

**THE PROCESS OF PEER COACHING STRATEGY REGARDING THE
TEACHING SKILLS OF NOVICE EFL TEACHERS: A CASE STUDY**



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**THE PROCESS OF PEER COACHING STRATEGY REGARDING THE
TEACHING SKILLS OF NOVICE EFL TEACHERS: A CASE STUDY**

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Approval of the Graduate School of Educational Sciences


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ABSTRACT

THE PROCESS OF PEER COACHING STRATEGY REGARDING THE TEACHING SKILLS OF NOVICE EFL TEACHERS: A CASE STUDY

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The purpose of this study was to investigate the process of peer coaching strategy on the improvement of the teaching skills of novice EFL teachers. The study also attempted to find out the teaching performance of the participating teachers after peer coaching. Lastly, the impact of peer coaching conference in relation to trust and collegiality was examined. A sample of 6 novice EFL teachers participated in this case study. Qualitative data was collected from teacher's journals, classroom observation checklists, and semi-structured interviews. The findings revealed that the peer coaching strategy was very effective for novice EFL teachers in terms of improving their teacher skills. There was an improvement in their performance after being engaged in peer coaching. The findings also pointed out that the participating teachers perceived the conception of trust and collegiality through their peer coaches positively. Consequently, the results of the study indicated that peer coaching can be utilized as an effective strategy promoting the teaching skills of novice EFL teachers.

Keywords: Peer coaching, Teaching Skills, EFL teachers.

ÖZ
YABANCI DİL ÖĞRETMENLERİNİN ÖĞRETİM BECERİLERİ İLE İLGİLİ
AKRAN EĞİTİMİ SÜRECİ: VAKA ÇALIŞMASI

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Bu çalışmanın amacı, öğretim hayatına yeni başlayan yabancı dil öğretmenlerinin öğretim becerileri ile ilgili süreci araştırmaktır. Bu çalışma ayrıca akran eğitiminden sonra araştırmaya katılan öğretmenlerin öğretimdeki performanslarını bulmayı amaçlamıştır. Son olarak, akran eğitimi toplantılarının güven ve meslektaş dayanışması ile ilişkisi değerlendirilmiştir. Bu vaka çalışmasına, toplamda 4 öğretmen katılmıştır. Öğretmenlerin iki haftalık öğretmen günlükleri, sınıf gözlem kontrol listesi ve yarı yapılandırılmış görüşmelerinden nicel verisi elde edilmiştir. Bulgular, akran eğitiminin, öğretim becerilerini geliştirmek açısından, meslek hayatına yeni başlayan yabancı dil öğretmenleri için oldukça etkili olduğunu ortaya çıkarmıştır. Öğretmenlerin performanslarında, akran eğitime katıldıktan sonra gelişme görülmüştür. Bulgular ayrıca, araştırmaya katılan öğretmenlerin, akran koçları aracılığıyla, güven ve meslek dayanışması algısını olumlu bir şekilde edindiklerini göstermiştir. Sonuç olarak, bu çalışmanın sonuçları, meslek dayanışmasının öğretim hayatına yeni başlayan yabancı dil öğretmenlerinin öğretim becerilerinin geliştirilmesinde etkili bir yöntem olarak uygulanabileceğini göstermiştir.

Anahtar Kelimeler: Akran Eğitimi, Akran Koçluğu, Öğretim Becerileri, Yabancı Dil Öğretmenleri

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TABLE OF CONTENTS

ETHICAL CONDUCT	iii
ABSTRACT.....	iv
ÖZ.....	v
ACKNOWLEDGEMENTS	vi
TABLE OF CONTENTS.....	vii
LIST OF TABLES.....	xi
LIST OF ABBREVIATIONS.....	xii
Chapter 1: Introduction.....	1
1.1 Overview	1
1.2 Statement of the Problem	1
1.3 Purpose of the Study	2
1.4 Research Questions	3
1.5 Significance of the Study	3
1.6 Definitions.....	4
Chapter 2: Literature Review.....	5
2.1 Overview	5
2.2 Review of Literature on Peer Coaching Strategy.....	5
2.3 Definition of Peer Coaching.....	7
2.4 Peer Coaching Styles.....	9
2.4.1 Technical Coaching	9

2.4.2 Collegial Coaching.....	10
2.4.3 Challenge Coaching.....	11
2.4.4 Cognitive Coaching.....	11
2.5 The Implementation of Peer Coaching by School Administrators.....	12
2.6 Characteristics of Peer Coaching	13
2.7 Benefits of Peer Coaching Technique.....	13
2.8 Role of Coaches	14
2.9 Previous Studies on Peer Coaching.....	15
2.9.1 Studies Related to Peer Coaching Strategy.....	15
2.9.2 Studies Related to Teaching Skills.....	18
Chapter 3: Methodology	21
3.1 Overview	21
3.2 Research Design.....	21
3.3 Setting and Participants.....	23
3.4 Procedures	25
3.4.1 Data Collection Procedures.....	26
3.4.1.1 Data Collection Instruments	27
3.4.1.2 Data Collection Procedure	28
3.4.2 Data Analysis Procedures	30
3.4.3 Trustworthiness.....	31
3.5 Limitations	31

Chapter 4: Results	32
4.1 Overview	32
4.2 Findings about the Effect of Peer Coaching Strategy on the Teaching Skills of the Novice EFL Teachers.....	32
4.3 Findings about the effect of the pre- and post- conference meetings between the peer coaches and novice teachers in terms of trust and collegiality.....	37
4.4 Findings about the improvement in novice EFL teachers’ teaching performance after peer coaching	40
Chapter 5: Discussion and Conclusion	44
5.1 Discussion of Findings for Research Questions.....	44
5.1.1 Discussion of findings of RQ1: What are the teaching skills that should be improved among novice EFL teachers through peer coaching strategy?	44
5.1.2 Discussion of findings of RQ2: What is the effect of peer coaching strategy on improving the teaching skills on novice EFL teachers?	45
5.1.3 Discussion of findings of RQ3: Is there any improvement in novice EFL teachers’ performance after peer coaching?	45
5.1.4 Discussion of findings of RQ4: What is the effect of the coaches’ pre-conference and post-conference with the novice EFL teachers in terms of trust and collegiality?	46
5.2 Pedagogical Implications	47
5.3 Conclusion.....	48
5.4 Recommendations for Further Research	49
REFERENCES	50
APPENDICES	54
Appendix A: Classroom Observation Checklist for Peer Coaching.....	54

Appendix B: Semi-Structured Interview Before the Study.57

Appendix C: Semi-Structured Interview After the Study.....59



LIST OF TABLES

TABLES

Table 1 Overall Background Information about the Participants	25
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LIST OF ABBREVIATIONS

EFL English as a Foreign Language

TEFL Teaching of English as a Foreign Language



Chapter 1

Introduction

1.1 Overview

This chapter demonstrates an overview of this research study pointing out what peer coaching is, the effects of peer coaching on novice EFL teachers' teaching skills. Subsequently, the chapter highlights the purpose of the study, research questions, significance of the study. It concludes with some key terms related to the scope of this research study.

1.2 Statement of the Problem

In order to identify the problem clearly, some aspects need to be clarified to determine whether peer coaching could improve teaching techniques in a school environment. Therefore, the structural system of an elementary and middle school is required to be demonstrated and analyzed. A teacher who works for an institute solely may not realize how important it is to be supported by a coworker. In contrast, a novice teacher who works for an elementary school needs extra support by a supervisor or an administrator. In a school environment, many teachers often do not feel supported because there is a limited time for administrators to offer their full attention to supervision. This is a common problem in many schools in Turkey because many schools cannot afford to employ a supervisor along with principals.

Additionally, it is an inevitable fact that novice teachers often feel alone in schools working long hours. They also have the feeling of concern whether they are doing it right in terms of teaching the students. It puts more pressure on them if they are working in private schools because the private schools conduct a large number of events to attract the parents' attention and gain their trust. Along with these facts they are facing, they also have extra responsibilities such following up lesson plans, creating ideas for classes and handling classroom management. They also need to fulfill their responsibilities such as completing reports toward the end of school. Within these complications, novice teachers may feel overwhelmed and this might lead them to feel the pressure more.

As a result, it is assumed that implementation of peer coaching strategy particularly to novice EFL teachers will enable them to improve their teaching skills and gain reflectivity as well as collaborative working skills during their teaching career.

1.3 Purpose of the Study

It has been emphasized that novice teachers interact with hundreds of individuals including students and parents each day at school, they rarely observe others in the act of teaching or work collaboratively. The issues of how novice EFL teachers are treated and how they work within their own schools need to be resolved if they are to have lasting, significant change in schools. Bridges need to be built across classrooms and restructure schools in ways that capitalize on the talent that exists in individual classrooms. Teachers also need to have opportunities to open classroom doors, talk together about teaching and learning, and solve problems.

At that point, peer coaching offers one way to bridge the gap constrained by isolation. It can become a channel to develop a collaborative workplace where staff members interact freely to address curriculum and instruction, observe and teach each other, develop and analyze materials, plan, and solve problems together.

Moreover, peer coaching creates more space for interaction and socialization with peers. During peer coaching period, they can observe each other's' teaching in a more natural way because the supervisor is not always with them in each teaching experience. Furthermore, due to some formal evaluations, the novice teachers may feel more anxious when the supervisor is present. When novice EFL teachers are supported by their peers and trained systematically, they also tend to be familiar to work collaboratively with their peers and see their own teaching performances from the eyes of the other. Keeping journals in the peer coaching process may also help novice teachers gain their confidence and this may also lower their anxiety. The opportunity to observe and participate in work with colleagues becomes so appreciative that staff members work hard to support and nurture the many structures that promote this collaboration.

Consequently, based on these overviews, the aim of this study is to investigate the outcomes about teaching and learning of non-native novice English language teachers

during peer coaching process, and find out if there is any change and development in their work experience throughout their first year of teaching.

1.4 Research Questions

As stated in the previous part of this thesis, the present study examines the process of peer coaching strategy on novice EFL teachers' teaching skills at a Private Primary and Secondary School in Bursa, Turkey. More specifically, the present study addresses the following research questions:

1. How do novice EFL teachers improve their teaching skills through peer coaching strategy?
2. To what extent do novice EFL teachers' perceptions towards peer coaching change after pre-conference and post conference in terms of trust and collegiality?

1.5 Significance of the Study

Starting from the 1970s to the present time, there has been a remarkable change in our perspective of what we mean by teacher preparation in teaching of English as a foreign language (TEFL) (Goker, 2006). Teacher training was dominant in earlier times, but in the 1990s, teacher development maintained a central role in education. Therefore, teacher development is a long-term process which aims at advancing the growth of the teacher's general understanding of teaching and of himself/herself as a teacher. Throughout this process, teachers can improve their skills and acquire new knowledge by critically reflecting on their own learning, actively taking part in classroom research, and interacting with colleagues. After they start their professional teaching life, teachers in the in-service period also need to be engaged in the process of improvement to enhance their teaching ability.

During the in-service training process, novice teachers are required to be observed by a peer coach in order to increase the quality of teaching. Day (2013) suggests that despite the fact that observation of teachers is a well-known practice, it is generally done for evaluation and personnel matters such as contract renewal. Teacher observation for such purposes is usually done by a supervisor or someone in a position of authority. However,

this might cause teachers to be overwhelmed, nervous, stressed and anxious, which might have a negative impact on their performance.

In that case, peer coaching offers a healthier way for novice teachers to experience their first years and enhance the quality of teaching supporting the idea of creating new methods for lessons and modify the usual methods.

1.6 Definitions

EFL: EFL is the abbreviation for English as a Foreign Language (Mayo, 2003).

Mentor: Mentoring is a binary, face-to-face, long-term relationship between a supervisory adult and a novice student that fosters the mentee's professional, academic, or personal development (Donaldson, Ensher, & Grant-Vallone, 2000)

Peer Coaching: Peer coaching is one teacher helping another teacher develop his/her skills in terms of instructions in order to improve their teaching performance. (Seferoglu, 2001)

Chapter 2

Literature Review

2.1. Overview

The current chapter presents an overview of the theoretical background on peer coaching strategy provided in the literature. Starting with a brief introduction on what peer coaching is and how it is defined in the literature, this research study gives some more details and findings from the previous studies conducted on the effect of peer coaching strategy, particularly in terms of improving teaching skills. The chapter continues by highlighting the importance and benefits of peer coaching strategy and indicating what the role of peer coaching is in improving the teachers' teaching skills in classroom settings. After stating the peer coaching, this chapter is concluded by indicating how to improve teaching skills.

2.2. Review of Literature on Peer Coaching Strategy

Peer coaching is introduced to teachers, whether novice or experienced, as a voluntary, collaborative process in which two or more professional colleagues explore and reflect on their teaching practice, and develop their knowledge about the teaching profession (Robbins, 1991).

Studies have shown that experienced teachers may have difficulties as well as novice teachers in terms of some difficulties such as large classes, parents ignoring their children in educational way, hidden pessimistic educational influences, problems about discipline, insufficient teaching materials, extra obligations not related to teaching, a social position which is not satisfying, and most importantly, not being treated as a professional by their superiors and co-workers (Darling- Hammond, 1984; Veenman, 1984).

According to Seferoglu (2001), all teachers need to improve themselves professionally, but they cannot grow in a private environment where they are isolated and cut off from exchange of information, and help from their colleagues. They need an environment where they can feel free to take risks, ask questions, and where there is evaluative problem-solving time to reflect on their practice and to receive supportive,

helpful feedback in a non-judgmental environment. That is where peer coaching concept appears to EFL teachers.

In order to understand about peer coaching fully, the mentor term needs to be stressed out. Mentoring has got a much wider expression in peer coaching approach. Mentoring and peer coaching has similarities but there are also differences in terms of mentoring being a more formal strategy and it is also a wider approach. Moreover, Mentoring deploys experienced professional teachers who gives assistance to both novice teachers and experienced teachers who have just started their careers. However, there are some characteristics about mentoring that need to be taken into consideration. These facts have led teachers to direct themselves into peer coaching.

The term "mentor" has its roots back to "Odyssey" by Homer. George quotes: "Odysseus, before leaving for Troy, entrusted his son Telemachus "in loco parentis" into the hands of Mentor (George, 1989, p.4). Mentor was responsible not only for the education of his protege, but also for the parenting of young Telemachus. Homer described the task of the ancient literary figure, Mentor, as one of guiding the impressionable young man through this part of his life. At times Athene, the goddess -4 of wisdom, manifested herself in Mentor, and Mentor thus became counsellor, confidant, and role model for Telemachus. contemporary applications of the term "mentor" are derived directly from Horner's work." George (1989) addresses the definition of a mentor expressing that a mentor, in today's world, is one who guides a trainee through a developmental process; this process includes the transition from childhood to adulthood or from student to professional.

The application of mentorship or peer coaching are designed to help beginning teachers to go through a transition from university training to full-time employment in the public education system. Mentoring is based on relationships. It tries to find a way to provide a safe environment. In this safe situation, the person has problems to share. This could be implemented as a base to form the relationship, but they mostly concentrate on different departments such as the relationship between life and work and personal relationships affecting the professional life.

Nevertheless, coaching is based on tasks. It concentrates on definite issues, such as teaching in an efficient way, and create a strategical thinking platform. This situation

demands attention of an expert, which happens to be a coach who able to teach the person being coached how to improve these abilities.

Secondly, mentoring is a process which takes longer. In order to be successful, mentoring needs extra time to create a trusting and a collegial so that the mentoree can feel safe and therefore, this makes a great impact on their achievement. However, coaching is a short-period process. Even for a small number of conference meetings, the result can be efficient and effective. Finally, mentoring is based on the improvement of an individual. The aim is to improve in both aspects; for teaching career and for the future. On the other hand, coaching is implemented to increase the performance. This is mainly about improving current skills and acquiring the new skills.

George (1989, p.8) stresses out that being aware of how complex the task is helps teachers understand the fact that mentors are variously considered to be teachers, counsellors, friends, role models and more. He also adds that today the role of mentor or peer coach is occurring increasingly within public education systems.

When it comes to peer coaching, Seferoglu (2001, p.20) states that peer coaching is one of the most powerful helping relationships for teachers. It helps teachers to create a collegial environment, and gives an opportunity to interact. It is assumed that objective feedback given in a nonthreatening and supportive climate can improve teaching performance.

To summarize, even though the teaching conditions might differ in a school environment, the concepts of peer coaching helps teacher analyze their faults and enhance the quality of teaching through learning collegially.

2.3 Definition of Peer Coaching

There are several definitions that need to be taken into consideration for peer coaching. For instance, Seferoglu (2001, p.21) defines peer coaching as one teacher helping another teacher enhance his/her skills in instructional ways or improve a new way of teaching practice. It is also stressed out that peer coaching is not an evaluative, threatening and judgmental procedure, but instead a non-threatening, positive experience designed to help teachers become more effective at what they do. The concept of coaching is an idea closely related to mentoring. Showers (1984, 1983) states that coaching is

proposed to determine whether planning cooperatively with support for teachers after start-up skills training would enhance the transfer of hard-to-comprehend models of teaching into their active teaching practices.

Seferoglu (2001) mentions that it is a must to know that in peer coaching, teachers work in a coordinated setting because they share knowledge as well as observe and learn from each other and therefore the quality of teaching improves in a better way, but leadership roles are also essential in providing for constant support, and this makes teachers to pay a great amount of attention to the quality of teaching.

As it is always in the concept of teaching, teachers are their own best resource in this approach. Lortie (1975) found in the research that when teachers seek help, they have a tendency to ask opinions from their colleagues, secondly, they ask help from administrators and specialists. It is also stated by Showers (1985, p.24) that placing a big responsibility for coaching with peers, and the fact that there are status and power differentials among them but when it is reduced to a smaller amount eliminate isolation in the field and therefore this situation happens to be effective in their in-service teaching process.

Furthermore, Shanker (1985) mentions that it is believed that by means of different roles and responsibilities, teachers who are more experienced than others will need to have those differences accepted. Collaboration has now got its own effect in terms of observation. Not only observing but also being observed help teachers learn so that they will be able teach and comment on their observations when invited.

Coaching teams have ideally been developed in the training process. Joyce and Showers (1982), for example, state that if it had been possible, all school faculties would have been categorized into coaching teams who observe one another's teaching on a regular basis and provide useful and beneficial information, feedback and so on. The primary task of coaching, they claim, is "to assist the acquisition of new elements of repertoire" (p. 6).

Furthermore, Wildman and Niles (1987, p.6) state that there are three conditions under which teachers learn about and from their teaching: autonomy, collaboration, and time. Complex learning demands that learners have substantial freedom to direct their own growth. To suggest the other way is to ignore the point of research and exploration into

human learning and development. The researchers also add that good problems, information-rich environment, and cognitive skills are essential to professional growth, but without efficient effort for exploration and the independent testing for alternatives, one's growth opportunities are limited.

Consequently, peer coaching, as defined by many researchers, is the way of investigation of human learning and improvement. According to the researchers, peer coaching works best in an information-rich environment and provisional companionship. Therefore, professional growth for novice EFL teachers is the ultimate freedom.

2.4. Peer Coaching Styles

Peer coaching strategy resembles many team sports in terms of instructing, teaching, training one another in order to be efficient and effective. Here, administrators could concentrate on teachers' individual professional development as well as improving the school culture. Conclusively, this enhances the school effectiveness.

In order to support teachers actively, the first duty is to choose an appropriate coaching model. There are three basic coaching models: Technical, collegial and challenge coaching. The following part gives brief information on each coaching model.

2.4.1. Technical Coaching

In technical coaching, teachers perform starting from a theoretical level to practice level. In the meantime, it makes the collegiality a deeper process, increases the professional dialogue and enables teachers to have a shared vocabulary to talk about their abilities. This approach shows what is important for the teachers, as well. It supports a non-threatening and supportive environment with an objective feedback. Technical coaching usually deals with development of teachers in workshops through certain teaching methods; the model matches consultants with teachers or teachers with one another. Joyce and Showers (1983) suggest that teachers given technical coaching generally practice new strategies more often and develop greater skill. Furthermore, teachers use new strategies more appropriately, maintain the form of knowledge about skill with the new strategies for longer periods of time and teach the new strategies to their

students. Finally, Showers (1985) imply that teachers understand the purposes of technical coaching and use more clearly.

According to Garmston (1987), the positive effects of technical coaching come with a price. With only a challenging teaching strategy, teachers, first of all, demand maximum 40 hours in theory, 25 hours to practice, and additional 20 hours of sessions to obtain higher skills. Showers (1985) states that there are less actual costs to take into consideration. In one area, teachers who use both technical and collegial models report that definite technical coaching practices tend to discourage collegiality and professional dialogue. For example, clinical evaluation forms are used by teachers to document the presence or absence of certain attitudes. Due to the fact that technical coaching gives the observer an evaluative capacity, teachers tend to give each other “advice” or “constructive criticism” (Showers, 1985, p.25). This situation also intimidates novices who are working with experienced teachers because they probably think as: “Who am I to tell her what to do?” or “It was bizarre observing my head of department.” Eventually, some teachers consider that the technical model directs them to the defensive side. For very few teachers, it reminds them of old wounds. In opposition to this, sense of judgment in collegial coaching enables teachers to build open professional change instantly.

2.4.2 Collegial Coaching

According to Garmston (1987), the positive effects of technical coaching come with a price. With only a challenging teaching strategy, teachers, first of all, demand maximum 40 hours in theory, 25 hours to practice, and additional 20 hours of sessions to obtain higher skills. Showers (1985) states that there are less actual costs to take into consideration. In one area, teachers who use both technical and collegial models report that definite technical coaching practices tend to discourage collegiality and professional dialogue. For example, teachers use clinical assessment forms to record the presence or absence of specific behaviors. Due to the fact that technical coaching gives the observer an evaluative function, teachers tend to give each other “advice” or “constructive criticism” (Showers, 1985, p.25). This situation also intimidates novices who are working with experienced teachers because they probably think as: “Who am I to tell her what to do?” or “It was bizarre observing my head of department.” Eventually, some teachers find

that the technical model puts them on the defensive side. For very few teachers, it reminds them of old wounds. In opposition to this, sense of judgment in collegial coaching helps teachers to build open professional change more quickly.

2.4.3 Challenge Coaching

It is stated by Garmston (1987, p.21) that instructional design is essential in this model and therefore challenge coaching helps teachers solve the problems which are continually there. As it is seen from the name of the model, the term “challenge” refers to creating a solution to a troubled situation. The model focuses on solving problems so teachers, who are responsible for carrying out instruction, work as a team and show team problem-solving efforts and this results in smart, practical improvements. This type of coaching is often nourished by other coaching forms because it requires supporting teachers, trust and rules. On the other hand, it differs from the other types of coaching. It starts with identifying the persistent problem or with a desired goal and it uses a set process bringing all of the stakeholders to help solve it by working in small groups unlike technical and collegial coaching because they work in pairs.

2.4.4 Cognitive Coaching

A different model of peer coaching derived from the ideas of collegial coaching is cognitive coaching (Garmston, Linder and Whitaker, 1993) This model takes the ideas of collegial coaching one step further as it focuses more on teachers’ perceptions, thinking and instructional decisions. Cognitive coaching is based on involving brainstorming activities and solution-based strategies. This model fosters awareness of what is going on inside teachers’ head related to their teaching experiences.

Furthermore, teachers are welcomed to decide on the effectiveness and ineffectiveness of their own decisions. The role of the coach is to help the observed teacher to reflect upon what is happening in the classroom and how to make changes and improvements. It is not directed at evaluation but observation. Cognitive coaches are informed about the Five States of Mind as it is helpful in coordinating coaching (Costa & Garmston, 1994). These are:

1. Efficacy: Having potential to create a difference and tendency to do so.
2. Flexibility: Ability to create additional options and respect a variety of perspectives.
3. Craftsmanship: Searching for accuracy, clarification, and comprehension.
4. Consciousness: Observing moral values, notions, ideas and attitudes
5. Interdependence: Significant addition to the implementation of group sources to increase the impact.

Similar to collegial coaching, cognitive coaching proposes a three-step formation. These steps are known as pre-conference, which is the first step, then observation and lastly, post-conference (Garmston, Linder and Whitaker, 1993). While teachers decide on the goals of the day in pre-conference directed by the observed teacher, they discuss the lesson and the observed teacher evaluates the lesson's success based on the feedback they receive from peers. While coaching another teacher, the coach also mirrors his/her own thinking and learn from this experience. As a result, cognitive coaching is a process in which teachers become aware of what lies behind their practices.

As Robbins (1991) puts these facts into details in that the teacher who invites a coach in, referred to as "the inviting teacher," governs the coaching process. It is identified by the inviting teacher as the main concentration of the observation, the form of data collection, guidance for the coach's behavior in the classroom during the observation, the criteria of the discussion of observed teaching, and the date and time of the observation.

To conclude, peer coaching has different sections adapted to different needs to build a trusting relationship between teachers to develop their teaching skills. To enhance student learning and to develop novice EFL teachers' teaching skills, collaboration among teachers and working cooperatively is a crucial factor.

2.5. The Implementation of Peer Coaching by School Administrators

Peer coaching is developed and maintained by school administrators in schools in five ways (Garmston, 1987, p.22). The most essential action is choosing a coaching model in most appropriate way to produce the results which the school considers crucial. Thenceforth, administrators support peer coaching by showing that they admire it,

furnishing a focus for coaching activity, providing training for coaches, and modeling positive coaching behaviors.

Peer coaching is supported by managers in several ways. Collecting data, acquiring feedback, focusing on a specific content are the basic elements of a structure provided for teachers.

It is important to train in coaching as a little training is not considered to be enough. When it comes to the relation between peer coaching with adult learning, training factor needs to be considered carefully. Training for adults must be effective and beneficial because only effective training provides the best information. Through adult learning, teachers are exposed to theory, information, practice, and presentations. Moreover, it focuses on teachers' worries about exchanging feedback; and enables teachers to improve certain coaching skills. In addition, through peer coaching, coaches have the opportunity to examine their own development. To summarize, in order to cover all the basic principles and to generate a better environment for peer coaching, the positive impact of adult training needs to be reflected.

2.6. Characteristics of Peer Coaching

Peer coaching has been defined in many ways over time and important components of characteristics have been identified (Seferoglu, 2001). The researcher states that despite the fact that the main goal of most approaches related to the development is the same helping teachers to increase their professional dialogue, to share ideas and problems, and to develop new strategies and skills for their professional growth, steps of how to implement the programs can be different.

One important characteristic in peer coaching is that it is not crucial to decide how long teachers have been teaching; because one teacher can surely help another teacher to obtain a new technique or strategy not paying attention to the number of years they have been teaching (Seferoglu, 2001, p.23). Another important characteristic is having equality in contrast to evaluation by school administrators. In peer coaching, equal relationships of two or more individuals helping each other are implied. This coaching strategy gives teachers opportunities to comprehend their abilities about leadership and their potentials, and to acquire the feeling of satisfaction of helping another individual who needs their

help. This approach gives teachers an opportunity to realize the lack of knowledge and information they have, and to promote them using that information to be better teachers. As in other developmental approaches, training is also needed in peer coaching.

2.7. Benefits of Peer Coaching Technique

It is to be noted that peer coaching is not actually mentoring; it is an approach to professional learning including continuing methodical support (Ray, 2013). It is also important to note that peer coaches are not part of the process of assessing teachers. Therefore, many benefits appear for novice EFL teachers in terms of improving themselves academically and emotionally.

As a staff development tool, once peer coaching programs are conducted properly, Seferoglu (2001) states that peer coaching naturally creates a much more positive teaching environment and enables an efficient learning process for teachers to fulfill their responsibilities and accomplish their aims. Therefore, peer coaching helps teachers to improve themselves not only professionally, but personally as well. Additionally, Garmston (1987) mentions that by having coaching teams at school, teachers become more aware of their common resources and problems. When teachers face problems, then it is much easier for them to go through the process and be successful.

Showers (1985, pp.21-22) put the effects of coaching into two categories; facilitation of transfer of training and development of norms of collegiality and experimentation. There are different ways in which coaching contributes to transfer of training. The coached teachers generally practice new strategies more frequently, and more appropriately than uncoached teachers. They also exhibit greater long-term retention of the knowledge and skills they have been coached in. They are also much more likely to teach the new strategies in their classrooms than uncoached teachers.

Seferoglu (2001) mentions that peer coaching could well be beneficial to the “new to system” teachers because status and power are minimized in peer coaching. With peer coaching teachers can be provided with feedback they need about their performance. It also makes the sense of isolation less severe that solo teaching can generate.

To summarize, peer coaching, as it is noted by researchers, has got benefits to be taken into deep consideration. With the assistance of peer coaching, novice EFL teachers

have a tendency to have long-term knowledge capacity and teach new strategies. Therefore, the quality of the lessons increases in greater terms.

2.8. Role of Coaches

For peer coaches, it is severely essential to provide directive feedback to novice teachers; main responsibility should be identifying strengths and clarifying areas for improvement that address the teachers' goals, while at the same time finding ways to reduce his or her defensiveness (Seferoglu, 2001, p.23). It is stated by Stroble & Cooper (1988) that some research suggests that combining assistance and evaluation is not entirely a good idea order for the assistance function more work effectively. It is also mentioned that the being open and trustworthy in successful staff development programs will not be possible when coaches are required to serve as evaluators. Assisting and assessing roles at the same time can cause confusion to both the one who assists and the one who is helped—colleague teacher, novice teacher etc. This confusion of helping and evaluating roles makes coaches create diverse demands in peer coaching.

Showers (1985) also emphasized the fact that it is quite wrong to combine the two roles of assisting and assessing and it is also mentioned that “The evaluation [of teachers] typically implies judgment about the adequacy of the person, whereas coaching implies assistance in a learning process” (p. 45).

Consequently, value is produced as peer coaches when they give feedback to their correspondents who address goals that are a real priority for novice EFL teachers. Besides, interaction among teachers is a key to entrusting teachers as professionals. When teachers can analyze their work in detail under supportive conditions, they find feedback to be efficient and advantageous.

2.9. Previous Studies on Peer Coaching

This chapter presents an analysis of previous studies related to the present study. Considering the availability of the research, the chapter is prorated into three parts. The first part focuses on studies that were associated with peer coaching strategy. The second part focuses on studies that dealt with improving teaching skills. The third part is

interested in studies that discussed about evaluating behaviors towards teaching profession.

2.9.1 Studies Related to Peer Coaching Strategy

Goker (2006) conducted a study which was tested on student teachers having been trained using a peer coaching training program, so they had to attend several teaching practicum sessions about English Teaching as a foreign language. The study showed greater improvement on instructional skills and self-productiveness than those just receiving traditional supervisor visits. There were two groups of novice teachers (32 in total) from ELT Department of European University of Lefke, North Cyprus. Teaching Practicum course (EDU 420) as part of a B.A. teacher education program was compared regarding their self-efficacy, and development of instructional skills. Findings revealed important differences statistically encouraging the experimental situation on 7 variables measured. Nonetheless, the findings also had suggestions about how peer coaching can be a medium to improve the productiveness. As a result, in this research, significant instructional skills were identified by the researcher.

Lu's (2010) research analyzed eight studies which were chosen from the ERIC and Education Complete databases starting from 1997 until 2007. The research was aimed to identify the similarities and differences of peer coaching and to investigate its usefulness and confrontations in novice teacher education. The four similarities in the study clarified are study participants, coaching relationships, coaching duration, and coaching strategies. The differences mentioned have much appraisal for novice teacher education. According to the research, there are still obstacles to eliminate in relation to peer coaching and the connections are mentioned as the purposes of peer coaching, the nature of the department-based background of the programs, the training for peer coaching, and the development of peer coaching. The researcher of the study mentioned above classified the similarities and differences of peer coaching models and it was aimed to select the best model for the study.

Britton's and Anderson's (2010) study detected the depths of peer coaching on the classroom practices of teachers. Four novice teachers had to join in the coaching process then they learned about peer coaching techniques. Pairs of participants accordingly

observed classes, collected data, and discussed their reviews in post conferences. Forms of data were collected, and results indicated that training was enough. Findings reveal that peer coaching changed the way of teaching practices in present, but it was inevitable to see a tendency of recommendations for development without asserting strengths. Suggestions for accommodating peer coaching in the pre-service curriculum are administered. This study was used to utilize peer coaching strategy for getting teaching practices in a better state.

Teemant and et al (2011) performed a study to measure a performance-based instructional coaching model intended to improve teacher pedagogy and classroom organization for educating diverse student populations. The participants were twenty-one elementary teachers, and they participated in a 30-hour workshop and seven individual coaching sessions in an academic year. The coaching model improved the use of the Standards for Effective Pedagogy, five research-based practices known to increase student achievement. The results show performance-based instructional coaching induced statistically important improvements in teacher pedagogy, arrangements of teacher growth, and adaptations in classroom organization. Implications for getting teachers' eventual success improved, the coaching protocol, and research are focused on. The researcher used this study to clarify the acts of applying peer coaching strategy.

Bruce and Ross (2008) conveyed a research to indicate the effects of peer coaching on mathematics teaching practices. The study also focused on teachers' attitude about how potential they were to have a deep value and effect on student learning. The participants were twelve teachers which were in 3rd and 6th Grade and they took part in a concise but in-depth professional development program that lasted for six months. The program concentrated on productive mathematics teaching strategies and the existing opportunities for peer coaching. Sources for the data contained interviews, teacher self- assessments, classroom observations, and field notes. Data were analyzed using qualitative coding strategy and had numerous commentators. Results indicated that teachers put significant strategies into action to make mathematics teaching more powerful, particularly in employing student interaction and developing the quality of tasks that were accredited. The researcher used this study to identify the effective peer coaching strategies.

Vacilotto and Cummings (2007) performed a research to find out the capability of the peer coaching model as a professional development tool for ESL/EFL teachers, and its possible relevance to the Binational Centers in Brazil, and to teacher development programs in general, as well. Peer coaching is considered to be a reflective approach to teacher development and it offers that teachers share data which are accumulated through peer observation as a tool of reflection for their individual teaching practices. Findings revealed that peer coaching simplified the exchange of teaching methods and materials, promoted development of teaching skills, and made participants reconsider their own teaching methods and styles. The study also showed results the participants' idea on which attitudes were most beneficial for improving a successful relationship among peers in a peer coaching program. This study was conducted to employ peer coaching model in terms of a professional development for novice EFL teachers.

Jenkins and et al (2005) performed a research to clarify the way of novice teachers observe peer coaching during an early field experience. Fourteen female and twenty-three male novice teachers participated in the study after they were trained in peer coaching. In the study, novice teachers were observed by their coaches. They taught five 40-min lessons to small groups of elementary or secondary school students in a second semester-long practice. During observation, coaches completed a Peer Coaching Form that contained a praise statement and observation notes. A total of 169 Peer Coaching Forms containing 946 statements were collected and analyzed using traditional methods of basic, inductive analysis. Three themes appeared: systematic observation, theory to practice, and students as individuals. Observation emphasized the role of coach as observer for optimal teacher knowledge development. The researcher conducted a study to identify the procedures of that the novice teachers follow when they observe their peers during the teaching session.

To review and summarize the previous studies regarding the usage of peer coaching strategy, the researcher acknowledges that peer coaching is an effective and a beneficial strategy to develop the teaching skills among teachers. As it could be seen in these studies, researchers attempted to determine the productiveness of applying peer coaching strategy on improving the teachers' teaching skills. Others tried to calculate the positive force of such a strategy on other variables. To sum up, all of them affirmed the effectiveness of

the peer coaching strategy such as Vacilotto and Cummings (2007) in their study improved the effectiveness of peer coaching model as a professional development tool for ESL/EFL teachers and Britton and Anderson (2010) in their study explored the effect of peer coaching strategy on classroom practices of teachers. So, they suggested the need of practicing peer coaching strategy to develop teaching skills among novice teachers.

2.9.2 Studies Related to Teaching Skills

Zuheer's (2013) study focused on EFL teachers' both professional and private needs and aimed to improve EFL teachers' performance at a secondary school. While paying attention to developing EFL teachers' performance, four needs were taken into consideration, named as effective speaking skills, cultural competence, integrated skills, and reflection. Volunteer groups participated in the study and it included 25 English teachers. The experiment lasted for over seven week and data collection instruments consisted of observation checklists and pre-post achievement tests. Pre-post achievement tests aimed to evaluate the perspective of knowledge owned by EFL teachers' performance. The researcher also planned a program to train the novice EFL teachers focusing on their professional and special needs. Findings indicated that there were notable dissimilarities regarding observation checklist and pre-post achievement test scores. According to the researcher, these significant differences are based on the reason of the effect of the program. The researcher applied this study to build the tool of the study which is the observation check-list.

Chen and et al (2011) administered a study that proposed to design and validate the Assessing Quality Teaching Rubrics (AQTR). This teaching rubric evaluates the novice teachers' quality in terms of teaching practices and novice teachers applied these lessons as live or videotaped. Twenty-one lessons taught by 13 Physical Education Teacher Education (PETE) students were videotaped. The videotaped lessons were assessed using the AQTR. The findings proved that the AQTR built ecological and construct validity and highlighted a high degree of inter-rater reliability and internal consistency. It was concluded that the AQTR was a psychometrically supported measure. The researcher applied an observation checklist on the study to evaluate the novice teachers' teaching skills.

Ozkan's (2011) study aimed to show an equal impression of a group of English Language Teaching (ELT) students. In the research, this group of students reflected their experience coming from a blogging facility which was used as a platform to share their findings in a peer coaching setting. The participants were soon-to-be teachers of English. They were educated at the ELT Department of University of Cukurova, and received a total course of "Teaching Language Skills" which took 8 months, 2 semesters, during the academic years in 2008-2009 and 2009- 2010. Participants in the study expressed their opinions on an online blogging site platform. At the end of each semester, all of them conveyed their thoughts and feelings on this experience, both on the blog and in face to face interviews including positive and negative opinions. The researcher benefited from the procedures of improving the teaching skills of preservice English teachers that were followed in the above study.

Morris (2006) conducted a study to check the learning-from-practice skills thoroughly that novice teachers possess when they enter teacher preparation programs in the United States. Two sub-skills were hypothesized to represent, at least in part, what is required to learn from practice: the ability to provide evidence about students' learning in order to analyze the effects of instruction, and the ability to use the analysis to revise the instruction. Because it is possible to consider that teaching and the content differ in terms of revealing the theory-to-practice skills in various ways, this research reviewed the skills that novice teachers performed under two experimental conditions. Thirty teachers were invited to participate in the study and they examined the positive impact of a videotaped mathematics lesson on student learning. The findings reveal that many novice teachers can conduct a research related to cause and effect of the relationships regarding teaching skills and students learning, and can implement this research to make efficient revisions. Nonetheless, the quality of the content materials that the potential teachers use appears to be less developed in the classroom. Moreover, in the research, 22 novice teachers discussed about the effects of teaching instruction on students' learning and the findings differed drastically. The researcher benefited from this study in determining the practice skills that the teachers possess when they enter teacher preparation programs.

To summarize the studies that were shown above, the majority of the researchers assert that the greatest problem in teacher preparation programs is the relationship between

theory and practice. Just like in any other field, when it comes to teaching, practice does not look as easy as theory. For the novice teachers, it is challenging to put words in actions. As a result, the researchers searched for the answers for developing the teaching language skills that student teachers should possess when they start teaching.



Chapter 3

Methodology

3.1 Overview

The aim of this chapter is to give accurate and comprehensive information of the vitals of the methodology part of this research study such as research design, setting, participants and procedure, reliability and validity, and limitations and delimitations. The details about the type of sampling, data collection instruments, data collection procedures and data analysis procedures are shown under the title of Procedure.

The research questions which have been investigated throughout this research study are as in the following:

1. How do novice EFL teachers improve their teaching skills through peer coaching strategy?
2. To what extent do novice EFL teachers' perceptions towards peer coaching change after pre-conference and post conference in terms of trust and collegiality?

3.2 Research Design

According to Creswell (2010), there are three basic research designs as *qualitative research design, quantitative research design and mixed research design*. Qualitative research design is used to explore the reasons underlying, ideas and motivations. The most effective examples in qualitative research design is case studies. On the other hand, quantitative research design adopts objective measurements and statistical analysis of data and conducts experiments. Mixed methods research design is the consolidated mix of qualitative and quantitative design (Creswell, 2010). In research studies, observations and interviews of qualitative design are implemented at the same time with surveys of quantitative research design. Finally, it emerges as a single study giving priorities to both forms of the data.

Case study has got plenty of categories. Yin (1984, p.1) notes three categories, to be specific exploratory, descriptive and explanatory case studies. This study embraces the

case study. The case was the inexperienced teachers who needed support in their teaching skills.

To start with, exploratory case studies explores the elements in the data as an outlook to the researcher. For example, a researcher conducting an exploratory case study on individual's reading process may ask general questions, such as, "Does a student use any strategies when he reads a text?" and "if yes, how often do they use?". These types of questions basically create a new way of thinking for further research. Moreover, it is quite likely for this type of case study to manage previous experimentation and scaled-down data collection before the researcher introduces the research questions. As a beginning, this basic study helps form a structure of the research. An example for exploratory case study could be a pilot study (Yin, 1984; McDonough & McDonough, 1997) and a pilot study is crucial in determining the formality that will be applied.

Secondly, descriptive case studies describe the development which appears as question form in the data. The purpose of the descriptive case study is to describe the data as they happen. McDonough & McDonough (1997) states that narrative form could be applied in this type of case study. A true example of a descriptive case study could be given as a journalistic description of the Watergate scandal by two reporters (Yin, 1984, p.16). The difficult part of a descriptive case study is that the researchers must support their stories through a descriptive theory. If the theory doesn't succeed, it is quite possible that the description lacks firmness and the researcher could experience problems. Pyecha (1988) suggests that implementing pattern-matching procedure on children who are educated on a special basis could be an example of a descriptive case study. In this case, descriptive theory may be applied to take the depth and purview of the case into consideration.

Thirdly, in explanatory case studies, researchers examine the data very closely and deeply to explain the occurrence. For example, a researcher could find out the reason a student applies an inferring strategy in reading (Zaidah, 2003). Then, regarding the data found, the researcher later creates and revises a theory (McDonough & McDonough, 1997). In addition, explanatory cases deal with studies which are related to causes in very sophisticated and various cases. Yin and Moore (1987) state that there are three possible theories which could deal with these puzzled and various cases: *a knowledge-driven*

theory, a problem-solving theory, and a social-interaction theory. Nonetheless, in this theory, items are obtained from outside sources rather than the research.

There are also other categories of case studies mentioned by the researchers, such as interpretive and evaluative case studies (McDonough & McDonough, 1997). First of all, in interpretive case studies, as it could be understood from the title, the researcher intends to interpret the data by establishing theoretical categories. In the meantime, the researcher reinforces or defies the hypotheses which are formed about the categories.

Secondly and finally, in evaluative case studies, the researcher moves forward and adds their common sense to the phenomena found in the data. However, Yin (1984) admonishes researchers for dividing these categories or to see them as a hierarchy. Yin (1984, p.15) figures that: “*A common misconception is that the various research strategies should be arrayed hierarchically.*” According to this statement, the hierarchical view is a misunderstood matter of fact. Experiments conducted with an exploratory aim have certainly always appeared in the researches.

In conclusion, it would be a misconception to see case studies as solely exploratory strategies. Stake (1995) defines case studies characterizing three types as “*the intrinsic, the instrumental and the collective*”. In an intrinsic case study, a researcher evaluates the case for the research only. In an instrumental case study, the researcher narrows down the number of subjects to check a specific sequence of behavior, for instance, to see how tertiary level students study for examination. In a collective case study, the researcher assembles data from various origins, for instance, data is collected from schools or individuals. To sum up, there is a visible dissimilarity between intrinsic case studies and instrumental, collective case studies. Intrinsic case studies basically involve solving the definite issues of an individual state, whereas, instrumental and collective case studies mostly pay attention to a sizeable population.

3.3 Setting and Participants

This study was conducted at a Private Primary and Secondary School in Bursa, Turkey. The school has 208 primary school students and integrated skills are implemented. For the 1st Grade students, 16 lessons of English are taught. In this 16-lesson-period, 3 lessons are CLIL lessons (Content and Language Integrated Learning - Science and Math), 5 lessons are Literacy (Reading and Writing), 8 lessons are Inquiry

(combination of the teaching skills which are Listening, Reading, Writing, Speaking, Use of English). For the 2nd Grade students, 16 lessons of English are taught, as well. In this 16-lesson-period, 3 lessons are CLIL lessons (Content and Language Integrated Learning - Science and Math), 5 lessons are Literacy (Reading and Writing), 8 lessons are Inquiry (combination of the teaching skills which are Listening, Reading, Writing, Speaking, Use of English). In the school, the fact that the students are Bilingual students enables language acquisition to be significantly focused by the teachers. Due to a high number of lessons, teachers' teaching skills play a crucial role.

Table 1

Overall Background Information about the Participants

	Sude	Beren	İrem	İpek
Age	35	36	36	33
Gender	Female	Female	Female	Female
Nationality	Turkish	Turkish	Turkish	Turkish
Native Language(s)	Turkish	Turkish	Turkish	Turkish
Second Language(s)	English	English	English	English
Study Abroad Experience	1 month	-	-	1 year
Period of Teaching English	11 years	1 year	1 year	11 years

For the purposes of this research study, the participants were chosen from Primary School section because teaching skills are vividly evaluated in this department. The participants in this study consisted of four teachers. 2 of the teachers were novice teachers but they had pedagogical training. 2 of the novice teachers were inactive in their jobs for 14 years. They explained they didn't work until now due to their family commitments. 2 novice teachers teach 1st and 2nd Grade students, in total of 88. Peer coaches also had

pedagogical training. The school had four administrators and a combined staff of approximately 150 registered staff members.

3.3.1 Sude. Sude is a 35 year-old-female who had graduated from English Language Teaching. After she graduated, she directly started working for the current school for 13 years. From the researcher's observations, not only is she an experienced teacher but also, she has creative teaching skills and gives importance to peer coaching, trust and collegiality.

3.3.2 Beren. Beren is a 36 year-old-female who had graduated from English Language Teaching. After she graduated, she decided not to work due to family commitments for 14 years. Then, she started working in the year 2017 at the school where the research was conducted.

3.3.3 İrem. İrem is a 36 year-old-female who had graduated from English Language Teaching at a state university. After she graduated, she decided not to work due to family commitments for 14 years. Then, she started working in the year 2017 at the school where the research was conducted. She also had a new baby, so as a novice EFL teacher, she expressed she was having difficulties adapting herself to the school's cultural events and the busy schedule.

3.3.4 İpek. İpek is a 32 year-old-female who had graduated from English Language and Literature. Right after she graduated, she started working for Primary School for 2 years and then a science academy for 5 years. Then, she started working for the current school where the research was conducted, and she has been working for 4 years. The participant expressed that she had difficulties adapting herself to the school's busy schedule but year by year, she got accustomed to it. İpek is the researcher of the current study and she is the peer coach.

3.4 Procedures

In this part of the study, the details related to data collection procedures- types of sampling and data collection tools, the implementation of the whole research study, data analysis procedures, reliability and validity and lastly limitations and delimitations are mentioned respectively.

3.4.1 Data Collection Procedures

3.4.1.1 Types of Sampling. In a simple definition by Etikan et al. (2016), sample is a part of a big community or cosmos. In other words, it is described more clearly as “every participant has an equal probability of being selected” from the population (p.1). There are three common sampling methods: probability sampling, purposive sampling, and convenience sampling (Teddlie & Yu, 2007). Regarding the research design and aim, researchers are required to apply the right sampling to their research studies. As it is shown, common sampling techniques may be adopted by virtue of the purpose of researches.

In probability sampling, each element in the population has a known chance of being selected using a random selection procedure; it must be possible; that is, it cannot be impossible (Etikan et al., 2016). Probability sampling methods are generally applied to quantitative research designs. The important thing for probability sampling is that participants are given equal chances of being included.

Purposive sampling is a tool implemented in ethnobotany as an informant selection (Tongco, 2007). However, the use of the method is not efficiently described and explained in most studies. In the purposive sampling technique, the researcher selects the source willfully regarding the positive characteristics the source obtains. It is a nonrandom technique repressed theory which is not needed. To sum up, the researcher agrees on what needs to be identified and begins undertaking to discover people who are able and willing to acquire the information in terms of knowledge or experience.

Convenience sampling is associated with drawing samples that are convenient to reach and agrees to take part in a study (Teddlie & Yu, 2007). Captive samples and volunteer samples are the two types of convenience samples. Convenience sampling is also known as Haphazard Sampling or Accidental Sampling and is a kind of nonprobability or nonrandom sampling (Etikan et al., 2016). In this sampling, the study consists of the participants of the study that can fulfill certain needs and principles, such as easy approachability, closeness in terms of geography, having the opportunity at a given time, or the eagerness to take part are included for the study.

In the research, I implemented purposive sampling. Due to the fact that it is a nonrandom technique, I chose the participants deliberately in relation to the qualities of

the participant. To summarize, I decided what needed to be investigated and conducted the research accordingly.

3.4.1.1 Data Collection Instruments. The related data serving for the purposes of this research study was collected through three instruments, namely, classroom observation checklist, teacher journals, and semi-structured interviews which are explained in the following section in detail.

3.4.1.1.1. *Classroom observation checklists.* I gave the classroom observation checklist to the coaches to reflect their opinions on their novice peers. A 24-item observation checklist developed in Likert Scale and through a combination of the items of a checklist devised by University of Nebraska-Lincoln (<https://www.unl.edu/>). I applied the rationale behind the checklist to evaluate the novice teacher's time management, giving appropriate examples, having the ability to explain the difficult parts of the material to be conducted in the lesson, using the boards efficiently, being active in the activities rather than passive teaching. I decided to adapt this checklist to the study because the content of the checklist was relevant to the purpose of the study. I also made sure of the fact that all statements attempted to find out the degree of the novice teachers' performance in terms of teaching skills such as, "The teacher presented topics in logical sequence" and "The teacher paced lesson appropriately". The participants indicated their level of agreement ranging from 'strongly agree' to 'strongly disagree'.

3.4.1.1.2 *Teacher journals.* In order to evaluate the novice teachers' performance in the classroom, I asked the peer coaches to keep weekly journals using 'running transcript' method (Smith & Garner, 1995). Before the lesson, the peers gathered in a pre-conference meeting, the peer coach and the researcher explained the aim of the research to gain trust and improve collegiality. The teachers were content with the idea and they were positive about gaining assistance from their coaches. They kept weekly journals for 2 weeks reflecting their experiences and feelings about peer coaching.

3.4.1.1.3 *Semi-structured Interviews.* In order to gain in-depth understanding of the teachers' point of view on peer coaching and teaching skills, I carried out semi-structured interviews with each participant. It aimed to contribute to the development of the teachers and thereby enhance their students' learning skills. I prepared four questions

which aimed to comprehend the participants' thoughts on peer coaching. I formed and clarified the originality of the questions. In the first question, I wanted to find out the goal of peer coaching according to the participants. In the second question, I wanted to investigate the participants' thoughts on the observations, for instance, what they liked and disliked about the observations and what I would do to improve them. In the third question, I wanted to look into the participants' thoughts on the reflection meetings, for instance, what they liked and disliked about the reflection meetings and what the researcher would do to improve them. Finally, in the fourth question, I wanted to investigate the participants' thoughts on the observation classes, for instance, what they liked and disliked about the observation classes and what I would do to improve them to be more helpful.

3.4.1.2 Data Collection Procedure. As previously stated, the present study was conducted at a private primary school in Turkey. The necessary permission for data collection was provided by the Principal and the Head of English Department of the school. The related data was obtained during the first semester of the academic year. The details based on data collection procedures and the implementation of the whole research study are explained below.

To begin with, during the data collection process, as the novice EFL teachers and peer coaches, we met once a week to discuss the questions they had about teaching and the content for 2 weeks. For this research study, we, as peer coaches and novice EFL teachers, gathered on a weekly basis and I asked peer coaches to focus on the content and the teaching skills while observing novice EFL teachers. On the calendar, I clarified the observations and reflection meetings according to the participants' weekly lesson plans. Once the peer coach observed novice EFL teacher's lesson, we came together to talk about the content of the lesson and its reflection to the teaching skills.

Two pairs were created; one pair consisted of a novice and a peer coach. One week a peer coach observed a novice EFL teacher's class, the following week we had a post-conference meeting. I set the environment as peer coach directing the meeting to help guide the reflection sessions. We took part in the study as in order of 2 observations and 2 post-conference meetings.

To start with, I gave a semi-structured interview to the participants to find out the basic sides of their experiences before the observations. The basic side of their experiences mostly involved the difficulties that we had in their career. According to the data collected by the researcher, classroom management and disciplining the students were the well-known problems stated by the participants.

Then, recent literature was reviewed in order to find out an appropriate classroom observation checklist. As a result, I decided to implement a 24-item observation (<https://www.unl.edu/>) in the study.

Specifically, I distributed observation checklists to the peer coaches. I aimed at observing and assessing the novice EFL teachers' classes in terms of finding ways to improve novice EFL teachers' teaching skills. We also kept teacher journals. To enhance trust and equality among peers, novice teachers also observed their peer coach's lesson. As Pennington and Young (1989, p.634) suggests, observations work best when the observer:

- Arrives before the class begins (to allow some minimal contact with students and an introduction to the class before the lesson begins),
- Sits in an inconspicuous place where both students and teachers can be seen well (generally at the side or back of the room),
- Avoids distractive behavior during the observation (such as frowning, moving about, or making unnecessary noise), and
- Resists the temptation to give any kind of verbal or nonverbal input or feedback during the observation (either to students or to the teacher).

After the observations, we gave feedback in reflection meetings with the help of teacher journals that peer coaches kept during the research. For six weeks, the same procedure in the classroom was repeated. To explain the whole process briefly, peer coaches and novice EFL teachers attended pre-conference meetings to create trust and collegiality, then peer coaches observed novice EFL teachers' lessons and peer coaches gave feedback focusing on the teaching skills.

During the study, peer coaches completed observation checklists to evaluate peer coaches' performance in terms of improving their teaching skills. The first observation checklist was completed in the first observation and the second observation checklist was

completed after six-week period of the research to see there were any changes and improvement. To put it simply, the lessons were observed to detect whether the peer coaching made any difference on the novice teachers' teaching skills and their classroom performance.

As the last step of the study, I gave the participants a semi-structured interview which was carried out with the participating teachers to find out their reflections and feelings about peer coaching sessions.

3.4.1.2.1 Implementing the pre-conference and post conference meetings. As previously stated, participants in this study attended pre-conference and post-conference meetings which they were informed before teacher observation sessions in order to enhance their teaching skills and to create an environment where there is trust and collegiality. The 4-week schedule for implementation will be discussed in the following subsections.

Week 1: Before the pre-conference started, I noticed that there was a clear uncertainty among teachers. In particular, novice EFL teachers did not know what to do and where to begin. Beren stated that she was here to help but the heavy responsibilities made her have second thoughts. I mostly focused on the novice EFL teachers' being comfortable during the research, so I informed them about the flexibility of the content of the research. I told them not to limit themselves. That is why pre-conference meetings worked well due to the fact that I could assist the participant in terms of being clear and accurate with what they wanted to express. On the other hand, İrem stayed silent most of the time. When I asked her why, she explained that she had insecurities about teaching and I told her that that is why we had pre-conference meetings, to clear away the insecurities.

First of all, in the 1st pre-conference meetings, I wanted to start my speech about why I wanted to do a research about peer-coaching. I explained that during one of my MA lessons, I encountered the concept of peer coaching and this matched my need and experience that I had in my professional work life. Second of all, I started explaining the basic concept of peer coaching teacher observation sessions. I asked the peer coach to mostly focus on teaching skills during observation. I also explained that there could be

factors that were to be eliminated such as demotivation and stress because if the peer coach added these factors, there could be a misconception about novice EFL teacher's teaching skills. Constructive criticism was also another important element because I particularly wanted the novice EFL teachers to feel secure about themselves after they were given feedback. Sude, the peer coach, agreed with me and opened a new topic in the 1st pre-conference meeting. She offered me to video-tape the observation and I sadly had to decline the offer as we had a busy schedule and heavy responsibilities. Instead, I asked the participants to keep teacher journals using running transcript method and they agreed. Finally, İrem asked me how long the observation would take, and I replied as 40 minutes, the duration of an entire lesson. They agreed.

In the 1st week's post-conference meetings, the participants gathered in the room with their teacher journals. They seemed content with the process.

First, I had post-conference meeting with Sude and Beren. Sude, the peer coach, approached Beren with an intimate and respectful attitude. Sude wanted to make sure that Beren would feel comfortable and secure while she was giving feedback. Sude started with the beginning of the lesson. Sude explained that Beren directly started the lesson without a warm-up activity instructing the students to open their books and giving a page number. Later, Sude explained that Beren lacked instructing the students about the ongoing process of the lesson. For instance, to make the students pay more attention to the lesson, Beren said: "Look at." When she retold the students what to do, not all the students paid attention to the teacher. Then, Sude expressed the importance of exemplifying in the lesson. She added that in order for the students to be able to understand a new vocabulary, the teacher is to have the correct teaching skills to give examples. Sadly, Beren showed inadequate teaching skill of giving examples in the lesson. Sude also gave another example and created an outcome. She told Beren and me that when the tension heated up, Beren started to write talking students' names on the board. Sude explained that the reason behind this hectic and busy classroom environment was the insufficient instructions that were given to students. Finally, Sude concluded that Beren lacked starting the lesson with a warm-up activity, instructing the students correctly, and exemplifying.

Second, I had a post conference meeting with İrem. Since I am the researcher and the peer coach of the study, I observed İrem's lesson and gave feedback. In our post-conference meeting, I explained İrem the first thing I noticed about the lesson: a noisy and very active group of students in a classroom. I told her that İrem's attitude towards the lesson is very spontaneous and not very planned. For instance, she couldn't find the key of the teachers' locker and she sent one of the students to get the key. In this situation, two basic problems arise; one is the 1st Grade student's safety in the corridor, the other is the way that İrem teacher controlling the class. In our post-conference meeting, I told her that she needed to put more effort controlling the students. Secondly, I explained that she could have handed out an activity for students to do such as drawing, colouring and in the meantime, she could have done the passwords herself. She also could have made a pictorial dictionary out of the words that they had learned so far. I added that teachers' skill to be able to create alternate solutions in a lesson could save significant amount of time. In our post-conference meeting, I informed her about the insufficient instructions that she gave to students. After our post-conference, she made sure that the basic reason behind the uncontrollable students was the inadequate way of giving clear instructions.

Week 2: In our 2nd pre-conference meetings, we focused on the deficiencies which were observed and teaching skills that needed to be improved. Beren and İrem, novice EFL teachers, stressed out that the feedbacks given at the post-conference meetings raised an awareness and they explained that they would be more careful implementing the teaching skills. In particular, novice EFL teachers, after they were given feedback, pointed out the importance of controlling the class, giving accurate instructions. According to the comments that peer coaches made, in order to do this, novice EFL teachers needed to come to the lesson prepared and knowing what exactly what to do.

In 2nd post-conference meetings, the participants gathered in the room with the teacher journals. They seemed satisfied with the process.

First, I had a post-conference meeting with Sude and Beren. Sude, the peer coach, was much more content with the lesson. Even though Sude didn't mention about lack of visuals in the classroom, she explained that Beren added visual materials in the lesson to get students' attention. Sude also said that Beren actually knew what she was doing in the

lesson and seemed confident. She came to the lesson with 2 extra games for the students in case Beren could have them wait at some point. Sude also explained that Beren tried hard to teach the class in a much friendlier way and put more effort getting attention. Sude also added that she tried to use her body language and gave importance to her intonation. Finally, Sude pointed out that Beren directed a distracted student by asking several questions about the lesson. Sude came to a realization that Beren comprehended the feedback coming from a peer coach quite well and effectively and applied these important teaching skills in the lessons.

Since I was the researcher and the peer coach of the study, I had a post-conference meeting with İrem. After the feedback I gave, there were notable changes in İrem's way of teaching. First, İrem greeted the students and waited for them to settle down. Later, she sang a song about classroom rules. In our meeting, she told me that she learned it from our head of department. This song about classroom rules was quite catchy and it got students' attention right away and the students tried to sing the song with İrem teacher. After they sang the song together, İrem teacher raised her hand and thanked the students. Secondly, İrem teacher showed another important teaching skill which is repetition of the words and structures. She made sure that students remembered what they had done the previous week. Thirdly, İrem teacher slowly introduced the topic for that day's lesson. She asked lots of questions to elicit answers. When I explained my observations to İrem, she seemed glad and satisfied. The type of the activities, pace of the lesson, and controlling the class and discipline factor were all aroused by the novice EFL teacher.

3.4.2 Data Analysis Procedures

In order to serve the aim of this research, qualitative data was collected from the novice EFL teachers and peer coaches and then, the obtained data went through thematic analysis. The primary purpose of data analysis was to investigate the affirmation or alteration of the practices of the novice EFL teachers. In addition, data was analyzed to examine evidences of training for peer coaching and the overall productiveness of the peer coaching experience. Having clarified the major and minor themes consistent with the aim of the study, I repeatedly examined the outcomes of semi-structured interviews, teacher journals, and the data from classroom observation checklists.

The data collected by means of the instruments mentioned above, I analyzed the gathered findings herself. To exhibit, for the analysis of the observation checklists, I pinpointed the ratings for each item based on each participant and then, I compared and contrasted the results. I also examined the components which revealed a powerful change between the first and second observation period.

In addition, the data gathered by interviews and teacher journals went through pattern coding. The process of data analysis followed the steps recommended by Granheim and Lundman (2004). First, I did the transcriptions of interviews, and then, read for several times to come up with a general and accurate understanding. I grouped the whole interviews and journals as units including notes that analyzed and coded. Besides, I formed the meaning units including the words and sentences related to each other in terms of content. In other words, the meaning units were compiled based on their content and provisions. Then, they were conceptualized and given a code. Once the codes were identified, they were compared and contrasted as well as grouped under specific categories. Finally, the categories were compared to one another and the related “themes” and “subthemes” were introduced.

3.4.3 Trustworthiness

For the purposes of this study, data credibility (Guba & Lincoln, 1982) was achieved through long term participation, adequate interaction with the participants, collection of accurate information, as well as taking the confirmation about the data collection from the study subjects. In addition, data dependability was sustained through step-by-step data collection process, in-depth data analysis and the review of the subject by two experts. The data confirmability was increased getting the approval of the university faculty members who were experts in the field of qualitative research and language education. Finally, the subject matter was described in detail to assess whether it is applicable in other contexts to achieve research transferability.

3.5 Limitations

There are some limitations to take into account in this research study. First of all, the target population of the study consisted of only primary school teachers. The other limitation is the heavy responsibilities that the teachers needed to fulfil during the study.

The lesson program that the teachers had was very heavy, and it was challenging to find the available lessons to observe.



Chapter 4

Results

4.1 Overview

This chapter overviews the results of the effect of the peer coaching strategy on novice teachers' teaching skills. In the study, case study was applied. Firstly, all participants were given class observation checklists. In order to gain collegiality and trust among teachers, novice teachers also had the opportunity to observe their coaches. While observing, novice EFL teachers completed the observation checklists for their coaches. Then novice EFL teachers were observed, and classroom checklists were completed by their coaches. The participants kept teacher journals during the observations on a weekly basis for 6 weeks and they used "running transcript" method (Smith & Garner, 1995). The participants also held pre-conference and post-conference meetings suggested by The CASAS Implementation Measure (1993).

4.2 Findings about the process of Peer Coaching Strategy on the Teaching Skills of the Novice EFL Teachers

The first research question aimed to identify the teaching skills that needs to be improved in the novice EFL teacher through the strategy of peer coaching. The peer coaches and novice EFL teachers completed the checklist before and after the feedback meetings. The checklist consisted of 24 items particularly focusing on the teaching skills.

As the findings using classroom observation checklists coming from peer coaches on their first observation show that novice EFL teachers lacked presenting the overview of the lesson, pacing lesson appropriately, relating the current lesson to the previous lessons, defining unfamiliar terms, concepts, and principles. Besides, one novice EFL teacher had difficulties in emphasizing the important points, integrating the materials from the real world. They also did not enable active learning in the classroom. On the other hand, the findings reveal that the teachers demonstrated respect for diversity and required similar respect in classroom. The materials that the novice EFL teachers were appropriate level for primary school students. The reason behind this fact could be that the materials were already ready at the school and the head of department provided these materials.

Furthermore, all novice EFL teachers listened carefully to their students' questions and responded appropriately. Overall, the novice EFL teachers had difficulties in showing their teaching skills but their teaching characteristics and moral values enabled them to teach respect and how to listen carefully.

On the other hand, after the 2-week-observation period, the findings revealed that the teachers showed significant improvement in terms of teaching skills in a classroom. In other words, the effect of peer coaching strategy significantly appeared in novice EFL teachers' teaching skills.

After the peer coaching process, including post-conference meetings and peer feedback, the all novice EFL teachers showed a great deal of improvement in terms of teaching skills. As the findings using classroom observation checklists coming from peer coaches on their last observation show that all novice EFL teachers improved presenting the overview of the lesson, pacing lesson appropriately, relating the current lesson to the previous lessons, defining unfamiliar terms, concepts, and principles. Besides, all novice EFL teachers were quite good at emphasizing the important points, integrating the materials from the real world. They also enabled active learning in the classroom. The findings also show that there was a significant improvement in novice EFL teachers' ability of building respect and listening to students' questions carefully.

To summarize, classroom observations revealed the positive effect of peer coaching strategy on novice teachers' teaching skills. To put it simply, the novices paid attention to their peer coaches' feedback and applied what they learned in their classroom practices.

4.3 Findings about the improvement in novice EFL teachers' teaching performance after peer coaching

The first research question also aimed to identify the effect of peer coaching strategy on improving the teaching skills of novice EFL teachers. The participants of the study were given semi-structured interviews before and after the observation sessions. The findings reveal that peer coaching are easily embraced and comprehended by the novice teachers and their peer coaches after the study. On the other hand, the first mutual impression on novice teachers was hesitation and deep concern, but the researcher explained the peer coaching strategy in depth and enabled them to understand the details of the process.

Before the semi-structured interviews were given to the novice teacher participants, it was observed that novice teachers felt concerned about the process because they mentioned that they felt being watched, observed and criticized drastically but the researcher explained the whole process in order to gain trust and collegiality among peers. The peer coaches' reactions were much more accepting because they expressed that they naturally believed the positive effects of peer coaching strategy.

In the semi-structured interviews, the first question was asked to highlight the goal of peer coaching. The findings revealed that both novice EFL teachers and peer coaches had mutual decision on the goal peer coaching. The participants stated that the goal of peer coaching was to support the novice teachers establishing trust and collegiality. One other statement was that the goal of peer coaching was to develop professional teaching skills among peers. As a result, the participants were apparently aware of the concept of peer coaching strategy. One example of a semi-structured interview is shown below:

[...] “The goal of peer coaching is to observe and help your peer develop more useful teaching techniques” (Sude, Semi-Structured Interview, 26th October, 2017)

The second question in the semi-structured interviews was to find out the participants' ideas on peer coaching on a theoretical and practical level. The findings revealed that the participants mostly embraced the idea of peer coaching and they stated that these peer feedback sessions could last for longer terms. On the other hand, Sude stated that peer feedback sessions were helpful for novice EFL teachers but due to the busy schedule of the school, peer coaching strategy could not be applied too often, and the observations were not video-taped. One example of a semi-structured interview is shown below:

[...] “We're only observing one class and the time of day, class, being nervous, and more can affect the observation. In addition, it's usually not video-taped.” (Sude, Semi-Structured Interview, 25th October, 2017)

The third question in the semi-structured interview was to find out the effect of reflection meetings that took approximately 30 minutes. After peer coaches observed their novice peers' lessons, we gathered to attend post conference meetings and gave feedback. İrem and Beren were content with the idea of post-conference meetings because they

cleared out that without reflection meetings, they would not be able to comprehend the pinpoints of the teaching skills. They also stated the feedback coming from their coaches were helpful and helped improve their teaching skills. On the other hand, İrem and Beren stated that post-conference meeting could have lasted longer so they could have received more constructive feedback. One example of a semi-structured interview is shown below:

[...] “I think reflection meetings are useful if adequately planned and organised.”
(İpek, Semi-Structured Interview, 25th October, 2017)

The fourth question in the semi-structured interview was to reveal how to make observation classes more helpful according to the participants’ views. The findings revealed that observation classes could have worked more efficiently if they had been videotaped. Sude stated that observation classes could have worked more effectively if they had lasted more than 6 weeks. One example of a semi-structured interview is shown below:

[...] “Observation classes can be videotaped.” (Sude, Semi-Structured Interview, 25th October, 2017)

The fifth question in the semi-structured interview was to find out the effect of pre-conference meetings before peer observation sessions. Berna and İrem stated that they were neutral about pre-conference meetings and they added that they were helpful but not as helpful as reflection meetings. The reason behind it could be the fact that trust and collegiality elements were already built among peers. One example of a semi-structured interview is shown below:

[...] “Yes, I think it is useful to have pre-conference meetings because it is necessary to have an idea about the students’ background language development and the topics that are going to be studied in the lesson.” (İpek, Semi-Structured Interview, 26th October, 2017)

The sixth question in the semi-structured interview was to find out whether they would like to apply peer coaching strategy in their future careers. The findings showed that the participants approached peer coaching strategy positively and they thought that

peer coaching significantly helped improve their teaching skills. Therefore, they stated that they would like to apply peer coaching strategy in their future careers. One example of a semi-structured interview is shown below:

[...] “Yes, I would like to continue peer coaching in the future because it is always good to be observed by different peers and share experiences to be a better teacher.” (Beren, Semi-Structured Interview, 26th October, 2017)

Consequently, the findings of the questions in the semi-structured interview indicated that peer coaches and novice EFL teachers embraced the idea of peer coaching strategy and their positive effect on their teaching skills improvement. Due to the fact that peer coaches’ teaching experiences could be shared with the novice EFL teachers through peer coaching, novice EFL teachers can significantly perform greater improvement in their teaching skills.

4.4 Findings about novice EFL teachers’ perception towards peer coaching after pre- and post- conference meetings in terms of trust and collegiality

The second research question of the study aimed to identify novice EFL teachers’ perception towards peer coaching in pre- and post-conference meetings held between peer coaches and novice EFL instructors in terms of trust and collegiality. Before the study, I asked the participants to keep a journal throughout the study. Peer coaches observed their peers and took notes about the details of the lesson. The peer coaches arranged a pre-conference meeting with their novice peers and gave feedback after the class observation. One example from the teachers’ journals is shown below:

[...] “The class was noisy in general. The teacher started distributing the iPads right away. She could have waited the class to settle down for some time.” (İpek, Teacher Journal, 1st November, 2017)

Likewise, according to the findings gathered from the reflective journals, Beren had problems particularly with time management and giving instructions for difficult tasks. For instance, instead of directly starting the lesson with the instruction telling the students

to open their books and page number, it could have been a warm-up first as it was stated by Sude. One example from the teachers' journals is shown below:

[...] “She directly started the lesson with the instruction telling the students to open their books and page number. It could have been a warm-up first. She also directly started the workbook activities. There was no ICQ (Instruction Check Questions). Some students couldn't understand what they were supposed to do before the activities” (Sude, Teacher Journal, 1st November, 2017)

In teachers' journals, it was also mentioned that the novice EFL instructors did not give helpful examples for students to comprehend. Moreover, classroom management, as it could be considered one of the teaching skills, was not efficiently implemented in the classroom. The fact that Beren found other ways to control the students, such as writing their names on the board, was not helpful and according to the peer coaches' thoughts, the reason behind the confusion is that the students were not clearly instructed about what to do.

[...] “When the tension heated up in the classroom, the teacher started writing names on the board, the names of the students talking in the class. I personally think that the reason why there is so much noise is that students were not fully aware of what they were supposed to do in the activity.” (Sude, Teacher Journal, 3rd November, 2017)

Furthermore, the teacher journals revealed that getting prepared for the lessons and giving clear instructions are one of the key elements in terms of having the right teaching skills. In peer coaches' first teacher journals of their observational sessions showed that İrem needed to put more effort on controlling the class. One other factor that needed to be taken into consideration is that the novice EFL teachers improved their ability to use the time in the lesson efficiently. One example from the teachers' journals is shown below:

[...] “The students are now supposed to use Raz-Kids app on the iPads. Therefore, our teacher is entering all the students' passwords. She also realizes

that she is wasting time in vain, but I think she couldn't find a better option to this situation.” (İpek, Teacher Journal, 02nd November, 2017)

Finally, as reflected in the teacher journals, Beren and İrem had problem controlling the class and giving proper instructions to the students, so the quality of the lesson went low as shown below:

[...] “For students at this age, it is a wrong idea that they are supposed to go get something from their teacher's locker. I personally believe that this causes problems about discipline and classroom management.” (İpek, Teacher journal, 02nd November, 2017)

To summarize, the students mostly had trouble understanding what was going on and this led to a chaotic situation. From the gathered journals, it was clear that the Beren and İrem lacked being very engaging and holding the attention of students in all discussions. Secondly, they lacked establishing clear objectives for each lesson and working to meet those specific objectives during each class. Thirdly, they did not have effective discipline and classroom management skills yet. Finally, they had difficulty in promoting positive behaviors and change in the classroom was difficult for them.

After these observations, Sude and İpek held post-conference meetings with the novice teachers and gave feedback about the existing issues that need to be considered. At the end of the 2-week period, the experienced teachers observed the novice teachers' lesson and there was a notable improvement in novice EFL teachers' performance in terms of teaching skills. For instance, after the peer coaches' feedback, the novice EFL teacher paid more attention to the classroom rules which are one of the key elements in providing the right teaching skills. Considering this point, İpek said:

[...] “The teacher greets the students as she enters the classroom. She waited for everyone to settle down before starting the lesson. Teacher reminds them of the classroom rules. They all sing the song about classroom rules. Students raise their hands and teacher thanks them for that.” (İpek, Teacher journal, 21st November, 2017)

Furthermore, the peer coaching strategy enabled the novice EFL teachers to be aware of the fact that they need to ask comprehension questions in order to have them remember what they did in the previous lesson. This teaching skill, if applied constantly, enabled permanent learning for primary school students. The process of peer coaching strategy is very clear in this department, as it is shown in the example:

[...] Students remembered what they did last week. Teacher asks comprehension questions. She asks to repeat their answers so that everybody can hear the answers. Teacher prompts answers by asking lots of questions. Teacher praises students who answer correctly.” (İpek, 21st November, 2017)

As it is understood from the journals that were kept by the experienced teachers, there is a notable change in novice teachers’ performance. Sude put effort for Beren to enable her understanding the key point in English teaching and from that point, her teaching skills significantly improved. First of all, along with the trust and collegiality that were built by Sude and İpek, Beren and İrem had high expectations of their students and encouraged everyone to always work at their best level. Secondly, İrem praised their students’ achievement by giving rewards. Thirdly, Beren exemplified the statements that they studied in the lesson through repetition and by writing the words on the board to make sure all the students can see. Finally, having learned from their peer coach in the feedback session, Beren asked comprehension questions to make them remember what they studied the previous week.

Consequently, it can be said that the peer coaching strategy was a crucial step for novice teachers to start their teaching career with the help of their peer coaches through the correct implementation of teaching skills. Due to the fact that teachers are to have teaching skills in a proper and correct way, if applied right, peer coaching is a very efficient and effective strategy.

Chapter 5

Discussion and Conclusion

1.1 Discussion of Findings for Research Questions

This study is conducted to investigate the process of peer coaching strategy on improving the novice teachers' teaching skills. To achieve this aim, the researcher applied case study with pre, and post applications of the observation checklist to look into the process of peer coaching strategy on improving the novice teachers' teaching skills. The following sections discuss the findings of each research question in detail.

5.1.1 Discussion of findings of RQ1: How do novice EFL teachers improve their teaching skills through peer coaching strategy? According to the study, through peer coaching strategy, teachers' classroom management, time management, selecting and using the correct equipment, instructing the students, designing and running classroom activities should be improved. In Zuheer's (2013) study, a list of four needs was aimed and used as the most necessary needs for English teachers at the school which were effective communication skills, reflection, integrating language skills and intercultural competence. Therefore, findings in the above-mentioned study indicated that there were significant dissimilarities on the observation checklist and the achievement test in favor of the post administrations mean scores due to the effect of the training program. On the other hand, there were dissimilarities in Ozkan's (2011) study, for instance, participants were invited to express their opinions on a blogging platform; at the end of each term, all of them expressed individual thoughts on this experience, both on the blog and in face to face interviews, some coming up with positive and some with negative views. The study may have significant implications for courses aiming to make use of this facility as part of the syllabus. The researcher benefited from the procedures of improving the teaching skills of English teachers that were followed in the above study. In Morris's (2016) study, from theoretical to practical transition for novice teachers were enabled in teacher preparation programs in the United States. In the preparation programs, the two of the important teaching skills are the ability to supply the evidence about students' learning in order to analyze the effects of instruction, and the ability to use the analysis to revise the

instruction. Due to the fact that it seems possible to experience different teaching situations and contexts reveal these learning-from-practice skills in different ways and to different degrees, this study examined the skills that novice teachers exhibited and according to the results, many novice teachers can conduct a cause-effect type of analysis of the relationships between specific instructional strategies and students' learning, and can use this analysis to make productive revisions to the instruction.

Regarding the study, the peer coaching strategy had a great effect on improving the teaching skills among the novice teachers. There are significant similarities in Jenkins et al' (2005) study, as the research was conducted to clarify the way of novice teachers observe peer coaching during an early field experience. In the study, during observation, coaches completed a Peer Coaching Form that contained a praise statement and observation notes and three themes appeared: systematic observation, theory to practice, and students as individuals. In Vacilotto and Cummings's (2007) study, there are also similarities in terms of accumulating data through peer observation as a tool of reflection for their individual teaching practices and findings showed that peer coaching simplified the exchange of teaching methods and materials, promoted development of teaching skills, and made participants reconsider their own teaching methods and styles.

According to study, there is a significant development in novice EFL teachers' performance after the first and final observation concerning their teaching skills. In the research, through classroom observation checklists, teacher journals and semi-structured interviews, the novice EFL teachers showed a great improvement. Similarly, in Bruce and Ross's (2008) study, the researcher focused on teachers' attitude about how potential they were to have a deep value and effect on student learning and sources for the data contained interviews, teacher self- assessments, classroom observations, and field notes. Therefore, results showed that teachers put important strategies into action to make teaching more powerful, particularly in employing student interaction and developing the quality of tasks that were accredited. On the other hand, in Teemant and et al's (2011) study, as in different in the current study, the participants were twenty-one elementary teachers, and they participated in a 30-hour workshop and seven individual coaching sessions in an academic year. Nevertheless, the results showed performance-based instructional coaching induced

statistically important improvements in teacher pedagogy, arrangements of teacher growth, and adaptations in classroom organization.

5.1.2 Discussion of findings of RQ2: To what extent do novice EFL teachers' perceptions towards peer coaching change after pre-conference and post-conference in terms of trust and collegiality? The study revealed that pre-conference meetings had a significant effect on novice teachers' teaching performance due to the fact that it created trust and collegiality among peer. To get informed about the details of peer coaching process in pre-conference meetings notably made the novice teachers feel less isolated and dependable on the credibility of the study. There are similarities in Britton's and Anderson's (2010) study, as four novice EFL teachers had to join in the pre-conference coaching process then they learned about peer coaching techniques. Pairs of participants accordingly observed classes, collected data, and discussed their reviews in post conferences. Forms of data were collected, and results indicated that training was enough. Findings reveal that peer coaching changed the way of teaching practices in present, but it was inevitable to see a tendency of recommendations for development without asserting strengths. However, in Goker's (2006) study, instead of being applied pre, and post conferences on, the participants had to attend several teaching practicum sessions about English Teaching as a foreign language. Nevertheless, the findings also had implications about how peer coaching could be tool to improve the productiveness.

The results significantly showed the importance of the peer coaching strategy on improving the teaching skills of the novice teachers. The study revealed that peer coaching diminishes isolation due to the fact that peer coaching enables vocational dialogue among teachers to support them and to create accurate results to their own problems. The results also indicated that peer coaching helped teachers improve the mutually shared language necessary in order to develop existing teaching skills, and provide a safe area to learn teaching skills in a more efficient and effective way.

In this study, peer coaching strategy had a notable impact on novice teachers' teaching skills. This is featured to the effects of peer coaching in:

- sharing practices through peer coaching pre, and post conference meetings,
- seeing peer coaching as problem-solving tool,

- diminishing isolation among novice teachers,
- enabling novice teachers to work collaboratively,
- raising an awareness to address the teaching skills problems,
- sharing knowledge,
- focus on specific teaching skills,
- provide feedback from their peer coaches, and
- filling the gap between theory and practice

Besides, through peer coaching strategy, the novice teachers' reactions to the steps of study indicated that they felt much stronger after the study in terms of improving teaching skills. One of the key elements of the study is that the peers could communicate with the help of the pre, and post conference meetings and feedback sessions. This also built respect, trust, and collegiality.

Consequently, in peer coaching area, there were several researches conducted for many year and the results proved that the novice EFL teachers develop their teaching skills when they have opportunities to discuss their teaching, exchange their experiences, and work collaboratively.

5.2 Pedagogical Implications

This research study has significant implications that are accepted by the fact that the peer coaching is an effective strategy on improving novice teachers' teaching skills. First and foremost, as previously stated, there are numerous studies carried out by researchers and this enlightens the effect of peer coaching and the trust and collegiality among teachers. Several elements such as building trust and collegiality in primary school lessons taught by novice teachers were analyzed, and since this is a delicate subject, the researcher primarily aimed at conducting the study by paying huge attention to participants' feeling safe and comfortable, so the environment was formed around trust and collegiality rather than being only observed and criticized among teachers. Nevertheless, the novice teachers have dreams and high expectations about their future careers and this study gave them an

opportunity to reflect their performances to their peer coaches and be reviewed and appraised.

Furthermore, this research study also makes some notable implications about teaching skills such as classroom management, and the discipline factor in the lessons. On a general basis, the fact that novice teachers lack of managing the class arises the discipline problem in the lessons and the fact that primary school students are challenging in terms of controlling demotivates the novice teachers and this lead performing teaching skills in a deficient way.

Moreover, this research study makes significant implications about time management, exemplifying, and the correct use of materials, that are detailed teaching skills elements. Novice teachers can experience apparent problems about how to manage time with the prepared materials. The study revealed that teachers experienced problems with their electronical tools as materials and as a result, the lesson went unexpectedly insufficient.

Consequently, in the light of the obvious results of the research study, peer coaching strategy is very effective in terms of improving the novice teachers' teaching skills. In the times that novice teachers feel insufficient and insecure, their peer coaches reflect their opinions and experiences by building confidence, creating a trustworthy and collegial environment.

5.3 Conclusion

The results of the current study indicated that peer coaching is an effective and a valuable strategy in terms of developing novice teachers' teaching skills. The data collected by the researcher revealed that the novice teachers significantly in need of having their peer coaches' opinion, support and experience. In the light of the study's results, peer coaches also stressed out the fact that novice teacher had a greater improvement in their teaching skills.

To conclude, the aim of the study was to investigate the effect of peer coaching strategy on improving the novice teachers' teaching skills and the findings revealed that during the study, the participants performed in a positive and cooperative way. With the findings and implications gathered, the study suggests that peer coaching strategy can trustfully be applied for other researches.

5.4 Recommendations for Further Research

This study has a few notable recommendations for the further researchers. First of all, in order to augment the accuracy, validity and reliability of the research, further studies may encourage more novice EFL teachers and peer coaches to evaluate novice teachers' teaching skills in the classroom. Secondly, it would be much more convenient if the researcher would expand the time of the study to observe class and give feedback. Doing so, the data gathered from the study significantly increases the chance of credibility and reliability. Third, the study could also be applied on secondary and high school lessons. The fact that teaching skills are critical steps of being an effective and an efficient teacher leads to the reality that this could also be applied on all levels.

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Submission.



APPENDICES

A. CLASSROOM OBSERVATION CHECKLIST FOR PEER COACHING

Please rate the scale below from 1 to 5 while observing your class.

The teacher...

1. presented overview of the lesson.	1	2	3	4	5
2. paced lesson appropriately.	1	2	3	4	5
3. presented topics in logical sequence.	1	2	3	4	5
4. related today's lesson to previous lessons.	1	2	3	4	5
5. summarized major points of the lesson.	1	2	3	4	5
6. explained major/minor points with clarity.	1	2	3	4	5
7. defined unfamiliar terms, concepts, and principles.	1	2	3	4	5
8. used good examples to clarify points.	1	2	3	4	5
9. showed all the steps in solutions to homework problems.	1	2	3	4	5
10. varied explanations for complex or difficult material.	1	2	3	4	5
11. emphasized important points.	1	2	3	4	5
12. writes key terms on the board or overhead screen.	1	2	3	4	5
13. integrates materials (examples, cases, simulations) from "real world".	1	2	3	4	5

14. active, collaborative, and cooperative learning favored over passive learning.	1	2	3	4	5
15. actively encouraged student questions.	1	2	3	4	5
16. asked questions to monitor student understanding.	1	2	3	4	5
17. waited sufficient time for students to answer questions.	1	2	3	4	5
18. listened carefully to student questions.	1	2	3	4	5
19. responded appropriately to student questions.	1	2	3	4	5
20. restated questions and answers when necessary.	1	2	3	4	5
21. demonstrates respect for diversity and requires similar respect in classroom.	1	2	3	4	5
22. presented material at an appropriate level for students.	1	2	3	4	5
23. presented material appropriate to the purpose of the course.	1	2	3	4	5
24. demonstrated command of the subject matter.	1	2	3	4	5

Summary Comments

1. What were the teacher's major strengths as demonstrated in the observation?

2. What suggestions do you have for improving the teacher's skills or methodology?

3. If this was a repeat observation, what progress did you discern in the teacher's skills?



B. SEMI-STRUCTURED INTERVIEW CARRIED OUT BY THE RESEARCHER BEFORE THE STUDY

Short Answer Questions

1. What do you think the goal of peer coaching is?

2. What do you like and dislike about the observations? What would we do to improve them?

3. What do you like and dislike about the reflection meetings? What would we do to improve them?

4. What can be improved to make the observation classes more helpful?

5. Do you think pre-conference meetings are helpful before Peer Observations? Why?

6. Would you like to keep doing peer coaching in the future? Why or why not?

7. Any other comments?

C. SEMI-STRUCTURED INTERVIEW CARRIED OUT BY THE RESEARCHER AFTER THE STUDY

Short Answer Questions

1. What did you think the goal of peer coaching was?

2. What did you like and dislike about the observations? What would we do to improve them?

3. What did you like and dislike about the reflection meetings? What would we do to improve them?

4. What could be improved to make the observation classes more helpful? Any implications?

5. Do you think pre-conference meetings were helpful before Peer Observations? Why?

6. Any other comments?



PERSONAL INFORMATION

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EDUCATION

Post-Graduate: 2014 - **BAHCESEHIR UNIVERSITY, ISTANBUL**

MA Degree in English Language Teaching (Thesis) (not completed)

Under-Graduate: 2007 **DUMLUPINAR UNIVERSITY, KUTAHYA**

English Language and Literature

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Favorite courses: American Literature I, II, American Woman Writers, Drama, Racial Issues in the U.S, Contemporary European Literature

Graduation: 2003 **BURSA BOYS' HIGH SCHOOL**

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WORK EXPERIENCE

02/06-2007 Kutahya Anadolu Endustri ve Teknik Meslek Lisesi / Student Teacher for 6 months

05.10.2007 – 05.11.2007 Turkish – American Association / Instructor

05.11.2007 – 10.11.2008 YUCE College IT / English Teacher(*taken over by BilgeAdam*)

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OTHER INFORMATION

Computer: Microsoft Office Programmes

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Certificates: Dilmer Language Course in 2002, 2003 (Advanced), Certificate in English Language Teaching in 2006, 2007 by Dumlupinar University

Social Activities: Skiing, swimming, reading, listening to classical and jazz music, taken place in literature, poetry and theatre symposiums at the university as an active presenter.

Personal traits: Convenient and open to team work, adoptable, creative, realistic, good pronunciation, effective diction...

Extra information: Been in United Kingdom in the year 2005- 2006, took courses about English Literature, a course in London, preparation for Cambridge Advanced Certificate Exam and improved my English pronunciation by communicating with native citizens of England.

References:

Available upon request.