In my teaching practices, I take the role of culture in English language learning into consideration.					
13	By evaluating whether learning goals are achieved or not, I apply some other learning environments to improve teaching practices.					
14	I arrange language environments which are appropriate for learners' aims in learning English.					
15	I use activities to promote the use of English in daily life.					
16	I arrange appropriate activities that promote learners to express themselves in an understandable way in English.					
17	I arrange environments to promote learners to be in interaction and collaboration with each other.					
18	In teaching activities, I take the environmental features and opportunities of the school into consideration.					
19	In my out of school activities, I take the environmental features and opportunities of the school into consideration.					
<b>To be able to use appropriate methods and techniques for English language teaching</b>						
20	In my teaching practices, I make use of appropriate methods and techniques.					
21	By including different methods and techniques, I make the lessons more fruitful.					
22	I make use of various methods and techniques in relation to learners' needs and interests.					
23	I follow the recent developments and improvements in language teaching and make use of them in my teaching practices.					
<b>To be able to use appropriate materials and resources for teaching process</b>						
24	I use resources and materials that are appropriate for learners' language development.					

25	I use resources and materials combining some of four basic language skills to develop various skills.					
26	I use resources and materials combining all of four basic language skills to develop various skills.					
27	By making some adaptations with regard to learners' needs, I use materials combining some of four basic language skills.					
28	By making some adaptations with regard to learners' needs, I use materials combining all of four basic language skills.					
29	For the activities that I arrange throughout the learning and teaching process, I make use of a variety of resources and materials in accordance with learners' interests.					
30	For the activities that I arrange throughout the learning and teaching process, I make use of a variety of resources and materials in accordance with learners' needs.					
31	I promote learners to use resources and equipment that contribute to their language development.					
<b>To be able to use technological resources for language development</b>						
32	I make use of technological resources to promote the effectiveness of learners' language development.					
33	I promote learners to use technological devices to support their language development.					
34	I guide learners to use technological resources.					
35	For an effective use of language, I create environments that are appropriate for the use of technological resources.					
36	I promote learners to make use of the knowledge they have from technological resources.					

**MAIN COMPETENCY DOMAIN:****2. DEVELOPING LANGUAGE SKILLS**

<b>Competencies and performance indicators</b>						
<b>To be able to help learners develop effective language learning strategies</b>						
		<b>Always</b>	<b>Generally</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Never</b>
<b>1</b>	I provide learners' to find out their own individual ways of learning.					
<b>2</b>	I provide various learning opportunities by considering learners' individual ways of learning.					
<b>3</b>	I promote learners to make use of effective listening strategies.					
<b>4</b>	I provide learners to use effective reading strategies.					
<b>5</b>	In order for learners to express themselves in spoken English, I encourage them to use different speaking strategies.					
<b>6</b>	In order for learners to express themselves in written English, I encourage them to use different writing strategies.					
<b>To be able to encourage learners to use English in an accurate and comprehensible way</b>						
<b>7</b>	I try to be a model for my students so as to make them fluent and accurate in English.					
<b>8</b>	I provide opportunities for my students to use English fluently and accurately.					
<b>9</b>	I provide examples in which English is used both accurately and understandably.					
<b>10</b>	I use activities which support students' fluency and accuracy for various purposes and instances.					
<b>11</b>	With regard to learners' interests, I make them do activities providing both accuracy and					

	understandability.					
12	With regard to learners' academic levels, I make them do activities providing both accuracy and understandability.					
13	By collaborating with my colleagues, I organize in-school activities for all of students to use English both in an accurate and effective way.					
14	By collaborating with my colleagues, I organize out-of-school activities for all of students to use English both in an accurate and effective way.					
<b>To be able to develop learners' listening skills</b>						
15	I arrange various listening activities and contexts that are suitable for students' interests.					
16	I arrange various listening activities and contexts that are suitable for students' needs.					
17	I arrange various listening activities and contexts that are suitable for students' proficiency levels.					
18	In listening activities, I use different types of texts such as songs, dialogues and films.					
19	I arrange various activities and learning contexts for my students' to understand what they listen.					
20	I arrange various activities and learning contexts for my students' to interpret what they listen.					
21	I arrange various activities and learning contexts for my students' to evaluate what they listen.					
22	I encourage my students to develop their listening skills in their out-of-school experiences.					
<b>To be able to develop learners' speaking skills</b>						
23	For my students to speak effectively, I arrange various activities and contexts which are suitable for their interests.					
24	For my students to speak effectively, I arrange various activities and contexts which are suitable for their needs.					
25	I arrange various speaking activities and contexts that are suitable for students' proficiency levels.					
26	I do activities for students to be able to express themselves in English both in an accurate and understandable way.					
27	I make use of various activities for students to be able to be effective in different situations in daily life.					
28	I make use of various activities for students to be able to be effective in different speaking situations.					
29	I do activities for students to use body language effectively in expressing themselves both in an accurate					



	and understandable way.					
<b>30</b>	I encourage students to improve their speaking skills in their out-of-school lives.					
<b>To be able to develop learners' reading skills</b>						
<b>31</b>	For my students to read effectively, I arrange various activities and contexts which are suitable for their interests.					
<b>32</b>	For my students to read effectively, I arrange various activities and contexts which are suitable for their needs.					
<b>33</b>	I arrange various reading activities and contexts that are suitable for students' proficiency levels.					
<b>34</b>	I use various texts in reading activities.					
<b>35</b>	I arrange various activities and contexts for learners to understand what they read.					
<b>36</b>	I arrange various activities and contexts for learners to interpret what they read.					
<b>37</b>	I arrange various activities and contexts for learners to evaluate what they read.					
<b>38</b>	I encourage students to improve their reading skills in their out-of school lives.					
<b>To be able to develop learners' writing skills</b>						
<b>39</b>	For my students to write effectively, I arrange various activities and contexts which are suitable for their interests.					
<b>40</b>	For my students to write effectively, I arrange various activities and contexts which are suitable for their needs.					
<b>41</b>	I arrange various reading activities and contexts that are suitable for students' proficiency levels.					
<b>42</b>	I do activities for students to be able to express themselves in written English both in an accurate and understandable way.					
<b>43</b>	I make use of various activities for students to be able to be effective in different written situations in daily life.					
<b>44</b>	I make use of various activities for students to be able to be competent in different writing situations					
<b>45</b>	I encourage students to improve their writing skills in their out-of school lives.					
<b>To be able to make use of teaching practices by considering learners with special learning needs and special education requirements</b>						
<b>46</b>	I make plans to ensure language development of students who have special learning needs and special					

	education requirements.					
47	I collaborate with parents for the development of students who have special learning needs and special education requirements.					
48	I collaborate with special education teachers for the development of students who have special learning needs and special education requirements.					
49	I collaborate with experts for the development of students who have special learning needs and special education requirements.					

**MAIN COMPETENCY DOMAIN:**

**3. MONITORING AND EVALUATING LANGUAGE DEVELOPMENT**

<b>Competencies and performance indicators</b>						
<b>To be able to set objectives of assessment and evaluation practices regarding English language teaching</b>						
		<b>Always</b>	<b>Generally</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Never</b>
1	I am aware of the importance that assessment and evaluation practices are required to be in line with English program goals and objectives.					
2	I arrange assessment and evaluation practices by taking English program outcomes into consideration.					
3	I arrange assessment and evaluation practices by taking individual differences into consideration					
4	In English Language teaching, I aim to assess and evaluate so as to define the level of each student both					

	throughout and at the end of the process.					
5	So as to ensure continuous language development of learners, I set systematic evaluation strategies.					
6	So as to evaluate continuous language development of learners, I set systematic evaluation strategies.					
<b>To be able to use assessment and evaluation tools and methods which are appropriate for objectives in English language teaching</b>						
7	I use various assessment and evaluation tools and methods in relation to their aims.					
8	By using standard language assessment tools, I define language learning needs of students.					
9	By using different resources of knowledge, I evaluate four main language skills of learners.					
10	By using different resources of knowledge, I evaluate communication skills of learners.					
11	So as to assess language development of learners, I make use of performance-based of assessment tools.					
12	So as to monitor learners' language development, I use appropriate assessment and evaluation tools.					
13	So as to monitor learners' language development, I develop assessment and evaluation tools which are course-based and appropriate for needs.					
14	So as to monitor learners' language development, I use assessment and evaluation tools which are course-based appropriate for needs.					
15	By encouraging learners to do self-evaluation, I promote them to share the results.					
16	By encouraging learners to do peer-evaluation, I promote them to share the results.					
17	By using the basic criterion such as reliability and validity to take place in effective evaluation tools, I decide the appropriateness of evaluation tools.					
18	I do evaluation practices by considering learners with special education and having special education requirements.					

<b>To be able to interpret and feed back results of assessment practices to determine learners' language development</b>					
<b>19</b>	I evaluate the results which I gain by the application of assessment tools.				
<b>20</b>	In relation to the results of assessment practices, I give feedback to students for their language development.				
<b>21</b>	In relation to the results of assessment practices, I give feedback to parents for learners' language development.				
<b>To be able to reflect results of assessment and evaluation on teaching applications to identify learners' language development</b>					
<b>22</b>	In relation to the evaluation results I gain from assessment methods and techniques, I rearrange the teaching strategies.				
<b>23</b>	In relation to the evaluation results I gain from assessment methods and techniques, I rearrange the learning contexts.				
<b>24</b>	In relation to the evaluation results, I do improvement practices to resolve the deficiencies in learners' language skills.				

**MAIN COMPETENCY DOMAIN:****4. COLLABORATING WITH SCHOOL-FAMILY AND SOCIETY**

<b>Competencies and performance indicators</b>						
<b>To be able to collaborate with families for the development of learners' language skills</b>						
		<b>Always</b>	<b>Generally</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Never</b>
<b>1</b>	I inform families for their role and significance contributing to the development of students' language skills.					
<b>2</b>	I collaborate with families so as to monitor the improvement of learners' language skills.					
<b>3</b>	By arranging some out-of class activities such as singing song, reading poem, theater performances with students, I ensure to share with families.					
<b>To be able to collaborate with institutions, organizations and individuals for learners to comprehend the importance of foreign language learning</b>						
<b>4</b>	By emphasizing the use of foreign language, I encourage students to do research.					
<b>5</b>	By making use of various materials, I arrange activities for students to use foreign language.					
<b>6</b>	To encourage students to speak English, I ensure to create an appropriate environment by collaborating with families.					
<b>7</b>	To encourage students to use English language, I ensure to create an appropriate environment by collaborating with nearby institutions, organizations and individuals.					
<b>8</b>	To encourage students to use English language, I ensure to create an appropriate environment by collaborating with remote institutions, organizations and individuals.					

**MAIN COMPETENCY DOMAIN:****5. PROFESSIONAL DEVELOPMENT IN ENGLISH LANGUAGE TEACHING**

<b>Competencies and performance indicators</b>						
<b>To be able to identify professional competencies regarding English language teaching</b>						
		<b>Always</b>	<b>Generally</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Never</b>
<b>1</b>	I do self-evaluation so as to diagnose my professional competencies.					
<b>2</b>	I keep records of my practices to diagnose my professional competencies.					
<b>3</b>	I make use of various methods so as to define the effects of my classroom management practices on students.					
<b>4</b>	I make use of various methods so as to define the effects of material usage practices on students.					
<b>5</b>	I make use of various methods so as to define the effects of collaboration practices with families on students.					
<b>6</b>	I make use of various methods so as to define the effects of assessment & evaluation practices on students.					
<b>7</b>	I define my professional needs in accordance with feedback, thoughts and suggestion that I receive from my colleagues and other stakeholders.					
<b>To be able to gain personal and professional development in English language teaching</b>						
<b>8</b>	I try to bring out best for professional development opportunities.					
<b>9</b>	I set appropriate goals for my profession.					
<b>10</b>	I make individual professional development plans.					
<b>11</b>	I put the individual professional development plans into action.					
<b>12</b>	For my professional development, I follow periodicals on my profession.					

13	For my professional development, I participate in activities such as conferences, panels, scientific meetings and seminars as a participant.					
14	To share good samples of my teaching practices, I participate in activities such as conference, panel, scientific meeting and seminars as a presenter with report or poster presentation.					
15	To share good samples of my teaching practices, I participate in activities such as conference, panel, scientific meeting and seminars as a speaker.					
16	I do academic studies for my profession.					
<b>To be able to take advantage of scientific research methods and techniques in relation to professional development practices</b>						
17	I am aware of the necessity to use scientific research methods and techniques in English language teaching process.					
18	I take the scientific research methods and techniques into account in my research studies for professional development.					
19	I put out such products as projects, articles which are prepared in accordance with the scientific research methods and techniques.					
<b>To be able to apply the results of researches to teaching practices for professional development</b>						
20	I believe in the necessity to apply the results of research studies for my professional development to in-class practices.					
21	To the teaching process, I integrate the research studies that I do for my professional development.					
22	For the teaching process, I collaborate with my colleagues to integrate the research studies for my professional development					

**APPENDIX B:**

**PRE-STAGE INTERVIEW**

**A. PROFESSIONAL DEVELOPMENT and REFLECTIVE PRACTICES**

**1. What does professional development mean to you and what does it include?**

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**2. To be able to gain professional development, are there any practices which a foreign (English) language teacher needs to do?**

Yes ( )      No ( )

If your answer is Yes, please explain.

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.....

**3. As a foreign language teacher, do you do any professional development plans?**

Yes ( )      No ( )

If your answer is Yes, please briefly explain the following headings.

**Plans;**

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.....  
.....  
.....

**Frequency of application;**



.....  
.....  
.....  
.....

**Results; (If you put them into action)**

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**4. Do you have any short-term professional development goals?**

Yes ( )      No ( )

If your answer is Yes, please briefly explain.

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**5. Do you have any long-term professional development goals?**

Yes ( )      No ( )

If your answer is Yes, please briefly explain.

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**6. What does reflective practice mean to you and what does it include?**

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**7. Do you have any reflective practices in your teaching activities?**

Yes ( )      No ( )

If your answer is *Yes*, please put a tick to the practice among the given practices.

- a. Keeping teaching diaries ( )
- b. Keeping the video records of in-class teaching practices ( )
- c. Designing checklists to evaluate teaching performance ( )
- d. Designing checklists for the evaluation of teaching performance for different language skills ( )
- e. Evaluation of teaching performance at the end of each lesson (Self-evaluation) ( )
- f. Evaluating the quality of personal teaching performance (Critical analysis) ( )
- g. Observation of in & out-of class teaching performance by a colleague ( )
- h. Evaluation of in & out-of class teaching performance by a colleague ( )
- i. Evaluation of in & out-of class performance by students ( )

**8. Is there anything else that you want to add? If any, please indicate.**

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**B. TEACHER PORTFOLIO**

**9. What does “Teacher Portfolio” mean to you?**

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 .....

**10. Are there any purposes of “Teacher portfolio” construction? If any, what are they?**

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.....

**11. In your opinion, are there any advantages of “Teacher portfolio” construction?**

Yes ( )      No ( )

If your answer is Yes, please explain.

.....

.....

.....

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.....

.....

**12. In your opinion, are there any disadvantages of “Teacher portfolio” construction?**

Yes ( )      No ( )

If your answer is Yes, please explain.

.....

.....

.....

.....

.....

.....

**13. Have you ever had “Teacher portfolio” construction practices?**

Yes ( )      No ( )

If your answer is Yes, please briefly explain the following headings.

**Type of study;**

.....

.....

.....

.....

.....

.....

**Positive outcomes;**

.....

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.....

**Negative outcomes;**

.....

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.....

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.....

**14. Have you witnessed “Teacher portfolio” construction practices of you colleagues either in nearby or distant surrounding?**

Yes ( )      No ( )

If your answer is Yes, please explain.

**Type of study;**

.....

.....

.....  
.....

**Positive outcomes;**

.....  
.....  
.....  
.....

**Negative outcomes;**

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**15. Do you have any expectations from the current study?**

Yes ( )      No ( )

If your answer is Yes, please explain.

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**APPENDIX C:****APPROVAL OF DIRECTORATE OF NATIONAL EDUCATION IN ÇANAKKALE**



T.C.  
ÇANAKKALE ONSEKİZ MART ÜNİVERSİTESİ REKTÖRLÜĞÜ  
ÖĞRENCİ İŞLERİ DAİRE BAŞKANLIĞI

Sayı : B.30.2.ÇAÜ.0.70.72.00- 290-2450 11516  
Konu : Anket Çalışması.


24 Aralık 2009

**SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRLÜĞÜNE**

**İLGİ :** 08/12/2009 tarih ve ...295-3806 sayılı yazımız.


Enstitünüz Yabancı Diller Anabilim Dalı İngilizce Öğretmenliği Bilim Dalı Tezli Yüksek Lisans Öğrencisi Handan ÇELİK'in yüksek lisans tezi ile ilgili olarak Çanakkale İl merkezindeki Özel Kaymak İlköğretim okulunda uygulama ve anket çalışmasının uygun görülmesi ile ilgili Çanakkale Valiliği İl Millî Eğitim Müdürlüğü'nün 18.12.2009 tarih ve ...311/020324 sayılı yazısı, Komisyon raporu ve onay formu yazımız ekinde gönderilmektedir.

Bilgilerinize saygılarımla arz ederim.

  
İrfan ÖZDEN  
Genel Sekreter

**EK :**  
- Yazı ve ekleri (3 sayfa)

Telefon: 0 286 218 00 18 Pbx Dahilli 1179-1186 Fax: 0 286 218 05 15 e-mail: ogiris@comu.edu.tr 17100 Çanakkale

  
İrfan YAVUZ  
Enstitü Sekreteri

T.C.  
**ÇANAKKALE VALİLİĞİ**  
**İl Millî Eğitim Müdürlüğü**

19.12.2009-020334

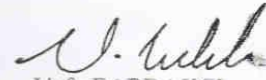
Sayı : B.08.4.MEM.4.17.00.07.311/  
 Konu : Anket Uygulaması

**ÇANAKKALE ONSEKİZ MART ÜNİVERSİTESİ REKTÖRLÜĞÜNE**  
 (Öğrenci İşleri Daire Başkanlığı)

İlgi : 11/12/2009 tarih ve 290/2366 sayılı yazınız.

Üniversiteniz Yabancı Diller Eğitimi Anabilim Dalı, İngilizce Öğretmenliği Bilim Dalı Tezli Yüksek Lisans Öğrencisi Handan ÇELİK'in, İlimiz Merkez Özel İsmail Kaymak İlköğretim Okulu'nda anket uygulaması yapmasının uygun görüldüğüne dair, Valilik Makamından alınan 16.12.2009 tarihli ve 20239 sayılı onay ekte gönderilmiştir.

Bilgilerinizi ve gereğini rica ederim.



Vefa BARDAKCI  
 Vali a.  
 Millî Eğitim Müdürü

**EKLER** :1 Onay (1 Sayfa)  
 2 Komis. Raporu (1 Sayfa)



Adres : Valilik Binası 3. Kat 17100/ÇANAKKALE  
 Ayrıntılı bilgi için e-posta : Şube Müdürü İbrahim BAYAR – İstatistik ve AR-GE Şb. Şefi Aynur UYGUN  
 Telefon : (0219) 311 35 Faks : (0219) 217 29 72  
 Email : canakkale@meh.gov.tr  
 İnternet : http://canakkale.meb.gov.tr

T.C.  
**ÇANAKKALE VALİLİĞİ**  
**İl Millî Eğitim Müdürlüğü**

Sayı : B.08.4.MEM.4.17.00.07-311/  
 Konu : Araştırma izni.

15.12.2009 +020239

**VALİLİK MAKAMINA**

**İlgi :** Çanakkale Onsekiz Mart Üniversitesi Rektörlüğü Öğrenci İşleri Daire Başkanlığı'nın 11.12.2009 tarihli ve 290-2366 sayılı yazıları.

Çanakkale Onsekiz Mart Üniversitesi Yabancı Diller Eğitimi Anabilim Dalı, İngilizce Öğretmenliği Bilim Dalı Tezli Yüksek Lisans Öğrencisi Handan ÇELİK tarafından, "Developing In-service English Language Teachers Competencies through Teacher Portfolios" konulu araştırma kapsamında 04 Ocak 2010 tarihinde, İlimiz Merkez Özel İsmail Kaymak İlköğretim Okulu'nda eğitim öğretimi aksatmayacak şekilde anket uygulaması yapılması ilgi yazıyla teklif edilmekte olup; Müdürlüğümüz Anket-Araştırma İnceleme Komisyonunca incelenerek uygun görülmüştür.

Makamlarınızca da uygun görüldüğü takdirde; Olurlarınıza Arz ederim

*V. Bardakci*  
 Vefa BARDAKCI  
 Milli Eğitim Müdürü

OLUR  
 15.12.2009  
*[Signature]*  
 Cafer HANCIER BAŞTÜRK  
 Vali a.  
 Vali Yardımcısı

**EKLER :**1- Yazı (1 sayfa)  
 2- Rapor (1 sayfa)  
 3-Anket Çalışması (1 adet)



Adres : Valilik Binası 3. Kat 17100/ÇANAKKALE  
 Ayrıntılı bilgi için iribab : Şube Md.İbrahim BAYAR – İstatistik ve AR-GE,Şb. Şefi Ayhan UYGUN  
 Telefon : (0286)217 1135 Fax: (0286) 217 2972  
 Email : canakkale@meb.gov.tr  
 İnternet : www.canakkale.meb.gov.tr



**APPENDIX D:**

## CONSENT FORM

Dear English Language Teacher,

This study aims to investigate the use of Teacher portfolio for the development of language teachers' competencies and professional development.

For this purpose, we would like to invite you to this Master's study "*Teacher Portfolio: Effects and implications for English language teachers' competencies and professional development*" which is going to be carried out during the 2009-2010 academic year with reference to the English language teachers' competencies set by the letter of Ministry of National Education dated 04.06.2008 and issued as B. 08.0.ÖEG.0.13.01.04./1835.

Participation to the study is voluntary. If you want to get involved in the study and share your experiences with us, it will be fine for you to sign the letter referred to you and hand in back to us. You are going to make us honored by your participation.

Regards,

**Name:**

**Surname:**

**Signature:**

**If you want to learn more about the study, please get in touch with us via the following contact addresses.**

**Master's student**

Handan ÇELİK

Çanakkale Onsekiz Mart University, Social Sciences Institute , English Language Teaching  
Department

[handancelik@trakya.edu.tr](mailto:handancelik@trakya.edu.tr)

**Thesis Advisor**

Asst. Prof. Dr. Ece Zehir TOPKAYA

Çanakkale Onsekiz Mart University, Foreign Languages Teaching Department, English  
Language Teaching Division

[ecetopkaya@yahoo.com](mailto:ecetopkaya@yahoo.com)

**APPENDIX E:****RESEARCHER-TEACHERS MEETING****FORMAL READING PRACTICE**

**1. Have you had any chance to apply the ideas that you have upon doing formal book reading practice?**

Yes ( )      No ( )

If your answer is Yes, has it contributed any to the development of your teacher competencies? If there is any, please explain.

.....

.....

.....

.....

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.....

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**2. If you hadn't had the chance to apply, were there any reasons?**

Yes ( )      No ( )

If your answer is Yes, please explain.

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**3. Would you like to apply during the upcoming process?**

Yes ( )      No ( )

If your answer is Yes, please explain.

.....

.....

.....

.....

**APPENDIX F:****POST-STAGE INTERVIEW****GENERAL EVALUATION OF THE TEACHER PORTFOLIO STUDY**

1. How do you define teacher portfolio (TP)?

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.....  
.....  
.....

2. Does a teacher portfolio have any advantages for teachers? If there is, what are they?

.....  
.....  
.....  
.....

3. Do you think whether TP contributes or not? If it does, how can it contribute more?

.....  
.....  
.....  
.....

4. Does TP have any challenges for teachers? If it has, what are they? How the challenges can be overcome?

.....  
.....  
.....  
.....

**PERSONAL EVALUATION OF THE TEACHER PORTFOLIO STUDY**

5. Could you please do personal evaluation of the TP construction process?

.....  
.....  
.....  
.....

6. Have you had any advantages of TP construction? If you had, what were they? What were reflections?

.....  
.....  
.....  
.....

7. How could it become more fruitful for you?

.....  
.....  
.....  
.....

8. Have you had any challenges or problems while you have been constructing your teacher portfolio? If you had, how did you managed them?

.....  
.....  
.....  
.....

9. How did TP construction period contributed to the development of your teacher competencies? If it did, what kind of (knowledge, skill and understanding) contributions were they? Do you see TP as an effective tool for your competency development?

.....  
.....  
.....  
.....

10. Were there any activities which you found contributing throughout the TP construction process? If there were any, which of them did you find most contributing? How did they contribute?

.....  
.....  
.....  
.....

11. Consequently, Did TP construction process contribute to your professional development?

Yes ( )      No ( )

If your answer is Yes, please explain how it did.

.....  
.....  
.....  
.....

**12.** Do you think that TP construction have a role to strengthen your professional development?

Yes ( )      No ( )

If your answer is Yes, please explain how it did

.....  
.....  
.....  
.....  
.....

**13.** Do you think to use your TP in the future too? If you think, what are the reasons for this? How can you use it? Please explain.

.....  
.....  
.....  
.....

**14.** Is there anything else that you would like to add? If there is, please explain.

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.....

**APPENDIX G:**
**TEACHER PORTFOLIO CONSTRUCTION PROGRAM (IN-SERVICE TRAINING PROGRAM)**
**Data Collection schedule**

<b>Week</b>	<b>Stage</b>	<b>Procedure</b>	<b>Portfolio form</b>
1 19-25 February	<i>Pre-stage</i>	a. Competency Questionnaire	Appendix A
2  1-5 March		a. Interview	Appendix B
3  8-12 March	<b><i>Intervention course</i></b>  <i>1st meeting</i>	a. Sharing the findings of competency questionnaire and making the teachers reflecting on the findings. b. Introduction into teacher portfolio. c. Keeping their records of reflections in their portfolios. d. Goal setting, 1 short term and 1 long term, and recording them in their portfolios. e. Developing an action plan for the 1st short term goal.	Form A  Form B
4  15-19 March	.....	a. Teachers work for the first short term goal. b. Putting it into action, and reflecting on the action, and keeping the records of reflections in their portfolios.	Form B
5  22-26 March	<i>2nd meeting</i>	a. Sharing the reports of their 1st short term goals. b. Setting their 2nd short term goal, and recording it in their portfolios. c. Developing an action plan for their 2nd short term goal. d. Introducing the teachers the concept of	Form B  Form C



		peer observation. e. Teachers choose their peers and prepare observation forms and questions.	Form D  Forms E,F,G
6  29 March-2 April	.....	a. Teachers work for their 2nd short term goals and peer observe, and reflect on it	Form B  Forms E,F,G
7  5-9 April	.....	a. Teachers work for their 2nd short term goals and peer observe	Form B  Forms E,F,G
8  12-16 April	<b>3rd meeting</b>	a. Reporting and reflecting on their 2nd short term goal. b. Keeping the records of their opinions on their 2nd short term goal. c. Reporting on their peer observation experience d. Assigning an activity book. Task: Preview the book  Choose 2 activities to introduce and implement in the classroom.  e. Another round of peer observation: choosing new partners, and prepare observation checklist or forms	Form B  Forms E,F,G
9  19-23 Nisan	.....	a. Teachers do the tasks in the activity book with their new partners and peer observe. b. Teachers report on their peer observation experience.	Forms E,F,G
10  26-30 April	.....	a. Reflections on the implementation of tasks b. Teachers implement the new activities and report the findings	Forms E,F,G
11  3-7 May	<b>4th meeting</b>	a. Reporting on their activity implementation b. Keeping the reflections in their portfolios	Forms E,F,G
12	<b>5th meeting</b>	Researcher-teachers meeting	Appendix E

10-14 May		Evaluation of the in-service training program	
13	.....	Researcher-teachers meeting	
17-21 May		Evaluation of the in-service training program	Appendix E
14 24-28 May	<i>Post Portfolio Stage</i>	a. Competency questionnaire b. Post interviews	Appendix A Appendix F
15 31 May-04 June		a. Competency questionnaire b. Post interview	Appendix A Appendix F
16 07-11 June		a. Competency questionnaire b. Post interviews	Appendix A Appendix F

**FORM A: COMPETENCY QUESTIONNAIRE REFLECTION SHEET**

Evaluate / reflect on the competency questionnaire findings

Evaluator: \_\_\_\_\_

<b>Main Domains</b>	<b>Findings of the questionnaire</b>	<b>Teacher's reflection on the findings</b>
<b>I. Planning and Arrangement of language teaching processes</b>		<b>Comments</b>
<b>II. Language skills development</b>		<b>Comments</b>
<b>III. Monitoring and Assessment of language skills development</b>		<b>Comments</b>

<b>IV.</b> <b>Collaboration with school, family and society</b>		<b>Comments</b>
<b>Professional development in teaching</b>		<b>Comments</b>

**FORM B: DEVELOPMENT PLAN FOR TEACHER COMPETENCIES**

<b>Which of my teacher competencies do I aim to develop? (Goal)</b>
<b>A ) Short term goal</b> (-----)
<b>Individual Goal</b>
<b>How to achieve this goal</b>
<b>Evaluation / Reflection on your achievement</b>

**DEVELOPMENT PLAN FOR TEACHER COMPETENCIES**

<b>Which of my teacher competencies do I aim to develop? (Goal)</b>	
<b>B ) Long term goal</b> (-----)	
<b>Individual Goal</b>	<b>Group Goal (s)</b>
<b>How to achieve this goal</b>	<b>How to achieve this goal</b>
<b>Evaluation / Reflection on your achievement</b>	<b>Evaluation / Reflection on your achievement</b>

**FORM C: INDIVIDUAL ACTION PLAN**

**(Adapted from an action plan produced by the University of Wales Institute, Cardiff)**

**Name:**

---

**Date:**

---

**Strengths to build on**

**Areas for development**

**Responsibility for development actions**

Identify here where others have responsibility for following-up on any identified actions

--

**Program for development actions**

Identify here what actions are to be taken by the staff member e.g. reading, planning, consultation, attendance at staff development / training.

<b>Action</b>	<b>Date to be achieved</b>



**FORM D: Peer observation**

Is a formative process where a colleague or peer group observes another individual's teaching and offers structured feedback on this teaching.

**Aim:**

Is to enhance learning through critical reflection upon teaching practice by the person observed as well as by the peer observer, and ultimately to enhance the quality of teaching and student learning.

Receive "formative feedback provided by a trusted colleague"

**Benefits**

- Enhances sharing of good practice
- Enables staff to receive positive feedback on what they do well
- Helps to reveal hidden practice (behavior) that individuals may not be aware of within their own practice.
- Provides opportunity to discuss teaching with peers
- Provides opportunity for shared critical reflection
- Provides opportunity to deal with unknown problems
- Find out what students are learning in colleagues' teaching sessions
- The completed documentation provide usefull materials for portfolios of practice.

**Purposes**

- Take a critical look at their own practice.
- Linked to more formal assessment of practice and promotion

### *Main motivations*

#### *Evaluation model*

- Serves for management purpose
- Internal quality assurance
- Judgments on the quality of teaching

#### *Developmental model*

- Assisting staff to improve their teaching.
- Can be explicitly staff-led with no predetermined agenda.
- May be used with inexperienced teachers to assist them achieve standards of competency

#### *Collaborative model*

### *Principles*

- Confidentiality
- Separation of PO from other processes such as underperformance and promotion
- Inclusivity – involvement of all staff
- Reciprocity
- Development focus rather than judgment

### *Identifying peers*

- Identifying your own peer observer
- Pairings could be allocated by the Head of Department
- Use could be made of an existing mentoring system
- A curricular system can be allocated

***Pre-observation meeting / discussion***

The aim is to establish trust, deal with any anxieties felt by any of the parties, and give reassurance. It should explore which criteria are appropriate for the circumstances of the lesson to be observed.

- How the observation will be organized
- What kind of feedback is being sought
- Where / when the observation will take place
- Who the learners are
- What level and how well the tutor knows
- The aims / intended learning outcomes for the session
- How the observer will be introduced to the students
- Outlining to the peer observer which areas of their teaching practice they would like to get feedback on.

***Areas for PO***

- Openings and closings
- Organization
- Structure
- Methods / approach
- Content
- Enthusiasm
- Clarity
- Interaction / Rapport with students
- Acknowledgement of students' special needs
- Voice
- Body language
- Use of visual aids
- Delivery and pace
- Student participation
- Use of appropriate learning resources
- Use of environment accommodation
- Teaching style and ambiance
- Respect for students' own culture, language and religion

### ***The observation***

- The purpose of the observation is to assist in the development of professional skills, and the focus of the observation will be the work of the tutor
- The observer will not participate in the session as this changes the focus of the activity and reduces the observer's capacity to comment on process
- In student-led sessions it may be appropriate for the observer to discuss the students' work with individual or groups of students

***The tutor needs to;***

- Prepare the students for the presence of the observer
- Settle the learning group with the observer present
- Identify if, in any part of the session, the observer will talk to students
- Work effectively with the learning group, ignoring the presence of the observer
- Incorporate the comments of the students to the usefulness of the session

***The observer needs to;***

- Be discreet and diplomatic in the learning group
- Sit where they are not in the overt line of vision for the tutor or the group, but at the same time they need to be able to see both the tutor and the group
- Take brief notes when necessary and ensure that these notes relative to the enabling of learning rather than the content of the session
- Carefully observe the methodologies employed, the responses and interactive processes used, the ability of the tutor to effectively achieve their aims, and the areas of successful and less-successful achievement in the session
- Share with the tutor a reflective feedback process at the end of the session

***Post Observation***

- Should be arranged as soon as practically possible
- At most within a week
- To provide confidential feedback for the tutor
- Essential to the success of the process
- Must be handled sensitively
- Requires a joint responsibility to keep the feedback focused and constructive
- To encourage reflection on the lesson observed
- The observer should be aware of the tone of voice, language and body language
- The observer should indicate what they have gained from the process.

***Good feedback will;***

- Allow the tutor to describe the class and say how they felt the lesson went before the observer makes any further comment. The tutor might reflect on whether the observation process had affected the session in any way, for example, in his / her behavior or that of the students
- Positively state what the observer considers the tutor to have done with skill, insight, competence, etc. the observer will provide evidence or instances of any claims made; were observed. Again it is important that specific instances are cited as evidence for any comment about what did not go so well and thus provide the opportunity to discuss the issues raised;
- Not apportion blame, but provide adequate opportunity to discuss any matters of concern to the tutor about the lesson or about the observation process;
- Provide an opportunity to identify constructive solutions to any agreed difficulties, including sources of professional development and support;

Focus on particular issues rather than allow generalized description or evaluation.

**Note:**

Where substantial weaknesses are observed, it is possible to use an Action Plan to identify any follow-up actions needed and a date when a further observation undertaken.

**FORM E Pre-observation****Peer Observation  
The teacher's Form**

The purpose of this form is primarily developmental. The form should be completed *prior* to the session to be observed and a copy provided for your observer before the session commences.

**The Teacher's name:**

---

**The Observer's name:**

---

**Title of Session:**

---

**Length of Session:**

---

**Date:**

---

**Number of students:**

---

1. What are your objectives for the session (both for yourself and for the students)?
  
2. What in your opinion could be improved or developed? How might this be achieved?

**3.** Please comment on areas in which the lecturer invited feedback

**4.** Any other comments or suggestions

**5.** Areas on which you would welcome some feedback

**6.** Other comments or issues



**FORM F: POST OBSERVATION****Peer Observation****Observer's Feedback**

The purpose of this form is primarily developmental. Please read the teacher's preparation form (**Form E**) before observing the session and completing this form.

This form itself *should be completed immediately after the session to be observed*. The lecturer should be provided with a copy of the completed form, preferably within the week, and the session discussed with the lecturer within a fortnight.

**The Teacher's name:** \_\_\_\_\_

**The Observer's name:** \_\_\_\_\_

**Title of Session:** \_\_\_\_\_

**Length of Session:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Number of students:** \_\_\_\_\_

1. What in your opinion went well in the session? Why?
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
2. What in your opinion could be improved or developed? How might this be achieved?

**3.** Please comment on areas in which the lecturer invited feedback

**4.** Any other comments or suggestions

**FORM G: POST OBSERVATION****Peer Observation**  
**Reflection & Discussion**

This form should be *completed by the teacher following discussion of the observer's feedback form (Form F) with the observer*. A copy should be sent to the observer.

1. What did you feel were the most important points to emerge from your discussion with the observer?
  
  
  
  
  
  
  
  
  
  
2. What changes, if any, will you make as a result of the discussion and reflection upon it?
  - a) to the particular session
  
  
  
  
  
  
  
  - b) to your teaching more generally
  
  
  
  
  
  
  
  
  
  
3. How helpful were the observer's written and oral comments?  
How could they be more helpful in the future?
  
  
  
  
  
  
  
  
  
  
4. Any other comments about the observation

**APPENDICES (TURKISH VERSION)****EK A:**

İNGİLİZCE ÖĞRETMENİ ÖZEL ALAN YETERLİK VE PERFORMANS  
DEĞERLENDİRME ANKETİ

**EK B:**

GELİŞİM DOSYASI ÖNCESİ GÖRÜŞME FORMU

**EK E:**

ARAŞTIRMACI-ÖĞRETMEN GÖRÜŞME FORMU

**EK F:**

GELİŞİM DOSYASI SONRASI GÖRÜŞME FORMU

**EK A:**

**İNGİLİZCE ÖĞRETMENİ ÖZEL ALAN YETERLİK VE PERFORMANS DEĞERLENDİRME ANKETİ**

Değerli İngilizce Öğretmeni;

İngilizce öğretimine ilişkin özel alan yeterlikleri çerçevesinde yürütülecek olan bu çalışma, öğretmen gelişim dosyalarının İngilizce Öğretmeni özel alan yeterlikleri bağlamında nasıl kullanılacağını araştırmayı amaçlamaktadır.

Aşağıda size sunulmuş olan ve özel alan yeterliklerinizi tespit etmek için hazırlanan anketteki ifadeleri lütfen dikkatlice okuyarak “Kişisel ve Mesleki Bilgiler” bölümünde yer alan soruları uygun şekilde cevaplayınız. “Dil Becerileri” ve “İngilizce Öğretmeni Özel Alan Yeterlikleri” bölümlerinde yer alan maddeler için ise size en uygun kutucuğu (X) ile işaretleyiniz. Çalışma kapsamında vereceğiniz bilgiler, çalışmanın devam edecek aşamaları ile yakından ilişkili olduğu için vereceğiniz cevapların samimiyeti çalışmanın istenilen sonuçlara ulaşmasında ciddi önem taşımaktadır.

Çalışma kapsamında vereceğiniz bilgiler sadece bu çalışmada değerlendirilecek, başka bir amaç için kesinlikle kullanılmayacaktır. Ayrıca toplanan verilerden elde edilen tüm sonuçlar çalışmanın ilerleyen aşamalarında sizler ile paylaşılacaktır.

Çalışmaya katılım gönüllülük esasına dayalıdır. Yoğun programınız içinde çalışmaya zaman ayırdığınız ve sağladığınız katkı için teşekkür eder, çalışmalarınızda kolaylıklar dilerim.

Handan ÇELİK

Çanakkale Onsekiz Mart Üniversitesi

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**A. Kişisel ve Mesleki Bilgiler**

1. **Cinsiyetiniz:** Bay ( )  
Bayan ( )

2. **Yaşınız:**  
21 – 25 ( )      26 – 30 ( )      31 – 35 ( )      40 – 45 ( )

3. **Lisans mezuniyetiniz:**

**Lisans:**.....

**Lisans üstü eğitim:**.....

4. **Öğretmenlikteki toplam hizmet süreniz:**  
.....

5. **Görev yapmakta olduğunuz okuldaki hizmet süreniz:**  
.....

6. **Daha önce başka kurumlarda görev aldınız mı?**

Evet ( )      Hayır ( )

Yanıtınız *Evet* ise lütfen görev yaptığınız son 3 kurumu belirtiniz.

<u>Kurum adı</u>	<u>Görevde bulunulan tarihler</u>	<u>Ünvan</u>
1. ....	.....	.....
2. ....	.....	.....
3. ....	.....	.....

7. **İngilizcenin iletişim dili olarak konuşulduğu bir ülkede eğitim aldınız mı?**

Evet ( )      Hayır ( )

Yanıtınız *Evet* ise, ne kadar süre ile eğitim aldınız? Lütfen belirtiniz.

.....

8. **İngilizcenin iletişim dili olarak konuşulduğu bir ülkeye seyahat amaçlı gittiniz mi?**

Evet ( )      Hayır ( )

Yanıtınız *Evet* ise, ne kadar süre ile bu ülkede bulundunuz? Lütfen belirtiniz.

.....

9. **Kongre, Seminer, Çalıştay, Hizmet-içi Eğitim Kursu vb. çalışmalara katıldınız;**

**Lütfen katıldığınız son 3 çalışmayı belirtiniz.**

Adı	Konusu	Düzenleyen Kurum	Yer-Tarih

**Yukarıda belirttiğiniz bu çalışmaların sınıf içi uygulamalarınız üzerindeki etkilerini, aşağıda size sunulan alanları göz önünde bulundurarak değerlendiriniz.**

**Çok etkili( 4 )**

**Kısmen etkili ( 3 )**

**Az etkili( 2 )**

**Hiç etkilemedi( 1 )**

Alanlar;	1	2	3	4
Alan (Branş) bilgisi				
Öğrenme /Öğretme yöntemleri				
Yeni öğretim programlarının uygulanması				
Öğretim teknolojilerinin derste kullanılması				
Ölçme ve değerlendirme				
Sınıf yönetimi ve disiplin				
Diğer (Belirtiniz)				

**10. Varsa Sosyal, kültürel, bilimsel veya mesleki nitelikte kuruluşlara üyelik / üyeliklerinizi belirtiniz;**

**a.**.....

**b.**.....

c.....

d.....

e.....

**11. Varsa alanınız veya eğitim bilimleri ile ilgili sürekli olarak takip ettiğiniz yayınları belirtiniz;**

a.....

b.....

c.....

d.....

e.....

**12. Alanınız veya eğitim bilimleri ile ilgili takip ettiğiniz web siteleri, veri tabanları ve internet forumları varsa, lütfen belirtiniz;**

a.....

b.....

c.....

d.....

e.....

f.....

g.....

h.....

**13. Mesleki gelişiminiz için aşağıda sunulan kaynakların hangilerini daha yararlı bulursunuz, sizin için “En önemli (5)” olandan “Önemsiz (1)” olana doğru sıralayınız.**

**1. Referans kitapları** (.....)

**2. İnternet kaynakları** (.....)



3. Süreli yayınlar (.....)
4. Kurslar (.....)
5. Seminerler (.....)
6. Diğer (.....)

**14. Son 1 (Bir) yılda mesleki gelişiminiz için kitap okudunuz mu?**

Evet ( ) Hayır ( )

Yanıtınız *Evet* ise, lütfen sayısını belirtiniz.

1-3 kitap ( ) 4-6 kitap ( ) 7-10 kitap ( ) 11- ve üstü ( )

**15. Görev yaptığınız birim:** Anaokulu/sınıfı ( )

İlköğretim 1. Kademe ( )

İlköğretim 2. Kademe ( )

**16. Çalışma gruplarındaki ortalama öğrenci sayısı nedir? Lütfen belirtiniz**

0-20 ( ) 21-30 ( ) 31-40 ( ) 41-50 ( )

**17. Haftalık ders saatiniz nedir? Lütfen belirtiniz.**

5-10 ( ) 11-15 ( ) 16-20 ( ) 21-25 ( ) 26-30 ( )

**18. Okul içerisindeki meslektaşlarınız ile yabancı dil öğretim faaliyetlerinizin planlama/uygulama/değerlendirme çalışmalarına ilişkin toplantılar düzenler misiniz?**

Evet ( ) Hayır ( )

Yanıtınız *Evet* ise, lütfen **hangi sıklıkta** olduğunu belirtiniz.

.....  
 .....

Bu toplantıların içeriğini düşünerek aşağıda verilen başlıkların hangi sıklıkta olduğunu **4** ve **1** arasında verilmiş olan sıklık zarflarından uygun olan biri ile belirtiniz. Eğer bu toplantılarda yapılmayan bir eylem var ise ona ilişkin kutucuğu boş bırakınız.

**Çoğu zaman ( 4 ) Zaman zaman ( 3 ) Nadiren ( 2 ) Hiçbir zaman ( 2 )**

**Bu toplantılarda daha çok;**

		4	3	2	1
1	Öğretim faaliyetlerimizin etkililiğini değerlendiririz.				
2	Öğretim stil ve stratejilerimizi öğrenciler arasındaki bireysel farklılıklara hitap edip etmemesi hususunda değerlendiririz.				
3	Öğrencilerin gelişimini ve başarı düzeylerini izlemenin dayanaklarını oluşturmak için çeşitli gözlem, değerlendirme, izleme, kayıt tutma stratejileri geliştiririz.				
4	Öğrencilerin yabancı dil gelişimlerinin sürekliliğini sağlamak için ev ödevleri, diğer sınıf dışı çalışmaları ve sınav amaçlı çalışmalar oluştururuz.				
5	Planlama ve uygulama faaliyetlerimizin etkililiğini değerlendiririz.				
6	Öğretim faaliyetlerimizin öğrencinin başarısı ve gelişimi üzerindeki etkilerini gözden geçirir, gerektiğinde öğretim yaklaşımlarımızı iyileştirme çalışmaları yaparız.				
7	Kendi performansımızla ilgili öz-değerlendirmeler yaparız.				
8	Öğretim faaliyetlerimizin değerlendirilmesi amacıyla akran değerlendirmesi yaparız.				
9	Kullanılan kaynakların ve materyallerin etkililiğini değerlendiririz.				
10	Kısa vadede gerçekleştirmeyi düşündüğümüz hedefler belirleriz.				
11	Uzun vadede gerçekleştirmeyi düşündüğümüz hedefler belirleriz.				
12	Belirlenen öğretim hedeflerine ulaşıp ulaşılmadığını değerlendiririz.				
13	Grup çalışmaları / projeler geliştiririz.				
14	Yabancı Dil öğretimi alanında yapılan bilimsel çalışma sonuçlarını birbirimizle paylaşıyoruz.				
15	Yabancı Dil öğretimi alanında çıkan yeni yayınları birbirimizle paylaşıyoruz				
16	Yabancı dil öğretimi ile ilgili okuduğumuz kitap, makale vb. çalışmalardan elde ettiğimiz çıkarımları birbirimizle paylaşıyoruz.				
17	Grup içerisindeki meslektaşlarımızın mesleki gelişimine koçluk, rehberlik, etkili uygulamaları gösterme, öneri ve dönüt sağlama yoluyla katkıda bulunuyoruz.				
18	Aksiyon araştırmaları için çalışmalar geliştiririz.				
19	Ortak çalışma gruplarımıza ilişkin değerlendirmelerde bulunuyoruz.				
20	Çalışmakta olduğumuz okul dışında yer alan meslektaşlarımız ile etkili biçimde çalışmak için bireylerarası ve örgütsel çalışma stratejileri tasarlarız.				

21	Diğer (lütfen belirtiniz) .....				
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**B. İngilizce Öğretmeni Özel Alan Yeterlikleri**

**YETERLİK ALANI:**

**1. İNGİLİZCE ÖĞRETİM SÜREÇLERİNİ PLANLAMA VE DÜZENLEME**

Yeterlikler ve Performans Göstergeleri						
İngilizce öğretimine uygun planlama yapabilme						
		Her zaman	Genellikle	Ara Sıra	Nadiren	Hiçbir Zaman
1	İngilizce öğretimi programı doğrultusunda öğrenme öğretme sürecini planlarım.					
2	Öğrenme ortamındaki ihtiyaçları dikkate alarak planlamada ve uygulamada uyarlamalar yaparım.					
3	Planlama sürecinde diğer alan öğretmenleriyle işbirliği yaparım.					
İngilizce Öğretimine Uygun Öğrenme Ortamları Düzenleyebilme						
4	Öğrenme öğretme sürecini İngilizce öğretimi programına uygun düzenlerim.					
5	Uygulamalarımnda sınıfın fiziki ortamını dikkate alırım.					
6	Uygulamalarımnda öğrenci farklılıklarını dikkate alırım.					
7	Uygulamalarımnda öğrencilerin dil gelişim düzeylerini dikkate alırım.					
8	Sınıfın fiziki ortamı, öğrenci farklılıkları, dil gelişim düzeyleri ve ihtiyaçlarına uygun olarak seçtiğim etkinlikleri uyarlayarak kullanırım.					
9	Öğrencilerin hazır bulunuşluk düzeylerini dikkate alarak uygulamalar yaparım.					
10	Öğrencilerin yaratıcılıklarının ortaya çıkmasını destekleyecek sınıf ortamları oluştururum.					
11	Öğrencilerin Türkçe ve İngilizce öğrenmelerinde iki dilin birbiriyle olan etkileşimini ve birbirinin gelişimine olan desteğini ortaya koyan uygulamalar yaparım.					

12	Uygulamalarımnda kültürün İngilizce öğrenmedeki rolünü dikkate alırım.					
13	Öğrenme amaçlarına ulaşıp ulaşılmadığını değerlendirip, planladığım iyileştirmeye yönelik öğrenme fırsatlarını uygularım.					
14	Öğrencilerin İngilizceyi öğrenme amaçlarına uygun öğrenme ortamları düzenlerim.					
15	İngilizcenin günlük yaşamda kullanımını geliştirecek etkinliklere yer veririm.					
16	Öğrencilerin İngilizcede kendilerini anlaşılabilir şekilde ifade etmelerini sağlayacak uygun etkinlikler düzenlerim.					
17	Öğrencilerin birbirleriyle etkileşim içinde olmalarını ve işbirlikçi öğrenme stratejileri geliştirmelerini destekleyen ortamlar hazırlarım.					
18	Okul içi uygulamalarımnda çevre özelliklerini ve olanaklarını dikkate alırım.					
19	Okul dışı uygulamalarımnda çevre özelliklerini ve olanaklarını dikkate alırım.					
<b>İngilizce Öğretimine Uygun Yöntem Ve Teknikleri Kullanabilme</b>						
20	Uygulamalarımnda uygun yöntem ve tekniklerden yararlanırım.					
21	Dersin farklı yöntem ve tekniklerle işlenerek zenginleştirilmesini sağlarım.					
22	Öğrencilerin dil gelişimlerine uygun yöntem ve teknikleri ilgi ve ihtiyaçları doğrultusunda çeşitlendiririm.					
23	Dil öğretim yaklaşımları yöntem ve tekniklerindeki yenilik ve gelişmeleri izleyerek uygulamalarımna yansıtırım.					
<b>Öğretim Sürecine Uygun Materyal Ve Kaynaklar Kullanabilme</b>						
24	Öğrencinin dil gelişimine uygun kaynak ve materyaller kullanırım.					
25	Dört temel dil becerisinin bir kaçının bir arada geliştirildiği materyaller ve kaynakları kullanırım.					
26	Dört temel dil becerisinin tümünün bir arada geliştirildiği materyaller ve kaynakları kullanırım.					
27	Dört temel dil becerisinin bir kaçının bir arada kullanıldığı materyalleri öğrenci gereksinimleri doğrultusunda uyarlayarak kullanırım.					

28	Dört temel dil becerisinin tümünün bir arada kullanıldığı materyalleri öğrenci gereksinimleri doğrultusunda uyarlayarak kullanırım.					
29	Öğrenme-öğretme sürecinde programa uygun olarak düzenleyeceğim etkinlikleri farklı materyal ve kaynaklardan yararlanarak öğrenci ilgi alanlarına göre çeşitlendiririm.					
30	Öğrenme-öğretme sürecinde programa uygun olarak düzenleyeceğim etkinlikleri farklı materyal ve kaynaklardan yararlanarak öğrenci ihtiyaçlarına göre çeşitlendiririm.					
31	Öğrencileri dil gelişimlerine katkıda bulunacak araç-gereç ve kaynaklardan yararlanmaya cesaretlendiririm.					
<b>Dil Gelişimi İçin Teknolojik Kaynakları Kullanabilme</b>						
32	Öğrencilerin dil gelişimini etkili kılacak teknolojik kaynakları kullanırım.					
33	Öğrencileri dil gelişimlerini desteklemek için teknolojik kaynakları kullanmaya teşvik ederim.					
34	Öğrencilerin teknolojik kaynaklardan yararlanmasına rehberlik ederim.					
35	Dilin etkili kullanımı için teknolojik kaynakları kullanmaya uygun ortamlar oluştururum.					
36	Teknolojik kaynaklardan elde ettikleri bilgilerden yararlanmalarını sağlarım.					

**YETERLİK ALANI:****2. DİL BECERİLERİNİ GELİŞTİRME**

<b>Yeterlikler ve Performans Göstergeleri</b>						
<b>Öğrencilerin etkili dil öğrenme stratejileri geliştirmelerine yardım edebilme</b>						
		<b>Her zaman</b>	<b>Genellikle</b>	<b>Ara sıra</b>	<b>Nadiren</b>	<b>Hiçbir zaman</b>
<b>1</b>	Öğrencilerin kendi bireysel öğrenme yollarını keşfetmelerini sağlarım.					
<b>2</b>	Öğrencilerin farklı bireysel öğrenme yollarını dikkate alarak çeşitlendirilmiş öğrenme fırsatları sunarım.					
<b>3</b>	Öğrencilerin etkili dinleme stratejileri kullanmalarını sağlarım.					
<b>4</b>	Öğrencilerin etkili okuma stratejileri kullanmalarını sağlarım.					
<b>5</b>	Öğrencilerin kendilerini sözlü olarak ifade etmeleri için farklı konuşma stratejilerini kullanmalarını sağlarım.					
<b>6</b>	Öğrencilerin kendilerini yazılı olarak ifade etmeleri için farklı yazma stratejilerini kullanmalarını sağlarım.					
	<b>Öğrencilerin İngilizceyi doğru ve anlaşılır bir şekilde kullanmalarını sağlayabilme</b>					
<b>7</b>	İngilizceyi akıcı ve doğru kullanmada öğrencilerime model olurum.					
<b>8</b>	Öğrencilerin İngilizceyi akıcı ve doğru kullanmalarını sağlayıcı fırsatlar oluştururum.					
<b>9</b>	İngilizcenin doğru ve anlaşılır olarak kullanıldığı örnekler sunarım.					
<b>10</b>	Öğrencilerin İngilizceyi farklı amaçlar ve durumlar için akıcı ve doğru kullanmalarını destekleyen etkinlikler kullanırım.					
<b>11</b>	Öğrencilerin ilgi alanlarına göre İngilizcenin doğru ve anlaşılır olarak kullanılmasına yönelik					

	uygulamalar yaptırım.					
12	Öğrencilerin seviyelerine göre İngilizcenin doğru ve anlaşılır olarak kullanılmasına yönelik uygulamalar yaptırım.					
13	Meslektaşlarımla iş birliği yaparak tüm öğrencilerin İngilizceyi doğru ve etkin kullanmalarına yönelik okul içi etkinlikler düzenlerim.					
14	Meslektaşlarımla iş birliği yaparak tüm öğrencilerin İngilizceyi doğru ve etkin kullanmalarına yönelik okul dışı etkinlikler düzenlerim.					
<b>Öğrencilerin dinleme-izleme becerilerini geliştirebilme</b>						
15	Öğrencilerin ilgi alanlarına uygun etkili dinleme/izleme sağlayacak çeşitli etkinlikler ve ortamlar düzenlerim.					
16	Öğrencilerin ihtiyaçlarına uygun etkili dinleme/izleme sağlayacak çeşitli etkinlikler ve ortamlar düzenlerim.					
17	Öğrencilerin dil düzeylerine uygun etkili dinleme/izleme sağlayacak çeşitli etkinlikler ve ortamlar düzenlerim.					
18	Şarkı, diyalog, film gibi farklı metin türlerini dinleme etkinliklerinde kullanırım.					
19	Öğrencilerin dinlediklerini/izlediklerini anlamalarını sağlayacak çeşitli etkinlikler ve ortamlar düzenlerim.					
20	Öğrencilerin dinlediklerini/izlediklerini yorumlamalarını sağlayacak çeşitli etkinlikler ve ortamlar düzenlerim.					
21	Öğrencilerin dinlediklerini/izlediklerini değerlendirmelerini sağlayacak çeşitli etkinlikler ve ortamlar düzenlerim.					
22	Öğrencileri okul dışındaki yaşantılarında İngilizce dinleme/izleme becerilerini geliştirmeye teşvik ederim.					
<b>Öğrencilerin konuşma becerilerini geliştirebilme</b>						
23	Öğrencilerin ilgi alanlarına uygun etkili konuşmalarını sağlayacak çeşitli etkinlikler ve ortamlar düzenlerim.					



24	Öğrencilerin ihtiyaçlarına uygun etkili konuşmalarını sağlayacak çeşitli etkinlikler ve ortamlar düzenlerim.					
25	Öğrencilerin düzeylerine uygun etkili konuşmalarını sağlayacak çeşitli etkinlikler ve ortamlar düzenlerim.					
26	Öğrencilerin İngilizcede kendilerini doğru ve anlaşılabilir şekilde sözlü olarak ifade etmelerini sağlayacak uygulamalar yaparım.					
27	Öğrencilerin günlük hayatta karşılaşılabilecekleri farklı durumlarda etkili sözel iletişim kurmalarını sağlayacak etkinlikleri çeşitlendiririm.					
28	Öğrencilerin farklı konuşma türlerinde etkili sözel iletişim kurmalarını sağlayacak etkinlikleri çeşitlendiririm.					
29	Öğrencilerin İngilizcede kendilerini doğru ve anlaşılabilir şekilde sözlü olarak ifade etmelerinde beden dilini etkili şekilde kullanmalarını sağlayacak uygulamalar yaparım.					
30	Öğrencileri okul dışındaki yaşantılarında İngilizce konuşma becerilerini geliştirmeye teşvik ederim.					
<b>Öğrencilerin okuma becerilerini geliştirebilme</b>						
31	Öğrencilerin ilgi alanlarına uygun etkili okumalarını sağlayacak çeşitli etkinlikler ve ortamlar düzenlerim.					
32	Öğrencilerin ihtiyaçlarına uygun etkili okumalarını sağlayacak çeşitli etkinlikler ve ortamlar düzenlerim.					
33	Öğrencilerin düzeylerine uygun etkili okumalarını sağlayacak çeşitli etkinlikler ve ortamlar düzenlerim.					
34	Okuma etkinliklerinde farklı metin türleri kullanırım.					
35	Öğrencilerin okuduklarını anlamalarını sağlayacak çeşitli etkinlikler ve ortamlar düzenlerim.					
36	Öğrencilerin okuduklarını yorumlamalarını sağlayacak çeşitli etkinlikler ve ortamlar düzenlerim.					
37	Öğrencilerin okuduklarını değerlendirmelerini sağlayacak çeşitli etkinlikler ve ortamlar düzenlerim.					

38	Öğrencileri okul dışındaki yaşantılarında İngilizce okuma becerilerini geliştirmeye teşvik ederim.					
<b>Öğrencilerin yazma becerilerini geliştirebilme</b>						
39	Öğrencilerin ilgi alanlarına uygun etkili yazmalarını sağlayacak çeşitli etkinlikler ve ortamlar düzenlerim.					
40	Öğrencilerin ihtiyaçlarına uygun etkili yazmalarını sağlayacak çeşitli etkinlikler ve ortamlar düzenlerim.					
41	Öğrencilerin düzeylerine uygun etkili yazmalarını sağlayacak çeşitli etkinlikler ve ortamlar düzenlerim.					
42	Öğrencilerin İngilizcede kendilerini doğru ve anlaşılabilir şekilde yazılı olarak ifade etmelerini sağlayacak uygulamalar yaparım.					
43	Öğrencilerin günlük hayatta karşılaşabilecekleri farklı durumlarda etkili yazılı iletişim kurmalarını sağlayacak etkinlikleri çeşitlendiririm.					
44	Öğrencilerin farklı yazma türlerinde etkili yazılı iletişim kurmalarını sağlayacak etkinlikleri çeşitlendiririm.					
45	Öğrencileri okul dışındaki yaşantılarında İngilizce yazma becerilerini geliştirmeye teşvik ederim.					
<b>İngilizce Öğretiminde Özel Gereksinimli Ve Özel Eğitime Gereksinim Duyan Öğrencileri Dikkate Alan Uygulamalar Yapabilme</b>						
46	Özel gereksinimli ve özel eğitime gereksinim duyan öğrencilerin İngilizce dil gelişimlerini sağlamaya yönelik plan yaparım.					
47	Özel gereksinimli ve özel eğitime gereksinim duyan öğrencilerin gelişimleri doğrultusunda velilerle işbirliği yaparım.					
48	Özel gereksinimli ve özel eğitime gereksinim duyan öğrencilerin gelişimleri doğrultusunda özel eğitim öğretmenleri ile işbirliği yaparım.					
49	Özel gereksinimli ve özel eğitime gereksinim duyan öğrencilerin gelişimleri doğrultusunda uzmanlarla işbirliği yaparım.					

**YETERLİK ALANI:****3. DİL GELİŞİMİNİ İZLEME VE DEĞERLENDİRME**

<b>Yeterlikler ve Performans Göstergeleri</b>						
<b>İngilizce öğretimine ilişkin ölçme ve değerlendirme uygulamalarının amaçlarını belirleyebilme</b>						
		<b>Her zaman</b>	<b>Genellikle</b>	<b>Ara sıra</b>	<b>Nadiren</b>	<b>Hiçbir zaman</b>
<b>1</b>	Ölçme ve değerlendirme uygulamalarının İngilizce programıyla ilişkilendirmesi gerektiğinin önemini bilirim.					
<b>2</b>	Ölçme ve değerlendirme uygulamalarını İngilizce programını gözeterek düzenlerim.					
<b>3</b>	Ölçme ve değerlendirme uygulamalarını bireysel farklılıkları gözeterek düzenlerim.					
<b>4</b>	İngilizce öğretiminde her bir öğrencinin süreç esnasındaki ve sonundaki durumlarını belirlemek amacıyla ölçme-değerlendirme yapmayı amaçlarım.					
<b>5</b>	Öğrencilerin sürekli dil gelişimlerini sağlamak için sistematik değerlendirme stratejileri belirlerim.					
<b>6</b>	Öğrencilerin sürekli dil gelişimlerini değerlendirmek için sistematik değerlendirme stratejileri belirlerim.					
<b>İngilizce öğretiminde amaca uygun ölçme ve değerlendirme araç ve yöntemlerini kullanabilme</b>						
<b>7</b>	Çeşitli ölçme ve değerlendirme araç ve yöntemlerini amacına uygun kullanırım.					
<b>8</b>	Standart dil ölçme araçlarını kullanarak dil öğrencilerinin ihtiyaçlarını belirlerim.					
<b>9</b>	Farklı bilgi kaynakları kullanarak öğrencilerin temel dört dil becerilerini değerlendiririm.					
<b>10</b>	Farklı bilgi kaynakları kullanarak öğrencilerin iletişim yeteneklerini değerlendiririm.					

11	Öğrenenlerin dil gelişimlerini ölçmek için performansa dayalı ölçme araçlarından faydalanırım.					
12	Öğrencilerin dil gelişimini izlemek için uygun ölçme-değerlendirme araçlarını kullanırım.					
13	Öğrencilerin dil gelişimini izlemek için ihtiyaca uygun ders temelli çeşitlendirilmiş ölçme-değerlendirme araçları geliştiririm.					
14	Öğrencilerin dil gelişimini izlemek için ihtiyaca uygun ders temelli çeşitlendirilmiş ölçme-değerlendirme araçları uygularım.					
15	Öğrencilerin öz değerlendirme yapmalarını teşvik ederek sonuçlarını paylaşımlarını sağlarım.					
16	Öğrencilerin akran değerlendirmesi yapmalarını teşvik ederek sonuçlarını paylaşımlarını sağlarım.					
17	Etkin değerlendirme araçlarında bulunması gereken güvenilirlik, geçerlik gibi temel göstergeleri kullanarak ölçme araçlarının uygunluğuna karar veririm.					
18	Özel gereksinimli ve özel eğitime gereksinim duyan öğrencileri dikkate alan değerlendirme yaparım.					
<b>Öğrencilerin dil gelişimlerini, belirlemeye yönelik ölçme sonuçlarını yorumlama ve geri bildirim sağlayabilme</b>						
19	Uyguladığım ölçme araçlarıyla elde ettiğim sonuçları değerlendiririm.					
20	Ölçme sonuçlarına göre öğrencinin dil gelişimiyle ilgili olarak öğrencilere dönüt veririm.					
21	Ölçme sonuçlarına göre öğrencinin dil gelişimiyle ilgili olarak velilere dönüt veririm.					
<b>Öğrencilerin Dil Gelişimlerini Belirlemeye Yönelik Ölçme Değerlendirme Sonuçlarını Uygulamalarına Yansıtabilme</b>						
22	Öğretim stratejilerini ölçme yöntem ve tekniklerini elde ettiğim değerlendirme sonuçları doğrultusunda yeniden düzenlerim.					
23	Öğrenme ortamını, ölçme yöntem ve tekniklerinden elde ettiğim değerlendirme sonuçları doğrultusunda yeniden düzenlerim.					
24	Değerlendirme sonuçlarına bağlı olarak öğrencilerin dil becerilerindeki eksiklikleri gidermek için iyileştirme çalışmaları yaparım.					

**YETERLİK ALANI:****4. OKUL, AİLE VE TOPLUMLA İŞBİRLİĞİ YAPABİLME**

<b>Yeterlikler ve Performans Göstergeleri</b>						
<b>Öğrencilerin dil becerilerinin geliştirilmesinde ailelerle iş birliği yapabilme</b>						
		<b>Her zaman</b>	<b>Genellikle</b>	<b>Ara Sıra</b>	<b>Nadiren</b>	<b>Hiçbir Zaman</b>
<b>1</b>	Öğrencilerin dil becerilerinin geliştirilmesinde ailenin rolü ve önemi hakkında aileleri bilgilendiririm.					
<b>2</b>	Öğrencilerin dil becerilerinin gelişiminin izlenmesi konusunda ailelerle iş birliği yaparım.					
<b>3</b>	Öğrencilerle birlikte şarkı söyleme, şiir okuma, tiyatro gösterisi vb. sınıf dışı etkinlikler düzenleyerek velilerle paylaşılmasını sağlarım.					
<b>Öğrencilerin yabancı dil kullanmanın önemini kavramalarında ilgili kurum, kuruluş ve kişiler ile iş birliği yapabilme</b>						
<b>4</b>	Yabancı dil kullanmanın önemini vurgulayarak öğrencileri araştırmaya yönlendiririm.					
<b>5</b>	Çeşitli materyalleri kullanarak, öğrencilerin yabancı dili kullanmalarına yönelik etkinlikler düzenlerim.					
<b>6</b>	Öğrencilerin yabancı dili kullanmaları için aileler ile işbirliği yaparak ortam oluşumunu sağlarım.					
<b>7</b>	Öğrencilerin yabancı dili kullanmaları için yakın çevredeki kurum, kuruluş ve kişilerle işbirliği yaparak ortam oluşumunu sağlarım.					
<b>8</b>	Öğrencilerin yabancı dili kullanmaları için uzak çevredeki kurum, kuruluş ve kişilerle işbirliği yaparak ortam oluşumunu sağlarım.					

**YETERLİK ALANI:****5. İNGİLİZCE ALANINDA MESLEKİ GELİŞİMİNİ SAĞLAMA**

<b>Yeterlikler ve Performans Göstergeleri</b>						
<b>İngilizce Öğretimine İlişkin Mesleki Yeterliklerimi Belirleyebilme</b>						
		<b>Her zaman</b>	<b>Genellikle</b>	<b>Ara Sıra</b>	<b>Nadiren</b>	<b>Hiçbir Zaman</b>
<b>1</b>	Sahip olduğum mesleki yeterliklerimi belirlemek amacıyla öz değerlendirme yaparım.					
<b>2</b>	Mesleki yeterliklerimi belirlemeye yönelik uygulamalarımı kayıt altına alırım.					
<b>3</b>	Öğretim sürecindeki sınıf yönetimi uygulamalarımın öğrenciler üzerindeki etkilerini izlemeye yönelik çeşitli yöntemler kullanırım.					
<b>4</b>	Öğretim sürecindeki materyal kullanma uygulamalarımın öğrenciler üzerindeki etkilerini izlemeye yönelik çeşitli yöntemler kullanırım.					
<b>5</b>	Öğretim sürecindeki velilerle işbirliği uygulamalarımın öğrenciler üzerindeki etkilerini izlemeye yönelik çeşitli yöntemler kullanırım.					
<b>6</b>	Öğretim sürecindeki ölçme ve değerlendirme uygulamalarımın öğrenciler üzerindeki etkilerini izlemeye yönelik çeşitli yöntemler kullanırım.					
<b>7</b>	Meslektaşlarımdan ve diğer paydaşlardan aldığım geribildirimler, görüş ve öneriler doğrultusunda mesleki gereksinimlerimi belirlerim.					
<b>İngilizce öğretimine ilişkin kişisel ve mesleki gelişimimi sağlayabilme</b>						
<b>8</b>	Mesleki gelişim fırsatlarını değerlendiririm.					
<b>9</b>	Mesleğime ilişkin amacına uygun hedefler belirlerim.					

10	Bireysel mesleki gelişim planı oluştururum					
11	Oluşturduğum bireysel mesleki gelişim planını uygularım.					
12	Mesleki gelişimim için alanımla ilgili yayınları takip ederim.					
13	Mesleki gelişimim için konferans, açık oturum, bilimsel toplantı ve seminer vb. etkinliklere dinleyici olarak katılırım.					
14	Uygulamalarımındaki iyi örnekleri paylaşmak amacıyla konferans, açık oturum, bilimsel toplantı, seminer vb. etkinliklere bildiri, poster vb. çalışmalarla katılırım.					
15	Uygulamalarımındaki iyi örnekleri paylaşmak amacıyla konferans, açık oturum, bilimsel toplantı, seminer vb. etkinliklere konuşmacı olarak katılırım.					
16	Alanımla ilgili akademik düzeyde çalışmalar yaparım.					
<b>Mesleki gelişimine yönelik uygulamalarda bilimsel araştırma yöntem ve tekniklerden yararlanabilme</b>						
17	İngilizce öğretimi süreci uygulamalarında bilimsel yöntem ve tekniklerinin gerekliliğinin farkındayım.					
18	Mesleki gelişimime yönelik araştırmalarımında bilimsel araştırma yöntem ve tekniklerini dikkate alırım.					
19	Bilimsel araştırma yöntem ve tekniklerine göre hazırlanmış İngilizce öğretimine yönelik proje, makale gibi ürünler ortaya koyarım.					
<b>Mesleki Gelişimine Yönelik Araştırmalarını Uygulamalarına Yansıtabilme</b>						
20	Mesleki gelişimime yönelik olarak yaptığım araştırmaları sınıf ortamına yansıtmanın gerekliliğine inanırım.					
21	Mesleki gelişimime yönelik yaptığım araştırmaları öğretim sürecine yansıtırım.					
22	Meslektaşlarımla birlikte mesleki gelişim araştırmalarının öğretim uygulamalarına yansıtılmasında iş birliği yaparım.					

**EK B:**

**GELİŞİM DOSYASI ÖNCESİ GÖRÜŞME FORMU**

**A. MESLEKİ GELİŞİM ve YANSITMACI UYGULAMALAR**

**1. Sizce mesleki gelişim nedir ve neleri kapsamaktadır?**

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**2. Bir Yabancı Dil (İngilizce) öğretmeninin mesleki gelişim sağlamak için yapması gereken uygulamalar var mıdır?**

Evet ( )      Hayır ( )

Yanıtınız *Evet* ise, lütfen açıklayınız.

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**3. Bir Yabancı dil (İngilizce) öğretmeni olarak mesleki gelişim planları yapar mısınız?**

Evet ( )      Hayır ( )

Yanıtınız *Evet* ise, Lütfen kısaca aşağıdaki kısımları kısaca açıklayınız.



**Planlarınız;**

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**Uygulama sıklığınız;**

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**Sonuçlar; (Eğer uygulamaya koyuyor iseniz)**

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**4. Kısa vadede mesleki gelişim planlarınız var mıdır?**

Evet ( )      Hayır ( )

Yanıtınız *Evet* ise, lütfen kısaca belirtiniz.

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**1. Uzun vadede mesleki gelişim planlarınız var mıdır?**

Evet ( )      Hayır ( )

Yanıtınız *Evet* ise, lütfen kısaca belirtiniz.

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2. **Sizce Yansıtmacı Uygulama nedir ve neleri kapsamaktadır?**

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3. **Öğretim faaliyetleriniz de Yansıtmacı Uygulamalara yer verir misiniz?**

Evet ( ) Hayır ( )

Yanıtınız *Evet* ise, lütfen aşağıda size sunulan uygulamalar içerisinde uygulamakta olduklarınızı işaretleyiniz.

- Öğretim günlükleri tutma ( )
- Sınıf içi öğretim faaliyetlerinin görüntü kayıtlarını alma ( )
- Öğretim performansı değerlendirmesi için kontrol listeleri oluşturma ( )
- Farklı yabancı dil becerilerinin öğretimine ilişkin performans değerlendirilmesi için kontrol listeleri oluşturma ( )
- Her ders sonrasında performans değerlendirme (Öz-değerlendirme) ( )
- Kişisel performansınızın kalitesini değerlendirme (Eleştirel analiz) ( )
- Sınıf içi /dışı performansınızın bir meslektaşınız tarafından gözlemlenmesi ( )
- Sınıf içi/dışı performansınızın bir meslektaşınız tarafından değerlendirilmesi ( )
- Sınıf içi faaliyetlerinizin öğrenci tarafından değerlendirmesi ( )

4. **Ekleme istediğiniz diğer noktalar var mı? Varsa lütfen belirtiniz.**

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**B. ÖĞRETMEN GELİŞİM DOSYASI**

5. Sizce“Öğretmen Gelişim Dosyası” nedir?

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6. “Öğretmen Gelişim Dosyası”nın amaçları var mıdır? Varsa neler olabilir?

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7. Sizce “Öğretmen Gelişim Dosyası” uygulamalarının avantajları var mıdır?

Evet ( ) Hayır ( )

Yanıtınız *Evet* ise, lütfen açıklayınız.

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8. Sizce “Öğretmen Gelişim Dosyası” uygulamalarının dezavantajları var mıdır?

Evet ( ) Hayır ( )

Yanıtınız *Evet* ise, lütfen açıklayınız.

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**9. Daha önce “Öğretmen Gelişim Dosyası” uygulamalarınız oldu mu?**

Evet ( ) Hayır ( )

Yanıtınız *Evet* ise, lütfen aşağıdaki kısımları açıklayınız.

**Çalışma türleri;**

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**Olumlu sonuçlar;**

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**Olumsuz Sonuçlar;**

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**10. Yakın veya uzak çevrenizde bulunan meslektaşlarınızın “Öğretmen Gelişim Dosyası” uygulamalarına şahit oldunuz mu?**

Evet ( ) Hayır ( )

Yanıtınız *Evet* ise, lütfen açıklayınız.

**Çalışma türleri;**

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**Olumlu sonuçlar;**

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**Olumsuz Sonuçlar;**

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**11. Bu çalışmadan beklentileriniz var mı?**

Evet ( )      Hayır ( )

Yanıtınız *Evet* ise, lütfen açıklayınız.

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**EK E:**

**ARAŞTIRMACI-ÖĞRETMEN GÖRÜŞME FORMU**

**KİTAP UYGULAMASI**

**1. İncelenilen kitaplardan esinlenerek edinilen yeni fikirleri uygulama şansınız oldu mu?**

Evet ( )      Hayır ( )

Yanıtınız *Evet* ise, öğretmen yeterliklerinizin gelişimine katkısı var mı? Var ise, lütfen açıklayınız.

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**2. Eğer uygulama şansınız olmadıysa nedenleri var mıdır?**

Evet ( )      Hayır ( )

Yanıtınız *Evet* ise, nelerdir lütfen açıklayınız.

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**3. İlerleyen süreçte uygulamak ister misiniz?**

Evet ( )      Hayır ( )

Yanıtınız *Evet* ise, Lütfen kısaca açıklayınız.

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**EK F:****GELİŞİM DOSYASI SONRASI GÖRÜŞME FORMU****GENEL DEĞERLENDİRME**

1. Öğretmen gelişim dosyasını nasıl tanımlarsınız?

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2. Bir öğretmen için avantajları var mıdır? Var ise nelerdir?

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3. Sizce yarar sağlıyor mu? Sağlıyor ise nasıl daha fazla yarar sağlayabilir?

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4. Bir öğretmen için güçlükleri var mıdır? Var ise neler olabilir? Güçlükler nasıl aşılabılır?

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**KİŞİSEL DEĞERLENDİRME**

5. Öğretmen gelişim dosyası oluşturma sürecinizi kişisel açıdan değerlendirir misiniz?

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6. Öğretmen gelişim dosyası oluşturmanın sizin için avantajları oldu mu? Olu ise nelerdir? Yansımaları oldu mu?

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7. Sizin için daha verimli olması nasıl sağlanabilirdi?

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8. Öğretmen gelişim dosyalarınızı oluştururken karşılaştığınız güçlük ya da sorunlar oldu mu? Oldu ise başa çıkabildiniz mi? Başa çıktıysanız ne yaptınız? Çıkamadıysanız ne yaptınız?

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9. Mesleki yeterlikler göz önüne alındığında bu süreç yeterlik gelişiminize katkıda bulundu mu? Bulunda ise (beceri/bilgi/ anlayış bağlamında sizde ne tür katkıları oldu? Yeterlik gelişiminizde etkili bir araç olarak görüyor musunuz? (yeni beceriler geliştirdiğinizi düşünüyor musunuz?)

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10. Öğretmen gelişim dosyası oluşturma sürecinde yararlı bulduğunuz etkinlikler oldu mu? Oldu ise, en yararlı bulduğunuz etkinlikler nelerdir? Bu etkinlik (ler) nasıl katkıda bulundu?

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**11.** Sonuç olarak, Öğretmen gelişim dosyası oluşturma profesyonel gelişiminize katkıda bulundu mu?

Evet ( ) Hayır ( )

Yanıtınız *Evet* ise, nasıl ya da ne yönde olduğunu lütfen açıklayınız.

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**12.** Öğretmen gelişim dosyasının profesyonel gelişiminizi güçlendirecek bir ortam oluşturmada rolü olduğunu düşünüyor musunuz?

Evet ( ) Hayır ( )

Yanıtınız *Evet* ise, nasıl ya da ne yönde olduğunu lütfen açıklayınız

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**13.** Öğretmen gelişim dosyanızı ileride de kullanmayı düşünüyor musunuz? Kullanmayı düşünüyorsanız gerekçeleri nelerdir? Nasıl kullanabilirsiniz? Açıklayınız.

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**14.** Eklemek istediğiniz başka bir şey var mı? Var ise belirtiniz.

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