INSTRUCTORS' REASONS FOR PARTICIPATING IN A PROFESSIONAL
DEVELOPMENT PROGRAM AND THE NATURE OF TEACHER
INTERACTION: A CASE STUDY IN A TURKISH PREPARATORY SCHOOL

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I certify that this thesis satisfies all the requirements as a thesis for the degree of Doctor of Philosophy.

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ABSTRACT

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The aim of this study was to explore teacher interaction in an in-house professional development (PD) program by examining the reasons instructors join the program and the perceived contributions of such a program. To this end, sociocultural discourse analysis (SCDA) was used to investigate different interactional features that lead to increased learning opportunities. The participants of the study were 14 teachers working at the English language school of a private university in Turkey. Data was collected through use of a needs analysis survey, interviews, observations, and video/audio recordings of PD sessions. The results of the interviews were analyzed on MAXQDA using content analysis according to Huberman and Miles' qualitative data analysis approach. The professional development sessions were transcribed verbatim and analyzed through use of SCDA. The results of the study firstly revealed that instructors joined the PD program to learn from and with each other, to reflect on their teaching, and to be part of a community. Other factors that affected instructor decisions were mainly

related to program design and who the group and trainers would be. When the contributions of the program were analyzed, it was found that instructors greatly benefited from the group environment. Both personal and teaching related changes were reported. The results of SCDA showed that trainers used interactional features to both initiate and maintain discussion with the most common features being extended wait time, revoicing, clarification requests and elaboration requests.

Keywords: professional development, teacher interaction, interactional features, teacher motivation, discourse analysis

ÖZ

ÖĞRETMENLERİN MESLEKİ GELİŞİM PROGRAMINA KATILMA
SEBEPLERİ VE ÖĞRETMEN ETKİLEŞİMİ: TÜRK HAZIRLIK
PROGRAMI VAKA ÇALIŞMASI

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Bu çalışmanın amacı, bir kurum-içi öğretmen gelişim programındaki öğretmenlerin programa katılma sebepleri ve algılanan program faydalarını inceleyerek, öğretmen etkileşimini araştırmaktır. Bu bağlamda sosyokültürel söylem analizi kullanılarak öğrenme fırsatları ortaya çıkaran etkileşim özellikleri araştırılmıştır. Katılımcılar özel bir üniversitenin hazırlık programında çalışan 14 kişinden oluşmaktadır. Veriler bir ihtiyaç analizi anketi, görüşmeler, gözlemler ve ses/görüntü kayıtları aracılığı ile toplanmıştır. Görüşmeler Miles ve Huberman'ın veri analiz yöntemi kullanılarak MAXQDA programında incelenmiştir. Programdaki konuşmalar yazıya dökülerek, sosyokültürel söylem analizi çerçevesinde incelenmiştir. Çalışmanın başlıca sonuçları öğretmenlerin programdan ve birbirlerinden bir şeyler öğrenmek, yansıtıcı düşünmek ve bir grubun parçası olmak için katıldıklarını göstermektedir. Diğer katılım faktörleri arasında program tasarımı ve öğretmen grubu ve eğiticilerin kim olduğu bulunmuştur. Programın katkıları incelendiğinde, öğretmenlerin grup ortamından büyük ölçüde faydalandıkları görülmüştür. Hem

kişisel hem de mesleki anlamda bazı değişiklikler bulunmuştur. Sosyokültürel söylem analizi sonuçları ise öğretmen eğiticilerinin etkileşim araçlarını hem konuşma başlatmak hem de devam ettirmek için kullandıklarını göstermektedir. En çok kullanılan etkileşim araçlarının uzun bekleme süresi, tekrar etme ve açıklık getirme ve detaylandırma istekleri olduğu bulunmuştur.

Anahtar kelimeler: mesleki gelişim, öğretmen etkileşimi, etkileşim araçları, öğretmen motivasyonu, söylem analizi

To my dear grandmother, mother, father,and husband

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LIST OF ABBREVIATIONS

DA	Discourse Analysis
ELT	English Language Teaching
PD	Professional Development
PDU	Professional Development Unit
SCDA	Sociocultural Discourse Analysis

CHAPTER 1

INTRODUCTION

1.1 Background to the Study

Knowledge base in all disciplines and subject areas is growing at a fast pace and the area of education is no exception. Teachers are urged to keep up to date with the emerging knowledge and continually improve their skills, and gain the "new types of expertise" required of them (Guskey, 2000, p.3). Language teaching is also rapidly changing due to new educational trends and changes in curriculum, tests, and student needs (Richard & Farrell, 2005). Teacher professional development is seen at the heart of this new expertise due to the role it has in helping teachers improve their pedagogical knowledge and teaching practices (Creemers, Kyriakides, Antoniou, 2013).

A number of different interpretations exist of the term 'professional development', but in its broadest meaning, it includes all kinds of learning teachers undergo after their initial training (Craft, as cited in Creemers et al., 2013). Some consider teachers' modification of their teaching based on student needs to be professional development (Diaz-Maggioli, 2004), whereas others define it as any activity in which teachers improve their skills, knowledge and expertise (Organization for Economic Co-operation and Development, 2009). Teachers' continual intellectual, experiential, and attitudinal growth is acknowledged as professional development (Lange, as cited in Bailey, Curtis, & Nunan, 2001). As evident in all of the definitions, professional development is a continuous, life-long endeavour. A more extensive definition of professional development is as follows:

Professional development consists of all natural learning experiences and those conscious and planned activities which are intended to be of direct or indirect benefit to the individual, group or school and which contribute, through these, to the quality of education in the classroom. It is the process by which, alone and with others, teachers review, renew and extend their commitment as change agents to the moral purposes of teaching; and by which they acquire and develop critically the knowledge, skills and emotional intelligence essential to good professional thinking, planning and practice with children, young people and colleagues through each phase of their teaching lives (Day, 1999, p.4).

1.2   Teacher Professional Development

Throughout its history, teacher education has been influenced by many educational theories. What teachers should know and how they teach has been shaped by epistemologic shifts (Johnson, 2009). In the mid-1970s, making sure that teachers mastered their content knowledge and delivered it efficaciously through use of certain methods was at the center of teacher education. The main focus was on teaching practices and student learning. With the influence of the theoretical shift in the 1990s from behaviorism to constructivism, teachers came to be considered reflective practitioners who formulate their own theory rather than just being 'consumers' of received knowledge (Crandall, 2000). In the 2000s, a sociocultural view of second language teacher education developed from "the social constructivist view of learning-to-teach in context" (Wright, 2010, pp. 266-267). In this view, teacher learning is seen as "a form of socialization into the professional thinking and practices of a community of practice" (Richards, 2008, p.2). Knowledge and understanding emanate from the various events happening in the professional development programs operating as a community of practice (Singh & Richards, 2012). This concept of learning as a social practice includes mediation, discourse and participation structures (Johnson, 2012).

That teacher learning is socially negotiated and dependent on knowledge of self, students, subject matter, curricula and setting led to the conceptualization of teachers as "users and creators of legitimate forms of knowledge who make

decisions about how to best teach their students within complex socially, culturally, and historically situated contexts" (Johnson, 2012, pp., 20-21). As a result, the common assumption that professional development is something "done by others *for* or *to* teachers" started to change (Johnson, 2012, p. 25). In what is called the *post-transmission perspective* teachers are considered reflective practitioners that think thoroughly about the principles, practices, and processes of classroom instruction and who include "creativity, artistry and context sensitivity" in the process (Kumaravadivelu, 2012, p. 9). On the other hand, in the transmission approaches to teacher education, the main goal of teacher educators is to transmit "pre-determined, pre-selected and pre-sequenced" knowledge to teachers (Kumaravadivelu, 2012, p.8). In return, teachers become passive technicians who seldom construct their own views and versions of teaching. Relevance of theories and strategies to their own teaching contexts is most often not questioned (Kumaravadivelu, 2012).

With research on *teachers' mental lives* (Walberg, 1977), teacher educators came to accept the influence of teachers' experiences, their understandings of events, and their work-related contexts (Johnson, 2006). In the sociocultural perspective what has become a priority is creating opportunities for social interaction and for learning (Burns & Richards, 2012). In light of this, dialogic and collaborative inquiry has superseded transmission related approaches (Richards, 2008). Recognizing teacher voices and visions, and developing critical capabilities through dialogic construction of meaning is crucial in the shift towards a post-transmission perspective (Kumaravadivelu, 2012, p. 9). Through dialogic teaching teachers can come together and engage in dialogs about their experiences, which in return enables them to reflect on their beliefs and practices (Burns & Richards, 2012, p. 6). Teacher educators' role in this new perspective becomes "modelling good instructional practice, dialogically organizing instruction, encouraging participation in multiple discourses, and setting up collaborative learning" (Singh & Richards, 2012, p. 204).

The shift in beliefs about learning and teaching also necessitates a change in the process of learning as well as the content (Hawkins, cited in Singh & Richards, 2012). With the introduction of teacher-led initiatives such as reflective teaching and action research, it is now acknowledged that teachers need to be active participants in the planning of professional development activities. In this way, they can help develop programs suitable to their own needs and motivations, and thus feel ownership (Diaz-Maggioli, 2004). Professional development activities that have surfaced as a result of the shift are not limited to but include teacher inquiry seminars, peer coaching, cooperative development, narrative inquiry, lesson study groups, critical friend groups, teacher study groups, virtual networks and journal writing (Johnson, 2012; Richards & Farrell, 2005). These professional development structures are based on the notion that teachers' social and professional networks are valuable sites for professional learning and that they foster ongoing, in-depth, and reflective examinations of teachers' teaching practices and their students' learning (Rogers, 2002; cited in Johnson, 2012).

As continuous professional development is considered to be at the heart of improvements in the quality of teaching and learning (Hayes, 2014), institutions provide teachers with opportunities for further professional development and encourage participation (Richards & Farrell, 2005). According to Borg (2015a), for these professional development opportunities to be effective, the following characteristics should be taken into consideration;

- relevance to the needs of teachers and their students
- teacher involvement in decisions about content and process
- teacher collaboration
- support from school leadership
- exploration and reflection with attention to both practices and beliefs

- internal and/or external support for teachers (e.g. through mentoring)
- job-embeddedness (i.e. CPD is situated in schools and classrooms)
- contextual alignment (with reference to the institutional, educational, social and cultural milieu)
- critical engagement with received knowledge
- a valuing of teachers' experience and knowledge (p. 6)

Many professional development endeavors have been deemed unsuccessful and have even been considered a waste of valuable time by teachers. A number of possible reasons for such pessimistic views on professional development have been proposed. Among some reasons listed are the lack of good planning in such activities, lack of research-based evidence, the impracticality of some of the ideas presented due to lack of resources, and lack of variety in program delivery (Diaz-Maggioli, 2004; Guskey, 2000).

1.3   Professional Development in Turkey

Borg (2015a) refers to English language teaching in Turkish university preparatory schools as a "national activity" (p. 7) and notes the prominent role teachers and hence professional development (PD) plays in promoting the quality of English language learning. PD programs for English teachers in Turkey are provided either by their own institution, usually by the professional development units, or by private organizations such as İngilizce Eğitimi Derneği (INGED), TESOL in Turkey, British Council, Pilgrims Teacher Training, International Training Institute (offering DELTA, CELTA), publishing companies and some other small-scale educational service providers. In addition, at times the Office of English Language Programs of U.S. Department of State organizes some professional development events. Moreover, a number of conferences and workshops organized by

universities and private schools are available for teachers who would like to further their knowledge. The Turkish Ministry of Education (MoNE) organizes training programs for teachers working at primary and secondary levels, yet there are no such events organized for teachers working at the university level. A number of the current professional development opportunities are one-shot programs, which are based on the transmission model of teaching (Atay, 2006) and a number of programs stem from a top-down structure with topics and content not selected by the teachers (Daloglu, 2004; Uysal, 2012).

Many universities have their own PD units with a variety of names such as professional development unit, continuing professional development unit, or teacher training unit. These units offer a variety of opportunities for teachers ranging from workshops and seminars to alternative professional development activities such as action research programs and teacher study groups (see Borg (2015b) for examples of professional development practices from Turkey).

1.4 The Research Context and its Professional Development Opportunities

The English medium private university in which the PD program of the study took place was established in 2009. Despite being a fairly new institution, it is well-respected in the country due to the long-established educational foundation to which it belongs. All instructors are hired in line with the regulations set by the Turkish Higher Education Council (HEC). All English instructors working at the institution come under the English Language School and there is no separate administrative unit or department for the English courses offered to the departments. At the time of the study, there were a total of 65 instructors working at the institution and five of them were teaching freshman courses. Apart from a few one-shot workshops, there was no established professional development program before 2016. The only professional development opportunities present at the institution included outside trainers from publishing houses giving a few

workshops on topics that the administration had decided on with no needs analysis carried out. All instructors were required to attend the workshops conducted by trainers working for publishing houses. Prior to the establishment of the professional development unit (hereafter PDU) in January, 2016, only two workshops had been offered to instructors in the previous year.

Following the establishment of the PDU, which consisted of three members, professional development sessions were offered weekly. Whereas two members of the PDU had received training related to professional development, one member was new to organizing and maintaining professional development sessions. Attendance to professional development programs was not mandatory. In the fall term, instructors were offered two types of programs: the alternative program and the certificate program. The alternative program offered instructors a variety of activities such as lesson planning, activity sharing, workshops, and sharing critical incidents. Instructors did not have to attend each session and could choose the sessions according to their own interests. Attendance to the certificate program was voluntary as well but required more commitment on behalf of the teachers. Although instructors could come and go to the alternative program as they wished, instructors participating in the certificate program were asked to attend every session in the program. The planned certificate program included information sessions, completing tasks on topics discussed, article discussions and observations. The topics to be discussed were determined by the instructors through use of a needs analysis survey (see Appendix D) and follow-up interviews (see Appendix A). Due to some unforeseen events that happened locally, not all afore-mentioned activities could be completed. Classroom observations and some scheduled sessions had to be cancelled.

1.5   Significance of the Study

Given that knowledge is power (Bailey et al., 2001), by taking part in professional development opportunities, teachers can become empowered and find their own way forward. Understanding and sharing examples of professional development practices is pivotal in improving teaching and hence student learning. It is also recognized that professional discussion and networking have a significant role in the professional development of teachers (Phillips, 2014). With the acknowledgement of the importance of professional development, it is essential for teachers to be able to take charge of their own professional growth, and alternative professional development mechanisms can serve as a step in this process. It can be argued that such alternative structures may lead to a shift in what professional development embodies. An examination of the types of participation that these structures lead to, the impact they have on learning, and the different learning environments created as a result are worth examining (Johnson, 2012).

More research is needed to understand different types of professional development activities, the type of learning they lead to, and their benefits and constraints in terms of teacher learning (Levine & Marcus, 2010). Especially in Turkey, research on professional development in the area of EFL is limited and there is need to fill this gap (Hos & Topal, 2013). A number of studies have been conducted on professional development at university settings with different foci such as evaluating professional development programs (Duzan, 2006; Sabuncuoglu, 2006; Vildan, 2006; Yurttas, 2014), identifying the needs of EFL teachers and content of professional development programs (Ekşi, 2010; Gultekin, 2007; Kabadayi, 2013; Kervancıoğlu, 2001; Korkmazgil, 2015; Ozen, 1997; Sentuna, 2002), teacher perceptions towards professional development (Alan, 2003; Karaaslan, 2003; Muyan, 2013; Sadic, 2015), and factors affecting professional development (Incecay, 2007; Iyidogan, 2011). Some other studies have focused on professional development programs using teacher portfolios (Tas, 2011), peer observations

(Caglar, 2013; Kasapoglu, 2002), research (Karakaya, 2015; Sakirgil, 2014), and teacher study groups (Arikan, 2002).

Despite this interest in professional development programs and their organization and implementation, studies on the way knowledge is constructed through interaction in professional development sessions are scarce (Borko, 2004; Rachamim & Orland-Barak, 2016; van Kruiningen, 2013; Warren Little, 2002), and to the best of the researcher's knowledge, there has been no study exploring the actual participation and interactional processes in the Turkish setting. When compared to research on the content of language teacher education courses, investigations on practices in other PD activities is less common (Singh & Richards, 2012). Studies on dialogic teacher learning mostly report the results of the activities and not "learning in action" (van Kruiningen, 2013, p. 111). With this in mind, the aim of this study is to contribute to the literature on professional development in the Turkish context by designing a professional development program and focusing on the interactional features and dialogs in these programs. It is hoped that the insights gained from this research may give valuable ideas to universities planning to design and implement professional development programs. Moreover, results related to how learning opportunities are created during professional development programs may also aid teacher trainers in planning the delivery method of the programs.

1.6 Aims of the Study and Research Questions

The focus of this study is a professional development program comprising of a needs analysis (a survey and initial instructor interviews), five PD sessions and post-interviews about the program, which take place over a 4-month period. The aim of the study is twofold: to explore a professional development program by investigating instructors' reasons for joining the program and examining the perceived benefits of such a program. To this end, the nature of interaction and

learning opportunities created during professional development sessions through use of certain interactional features are examined. With these in mind, this study aims to answer the following research questions;

1. Why do instructors join the professional development program?
2. How does participating in the professional development program contribute to teachers' professional development?
   a. What are the instructors' perceived benefits of the professional development program?
   b. Which interactional features lead to learning opportunities based on SCDA?

1.7   Definition of Key Terms

Professional development refers to all natural learning experiences and those conscious and planned activities which are intended to be of direct or indirect benefit to the individual, group or school (Day, 1999, p.4).

Dialogic teaching: refers to the common aim of supporting student learning by enhancing learning opportunities through talk allowing students to "explore, challenge, reconsider and extend ideas" (Boyd & Markarian, 2011, p. 519).

Learning opportunity is any opportunity where trainers create chances for participation, increase learner engagement, promote dialogic interaction, and enhance affordances (Walsh & Li, 2013, p.250), which *may* lead to learning (Anderson, 2015, p. 231).

Sociocultural Discourse Analysis is a method used to understand how language is used to think together and "as a tool for teaching- and -learning, constructing knowledge, creating ideas, sharing understanding, and tackling problems collaboratively" (Johnson & Mercer, 2019, p. 268).

CHAPTER 2

LITERATURE REVIEW

2.1   Introduction

This study takes interest in why instructors join professional development programs and contributions of these programs. Therefore, sociocultural education and dialogic teaching form the basis of the theoretical framework for the planning and implementation of the present study. In this chapter, first sociocultural theory, mainly the work of Vygotsky on inner speech, mediation, and zone of proximal development is discussed, followed by a review of what dialogic learning entails. Lastly, a review of studies focusing on the role of dialogic learning in the classroom and in teacher professional development is provided.

2.2   Sociocultural Theory

Research conducted in artificial settings has contributed a lot to our understanding of human behavior. Yet, important questions still exist about distributed and situated cognition. There have been different explanations of what the word *sociocultural* refers to, and common focal points are the focus on understanding the "social formation of the mind" (Daniels, 2008, p. 51), and an investigation into how culture shapes communication, thinking and learning (Mercer & Littleton, 2007).

With the work of Piaget, the concept of learning shifted from a transmission of knowledge to the construction of knowledge (Kozulin, 2012). Being one of the most prominent scholars in Sociocultural Theory, Vygotsky criticized transmission style forms of education (Daniels, 2016). Moreover, he believed Piaget's theory on

constructivism was flawed because it was "divorced from practical activity" and disregarded the social practice (Vygotsky, 2012, p. 54). Unlike Piaget, advocating for the effect of the cultural and historical setting on learning, Vygotsky believed that "individual consciousness is built from outside through relation with other" (Kozulin, 2012, p. xxxviii). Social interaction was at the center of his theory, and his concepts and ideas have provided building blocks for a contemporary social theory (Daniels, 2008) built on the premise that "the true direction of the development of thinking is not from the individual to the social, but from the social to the individual" (Vygotsky, 2012, p. 38). Acting on the belief that learning happens when social interaction processes are internalized, Vygotsky (1978a) summarized the process of internalization as follows:

> An interpersonal process is transformed into an intrapersonal one. Every function in the child's cultural development appears twice: first, on the social level, and later, on the individual level; first, between people (interpsychological), and then inside the child (intrapsychological). This applies equally to voluntary attention, to logical memory, and to the formation of concepts. All the higher functions originate as actual relations between human individuals. (p. 57)

Vygotsky was interested in higher mental functions and put forward that they develop through collaboration and instruction. The social interaction is mediated by tools such as language, signs, and symbols that lead to higher level thinking. The most important tool is considered to be language since it enables dialogs that shape intellectual development (Mercer & Littleton, 2007).

Complementary to his views on internalization, Vygotsky (1978) proposed the concept of the zone of proximal development (ZPD). Although it is assumed to be one of his main contributions, ZPD was not introduced until 1933, just one year before Vygotsky's death, and therefore was not written extensively on (Daniels, 2008). ZPD is defined as "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration

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with more capable peers" (Vygotsky, p. 86). The belief was that a child who can perform a task or action with assistance could also do it by him- or herself in the future. In ZPD, learning first takes place through interaction and then is internalized by the child. The adult or capable peer does not have to be physically present to help during the learning process as the learner can apply experiences from a previous situation in which a capable other was present (Daniels, 2008).

Due to Vygotsky's (1978) more limited work on ZPD, it has been interpreted differently by researchers. Some have focused on the expert-novice interaction where knowledge is transmitted from the expert to the novice. Others have taken a broader approach with mediation being at the center (Lantolf, 2000). Arguing that "people working jointly are able to co-construct contexts in which expertise emerges as a feature of the group", Lantolf (2000) offered a new definition for ZPD: "collaborative construction of opportunities for […] individuals to develop their mental abilities" (p. 17). Other researchers have also offered different terminology. In his ecological perspective to learning, van Lier (2000) used the term *affordances* when talking about learning opportunities. This perspective postulates that "the perceptual and social activity of the learner, […] are central to an understanding of learning" (p. 246). Learners make sense of potential meanings available in their environment through their interaction with and within the environment. Therefore, if we are to investigate learning, we need to focus on learners engaged within the learning environment.

Another term used when talking about the guidance learners receive through ZPD is *scaffolding* (Wood, Bruner and Ross, 1976). During scaffolding the tutor "enables a child or novice to solve a problem, carry out a task or achieve a goal which would be beyond his unassisted efforts" (Wood et al., 1976, p. 90). In other words, the child is supported to move from the social level to the individual level. Wood et al. (1976) list six functions for the tutor in this process; recruitment, reduction in degrees of freedom, direction maintenance, marking

critical features, frustration control, and demonstration. The adult first draws the child's interest in the task and then simplifies the task by identifying elements of the task that the child would otherwise not be able to accomplish. In this way, the child is able to focus on the elements that are in his capacity and completes the task at hand. In addition to highlighting critical features of the task, the tutor also creates an environment where risk of failure can be controlled and the child does not feel frustrated or stressed. However, one should be careful not to allow too much dependence on the tutor because the main aim is to help the child come closer to achieving the task on his or her own. One last function of the tutor is to model an idealized version of the task so that the learner can try to achieve the task.

Instruction should be a source of development for the child and not just use what has already matured (Vygotsky, 1978b). It should allow the child to access what is in the process of maturation in the ZPD. Research on mediated action, which produce higher mental functions, has reinforced the importance of investigating sociocultural situatedness and language as a cultural tool (Daniels, 2008). The importance of social interaction in learning and development has been confirmed through sociocultural theory. No matter whether this social interaction takes place among learners or the teacher and learners, it happens through dialogs (Mercer & Littleton, 2007). As Mercer and Littleton state;

> The course of any child's development will depend on both their individual contributions to the dialogic process of development and that of those they interact with, in ways that will reflect the cultural tools and other knowledge resources of their communities (p. 18)

For instruction to lead to cognitive development, there should be dialogic interaction between teachers and learners (Daniels, 2016). Given the importance of dialog, research on the quality of educational dialogs could shed light on the underlying reasons of student success or failure (Mercer & Littleton, 2007). Therefore, the following section will explain dialogic theory and the role of dialog in education.

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2.3   Dialogic Theory

The etymology of the word 'dialog' comes from the prefix *-dia* which means 'across' or 'through' and the word *logos* meaning 'speech', 'word', or 'reason' (Lefstein & Snell, 2014, p.14). Dialog can be defined as "any kind of human sense-making semiotic practice, action, interaction, thinking or communication, as long as these phenomena are 'dialogically' (or 'dialogistically') understood" (Linell, 2009, pp. 5-6). What the term 'dialogic' purports to in this description is that a person cannot act autonomously and decide on everything on his or her own. People's actions, experiences, thoughts and utterances are dependent on one another. The sense-making is interactive in nature (Linell, 2009). Dialog has been approached in a variety of ways such as; dialog as thinking together (Vygotsky), as interplay of voices (Bakhtin), and as empowerment (Freire) (as cited in Lefstein & Snell, 2014). Dialogism cannot be regarded as one theory in which all scholars agree upon (Linell, 2009). However, their opposition to monologism is their common ground.

Despite the fairly recent attention to dialogic teaching, the theory of dialog is rooted in much earlier scholarship dating back to Yakubinsky (1923) who put forward a theory of dialog and dialogic interaction to study language. He believed that "our understanding of another's utterance is grounded in our turn of mind, our existing mindset, which is in turn governed by the entire history of our prior experience of interaction" (as cited in Skidmore, 2016, p. 17). In his theory, Yakubinsky contrasted monologue and dialogue, claiming the former to be that of power and authority. The importance of facial expression, gesture and bodily movements in addition to aspects of auditory channels such as intensity, intonation, and tone of voice were also emphasized. He posited that "all human interaction strives to be dialogic" and monolog is artificial (as cited in Skidmore, 2016, p.19).

The dialogic theory of language was further developed by Voloshinov (1929) who accentuated the dialogic nature of interaction. The real unit of discourse was regarded to be utterances and not words in the abstract. Each utterance is considered as just one part of an ongoing speech performance with value judgments being prevalent in meaning since it is created through dialog (Skidmore, 2016b). Voloshinov referred to the word as a 'two-sided act' emphasizing that "it is the product of the reciprocal relationship between the speaker and listener, addresser, and addressee" (Bakhtin, Morris, Voloshinov, & Medvedev, 1994). He considered understanding and meaning making to be dialogic in nature and likened it to "an electric spark that occurs only when two different terminals are hooked together" (as cited in Skidmore, 2016, pp. 23-24). He also stressed that each act is influenced by the world of ideology and our social order (as cited in Skidmore, 2016).

In a similar vein, Bakhtin emphasized that speaking is a social act and that "meaning is developed through the interplay and mutual transformation that results from dialogic exchange between two or more influences" (Daniels, 2016, p. 56). He focused on the multi-voicedness of texts and stated that each utterance is built on both previous utterances, and anticipated future utterances. Bakhtin (1981) considered the word to be 'half someone else's' and that it could only be " 'one's own' when the speaker populates it with his own intention, his own accent when he appropriates the word, adapting it to his own semantic and expressive intention" (p. 293). An utterance cannot be understood if taken out of context since the context of an utterance can change its meaning. An utterance is bound to have a different meaning under different social, historical conditions (Bakhtin, 1981). The conflict between conversants, and the self and other is what makes discourse dialogic (Nystrand, Gamoran, Kachur, & Prendergast, 1997). Dialog provides a venue for one to identify with or differentiate from others by responding to others and "arguing for one's own meaning" (Linell, 2009, p. 86). This is when the utterance serves as a 'thinking device' (Lohman, as cited in Wells & Arauz, 2006). The

different perspectives or opposing ideas brought into the dialog by the other speaker are what lead to enrichment and development (Daniels, 2016).

Paulo Freire, whose work centered around empowerment, approached dialog from a political dimension (Lefstein & Snell, 2014). Focusing on the unequal power relations in education and the role of teachers' in creating opportunities for students, Freire (2005) believed that only when teachers are able to let go off their power over knowledge will true dialogic learning happen. In the type of education system which he referred to as the 'banking' concept of education, students are viewed as 'containers' to be 'filled' by the teacher (p. 72). In his theory of dialogic action, dialog between the educator and the student is at the center of education. A teacher cannot think in place of his or her students or impose his or her views on students, but instead allows students to become active agents in their own learning (Freire, 2005). A dialogic teacher uses a conversational tone of voice, acknowledges the importance of student contributions by listening attentively, encourages other students to respond to questions asked, delays providing his or her own opinion to provide space for student contributions, and uses humor (Freire & Shor, 1987). In this 'liberating education', both students and teachers become part of a learning environment where all participants learn.

2.4   Research on Dialogic Theory

The emphasis on the role of dialogs in learning has led to studies on classroom language and classroom interaction with a number of them focusing on dialogic teaching. Research on classroom discourse is based on the premise that a correlation exists between classroom talk and language learning opportunities, and that considerable insight can be gained about the teaching and learning process (Kremer, 2016). One of the earlier systems for analyzing classroom discourse was proposed by Sinclair and Coulthard (1975) as a result of their study of British classrooms. Their hierarchical system comprised of five ranked items: the lesson,

the transaction, the exchange, the move, and the act (Sinclair & Coulthard, 1992). A fixed pattern of teacher-student interaction, referred to as initiation-response-feedback (IRF), was identified. In this typical classroom exchange the teacher initiates the talk, followed by a response from the student and subsequent feedback by the teacher. This pattern can still be observed in most classrooms (Edwards & Mercer, 1987; Skidmore, 2016a). Another researcher who extensively studied classroom discourse was Cazden (2001) who explored lesson structures and variations in discourse features. She argued that in classrooms students learn that the teacher is the authority who evaluates students' contributions, and controls turn taking and topic selection. However, she also indicated that some parts of lessons resembled genuine conversations, and that these were possible by making changes in turn-taking structures, questioning strategies, wait time and seating arrangements.

Research focusing more specifically on dialogic teaching has proliferated in the last three decades with a variety of terms used in reference to it such as dialogic learning, dialogic pedagogy (Lefstein & Snell, 2014; Skidmore, 2000), dialogic inquiry (Mercer, 2002; Wells, 2004), dialogic teaching (Alexander, 2008), and dialogic instruction (Nystrand et al., 1997). There is no agreed upon definition of dialogic teaching (Alexander, 2018). Yet, despite the abundance of terms, all indicate a concern towards the patterns of teacher-student interaction prevalent in classrooms (Skidmore, 2006), and have the common aim of supporting student learning by enhancing learning opportunities through talk allowing students to "explore, challenge, reconsider and extend ideas" (Boyd & Markarian, 2011, p. 519). As a result of research conducted to identify productive dialogs leading to learning, a degree of consensus has been achieved on what can be considered productive (Vrikki, Wheatley, Howe, Hennessy, & Mercer, 2019).

2.4.1 Barnes Exploratory Talk

One of the first researchers to study the effects of talk on understanding was Douglas Barnes who investigated how exploratory talk could promote learning. In the 1960s and 1970s, Barnes (2010) found that many classrooms were dominated by teachers with students seldom being given opportunities to ask questions or engage in any conversations. He maintained that there was a link between the quality of social interaction and the quality of learning (Skidmore, 2016a). Therefore, teachers need to focus on not just the content of the lesson but also the social relations in the classroom, and differentiated between what he called *presentation talk* and *exploratory talk*. The difference between the two is the focus of the talk. In presentation talk, the speaker is more concerned with adapting his or her speech to the audience, whereas in the latter, speech is focused on organizing and understanding one's own thinking (Barnes, 2008). Exploratory talk includes hesitations, false starts and disfluent speech since students are trying to come to a new understanding. Calling attention to the need for individuals in society "who can think for themselves, and make informed judgments" (p. 8), Barnes (2010) emphasized the need to engage in exploratory talk for testing new ways of thinking. Wegerif (2010) also agreed that "the most educationally productive" dialogs teach learners the ability to think for themselves (p. 304). For this type of talk to take place, students need to take active part in their learning process. Moreover, a safe and supportive environment free of judgment and ridicule is required. Although both types of talk have their place in learning, teachers need to use them wisely and be sure not to introduce presentation talk before students get a chance to try out new ideas. It should not be forgotten that a teacher's intervention can both facilitate children's thinking and at the same time inhibit exploratory talk leading to test-type answers (Skidmore, 2016a).

2.4.2 Skidmore's Dialogic Pedagogy

Skidmore (2016) believed that dialogic theory provides valuable insights to the teaching practice. To succeed in helping learners truly understand and use what is taught, he called educators to adopt a dialogic approach to interaction. Having been influenced by Bakhtin (1981), he made a distinction between two terms; *pedagogical dialogue* and *dialogic pedagogy* (p. 42). Pedagogical dialogue occurs when teachers ask questions with the aim of getting the correct answer from students. Although this is a dialogue between two or more parties, it is not dialogic in the sense that there is no real communication going on. Dialogic pedagogy, on the other hand, involves "an emergent encounter between the living, co-developing consciousness of the educator and the group of students" (Skidmore, 2016, pp. 42-43). Learners are considered as active participants in the process of learning. Actively using what is learned to construct an argument, explain their stance, or question what has been proposed by others (students or teachers) is an indicator of students' emergent understanding of the topic under study. Teachers in this pedagogy listen and talk to their students to understand what is going on in their minds to provide necessary assistance. Without opportunities given to students to express their doubts, teachers cannot evaluate whether their teaching has achieved its aim. Therefore, teachers' role is to provide opportunities for students to engage in "conceptually mediated activity" (Skidmore, 2016, p. 25). Through an increased understanding of their students' knowledge, teachers may scaffold and guide their students better in their learning process (Boyd & Markarian, 2011).

2.4.3 Lefstein and Snell's Dialogic Pedagogy

In Lefstein & Snell's (2014) approach to *dialogic pedagogy*, instead of being considered a solution to all problems, dialog is dealt with as a problem. As it is believed that no pedagogy is suited for every situation, dialogic pedagogy cannot be considered a solution for all teaching related problems. Therefore, dialog should

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be viewed as ideas bringing about productive problems such as how to manage conflict between competing voices, how to balance institutional requirements and idealistic dialogic goals, and how to develop professionally (Lefstein & Snell, 2014). Their research also underlined the importance of classroom culture. In addition to a supportive and collaborative classroom environment, the teachers' modelling of appropriate behavior is crucial in fostering dialogic pedagogy. Teachers are viewed as one of the many voices present in the classroom. Even if teachers use certain techniques to engender a dialogic atmosphere, what matters even more is the teachers' genuine interest in students' ideas and the degree to which the teacher is willing to share control.

2.4.4 Nystrand's Research on Dialogic Teaching

In their research on 25 US high school classrooms, Nystrand et al., (1997) found that the predominant structure in most lessons was a monologic one in which the teacher transmitted knowledge to students. In monologic lessons, the teacher did not consider students as a source of knowledge but focused mostly on recitation. Knowledge was considered "fixed, objective, autonomous; for students it is given, transmitted and received" (p. 16). The teacher or textbook is the source, and the student is "limited to what others, especially teachers or textbooks, have said, not figuring things out (aside from which answers are correct) and not generating any new knowledge" (p.16). On the other hand, in the dialogic lessons they observed, teachers started with knowledge students already possess and then moved onto modifying and expanding that knowledge. Students were treated as thinkers and in such classrooms knowledge was jointly constructed. The study revealed that dialogic instruction promoted student learning, and that the quality of classroom talk was linked to learning. What they investigated was the space given to student voices, and how teacher roles and moves enhanced or constrained student learning. How teachers reacted to student responses was found to be a determining factor in how students think and what they learn.

Mainly three discourse moves were attributed to promoting classroom dialog; *posing authentic questions* (whether or not questions had pre-specified answers), *uptake* (incorporation of previous answers into subsequent questions) and *high level evaluation* (the extent to which the teacher allowed a student response to modify the topic of discourse) (Nystrand & Gamoran, 1997). By asking authentic questions the teachers were found to encourage student interpretations and "open the floor to student ideas for examination, elaboration and revision" (Nystrand, 1997). However, discourse moves alone are not the basis of dialogic instruction. These can only promote such instruction but what affects the way a classroom is organized is the environment and quality of interaction created by the teacher. What we should focus on is not to what extent such moves are present, but rather to what extent they promote student thinking (Lefstein & Snell, 2014; Nystrand & Gamoran, 1997).

Drawing on Bakhtin's concepts of *monologic* and *dialogic discourse*, (Nystrand, Wu, Gamoran, Zeiser, & Long, 2003) studied classroom discourse to explore how "pedagogically rich sequences of teacher-student interaction", which they termed *dialogic spells*, came about during instruction (p. 136). Three modes of whole class instruction were identified; recitation (discourse of IRE patterns and test questions), discussion (open-ended exchanges of ideas with almost no questions) and dialogic spell (discourse including engaged student questions with an absence of test questions). Certain teacher and student moves fostering a dialogically organized instruction were also listed. To increase possibilities for dialogic instruction, teachers can use *dialogic bids* to open up the floor to students. Dialogic bids occur when teachers perform an action or allow something that will lead to a dialogic classroom discourse. As in Nystrand et al.'s (1997) previous study, use of authentic and provocative questions was suggested. Additionally, teachers were advised to withhold their own evaluations to student responses and to allow other students to respond. Engaged students who contribute freely by responding to dialogic bids and asking questions were also found to initiate dialogic spells. Student questions

were generally built up on what was previously said and were genuine in that the student did know the answer (Nystrand et al., 2003). A student challenge rather than a question could prove to be more powerful since it will provide the conflict or tension deemed necessary for enrichment in Bakhtin's approach (Lefstein & Snell, 2014). Nystrand et al. (2003) state that once such conditions are met, a discussion is 'ignited' in which teachers and students construct knowledge together. These discussions lack questions (except ones for clarification) and are focused on learning together.

2.4.5   Alexander's Dialogic Teaching

One of the most prolific researchers in the area of dialogic teaching has been Robin Alexander (2001, 2003, 2005, 2008, 2018; Alexander et al., 2017) who proposed that when evaluating their teaching, teachers need to look at whether they provide students the 'right type of talk' and how they can better utilize the power of talk to enhance student learning (Alexander, 2008). Dialogic teaching was described as a joint activity between students and teachers in which they developed coherent thinking by "building on their own and each other's knowledge and ideas" (Lyle, 2008, p. 230). As a result of his large-scale study conducted in India, Russia, France, England and the United States, he stated that most classrooms are dominated by transmission styles of teaching with whole-class direct instruction being prevalent. Nevertheless, moments in which there was a more equal relationship between students and teachers were also identified, highlighting the importance of *scaffolded dialog* which was defined as "achieving a common understanding through structured and sequenced questioning, and through 'joint activity and shared conceptions', which guide, prompt, reduce choices and expedite 'handover' of concepts and principles" (Alexander, 2001, p. 527). The study, which focused on the link between culture and pedagogy, underscored the role of cultural values in shaping classroom discourse behaviors. It was argued that classrooms are affected by "collective, communitarian and individualist emphases

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in accounts of social relations and by culturally located stances on human development, the nature of acquisition of knowledge and the act of teaching" (Alexander, 2018, p. 563).

In his subsequent work, Alexander (2018) offered a theoretical framework which lists the principles of dialogic teaching. In his words, dialogic teaching is:

- *collective*: the classroom is a site of joint learning and enquiry
- *reciprocal:* participants listen to each other, share ideas and consider alternative viewpoints;
- *supportive:* participants feel able to express ideas freely, without risk of embarrassment over 'wrong' answers; and they help each other to reach common understandings;
- *cumulative:* participants build on their own and each other's contributions and chain them in coherent lines of thinking and understanding;
- *purposeful:* classroom talk, though open and dialogic, is structured with specific learning goals in view. (p. 566)

Based on the idea that there is no one correct way to utilize talk effectively, the idea of a 'repertoire' of skills was proposed (Alexander, 2008, 2018). A set of criteria or checklists would not be considered suitable to achieve the desired results since what really matters is the classroom environment and how the teacher structures the learning environment (Lefstein & Snell, 2014; Nystrand et al., 1997). Stemming from research in different countries, the following teaching repertoires are listed; rote, recitation, instruction/exposition, discussion and dialog. The first three are noted as basic repertoires encountered in different countries, whereas the last two are found less frequently. Although discussion and dialog are believed to lead to increased learning, it is acknowledged that all these teaching repertoires have their place in teaching as long as they are used appropriately (Alexander,

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2008). Repertoires of talk for learning (e.g. explain, instruct, negotiate, analyze) and organizational contexts (whole class, teacher-/student-led group work, teacher-pupil pair, student-to-student pair) are also introduced. Moreover, more than 60 indicators of dialogic teaching are listed to serve as a guide to teachers when reflecting on their classroom practices. For contextual conditions, 14 indicators are listed ranging from classroom layout to task design, and teacher's body language. The rest of the indicators reflect characteristics of classroom interaction, and are presented under seven headings; teacher-pupil interaction, pupil-pupil interaction, teacher-pupil one-to-one monitoring, teacher questioning, responses to questioning, feedback on responses and pupil talk functions (Alexander, 2008).

2.4.6   Mercer's Studies on Talk

Another prominent researcher who has extensively studied classroom discourse is Neil Mercer (Mercer, 2000a, 2000b, 2002; Mercer & Dawes, 2014; Mercer & Littleton, 2007; Rojas-Drummond, Mercer, & Dabrowski, 2001). He believes that education is a dialogic process and to improve the quality of learning in classrooms, research needs to focus on the analysis of talk between teachers and learners, and talk among learners. Students' in-class participation and learning are positively affected by teachers' use of certain dialogue strategies such as asking open-ended questions to explore students' ideas, giving students enough time to formulate their answers, and asking students 'why' questions to elicit justifications of their ideas (Mercer, 2002; Mercer & Dawes, 2014; Mercer & Howe, 2012).

Many activities in our lives include joint problem solving in which people need to socially interact and think collectively, in other words 'interthink' (Mercer & Littleton, 2007). Language is the primary tool used in sharing ideas to reach a common understanding, yet in school settings talk among learners has generally been considered disruptive behavior. Educational experiences should illustrate to students how to skillfully use language to reason, question and explain their ideas

to others in the process of both individual and collective thinking. To this end, lessons learned from investigating the dialogs between teachers and students may ensure increased opportunities to construct knowledge and understanding together. Through use of sociocultural discourse analysis (SCDA) in their project titled "Thinking Together" Mercer and his colleagues studied collaborative learning among students and claimed that students who took part in the "Thinking Together' approach became better thinkers through their participation in collective thinking. The project intended to develop children's ways of talking and thinking together through a series of lessons encouraging dialog. The classes in the study developed certain ground rules governing their discussions in class. Rules were created together with opportunities provided for evaluation and revision of rules. Mercer and Littleton (2007) summarize what they believe is essential in 'thinking together' as follows:

> *Thinking Together* depends on children understanding that high quality speaking and listening is of great value in class; discussion should be inclusive and respectful of opinions and ideas; all relevant information should be shared; reasons should be requested and given and the group should seek to reach agreement. (p. 70)

Mercer (2000) developed a typology consisting of three types of talk; *disputational talk, cumulative talk* and *exploratory talk*. In disputational talk, the activity the individuals are engaged in becomes more of a competition where there are either "angry exchanges" or "an unwillingness to take on the other person's point of view, and the consistent reassertion of one's own" (p. 97). Room for suggestions are limited and the talk consists of short exchanges which are mainly assertions, challenges or counter assertions. In cumulative talk "speakers build positively but uncritically on what the others have said" (p. 59). Shared understanding is constructed by adding on each other's ideas, and repetitions, confirmations and elaborations are common (Mercer & Littleton, 2007). In exploratory talk, there is critical but constructive engagement between partners. Decisions are jointly made through discussing statements and suggestions are offered for joint consideration.

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All parties actively participate and challenge and counter-challenge each other's ideas (Mercer & Littleton, 2007). It was found that students taking part in exploratory talk created an environment of trust and a culture of collaboration, opened up and maintained dialogic space, acquired a culture of skillfully using language, and learned how to reason on their own (Mercer & Littleton, 2007). This typology aimed to discover to what degree language is used to think together when engaged in learning activities (Littleton & Mercer, 2010).

Teachers should be knowledgeable about the techniques employed when using dialogs in teaching (Mercer, 2002) and teachers have been found to use five basic conversational techniques (Mercer, 2000):

1. Recaps: review of what was done in previous class experiences
2. Elicitation: an attempt to receive information about past classroom activities
3. Repetition: repetition of a student answer, either to affirm or elicit an alternative
4. Reformulation: paraphrase of a response to make it clearer or more relevant
5. Exhortation: student encouragement of 'thinking' or 'remembering' past experiences (pp. 52-55)

As Alexander (2008) and Lefstein & Snell (2014) also indicated, not just the fact that the technique was being used but the way these techniques were used was what lead to the difference between effective and less effective teachers (Mercer, 2002, p. 144). Teachers who did the following were more likely to be succesful:

1. used other children to support the ongoing learning process, promoting a social, collaborative atmosphere;

2. used question-and-answer sequences not simply to test retention of discrete items of given knowledge but also for supporting and guiding the learning of problem- solving skills;

3. sought to establish a "common knowledge" amongst their pupils, so as to provide a useful, shared contextual basis for ongoing intellectual activity;

4. generated more opportunities for class members to construct knowledge together;

5. offered pupils more structured, guided opportunities for practising skills; and

6. modelled for children ways of taking an active role in using spoken language to formulate ideas, solve problems, make sense of experiences and draw conclusions. (Rojas-Drummond et al., 2001, p. 183)

2.4.7 Recent Research on Dialogic Teaching

Studies on classroom talk and dialogic teaching have continued to draw attention in the 2000s. Mainly using video- and audio-recordings as their main source of data, these studies have helped conceptualize what dialogic learning is, and the features of effective dialogs. The scope of the studies have varied considerably, ranging from small-scale case studies (Boyd & Markarian, 2011; Teo, 2016) to larger projects including hundreds of students (Dawes, Mercer, & Wegerif, 2000; Mercer, 2002; Mercer & Littleton, 2007). The results of these studies have shaped future research and professional development programs aiming to increase the quality of learning in the classroom.

One such study was Boyd and Markarian's (2011) research in which they examined one elementary school teacher's patterns of talk to see how they reflected a dialogic style of teaching. They believed patterns of talk (turn-taking norms, types of

questioning and response, and student talking time), the subject of the talk (who selects and controls the topic and who has interpretive authority), and illocutionary force (to what extent the intentions of the speaker are taken up into the stream of the discourse) reveal a teacher's instructional stance (Linell and Markova cited in Boyd & Markarian). The teacher in the study successfully provided a dialogic learning environment that was in harmony with Alexander's (2008) and Freire's (1987) perspectives of dialogic teaching. The study also highlighted the fact that despite the seemingly monologic structure of some teacher questions, students were still actively engaged and provided extended answers. This was due to the dialogic stance of the teacher, which confirms prior claims that it is primarily the teacher's pedagogy and the learning environment that s/he creates that leads to dialogic learning (Alexander, 2008; Lefstein & Snell, 2014; Nystrand, 1997). The presence of a dialogic element does not guarantee that dialogic instruction is happening.

Another study which investigated dialogic teaching and teacher attempts to initiate discussion was Teo's (2016) study on 18 teachers in Singapore. After analyzing their lessons, he observed that classes were monologic in nature with teachers adhering to their 'teaching script' (p. 57). Teo speculated that this could be due to teachers' insecurity since dialogic teaching requires teachers to be quite knowledgeable in their subject area to be able to handle spontaneous student questions. He called on teacher education programs to educate teachers who are confident in their subject knowledge and pedagogical content knowledge so that they can become dialogic teachers who are not afraid of relinquishing their authority. Using video analysis of teaching instances to reflect on discourse moves initiating discussion and reacting to student responses was also suggested. In his later article (2019), Teo provided a summary of studies focusing on the link between discourse, dialogic interactions, and learning. While listing a number of benefits of dialogic teaching such as increasing students' ability to think critically and promoting collaborative thinking, he also noted some difficulties in its application. Crowded class sizes, increased importance given to written work and

ineffectiveness of teachers in facilitating dialogic interaction were some of the barriers to effective dialogic teaching. Yet, the main obstacle was considered to be teachers' adherence to transmission style teaching as a result of their teaching beliefs. Teo called for a "re-imaging of the teacher's role in the classroom" to a more egalitarian one as opposed to the usual authoritarian role (p. 176).

One study contradicting previous findings was Vrikki et al.'s (2019) study on classroom talk in English primary schools. Instances referred to as "pockets of excellence" (productive dialogic forms) were located and analyzed to see whether they stemmed from teacher or student moves (p. 88). The results showed that talk in these classrooms was dialogic in nature, which contradicted previous findings stating that productive dialogs were infrequent. Dialogic moves such as elaboration, elaboration invitations, reasoning and reasoning invitations were observed frequently. The study also corroborated previous claims that teachers play a key role in shaping classroom discourse since teacher invitations determined student responses. By modelling the preferred forms, teachers can generate productive dialogs (p. 97).

A number of studies using conversation analysis as a method of analysis have also been conducted on classroom talk. Walsh (Li & Walsh, 2011; Walsh, 2006, 2011, 2013; Walsh & Li, 2013) who has studied classroom conversations extensively, described classrooms as 'unequal' places where teachers generally control topics, procedures, and speaker turns. He posits that learning opportunities increase when the language used fits in with pedagogic goals (Walsh & Li, 2013). His research focuses on the roles of teachers and how learning opportunities are created in classrooms through use of specific interactional features.

Walsh and Li (2013) explored how interactional features lead to opportunities for learning by studying discourse features such as turn-taking, repair, pausing, adjacency pairs, topic management, participation rights and preference structure in

an L2 learning context. They coined the term 'spaces for learning' for ways in which teachers "not only create opportunities for participation, but increase student engagement (both at the individual and whole class levels), promote dialogic interaction, enhance affordances by allowing increased wait-time, by paraphrasing and shaping learner responses" (Walsh & Li, 2013, p. 250). It was found that teachers create spaces for learning by "increasing pauses, acknowledging contributions, scaffolding turns, minimising interruptions, allowing extended learner turns", and by the way they respond to student contributions (p. 262). Walsh introduces the term 'classroom interactional competence' (CIC) and claims that teachers who possess CIC are more likely to foster a dialogic learning environment in which learners feel safe to take risks (Walsh & Li, 2013). Walsh and Li (2013) put forward that teachers need to develop a better understanding of the relationship between language, interaction and learning to be able to create more effective learning environments.

In her study on classroom discourse, Can Daskin (2015) focused on learning opportunities created by using interaction "as a tool for mediating and assisting learning" (Walsh, 2006, p. 132). The study investigated how teachers shaped learner contributions (SLC) in a Turkish EFL classroom to construct learning opportunities. The study used Walsh's Classroom Interactional Competence (CIC) as a reference point and focused on the form-and-accuracy, and meaning-and-fluency contexts. The results revealed that teachers shape contributions when they "extend, repeat, clarify, summarize, paraphrase, translate, and model learner contributions" (p. 52). The impact of context on how SLC was used by teachers, and that context is a determining factor in the effectiveness of the interaction features used in SLC was also highlighted. Can Daskin's (2015) findings strengthened Walsh and Li's (2013) claims that teachers with a strong CIC can provide dialogic learning environments in which students feel safe. With a better understanding of the relation between interaction and learning, teachers can increase learning.

Interested in learner agency in creating learning opportunities, Waring (2011) researched the effects of learner contributions by analyzing 14 hours of adult ESL classroom interaction. In the study, learner contributions was defined as "any learner attempt to make an uninvited contribution to the ongoing classroom talk" (p. 204). When learners took initiative and responded even if they were not selected as speakers, or provided responses other than the expected one, it was considered to be an uninvited contribution. To better understand learner initiatives, one needs to consider both turn-taking and sequence. As a result of the study, the following typology of learner initiatives is put forward: initiating a sequence, volunteering a response, and exploiting an assigned turn. In the first two learners self-select, whereas in the third one they take advantage of an assigned turn to start a sequence. The central role of language is emphasized and learners use of language to expand their participation and improve learning opportunities is exemplified. If teachers can recognize initiative-potentials, this can allow them to shape their teaching in a way that gives more room to learner voices. As Waring (2011) puts it, "understanding the intricacies of learner initiatives can contribute to our continuing efforts to unlock the 'black box' of learning, thereby greatly enhancing the pedagogical knowledge of language teachers" (p. 215).

The sum up, research has shown that teachers' behaviors have a direct influence on the quality of learning in the classroom. The atmosphere teachers create in their classrooms, the way they structure their lessons, and respond to student contributions determines the degree to which students become engaged in productive dialogs which lead to increased learning opportunities. With all the research pointing towards the benefits of dialogic teaching, it is surprising that teachers are still adhering to the more monologic style of classrooms.

2.4.8   Teacher Professional Development and Dialogic Teaching

With the increased interest in dialogic teaching, a number of studies have also been carried out on the teacher professional development programs. These studies can be analyzed in two strands; ones focusing on the use of dialogic teaching in PD programs, and others aiming to help teachers effectively use dialogic teaching strategies in their classrooms.

In describing the role of dialog in teacher professional development Penlington (2008) states that it is either the central activity in a program or "the structural glue" that binds together all other activities (p. 1304). Bringing together diverse groups of teachers, enables them to engage in rich conversations where they can learn from each other (Putnam & Borko, 2000; Rachamim & Orland-Barak, 2016), and understand the underlying reasons for their teaching related beliefs and actions (Penlington, 2008). Although teachers are mostly open to discussing ideas, for them to be able to transform their teaching, they need to critically examine their own teaching. In this way, teachers can improve their teaching styles. Nonetheless, such conversations are scarce. Professional development facilitators play an important role in supporting and guiding teachers in this process. By setting certain norms for communication the aim is to create a safe and respectful environment where teachers can engage in critical dialog (Borko, 2004). The strategies facilitators use and how they affect participant engagement have not been researched extensively. With all these in mind, although not as prevalent as classroom discourse studies (Zhang et al., 2011), some studies have focused on PD discourse and how dialogs can be used to design professional development activities in a way that would benefit participants the most.

In their study examining the discourse patterns in a collaborative professional development group for special education teachers, Leko et al. (2015) put forward a model called 'Learning Facilitation Discourse Model' showing how discourse

patterns affect teachers' learning opportunities. In this model, teacher discourse was categorized into two dimensions: knowledge (integrated, implementation and low), and inquiry (high and low) (p. 143). Integrated knowledge combined information from the PD with information from sources such as the curriculum and students. On the other hand, implementation knowledge represented a good understanding of the PD concepts without evidence of integration. Low knowledge indicated that teachers had difficulty in understanding the PD content. High inquiry indicated that teachers "desired to learn more" (p. 144). Better learning opportunities were observed in discourse displaying integrated knowledge and tendency towards inquiry. Teachers whose discourse displayed low knowledge generally changed the subject of the conversation inhibiting learning opportunities. Although some teachers were categorized as having low knowledge, their enthusiasm for inquiry opened up learning opportunities for both themselves and others.

In another study on a professional development program, Zhang et al., (2011) investigated facilitation in a program based on problem-based learning approach. Using discourse analysis, they analyzed the effectiveness of discourse strategies used and focused on which strategies lead to dialogic discourse. Their findings showed that not just one strategy but a combination of different strategies such as questioning, revoicing, and making connections resulted in increased participant engagement. The results also contradicted previous studies which claimed that open-ended questions foster productive discussions. Open-ended questions not built on participants' ideas, and ones that often changed the discussion topic did not lead to effective discussions. Moreover, "revoicing (restating what a teacher has said by repeating, paraphrasing or reconceptualizing their ideas" (p. 356) was found to hinder discussion when not used appropriately. "Quick, frequent, extended, and affirmative" revoicing structures limited opportunities for further examination of ideas (p. 388). It was recommended that facilitators be selective in their choice of revoicing by only focusing on important ideas. (Zhang et al., 2011)

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also advocated that facilitators practice increased wait time, attentive silence and reticence to provide learners the space they need to elaborate on their ideas, which all lead to a more dialogic discourse.

In an attempt to create a more integrative framework for dialogic approaches, Calcagni and Lago (2018) set out to create a framework summarizing the domains and components of dialogic education. Their proposed framework called "Three Domains for Dialog" (3D4D) aimed to analyze the elements in dialogic approaches to help better understand the commonalities and differences between approaches. The three domains proposed are: *teaching and learning, instruments,* and *assumptions*. The components of the domain of *teaching and learning* include types of talk, relationships (power distribution, emotional climate, quality of relationships) and knowledge building (topic addressed, participant progress). On the other hand, *instruments* cover learning goals, tasks, talk tools (e.g. verbal prompts, cue cards, negotiation of ground rules), arrangement of participants (e.g. group work, independent work), and assessment. The last domain, *assumptions*, is comprised of beliefs regarding knowledge and learning, and aims (overall goals of education) and norms related to social interaction (pp. 3-5). Their framework is intended for use in organizing ideas to create proposals for teacher professional development programs (TPD). It is suggested that professionals in the field can benefit from 3D4D framework since it lists points to be considered in TPD design, facilitates sharing of dialogic approaches, and serves as a tool for teachers to reflect on their practices.

In another study examining available learning opportunities in a pre-service teacher learning community, Rachamim and Orland-Barak (2016) identified three patterns of talk in teachers' discourse; *monologue pattern, switchboard pattern,* and *star pattern* (p. 477). The monologue pattern is characterized by one participant's "extended, unilateral use of the floor time" with a "hierarchical knowledge transfer" (p. 478). In the switchboard pattern, speaker turns are managed by the

facilitator who controls the topic. Participants do not directly communicate with each other but rather go through the facilitator. On the other hand, in the star pattern, power relations are more equal. Ideas and topics are discussed more freely in an environment of trust. Most participants actively engage in discourse and discuss ideas from a variety of perspectives with no restrictions from the facilitator. It was found that the star pattern provided better learning opportunities, primarily because of the symmetrical power relations. By refraining from dominating the floor through extended turns, the facilitator encouraged active teacher participation.

As part of a two year study, Warwick et al. (2016) analyzed the reflective discussions of mathematics teachers who took part in a PD program in the UK. They looked into the role of lesson study discussions in developing teachers' pedagogical intentions and the dialogic features present in these discussions. The teachers had received training on how to use dialogs productively, and used features such as "requesting information, giving reasons, providing evidence, making supportive comments, and articulating shared ideas" (p. 566). Teachers were found to be engaged in productive dialogs with two types of dialogic features identified: dialogic moves and supportive moves. Dialogic moves (questioning, building on each other's ideas, coming to an agreement, providing evidence or reasoning, challenging each other) allowed for a more "collaborative learning experience" (p. 562). On the other hand, supportive moves were considered pivotal in building the open and supportive atmosphere necessary for dialogic teaching. The need for teachers to learn how to increase the opportunities for such discussions to improve their practice was highlighted.

Although some of the larger scale studies carried out on the effects of PD programs on implementing dialogic teaching were discussed previously, a few of the more recent studies are worth mentioning. Most of the research on this issue has focused on the success of these programs by comparing teachers' pre- and post-intervention lessons (Vrikki, Wheatley, et al., 2019). One of these studies was Davies et al.'s

(2017) study which investigated the effect of a professional development program on the Quality Talk approach developed by Wilkinson, Reninger and Soter (2010). This approach comprised of a framework that aimed to help students comprehend and critically analyze a text. The study focused on secondary school English and geography teachers' use of questions types during small-group discussions, and their beliefs regarding the value of group discussions for learning. The results showed that changing teacher practice, in this case types of questions used, is a challenging process and that sustained support is needed to achieve more permanent changes. Although there were no significant changes in the questioning styles of the teachers, an increase was observed in the level of questioning and uptake among students. Because the teachers had taught students how to listen to each other and ask high-level questions, more dialogic spells were observed. It was also observed that upon examining transcripts for student talk, teacher beliefs on the benefits of small-group discussions also positively changed.

One other study on the effect of a PD program on classroom discourse was Pehmer et al.'s (2015) research in which they compared the effects of two types of professional development programs on elements of teacher-student interaction; teacher questions, student answers and teacher feedback. The study implemented two different training programs focusing on *productive classroom discourse*; the Dialogic Video Cycle (DVC) and the advanced traditional program (ATP). The year-long DVC included two cycles of training with each including three workshops and one video-recording of each teacher's lesson for reflection purposes. On the other hand, teachers in the ATP chose a number of workshops offered by a local TPD institute. The ATP program resulted in no changes regarding the student-teacher interactional elements. Despite showing no significant difference in teacher questions and student answers, the results of the DVC group showed a significant change in the level of feedback given on learning processes and self-regulation. It is important to note that in terms of teacher questions, some teachers felt insecure about entering a "field of unexpected

responses" and dealing with student responses that open-ended questions would bring about (p. 24). Students with teachers who asked more open-ended questions were found to provide more elaborated answers, indicating a possible relation between the type of questions asked and student participation. The DVC showed that it is possible to instigate change in teachers' practices and encourage more feedback through a TPD program.

A three-year longitudinal study was conducted by Wilkinson et al. (2017) in which they designed and evaluated a PD program to help elementary school teachers implement dialogic teaching to develop students' argument literacy. The program was based on Alexander's (2008) conceptualization of dialogic teaching and focused on 'inquiry dialog' which "is aimed at collectively finding the most reasonable answer to contestable, 'big' questions" (Wilkinson et al., 2017, p. 66). The organizational content and activities for the PD program were implemented each year and revised based on feedback from teachers and students. This article, published in 2017, only reports the results of the second year of the study. At the end of the second year of the program, teachers had shown progress in their use of inquiry dialog. Although teachers' epistemology had not changed, a change was observed in their discourse practices. It was observed that they implemented a more dialogic pedagogy in their teaching. To expose teachers to dialogic inquiry, researchers suggested that PD programs include elements of dialogic teaching. Creating multiple opportunities for teachers to analyze their own discourse practices was also recommended. In the upcoming reports, the authors aim to provide a set of design principles for others who wish to implement the PD program.

With the belief that teachers may not be getting the support they need in the use of dialogic methods, (Sedova, Sedlacek, & Svaricek, 2016) designed and implemented a TPD program aiming to teach the dialogic approach to secondary school teachers in the Czech Republic. Their starting point was the belief that

changes in teachers' discourse moves lead to changes in student behavior. The TPD sessions aimed to help teachers use open questions of high cognitive demand, provide students with uptake and allow students room for open discussion (defined as discussions of more than 30 seconds including at least 3 participants) (p. 15). After the TPD sessions, a significant change was observed in the nature of student talk. Student responses were more elaborate and included reasoning when expressing their ideas. The variable that affected student talk the most was open discussions. The longer the open discussions were among students, the more the students shared their ideas. Hearing multiple perspectives encouraged more thinking and exchange of ideas among students as compared to one-to-one teacher-student discussions. However, it was noted that open discussions were more difficult to achieve as they involve more than just the teacher's communication behaviors. The results of the study showed that through in-service professional development a change in classroom discourse can be achieved. As stated in earlier research (Reznitskaya & Wilkinson, 2015; Teo, 2016), the authors also emphasized that the changes observed would not be possible without the reflection component in the program.

2.5   Summary

The aim of this chapter was to present the theoretical background of the study and provide an overview of the studies conducted in this area. Based on the premises of SCT and the central role of language in learning, the literature reviewed demonstrate the importance of social interaction and dialogic teaching in promoting learning opportunities. The PD sessions in the study were planned in a way to provide opportunities for participants to engage with each other and co-construct knowledge.

Research on the role of dialog in learning highlight the role of teachers in providing students with learning opportunities. When teachers use interactional features

effectively, learners become more engaged and the quality of learning increases. Some studies also note that the presence of certain interactional features do not necessarily indicate a dialogic learning environment. Even someone who appears to be a monologic teacher at a first glance, may be quite the opposite (Boyd & Markarian, 2011). This points to the central role of teachers and their skillful use of interactional features in establishing a dialogic classroom. The role of dialog in teacher learning is also discussed as "dialogic principle is all pervasive" (Alexander, 2008, p. 53). Information gained from research on children's learning, is also effective in teacher learning. It is also important to explore the role of dialogic learning in professional development (Alexander, 2008).

CHAPTER 3

METHODOLOGY

3.1   Introduction

This chapter presents the details of the methodology used in the study. First, the research design is summarized, followed by information on the details of the professional development sessions. Next, the participants and the data collection methods are explained. Finally, information on data analysis and the trustworthiness of the study is provided.

3.2   Research Design

The purpose of this qualitative case study is to explore a professional development program and the nature of interaction in this program. A qualitative approach is chosen since the aim of the study is to understand *"the lived experiences of real people in real settings"* (Hatch, 2002, p.6). As Guba & Lincoln (1994) state, a universal truth is considered to be unknowable because individuals construct realities through their own lenses. Reality is socially constructed through experience and so the aim is to seek individual constructions of reality. In the constructivist paradigm reality is co-constructed by the researcher and the participants. Therefore, the researchers use their own subjectivity to interpret the situation (Hatch, 2002). In qualitative studies the researcher spends a considerable amount of time at the research site and is in contact with the activities of the case (Denzin & Lincoln, 2005). The researcher in this study is a member of the professional development unit, which provided the opportunity to understand reality from the point of view of an insider. In this way, it is hoped that a more truthful representation of the case will be provided (Yin, 2003).

Since a specific real-life case is used to illustrate an issue being explored, case study research is preferred in this study. An instrumental case is chosen because the purpose is to better understand a specific issue, and the case is of secondary interest aiding the understanding of something else (Denzin & Lincoln, 2005). In case study research, the researcher investigates a real-life, contemporary bounded system over time, through in-depth data collection (Creswell, 2013). What is learned as a result of this case study is assumed to provide information on the experiences of other similar institutions (Yin, 2003). The case in this study is bound by five sessions over a 4-month period in an English preparatory school in a Turkish university setting. There were 14 weeks in a semester at the university and the professional development programs were planned for 11 weeks (see 3.3 for further details). The program designed for this study was planned as a seven week program and the overall design of the program can be seen in Figure 1.
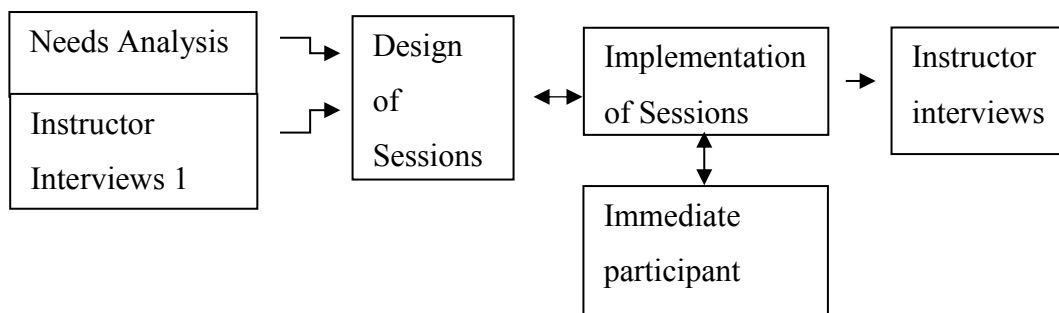
Figure 1 Overall design of the program

The program summarized above in Figure 1 was aimed at instructors who were willing to allocate more time to their professional development. As the program was planned as an in-house professional development program, first a needs analysis was prepared. Once the needs analysis was completed, the participants were interviewed to obtain further details on what their specific needs and expectations were. The sessions were planned based on the information from the surveys and interviews. As can be understood from the two-way arrow in Figure 1, information obtained from each session through participant and trainer feedback,

influenced the design and implementation of the upcoming session(s). Participants were also interviewed at the end of the program to assess its effectiveness. It should be noted that the aim of this research was not to provide an example of best practice or model to be replicated. Therefore, the assessment focused on the overall strengths and weaknesses of the program, and the challenges faced by participants.

3.3   The Design of the Professional Development Program

Before the establishment of the Professional Development Unit (PDU), instructors generally shared activities or ideas informally and within small groups of people who shared an office. Given this, the aim of the newly established professional development unit was to increase collaboration among instructors and to provide an avenue for them to get together and share their ideas, activities and challenges. When designing the professional development activities Borg's (2015a) list of characteristics of effective professional development opportunities were taken into consideration. To plan a program relevant to instructor needs and preferred activity types, instructors completed a needs analysis survey. Following this, they were interviewed to narrow down the content. The PDU had the full support of the management with one morning allocated only to PD activities. Due to instructors' negative feelings associated with previous mandatory one-shot PD sessions, it was decided that the sessions would be voluntary. To encourage participation, no classes or other teaching related duties were scheduled for these hours. To be able to attract a number of participants the unit decided to have two types of programs; the Alternative Program and the Certificate Program. At the beginning of the semester instructors were invited to a session in which the these program types were introduced. Before introducing the types of programs, teachers were asked about their expectations from PDU and what they believe professional development includes. The sessions offered as part of the program were designed in line with ideas teachers shared in this first session and the interviews conducted as part of the needs analysis.

The 'Alternative Program' included the following sessions: Agony Aunt (critical incidents), And the Oscar goes to (Activity Sharing), Do it yourself (Lesson Planning) and Observations. The 'Certificate Program', which is the focus of this study, included sessions on topics determined by participants, related mini-tasks, developmental observations and article discussions. The participants were informed that if they wanted to join the Certificate Program, they had to attend all sessions and that a certain level of commitment was expected. Due to some unexpected events in the research context, not all activities (e.g. developmental observations and mini-tasks) could be completed.

After the results of the needs analysis survey were analyzed, trainers decided on *Listening* and *Autonomy* as the topics for the sessions. Since each instructor was asked what they would like to learn in regard to their top five choices, their suggestions were taken into consideration when narrowing down these two topics. The first two sessions focused on listening and listening strategies, whereas the last session focused on what autonomy is and how it can be fostered in students. For each session, the researcher developed an initial plan including materials to be used, which were then discussed in weekly meetings with other trainers. During these meetings the materials and activity types to be used in the sessions were finalized.

The unit also met after each professional development session to discuss how the session went and what possible changes or improvements could be made for the upcoming sessions. Some of these changes included the location of the camera, the timing of the breaks, and the activity types chosen. However, the most important change made was to the spatial organization of the room which affects interaction immensely (Dornyei & Murphey, 2009). The same room with rounded tables was used for all sessions but the tables and chairs were re-arranged after the first session. Trainers noticed that instructors sitting at the tables in the back, closer to the door, seemed to participate less compared to others who were seated closer to

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the front of the room. The distance between them and other participants might have lead to a psychological distance and feeling of isolation (MacLennan & Dies, as cited in Dornyei & Murphey, 2009). Also due to the arrangement of the tables, some instructors could not see the person speaking as their backs were turned to each other. Although there is no ideal seating arrangement, to create a more personal and positive environment in the room, in the following sessions the trainers arranged tables in an oval form where all participants could see each other. The trainers also felt that instructors considered them to be authority figures and that they were there to be lectured on a topic. This was thought to be as a result of the teacher-fronted arrangement of the room. While deciding on the seating arrangement, a semi-circular structure was not preferred as it put the teacher in the center, reinforcing the idea of an authority figure. The preferred oval shape included the trainers within the group and fostered interaction among instructors (Dornyei & Murphey, 2009).

3.4   Participants

The participants of the study were the members of the professional development unit, including the researcher and 14 volunteer English language instructors working at an English language preparatory program at a private university. All instructors signed consent forms (See Appendix E) and were assured confidentiality. Originally fifteen instructors had volunteered, but one instructor dropped out after completing the needs analysis survey. This instructor's survey was not taken into account during data analysis. Convenience sampling was used to identify the institution and participants for the study due to the researcher's accessibility to the site.

3.4.1   The Researcher

Being a member of the professional development unit, the researcher was a participant observer in the study. She was an active participant in the group, and one of the facilitators. The rationale for the study was the researcher's interest in investigating the conversations that take place during professional development sessions. Most of the professional development sessions she attended were based on the craft model where the trainer's role is of a 'teller' or 'transmitter' of information (Gray & Block, 2012). This was mostly due to market forces and institutional agreements made with publishing companies. However, just as there is a call in education towards a more dialogic teaching (Alexander, 2008), so is there in teacher education (Chick, 2015; Johnson, 2009). Dialogic talk encourages constructive engagement with one another's ideas, and leads to an atmosphere of openness, trust and enquiry (Mercer, 2000b), which is also important for teacher professional development. Through the data collected, the researcher wanted to identify the current state of dialogs in professional development sessions and situations in which these sessions become more interactive leading to increased opportunities for learning. Through this study, she wanted to contribute to the future professional development plans of her own university, and other relevant educational contexts.

3.4.2   Professional Development Unit Members

Apart from the researcher (trainer 1), two other members of the PDU took part in the program as facilitators. PDU members in this study are referred to as trainers hereafter. Trainer 1 had some experience in conducting workshops and observations. Trainer 2 had a certificate in teacher training and had experience conducting professional development programs such as article discussions and other workshops. Trainer 3 was new to professional development and had no prior

experience either attending or conducting professional development sessions. A summary of the members' backgrounds can be found in Table 1.

Table 1 Trainers' Backgrounds at the Time of the Study

Trainer	Gender	Age	B.A	M.A	PhD	ELT Certificates	Teaching Experience General	Teaching Experience at Institution
1	F	37	ELT	ELT	Ongoing	CERTELT	14 yrs	1 year
2	M	31	Linguistics	None	None	None	6 yrs	2 yrs
3	F	34	ELL	ELT	None	DELTA	8 yrs	4 yrs

3.4.3 The Instructors

The participants of the study were 14 instructors who joined the professional development sessions. The data related to the participants' background was obtained through the use of the needs analysis survey (see Appendix D). All participants were native speakers of Turkish; however one participant was bilingual - a native speaker of both Turkish and English. The number of female participants (11) in the professional development group outweighed the number of male participants (3). The mean age of the participants was 31,4 with instructors' ages ranging from 25 to 40. As can be seen in Table 2, instructors had completed their B.A in a variety of departments with the majority of them (n=9) having graduated from departments other than English Language Teaching (hereafter ELT). Only five instructors were graduates of ELT departments. The majority of the participants (n=8) had either completed their Master's degree or were in the process of completing it. It is also worth noting that only one of the participants was pursuing a graduate degree in ELT, and the remaining five had either completed or were pursuing their graduate education in diverse areas ranging from American Culture and Literature to Human Resources (see Table 2 for details). Only one of the instructors was currently enrolled in a PhD program. The instructors were also asked whether they had any teaching certificates. Three

instructors had completed at least one module of DELTA (Diploma in Teaching English to Speakers of Other Languages), three had received their CELTA (Certificate in Teaching English to Speakers of Other Languages), and one had CertELT (Certificate for English Language Teaching).

All instructors had more than two years of teaching experience with the least experienced one having 2,5 years of general teaching experience. The most experienced instructors had the following years of teaching experience; 16 years (n=1), 13 years (n=2), and 11 years (n=1). Most of the instructors (n=9) were new to the institution and had only been there for about 6 months. The rest of the instructors' experience at the institution was minimum 1,5 years and maximum 4 years, which meant that they had been working at the institution since it was established. A summary of the background information for each participant can be found in Table 2.

Table 2 Summary of Participant Background Information

Instructor #	Gender	Age	B.A	M.A	PhD	ELT Certificates	Teaching Experience General	Teaching Experience at Institution
1	F	34	ELL	ELT	None	DELTA	13 yrs	6 mos
2	F	25	ELT	ACL	None	None	3 yrs	6 mos
3	M	28	Linguistics	ELT	None	None	6,5 yrs	6 mos
4	F	26	ELT	None	None	None	2,5 yrs	6 mos
5	F	36	ELL	ELL	None	DELTA	11 yrs	3 yrs
6	M	29	ELL	European Studies	None	None	3,5 yrs	1,5 yrs
7	F	29	Linguistics	None	None	None	7 yrs	3 yrs
8	F	40	ELT	Ed. Mgmt	None	DELTA, CertELT	16 yrs	4 yrs
9	M	37	Linguistics	None	None	CELTA	6 yrs	6 mos

*ELL – English Language and Literature **ACL – American Culture and Literature

Table 2 (continued) Summary of Participant Background Information

Instructor #	Gender	Age	B.A	M.A	PhD	ELT Certificates	Teaching Experience General	Teaching Experience at Institution
10	F	30	ELL	None	None	CELTA	5 yrs	6 mos
11	F	31	ACL	International Relations	None	None	3,5 yrs	6 mos
12	F	27	ELT	None	None	CELTA	4,5 yrs	6 mos
13	F	33	Linguistics	None	None	None	8 yrs	6 mos
14	F	35	ELT	HR Mgmt	Ed. Mgmt.	None	13 yrs	4 yrs

*ELL – English Language and Literature **ACL – American Culture and Literature

The participants were also asked about their prior in-service professional development experiences. Six of the instructors stated that they had not attended any in-service professional development programs before. The remaining eight indicated that they had attended programs at their previous institutions. One instructor mentioned that the program she attended lasted only one week, and another underlined that the program she had attended was cancelled a month later due to the instructors' workload.

The numbers included in Table 2 were given in reference to the order of the instructors' completion of the needs analysis survey. To ensure anonymity in this study, instructors are referred to using these numbers given (e.g. I-7).

3.5   **Data Collection**

In line with the qualitative approach chosen, multiple methods of data collection were employed in this study. Through use of multiple data sources, the results of a case study becomes more accurate and convincing (Yin, 2003). Including many forms of qualitative data provides an in-depth understanding of the case whereby increasing its quality (Creswell, 2013). Yin (2003) lists six most commonly used sources of data: documents, archival records, interviews, direct observations,

participant observations and physical artifacts. Of these, this study made use of interviews, participant observations and physical artifacts in the form of reflection sheets and a reflective journal. Among other data collection methods were surveys given to participants before the professional development program and the audio and video recordings of the professional development sessions.

3.5.1 Data Collection Tools

3.5.1.1 Needs Analysis Survey

Before starting the professional development sessions, all volunteers were given a needs analysis survey (see Appendix D) to obtain biographical data and identify possible topics of interest. The survey was prepared by first analyzing international teacher frameworks and standards available; Cambridge English Teaching Framework (2014), British Council CPD Framework (2015), EAQUALS Teacher Development Framework (EAQUALS, 2013) and TESOL P-12 Professional Teaching Standards (2010). The researcher compared the frameworks to identify common topics included in the frameworks. This was done to identify topics determined by international bodies as crucial to teacher knowledge base. As a result of this analysis the first part of the survey was formulated. Part 1 consisted of 62 Likert scale items and was divided into seven parts; methodology, classroom management, lesson planning, teaching language skills, using teaching resources effectively, evaluation and assessment, and knowledge about language. Part 2, which included seven questions, aimed to identify participants preferences related to their professional development. The first five questions included checkboxes allowing participants to choose all that apply. These questions focused on instructors' current professional development practices, their reasons for wanting to participate in a professional development program, the types of activities preferred, and the length and frequency of sessions. The last two questions in this part were open-ended questions giving a chance to participants to include any specific topics

they are interested in and anything else that they wanted to share with the researcher.

Part 3 of the survey aimed to obtain background information about the participants. It was created by analyzing previous surveys used in studies conducted on professional development in Turkey (Ekşi, 2010; Gultekin, 2007; Korkmazgil, 2015; Sentuna, 2002). The nine questions included in this part focused on participants' demographic information and other background information related to their education, teaching experience and professional development experiences. This part was specifically included as the last part of the survey so that participants could focus more on the content of the actual survey. Dörnyei and Taguchi (2010) refer to the personal questions in a survey as 'a rather forbidding set of questions' (p.47), and warn that such questions may put participants off. In addition to the difficulty participants would have refocusing on the actual topic of the study, including such questions at the beginning may also lead to resistance in participants.

The survey was sent to one professor, one associate professor, and three colleagues with PhD degrees for expert review. Upon suggestions from the experts, some parts in Part 3 were re-worded to avoid ambiguity and achieve consistency in language use. Once revisions were completed, the questionnaire was piloted with six instructors; three from the research context and three from other institutions. During the piloting stage participants were asked whether there were any ambiguous items or problems with the design of the survey. No revisions were necessary after the piloting. The piloting also conferred the fact that the survey did not exceed 15 minutes to complete.

3.5.1.2   Semi-structured Interviews

In qualitative research, interviews are employed to discover meaning structures participants use to make sense of their experiences. Interviews are of value to researchers because such structures are not directly observable, and are taken for granted by the participants themselves (Hatch, 2002). Merriam and Tisdell (2016) categorize interviews into three; highly structured/standardized, semi-structured and unstructured/informal. Semi-structured interviews were preferred in this study as highly structured interviews are not suitable in understanding participant's perspectives. In this study, the researcher conducted two semi-structured interviews with the participants. All interviews were recorded.

The focus of the first interview (see Appendix A) was to gain information about the instructors' teaching experiences, their professional development experiences, their reasons for joining the program and their expectations. Although an interview guide (see Appendix A) was prepared, the researcher also analyzed each participant's survey results and determined the parts in which additional questions were needed to clarify the participant's answers. Eleven out of 14 participants volunteered for the first set of interviews which lasted from 20 to 45 minutes. Three of the instructors preferred to have their interviews in Turkish. Selective transcription was employed based on the purpose of the researcher and only parts related to the research questions were transcribed word by word (Kvale, 2007). For other parts of the interview, the researcher took detailed notes on issues which could affect the design of the current PD program (e.g. dissatisfaction with previous experiences, suggestions for improvements).

On the other hand, the aim of the second interview (see Appendix B) was to identify how this experience contributed to the participants' professional development. Ten out of 14 instructors agreed to participate in the second interview which was conducted in English. The researcher originally wanted to have focus

group interviews since the interaction between participants could lead to richer data. However, due to instructors' teaching schedules, only one focus group interview could be conducted with five instructors. The rest of the interviews were conducted as individual (n=1) and pair interviews (n=2). The interviews ranged from 17 to 26 minutes, and were all transcribed verbatim using MAXQDA 12.

All transcriptions were done by the researcher, which helped the researcher in making meaning of the data as the analysis started as soon as the process of transcribing began (Kvale, 2007). The transcription conventions in Appendix F were used when transcribing the data. When transcribing the interviews, emotional expressions were omitted as they did not serve the research purpose.

3.5.1.3   Participant Observations

Hatch (2002) refers to observation as a 'cornerstone' of qualitative data collection (p. 90) and emphasizes that it yields information and understandings that are otherwise unavailable to researchers. Hence, observations are crucial in studies looking into participant perspectives. Hatch (2002) states that "the more involved the observer is as a participant in the setting, the closer he or she is to the action" (p. 75). The researcher participated in the PD session both as a member of the group of instructors and a trainer. When other trainers were facilitating the session, she acted as a participant. Being a participant observer provided an opportunity to observe the group throughout the process, and have an insider's perspective. Each professional development session was both video and audio recorded. The researcher also kept field notes during sessions to record information on the setting, certain activities, non-verbal communication and group interaction. The observations were intended to shed light on the group formation, group interaction, group members' roles and the discourse of the meetings. When possible, the researcher took field notes which are "descriptions of contexts, actions, and conversations written in as much detail as possible given the constraints of

watching and writing in a rapidly changing social environment" (Hatch, 2002, p.77). The raw field notes taken during observations were reviewed shortly after the observations and used when writing entries into the reflective journal.

3.5.1.4   Reflective Journal

In this study a reflective journal was kept by the researcher with the aim of documenting the procedures involved in establishing and maintaining the professional development sessions, and the challenges faced during the process. The researcher made entries into the journal as needed and not on a daily basis (Lincoln & Guba, 1985). The researcher's notes in the journal were generally in the form of short notes and at other times short paragraphs. Such research journals provide a medium for researchers to reflect on their research experience, their feelings about it, and their tentative interpretations. Through journals, researchers can distance themselves from the process and monitor their personal reactions to what is being discovered. In addition, the journals kept can be used to identify researcher biases during data interpretation (Hatch, 2002). Journals in which researchers record information as they need also help achieve trustworthiness in qualitative data analysis (Lincoln & Guba, 1985).

3.5.1.5   Reflection Sheets

After each professional development session, participants were asked to complete a reflection sheet which included questions about participant's views on the session and the conversations during the session (see Appendix C). The reflection sheets were reviewed after each session, and when applicable, the insights gained were used in planning the activities and flow of the next session.

3.5.2 Data Collection Process

The data collection lasted one semester in which a total of five sessions were conducted. The purpose of the first meeting was to introduce the professional development session plans and also get a better understanding of what instructors' understandings and expectations from the professional development sessions were. The second session's aim was to introduce the needs analysis survey to the teachers. A presentation was made explaining the rationale behind the survey questions and instructors were also guided to look at some of the international frameworks used. The first two sessions were not recorded, as they were not sessions aiming to generate discussions on a specific professional development topic. The following three sessions were both audio and video recorded. A summary of the data collection process can be found in Table 3.

Table 3 Summary of Data Collection Process

	The Process	Tools
	PDU Initial meeting	Reflective journal
	PDU Needs Analysis meeting	Reflective journal
	1st Interviews	Audio recordings & Interview notes
	Session 1 – Listening Skills	Reflective journal, Field notes, Reflection sheets, Audio & Video recordings
	Session 2 – Listening Skills continued *(cancelled)*	Reflective journal, Field notes, Reflection sheets, Audio & Video recordings *(cancelled)*
	Session 3 – Listening Skills Article Discussion & Learner Autonomy	Reflective journal, Field notes, Reflection sheets, Audio & Video recordings
Spring Term	Session 4 – Learner Autonomy continued	Reflective journal, Field notes, Reflection sheets, Audio & Video recordings
Fall Term	2nd Interviews	Audio recordings & Interview notes

3.6   Data Analysis

Data analysis in qualitative research starts at the same time as data collection so that the researcher could have a more focused approach with the help of ongoing analysis. The process involved is recursive and dynamic in nature, and becomes more intensive once data collection has been completed (Merriam & Tisdell, 2016). This section will provide an overview of how each set of data was analyzed.

3.6.1   Needs Analysis Survey

The needs analysis consisted of three parts; needs analysis, professional development, and demographic information part. The needs analysis part included questions about instructor needs, where as the part titled professional development mainly included questions about instructors' motivations and PD related preferences. The last part aimed to collect detailed information about the participants' professional background. The first part of the survey consisted of Likert scale items, which were analyzed using SPSS. Basic descriptive statistics were provided and used to determine the topics of the planned professional development sessions. For the professional development part of the survey frequencies of responses were presented. The information obtained from the demographic part was summarized in part 3.4.3 to provide information on the participant profile.

3.6.2   Interviews

Both interviews were transcribed using a simplified version of Jeffersonian transcribing conventions (See Appendix F) and analyzed using Miles and Huberman's (1994) data analysis scheme. For both interviews participants were given the option of having their interview in Turkish or English. In the first interview three instructors chose to have their interviews in Turkish, while no one

opted for this in the second interview. When reporting the findings, quotes from the Turkish interviews were translated independently by two people. Then, the translations were compared to choose the one best reflecting the meaning of the Turkish quote.

For the first interview, the recordings were listened to a number of times with the parts relevant to the research questions transcribed. On the other hand, for the second interview all data was transcribed verbatim. During the transcription stage the researcher used memoing to indicate potential points of interest. Once all transcriptions were completed, each interview was read carefully a number of times to be able to get a general idea about the data. In the first stage of analysis, referred to as data reduction, the data was simplified by coding and clustering emergent themes (Miles & Huberman, 1994). While analyzing the data, a combination of a priori codes based on the interview questions and emergent codes were used (Creswell, 2013). An open-mind was kept for any emerging themes that may come from the data itsef. The interview data was coded until data saturation was reached and no new codes or categories emerged. Once the coding was finalized, the transcripts were read once again to ensure that no data had been overlooked. For the first interview, intra-rater reliability was performed in which the researcher analyzed the data once again and compared the results with the original coding and interpretations. For the second interview, about 34% percent of the second interviews were coded by a second rater to ensure reliability, and an 83% agreement was established. Miles and Huberman (1994) suggest that 80% agreement is an acceptable rate to show reliability. Any differences found were discussed and assigned a final code. Once the coding scheme was finalized, the second interview data was analyzed once again. Then the data was organized into tables in the data display stage. In the last stage, the data was examined to reach conclusions from the patterns identified. (Miles & Huberman, 1994).

3.6.3   Video-recorded Sessions

One part of the data collected in this study comprised of video-recordings of PD sessions. A total of 261 minutes of recordings were transcribed and analyzed using MAXQDA 12. Only classroom whole class teaching episodes were included in the data analysis. In this part, first the reasons behind the methodology are explained. Then details on how the data was coded are given.

Commensurate with the theoretical framework adopted in this study, Mercer's sociocultural discourse analysis was used in analyzing the data obtained from the video-recordings. Mercer (2008) claims that "a sociocultural perspective provides an appropriate theoretical base for developing a more temporally-sensitive understanding of teaching and learning" (p. 38). What he refers to as a temporally-sensitive understanding is the analysis of the joint construction of knowledge over time rather than just a time period of one lesson. Acknowledging that the display of joint construction of knowledge is a complicated task, it is believed that it can only be accomplished partially. Nevertheless, by studying discourse over time and by basing analysis on any resources of shared common knowledge, this process of construction should be studied as "the process of teaching-and-learning depends on the development of a foundation of common knowledge" (Mercer, 2008, p. 40).

When studying this process of knowledge construction, considering the role of the historical, institutional and cultural context is fundamental to achieve a more complete understanding of the interaction taking place (Mercer, 2010). Interaction is commonly described as "action in process", and conversation analysis and discourse analysis are regarded as methods which can capture this dynamic nature of interaction (Wray & Kumpulainen, 2002, p. 25). As opposed to freezing interaction into pieces, these methods "characterise the construction of interaction and its meanings on an utterance-by-utterance or turn-by-turn basis" (Wray & Kumpulainen, 2002, p. 25). With its roots in Bakhtin's conceptualization of

utterances as links in the chain of meanings, each utterance is considered both dependent on the previous utterance and determinant of prospective utterances (Linell, 2009). Even a single utterance by one person is considered interactive in nature. For this reason, one needs to consider the relevant context in meaning-making as "contexts and situations dynamically change with participants communicative and cognitive activities" (Linell, 2009, p.16).

A variety of methods and methodologies are available to analyze classroom talk including quantitative methods such as interaction analysis, computer-based text analysis, and qualitative methods including ethnographic analysis, discourse analysis and conversation analysis (Mercer, 2010; Walsh, 2013). Interaction analysis which was prevalent in the 1960s and 1970s utilized observation instruments or coding systems (Walsh, 2011), and talk occuring in classrooms were put into pre-determined categories generally to attain statistical results (Mercer, 2010). However, the extent to which such instruments could capture the complex interactional organization of the classrooms was questioned. One of the main problems with such an approach was that utterances could have different functions than the ones attributed to their surface features. For instance, a closed question could serve a number of functions depending on what stage in the lesson it was asked (Mercer, 2010). Also, common features of naturally occuring overlaps, interruptions, backchannels and hesitations were ignored (Edwards & Westgate, 1994), and dealing with instances that did not fit into the categories made the analysis problematic (Mercer, 2010; Walsh, 2011; Wray & Kumpulainen, 2002). Often language features were counted in order to identify productive instances, yet this method could not fully represent the joint construction of knowledge (Mercer, 2010; Mercer & Dawes, 2014) and resulted in a "static and fragmented picture of the interactional phenomena" (Wray and Kumpulainen, 2002, p. 24). Because of these limitations, using categorical coding schemes is not considered a suitable tool if the aim is to investigate "the processes by which teachers and students build shared understandings" (Mercer, 2010, p. 5).

With the belief that the true nature of the educational process cannot be conveyed completely "without applying available information about previous related interactions and historically contextual knowledge shared by participants (as seems to be advocated by some conversation analysts, e.g. Schegloff, 1997)" (Mercer, 2008, p. 40), a discourse analytic approach was adopted in this study. Both the historical and dynamic aspects of interactions are taken into consideration during analysis. The historical aspect includes previous shared experiences and relationships and different kinds of common knowledge the participants have, whereas the dynamic nature refers to the emergent nature of the conversations. Participant contributions are shaped by what is said before them and are not planned beforehand (Mercer, 2008). Although it is not possible to have all the information needed, whatever information is available to researchers obtained through documents, interviews and so on should be used during analysis (Mercer, 2008). It is believed that being an insider researcher in this study was beneficial in better understanding the interactions taking place.

Before discussing SCDA in detail, it is important to define discourse analysis. Discourse Analysis (DA) can be considered an umbrella term which can refer to a number of definitions and approaches used in analyzing written and spoken language (Johnson & Mercer, 2019). It is defined as "the study of the relationship between language and the contexts in which it is used" (McCarthy, 1991, p. 5). From a linguistic approach, DA is interested in "the organisation and functions of language in use" and in other sciences such as sociology, psychology, anthropology and educational research it focuses on analyzing talk in its social context (Johnson & Mercer, 2019, p. 267). The approach used in this study is influenced by Mercer's (2004) Sociocultural Discourse Analysis (SCDA) which is a method used to understand how language is used to think together and "as a tool for teaching- and - learning, constructing knowledge, creating ideas, sharing understanding, and tackling problems collaboratively" (Johnson & Mercer, 2019, p. 268). SCDA's greater focus on the common knowledge constructed through interaction, and the

effects of institutional and cultural context on the talk separates it from conversation analysis (Johnson & Mercer, 2019; Warwick et al. Halem, 2016). What is central is to understand the meaning created by participants.

Most studies investigating talk in learning environments study children's classroom learning. Due to the different nature of this study, a deductive approach using pre-determined categories presented in such studies was not considered suitable as they might restrict the findings. An inductive approach was adopted "as it would allow for possible particularities from this context to emerge" (Vrikki et al., 2019, p. 474). The researcher wanted to focus on *generating categories* rather than *selecting data* to be put into already established categories so as not to overlook emergent categories (Merriam & Tisdell, 2016, p. 212).

To analyze the PD sessions, all sessions were first transcribed word by word using a modified version of the Jeffersonian transcription system (see Appendix F for the transcription conventions). When analyzing, Saldana's (2013) two cycle coding approach was utilized. In the first cycle, an open coding approach was used to closely analyze the data to locate similarities and differences. In this way, the analysis was not a restricted one but rather an open-ended approach in which some guidelines were followed (Saldana, 2013). The guidelines in this study were based on the foundations of dialogic teaching and productive dialogs outlined in the review of literature. When using an open-coding approach, it would be misleading to think that the researcher has a *blank mind*. As Merriam and Tisdell (2016) state:

> All investigations are informed by some discipline-specific theoretical framework that enables us to focus our inquiry and interpret the data. However, this framework is not tested deductively as it might be in an experiment; rather, the framework is informed by what we inductively learn in the field. (p17)

First, the transcriptions were read a number of times to note down observations and comments. Then codes were created from the participants' words, concepts from

the literature or the researcher's own description of a segment. The focus of the initial analysis for the recordings were the functions of verbal interaction. The unit of analysis used was the conversational turn of talk (TOT) and each turn of talk was coded according to the speakers' function such as explaining, disagreeing, challenging and so on. As the function of an utterance can be different from its literal meaning, when deciding on the functions, not the linguistic form but the implication of the utterance was taken into consideration. The functions were determined according to the retrospective and prospective effects the utterance had on the discourse (Wray & Kumpulainen, 2002). Turns of talk which fit in with more than one category were coded as such.

After all data was analyzed, in the second cycle of analysis, the codes were grouped together with possible themes and categories identified. This type of coding is referred to as analytical or axial coding (Saldana, 2013). As the analysis progressed, what started as an inductive analysis became more deductive as the researcher searched for the categories identified in the remaining data (Merriam & Tisdell, 2016). A summary of the logic of the data analysis can be found in Figure 2.
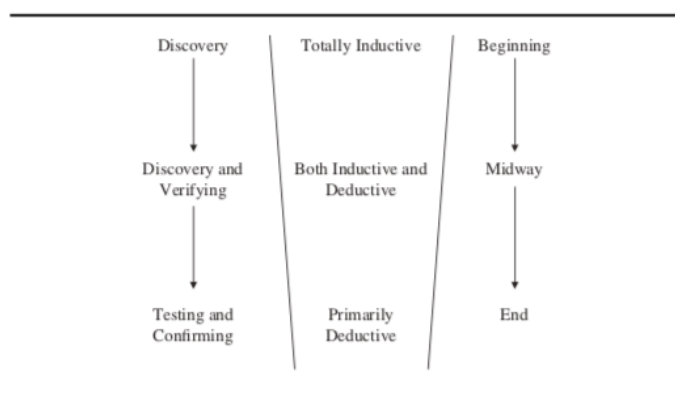
Figure 2 The Logic of Data Analysis (Merriam & Tisdell, 2016, p. 211)

As the researcher continued analyzing the data, new codes emerged. As suggested by Saldana (2013) codes were kept in a code book which was updated regularly as new codes emerged in the analysis (See Appendix G). For each code, its name, description and some examples were included in the code book. For codes such as *extended turn* for which the examples would be too long, no examples were included due to space limitations. Coding continued until no new information emerged and enough regularities were identified (Miles & Huberman, 1994). While coding, the researcher also used analytical memos where she included questions and notes on trainer and participant behavior. These memos served "as an additional code- and category-generating method" (Saldana, 2013, p. 51).

To increase the reliability of the study, 50 minutes of the first professional development session was analyzed by a second rater using MAXQDA 12. For this, the researcher and the second rater came together to go over the data. Before the meeting, the latest draft of the code book was shared with the second rater (Saldana, 2013). After coding, the second rater suggested that two new codes named *dialog leading nowhere* and *realizing misunderstanding* be added to the code book. Another suggestion was related to the naming of the code *participant adding to previous turn*. In accordance with the suggestion, this code was renamed and divided into two as *participant expanding previous participant's turn* and *participant expanding own turn*. While comparing their codes, the two raters also decided that the codes revoicing and repeating should be combined into one as having two separate codes did not yield specific information regarding the research questions. The final version of the codebook can be found in Appendix G.

Moreover, based on discussions with the second rater, it was decided that turns by the same speaker which were interrupted by backchannelling would be coded as one chunk instead of separate turns. Backchannelling moves used by the trainers or participants to indicate listenership did not have any meaningful contributions to the dialogs in terms of content. Furthermore, once the code matrix browser on

MAXQDA was analyzed, the raters noticed that coding each trainer contribution divided by expressions such as *yeah, hmm, okay* as one turn, led to a misleading picture about the amount of trainer talk. When coded as separate turns, there was an increase especially the number of trainer turns. Therefore, while coding such instances were grouped.

3.7   Trustworthiness

According to Merriam & Tisdell (2016), a study is trustworthy "to the extent that there has been some rigor in carrying out the study" (p. 237). In qualitative research different standards of rigor are employed and in the current study Lincoln and Guba's (1985) four criteria of credibility, transferability, dependability and confirmability are considered in establishing trustworthiness. The four afore-mentioned criteria were put forward by Lincoln & Guba (1985) to replace the concepts of external validity, internal validity, reliability and objectivity used in the conventional paradigm. The following section will explain how trustworthiness was achieved in this study for each criteria.

3.7.1   Credibility

In qualitative research, reality is not considered fixed and objective, and a phenomenon can have multiple constructions of reality. Although achieving an objective reality or truth is not possible, a number of strategies can be employed to ensure credibility of findings (Merriam & Tisdell, 2016). Lincoln and Guba (1985) put forward that the researcher needs to demonstrate that the multiple constructions of reality, in other words reconstructions, have been displayed adequately. They propose five techniques to achieve credibility; prolonged engagement, peer debriefing, negative case analysis, referential adequacy, and member checks. This study made use of four of the suggested techniques; the prolonged engagement, triangulation, peer debriefing and member check.

The first way credibility was achieved was prolonged engagement which is "the investment of sufficient time to achieve certain purposes: learning the "culture," testing for misinformation introduced by distortions either of the self or of the respondents and building trust." (Lincoln & Guba, 1985, p. 301). The researcher had been working at the institution for seven months before she became the member of the professional development unit and started conducting the research. This gave her the opportunity to get acquainted with the context, and learn about the education system and the instructors. The time spent in the context of the study helped the researcher to build trust. Another factor which helped build this trust were the other members of the unit who had been working at the institution longer than the researcher. However, it should be noted that in cases of prolonged engagement, the researcher needs to be aware of possible personal and participant distortions. The researcher's prior beliefs may influence his or her interpretations. The researcher's reflective journal and peer debriefing helped the researcher become aware of her beliefs and assumptions. Furthermore, excerpts from the raw data were provided along with the researcher's interpretations to display that data was not distorted. Participants of a study may also have the tendency to give misleading information for a variety of reasons such as pleasing the researcher. To avoid this, in addition to the semi-structured interviews, participants were asked to provide anonymous feedback at the end of each session.

Triangulation also strengthened the credibility of the study. Four types of triangulation are listed in the literature; sources, methods, investigators and theory triangulation (Creswell, 2013; Flick, 2017; Lather, 2003). Data triangulation in this study was achieved through use of multiple sources and methods. The expression 'multiple sources' entails both "multiple copies of one source" as in different participants taking part in interviews and also "different sources of the same information" as in use of different data collection tools to corroborate a participant's experience (Lincoln & Guba, 1985, p. 305). Methods triangulation

refs to using different data collection tools or different designs (Lincoln & Guba, 1985) and the present study achieved this by collecting data through interviews, video-recorded participant observations, and a needs analysis survey.

Another method used to increase the credibility of the study was peer debriefing which Lincoln & Guba (1985) describe as "a process of exposing oneself to a disinterested peer in a manner paralleling an analytical session and for the purposes of inquiry that might otherwise remain only implicit within the inquirer's mind" (p. 308). The peer acts as 'the devil's advocate' questioning the researcher's interpretations and biases (p. 308). Lincoln and Guba (1985) stress the importance of the peer chosen, indicating that it should not be a person whose views would be disregarded or seen as commands. A colleague with a PhD in ELT acted as the *devil's advocate* and helped the researcher throughout the process. The researcher had known her colleague for 20 years and trusted that she would have a critical approach and would be completely honest. The researcher consulted her peer a number of times during the study and also asked her to read the study to comment on its conclusions.

The last method used was member check. Once the analysis of the data and the preliminary results were completed, they were shared with a fellow trainer from the professional development team. This trainer was also one of the three trainers in the professional development unit. As a result of the member check, the analyses of learning opportunities in two extracts were revisited. Instances which were originally labeled as missed learning opportunities were later considered to be appropriate times for trainer intervention.

3.7.2 Transferability

Lincoln and Guba (1985) indicate that researchers in naturalistic inquiry cannot claim transferability and that transferability depends on the similarity between the

contexts in question (p. 316). In qualitative research, a single case is chosen not to find generalizations but rather because the researcher's interest lies in that specific context (Merriam & Tisdell, 2016, p. 254). Merriam and Tisdell (2016) claim that "Every study, every case, every situation is theoretically an example of something else. The general lies in the particular; that is, what we learn in a particular situation we can transfer or generalize to similar situations subsequently encountered" (p. 255). They refer to what they call 'user generalizability' which leaves it up to the person reading the study to decide whether it is applicable in their context or not. For this to be possible, researchers need to provide thick descriptions including information about the setting, the participants and the research study. To meet the transferability criterion, this study provide detailed descriptions of the setting, the participants and procedures related to data collection and analysis.

3.7.3   Dependability

Dependability is the term used for what is referred to as reliability in quantitative studies (Lincoln & Guba, 1985). Since exact replications of studies are not possible in qualitative studies, Lincoln Guba (1985) focus on what they call *dependability* or *consistency*. What is of importance in such studies is the consistency of the findings with the data collected. To meet the dependability criterion, methods of triangulation, peer examination, investigator's position and audit rail were used as suggested by Merriam and Tisdell (2016, p. 252). Data was triangulated by using different methods and sources of data to ensure the consistency and dependability of data. Peer examination, in other words peer debriefing was also employed as discussed in part 3.7.1. Furthermore, the detailed explanations provided in the methodology section of this study serve as a record of the details of the context, data collection tools, data analysis and interpretations made. Using this information provided, readers can verify the findings of the study (Merriam & Tisdell, 2016). Lincoln and Guba (1985) refer to this process as audit trail (p. 319). The

researcher's reflective journal, which included entries on the researcher's questions, the problems encountered, and the decisions made throughout the research process, enabled her to provide a more complete picture of the study. One last process that added to the reliability of the study was the presence of other raters during the data analysis process. Part of the data was analyzed by other raters; one with a PhD in ELT and another currently pursuing her PhD.

3.7.4 Confirmability

In naturalistic inquiry Lincoln and Guba (1985) refer to objectivity as confirmability. To achieve confirmability and demonstrate that the findings are not affected by the researcher's biases, a number of methods are suggested such as triangulation and keeping a reflexive journal. Triangulation was achieved in this study as explained in part 3.7.1. During the research process, a reflexive journal was also kept in which the researcher took notes on issues such as data collection tools, data analysis and any other reflections she had related to the study. Additionally, the researcher's role was explained to readers.

3.8 Ethical Considerations

To conduct the current study, approval was taken from Middle East Technical University Human Research Ethics Committee (See Appendix H). The researcher met with the instructors at the university before the professional development sessions started to inform them about the purpose and the details of the study. The instructors who volunteered to take part in the study signed informed consent forms (See Appendix E) and were notified that they were free to withdraw from the study at any time. It was also explained that the data would solely be used for research purposes, and only the researcher and co-raters would have access to the data. All participants were assured anonymity, and were given pseudonyms such as T1, T2, T3 for trainers, and I-1, I-2 and so on for instructors.

CHAPTER 4

RESULTS

4.1 Introduction

This chapter aims to present the results of the study organized around the two main research questions. In part 4.2, the results for the first research question on instructors' reasons for joining the professional development program are presented. In part 4.3, the data is analyzed to outline the contributions of the program on instructors' professional development. First data from the interviews is presented. Then, the analysis of the video recordings are given.

4.2 Reasons for Joinining the PD program

The first research question aimed to explore the reasons behind instructors' participation in the PD program. To this end, data was collected through a needs analysis survey and the first interviews. In addition to determining instructors' needs, the survey also included a question (#2) on instructors' reasons for joining the program. For this question, instructors chose from a number of options such as to learn from each other, to observe each other, and so on (see Appendix D for survey). The question also included an *other* option to obtain additional reasons, if any. The results of the survey question on instructors' motivations are presented in Table 4.

Table 4 Instructors' reasons to attend PD

Item choice	Frequency
to benefit from others' experiences	13
to reflect on my teaching	11
to learn more about my profession	7
to share my experiences with colleagues	7
to observe colleagues	7
to engage in dialogs with colleagues	7
to feel more as a part of a community	6
to solve my job related problems	5
to read ELT journals, magazines or books	4
conduct classroom research	3
other (to learn a lot from PDU members)	1

The most frequent answer from the survey was to benefit from others' experiences, followed by reflecting on one's own teaching. Learning more about one's profession, observing colleagues, sharing experiences with colleagues, and engaging in dialogs were also indicated by most of the instructors. Data from this table is further analyzed in integration with the interview results in the sections below.

Further information was gathered through the first interview which included questions directed at uncovering instructors' motivations for joining the program and its perceived contributions to their professional development. The survey and the first interviews were completed by 14 and 11 instructors, respectively. When presenting the results for the first research question, the results of the interviews are taken as a basis with relevant information from the surveys included as supporting or additional evidence. Upon analyzing the interview data six themes emerged; learning from and with others, reflecting on one's teaching, the planning of the program, a desire to be part of a community, the trainers, and the group.

4.2.1   Learning from and with Others

In Table 5 the codes and frequencies for the first theme are presented.

Table 5 Learn from and with others

Theme		Frequency
Learn from and with others	learn new activities, methodologies, ideas, technological tools	7
	how to solve problems	4
	learn theory	3
	blend of practice and theory	3
	have academic discussions	3
	gain different perspectives	2
	to contibute to others	2
	observations	2
	how to have more enjoyable classes	1
	how to prepare activities	1
	learn about new developments in ELT	1
	better understand student profile	1
	to foresee possible in-class problems and take precautions	1
	learn about others' teaching	1
	intrinsic motivation/personal desire to learn	1
	challenging one's self	1
	keep knowledge fresh	1

One major reason that almost all instructors (n=10) stated was to learn from and with others. The survey results also corroborated this finding with the most frequent answer (n=13) being *to benefit from others' experience.* Moreover, half of the instructors also chose wanting *to learn about their profession.* Interviews also provided evidence of this with more than half of the instructors (n=7/14) emphasizing their wish to gain new ideas and learn new activities, methodologies, and strategies. On a more specific note, two instructors mentioned they would like to learn about new technological tools. One instructor stated her firm belief in benefiting from her colleagues knowledge as:

> I learn a lot from my friends here, and believe I also help them. The best people to contribute to my development at the workplace are my colleagues because they are generally very helpful and open to sharing. We work with *ego-free* people. I knew I would learn a lot and that is why I am proud to say I volunteered to the program. (I-7)

The following examples also illustrate how much instructors value their colleagues' expertise. Nine out of eleven instructors had a non-ELT background and one instructor (I-6) stated that he had much to learn from his colleagues with educational backgrounds in teaching:

> Since I don't come from an ELT background, colleagues with ELT backgrounds are much more talented in preparing activities for beginnner levels, or competitions, role plays with colored papers and markers all over the place. Maybe I should improve that skill of mine and for that I need inspritaion. I could build on the ideas I get. (I-6)

While instructor 6 acknowledged the creativity of his colleagues with an ELT background in designing activities, another instructor (I-12) who had a background in ELT also stressed that she could learn a lot from all her colleagues, especially in terms of designing more enjoyable classes:

> For example, I can learn a lot from my colleagues and I can use those strategies and methods in my classes. I can merge all the skills and techniques and activities. I can also see my weak points. Sometimes we can't see that we are weak in this point but when we have those ssessions maybe I can realize that oh I didn't use this in my lessons before so I can realize my weak points as well as strong points (I-12).

So no matter what their backgrounds were, instructors appreciated the opportunity to learn from each other. As was evident from the interviews the diversity in the group was embraced. When talking about their reasons for joining the program, two instructors also referred to their personal desire to learn more. Instructor 10 indicated that she personally liked challenging herself, and that she considered this program as a chance to do this. Instructor 1, on the other hand, quoted her intrinsic motivation as the main reason. Solely teaching was not enough for her.

One other reason given by the instructors (n=3) was gaining new perspectives. Instructor 5 believed that understanding how people perceive things differently makes one see that more than one answer is possible. By thinking over what others say, one can learn from the discussions. The role of discussions also came up in other interviews in which both discussions and observations were listed as tools for learning from each other. The survey results confirmed this finding with half of the instructors choosing *to observe colleagues* and *to engage in dialogs*. On the topic of observations, instructor 6 noted that they would benefit him in the following way:

> I'm very much looking forward to the peer observations. They in particular I believe will help me to see myself from a different perspective. To see my shortcomings and maybe help realize my own strengths that I do not know at the moment. (I-6)

With the help of another colleague's perspective, instructor 6 wanted to reflect on and improve his teaching. Similarly, instructor 10 emphasized the importance of observations in improving one's teaching. She hoped that the professional development unit would be able to do this in a professional and objective manner. This instructor valued critical discussions and feedback for self-reflection purposes rather than ordinary comments stating everything was great. Learning about her mistakes and receiving alternative suggestions on how to conduct her class was what she was looking for.

Touching upon the importance of sharing, instructor 5 talked about how her perspective had shifted regarding the benefits of discussing issues with colleagues:

> For quite a while I never asked anybody any questions because I didn't want anybody to think that I didn't know things. But it doesn't get you anywhere. You get more and more frustrated cause you don't have an answer. You don't ask anybody and you are always at the point where you asked the question. I think collaboration is sharing what you tried and worked in class or collaboration is also sharing something you tried but that

didn't work. You would like to share that so that other people reconsider it or add to it before trying it. (I-5)

The benefits of sharing experiences during discussions was also corroborated by instructors 6 and 13. Instructor 6 hoped to learn different methods, techniques and activities during discussions. With a strong belief in the fruitfulness of post-observation discussions, he wished to learn about himself and his teaching. On the other hand, instructor 13 expressed her views about discussions along the following lines:

> I mean sharing, discussions, they always broaden my mind and give me a different point of view. So I think they are useful because sometimes I cannot find maybe the right thing. When I hear other people, they have it right actually. Maybe I always evaluate myself in a positive way but I am sure I have my weaknesses and when people share different points of view I see that I lack this skill actually. So I don't see it as an obstacle or something discouraging. I see it something building, lifting, uplifting. (I-13)

The more academic side of the program was also among the reasons quoted. Quite a few (n=10) instructors focused on this stating that they were interested in learning about new developments in ELT and the theories behind certain practices. Furthermore, they wanted to focus on how to implement what they learned. Similarly, instructors chose *reading ELT journals, magazines or books* (n=4) and *to conduct classroom research* (n=3) in their surveys. The following quote from instructor 7 is an illustrative example of the emphasis put on the need to learn theory:

> What I want to do is learn why I do what I do. To learn it theoretically also. Because you can learn these from books of course but if my colleagues know this theory and implement it, they can guide me better. I find you and my colleagues very successful in this sense so I am joining to learn more theory. (I – 7).

Although learning about theories was the main point in instructor's response, the role of colleagues in helping her implement the theory was also stressed. On the

topic of implementing theory, two instructors believed that the program would help them combine theory and practice:

> I feel I will be satisfied with the theoretical aspect. Of course theory isn't the only thing. There is also what we can do with it in class. That's also important for me… I think it will be useful both theory wise and implementation wise. (I-1)

Instructor 1 believed that the program would blend theory and practice. Along similar lines, instructor 2 expected to solve her problems related to the student profile by combining what she learned as new ideas and theories.

4.2.2 Reflecting on Teaching

Another reason instructors stated for attending the program was to reflect on their teaching:

Table 6 Reflecting on teaching

Theme		Frequency
Reflect on teaching	become aware of strengths and weaknesses	5
	reflect on own lesson plans	1

Another reason that instructors shared was to reflect on their strengths and weaknesses, which is also exemplified in instructor 12's previous comment. Instructors viewed the program as a chance to reflect on their teaching. In addition to the five instructors who mentioned this in their interviews, 11 out of 14 instructors also chose *to reflect on my teaching* in their surveys. Instructor 14 expressed that the program would help her improve by giving her a chance to identify her weaknesses. Another instructor (I-2) pointed out the role of learning about others' teaching in helping them better reflect on their teaching:

> Now that we are all trying to reflect on our teaching, sometimes it is very good to hear what is going on in the other classrooms cause we are trying to

conduct the same curriculum, trying to do the same activities, and work with the same materials. But sometimes even we may not realize that something is wrong or something may be better. But when you are talking to other people, it is very easy to see how you are doing in your own classes. Or maybe when someone else is saying something, or talking about a problem, it is also a way to foresee a problem in your own classroom and take precautions according to that. So it is also the best part. (I-2)

Instructor 2 also mentioned that listening to her colleagues would help her notice potential classroom problems in advance since they are all teaching the same curriculum. During the interviews, three other instructors also referred to being able to solve problems through the help of their colleagues. Instructor 1 noted that a problem that seems complicated may have a very simple solution with the help of her colleagues. Additionally, referring to the difficult student profile, instructor 2 stated that their discussions could help find specific solutions to existing problems. In a similar vein, five instructors in the survey chose *to solve my job related problems* as well.

4.2.3   The Trainers

Another reason that emerged from the interviews was the trainers as seen in Table 7.

Table 7 The Trainers

Theme		Frequency
The trainers	variety of strengths	5
	three different styles	5
	knowledgeable about context	1

Highlighting their very different characters, more than half of the instructors said they joined the program because of the trainers. A few comments illustrating this are as follows:

I think that despite being very different from each other, all three members of the PDU were able to meet at a common point for this program. You all have very different characters. You focus more on the academic side. Trainer 2 is a very creative person and can incorporate drama. Trainer 1 is a source of joy for all of us. I believe the combination of these three people is really good. (I-10)

Who is in charge of the team is also important. I think you are a great group. You all have different qualities. There are qualities that don't match with each other but the three of you together make it a group that can appeal to everyone. For instance, my academic side is satisfied with you, the fun side with Trainer 1. Drama is my weak point and there Trainer 2 is someone I observe with admiration. So it's very related to how it is organized. The first thing that made me happy was you. (I-1)

You firstly. The trainers. I definitely think that the members of the team make you believe in what you are doing. If they can contribute some things to your teaching, your profession, you really want to join the activities or the certificate program. (I-8)

As can be understood from the comments above, the diversity within the PDU was a motivating factor for instructors and this enabled the unit to appeal to a wider audience. The instructors viewed the program as something that would be both academic and fun. A few instructions, like participant 8, noted that the sincerity of the team members also had an effect on the instructors' desire to participate. On a different note, instructor 2 expressed that trainers knew the student profile and the curriculum well, and she believed they would integrate it into the sessions. When talking about previous professional development experiences one recurring comment was how sessions by trainers coming from other institutions or from publishers were detached from their current reality.

4.2.4 Being Part of a Community

One other theme that emerged from the data was feeling like a part of a community as summarized in Table 8.

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Table 8 Being Part of a Community

Theme		Frequency
Desire to be part of a community	be with people open to learning	2
	be closer to colleagues	2
	collaboration	1
	spending time together	1

On the other hand, for some instructors (n=6) the program represented a chance to feel more as part of a community, which was also related to the group of instructors at the institution. The survey findings showed that six out of fourteen instructors wanted *to feel more as part of a community*. Nearly half of the instructors referred to the group and their desire to be a part of it during their interviews. These instructors saw the ELS community as a helpful, friendly, respectful and collaborative. One instructor summarized his impression of the community as follows:

> I mean it's a melting pot where all these backgrounds and levels of experiences are treated equally and they share and collaborate with each other. (I-6)

On the other hand, some instructors wanted to become a part of the community for more personal reasons. Due to her introverted character, participant 1 considered the program to be a means to spending more time with colleagues to form new friendships. Instructor 13, who said she generally preferred to be silent during sessions, hoped that being part of this community would help her overcome her shyness to speak.

4.2.5 The Group

Just as with the trainers, the diversity of the group was also a contributing factor.

Table 9 The Group

Theme		Frequency
The Group	safe, nurturing environment	3
	ego free people	1
	people open to learning	1

Supporting the positive views mentioned by instructor 6, one instructor said that the conversations he had with instructors at his current institution were very different from other institutions. The instructors here were open to collaboration, and willing to learn different things and were not afraid to ask for help when they did not know something. Feelings of equality and lack of egos were highlighted. Instructor 6 likened the program to group therapy in the sense that all participants would become vulnerable to each other as they become exposed, and in the end would learn a lot from each other. He hoped to feel much closer to this smaller group at the end of the semester. The safe and nurturing environment made him feel that nothing bad would happen to him even if he made many mistakes during the program. This was the biggest factor for choosing to attend the program.

4.2.6 The Planning of the Program

The planning of the program was also a motivating factor for instructors.

Table 10 The Planning of the Program

Theme		Frequency
The Planning of the Program	no stress felt	2
	not mandatory	2
	not linked to performance evaluation	1
	more serious than other option	1

Table 10 (continued) The Planning of the Program

Theme		
The Planning of the Program	including instructors in planning	1
	being regular	1
	individualized program	1

For five out of eleven instructors, participation to the program was driven by the way the program was planned. Two factors stood out in the planning; including instructors in the planning process and making the program voluntary. The following quotation from instructor 6 touches upon a number of issues related to planning:

> I am very happy because I feel like, I mean I don't feel forced and I know that I feel secure in the knowledge that the outcome of this is not going to change anything. You know in terms of my performance evaluation and stuff like that. The fact that it is optional and the fact that it is very instructor oriented meaning you guys are doing this very collaboratively with us as a team. I feel like a part of a team rather than a person like a student who is coming to receive all this knowledge given by somebody else. So I do feel very happy cause it's optional and because it is very interactive and collaborative. (I-6)

First of all, the voluntary nature of the program stated by instructor 6 was appreciated by a number of instructors. From previous experiences, some instructors had negative feelings towards mandatory professional development. Instructor 1 stated that she would like to be together and learn with people who are actually attending the program to improve themselves, and not to please others or look good to the administration. Another point highlighted in instructor 6's comment in the previous quotation was the relation between attendance to professional development and performance evaluation. The fact that participation in the program had no effect on instructors' evaluation allowed him to have a more positive approach to the program planned, and increased his job satisfaction.

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Another instructor also said she felt stress free about the program due to how it is planned. Some instructors felt that the program was being designed collaboratively and felt more individualized.

A striking comment by one of the instructors was that he considered the certificate program to be more serious compared to the alternative program. He expressed his views as follows:

> I wanted to see the same people at the same time. I'm more kind of obsessive with that. So instead of having something more randomly with people, I would rather have something where it's not that random. I know who's going to come. The certificate program is a bit more serious in the sense that it is mandatory but it just seems a bit more stable. The other one seems more like a social club to me. (I-9)

What this instructor wanted was to have a more regular program because he personally did not like many changes. Having the same group of people throughout the semester was something preferable. Although professional development at the institution was optional, for instructors who volunteered, the certificate program required participants to come regulary and not miss any sessions, if possible. The program did not accept any new comers once it started. Coming together at regular intervals and meeting with the same people was valued by this instructor who viewed the certificate program to be more professional.

4.3   Contributions of the PD program

Data for the perceived contributions of the program was obtained from both the interviews and the video-recording of the sessions. In this part, first the analysis of the interview data is presented, followed by data anlaysis of the video-recordings of the professional development sessions.

4.3.1 Contributions from the Interviews

The aim of the second interviews conducted at the end of the program was to identify instructors' perceptions regarding the program and how it contributed to their professional development. The results are analyzed in each section below.

4.3.1.1 Benefits of the group environment

The benefits of the group environment were one of the first contributions shared by instructors:

Table 11Benefits of the Group Environment

Theme			Frequency
Strengths	Benefits of the group environment	gaining new perspectives	6
		similar challenges	4
		learning from others	4
		not feeling alone	4
		peer collaboration	3
		learning about what others are doing	3
		sharing ideas	2

The majority of instructors (n=8) stated that they benefited from the group environment in a variety of ways such as learning from others (n=4) and gaining awareness and new perspectives (n=6). Instructors considered the dialogs to be a chance to discuss academic topics, and a way to gain insight into students and instructors. Some instructor comments are as follows:

> I received many feedback to my problems and to the way I teach things from different colleagues so that enabled me to see the things I do from a different perspective. So I can say that is what I learned. (I-3)

> They helped me to gain different views or ideas. When I read the theories, when I listened to the lectures, I have all my ideas in my mind but when I listen to instructor , for example, she helps me gain a different point of view

about that strategy or something. So it was helpful in this sense. It helped us a lot. (I-12)

Well it gave some insight into how other teachers actually approach something and how some approaches event though I might not approve of them, might actually work some people. Especially some traditional approaches I thought that were not necessarily discredited but like kind of obsolete. I realized that actually those maybe are not obsolete. They need to be actually used again. (I-9)

All comments included the role of others' in learning, but one interesting point made by instructor 9 was his newly gained awareness on the usefulness of approaches or techniques referred to as traditional. Another instructor comment on gaining awareness is:

I have gained more awareness on some subjects that I was totally unaware of. I mean I cannot give you some specific examples right now but it made me more aware of the things. I mean I felt that most of my colleagues also have the same concerns, had the same problems, so I felt that I wasn't the only person. So it made me feel better and I had a different perspective in some areas. I could make the use of the things I have learned; some of them, maybe not all. (I-13)

In addition to explaining what she learned from the program, instructor 13 also highlighted the fact that she did not feel alone. For almost half of the instructors, learning about others' teaching and teaching related problems, helped them realize that they were not alone. Two related instructor comments are:

For example, before the sessions, I always thought that I hated teaching listening and then I realized that other people also have some problems about it. So in some ways it made me feel not alone and I don't know if this can be considered as a contribution. (I-11)

I can say that when you begin a new term you go through many challenges and you over see some of the little problems you encounter in class. And it was a nice opportunity for me to work with the group, together to see that I am not alone in these problem, and that many of us go through the same thing over and over again. And some people have different ways of solving them. So it was fruitful in that sense. (I-3)

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Instructor 11 gave an example of a skill she was having difficulty in when referring to not feeling alone. In her interview, she further explained that instructors also had conversations with each other after the sessions asking each other how to cover a material or which activity to use. Similarly, instructor 3 also focused on class related challenges and problems. However, what he emphasized was the benefits of having the opportunity to work together with other colleagues, which was further elaborated by participant 6:

> Well to begin with, it is a big contribution in terms of collaboration and cooperation. It gave us an extra chance to basically work with each other because usually during the normal regular teaching semesters we only maybe have to work with our partner teacher who we share the class with but basically that's it. That's why we do not get many chances to cooperate or work together with other or more than one teacher at one time. So I think the biggest contribution was in terms of enhancing the cooperation and collaboration among us because we sometimes had to, for example, split the kind of duties that we had regarding the preparations we had to do for the next session. And then we got together in between sessions and shared ideas with each other or informed each other on what we had done previously or until then. So I think that team work wise it was a big opportunity. (I-6)

From his comment, we see that instructor 6 valued the collaboration during and after sessions. Due to the way schedules were organized at the institution, each instructor had one partner with whom s/he shared a class, and therefore, as instructor 6 mentioned, this was most probably the only person instructors collaborated regularly with during the semester. By bringing together a number of instructors, the PD program enabled instructors to collaborate more. Instructor 14 also confirmed this by stating that whenever someone had a problem, everyone tried to solve it together. Nonetheless, she added that she would like to see more freshman instructors in the group as she was the only one. Moreover, instructor 3 indicated that he took other colleagues as models and took their advice to try to be a more positive instructor.

4.3.1.2   Learning new activities and tools

Some other points instructors indicated was that they learned new ideas and practices, and experienced some personal and teaching related changes.

Table 12 Learning New Tools/Activities

Theme		Frequency
Learning new tools/activities	exploiting tapescripts	2
	note-taking/speaking strategies	1
	learning new technological tools	1
	feedback styles	1
	dictation	1
	reading activity	1
	drama	1

Instructors listed learning new technological tools, note-taking strategies, how to exploit tapescripts, dictation and reading activities, drama and feedback styles as new items they had learned. The following comments illustrate some of the newly gained knowledge:

> I used two of the things that we have learned during the sessions. One of them was about (drama) and the second was with a reading activity. And all my class, I remember that participated very eagerly. So it was really good. (I-7)

> Of course, dictation. I thought dictation was actually something very rigorous and strict but when I did try it, it was rigorous and strict for the students. It worked perfectly. It actually increased focused listening. I think implicitly I kind of taught them grammar as well. And being able to pick up on some weak forms as far as functional words like 'of', 'at' or any kind of preposition. (I-9)

> Again as for the listening it was good to learn that before trying to teach listening to the students first you have to generalize your problems, so, combining the second and the third question, I think I have learned to ask them first what they need and than shape my teaching and my class hour in accordance what their needs. That questionnaire and the checklist helped me a lot. (I-11)

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I learned many many strategies to cope with the the problems in the classroom. By problems I mean anything that I need during a class. For example, how I can motivate my students, how I can help poor learners in a specific area or for example note taking or other skills. So it was helpful in this sense. (I-12)

4.3.1.3   Changes in teaching

When asked about changes, generally smaller changes in teaching were listed as seen in Table 13.

Table 13 Change in Teaching

Theme		Frequency
Change in teaching	no major change	5
	respectful of silent students	2
	increased consideration of learner needs	2
	reshaped teaching of listening	1
	giving feedback	1
	providing more space to learners	1
	reducing teacher talking time	1
	giving instructions	1
	less controlling as an instructor	1

During their interviews half of the instructors stated that they experienced no major change in their teaching. Some of these instructors stated that although claiming a change in their teaching would be superficial, the program helped raise their awareness, and added to their teaching. Some of the reported changes were reshaping their teaching of listening, being respectful of silent students, reducing teacher talking time, being less controlling as a teacher, providing more space to learners, giving feedback, and giving instructions. The following examples are illustrative of some of these changes mentioned:

For me, I can honestly say it was a kind of epiphany. I had an enlightenment because autonomy was something I apparently failed to think about prior to these gatherings. These meetings every fortnight, made me realize that I do not place as much focus or as much emphasis on learner

autonomy as I should. So since then like instructor 3, I also feel that my teaching has changed in a way that I try to provide more space or give more flexibility to the students in terms of many options and choices. I personally am a control freak. I am obsessed with being in charge and being the dominant person in all sorts of relationships. But I realized in these gatherings that at least in class I have to let go of the ropes a little bit and give a bit more autonomy to students. That's I think is the biggest realization that I had. (I-6)

Also as for the post-listening part, when I wanted to show them the script I reflected it on the board but then I remembered in one of our sessions that we should give the handouts to the students, the scripts to the students so that they can follow and study vocabulary better in that way. So I think from then on I'm giving each and every script to the students. (I-11)

For example, in the note taking part I was always doing let's do note taking. Before that I was explaining some main issues about note taking. And then when I particpated in this group, I learned lots of things about note taking strategies or about speaking strategies. Now, I respect for example silent students. For example, I learned about this and before that I didn't respect those students. I was forcing the students to speak but now I respect those students. I don't force them and wait till they are ready. (I-12)

4.3.1.4 Personal Changes

In addition to teaching related changes, instructors also reported some personal changes which are summarized in Table 14

Table 14 Personal Changes

Theme		Frequency
Personal changes	feeling better about own teaching	6
	gaining confidence	3
	raised self-awareness	3
	more open to new ideas	1
	motivation to do/learn more	1
	appreciation of peer collaboration	1

Six instructors mentioned that they felt better about their own teaching. Seeing that almost everybody has the same problems made instructor 1 feel more comfortable.

Instructor 13 felt more satisfied with her teaching after implementing what she learned during the sessions. Furthermore, two instructors reported gaining confidence. Instructor 11 underlined that the sessions felt like a reality, rather than the hypothetical sessions given by outsiders. She believed this and discussing articles fostered confidence in instructors. On the other hand, instructor 9 expressed his views as:

> Well the program hasn't changed me but it in some areas made me more confident because you know I do not come from an ELT background in the sense that I didn't study ELT. So some things I kind of learned to do naturally. And I experienced this through my CELTA education that I did some things naturally and I realized that they do have technical names and there are ways to structure it. So it has changed it in the sense that I have become more self confident… I just realized that it kind of made me feel like okay some things did come naturally, and maybe I am the right person for teaching English. (I-9)

Realizing that he was also capable of helping others, this instructor also reported an increase in his self-awareness, and openness to new ideas. Another instructor became motivated to learn more:

> I wanted to read more when we have the issues. I think I was like I need to read about this as well. I wanted to read more articles about that because I realized that I don't for example I don't have much idea about this. Or I couldn't observe this in my classes, so I need to read more about this. I felt this. (I-12)

4.3.1.5   Program related suggestions

In addition to the contributions of the program, instructors also stated some factors that would increase their gains from the program. These suggestions can be found in Table 15.

Table 15 Suggestions about the Program

Theme			Frequency
Suggestions	Format	having more freshman instructors	1
		focusing on instructors as learners	1
		having maximum 2-hour sessions	1
		having a combination of outside + in-house trainers	3
		having fewer people in the group	3
		planning of the timing of PD activities	1
	Content	having a variety of topics	2
		include discussions – no lecturing	2
		providing feedback to instructors	1
		lecturing becomes boring	1
		repeated problems becomes boring	1
		including observations	1
		provide something different from what I can read	1

Instructor 10, who had chosen observations as one of her reasons to attend, stated that she would have benefited more if they could have completed all the tasks that were planned. This instructor wished she had received more feedback about what they learned and questioned during the sessions. Despite practicing what they learned in the classrom, they were not sure whether they did it right or not because they did not get feedback. One instructor stated that she would prefer more discussions rather than having lectures. On the other hand, instructor 3 believed that sessions might become boring after a while:

> It may sometimes be or become a little boring to hear the same people exaggerate the same problems you have. It may be something personal, it may be because of those people but a few sessions later it sounds like you are repeating yourself. You are just going over the same things again and again. Maybe we may bring some people to give a session like the ones we are doing now. But then in the next session we can get together as the people who are working here and discuss about those sessions more intimately. (I-3)

He believed that instructors might repeat the same problems, which would make the sessions boring. One suggestion given was to have trainers coming from other institutions, and plan discussions around these sessions.

Another point raised during interviews was the number of participants in the program. More than half of the instructors believed the number of participants was good. However, believing that more tasks such as observations could be achieved, two instructors preferred to have fewer instructors in the program. Another instructor also stated that with fewer people more instructors would also be able to join the discussions. Contrary to this, instructor 3 expressed that he would feel pressurized with fewer people.

4.3.1.6   Willingness to Continue

As part of the second interview, instructors were asked whether they would attend a similar PD program in the future.

Table 16 Willingness to Continue

Theme		Frequency
Willingness to continue	definitely yes	4
	depends on institutional constraints	4
	depends on personal constraints	1

Four instructors said they definitely would. On the other hand, five instructors expressed that their attendance was dependent on some personal and institutional constraints. Some illustrative examples of their comments are:

> Well I think it's a very difficult question because it has many variables. It depends on the timing, the workload, the community itself. I mean the one we did was very fruitful. I think it was partly because of the people in the community. So now that we have different people it may change the way I feel about it. And again the timing and the workload changes. (I-3)

> I would definitely like to participate in other ones in the future as long as like instructor 3 said I think people in it are like motivated and they are not there only because they have to. (I-6)

> As long as I am able to allocate time for my regular lessons and whatever is needed to prepare the lessons and actually take care of… there's some allocated time that it's not stressful. (I-9)

As evident in the comments, a number of factors influenced instructors' decisions to attend. Although timing and group members were among the items mentioned, the most frequent constraint shared was instructors' workload. Workload was stated as one of the major challenges instructors face in their professional development. The constant changes in the program, and other work related duties such as grading exams and assingments led to teacher burnout. As a result, some instructors became demotivated when it came to professional development.

4.3.2   Learning Opportunities

Another data collection tool used to answer the second research question on the contributions of the PD program was video-recordings of the sessions. These sessions were analyzed to identify interactional features used by trainers which lead to or hinder learning opportunities. In light of the theoretical framework, in this study, learning is viewed as "a social process which is embodied in interaction" (Seedhouse & Walsh, 2010, p. 127). It is a social activity in which learners engage in dialogs and discussions to construct their own understandings. These dialogs or discussions taking place between learners themselves or between learners and their teachers "are the prime force through which meanings are negotiated, concepts explained or understood, exchanges of opinion given" (Walsh, 2006, p. 36). By analyzing the co-constructions of meaning and participation, it is possible to understand more about learning since participation enables learners the opportunity to reflect (Walsh & Li, 2013, p. 249-250).

The aim of this study is not to track teacher learning but rather to investigate the relation of trainer talk and learning opportunities created. Therefore, it is important to define what is meant by learning opportunities. A number of studies have used the term as a unit of analysis and proposed definitions (Allwright, 2005; Anderson,

2015; Crabbe, 2003, 2007; Walsh & Li, 2013; Waring, 2011; Zhu, 2016). Taking these studies into consideration, with a focus on engagement, this study defines learning opportunity as any opportunity where trainers create chances for participation, increase learner engagement, promote dialogic interaction, and enhance affordances (Walsh & Li, 2013, p.250), which *may* lead to learning (Anderson, 2015, p. 231).

Such opportunities may be initiated by both learners and teachers, which respectively refer to instructors and trainers in the context of this study (Allwright, 2005; Anderson, 2015). However, the focus of this study is on learning opportunities originating from teacher conduct as reflected in the definition given. It is also important to note that the existence of a learning opportunity does not necessarily mean that learning will occur (Anderson, 2015; Zhu, 2016). These learning opportunities that become available during teaching are referred to by Walsh and Li (2013) as *spaces for learning*, which is a term that will also be used during the analysis. In addition to learning opportunities, if present, missed learning opportunities are also examined to show how interactional features close the *interactional space* needed for learning (Walsh & Li, 2013). Missed opportunities for learning are defined as opportunities that became availabe during interaction but were not acted upon.

Once the transcribed data was analyzed a number of interactional features were found to have an effect on leading to learning opportunities. In this section, learning opportunities are introduced by providing illustrative extracts from the sessions along with their relevant analysis. The analyses focus on how trainers create learning opportunities through the interactional features utilized.
The first extract is taken from the first PD session focusing on listening skills and strategies. The aim of the session was to raise awareness on listening strategies and to explore ways in which instructors can help students develop their listening skills. The first activity planned for the session was to show a list of ten listening related

perceptions to start a general discussion. A list of these perceptions can be found in Appendix I Once the perceptions were shared, instructors were asked whether they agreed or disagreed with the statements. Right before extract 1, the trainer had asked instructors to what degree they agree with the perception: "Compared to other skills, listening is a passive skill". A few instructors (I-2, I-8, I-10, I-14) stated that they disagreed with the statement. However, no justifications were provided. The extract below starts with trainer 1 who asks questions to elicit more elaborated responses following the disagreements expressed.

Extract 1 S1 Listening is a passive skill

29	T1:	Why? So you think it's an active (.) skill o:r?
30	I-8:	Yeah ((nods indicating agreement))
31	Insts:	Hm hm ((some instructors nod to show agremeent))
32	T1:	What do we do (.) during listening (.) that makes it an active skill? (2)
33	I-9:	Well there's a (.) well there's constant well there is active listening you know. Just listening like goes from one ear through the other. Well active listening you are trying to ( ) specific details. (2)
34	T1:	So you [are looking for?
35	I-9:	[I see that as active
36	I-8:	And students become more alert and try to take notes (.) or try to identify which parts they should take no:tes (.) and at the same time (.) write related points.
37	T1:	hm=
38	I-14:	=But isn't it (.) yani related with the activity and not the skill (1)
39	I-10:	But the brain is working all the time. Slots are (.) trying to be filled with lots of things. Even if the student seems very stable actually the brain is working harder than the other activities compared to reading or something (like this) (1)
40	I-9:	I agree=
41	I-8:	=Because in listening in L2 er:: doesn't just mean listening the text listening to the text you should also do something extra
42	**I-7:**	( ) the activity
43	I-14:	Depends on the activity I mean sometimes you just listen to a song (.) you don't do anything
44	I-8:	(Or)=
45	I-9:	=But but instructions (1.3)
46	I-14:	Ya are we talking about ELT based (.) activities or any kind of listening?

Extract 1 (continued) S1 Listening is a passive skill

47	T1:	Well my perception was general
48	I-9:	Oh
49	T1:	But er::-
50	I-14:	This is what I thought too. Yani this is why I said I mean it is not like speaking or writing (.) I- I compare it with the other skills this is why I said so (2)
51	I-2:	But still if you are listening to a song in Turkish in your native language too (.) Even if you are talking about it or not, you are reflecting on it in any way (.) so I think it makes it more active than passive (3)
52	I-3:	So in that regard is there a passive activity? (2)
53	I-6:	Good question
54	I-8:	Or what is a passive activity?
55	I-6:	Yani
56	I-14:	Yes
57	I-2:	What is a passive also? *((laughs))*
58	T1:	An intermediate topic *((instructors laugh))* Do you think it changes so from like (.) regular listening and esl listening? So Meric thinks it differs (2)
59	I-11:	I also agree with Meric. It is possible for you to listen to anything with blank eyes staring at the wall.
60	I-7:	[It is not ( )
61	I-11:	But it is not possible with the other skills. So: it depends on (.) how you do (.) the, for example the skill the listening part
62	I-12:	(Ben de onu diyecektim) I was going to say that
63	I-10:	I think there is a difference between listening and hea:ring, if you listen something your brain [( ) so: quick]
64	I-8:	[Yeah]=
65	I-11:	= I can listen to a TV show (.) like
66	I-2:	[But you don't think about it
67	I-10:	[We can listen and you can] hear. But when I ask you some questions (you are going to take) some words but you are not going to give me something (I believe) when compared to a real listening (over 1 sec) so: Listening is listening I think (give me something) (1)
68	I-9:	It's like the Homer Simpson syndrome. He listens to the ( ) *((instructors laugh))* So I mean like that is not active definitely It's active with something else so: (.) yeah
69	**T1:**	We will find out we will er:: actually for those of you who want, we have explanations for all of these perceptions that we can give you (.) at the end of the session or er: send them to you. But let's just choose I don't know maybe one more or would you like to go over all of them. (2)

In extract 1, trainer 1 (T1) initiates discussion by asking instructors to justify their responses (turns 29, 32). The trainer first asks a why question which is immediately followed by a Yes/No question (turn 29) asking instructors whether they think listening is an active skill. This turn only results in short responses from participants in the form of response tokens *mm hm* and *yeah* to show confirmation. Rather than focusing on the why question which was asked first, instructors prefer to answer the question that follows it. Dissatisfied with the short responses, trainer 1 immediately follows up with an open-ended question in turn 32 asking what makes listening an active skill. The trainer's aim is to elicit extended turns including reasoning. After a two second wait, I-9 self-nominates to answer the question stating that in active listening one is trying to catch details. After his turn the trainer uses an incomplete utterance which serves to obtain more information. This turn is followed by I-8 who adds to I-9's previous turn. In turn 38, I-14 challenges others by stating that what they are discussing is related to the activity itself. This challenge is taken up by I-10 who provides a more detailed explanation in turn 39. I-9 agrees with this explanation, and his turn is immediately followed by I-8's justification. After showing agreement in turn 43, I-14 asks for clarification on whether the discussion is about ELT based listening or any kind of listening in her next turn (turn 46). This clarification request is taken up by the trainer who responds stating that according to her it is general listening. This response is received as a surprise by I-9. The trainer's attempted explanation is interrupted by I-14 who sees this as an opportunity to elaborate more on her previous response by stating her agreement. After a two-second wait time, this response is challenged by I-2 (turn 51) by providing a counter example. The ensuing three-second silence is broken by I-3 who also questions the validity of the previous turn. Following her response to a joke in the previous turn, in turn 58 the trainer shifts the topic back to what I-14 had mentioned about the different types of listening. The trainer's question starts with 'do you think' which implies to instructors that there is no single correct answer. The turn also includes an explicit reference to I-14. Such references can allow instructors to notice differences in

their own thinking prompting them to share their ideas (Hofmann & Mercer, 2016). I-11 states her agreement and provides a brief example, which is challenged by I-7. Before this instructor can provide details, I-11 continues her previous turn. I-12 who had not joined the discussion before contributes by agreeing with I-11. However, these ideas are challenged again by I-10 who draws attention to the difference between listening and hearing. I-8's confirmation is shortly followed by a counter example in turn 65. I-10 continues to explain her opinion by providing examples. The extract ends with the trainer attempting to bring the discussion to an end by providing procedural instructions.

In this extract a number of dialogic features which create learning opportunities can be identified (Alexander, 2008; Mercer & Littleton, 2007; Reznitskaya, 2012). First of all, there is a supportive environment in which instructors are given opportunities to state their opinions, to comment on and challenge each other's ideas. One of the first interactional features that attracts attention is turn-taking. Out of 40 turns, only eight of them are trainer turns, and the rest are instructor contributions. When trainer turns are analyzed it can be seen that two of these turns (37, 49) are brief contributions in the form of a response token and a one-word utterance. Moreover, turn-taking is managed by participants, which indicates that the trainer does not have 'exclusive authority over the flow of the discussion' (Reznitskaya, 2012, p. 453). All instructor turns are a result of self-nomination rather than trainer-nomination. The overlaps, latched turns, and interruptions present throughout the extract are also indicators of a supportive environment. Instructors feel comfortable enough to interrupt trainer turns (turn 49-50). The fact that instructor responses are not evaluated as right or wrong also has an impact on the environment and does not inhibit the ongoing discussion. The trainer withholding evaluation to create space for instructors to respond to each other's ideas also promotes dialogic discourse (Nystrand et al., 2003). In addition, the use of humour in turns 57,58, 68 points to a relaxed and safe atmosphere. In the extract there are examples of justification (turns 41, 50, 51), disagreement (turn 60), and

challenging (turns 38, 39, 43, 54), which are qualities associated with dialogic teaching (Mercer & Littleton, 2007; Michaels & O'Connor, 2016; Vrikki, Wheatley, et al., 2019). Participants also build on each other's ideas (turns 36, 63, 68) (Alexander, 2008), and seek to understand each other's viewpoints by asking for clarification (turn 46). Overall, this discussion resembles what Mercer and Littleton (2007) refer to as exploratory talk which is characterized by learners constructing shared knowledge and critically engaging with each other's ideas.

Another noticeable interactional feature used in extract 1 is wait time. Generally in classroom environments participants are not given sufficient time to think of and formulate their answers. A typical wait time for teachers is less than one second (Walsh, 2006). By providing extended wait time to participants in turns 32, 33, 50, 51, 52, 58, the trainer allows instructors time to plan their responses and contribute to the discussion (Seedhouse & Walsh, 2010). Increased wait time is defined by a period of 2 or more seconds (Walsh, 2011) and is believed to create space for interaction, and hence increase learning opportunities. Use of extended wait time increases the number of learner responses, leads to more extended responses, and enables more learner to learner interaction (Walsh, 2002). The first way the trainer makes use of extended wait time is by allowing time to think after she poses a question with the aim of receiving elaborations from instructors. In turn 32, the trainer asks an open-ended question to elicit explanations or examples. As a result of the two-second wait time, an extended response with reasoning is given by I-9. In turn 58 the trainer asks another question leading the topic to the difference between regular listening and ELT based listening. This turn also includes a reference to a previous turn in an attempt to build connections. Again instructors are given a wait time of two seconds, which results in a self-nominated turn by I-11. In each instance, the turn offered included reasons and justifications.

The type of questions used is also important in creating learning opportunities. In both turns, the questions used are wh- questions through which the trainer aims to obtain extended responses and engage learners to keep the discussion going.

Questions in turns 29 and 32 are aimed at discovering instructors' general understanding of the topic (Mercer, 2002). The question in turn 58 starting with 'Do you think' indicates to instructors that there is no one correct answer increasing the likelihood of participant contributions (Walsh, 2006). Asking questions to get the *right answer* is believed to limit and discourage contributions from participants (Mercer, 2000a). It is also important to note here that, the turn is built on a previous participant turn.

One other way the trainer used wait time was avoiding the urge to fill in the silence. Teachers tend to fill in the silence to achieve a discourse that flows smoothly (Walsh, 2002; 2006). In turns 33, 50, 51 and 52, the trainer refrains from commenting on the instructors' turns and allows room for silence. This in return leads to self-nominated participant turns. Especially the silence after I-14's turn (turn 50) results in an extended contribution including justifications by instructor 2. In this turn, I-2 challenges I-14, who is then challenged by I-3 after a three-second wait time.

An instance of missed opportunities for learning could be identified in the extract. The perception about listening being an active skill is left unresolved. Field experts' responses to each perception are not shared during the session and in turn 69 instructors are informed that they will be sent an e-mail with all relevant explanations. If expert opinions had been shared during the session, there may have been an increased chance of learning.

Taken from the same PD session, further evidence on use of interactional features can be seen in extract 2. Prior to the discussion below, instructors were given a handout which included an account of a listening lesson (see Appendix J). The aim of this task was to prepare instructors for the upcoming input on early format and current format of a listening lesson. Using the lesson account as a basis for discussion, trainers wanted to discover instructors' perceptions on how a listening

class should be conducted. In the sample lesson shared with instructors, a teacher named Miss Muffin tells students that they will be listening to a passage about wedding rites. However, before listening, she teaches students all the unknown vocabulary items in the passage. She then asks her students to look at the multiple choice questions in the book so that they know what to listen for when the recording is played. The teacher plays the recording twice, and then gives students the correct answers. After checking how each student did, she explains the answers of some of the difficult questions. Following this listening activity, she asks students to write a short composition about what they heard in the listening. The discussion in Extract 2 starts after instructors had been allowed time to read and think about the lesson. During this time, some instructors also discuss the lesson within their small groups.

Extract 2 S1 Miss Muffin's Listening Class

106	T1:	So what do u think about this (2) lesson? (1.3) Is it similar to ours? Do we do the same thing, is there anything different? (2.3) Any strong points, weak points that you thought of when you were reading=
107	I-12:	=Yeah we talked about (2) we talked about before the listening part erm: it's just not listening in our classes for upper for example. we talk a lot and er: prepare them for the context and they (.) er they produce their ideas as well or share their ideas and then they start listening (1.2)
108	T1:	so here they just immediately open page 28 and?
109	I-12:	yeah=
110	I-8:	=No for as for the pre list activity miss betty er: teaches the vocabulary but <u>all</u> the vocabulary
111	T2:	Okay Which is something good or not that good?
112	I-8:	not good
113	I-2:	Teaching some maybe okay but all of them=
114	I-8:	=Not all of them. *((T2 writes notes on board))* (1.4) And (.) as Nazli mentioned er: also a small discussion (.) is needed *((I-12 nods in agreement))*
115	T2:	Would be required okay
116	I-8:	Yeah it should be. It is also missing *((T2 writes notes on board))*
117	T2:	No discussion (then let us say) so why would we say that teaching <u>all</u> the vocabulary would be a negative thing? does she hinder any strategy that students can develop later? (0.3)

Extract 2 (continued) S1 Miss Muffin's Listening Class

118	I-9:	[Yes
119	I-8:	[Yes, students should also know how to guess
120	T2:	okay, guess the meaning okay ( ) not only reading but also making use of ( )
121	I-12:	(post) listening=
122	I-9:	=(considering) it is overwhelming for [the teacher] it is overwhelming for the student
123	T2:	[exactly. mm hm=
124	I-8:	=It is impossible for students to know all the vocabulary in a listening or reading text so they should learn this (.) skill
125	T2:	okay, as is the case in reading maybe we should also try to develop or [come up with
126	I-8:	[Yeah it's the same
127	T2:	the strategies to develop their skills related to guessing the unknown vocabulary in listening as well (.) we can talk about how we can do (1.4)
128	I-2:	and also making the students listen for a- the second time check the answer is a good idea But when you are doing that I think she does not er: get the answers from the students or elicit the answers from the students. instead she is just going over the questions so (.) they are listening for second time is useless in that case (1.3)
129	T2:	[hmm=
130	I-8:	[but- but before that it is also useful before the listening to make students read the questions *((looking at I-2))* (1.5)
131	I-2:	exactly=
132	T2:	=we don't know that if she does it so.
133		Instructors: she does
134	I-8:	next she tells them to read the questions and multiple choice answers from listening passage *((I-8 reads that part))* (0.3)
135	T2:	Which is something good?
136	I-8:	Yes (1)
137	T1:	I-12 was going to say something
138	I-12:	As post listening activity she er: has writing but we don't know if she has any brainstorming or er other activities to prepare them for writing because just a listening passage cannot be enough for write a comp- er write a text. (1.8)
139		T1: so (making) further discussions=
140	I-12:	=So maybe we are not sure that they have it or not. They need further discussions or further activities to prepare them for the writing. (1)
141	I-11:	And also I believe that this listening class is being conducted as product oriented not process oriented. Because we have bunch of multiple er multiple choice questions and nothing else (1)
142	T1:	yes so they are focusing on the right or wrong (0.3)

Extract 2 (continued) S1 Miss Muffin's Listening Class

143	I-8:	and since the students are upper level they should only listen to the text once. If they are given the chance to listen to the text twice, okay the activity or the task should be different (0.8)
144	T1:	Hm
145	I-2:	so more challenging.
146	I-8:	yes, for example for first listening students are expected to find the main idea then for the second one for example (.) they should focus on the:= *((looking at all the instructors))*
147	I-6:	=details
148	I-8:	details=
149	T2:	=details maybe=
150	I-8:	yeah=
151	T1:	=so the purpose should [be
152	I-8:	[because the level is appropriate
153	T2:	mm hm (.) mm hm (1)
154	T1:	So if it was intermediate they can (.) have the same task or what you say then=
155	I-8:	=It is u- Intermediate I think it is also similar But for <u>beginner</u> students *((head gesture indicating no))* (1.3)
156	T2:	maybe even in beginner it is the same huh? The first time they listen they they just answer questions related to [who are they
157	I-8:	[maybe
158	T2:	where are they what are they talking about=
159	I-8:	=yeah maybe= ((nods in agreement))
160	T2:	=and the second time for more specific details and the third time for post activities
161	I-8:	yeah I=
162	T2:	=(that) was such a [nice suggestion
163	I-8:	[I think for each listening students should be given another (.) task purpose
164	T2:	that was such a nice suggestion thank you. (1)

Trainer 1 (T1) starts the discussion by asking instructors what they think about the lesson (turn 106). The first two-second wait time is related to classroom management. Because some instructors are still speaking when T1 starts her question, she waits for the instructors to become silent. The first question the trainer asks is a very general question on what instructors thought about the lesson. After a 1.3 second silence, she tries to narrow it down to the similarities and differences between the sample lesson and their own lessons. None of the

instructors volunteer to answer the question, so after a 2.3 second wait, in an attempt to elicit responses from the instructors, she asks another question about the strengths and weaknesses of the lesson. I-12 self-nominates and explains that at the upper level they prepare students for the context and give them opportunities to express their ideas before doing the listening. T1 responds to this by stating that Miss Muffin just says *open page 28* (turn108). Although I-12 confirms this turn, I-8 shows disagreement by stating that Miss Muffin teaches all the vocabulary items as a pre-listening activity (turn 110).

In the follow-up move, I-8's emphasis on the word *all* is taken up by T2 who asks whether teaching all the vocabulary is something good. The trainer initiates a discussion on the topic of pre-teaching vocabulary which lasts a number of turns (110-127). In turn 113, I-2 expands I-8's idea by stating that only some of the vocabulary items should be taught. Agreeing with I-2, I-8 shifts the topic to a previous turn (107) by referring to the need for a small discussion before the listening (turns 114, 116). T2 acknowledges I-8's contribution through revoicing and adding it to his list on the board. However, T2 brings the discussion back to pre-teaching vocabulary by asking instructors why they believe this is a negative thing (turn 117). By asking if any strategies are hindered, the trainer also links the topic to strategies, which is what will be discussed further into the session. His purpose is to encourage deeper thinking, however, the first response is just a 'yes' with no reasoning included (I-9, turn 118). Contrary to I-9, I-8 focuses also on the first why question asked and provides justification explaining that students need to learn how to guess vocabulary items (turn 119). In turn 121, I-12 completes T2's revoicing by referring to post-listening as a possible time to teach vocabulary. In the next few turns (122, 124), I-8 and I-9 extend their previous turns and express their reasoning. In turns 125 and 127, T2 wraps up the discussion on vocabulary. With T2's turn signalling that the vocabulary topic has ended, I-2 slightly shifts the topic by criticizing the way Miss Muffin checks student answers and makes use of repeated listening (turn 129). Building on this turn, I-8 points out that having

students read the questions beforehand, as Miss Muffin did, is a positive thing (turn 130). After a 1.5 second silence, I-2 confirms. In turns 132-134, T2's confusion about whether Miss Muffin asked students to read the questions is resolved. In turn 136, I-8 confirms T2's confirmation request on whether having students read questions beforehand is something positive.

In turn 137, T1 gives the floor to I-12 who expresses the importance of having extra activities before giving students a writing task. Although it seems to be the trainer who nominates I-12, it is still as a result of I-12's previous attempt to gain the floor through self-nomination. After turn 138, T1 fills in the 1.8 second silence by revoicing I-12's contribution, which leads to I-12 expanding her previous turn by suggesting having discussion activities before writing. This turn is followed by I-11's reference to the listening classes being product oriented (turn 141), which is confirmed by T1 (turn 142). Going back to the same topic in turn 128 about listening to the texts a second time, I-8 expresses her belief that upper level students should be listening to the text only once or be given a different purpose for each listening (turn 143). In turn 146, I-8 extends her previous turn through exemplification. This turn is then completed by I-6. I-8 provides her reasoning in turn 153 which is followed by response token *mm hm* by T1, and an elaboration request from T2 asking her if the situation would be different with intermediate level students. Without much wait time, I-8 states that intermediate level could be similar, but beginners would not. After 1.3 seconds of wait time, I-8 is challenged by T2 who shares his idea that beginner levels could also be the same (turn 156). T2 continues exemplifying his idea in turns 158 and 160, to which I-8 responds to with *maybe*, *yeah maybe*, and *yeah* (turns 157, 159, 161). These may be considered as a sign that I-8 is considering alternative viewpoints. The extract ends with a praise from T2 after I-8 summarizes her opinion by revoicing her idea about each listening having a different purpose.

Analysis of extract 2 revealed several features that can be considered dialogic. First of all, rather than dominating the discussion, trainers manage it by listening and providing instructors opportunities to discuss their opinions (Walsh, 2013). Turn taking is managed by instructors, and except for one instance (turn 137) all turns are self-nominated. This exception can still be considered self-nomination since the trainer was allocating a previously requested turn. A variety of features are utilized when making learning opportunities available to instructors. One of these is trainers' follow-up moves which have a significant effect on instructors' willingness and ability to engage in deep reasoning and to consider alternative viewpoints (Teo, 2016). Through requests for justifications (turns 117) and clarifications (e.g. turn 111, 135, 151, 154), trainers open up space for learning. The significance of clarification requests lies in the fact that they enable participants to reformulate their contributions (Walsh, 2013, p. 80). Another feature used by the trainers to maintain the discussion is revoicing (turns 115, 120, 139). For instance, in turn 120, T1's revoicing leads to a turn completion by I-12, and a statement of reasoning by I-9 which was lacking in his previous turn (118). One other feature advancing discussion was trainers' probing and elaboration requests (turns 111, 117, 154). Although these strategies did not always lead to extended instructor turns, they helped achieve a smooth flowing discussion by encouraging instructors to provide justifications and to self-nominate. The fact that T2 followed up on I-8's contribution with a prompt for considering an alternative perspective also displays dialogic interaction (turn 156) (Reznitskaya & Gregory, 2013). In response to this turn, through use of words such as *maybe* and also non-verbal features such as nodding, I-8 indicates a possible consideration for doing the same with beginner level students. The extract ends with a praise from T1, which is also a sign of a positive environment encouraging participation.

Also, T1's use of wait time when initiating discussion is important. In turn 106, T1's first questions do not receive a response from instructors. After an extended wait time of two seconds, instead of filling in the silence by answering her own

question, she narrows down the question and manages to elicit a response from I-12. Despite providing a smooth flowing discourse, filling in silences that occur during sessions may limit instructors' learning opportunities since through participation instructors can better interact with the subject matter and evaluate their own understanding (Walsh, 2002). Considering that the average wait time in classrooms is less than one second (Walsh, 2011, p. 39), wait time present in turns 107, 112, 127, 128, 138 are also worth noting as they result in extended turns and help maintain the discussion.

When the extract was analyzed in terms of missed learning opportunities, T2's turns 156 and 158 were identified as problematic. T2 hinders learning opportunities by closing space by giving the answer to his own question. Instead he might have asked a question like "What about beginner students?" or "Why not beginners?". Such questions might allow further exploration of the topic.

Additional examples of dialogic interaction and features leading to it can be found in extract 3 presented below. The extract is from a discussion on whether strategies should be taught. In the preceding discussion, instructors shared their views on what the strategies of good listeners are, and what type of strategies their students make use of. The extract starts with T1's attempt to lead the topic towards strategy training.

Extract 3 S1 Teaching Strategies

251	T1:	Do you think we should teach strategies? (2)
252	I-8:	Yes
253	I-7:	Yes
254	I-5:	Of course we should *((Some Ts shake heads up and down))*
255	I-9:	Hmm yeah
256	T1:	but that was a hmm so do you agree strongly o:r?=
257	I-9:	= well, no I agree but I- I do not want to I do not want to spoonfeed the stategies either
258	T1:	hmm

Extract 3 (continued) S1 Teaching Strategies

259	I-9:	you know I do not want to say okay this is how you do it. I want to want to see them apply it and see if it is working first
260	T1:	so that ( )=
261	I-9:	=so I just want to give them input, okay do this and that is kind of what happened with the learner training
262	T1:	It gives the it gives erm: me an idea or let us say I thought of a question when you just said that. Erm there is a discussion on should strategies be taught explicitly or implicity. So: you are saying implicitly they should be figuring it out themselves. (over 1)
263	I-9:	I think it just kind of depends. Implicitly is always- I prefer it but sometime it has to be explicit ( ).
264	T1:	depends on the: students=
265	I-9:	=profile ( ) the individual profiles sometimes
266	I-8:	We should teach these strategies somehow since our students lack these strategies in L1. Our turkish education system is not based on- is not skill based. So: they have no idea even in listening in L1 or writing in L1 (.) reading L1. (1) do you think they know skimming strategies in L1?
267		Instructors: no
268	I-12:	( )
269	I-9:	They have none of these skills
270	I-8:	mm hm
271	T1:	I think that is what is making our job even more difficult
272	I-9:	yeah
273	I-8:	because our education is not based on is not skill based ( )
274	I-12:	and for the student who takes notes in the margins so we need to teach how to take notes and categorize the information, so it is not helping actually it is teaching (.) and then he will do it. (2)
275	T1:	So we should explicitly be training
276	I-12:	Yeah for those students
277	I-11:	do we really have to teach them how to categorize the information as long as the er listener relate the ideas? Just let them be a:nd he can take the notes however he likes as long he can relate the ideas
278	I-2:	maybe not making them practice the strategies but maybe just talking about them and letting them choose between the strategies (and) according to their I do not know interest or learning styles. (2) yani if the student knows the strategy but does not need to categorize to take (.) effective notes, that is okay but if they do not know it then why they are not they are not categorizing that is the problem
279	T1:	so if they know them they should be fr- erm they should be free to choose whichever works for them
280	I-2:	exactly and develop their own strategies (1)

In turn 251, T1 tries to initiate discussion by asking a question about whether strategies should be taught. The question is phrased starting with *do you think* to obtain personal opinions from instructors. After a two-second wait time, I-8 and I-7 reply simply by stating their confirmation (turns 252, 253). In the subsequent turn by I-5, a slightly stronger confirmation is given through the use of the word *of course*. These short contributions may be as a result of the yes/no question style the trainer has chosen. Although I-9 also agrees that strategies should be taught, the hesitation in his answer prompts T1 to ask to what extent he agrees with it (turn 256). This results in a nine-turn dialog between I-9 and T1. In turns 258, and 260 T1's aim is to maintain the discussion by indicating listenership, and asking for elaboration, respectively. Basing her question on I-9's contribution, T1 queries if I-9 believes strategies should be taught implicitly (turn 262). After a 1.4 second silence, he expresses that although he prefers implicit teaching, it sometimes changes. To clarify, T1 rephrases his contribution stating that it depends on the students. I-9 confirms by referring to individual profiles (turn 265). After a 0.7 second silence, in a self-nominated turn, I-8 argues that strategies should be taught. When justifying her answer, she makes links to the Turkish educational system. She finishes her turn with what seems like a rhetorical question about whether students know skimming strategies. A number of instructors reply saying no, while others shake their heads indicating 'no'. I-9 adds to previous answers stating that students have none of these skills. Using response token *mm hm*, I-8 indicates understanding and listenership. T1 addresses previous turns by stating that their job is becoming more difficult because of such reasons. This turn is followed by an agreement by I-9 (turn 272) and a revoicing of I8's own turn (273). Referring back to an example shared by T1 of her own students taking notes in the margins of a listening handout, I- 12 emphasizes that those students should be taught these skills and not just be helped with them (turn 274). In the subsequent turn, T1 asks for clarification (turn 275) regarding her understanding of explicit training, which is received with confirmation in turn 276. I-12's confirmation is followed up by a challenge from I-11 asking if these students really need to be taught. She justifies

her question by stating that as long as students can relate the ideas, they should be able to take notes in whichever way they like (turn 277). After a one-second silence, this challenge is answered by I-2 who suggests informing students about these strategies and allowing them to choose among them. Following a two-second pause within her turn she further explains that it becomes a problem if students do not know the strategy and cannot categorize information due to that. In her follow-up move, T1 reformulates I-2's contribution for clarification purposes (turn 279). The extract concludes with I-2's clarification.

Interactional features providing learning opportunities in extract 3 are; turn taking strategies, use of clarification requests, wait time, and extended responses. The fact that instructors self-nominate, and feel comfortable enough to challenge and evaluate each other's turns portrays a different picture than most classrooms where the teacher is seen as the authority figure who manages turn-taking and topic shifts. In this extract, power relations are more flexible and all parties share responsibility for the continuation of the discussion (Reznitskaya, 2012; Reznitskaya & Gregory, 2013). Trainers also avoid sharing their own position on explicit vs implicit strategy teaching, and through clarification requests guide instructors to formulate their own responses (Reznitskaya, 2012).

One noticeable feature in this extract is the trainers' clarification requests. Two of these requests come after periods of silence. In turn 264, T1 starts a clarification request after a 1.5 second wait time following I-9's turn in which he explains his choice for implicit or explicit teaching. On the other hand, in turn 275, it follows a two-second silence after I-12's turn (274). Although the trainer filling in the silence might seem as being a less desirable move, here it serves to keep the discussion going. Both requests prompt the instructors in the previous turn to revoice their contribution (Walsh, 2013), and results in new instructors joining the discussion (turns 266, 277). In other turns where extended wait time is present, trainers refrain from filling in the silence (turns 251, 278). The first of these is in T1's initiation

turn (251) where she waits until an instructor self-nominates. The second instance of extended wait time is within I-2's turn. By not filling in the silence and interrupting, T1 provides I-2 the opportunity to elaborate on her response. It can be seen that the use of these interactional features result in extended turns (257, 261, 266, 274, 277). Moreover, when the extract is examined, it can be seen that participants turns are formed by building on each other's ideas, which displays joint construction of knowledge (Alexander, 2008). I-8's turn explaining the Turkish student profile (turn 266) is an expansion of I-9's previous turn on individual student profiles. Also, I-11's turn (277) is a direct challenge to I-12's contribution on how to approach a certain student profile. This is followed-up by I-2's suggestion for I-11. Furthermore, T1 also builds on I-9's turn when shifting the discussion to the topic of explicit vs implicit strategy teaching (turn 262).

Confirming evidence can also be seen in Extract 4 taken from the PD session on autonomy. The first task in this session was a discussion activity using an online tool. The objective was to discuss teacher beliefs regarding learner autonomy. Instructors were asked to indicate their agreement or disagreement to each statement shared with them. The extract is from the part where instructors are sharing their opinions about the statement: "Learner autonomy is promoted by activities that encourage learners to work together."

Extract 4 S3 Promoting Learner Autonomy

132	T1:	So it is promoted by activities that encourage learners to work together=
133	I-11:	=Why together? (1.3)
134	I-6:	Huh?
135	I-11:	They might also work individually a:nd
136	T1:	Ah! This is not like the only way. This is like <u>one</u> (.) way in a way when we took the sentence.
137	I-11:	This is why I agree with this autonomy. I think autonomy tends to be very well promoted by individual activities.
138	T1:	Mm hm. I agree. (2) Do you agree that it is also promoted when students do the peer assessments, the pair works, the group works? (3)
139	I-2:	I'll quote from Herbert in that case not for our institution. *((instructors laugh))* (2.5)

Extract 4 (continued) S3 Promoting Learner Autonomy

140	T1:	Not at all? (3)
141	I-9:	Well, actually I actually agreed with this one. Ermm I do agree that context has an influence on it but erm remember we had the seminar autonomy. I think Tony came here.
142	T1:	Mm hm
143	I-9:	And he was talking, having you know just- not necessarily explicitly encouraged but when students work together, they kind of like pick up on other people's habits, see what works. If it's a successful student, they try to kind of copy their methods. So not necessarily directly (.) promoted but they kind of check each other out, see how they are doing so. (1)
144	I-7:	If all of the students aren't lost, maybe yes. You're right.
145	I-9:	Exactly
146	I-7:	But again autonomy is something (we need to do)

The extract starts with T1 reading the statement to be discussed. In turn 133, I-11 questions the statement asking why it only mentions learners working together. Following a 1.3 second, I-6 who does not understand the previous contribution asks for clarification (turn 134), which is quickly clarified by I-11 who argues that they could also work individually. T1 explains that this is just one example and not the only way. After expressing agreement, I-11 adds that autonomy can also be promoted through individual activities (turn 137). T1's acknowledgement of I-11's turn by agreeing is followed by a two-second silence. As no one takes up the next turn, T1 opens the discussion to everyone by asking instructors if they believe autonomy is promoted through activities such as peer work or group work (turn 138). The three-second silence is filled by I-2 who jokingly refers back to an earlier statement by I-9 on not being possible at their institution (turn 139). In the 2.5 second wait time, the opportunity to participate is not taken up by anyone which causes T1 to intervene to advance the discussion. In turn 140, T1 tries to elicit more elaborated responses by asking *not at all*. Three seconds later, I-9 self-nominates and contradicts I-2's previous turn stating that he had agreed with the given statement (turn 141). To support his view, he makes a reference to a previous PD session the group had attended, and adds that students also learn how to be autonomous from each other (turn 143). I-7 agrees on condition that there are

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autonomous students to learn from. In the consecutive turn, following I-9's agreement (turn 145), I-7 closes the discussion by stating the necessity of achieving learner autonomy.

What is interesting in extract 4 is that the initiation move comes from an instructor rather than the trainer. The effects of a safe and supportive environment on interaction can be observed. First of all, the power to manage turn-taking is shared; instructors address of each other directly and feel empowered enough to initiate and continue discussion by questioning (turn 133) and requesting clarification (turn 132) (Alexander, 2008; Lefstein & Snell, 2014). Another point that stands out is increased wait time in turns 138 and 139, which hint to others an invitation to join in the discussion (Walsh, 2013). The silence in turn 138 is filled by I-2 who quotes from an earlier contribution indicating listenership. The wait time in turn 140, leads to a I-9's extended turn in which he provides reasons for his opinions. Trainer's questions are also aimed at encouraging instructors to elaborate on their ideas.

Another illustrative example of common interactional features is Extract 5. Before the discussion in the extract, a list of twenty practices promoting learner autonomy was shared with the instructors. Item 11 referred to by I-6 in the extract is having the class choose which activities they want to do in class. The first turn in extract 5 is the turn following T3's question: *Which ones do you think actually promote learner autonomy maybe more than the other activities?*

Extract 5 S3 Preparing Optional Activities

243	I-6:	I have a question. *((raising his hand))* about 11. (0.5) I have the class choose which activities they want to do in some cases. I erm am curious about ho:w, (1.5) how you: can be so flexible? You know like how you prepare for such a lesson? *((looking at instructors))* (3)
344	T1:	hmm but I think it doesn't really mean they let them choose (.) the minute the activity is going to happen.
345	T3:	sanki bir ( )
346	I-6:	[not a minute] but

Extract 5 (continued) S3 Preparing Optional Activities

347	T1:	[I thought they might erm. For instance, at the beginning of the term or the previous week the teacher might give them an option of activites. And then [prepare the next lesson]
348	I-6:	[hhaa but not, not at that moment? Not ( )
349	T1:	I thought of it as (.) you know preparing before not at that second=
350	I-6:	=makes sense.
351	T1:	or coming up with maybe two ways of doing (.) one topic and then letting the students choose. But [that's you] know my personal understanding.
352	T2:	[but sometimes] Tastascim sometimes you might offer them a menu. I mean if the order of the activities doesn't matter that much, you can offer them a menu and they can choose with which activity they would like to start with and then=
353	I-6:	=(but) such as erm they decide on the order though
354	T2:	exactly they decide on the order.
355	T1:	I-12 was [going]
356	T2:	[from the menu]
357	I-12:	for example I have a student he: he doesn't want to speak (1)
358	I-6:	hm hm
359	I-12:	and sometimes I: I make him: choose (you) want to discuss it with your friends or you want to write a paragraph about your ideas. So he can decide speaking or writing=
360	I-6:	=only for that student?=
361	I-12:	=yeah. Not for err so when I offer something to erm the class, so the student and their friends.
362	I-6:	ah okay=
363	I-12:	=they also.
364	I-2:	and for the extra duties. I mean for example ,you were planning to make vocabulary revision for the unit. You may give the option for like would you like to have a kahoot game or a powerpoint or would you like yourself to get=
365	I-6:	=so=
366	I-2:	=prepared
367	I-6:	So you prepare all of those in advance.
368	I-2:	No, not prepare. For example, so let's say tomorrow or in two days time you're going to do vocabulary revision. And you're getting the ideas from the student and if the final decision is a kahoot, you will prepare it. (2)
369	T1:	Before you come to class.
370	I-6:	That's not how I interpreted this sentence but okay. (1.5)

The discussion begins with an I-6's question about how other instructors manage to be so flexible in their lesson design and implementation. A 3-second silence passes

before T1 steps in explaining that the sentence is not referring to an on the spot activity choice. After an unsuccessful attempt by T3 to intervene (turn 345), I-6 clarifies stating that he did not think it was a minute, but leaves the rest of the overlapping turn to T1 who explains her understanding of the sentence. After T1's examples of having students choose the activities either at the beginning of the term or a week before, I-6 realizes his misunderstanding (turn 348). T1 revoices her previous contribution about preparing activities beforehand in turn 349. After I-6's display of agreement, T1 expands her previous turn by suggesting that one topic can be prepared in two ways to leave the choice up to students. She also emphasizes that this is her personal understanding of the topic (turn 351). At this point, T2 intervenes to give an additional example of what could be done to give students choices. He suggests offering students a *menu* from which they can choose. In turn 353, I-6 checks his understanding through use of a clarification request. T2 confirms that students decide on the order of the activities on the menu. T1 then allocates the turn to I-12 who previously tried to take the floor. I-12 (turn 357) links the topic to her own context and gives an example of one of her students whom she allows to choose among a choice of activities (turn 259). In turn 360 I-6 asks for clarification if what I-12 does is for only that student. In turn 361 I-12 confirms, followed by I-6's acknowledgement. To ensure understanding I-12 revoices her confirmation (turn 363). I-2's suggestion and examples given about asking students to decide on how they would like to revise vocabulary leads to a misunderstanding on I-6's side who thinks all activities mentioned are prepared in advance. In turn 358, I-2 clarifies her previous turn by explaining only the decided upon activity is prepared. T1 also rephrases to ensure understanding. The extract ends with I-6 indicating that he had interpreted the sentence in a different way (turn 370). The words *but okay* at the end of the term and the ensuing 1.5 silence signals the end of the discussion.

This extract is a good example of instructor initiated topic shift. The trainers' main objective was to discuss activities that best promote learner autonomy.

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Nevertheless, before starting to discuss each activity in the list, they allow an extended discussion on I-6's question. I-6's question is also an indicator of a relaxed environment since the interrupts to change the topic. As with previous extracts, turn-taking is managed as a group, and all participants self-nominate. The only trainer interference regarding turn-taking is allocating a turn to I-12 who was unsuccessful in a previous attempt to share her ideas. Although instructors build on each other's ideas (347, 351, 352, 364), the absence of challenges or conflict displays qualities of cumulative talk which is mostly characterized by repetitions, elaborations and confirmations (Mercer, 2004).

Extended wait time is visible in two turns; 343 and 368. In this discussion wait time has not been used very effectively because of the trainer follow up moves. The opportunity to participate which becomes available due to the 3-second silence after turn 343, is taken up by T1. I-6's question is aimed at everyone and not just the trainers. Nonetheless, most probably being disturbed by the long silence, T1 cannot refrain from answering the question. This results in the next 12 turns being occupied only by the trainers and I-6. The turn-taking shifts to other participants when T1 allocates a turn to I-12. Also, at the end of the extract (turn 370), I-6 does not seem satisfied with I-2's response, and points out that his understanding of the sentence was different. Instead of asking for clarification of the instructor's turn, after a 1.5 second wait, T1 brings the topic back to what their main objective was. A follow-up move in which trainers invited other instructors to comment on this could possibly have led to a more engaged discussion by opening up space for learning.

At the end of the second PD session which included an article discussion part, each instructor was asked to write one question they would like to ask their colleagues. Once everyone had written a question, all the questions were put in a box and each instructor chose one question to answer. After instructors were given some time to think, each instructor read the question. The instructors had the choice of either

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answering it themselves or opening it up for group discussion. Extract 6 is from a discussion of one such question.

Extract 6 S2 Teacher Roles in Strategy Training

308	I-11:	And my question is a bit related to that. "Where do you put the teacher in this erm strategy training? At the center or (outward)?" So: if we say that it takes (.) some time to learn the strategies (.) and what is our role (.) in these process (.) (1)
309	I-10:	May I just slightly add something (.) because this was my question (.) Err actually after reading this ermm (author's name) article (.) it says that the teacher in the training program is not at the center and he does not like it (.) He says err you are just (.) worsening the importance of the teacher and I totally disagree (.) I do not put myself at the center of this whole learning process. So: (.) if you can think about it in terms of that, that would be great.
310	I-1:	Maybe=
311	I-9:	=[what was the question?
312	I-1:	[at the very beginning we are at the center but then we should be: err a help or=
313	I-11:	=because the strategy that we teach them is the strategy that we actually use (.) So: for the other strategies that we are trying to teach them (.) we are not, we cannot be in the center.
314	I-10:	I mean we are talking about autonomy (.) but then we are the ones (.) doing the (.) job (.) the whole job.
315	I-11:	so I can, I can only share my experience with them or just help them (.) err through the process (.) but ( ) it is their own responsibility. (1)
316	T1:	I just have a question what do we mean by in the center? and (.) some help (in that sense)=
317	T2:	=it is the teacher lead ((pointing towards I-10))
318	I-10:	yeah. Ermm think about it as the teacher in the classroom (.) I think it is more or less the same (.) so: are you there (.) in every step (.)? what is the teacher's role (.)?
319	T2:	should the [teacher be ( ) or ( )?
320	I-10:	[this is the question I want answer to.
321	T1:	I think in the first part if we are doing the actually strategy training we have to be (.) err because we are supposed to demonstrate, we are supposed to show them. So: in that (.) first part (.) the teacher is in the center then in that sense (.) But then when they are practicing and when they are seeing there is an evaluation stage (.) in the strategy training, then the students evaluate the strategy for themselves to see how useful it was and how, if they do not like it (.) Then they might use another strategy they are learning so: I think at the beginning yes in that sense they are in the center but then the teacher in a way (.) backs off a little bit. And then just allows students (.) so not forcing them to do anything. I think the role of the teacher shifts (.) in that sense

Extract 6 S2 (continued) Teacher Roles in Strategy Training

322	I-10:	yeah. So we go back to: if we need learner training we need teacher training as well
323	T1:	yeah (4)

The extract begins with I-11 reading her question on what the role of teachers should be in strategy training. After a 1-second silence, I-10 intervenes stating that it was her question. She makes references to the article that was discussed and expresses her disagreement with the idea that teachers should be at the center of this learning process. I-1's attempt to answer the question is interrupted by I-9 who asks what the question being discussed is. His turn is neglected by the trainers most probably because they did not want to interrupt I-1's turn. After this brief interruption, I-1 explains that she sees the teacher in the center at the beginning of the process but does not provide any reasons (turn 312). Her turn is immediately followed by I-11 who believes they cannot be in the center. I-10 adds to this turn by saying that teachers are doing the whole job, which is not compatible with the concept of autonomy. I-11 continues elaborating on her previous turn by emphasizing that they can only help students (turn 315). After this turn, T1 intervenes to ask what is meant by *being in the center*. The response to this turn comes from T2 who looking at I-10 restates it as *teacher led* (turn 317). I-10 confirms and in an attempt to clarify it, revoices the question as what the teacher's role should be. In turn 319, T1 also revoices the same question, followed by I-10's continuation of her previous turn (turn 320). The question is taken up by T1 who provides a lengthy explanation on how the role of the teacher shifts. This response is immediately followed by I-11 who acknowledges the response, and refers to a previous topic of teachers' need for training on how to teach strategies. The extract ends with T1's acknowledgement of the turn.

The prominent interactional feature in this extract is the absence of trainers from the first half of the discussion. Trainers refrain from interrupting the on going

discussion among instructors. Until T1's interruption (turn 316), instructors successfully initiate and maintain discussion. There seems to be successful turn management as instructors are able to hold and pass turns (Walsh, 2012). Discussion is characterized by longer instructor turns which include elaborations (turn 309), justifications (turn 313), and explanations (turn 314). Apart from one exception in which T2 nominates I-10 using gestures, all turns are self-nominated.

Another issue worth examining in this extract is how a missed opportunity surfaces. After turn 317, T1 takes the floor to request clarification on what is meant by the teacher being *in the center*. Without any extended wait time, T1 responds to this request and then nominates I-10 who had asked the question first (turn 318). Although I-10 gets the opportunity to clarify her own thinking, opportunity for participation is lost for other instructors who might have also contributed in the meaning making process.

Upon careful analysis of the data, other instances of trainer related missed learning opportunities were identified. The following extract is taken from the session on listening strategies. Right before the extract, T1 was giving information on the earlier format of listening classes.

Extract 7 S3 Learners Making Decisions

52	T1:	=This was actually one of the things we discussed last week. ermmm if you do not want to remain anonymous who said?
53	I-9:	No I said.
54	T1:	You said disagree?
55	I-9:	Well, I agree. However, I don't agree in the context. I don't agree according to in our learner profile here. I don't think they can make decisions.
56	T1:	So no decisions or some decisions?
57	I-9:	No I give them lots of decisions but I don't (.) agree that they should be completely involved at the moment.
58	T1:	yeah so with the all decisions part you don't agree?
59	I-9:	No. I agree with the statement but I just don't agree with it in our context. (1)
60	I-6:	I'm the same but ermm I agree because I clicked agree=

Extract 7 (continued) S3 Learners Making Decisions

61	I-9:	=mm hm
62	I-6:	because I agree with the statement but I agree that it may not be applicable to our context.
63	I-9:	exactly (2.5)
64	I-10:	But it doesn't say which decisions. (1)
65	T1:	not it just says
66	I-10:	so it is general. (3)
67	T2:	Yeah. (3) next, hadi.
		common

The topic of discussion in the extract is the involvement of learners in decisions on what to learn. The extract begins with I-7's agreement with the statement, which is then expanded with the justification that it is not applicable in the current context (turn 62). In turn 63, I-9 agrees with the previous turn, which is followed by a challenge from I-10. I-10 draws attention to the fact that the type of decisions are not mentioned. T1 confirms this, and I-10 rephrases it for clarification. The extended wait time following I-10's turn (66) is not utilized to its fullest potential. Instead of asking instructors to elaborate more on the relevance of decision types, T2 simply acknowledges I-10's turn and moves on to the next sentence to be discussed. However, trainer follow up questions could have been used to probe further thinking (Alexander, 2008). In turn 67, T2 closes off the dialog.

In a number of occasions during the program, it was found that other trainers were hindering opportunities presented in fellow trainers' turns. Valuable potential learning opportunities were missed. The two extracts below serve as samples of learning opportunities being closed down due to another trainer behavior.Extract 8 was taken from the session on autonomy and right before the extract T1 had asked instructors what they believed teacher-led teaching meant. After only a few instructors provided answers, T1 asked the question in turn 123.

Extract 8 S 3 Teacher-led teaching

123	T1:	any other thing you would like to share? (2)
124	T2:	I agree with I-2. I love teacher led reading exercises a lot and I believe from time to time it does not hinder autonomy at all. So I would disagree if I was playing=
125	T1:	=so teacher led doesn't equal something negative?
126	T2:	yeah
127	T1:	teacher led might be like a a teacher being a facilitator leading them to an activity also. I think our answers I guess reflect what we had in mind ( ) when we were trying to answer. (2)
128	T2:	yes. Devamm ((instructors answer the next question on their phones))

T1's aim in asking such a question was to get additional instructors to comment on the issue by opening space. However, after a two-second wait time T2 answers the question by stating his agreement with a previous turn. Although T1 tries to request more elaborations, the dialog becomes one between both trainers. So after T1's comment in turn 127, T2 abruptly starts the next question.

Another example of missed learning opportunity is from the listening session. Before the extract the group was discussing the present format of a listening lesson, and the terms extensive and intensive listening had come up.

Extract 9 S1 Extensive – Intensive Listening

203	Aylin: everything for maximum understanding. This was the belief back then and in the listening part they did Extensive listening. Do we: remember the difference between extensive and intensive listening? (0.8)
204	Kerem: it's like one of them is for (.) main ideas the other one is for specific details if I'm not mistaken (1)
205	Aylin: yes if you are doing extensive you are just trying to get the main idea, the gist let us say. But for Intensive listening you are looking for (.)
206	Nazli: details

Opportunities for learning are hindered in this discussion because of trainer interruption. In turn 203, T1 asks a display question to see if instructors remember the difference between extensive and intensive listening. After a short wait time, T2 responds by briefly explaining the difference. No time is given to reflect on the

question, and therefore space for learning is closed. However, without giving instructors enough time to reflect on the question, T2 fills in the silence to keep the discussion flowing. After T2's turn, T1 revoices what T2 says. Her turn is completed by I-12.

4.4   Summary

Five main reasons were identified as reasons why instructors join PD programs; learning from and with others, reflecting on one's teaching, the planning of the program, a desire to be part of a community, the trainers, and the group. Overall, what instructors referred to as contributions at the end of the program was a reflection of their motivations to join the program in the first place. Instructors appreciated the chance to be a part of the group both personally and professionally. The relaxed and nurturing atmosphere helped instructors benefit from the experience more. The contributions of the program indicated during the interviews were observed during program sessions as well. When the dialogs were examined, two main types of interactional strategies were identified in creating learning opportunities; interactional features initiating discussion (e.g. extended wait time, clarification requests) and interactional features maintaining discussion (e.g. elaboration requests, turn taking strategies, building on each other's ideas). On the other hand, it was found that certain interactional features in trainer talk such as short wait time, question types used, and interference by other trainers affected available learning opportunities negatively.

CHAPTER 5

DISCUSSION AND CONCLUSIONS

5.1   Introduction

The purpose of the study was to explore a professional development program to investigate why instructors joined the program and what its perceived contributions were. First, the results presented in the previous chapter will be discussed with reference to relevant literature. Then, the implications for second language teacher education are discussed. Lastly, the limitations of the study and suggestions for further research are presented.

5.2   Reasons to Join the PD program

The first research question aimed to determine the reasons instructors joined the professional development program. Data was obtained from both the needs analyis survey (n=14) and the first interviews (n=11). The results revealed seven main reasons why instructors wanted to attend the professional development program; learning from and with others, reflecting on their teaching, a desire to be part of a community, the group, the trainers, and the planning of the program.

The first theme, learning from and with others, included instructors' expectations mostly regarding their content related gains from the program. A number of instructors indicated a desire to learn both academic and practical information. Instructors wanted to learn new activities, technological tools, recent ELT theories and methodologies to be up to date on recent developments. They also believed that in this way they would be able to prepare more enjoyable classes and solve their job related problems. Instructors believed that in addition to learning from the

trainers, they would also be learning from each other. They viewed discussions with their colleagues as an opportunity to learn about each other's teaching and gain different perspectives. Learning about what other's are doing was considered to be a way to better understand the student profile and even a way to foresee possible in-class problems. Even though they may not be experiencing some of the problems being discussed, instructors considered discussions to be relevant since each semester they were assigned to new groups of students. Besides these, two instructors were interested in doing observations. A number of instructors saw the program as an opportunity to reflect on their strengths and weaknesses whether it be through observations or discussions with colleagues.

Findings corroborate the importance given to in-service professional development programs as a means for professional development indicated in Iyidogan's (2011) study on the effectiveness of a university-level in-service professional development program. In addition, the reasons quoted by instructors in this study were similar to a number of studies conducted on teacher professional development (Ekşi, 2010; Uysal, 2012; Yurttas, 2014). The need to learn new theories was also emphasized in a study by Ekşi (2010) conducted on the needs of instructors working at a Turkish university. A number of instructors in the present study were from a non-ELT background, which might have had an effect on their desire to learn ELT-based theories and activities. Instructors with a teaching degree were possibly seen as valuable resources.

Two other related reasons why instructors wanted to join the program were the group of instructors at the English Language School (ELS) and to feel part of a community. The general atmosphere at the ELS was perceived to be friendly and relaxed. Instructors regarded the community at ELS as respectful, safe and nurturing. Therefore, they wanted to spend more time with like-minded people who were open to learning and collaboration. The diverse backgrounds of the instructors were also seen as a contributory factor. An interesting point from the interviews

was the more personal reasons quoted for attending. One instructor hoped the program would be a way to spend more time with her colleagues, and possibly develop new friendships. Another instructor believed it might help her overcome her shyness about speaking in public.

In addition to the group of instructors, the trainers were also a motivating factor for instructors. The diverse personalities and styles of the trainers were believed to be one of the strengths of the program. Trainer 1 was known for his fun and easy-going character. T2 was considered to be stronger in terms of academic knowledge, whereas T3 was the believed to be the most creative with a talent for drama. One of the things that had an effect on instructors' perceptions about the program was the first meeting in which the program types were introduced. The PDU prepared a fun trailer for the professional development programs planned for the semester. This might have had an effect on instructors' expectations of a fun but informative program, and therefore their decisions to join the program

The last emerging theme related to instructor motivations was the way the program was planned. When designing the program, instructors' wants and needs were taken into consideration. These were not just related to the topics, but also included issues such as activity types, and the timing and frequency of the sessions. Instructors felt the program was being designed collaboratively which motivated them to join. The contributing factors were the needs analysis survey and the interviews. Instead of just being satisfied with a single survey, the professional development unit also included detailed interviews to learn more about what the instructors really wanted. The survey served as a preliminary basis as to what topics instructors were interested in, how often they preferred to have the sessions and what type of activities they preferred. Once the surveys were analyzed, each instructor was interviewed separately to better understand what they would like to learn. Instructors were also asked about previous professional development experiences and challenges they faced. One of the most significant findings related

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to instructors' motivations to participate was the voluntary and developmental nature of the program. As a result of negotiations with the administration, all professional development programs were offered on a voluntary basis, with no official performance evaluations attached to attendance or non-attendance.

Planning the content and process according to instructor needs and making the program voluntary are both factors that match literature on successful professional development opportunities. For such programs to be effective job-embeddedness and contextual alignment are important (Borg, 2015a; Daloglu, 2004; Uysal, 2012). As suggested by the literature, instructors taking part in the program were the ones who determined the topics to be covered. In addition to the needs analysis conducted, by planning a program within the institution with trainers who are instructors themselves, the program was also able to cater for the contextual needs of the instructors. Findings of the study confirm other studies (Uysal, 2012; Yurttas, 2014) on the importance of including instructors both at the beginning and during the implementation stage of the program. Instructors in this study believed that the program would be closer to their own realities and would also help them learn how to implement what they learned. Contrary to the findings here, Yurttas's (2014) study reports that instructors did not see mandatory professional development sessions as a demotivating factor. Such sessions were seen as a part of job-embedded requirements, and were received favorably being a chance to collaborate with colleagues. On the other hand, Hos and Topal (2013) report that instructors feel demotivated when professional development becomes mandatory, and that certain tensions arise.

5.3   Contributions of the PD program

The second research question investigated the perceived contributions of the professional development program. In this regard, first a second interview was conducted with eleven instructors to explore what their perceptions of the program

were. The interview questions focused on the strengths, weaknesses, and challenges of the program with additional questions on instructors' professional development, and the dialogs in the sessions. To further investigate these contributions, each session was transcribed and analyzed to identify learning opportunities. In the next section, first the results of the interviews are discussed, which is then followed by analysis of the dialogs in the professional development sessions.

5.3.1   Perceived Contributions of the Program

One of the most important strengths reported was the benefits gained from the group environment, which reflected one of the main reasons why instructors to join the program. Firstly, instructors appreciated overcoming the feeling of loneliness they were experiencing. Learning that others have similar concerns and problems made them feel better, and increased their confidence. In a sense, instructor 6's likening of the program to a therapy session in his first interview became a reality. The program helped instructors solve their own teaching related problems with the help of their colleagues. This finding is significant because teacher isolation may be a factor that limits opportunities for professional growth (Flinders, 1988). In this study, instructors reported continuing discussions outside of the sessions. Prior to the program, instructors mostly engaged in professional discussions with their partners, or instructors within close proximity. The program offered them a chance to connect with other self-motivated colleagues, which led to further collaboration in preparing lessons and sharing materials. Instructors gained new perspectives through discussing and sharing ideas with each other.

Along similar lines to the first interviews, trainers were considered to be another strength. The fact that trainers were in-house trainers helped them understand the teaching conditions better. Throughout sessions references to the teaching context were made, which helped instructors relate the ideas to their own teaching more easily. One instructor referred to the sesions as *reality* when compared to one-shot

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hypothetical sessions offered by trainers outside the institution. The blend of trainer styles was also another factor mentioned. Sessions were described as both fun and informative as confirmed by feedback forms collected at the end of each session. The trainers' willingness to help and availability were also highly valued.

The findings of the second interview revealed many similarities to the first interview conducted as part of the needs analysis. A number of reasons from the first interviews were reiterated as strentghs of the program. Among these were the voluntary nature of the program, no associated performance evaluations, learning about ELT theories, and the blend of theory and practice. Learning about the rationale behind their own teacher helped instructors gain confidence. Furthermore, underlining that they were given choices and were active participants, instructors felt that they had a say in how sessions were shaped.

When asked whether the program led to any changes in their teaching, half of the instructors reported no changes. As one instructor stated, claiming a major change at the end of such a short program would be unrealistic. A more appropriate wording chosen by an instructor was that the program *added* to their teaching. Most probably as a result of the session on autonomy, some instructors were working on their teacher talking time and their control over the classroom. An increased consideration of learner needs was another change reported. An interesting perspective change expressed was how silent students in the classroom were viewed. Some instructors learned to be more understanding and respectful towards these students.

On the other hand, more than half of the instructors experienced personal changes. Most important of all, they felt better about their teaching. The reason behind this is most probably learning about other instructors' teaching. Before the program, sharing might have taken place only with certain people and on a limited scale. With the opportunity to collaborate and share experiences, all instructors in a way

opened the doors of their classrooms to each other. They shared problems and discussed solutions together. This also contributed to the reported increase in instructors' confidence. A possible explanation for these positive feelings and increase in confidence might be due to the instructors' backgrounds. Instructors especially from non-ELT backgrounds received confirmation from both the literature and colleagues that what they were doing was right, and that it had a place in the literature. Self-awareness was another factor that emerged from the interviews. As a result of the sessions, some instructors noticed that they could also make valuable contributions. Reflecting on their own teaching enabled them to see their strengths. In a similar vein, they were also motivated to read and learn more.

Despite mainly reporting positive aspects of the program, instructors also expressed certain weaknesses. A few instructors wanted observations to be a part of the program to be able to receive more individual feedback on their practices. Although such observations were initially planned, due to some unforeseen circumstances they had to be cancelled. Most of the complementary more time-consuming tasks planned for the program could not be realized.

Instructors also provided some suggestions for future programs. One interesting suggestion was about the content of the program. Although he valued the discussions, one instructor suspected that if the program ran longer, they would be repeatedly listening to the same problems. This finding links to the trainers' ability to manage discussions and maintain interest, which will be discussed in more detail in section 5.3.2. As a way of dealing with such possible problems, some instructors suggested having both in-house trainers and guests speakers. It was even suggested that guest speaker sessions could be followed-up with in-house discussion sessions the following week. One other issue instructors indicated was the number of people in the sessions. There were conflicting reports on this issue with two instructors supporting that there should have been fewer people. These instructors were the ones who wanted to do more observations and receive feedback on their teaching.

Undoubtedly, the number of people affects how much attention each instructor receives. This might have been the reason for their request for a less crowded group. As opposed to these two instructors, others believed it was an ideal number for them not to feel pressurized to speak.

The workload at the institution was a major challenge for instructors, and when asked whether they would participate in a similar program in the future, half of them said it depended on the circumstances. During the implementation of the program, some instructors came to sessions unprepared by not having read the articles, or completed the mini tasks. Other than institutional constraints, some personal constraints were also stated. Instructors preferred to decide once they knew more about the people who would be in the new group. The main reason for this might be the doubt that they would find the same extremely positive and supporting atmosphere. A new group meant new instructors, and opening up to a whole new group. Therefore, not all instructors were eager to do this. One surprising comment from an instructor was that she did not want to be together with instructors who were there just to please the administration. Although no information was shared with the administration on who attended or not, this information could easily be obtaine. In the first session, one of the assistant directors was also present as she had originally volunteered to join the program. However, due to her workload she had to drop out after the first session.

5.3.2   Learning Opportunities

One of the main findings of the study was the effect of a supportive environment on professional development discussions. As explained previously, instructors who took part in the program expressed their appreciation of the safe and supportive environment. Presence of humor was one of the most obvious indicators of such an environment. Furthermore, the management of turn-taking and topic-shifts in dialogs implied a supportive and egalitarian environment (Reznitskaya & Gregory,

2013). (Myhill, Jones, & Wilson, 2016) warn against excessive control over talk since it limits opportunities that may be available through discussions (p. 39). In this study, for the majority of the time, instructors self-nominated, and instructor-initiated topic shifts were found in the data. The instructors also felt safe enough to interrupt both each other and the trainers (Lefstein & Snell, 2014; Reznitskaya, 2012).

The analyses also revealed a number of interactional features trainers used througout the professional development sessions. Similar to Teo's (2016) findings, follow up moves had considerable effect on instructors' participation, and whether or not discussions continued. Some common interactional features observed in trainer talk were; clarification requests, elaboration requests, revoicing, use of open-ended questions, use of incomplete utterances, linking to other's turns, and linking to context. These interactional features were consistent with ones identified in earlier studies by researchers such as Lefstein and Snell (2014), Mercer and Littleton (2007), Michaels and O'Connor (2016), Vrikki, Brindley, et al., (2019). The fact that trainers withheld evaluations in dialogs also promoted discussion (Nystrand et al., 2003).

Another common feature apparent in creating learning opportunities was use of extended wait time. Any pause lasting 2-seconds or more was referred to as *extended wait time* (Walsh, 2011). Increasing wait time allowed instructors the space needed for thinking, evaluating their understanding and formulating their ideas (Walsh, 2002). Further analysis has shown a relationship between extended wait time, self-nomination and extended turns. In instances where instructors were allowed more time to think, their contributions were more complex, including justifications for their ideas. The silences serve as points in which instructors may choose to contribute to the discussion. It might be said that an important trait for a trainer here would be patience. A number of trainers feel the need to fill in that space given to instructors as thinking time because they are focused on having a

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smooth discussion with minimum hesitations and awkward silences. However, as found in the data once trainers filled in the silence, they may be taking away a valuable learning opportunity (Seedhouse & Walsh, 2010; Walsh, 2011; Walsh & Li, 2013). One other interactional feature was minimal trainer interruption. In the data from the recordings, at certain times the dialogs were between instructors themselves with little or no interruption from trainers. These instances also led to learning opportunities as instructors were provided with the chance to challenge each other, revoice their ideas, and reflect on their understandings.

Missed learning opportunities were found in instances where trainers did not successfully manage wait time. The urge to maintain a smooth flowing conversation may have caused them to fill in the silence. There were times when trainers answered their own questions. A similar finding was also reported in Myhill et al. (2016) where episodes of long teacher talk included teachers asking and answering their own questions. An interesting finding was the missed opportunities that happened due to the presence of other trainers. When one trainer provided a learning opportunity through clarification or elaboration requests, sometimes the other trainer replied. Therefore, space for learning was closed when it may have been the most fruitful. As Shea (2019) and Walsh (2011) state this may have been due to the demands of the professional development sessions where one has to make quick on the spot decisions.

5.4   Implications of the Study

The study provides some insight into both teacher professional development and trainer development programs. Based on the results of the study, the following implications have been drawn in the areas of teacher professional development and teacher trainer development programs:

5.4.1   Teacher Professional Development

- It is clear from the findings that PD programs which include instructors in both the planning and the implementation stages are more favorably considered. Despite being time-consuming, going beyond a needs analysis survey and including in-depth interviews may result in more successful PD programs. In addition to information obtained on which topics to cover, teacher input on preferred activities also needs to be gathered. Being included at an early stage could affect instructors' approach to the program and lead to a more inclusive and supportive PD environment.

- The more successful programs were considered to be job-embedded. This study revealed the effect of having in-house trainers on the success of the program. Instructors who know the teaching context well are more likely to cater for the needs of the participants, and shape programs accordingly.

- Instead of the one-shot workshops, PD programs should be more continuous in nature allowing instructors to bond with each other. The PD community one learns with has great influence on the perceived effectiveness of a program. A safe and nurturing environment affects learners gains out of the program.

- As Walsh (2013) states "any understanding of context entails first describing and then developing an awareness of professional practice" (p.92). Few studies in the area of professional development focus on what happens during PD sessions. This study aimed to provide a glimpse into the interactions and the learning that takes place in these sessions.

- Awareness should also be raised on the importance of dialog and dialogic teaching. For teacher transformation to occur, instructors need to critically

examine their practices (Borko, 2004)**.** One way of doing this is to reflect on one's teaching through engaging in dialogs with colleagues (Putnam & Borko, 2000). Therefore, discussions should be integrated into PD programs.

- Use of dialogic teaching may also be integrated into PD sessions so that teachers are exposed to such methods making it more likely for them to use it in their classrooms.

5.4.2 Teacher Trainer Development

- Teacher trainers have an important role in creating dialogic learning environments. Therefore their practice also needs to be examined (Zhang et al., 2011).

- Considering the crucial role teacher trainers play in organizing professional development programs and creating learning opportunities, a more structured trainer training systems could be developed by devising a framework that may be used for reflection. The interactional features used by trainers in this study can be group into two broad categories; interactional features initiating discussion and interactional features maintaining discussion. Using these two categories, a framework for trainer interactional strategies could be prepared to help trainers reflect on their teaching. This may help trainers better understand interaction in their sessions, and also notice different aspects of their teaching.

- Trainer Training courses could be restructured to include more trainer reflection through video-recorded training sessions with a special emphasis on learning opportunities provided. Once they understand the nature of interaction in professional development programs, trainers may better

identify potential learning opportunities. Such a framework may also be used to determine different interactional features used in different training or teaching ssettings.

- As trainers serve as models to instructors whom they are presenting to, trainers may spread awareness on the importance of dialogic teaching.

5.5   Limitations and Future Research

Given its qualitative nature, and small sample size, this study has certain limitations. Nevertheless, it has important implications for both teachers and teacher trainers. The study makes an important contribution in the area of teacher development as it provides a glimpse into professional development sessions through discourse analysis.

One limitation of the study is related to its generalizability. Being a qualitative case study, the main objective of the study is not to generalize the results. The results may be considered useful in similar institutions (Yin, 2003). Nevertheless, it is believed that the study makes important contributions to the area of professional development. Principles of qualitative research methodology have been followed to ensure trustworthiness so that readers can make connections between the research context and their own to decide upon the applicability of the findings. Detailed presentation and in-depth analysis of data have been provided to increase its transferability. As the researcher was an active participant in the study, principles of reflexivity were employed by keeping a diary, and including a critical friend throughout the process.

The second limitation is the limited number of video-recorded professional development sessions. Due to some unforeseen circumstances, some sessions had to be cancelled. Additional number of hours of recordings would provide more

comprehensive data. Another related limitation was that data was collected only from one private higher education institution. Data could be collected from both private and state higher education institutions, and K-12 in-service teacher development sessions. The focus of this study was an in-service professional development program, but it would be interesting to see what the results of other teacher professional development contexts such as short-term training programs yield.

Samples provided in this study reveal certain interactional features prevalent in professional development sessions and how learning opportunities are affected. Nevertheless, for a more complete understanding, more research is needed. Future research could investigate how the interactional features found in this study differ in various teaching contexts such as in-service PD programs in primary schools or secondary schools. Also as Crabbe (2007) indicates learning opportunities may change from person to person or culture to culture. Therefore, it would be interesting to see what cultural factors affect such opportunities. More longitudinal research may provide valuable insight into group dynamics and how they affect the dialogicality of the sessions. Studies of a qualitative nature could focus on learning opportunities created by learners themselves. Another topic that could be investigated is how the presence of other trainers affect the learning opportunities. As this study focused only on a voluntary PD program, a study on the learning opportunities and interactional strategies present in mandatory PD programs could make valuable contributions to the literature.

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APPENDICES

A. FIRST INTERVIEW GUIDE

Background Information

1. Please tell me about your background— your educational background, numbers of years of experience, and different levels you have taught.

2. Please tell me about your prior professional development experiences.

   a) What type of professional development activities do you generally prefer participating in? (These can be at your workplace or any other conferences, training sessions, or seminars organized outside)

   b) What type of activities have you participated in?

   c) What was the design of the program(s)?

   d) How long did it last?

   e) Where was it conducted?

   f) Who attended?

3. Have you ever participated in discussions with other teachers on a regular basis? If so,

   a) What did you talk about?

   b) What was the interaction like?

   c) What did you gain out of this experience?

   d) What do you think could have been done better?

The planned professional development sessions

1. Have you participated in similar professional development sessions before? If so, please provide some detail on the content and nature of sessions.

2. Why do you want to participate in these sessions? What motivated you to join the group?

3. What do you expect to gain from your participation in the professional development sessions?

4. What would you like to talk about in the professional development sessions?

B. SECOND INTERVIEW GUIDE

1. In what way has this group contributed to your professional development?

2. What have you learned in the professional development sessions?

3. Have you made use of what you learned?

4. Would you like to continue participating in similar sessions?

5. What do you consider as the strengths of the sessions when compared to other

   professional development opportunities?

6. What do you think the weaknesses of the sessions were?

7. What would you like to change about the sessions?

8. Do you have any suggestions for future sessions?

9. Could you tell me how the sessions have changed your teaching?

10. Would you say that you are satisfied with this model of professional development? Why/Why not?

11. What did you think of the conversations/dialogs in the professional development sessions?

12. How do you think the conversations/dialogs helped you develop professionally?

13. What were some of the challenges you faced during your participation in the professional development sessions?

14. Is there anything else you would like to add about your experience?

C. REFLECTION SHEET

Please think of 3 adjectives to complete the following sentences.

1. I think today's session was _____ because

_____

_____.

2. I think today's session was _____ because

_____

_____.

3. I think today's session was _____ because

_____

_____.

Please complete the following sentences.

One   thing   I   learned   from   this   session

_____.

I wish_____

_____.

A question I have related to today's session is_____.

The group conversations_____.

If there's anything else you would like to add please use this space.

Date:

D. NEEDS ANALYSIS SURVEY

Professional Development Survey

This survey is conducted to better understand your needs and opinions regarding professional development. The survey consists of three sections and takes approximately 15 minutes to complete. Your identity and individual responses will be kept strictly confidential, and the results of the survey will be evaluated by the professional development unit only. Please read each instruction carefully and give your answers sincerely.

Participation to the survey is voluntary. The questionnaire does not contain questions that may cause discomfort in the participants. However, during participation, if you feel uncomfortable for any reason, you are free to quit at any time. Please note that by filling out this survey you agree to the following:

"I am participating in this research voluntarily and know that I am free to withdraw at any time. I give my consent for the use of the information I provide for academic purposes on condition that my identity and personal information is kept confidential."

Thank you very much for your participation. For further information about the study, you can contact our unit at aylin.dewan@tedu.edu.tr

PART I – NEEDS ANALYSIS

In this part, please indicate how you would rate your need for further development in the following areas. Please note that 1 indicates "No Need", 2 "Low Need", 3 "Moderate Need", 4 "High Need" and 5 indicates "Very High Need".	No need	Low	Moderate	High	Very high
Knowledge about Language					
1. Knowledge of grammar	1	2	3	4	5
2. Having the grammatical competence to teach at even advanced levels	1	2	3	4	5
3. Knowledge of phonology and phonetics	1	2	3	4	5
4. Having the phonological and phonetic competence to teach at even advanced levels	1	2	3	4	5
5. Knowledge of lexis	1	2	3	4	5
6. Having the lexical competence to teach at even advanced levels	1	2	3	4	5
7. Knowledge of discourse	1	2	3	4	5
8. Having discourse competence to teach at even advanced levels	1	2	3	4	5
9. Knowledge of reading	1	2	3	4	5
In this part, please indicate how you would rate your need for further development in the folloing areas. Please note that 1 indicates "No Need", 2 "Low Need", 3 "Moderate Need", 4 "High Need" and 5 indicates "Very High Need".	No need	Low	Moderate	High	Very high
10. Knowledge of speaking	1	2	3	4	5
11. Knowledge of writing	1	2	3	4	5
12. Knowledge of listening	1	2	3	4	5
Methodology and Teaching Techniques					
13. Having knowledge of language teaching and learning theories, ELT approaches and methods	1	2	3	4	5

14. Being able to select among a variety of methods and techniques in ELT according to the purpose of instruction	**1**	**2**	**3**	**4**	**5**
15. Catering for learner's individual differences	**1**	**2**	**3**	**4**	**5**
16. Being able to teach different proficiency levels	**1**	**2**	**3**	**4**	**5**
17. Encouraging and motivating learners	**1**	**2**	**3**	**4**	**5**
18. Raising learners' language awareness	**1**	**2**	**3**	**4**	**5**
19. Developing learner autonomy	**1**	**2**	**3**	**4**	**5**
20. Developing learners' critical thinking skills	**1**	**2**	**3**	**4**	**5**
21. Understanding the relevance of culture in teaching	**1**	**2**	**3**	**4**	**5**
22. Integrating culture into teaching	**1**	**2**	**3**	**4**	**5**
23. Taking learners' culture into consideration while teaching	**1**	**2**	**3**	**4**	**5**
Classroom Management					
24. Dealing with disruptive student behavior	**1**	**2**	**3**	**4**	**5**
25. Dealing with learner indifference	**1**	**2**	**3**	**4**	**5**
26. Managing time effectively in class	**1**	**2**	**3**	**4**	**5**
27. Monitoring group and pair work activities	**1**	**2**	**3**	**4**	**5**
28. Giving clear instructions to learners	**1**	**2**	**3**	**4**	**5**
29. Using a variety of techniques to provide feedback	**1**	**2**	**3**	**4**	**5**
Lesson Planning					
30. Preparing lesson objectives and outcomes	**1**	**2**	**3**	**4**	**5**
31. Providing a smooth transition between activities/stages in a lesson plan	**1**	**2**	**3**	**4**	**5**
32. Providing links with previous lesson(s)	**1**	**2**	**3**	**4**	**5**
Teaching Language Skills					
33. Developing learners' reading skills	**1**	**2**	**3**	**4**	**5**
34. Adapting and carrying out reading activities	**1**	**2**	**3**	**4**	**5**
35. Developing learners' listening skills	**1**	**2**	**3**	**4**	**5**
36. Adapting and carrying out listening activities	**1**	**2**	**3**	**4**	**5**
37. Developing learners' writing skills	**1**	**2**	**3**	**4**	**5**
38. Adapting and carrying out writing activities	**1**	**2**	**3**	**4**	**5**
39. Developing learners' speaking skills	**1**	**2**	**3**	**4**	**5**
40. Adapting and carrying out speaking activities	**1**	**2**	**3**	**4**	**5**
41. Developing learners' pronunciation skills	**1**	**2**	**3**	**4**	**5**
42. Adapting and carrying out pronunciation activities	**1**	**2**	**3**	**4**	**5**
43. Presenting a form or function	**1**	**2**	**3**	**4**	**5**
44. Adapting and carrying out grammar activities	**1**	**2**	**3**	**4**	**5**
45. Teaching vocabulary	**1**	**2**	**3**	**4**	**5**
46. Adapting and carrying out vocabulary activities	**1**	**2**	**3**	**4**	**5**
47. Integrating reading, listening, speaking and writing	**1**	**2**	**3**	**4**	**5**
Using Teaching Resources Effectively					
48. Selecting and using classroom materials appropriately	**1**	**2**	**3**	**4**	**5**
49. Adapting classroom materials appropriately	**1**	**2**	**3**	**4**	**5**
50. Exploiting the linguistic and communicative potential of materials	**1**	**2**	**3**	**4**	**5**
51. Making use of various classroom aids (visual aids, multimedia, etc.)	**1**	**2**	**3**	**4**	**5**
52. Using drama and literature in lessons (role-play, graded readers, etc.)	**1**	**2**	**3**	**4**	**5**
53. Using technological resources to develop materials (online	**1**	**2**	**3**	**4**	**5**

tools, smart phones, etc.)					
Evaluation and Assessment					
54. Awareness of a variety of traditional assessment procedures (quizzes, achievement tests, etc.)	**1**	**2**	**3**	**4**	**5**
55. Awareness of a variety of alternative assessment procedures (portfolios, presentations, etc.)	**1**	**2**	**3**	**4**	**5**
56. Applying different means of assessment (tests, writing tasks, speaking tasks, etc.)	**1**	**2**	**3**	**4**	**5**
57. Evaluating learner progress	**1**	**2**	**3**	**4**	**5**
58. Giving effective feedback to learners (constructive, detailed, etc.)	**1**	**2**	**3**	**4**	**5**
59. Correcting learner errors	**1**	**2**	**3**	**4**	**5**
60. Designing tasks to measure learners' achievement of learning objectives	**1**	**2**	**3**	**4**	**5**
61. Engaging learners in self-assessment and developing their self-assessment skills	**1**	**2**	**3**	**4**	**5**
62. Engaging learners in peer-assessment and developing their peer-assessment skills	**1**	**2**	**3**	**4**	**5**
PART II – PROFESSIONAL DEVELOPMENT					
This part of the survey aims to identify your preferences related to professional development. You can choose more than one answer. (Thick all that apply)					

1. Which of the following activities do you engage in for your own professional development?

reading ELT journals, magazines or books ☐

participating in workshops ☐

participating in seminars ☐

collaborating with colleagues ☐

peer-observation ☐

sharing classroom-based problems with colleagues ☐

sharing experiences with colleagues ☐

engaging in dialogs with colleagues ☐

reflecting on my teaching ☐

joining online communities ☐

joining teacher associations ☐

attending and presenting at conferences ☐

conducting classroom research ☐

participating in projects at the institution ☐

consulting with my institution's Professional Development Unit ☐

other ☐

2. Why do you want to participate in this professional development program?

to read ELT journals, magazines or books ☐

to learn more about my profession ☐

to benefit from others' experiences ☐

to observe colleagues ☐

to reflect on my teaching ☐

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to share my experiences with colleagues ☐

to engage in dialogs with colleagues ☐

to feel more as a part of a community ☐

conduct classroom research ☐

to solve my job related problems ☐

other ☐

3. What types of activities would you prefer in this professional development program?

seminars workshops ☐

reading professional publications (articles, books, etc.) ☐

group discussion ☐

audio/video recordings of lessons ☐

reflection through journal writing ☐

microteachings ☐

classroom research ☐

observations ☐

other ☐

4. How often should the sessions be?

once a week ☐

every two weeks ☐

other ☐

5. How long should the sessions be?

45 mins ☐

60 mins ☐

75 mins ☐

Other ☐

6. Please indicate any other topics that you think should be included in the professional development program.

_____

7. Please use this space to write any other comment or opinion you would like to share with us.

_____

PART III - DEMOGRAPHIC QUESTIONS

The information provided will be kept confidential and only be used for research purposes by the PDU.

1. Name Surname:

2. Age:

4. Department graduated from

(Bachelor'sDegree):

English Language Teaching	☐
English Language and Literature	☐
American Culture and Literature	☐
Translation and Interpretation	☐
Linguistics	☐
Other:	☐

4. Department of Master's or/and PhD degree (completed or in progress), if any.

_____

5. Total Number of Years of Teaching Experience

* Please type in the number of years you have taught English (1 year, 1.5 years, etc.)

_____

6. Number of Years of Teaching Experience at Current Institution

* Please type in the number of years you have taught English at your current institution (1 year, 1,5 years, etc.)

_____

7. Have you attended any in-service training programs before?

* If yes, please explain (duration, content, etc.)

_____

8. Have you attended any certificate programs?
Tick all that apply.

DELTA	
CELTA	
TEFL/TESOL	
Other: _____	

E. CONSENT FORM

Dear Colleagues,

You are invited to participate in a research study which aims to explore a professional development program and how it contributes to instructors' professional development. This study involves video and audio recordings of the professional development sessions, classroom observations, and audio recordings of the interviews. Your identity and individual responses will be kept strictly confidential, and the data will be utilized by the researcher and used for research purposes only. Pseudonyms will be used throughout the study and your name and any other information that may be personally identifying will not be used in the data or results. Participation in this study is voluntary and you may withdraw from the study at any time without having to provide the researcher with justification for the withdrawal.

Thank you very much for your participation. For further information about the study, please do not hesitate to contact the researcher at aylind@gmail.com or (312) 585 00 00

Researcher: Aylin S. Dewan

TED University, English Language School

Ankara, Turkey

For the participant

"I am participating in this research voluntarily and know that I am free to withdraw at any time. I give my consent for the use of the information I provide for academic purposes on condition that my identity and personal information is kept confidential."

Name Surname:

Date:

Signature:

F. TRANSCRIPTION CONVENTIONS

(1.8)	Numbers enclosed in parentheses indicate a pause. The number represents the number of seconds of duration of the pause, to one decimal place. A pause of less than 0.2 seconds is marked by (.)
[ ]	Brackets around portions of utterances show that those portions overlap with a portion of another speaker's utterance.
=	An equal sign is used to show that there is no time lapse between the portions connected by the equal signs. This is used where a second speaker begins their utterance just at the moment when the first speaker finishes.
::	A colon after a vowel or a word is used to show that the sound is extended. The number of colons shows the length of the extension.
(hm, hh, .hh)	These are onomatopoetic representations of the audible exhalation of air) This indicates an audible inhalation of air, for example, as a gasp. The more h's, the longer the in-breath.
?	A question mark indicates that there is slightly rising intonation.
.	A period indicates that there is slightly falling intonation.
,	A comma indicates a continuation of tone.
-	A dash indicates an abrupt cut off, where the speaker stopped speaking suddenly.
<u>Under</u>	Underlines indicate speaker emphasis on the underlined portion of the word.
°	This indicates an utterance that is much softer than the normal speech of the speaker. This symbol will appear at the beginning and at the end of the utterance in question.
(would)	When a word appears in parentheses, it indicates that the transcriber has guessed as to what was said, because it was indecipherable on the tape. If the transcriber was unable to guess what was said, nothing appears within the parentheses.
(h)	Sterling signs are used to indicate a smiley or jokey voice. (h) Parenthesized 'h' indicates plosiveness. This can be associated with laughter, crying, breathlessness, etc.
(( ))	indicates transcribers descriptions (e.g. shift of gaze, pointing)
Italics	English translation

G. CODEBOOK

Code name	Description	Example
P. agreeing	Participant indicates a form of agreement by revoicing, backchannelling, or other means	"Definitely" "I agree with you." "Yeah" "I agree with you but…"
P. asking for clarification	Participant asks trainer or other participants to clarify an issue	"Only the student?" "You mean they become more mature?" "Will we write?"
P. asking for confirmation	Participant asks for confirmation of understanding	"Oh only the student?"
P. challenging	Participant provides a challenge, gives a counter example, or questions a contribution	"Well is it necessary to do that?" "But their level is so different." "Should we do this?"
P. change in perspective	Participant changes a viewpoint or perspective on something.	"Maybe it could be possible"
P. clarifying	Participant clarifies an issue by restating, revoicing, or exemplifying	"I mean not the questionnaire, I wasn't talking about it." "No no I am not saying…"
P. completing previous turn	Participant completes another participant's/Trainer's turn	"A: I think it was… B: different."
P. confirming	Participant confirms trainer or other participant's turn	"A: You are group A, right? B: Yes"
P. continuing own turn	Participant continuing own turn after backchannelling or interruptions	"N: because most of the time they listen to: native speakers A: hm hm N: in the tracks a:nd they (didn't listen to)"
P. correcting P. or T.	Participant corrects another P's or T's contribution	"There's no 'and' in the sentence"
P. disagreeing	Participant openly disagrees with trainer or other participant	"I disagree"

Category	Description	Example
P. encouraging other members to contribute	Participant encouraging other members to contribute by nominating or through body language (eye contact, point at someone, and so on)	"Come on! What can they tell me?"
P. eliciting comments/contributions	Participant elicits contributions from others through questioning or....	"M. had a good example." "I think M. has a suggestion."
P. expanding own contribution	Participant elaborates on own previous turn by giving details, explaining, or telling more about an issue	"If you have tried it before, maybe you can share" "I would like to know what …is"
P. expanding previous Ps'/P's contribution	Participant elaborates on another P's previous turn by giving details, explaining, or telling more about an issue	"Yeah, they just don't want to learn about anything in Unit 7."
P. explaining	Participant explains his/her own point, or another P's point in more detail	"So in that regard is there a passive activity?" "At the beginning we are at the center but then we should be a help."
P. expressing doubt	Participant expresses doubt on a suggestion or comment by others	"This is what I thought too. This is why I said I mean it is not like speaking or writing" "That has worked but I am not sure about…"
P. inaudible	Participant's contribution is not clear from the recording	Marked by ( ) in the transcripts
P. incomplete idea	Participant was not able to complete his/her turn, therefore idea/thought	"but but instructions-"
P. joking	Participant makes a joke about an issue	"I am disagree" "pronunkiations"
P. justifying	Participant gives reasons or evidence to an idea	Because… So…
P. linking to own context	Participants relates the topic to his/her own context by sharing personal experiences or giving examples from own classroom, country and so on.	"It is the same problem for our students" "When I was giving feedback, they were…" "I just know from myself"
P. making exophoric reference	Participant refers to an outside source such as an article or an expert	"Do you remember the article they made us read in college?"
P. praise	Participant praises another participants or trainer's turn	"Wow", "Great"

P. providing a suggestion	Participant provides a suggestion related to the topic	"I love the idea of ___." "Maybe we can help students by..." "We could explain the task"
P. realizing misunderstanding	Participant realizes that s/he has misunderstood something	"Oh!"
P. referring to a previous point/turn (anaphoric reference)	Participant talk includes reference to a previous turn or idea	"So we go back to..." "Actually this was a question I asked." "I am the same as M."
P. repeating and revoicing	Participant repeating a word or phrase in previous P's turn	"A: so you you think we should have our students reflect on their own learning? B: yes reflect hm hm they should."
P. replying to T's comment/question	Participant responds to trainer's comment or question	"A: What is one thing that comes to your mind? B: The length, the length of the text, the pace..."
P. replying to another P's comment/question	Participant responds' to participant's comment or question	"This activity is not reading for me. It is listening. What about reading?"
P. shifting topic	Participant changes the topic	"So it is also good for every er: listener to relate the ideas they have written down."
P. summarizing	Participant summarizes another P's or group's idea(s)	"They should find their own strategy. But of course they should know their options. So I agree with the strategy thing."
P. wrap up	Participant wraps up the on going discussion	"But thank God we have found one positive point."
T. agreeing	Trainer indicates a form of agreement by revoicing, backchannelling, or other means	"I agree with you." "Yeah" "The same for me."
T. allocating turn to participants	Trainer provides turns to participants who either missed their chance to say something or who had raised their hands to contribute	"M. was going to say something."
T. asking for clarification	Trainer asks trainer or other participants to clarify an issue.	"You mean they become more mature?"
T. asking for confirmation	Trainer asks for confirmation	"A: You are group A, right?"

		B: Yes"
T. asking for elaboration	Trainer asks participants/trainer to provide more details about their turn through examples, further details, and so on.	"Did It work?
T. challenging	Trainer Participant provides a challenge, gives a counter example, or questions a contribution	"Well is it necessary to do that?" "But their level is so different." "Should we do this?"
T. clarifying	Trainer clarifies an issue by restating, revoicing, or exemplifying.	"So here they immediately open page 28." "Yeah, everybody can make a definition of autonomy."
T. causing confusion	Trainer related confusions resulting from mistakes in handouts or other materials used	"A: There's a word missing. T: Oh, yes our mistake."
T. completing previous turn	Trainer completes another participant's turn/sentence	"A: I think it was… B: different."
T. confirming	Trainer confirms participant or trainer assumption/response.	"Exactly."
T. disagreeing	Trainer openly disagrees with a contribution	"I disagree." "No"
T. encouraging participants to contribute	Trainer encouraging other members to contribute by nominating or through body language (eye contact, point at someone, and so on)	"Would you like to answer?"
T. giving procedural instructions	Trainer talk related to task management such as giving instructions,	"Today we're going to be talking about… " "Let's spend a few minutes to think about it."
T. justifying	Trainer gives reasons or evidence to an idea	Because… So…
T. joking	Trainer makes a joke	"I was thinking B. was very silent today!"
T. lecturing/explaining	Trainers provides an explanation of a point/topic	Not included due to space limitations.
T. linking to own context	Trainer relates the topic to his/her own context by sharing personal experiences or giving examples from own classroom, country and so on.experiences or examples from own classroom	"It is the same problem for our students" "When I was giving feedback, they were…" "I just know from myself"

T. leading to a topic	Trainer leads to a topic shift through his/her comments or questions	"Well thinking of what you already said, do you think the students then focus on the product instead of the process if they are looking at the questions."
T. making exophoric reference	Trainer refers to an outside source such as an article or an expert	"Do you remember the article they made us read in college?"
T. praise	Trainer praises another participants or trainer's turn	"Wow", "Great" / "I love the idea of ____."
T. probing	Trainer asking questions to elicit additional comments	"Any other ideas?" "Anyone else?" / "So do you agree strongly or?"
T. procedural wrap-up	Trainer wrapping up a discussion by summarizing or evaluation contributions	"So let's keep this comment in mind" / "I guess we all share the same ideas so…."
T. providing a suggestion	Trainer provides a suggestion related to the topic	"Maybe we can start a class by showing students the article of the day."
T. referring to a previous point/turn (anaphoric reference)	Trainer talk includes reference to a previous turn or idea	"I think this goes back to M's point on…" / "I love the idea of…" / "This is like what M. said."
T. repeating and revoicing	Trainer restates or rephrases another's contribution	"A: motivated and curious / B: hmm. motivated and curious"
T. replying to P's comment/question	Trainer responds to participant's comment	"A: They have none of these skills. / B: I think that is what's making our job more difficult."
T. replying to T's comment/question	Trainer responds to other trainer's elicitation	"T1: Do we: remember the difference between extensive and intensive listening? / T2: it's like one of them is for (.) main ideas the other one is for specific details if I'm not mistaken."
T. settling disagreement	Trainer resolves or puts an end to an ongoing unresolved disagreement	"Okay, let's agree to disagree."

T. summarizing	Trainer summarizes previous contributions	"The only positive thing that she did was to tell the learners to read the questions."
Extended contribution	P. uses explanations, expansion, or justifications when responding	Not included due to space limitations.
Brief contribution	P. uses a word or short phrases to respond with no development.	"metacognitive"
Self-nomination	Participant self-selects to contribute	"A: any other ideas? B: Should have enough command of language."
Other-nomination	Other participants nominate a participant	"N. was going to say something"
Trainer- nomination	Trainer chooses the participant to contribute	"Would you like to add something N.?"
Short wait time	Trainer allows 1 sec or less response time to participants	"Which one should we talk about? (1) Shall we talk about 8 for example?"
Extended wait time	Trainer allows enough response time to participants (2 seconds or more)	A: what do we do (.) during listening (.) that makes it an active skill? (2) B: Well, it's…"
Dialog leading nowhere	On-going dialog does not lead to a point or is not resolved	Not included due to space limitations.

* P. indicates participant.   * T. indicates trainer.

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H. APPROVAL OF THE METU HUMAN SUBJECTS ETHICS COMMITTEE

UYGULAMALI ETİK ARAŞTIRMA MERKEZİ
APPLIED ETHICS RESEARCH CENTER

ORTA DOĞU TEKNİK ÜNİVERSİTESİ
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08 MART 2017

Konu: Değerlendirme Sonucu

Gönderen: ODTÜ İnsan Araştırmaları Etik Kurulu (İAEK)

İlgi: İnsan Araştırmaları Etik Kurulu Başvurusu

Sayın Doç. Dr. Nurdan Özbek GÜRBÜZ;

Danışmanlığını yaptığınız doktora öğrencisi Aylin Selin DEWAN' ın *"The Nature of Teacher Participation in an Professional Learning Community: A Turkish Case Study"* başlıklı araştırması İnsan Araştırmaları Etik Kurulu tarafından uygun görülerek gerekli onay **2017-EGT-029** protokol numarası ile **15.03.2017 – 01.10.2019** tarihleri arasında geçerli olmak üzere verilmiştir.

Bilgilerinize saygılarımla sunarım.

Prof. Dr. Canan SÜMER

İnsan Araştırmaları Etik Kurulu Başkanı

Prof. Dr. Mehmet UTKU
İAEK Üyesi

Prof. Dr. Ayhan SOL
İAEK Üyesi

Prof. Dr. Ayhan Gürbüz DEMİR
İAEK Üyesi

Doç. Dr. Yaşar KONDAKÇI (Y.)
İAEK Üyesi

Yrd. Doç. Dr. Pınar KAYGAN
İAEK Üyesi

Yrd. Doç. Dr. Emre SELÇUK
İAEK Üyesi

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I. LISTENING PERCEPTIONS

1. Compared to the other language skills, listening is a passive activity.

2. The important thing in teaching instruction is that students get the right answer.

3. Learner anxiety is a major obstacle in L2 listening.

4. Listening means understanding words, so teachers just need to help learners understand all the words in the sound stream.

5. Teaching listening through video is better than audio alone.

6. Learners who have good listening ability in their first language will also become good L2 listeners.

7. Interactive listening, in conversation with another speaker, is more difficult than one-way listening (i.e., radio and television).

8. When teachers provide learners with the context for a listening activity, they give away too much information.

9. Letting students listen on their own, according to their interests, is the best way to develop listening skills.

10. Captions and subtitles are useful tools forlearning to listen.

J. SAMPLE LISTENING LESSON FOR DISCUSSION

Miss Muffin's listening class

It is time for Upper 02 to have their listening lesson. Miss Muffin tells her students to take out their course book Unlock and look at the listening exercise on pages 28 and 29. She tells them that they will be listening to a passage about wedding rites of a group of people who live in Asia. She also tells them that there are some new words they don't know and teaches all of them before listening. Next she tells them to read the questions and the multiple-choice answers for the listening passage very carefully. She explains that this will help them find out what the passage is about as well as what to listen for when the recording is played. When the class is ready, she plays a recording of a listening passage. The students listen attentively and select what they think is the correct answer to each question. When the recording ends, Miss Muffin plays it a second time so that learners can check their answers. After this, she goes over each question and gives them the correct answer. Finally, she checks how individual learners have performed and then goes over some of the difficult questions and explains the correct answers. When this is done, the class moves on to the next part of the lesson, which requires them to write a short composition based on what they have heard from the passage. (Adapted from Vandergrift & Goh, 2012).

K. CURRICULUM VITAE

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EDUCATION

Degree	Institution	Year of Graduation
M. A	Gazi University, Ankara	2005
	English Language Teaching	
B.A	METU, Ankara	1999
	English Language Teaching	
High School	Yükseliş College, Ankara	1995

WORK EXPERIENCE

Year	Place	Position
2015 - Present	TED University	English Instructor
Sep. 2019 - Present	TED University	PDU Coordinator
Feb. 2017 - Sept. 2018	TED University	Assistant Director
Jan. 2016 – Feb. 2017	TED University	PDU Coordinator
2015 – 2016	Lingus Education Group	Editor & Writer
2014 - 2015	Gündüz Eğitim & Yayıncılık	Editor & Writer
2014 - 2015	TED University	Freelance Translator
Sep. 2013 – Jan. 2013	TOBB University of Economics	English Teacher (part time)
2013	C2BT Information Technologies	Materials Writer
2007 – 2012	Turkish American Association	EdUSA Adviser
2005 – 2012	Turkish American Association	English & Turkish Teacher

2003 – 2004	Tüdem Educational Services	Materials Writer
2002 – 2003	Maya College	Materials Writer
2001 – 2002	Arı College	English Teacher
2000 – 2001	Gazi College	English Teacher

FOREIGN LANGUAGES

English & Turkish, Native Speaker, Spanish, Elementary

PUBLICATIONS

JOURNAL ARTICLES

Dewan Türüdü, Aylin S. & Gürbüz, Nurdan. (in press). The impact of the year abroad on Turkish TEFL dual degree students. Intercultural Education.

BOOK CHAPTERS

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Dewan Türüdü, A. S. & Saydam, D. (2015). *Work-Notebook, 8th Grade* . Ankara: Lingus Education Group.

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Kızılcık, H. & **Dewan Türüdü, A. S.** (2015). *Jolly English, 3ʳᵈ Grade*. Ankara: Lingus Education Group.

Dewan, A. S. (2014). *Cute English 2, Supplementary Book and Workbook.* Ankara: Birkent Yayınları.

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Çavdar, S. (2014). *Success at English Yaprak Test 5.* Ankara: Birkent Yayınları.

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Çavdar, S. (2014). *Success at English Vocabulary Book 6.* Ankara: Birkent Yayınları.

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CERTIFICATES and TRAINING

September, 2018	SSUA TAP, Statistical Analyses Training
November, 2017	Pilgrims Teacher Training
May, 2016	TESOL: Training of Trainers
July, 2016	Trainer Education Program, School of Languages, Sabancı University.
May, 2013	IELTS Speaking Examiner Training, Ankara, Turkey.
April, 2010	Certificate of Attendance, U.S Based Training Program for EducationUSA Advisers, U.S Department of State and College Board
March, 2010	Certificate of Attendance, EducationUSA Triennial Workshop, U.S Department of State, Prague, Czech Republic.
April, 2008	Teaching Turkish as a Foreign Language, TOMER, Ankara University Language Institute. Ankara, Turkey.
April, 2008	EducationUSA Malmö Workshop – EducationUSA, Malmö
2002	CERTELT (Certificate in English Language Teaching for Young Learners) - British Council, Ankara, Turkey.
November, 2001	Developments in NLP – British Council, Ankara, Turkey.

PRESENTATIONS

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Dewan, A. S. Speaking in TOEFL IBT, Strategies, Tips and Activities. Nuans Publishing International Exams Conference. Istanbul, Turkey. April 19, 2008

OTHER ACTIVITIES

Conference Organizating Committee Chair. *IATEFL English for Specific Purposes SIG Conference: Current Practices and the Future of Quality in EAP & ESP.* TED University, Ankara, Turkey. May 24-25, 2019.

ACT Test Coordinator. Turkish American Association, Ankara, Turkey. September, 2010 – June, 2012.

Organizer for Turkey Outreach Visit. University Council for Educational Administration (UCEA) Global Associates. September – November, 2009.

L. TURKISH SUMMARY/TÜRKÇE ÖZET

Bütün alanlarda olduğu gibi eğitim alanında da bilgi tabanı hızlı bir şekilde gelişmektedir. Öğretmenler de bu gelişmeler doğrultusunda bilgilerini güncel tutmak ve yeni uzmanlıklar kazanma konusunda teşvik edilmektedir (Guskey, 2000). Dil eğitimi de yeni trendler, müfredat, sınavlar ve öğrenci ihtiyaçları doğrultusunda hızlı bir değişim göstermektedir (Richard & Farrell, 2005). Öğretmen eğitimi ve mesleki gelişim bu değişikliklerin temelinde bulunmaktadır. *Mesleki gelişim* teriminin birçok farklı tanımı vardır fakat en genel anlamda öğretmenlerin öğretmenlik formasyonu sonrasında aldığı tüm eğitimleri kapsamaktadır (Craft; aktaran Creemers, Kyriakides, ve Antoniou, 2013). Mesleki gelişim, doğrudan ya da dolaylı yoldan sınıf öğretiminin kalitesine katkıda bulunan doğal ya da planlı olan tüm öğrenme deneyimlerinden oluşur. Tüm mesleki gelişim tanımlardaki ortak nokta mesleki gelişimin hayat boyu devam eden bir faaliyet olduğudur.

Öğretmen eğitimi birçok eğitim teorisinden etkilenmiştir, ve öğretmenlerin bilmeleri gereken konular ve nasıl öğrettikleri epistemolojik değişimlerle şekillenmiştir. 1970'lerde öğretmenlerin alan bilgisini öğrendiğinden emin olmak ve belli metodlar çerçevesinde bilgileri öğrencilere ulaştırmaları önemliydi. Öğretme yöntemleri ve öğrenci öğrenmesi bu dönemin odak noktasıydı. 1990'larda gerçekleşen davranışçılıktan yapısalcılığa olan teorik değişimle öğretmenler kendi teorilerini üreten yansıtmacı uygulayıcılar olarak görülmeye başlandı (Crandall, 2000). 2000'lerde ise sosyokültürel teori doğrultusunda öğretmeyi-öğrenme, aracılık, söylem, ve öğretmenlerin katılım yapısı ön plana çıkmıştır (Johnson, 2012, ss. 201). Sosyokültürel bakış açısında, öncelikli olan sosyal etkileşim ve bilgi inşaası için fırsatlar yaratmaktır, ve diyalojik öğretim bunun için tavsiye edilen yollardan biridir (Burns & Richards, 2012). Diyalog kurarak deneyimlerini

paylaşmak, öğretmenlerin inançları ve uygulamaları üzerinde yansıtıcı düşünmelerini sağlamaktadır. Öğretmenlerle ilgili yapılan çalışmalar sonucunda, öğretmen eğiticileri öğretmenlerin önceki deneyimlerinin, parçası oldukları aktiviteleri anlama şekillerinin, ve çalıştıkları ortamların etkisinin önemini anlamaya başlamıştır (Johnson, 2006, ss. 236).

Öğretmenlerin kendi mesleki gelişimlerinin planlanmasında etkin rol alması gerekmektedir. Bu sayede kendi ihtiyaçları ve motivasyonları doğrultusunda programlar oluşturabilir ve sahiplik duygusu geliştirebilirler (Diaz-Maggioli, 2004). Borg'a (2015a) göre etkili mesleki gelişim programları öğretmen ihtiyaçlarına yönelik, içerik ve süreç konusunda öğretmenlerin söz sahibi olduğu, okul yönetiminin desteklediği, öğretmen deneyim ve bilgisine değer veren, öğretmenlerin bağlamı ile ilgili, öğrenilen bilgiyle etkileşim, ve öğretmen işbirliği sağlayan programlar olmalıdır (ss.4-5). Bir çok program öğretmenler tarafından vakit kaybı olarak görülmektedir ve bu olumsuz bakış açısında sebep olan başlıca nedenler iyi bir planlama yapılmaması, araştırmaya dayalı verilerin eksikliği, kaynak eksikliği nedeniyle sunulan fikirlerin uygulanabilir olmaması, ve program sunum yöntemlerinin çeşitli olmaması listelenmiştir (Diaz-Maggioli, 2004; Guskey, 2000).

Türkiye'deki mesleki gelişim programları kurumların kendileri tarafından, ya da INGED, Türkiye TESOL, British Council, Pilgrims, ve International Training Institute (CELTA, DELTA sertifika programları) gibi farklı organizasyonlar tarafından verilmektedir. Aynı zamanda Amerikan Büyükelçiliği'nin İngilizce Dil Programları Ofisi, yayınevleri ve bazı eğitim şirketleri de mesleki gelişim seminerleri sunmaktadır. Milli Eğitim Bakanlığı tarafından K-12 düzeyinde programlar düzenlense de yüksek öğretim düzeyinde düzenlenen mesleki gelişim programları bulunmamaktadır. Şu anda sunulan çoğu mesleki gelişim programı, içeriği yönetim tarafından seçilen tek seferlik seminerlerden oluşmaktadır (Atay,

2006; Daloğlu, 2004; Uysal, 2012). Üniversitelerde ise mesleki gelişim birimleri aracılığı ile çalıştaylar, seminerler, ve eylem araştırması gibi alternatif programlar sunulmaktadır.

Mesleki gelişim uygulamalarını incelemek ve paylaşmak, öğrenmeyi ve öğretmeyi geliştirmekte önemi bir rol oynamaktadır. Öğretmenlerin mesleki gelişiminde mesleki diyaloglar ve mesleki ağ oluşturmak önemlidir (Philips, 2014). Mesleki gelişimin önemi göz önünde bulundurulduğunda, öğretmenlerin kendi gelişimlerinin sorumluluğunu üstlenmesi gerekmektedir. Tek seferlik seminerler haricinde, alternatif mesleki gelişim mekanizmaları bu çerçevede faydalı olmaktadır. Farklı programların yol açtığı etkileşim türleri, öğrenme üzerindeki etkileri, ve ortaya çıkan farklı öğrenme ortamlarının incelenmesi gerekmektedir (Johnson, 2012, Levine & Marcus, 2010). Özellikle Türkiye'de, İngilizce öğretimi konusundaki mesleki gelişim araştırmaları kısıtlıdır ve bu konuda daha fazla araştırma yapılması gerekmektedir (Hoş & Topal). Üniversite düzeyinde farklı odak noktaları olan bir çok çalışma yapılmıştır: mesleki gelişim programlarının değerlendirilmesi (Duzan, 2006; Sabuncuoğlu, 2006; Vildan 2006; Yurttaş, 2006), İngilizce öğretmenlerinin ihtiyaçlarının ve programların konularının belirlenmesi (Ekşi, 2010; Gultekin, 2007; Kabadayi, 2013; Kervancıoğlu, 2001; Korkmazgil, 2015; Ozen, 1997; Sentuna, 2002), öğretmenlerin mesleki gelişim algıları (Alan, 2003; Karaaslan, 2003; Muyan, 2013; Sadic, 2015), mesleki gelişimi etkileyen faktörler (Incecay, 2007; Iyidogan, 2011). Bazı çalışmalar ise öğretmen portfolyoları (Taş, 2011), akran gözlemleri (Çağlar, 2013, Kasapoğlu, 2002), öğretmen araştırmaları (Karakaya, 2015, Şakirgil, 2014) ve öğretmen çalışma grupları (Arıkan, 2002) gibi konulara odaklanmıştır. Mesleki gelişim programlarının oluşturulması ve uygulanmasına olan bu ilginin aksine, seminerler sırasında öğrenmenin nasıl inşa edildiği konusundaki çalışmalar oldukça kısıtlıdır (Borko, 2004; Rachamim & Orland-Barak, 2016; van Kruiningen, 2013; Warren Little, 2002), ve araştırmacının bilgisi dahilinde Türkiye'de mesleki gelişim

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programları sırasındaki öğretmen katılımını ve etkileşim süreçlerini inceleyen bir çalışma yoktur. Diğer ülkelerde yapılan ve etkileşimi inceleyen diyalojik öğretim konulu çalışmalar çoğunlukla aktivitelerin sonuçlarına odanlanmış ve program esnasında öğrenmenin nasıl gerçekleştiği incelenmemiştir.

Bu çalışmanın amacı, bir mesleki gelişim programı oluşturularak, öğretmenlerin programa katılım nedenlerini ve bu programın öğretmenlere katkılarını araştırmaktır. Programın öğretmenlere katkıları araştırılırken etkileşim stratejilerine ve öğrenme fırsatlarına odaklanılarak Türkiye'deki mesleki gelişim literatürüne katkıda bulunulması hedeflenmektedir. Çalışmanın sonuçlarının benzer programlar hazırlamayı düşünen kurumlara planlama ve uygulama konusunda yol gösterebileceği düşünülmektedir. Aynı zamanda, ortaya çıkan öğrenme fırsatlarının öğretmen-eğiticilerine öğretme metodlarını seçmekte yol göstermesi umulmaktadır. Bu çalışma aşağıda verilen iki ana soruyu cevaplamayı amaçlamaktadır:

1. Öğretmenler neden bu mesleki gelişim programına katılmaktadır?
2. Mesleki gelişim programına katılım öğretmenlerin mesleki gelişimlerine nasıl katkıda bulunmaktadır?
   a. Öğretmenlerin mesleki gelişim programının faydaları konusundaki algıları nedir?
   b. Sosyokültürel söylem analizi ışığında hangi etkileşim stratejileri öğrenme fırsatları yaratmaktadır?

Bu vaka çalışması özel bir üniversite'nin İngilizce Hazırlık Programı'nda dört aylık bir sürede yapılan beş toplantılık bir mesleki gelişim programını (MGP) kapsamaktadır. Çalışma sırasında programın uygulandığı üniversitede 65 tam zamanlı İngilizce öğretim görevlisi çalışmaktaydı. MGP yeni kurulan ve üç kişiden oluşan mesleki gelişim birimi (MGB) tarafından planlanmış ve uygulanmıştır. MGB üyelerinden biri çalışmayı yürüten araştırmacı olup, diğer iki kişi de

kurumda iki ve dört yıldır çalışan öğretim görevlileridir. MGB üyelerinden iki kişinin öğretmen-eğitimi konusunda sertifikaları olup, diğer üye ise bu konuda bir deneyime sahip değildir. Katılımcıları oluşturan 14 gönüllü öğretim görevlisi amaçlı örnekleme tekniği kullanılarak belirlenmiştir. Katılımcıların deneyimleri iki buçuk yıl ile 16 yıl arası değişmekte olup beş kişi İngilizce Öğretmenliği bölümünden mezun olmuştur. Katılımcıların çoğu yüksek lisansını bitirmiş ya da program sırasında yüksek lisansını devam ettirmekteydi. MGB'nin kuruluşundan önce üniversitede düzenli olarak yapılan herhangi bir MGP olmayıp sadece tek seferlik dışarıdan gelen eğiticilerin sunduğu birkaç toplantı yapılmıştır. MGB kurulması ile sertifika programı adı altında bu çalışmanın konusu olan program planlanmıştır. Programa katılım gönüllü olsa da, katılacağını bildiren kişilerden sertifika programı dahilinde yapılacak olan tüm toplantılara katılmaları istenmiştir. Program hazırlık programı yönetiminin de desteği ile katılımın gönüllü olduğu bir program olarak planlanmıştır. Programın ilk iki toplantısı program ve ihtiyaç analizi anketi bilgilendirmesi olarak planlanmış, devamında yapılan toplantıların konusu da ihtiyaç analizi anketinin sonuçlarına göre dinleme stratejileri ve öğrenci özerkliği olarak planlanmıştır.

Bu çalışmanın teorik çatısını sosyokültürel teori ve diyalojik öğrenme oluşturmaktadır. Sosyokültürel teori, düşünmede ve öğrenmede sosyal faktörlerin ve kültürün etkisine odaklanmaktadır (Mercer & Littleton, 2007). Sosyokültürel teorinin öncülerinden olan Vygotsky sosyal etkileşimi bu teorinin merkezine koymaktadır ve sosyal etkileşim süreçleri içselleştirildiğinde öğrenmenin gerçekleştiğini belirtir. Sosyal etkileşim yüksek seviyede düşünmeye yol açan dil, işaretler ve semboller aracılığı ile gerçekleşir. Dil entellektüel gelişmeyi şekillendiren diyalogları sağladığı için en önemli araçlardan biri olarak görülmektedir. Vygotsky (1978) aynı zamanda yakınsal gelişim alanı (ZPD) kavramını ileri sürmüştür. Bu kavram öğrencinin kendi başına yapabilecekleri ile belirlenen mevcut gelişim seviyesi ile, daha yetkin başka bir akran ile beraber

yapabileceklerinin belirlediği potansiyel gelişim seviyesi arasındaki farkı ifade etmektedir (Daniels, 1978). Yakınsal gelişim alanında öğrenme ilk aşamada etkileşim ile gerçekleşir ve daha sonrasında öğrenci tarafından içselleştirilir. Bir öğrenci için öğretimin halihazırda gelişmiş olanı kullanacağı bir yer değil, aynı zamanda öğrencinin gelişimi için bir kaynak olmalıdır (Vygotsky, 1978b). Sosyokültürel teori ile öğrenme, ve gelişimdeki yeri tasdik edilen sosyal etkileşim, diyaloglar aracılığı ile gerçekleşmektedir Gelişim süreci, hem kişisel hem de etkileşim içinde olunan kişilerin diyalojik gelişim sürecine katkılarına bağlıdır (Mercer & Littleton, 2007). Öğretimin bilişsel gelişime yol açması için öğretmenler ve öğrenciler arasında diyalojik etkileşim olmalıdır (Daniels, 2016). Bu eğitici diyaloglar üzerine yapılan araştırmalar öğrenci başarısı ya da başarısızlığına ışık tutabilir.

Diyalojik teori anlamlandırmanın etkileşimli bir doğası olduğunu ileri sürmektedir (Linell, 2009) ve kişinin eylemlerinin, deneyimlerinin, düşüncelerinin, ve söyledikleri sözlerin birbirine bağlı olduğunu belirtmektedir. Bağlamdan çıkarılan bir söz, bağlam sözün anlamını değiştireceği için anlaşılamaz. Bir sözün farklı sosyal ve tarihi şartlarda farklı anlamları vardır (Bakhtin, 1981). Diyalog konusuna farklı açılardan yaklaşılmış olsa da, hepsinin ortak noktası tek sesliliğe karşı duruşlarıdır. Diyaloğun öğrenmedeki yeri sınıf içinde kullanılan dil ve sınıf içi etkileşim konusunda bir çok araştırmaya neden olmuştur. Sınıf söylemi ile ilgili araştırmalar, sınıf içi konuşmalar ve öğrenme arasında bir ilişki olduğu önermesine dayanmaktadır. Sınıf söylemini araştırmak için önerilen ilk sistemlerden biri Sinclair ve Coulthard'ın (1975) öğretmen başlatımı, yanıt ve dönüt (IRF) sistemi olmuştur. Bu model çoğu sınıfta halen görülmektedir (Edwards & Mercer, 1987; Skidmore, 2016a). Sınıf içi söylem araştırmaları sonucu Cazden (2001), öğretmenin sınıf içinde öğrencileri değerlendiren, konuşma sırasını kontrol eden, ve konuları seçen bir otorite olarak görüldüğünü belirtmektedir. Aynı zamanda, derslerin bazı bölümlerinin de gerçek konuşmaları andırdığını belirtmiştir. Bu tür

konuşmalar, konuşma sırası düzeninin, soru sorma stratejilerinin, bekleme süresinin ve oturma düzeninin değiştirilmesi ile mümkün olmaktadır.

Son yıllarda özellikle diyalojik öğretme üzerine araştırmalar yapılmaktadır ve literatürde diyalojik öğretmeden bahsederken diyalojik pedagoji (Lefstein & Snell, 2014; Skidmore, 2000), diyalojik sorgu (Mercer, 2002; Wells, 2004), diyalojik öğretme (Alexander, 2008), ve diyalojik eğitim (Nystrand vd., 1997) gibi farklı terimler kullanılmaktadır. Diyalojik öğretmenin kararlaştırılmış bir tanımı olmasa da, tüm araştırmalardaki ortak nokta sınıflarda yaygın olan öğretmen-öğrenci etkileşimini incelemek, ve konuşma aracılığı ile öğrencilere keşfetme, itiraz etme, yeniden gözden geçirme ve fikirlerini geliştirme fırsatı vererek öğrenme fırsatlarını arttırmaktadır (Boyd & Markarian, 2011, ss. 519). Konuşmanın anlama üzerindeki etkisini çalışan araştırmacılardan biri olan Douglas Barnes (2010), sosyal etkileşimin kalitesi ile öğrenmenin kalitesi arasında bir ilişki olduğunu belirtmiş ve sınıflarda öğrencilere nadiren soru sorma ya da tartışmaya katılma fırsatları verildiğine dikkat çekmiştir (Skidmore, 2016). Öğrenme açısından en verimli diyaloglar öğrencilerin kendi adına düşünmesini öğreten diyalog türleridir. Barnes (2010) kişinin kendi düşüncelerini organize etme ve düşüncelerini anlamaya odaklı olan keşifsel diyalogların öğrenmeye en faydalı diyalog türü olduğunu ileri sürmüştür. Bu tür diyalogların gerçekleşebilmesi için de öğrencilerin öğrenme sürecinde aktif rol almaları gerektiğine dikkat çekmiştir. Bu ancak güvenli ve destekleyici bir ortamda mümkündür. Gerekli desteği sağlayabilmek için öğretmenlerin öğrencilerini dinlemesi ve akıllarından geçenleri anlamak için onlarla konuşması gerekmektedir. Öğrencilere tereddütlerini ifade edebilme fırsatı verilmezse, öğretimin amacına ulaşıp ulaşmadığını değerlendirmek zordur (Skidmore, 2016). Öğretmenler diyalojik bir ortam yaratmak için belli teknikler kullansa da asıl önemli olan öğretmenlerin öğrencilerin fikirlerine olan içten ilgileri ve sınıf kontrolünü ne derece paylaşmak istedikleridir (Lefstein & Snell, 2014). Alexander (2001, 2003, 2005, 2008, 2018) diyalojik öğretimi beş ilkeye

dayandırmıştır: kollektif (ortaklaşa öğrenme), karşılıklı (birbirini dinleme, fikir paylaşma, ve farklı bakış açılarını değerlendirme), destekleyici (fikirleri özgürce ifade edebilme), birikimli (beraber fikir geliştirme ve bilgiyi inşaa etme) ve amaçlı olma (hedefe yönelik dersin planlanması ve yönlendirilmesi). Öğretmenlerin bu ilkeler doğrultusunda öğrenme ortamını nasıl şekillendirdikleri konuşmanın öğrenme için etkili olarak kullanılmasında önemli rol oynamaktadır.

Eğitim diyalojik bir süreçtir ve öğrenme kalitesini arttırmak için öğretmenler ve öğrenciler arasındaki konuşmaların incelenmesi gerekmektedir (Mercer, 2000a, 2000b, 2002). Açık uçlu soru sorma, öğrencilere cevaplarını planlamaları için yeterli süre verme, fikirlerinin ardındaki sebepleri sormak gibi belirli diyalojik stratejilerin kullanılması sınıf içi katılımı ve öğrenmeyi arttırmaktadır. Ortak bir anlayışa ulaşmak için fikir paylaşımında bulunma sürecinde başlıca araç dildir. Eğitim deneyimleri öğrencilere dili fikir yürütme, sorgulama ve fikirleri açıklamak için etkili bir şekilde nasıl kullanabileceklerini göstermelidir (Mercer & Littleton, 2007). Mercer (2000) üç tip diyalog olduğunu ileri sürmüştür: tartışmalı, birikimli, ve keşifsel. Genelde kısa cevaplar ve itirazlardan oluşan tartışmalı diyalogda öğrenciler rekabet içerisindedir ve başkalarının fikirlerini değerlendirmek istemez. Birikimli diyalog esnasında öğrenciler birbirlerinin cevapları üzerine eklemeler yapar, fakat eleştirel yorumlar yerine onaylama, tekrarlama ve detaylandırmalar yaygındır (Mercer & Littleton, 2007). Keşifsel diyalog da ise eleştirel ama yapıcı bir etkileşim vardır. Kararlar ortak olarak verilir ve önerilerde bulunulur. Barnes'ın (2010) da bahsetmiş olduğu gibi keşifsel diyalog güvene dayalı, ortak çalışmanın olduğu ortamlarda gerçekleşmektedir. Öğrenmeye en elverişli diyalog keşifsel diyalogdur. Öğrenme fırsatı yaratan etkileşimsel stratejiler açık uçlu soru sorma, detaylandırma, akıl yürütme, uzun bekleme süresidir (Teo, 2016; Vrikki et al., 2019; Walsh, 2006; Walsh & Li, 2013).

Öğrencilerle okul ortamında yapılan çalışmaların dışında, öğretmen mesleki gelişim programlarını konu alan araştırmalar da yapılmıştır. Bu çalışmalar iki şekilde gerçekleşmiştir. İlk gruptaki araştırmalar, MGP'da diyalojik öğretim kullanımına odaklananlardır, diğerleri ise öğretmenlere diyalojik öğretme stratejilerini etkili şekilde kullanmayı öğretmeyi hedefleyen programlardır. Farklı gruplardaki öğretmenleri bir araya getirmek, öğretmenlerin birbirinden birşeyler öğrenebildiği verimli konuşmalara olanak sağlar ve kendi öğretme inançları ve eylemleri üzerine düşünmelerini sağlar (Penlington, 2008; Putnam & Borko, 2000; Rachamim & Orland-Barak, 2016). Öğretmenler kendi fikirlerini paylaşmaya açık olsalar da öğretim yöntemlerini değiştirmeleri için kendi öğretme şekillerini eleştirel olarak sorgulamalıdır. Buna rağmen, bu tür konuşmalar çok az görülmektedir. MGP yöneticileri bu tür konuşmaları desteklemeli ve öğretmenlere yol göstermelidir. MGP'da yöneticilerin kullandığı stratejiler ve bunların katılımcı etkileşimini nasıl etkilediği detaylıca araştırılmamıştır. Varolan çalışmalarda (Zhang vd., 2011; Warwick vd., 2016) tek bir stratejinin değil, sorgulama, tekrar etme, bağlantı kurma, sebep belirtme, birbirinin fikirleri üzerine ekleme yapma, meydan okuma gibi birkaç stratejinin birleşiminin katılımcı etkileşiminde artışa sebep olduğu bulunmuştur.

Sosyokültürel teori ve diyalojik öğretme ışığında öğretmenlerin mesleki gelişim programlarına katılma nedenleri ve programda gerçekleşen diyaloglar ve etkileşim stratejilerini araştıran bu çalışmada durum deseni kullanılmıştır. Araştırma sorularını cevaplamak için kullanılan veri toplama aletlerini ihtiyaç analizi anketi, program öncesi ve sonrası yapılan yarı yapılandırılmış katılımcı görüşmeleri, her toplantı sonrası verilen dönüt formları, mesleki gelişim programı toplantılarının video kayıtları, ve araştırmacının yansıtıcı günlüğü oluşturmaktadır. İhtiyaç analizi anketi varolan farklı öğretmen eğitimi çerçeveleri kullanılarak (Cambridge İngilizce Öğretim Çerçevesi, British Council Sürekli Mesleki Gelişim Çerçevesi, EAQUALS Öğretmen Gelişimi Çerçevesi, TESOL P-12 Mesleki Öğretim

Standartları) hazırlanmıştır (bkz. Ek D). İhtiyaç Analizi Anketi üç bölümden oluşmaktadır. İlk bölüm, yedi başlık (metodoloji, sınıf yönetimi, ders planlama, dil öğretimi becerileri, öğretme araçlarını etkili kullanma, ölçme ve değerlendirme, dil hakında bilgi) altında toplanmış olan 62 likert ölçeği sorusundan oluşmaktadır. İkinci bölüm, katılımcıların programa yönelik tercihlerini belirlemek üzere hazırlanan yedi sorudan oluşmaktadır. Katılımcıların demografik bilgilerini içeren bölüm Dörnyei ve Taguchi (2010)'nin önerdiği gibi katılımcıların asıl konuya odaklanmalarını sağlamak amacıyla son bölümde verilmiştir. Anket bilirkişi değerlendirmesi için bir profesör, bir doçent ve üç doktor öğretim görevlisine gönderilmiştir. Gelen yorumlar doğrultusunda anketin bazı muğlak görülen bölümleri tekrar yazılmış ve altı öğretim görevlisi ile pilot çalışma yapılmıştır. Pilot çalışma sonucunda ankette herhangi bir değişikliğe gerek görülmemiştir ve cevaplama süresi 15 dakika olarak belirlenmiştir.

Çalışmada aynı zamanda katılımcıların detaylı görüşlerini elde edebilmek için yarı yapılandırılmış görüşmeler kullanılmıştır. Program öncesi yapılan görüşmelerin (bkz. Ek A) amacı katılımcıların öğretmenlik ve mesleki gelişim konusundaki deneyimleri, programa katılma sebepleri ve programdan beklentilerini öğrenmektir. Bu görüşmelerde her katılımcıya ayrıca ihtiyaç analizi anketinde seçmiş olduğu ilk beş konu ile ilgili sorular da yöneltilmiştir. Bu görüşmelerden elde edilen sonuçlar program içeriğinin odak noktalarını belirlemede kullanılmıştır. Program sonrası yapılan ikinci yarı yapılandırılmış görüşmeler aracılığı ile (bkz. Ek B) programın katılımcıların mesleki gelişimine faydası incelenmiştir. Araştırmacı bu çalışmada katılımcı gözlemci ve bazen de mesleki gelişim toplantılarında yönetici olarak yer almıştır. Bu sayede toplantılar hakkında daha detaylı bilgi edinilmiştir (Hatch, 2002). Araştırmacının yansıtıcı notları program planlanması, uygulaması ve programda yaşanılan bazı zorluklar konusunda yansıtıcı düşünmek ve kesin olmayan yorumlamalar yapmak için kullanılmıştır. Her toplantı sonrasında

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katılımcılardan alınan dönüt formları da bir sonraki toplantının planlanması için kullanılmıştır.

Çalışmanın inandırıcılığını sağlamak için Lincoln ve Guba'nın (1985) nitel araştırma kriterleri kullanılmıştır; inandırıcılık, aktarılabilirlik, tutarlık, tekrar edilebilirlik, ve teyid edilebilirlik. İnandırıcılığı sağlamak amacıyla araştırmacı kurumda altı aydır çalıştığı için uzun süreli etkileşim, farklı veri kaynakları kullanıldığı için üçgenleme, veri analizleri ve araştırma boyunca sürecin paylaşılması ile uzman incelemesi, ve sonuçların başka bir öğretmen-eğiticisi ile paylaşımıyla da katılımcı teyidi kullanılmıştır. Aktarılabilirlik açısından kurum, katılımcılar ve araştırma yöntemleri ile ilgili detaylı bilgi sunulmuştur. Tutarlığı sağlamak için ise üçgenleme, uzman incelemesi ve detaylı bilgilendirme yöntemleri kullanılmıştır. Çalışmanın teyid edilebilirliği ise diğer bölümlerde bahsi geçen yöntemlerin haricinde araştırmacının önyargılarını belirlemek ve çalışmanın doğruluğuna katkıda bulunmak için kullandığı yansıtıcı defteri ile sağlanmıştır (Hatch, 2002).

Veri analizinde ilk olarak İhtiyaç Analizi Anketi SPSS ile analiz edilmiştir. Anketin sonucunda MGP konuları, süresi ve aktivite tipleri belirlenmiştir. Tümü kaydedilen öğretim görevlisi görüşmelerinin, ilk aşamada yapılan görüşmelerin ilgili bölümleri, ikinci görüşmelerin ise tamamı çeviri yazılmıştır. Elde edilen bütün veriler MAXQDA 2018 ile analiz edilmiştir. Görüşme verilerinin analizinde Miles ve Huberman'ın (1994) içerik analiz şeması kullanılmıştır. Görüşme çeviri yazıları bir çok kez okunmuş ve ilk aşamada kodlar belirlenmiştir. Tüm veri kodlama yapılması için tekrar okunmuştur ve kodların sıklığı belirlenmiştir. Tekrar eden kavramlar ışığında veriler azaltılmış ve temalar belirlenmiştir. Daha sonradan bulgular sunularak yorumlama yapılmıştır. Analiz süreci döngüsel olarak gerçekleşmiş ve farklı aşamalar arasında gidip gelinmiştir. Görüşmelerin analizinde güvernirliği sağlamak için ilk görüşmeler araştırmacı tarafından bir ay ara ile tekrar

kodlanmış ve ortaya çıkan tutarsızlıklar ikinci bir kişinin görüşüne sunulmuştur. Araştırmacının kodları ve ikinci kişinin kodları karşılaştırılarak gerektiği yerde yeni kodlar belirlenmiştir. İkinci görüşmelerin ise %34'ü doktora yapan ikinci bir kişi tarafından kodlanmış ve Miles ve Huberman'a (1984) göre kabul edilebilir olan %83'lük bir tutarlık bulunmuştur. İki kodlama arasında farklılık gösteren kodlar ikinci kişi ile görüşülmüş ve nihai bir kod belirlenmiştir. Kodlar son halini aldıktan sonra bütün veri tekrar incelenmiş ve sonuçlar tablo haline getirilerek sunulmuş ve yorumlanmıştır.

Kaydedilen 261 dakikalık MG toplantı videoları MAXQDA 12 kullanılarak çeviri yazılmış ve analiz edilmiştir. Çalışmanın teorik çatısı doğrultusunda video kayıtlarından elde edilen veriler Mercer'ın (2008) sosyokültürel söylem analizi kullanılarak analiz edilmiştir. Analiz yapılırken, eğitim sürecini tam anlamıyla ortaya koyabilmek adına, önceki etkileşimlerle ilgili elde varolan bilgiler ve katılımcıların paylaşmış olduğu bağlamsal bilgiler de göz önünde bulundurulmuştur. Etkileşimin hem tarihi hem de dinamik yönleri dikkate alınmıştır. Tarihi yönleri paylaşılan deneyimler ve sahip olunan ortak bilgileri kapsarken, dinamik yönleri ise konuşmalardan gelişen yönleri kapsamaktadır. Gerekli olan bütün bilgilere sahip olmak imkansız olsa da, doküman ve görüşmeler gibi araştırmacıların kullanımına açık olan bütün bilgiler analiz esnasında kullanılmıştır (Mercer, 2008). Sosyokültürel söylem analizi dilin beraber düşünmede, öğrenme-öğretme sürecinde, bilgi inşaasında, fikir üretiminde, ve ortak çalışmayla problemleri anlamada bir araç olarak nasıl kullanıldığını araştıran bir yöntemdir (Johnson ve Mercer, 2019). MGP toplantılarının çevriyazıları benzerlik ve farklılıkları analiz etmek için açık kodlama kullanılarak incelenmiştir. Bu yöntemle, analiz kısıtlandırılmamış ve daha yoruma açık bir analiz mümkün olmuştur. Veriler teorik çatıyı oluşturan diyalojik öğretim ve verimli diyalogların özellikleri ilke alınarak incelenmiştir (Saldana, 2013). Analiz yapılırken veriler ilk olarak konuşmacının ifadesinin işlevine göre kodlanmıştır (örn. meydan okuma,

açıklama vb.). İşlevlere karar verilirken ifadenin gerçek anlamı değil bir önceki ve sonraki ifadelerin bağlamında kullanıldığındaki işlevi göz önünde bulundurulmuştur. MGP toplantılarının 50 dakikası güvenilirliği sağlamak için doktor bir öğretim görevlisi tarafından ikinci kez kodlanmıştır. Bunun sonucunda iki yeni kod eklenmiş ve bazı kodların adı değiştirilerek kod defterinin (bkz. Ek G) son hali oluşturulmuştur. Kodların son hali belirlendikten sonra tüm veri yeniden gözden geçirilmiştir. Açık kodlama sonucunda kategoriler belirlendikten sonra eksen kodlama yapılarak verilerin üzerinden ikinci kez geçilerek ana kategorilerin birbiriyle bağlantıları incelenmiştir.

Çalışmanın ilk araştırma sorusu olan öğretmenlerin mesleki gelişim programına katılma sebepleri ihtiyaç analizi anketi ve ilk görüşmelerden elde edilen veriler aracılığı ile cevaplanmış ve altı ana tema bulunmuştur; başkaları ile ve başkalarından öğrenme, kendi öğretimi üzerine yansıtıcı düşünme, öğretmen-eğiticileri, bir grubun parçası olma, gruptaki katılımcılar, ve programın planlanması. Neredeyse tüm öğretmenlerin bahsettiği ana neden başkaları ile beraber ve başkalarından öğrenmek olmuştur. Bu sonuç başkalarının deneyimlerinden faydalanma ve kendi mesleği hakkında bilgi edinme seçeneği bulunan anket verileri ile de örtüşmektedir. Öğretmenler meslektaşlarının deneyimlerine verdikleri önemi ve onlardan öğrenebilecekleri yeni yöntemler, aktiviteler ve stratejiler olduğunu belirtmiştir. Mezun oldukları bölümden bağımsız olarak öğretmenler, meslektaşları ile kuracakları diyaloglarda yeni bakış açıları edinebileceklerini ve birbirlerinin deneyimlerinden faydalanabileceklerini belirtmişlerdir. Aynı zamanda program sayesinde İngiliz Dil Öğretimi'ndeki yeni gelişmeler ve teoriler konusunda bilgi edinebileceklerini ve bunları sınıf içinde uygulayabileceklerine dikkat çekmişlerdir. Bazı öğretmenlerde programın teori ve pratiği birleştirmekte kendilerine yardımcı olacağına inandığını iletmiştir.

Öğretmenlerin çoğu program aracılığı ile kendi güçlü ve zayıf yanları üzerine yansıtıcı düşünebileceklerini iletmiştir. Bir öğretmen meslektaşlarını dinleyerek olası sınıf içi problemler konusunda bilgi edinebileceğine dikkat çekerken, bazıları da yardım alarak şu an yaşadıkları sınıf içi problemlere çözüm bulabileceklerini düşünmektedir. Çalışmanın ilgi çekici sonuçlarından biri programa katılım konusunda öğretmen-eğiticilerinin etkisidir. Programı hazırlayan ve yöneten üç eğiticinin çok farklı kişiliklerinin olması ve farklı güçlü yanlara sahip olmaları öğretmenleri katılmaya teşvik eden nedenlerden biridir. Eğiticilerden biri neşeli kişiliği ile, diğeri yaratıcılığı ile ve üçüncü eğitici de akademik olarak güçlü olması ile tanınıyordu. Katılımcılar farklı kurumlardan ya da yayın evlerinden gelen eğiticilerin çok faydalı olmadığını belirtilmiştir. Eğiticilerin kurumu ve öğrenci profilini biliyor olması program başarısına olan inancı arttırmıştır. Öğretmenlerin katılmasındaki bir diğer sebep ise bir grubun parçası olarak hissetmek olmuştur. Öğretmenler farklı kişilerle vakit geçirmek, daha yakın ilişkiler kurmak ve öğrenmeye açık insanlarla beraber olmak istemektedirler. Daha içine kapanık olduğunu belirten bir öğretmen için ise katılma sebebi yeni arkadaşlıklar kurmaktır. Başka bir neden olarak programa katılan kişiler ve oluşan grup başlıca bir neden olarak belirtilmiştir. Kurumda çalışan kişilerin egodan uzak, öğrenmeye açık insanlar olduğu ve ortamın güvenli ve gelişime teşvik eden bir yapısı olduğu ileri sürülmüştür. Programın planlanma şekli de nedenler arasında önemli bir yere sahiptir. Programın zorunlu olmaması ve herhangi idari bir değerlendirmeye dahil edilmemesi bazı öğretmenlerin daha rahat hissetmesine sebep olmuştur. Program planlanmasına öğretmenlerin dahil edilmesi, daha bireysel olması da sebepler arasındadır. Borg (2015a)'nın da belirtmiş olduğu gibi program planlamasına öğretmenleri katmak ve çalışılan bağlama yönelik eğitimler vermek program başarısını arttırmaktadır. Genel olarak bakıldığında, araştırma sonucu ortaya çıkan öğretmenlerin programa katılma sebepleri önceki çalışmalar ile benzerlik göstermektedir (Ekşi, 2010; Iyidoğan, 2011; Uysal, 2012; Yurttaş, 2014).

Programın öğretmenlere katkısını inceleyen çalışmanın ikinci araştırma sorusu ikinci görüşmeler ve program kayıtları kullanılarak cevaplanmıştır. İkinci görüşmelerin sonuçları ilk görüşmelerle oldukça benzerlik göstermiştir. Programın başlıca faydaları arasında grup ortamının katkısı belirtilmiştir. Katılımcılar fikirlerini paylaşma, yeni bakış açıları edinme, başkalarından öğrenme, ve ortaklaşa çalışma imkanı bulduklarını söylemişlerdir. Başkalarının sınıfta neler yaptığını öğrenmek, öğretmenlerin yalnız hissetmemelerini sağlamış ve başkalarının da benzer problemler yaşadığını görmek kendilerine olan güvenlerini arttırmıştır. Bazı öğretmenler daha önce bilgi sahibi olmadıkları konuları öğrenmiş ve belli konularda farkındalık sağlanmıştır. Yapılan program, normal şartlarda sadece sınıfı paylaştığı öğretmenle iletişim halinde olan öğretmenler için bir araya gelip fikir paylaşabildikleri bir ortam yaratmıştır. Program sonucunda bir çok yeni fikir ve uygulama öğrenilmiştir. Öğretmenlerin öğrendiklerini belirttikleri konular arasında dinleme metinlerinden nasıl faydalanılabileceği, not alma stratejileri, ve yeni teknolojik araçlar yer almaktadır.

Program sonunda katılımcıların bir kısmı bazı mesleki ve kişisel değişimlerden bahsetmiştir. Katılımcıların yarısı öğretme şekillerinde herhangi büyük bir değişiklik gözlemlemezken, bazı öğretmenler dönüt verme, sınıfı kontrol etme şekillerinde, ve sessiz öğrencilere karşı tutumlarında bazı farklılıklar gözlemlemiştir. Her ne kadar bazı katılımcılar öğretme stillerinde büyük değişiklikler farketmese de, programın öğretmenliklerine katkıda bulunduğunu belirtmiştir. Farkedilen başlıca kişisel değişiklikler arasında kendine güvenin artması, öğretmenliği hakkında daha iyi hissetme, yeni fikirlere açık olma, ortak çalışmanın önemini anlama, ve özfarkındalıkta artış bulunmaktadır. Özellikle başkalarının da aynı problemleri yaşadığını görmek, bazı öğretmenlerin daha rahat hissetmesine sebep olmuştur. Öğretmenlerin sınıf ortamlarını birbirine açmaları ve problemlerini paylaşıp tartışmaları bir özgüven artışına neden olmuştur. Dışarıdan gelen eğiticilerin aksine yapılan bu programın daha gerçek, sınıf ortamına yakın

görüldüğü ve tartışılan makalelerin de ayrıca kişilerde kendine güveni arttırdığı söylenmiştir.

Bahsedilen olumlu öğelerin yanında programla ilgili bazı tavsiyeler de verilmiştir; programa daha fazla bölüm İngilizce hocasının dahil olması, gözlemlerin eklenmesi, daha çok diyalog ve tartışmanın eklenmesi, dönüt verilmesi, ve konuların çeşitlendirilmesi gibi. Bir öğretmen program sırasında yapılan bazı konuşmaların uzun dönemli programlarda sıkıntı yaratabileceğini iletmiştir. Özellikle aynı problemlerin tekrar edilmemesi için eğiticilerin önemine dikkat çekerek, kurum içi ve kurum dışı eğiticilerin verdiği eğitimler arasında bağlantı kurularak farklı bir sistem yaratma tavsiyesinde bulunmuştur. Programın bir parçası olarak gözlem yapılması birden fazla öğretmen tarafından dile getirilmiştir. Bir öğretmen daha yakın ilgi sağlanabilmesi açısından grup sayısının 14 kişiden az olması gerektiğini söylemiştir. Bunun aksine, bazı öğretmenler bazı utangaç kişiliklerde problem yaratacağını belirtmiştir. Benzer bir program yapıldığında, katılıp katılmayacakları sorulduğunda öğretmenlerin yarısı katılacaklarını belirtirken, ikisi de kurumdaki şartlara göre değişiklik göstereceğini belirtmiştir. Kurumdaki ders yükü ve verilen diğer işlerin ağırlığına ve de diğer katılımcıların kim olduklarına bağlı olarak kararlarının değişkenlik göstereceği söylenmiştir.

Programın öğretmenler üzerindeki katkılarını araştıran ikinci soruyu cevaplamak için programın video kayıtları incelenmiştir. Toplantılar esnasında ortaya çıkan öğrenme fırsatlarına hangi etkileşim stratejilerinin sebep olduğu incelenmiştir. Çalışmanın amacı öğrenmenin gerçekleşip gerçekleşmediğine bakmak değil, eğiticilerin kullandığı stratejilerin hangilerinin öğrenme fırsatları yarattığını bulmaktır. Bu çalışmada öğrenme fırsatları, öğrenmeye sebep olabilecek, diyalojik etkileşimi destekleyen, öğretmenlerin etkileşimini arttıran, ve katılım fırsatı sağlayan herhangi bir fırsat olarak tanımlanmıştır (Walsh & Li, 2013; Anderson, 2015). Bu fırsatlar öğretmen ya da öğretmen-eğiticileri aracılığı ile

yaratılabilmektedir, fakat bu çalışmanın ana konusu öğretmen-eğiticileri olduğu için sadece o yönüne odaklanılmıştır. Öğrenme fırsatının yaratılmasının öğrenmenin gerçekleşeceği anlamına gelmediğinin altı çizilmelidir (Anderson, 2015; Zhu, 2016). Bu çalışmada öğrenme fırsatlarının yanında kaçırılan fırsatlarda incelenmiştir. İncelenen diyaloglarda genel olarak Alexander (2008) ve Mercer ve Littleton'un (2007) belirttiği diyalojik öğrenme için gerekli olan güven ve rahatlık ortamının oluştuğu görülmüştür. Mizahın kullanılması, konuşma sırasının ve konularının katılımcılar tarafından belirlenmesi güvenilir, eşit, ve destekleyici bir ortama işaret etmektedir (Reznitskaya % Gregory, 2013). Myhill et al.'ın (2016) da ileri sürdüğü gibi, eğiticilerin konuşma ve tartışmalarda aşırı kontrolcü olması öğrenme olanaklarını kısıtlamaktadır.

Ortaya çıkan öğrenme fırsatları incelendiğinde program sırasında yoğunlukla kullanılan belli başlı stratejiler olduğu görülmüştür. Teo'nun (2016) çalışmasında olduğu gibi konuşmaları takiben verilen cevaplar öğretmen katılımını büyük ölçüde etkilemiştir ve tartışmanın devam edip etmeyeceğini belirleyen faktör olmuştur. Gözlemlenen başlıca stratejiler arasında detaylandırma isteği, uzun bekleme süresi, sessizliği doldurmaktan kaçınma, açık uçlu sorular sorma, netliğe kavuşturma, netleştirme isteği, yeniden söyleme ya da tekrar etme, konuşmacı sözlerini birbiri ile ilişkilendirme, ve çalışma ortamına bağlıntılar kurma olduğu görülmüştür. Bu stratejiler önceki çalışmalarla benzerlik göstermektedir (Lefstein & Snell, 2014; Mercer & Littleton, 2006; Michaels & O'Connor, 2016; Vrikki vd., (2019). Uzatılmış bekleme süresi (Walsh, 2011) iki saniye ve üzeri beklemeler için kullanılan bir terimdir. Bu sürenin konuşmacılara düşünme, anlayışlarını kavrama ve bir cevap oluşturmak için verilen bir süredir. Çalışmada uzun bekleme süresi, konuşma sırasına gönüllü olma ve uzun katılımcı cümleleri arasında bir ilişki bulunmuştur. Belirlenen bir diğer strateji de konuşma sırasının ve konuların katılımcılar tarafından belirlenmesidir. Kaçırılan öğrenme fırsatları incelendiğinde ise eğiticilerin boşlukları doldurdukları, ve kısa bekleme süresi verdikleri

bulunmuştur. Araştırmadan çıkan ilginç bir sonuç eğiticilerin bazen öğrencilere cevap verme süresi tanımadan diğer eğiticinin sorularına cevap vermiş olduğudur. Bu davranış öğrenciler açısından ortamı öğrenmeye kapatmaktadır. Literatürde eğitimcilerin bazı durumlarda akıcı bir konuşma havası yaratmak için boşlukları doldurma istekleri olabileceği belirtilmektedir. Bazı durumlarda ise eğiticiler sordukları soruya kendileri cevap vermiştir. Bu tip durumlarda özellikle kısa bekleme süreleri gözlenmiştir.

Bu çalışma, küçük bir grup üzerinde yapılmış olmasına rağmen, bir mesleki gelişim programının öğretmenlere faydalarını öğretmen görüşlerinin yanı sıra program içeriğinde gerçekleşen diyaloglara bakarak araştırması açısından önem taşımaktadır. Bir vaka çalışması olması açısından çalışmanın amacı sonuçları genellemek olmasa da araştırma sonucunda bazı öneriler sunulmaktadır. Bu önerilerin bir kısmı çalışmanın devamını niteliğinde yapılabilecek olan araştırma önerileridir. Özel bir üniversitenin hazırlık programında yapılan bu çalışmanın, daha detaylı sonuçlar elde edilebilmesi için farklı mesleki gelişim programlarında yapılması önerilmektedir. Devlet üniversiteleri, ve K-12 seviyesinde özel ya da devlet okullarında derse giren öğretmenlerin mesleki gelişim programları benzer açılardan incelenebilir. Aynı zamanda daha uzun süreli programlarda benzer çalışmalar yapılabilir. Çalışılan kurumdan bağımsız olarak, öğretmenlerin kendi istekleri ile katıldıkları kurum dışında sunulan programlardaki konuşmaların incelenmesi farklı sonuçlar ortaya çıkarabilir. Bu çalışmanın sonuçları öğretmenlerin programı tercih etme nedenlerinden birinin programın planlanması ve gönüllü olmasından kaynaklandığını göstermiştir. Zorunlu olarak yapılan mesleki gelişim programlarında gerçekleşen diyaloglar, etkileşim stratejileri ve ortaya çıkan öğrenme fırsatları arasında bir farklılık olup olmadığı da incelenebilir. Aynı zamanda öğrenme fırsatları kültürden kültüre değiştiği için (Crabbe, 2007) farklı kültürlerde benzer araştırmalar yapılabilir.

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Diğer bir grup öneri ise hem mesleki gelişim hem de öğretmen-eğitici eğitimi ile ilgilidir. Her ne kadar zaman gerektiren bir şey olsa da öğretmenlerin mesleki gelişim planlanmasına aktif katılımı programlara daha olumlu bir bakış açısı geliştirmelerini sağlamaktadır. Konuların belirlenmesi için öğretmenlerin detaylı görüşlerinin alınması daha başarılı programlar yaratmaktadır. Aktivite tipleri gibi konularda da görüşlerinin sorulması öğretmenlerin programı daha fazla benimsemesini sağlayabilir. Yapılan programın kurumdaki günlük gerçeklerle eşleştirilmesi ve programın bu doğrultuda şekillendirilmesi öğretmenlere daha büyük fayda sağlayabilmektedir. Tek seferlik seminerler yerine devamı olan ve öğretmenlerin birbirleriyle etkileşim halinde olabileceği programlar planlanmalıdır. Bir araya gelen grubun üyelerinin ve etkileşiminin programın faydaları ile ilgili algılar üzerinde önemli etkisi vardır. Güven dolu ve besleyici bir ortam kazanımları olumlu etkileyebilir. Aynı zamanda, mesleki gelişim programlarında diyalog ve diyalojik öğrenmenin önemi konusunda farkındalık yaratılmalıdır (Borko, 2004). Diyalojik öğretim teknikleri mesleki gelişim programlarına entegre edilerek öğretmenlerin kullanım dereceleri arttırılabilir.

Çalışmanın sonucunda öğretmen-eğitici eğitimi konusunda belli önerilerde bulunulmuştur. Öğretmen-eğiticilerinin diyalojik öğrenme ortamı oluşturmakta önemli bir rolleri vardır. Dolayısıyla öğretmen-eğitici eğitimi programlarında kullanılan etkileşimsel stratejiler ve yaratılan öğretim fırsatları da incelenmelidir. Tıpkı mesleki gelişim programlarındaki gibi, eğitici eğitimi programlarında eğitim sırasında diyalojik öğretim stratejileri kullanılarak öğretmen-eğitici eğitimi alan öğretmenlerin bu konudaki farkındalıkları arttırılabilir. Aynı zamanda programlara konu olarak bu diyalojik öğretme stratejileri eklenebilir. MGP'da eğiticilerin öğrenme ortamı oluşturmaktaki önemli rolleri göze alındığında, yansıtıcı düşünmelerini sağlayacak, daha sistematik bir eğitici-eğitimi programı planlanabilir. Öğretmen-eğiticilerini daha fazla düşünmeye teşvik edecek, kendi öğretimlerini gözlemleyebilecekleri video'ya dayalı aktiviteler programın bir

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parçası haline getirilebilir. Bu öğretmen-eğiticilerinin farklı eğitim ortamlarında etkileşimsel stratejileri nasıl kullandıkları ve ne gibi öğrenme fırsatları sundukları konusunda yol gösterebilir. Bu çalışmada belirlenen konuşma başlatıcı ve konuşma devam ettirici stratejiler bir yansıtıcı düşünme aracı geliştirmek için kullanılabilir. Bu araç eğitici-eğitimi sırasında yapılacak olan küçük ölçekli öğretimlerde kullanılabilir. Bu sayede gerçekleştirilen öğretimin etkinliği, ve ne gibi öğrenme fırstları yaratıldığı gibi konular üzerinde durulabilir. Bu tür yansıtıcı bir araç aynı zamanda eğitici-eğitimi tamamlandıktan sonra öğretmen-eğiticilerinin kendi sürekli mesleki gelişimleri için de faydalı olabilir.

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