A STUDY AND POSITION PAPER
FOR EFL PROGRAMS IN TURKEY

A THESIS
Submitted to the Faculty of Letters
and the Institute of Economics and Social Sciences
of Bilkent University
in Partial Fulfillment of the Requirements
for the Degree of A Master of arts in
the Teaching of English As A Foreign Language

BY
MUHARREM ALTUN
AUGUST, 1990
A STUDY AND POSITION PAPER
FOR EFL PROGRAMS IN TURKEY

A THESIS
SUBMITTED TO THE FACULTY OF LETTERS
AND THE INSTITUTE OF ECONOMICS AND SOCIAL SCIENCES
OF BILKENT UNIVERSITY
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF A MASTER OF ARTS IN
THE TEACHING OF ENGLISH AS A FOREIGN LANGUAGE

BY
MUHARREM ALTUN

August 1990

Muharrem Altun

tarafından bağlanmıştır.
The examining committee appointed by the Institute of Economics and Social Sciences for the thesis examination of the MA TEFL student MUHARREM ALTUN has read the thesis of the student. The committee has decided that the thesis of the student is satisfactory.

Thesis Title: A STUDY AND POSITION PAPER
 FOR EFL PROGRAMS IN TURKEY

Thesis Advisor: Prof. Dr. Aaron S. Carton
Bilkent University, MA TEFL Program

Committee Members: Prof. Dr. Esin Kaya-Carton
Hostra University, Educational Research Program

Mr. William Ancker
Bilkent University, MA TEFL Program
We certify that we have read this thesis and that in our combined opinion it is fully adequate, in scope and in quality, as a thesis for the degree of Master of Arts.

Aaron S. Carton
(Advisor)

Esin Kaya-Carton
(Committee Member)

William Ancker
(Committee Member)

Approved for the
Institute of Economics and Social Sciences

Bülent Bozkurt
Dean, Faculty of Letters
Director of the Institute of Economics and Social Sciences
To my wife and daughter
ACKNOWLEDGEMENTS

I would like to express my greatest gratitude to Dr. Aaron S. Carton and Dr. Esin Kaya Carton for their unprecedented support and endless patience.

I am especially indebted to thank Dr. John Aydelott and Mr. William Ancker for their helpful suggestions.

I should also like to express my special thanks to my wife, Mrs. Menekşe Nuray Altun, for her encouragement and contributions to the data analysis.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CHAPTER ONE</strong></td>
<td>Introduction to the Study</td>
<td>1</td>
</tr>
<tr>
<td>1.1</td>
<td>Statement of Purpose</td>
<td>2</td>
</tr>
<tr>
<td>1.2</td>
<td>Description of Study</td>
<td>2</td>
</tr>
<tr>
<td><strong>CHAPTER TWO</strong></td>
<td>Review of the Literature</td>
<td>4</td>
</tr>
<tr>
<td>2.1</td>
<td>Introduction</td>
<td>4</td>
</tr>
<tr>
<td>2.2</td>
<td>Definition and the nature of Staff Development today</td>
<td>5</td>
</tr>
<tr>
<td>2.2.1</td>
<td>Definition of Staff Development</td>
<td>5</td>
</tr>
<tr>
<td>2.2.2</td>
<td>The nature of Staff Development today</td>
<td>6</td>
</tr>
<tr>
<td>2.3</td>
<td>Application of Staff Development Models</td>
<td>7</td>
</tr>
<tr>
<td>2.3.1</td>
<td>In-service Education within the school</td>
<td>11</td>
</tr>
<tr>
<td>2.3.2</td>
<td>Faculty Workshops</td>
<td>13</td>
</tr>
<tr>
<td>2.3.3</td>
<td>Collaborative Supervision</td>
<td>16</td>
</tr>
<tr>
<td>2.3.4</td>
<td>Observation</td>
<td>18</td>
</tr>
<tr>
<td>2.3.5</td>
<td>Miscellaneous Applications</td>
<td>19</td>
</tr>
<tr>
<td>2.3.5.1</td>
<td>Conferences</td>
<td>19</td>
</tr>
<tr>
<td>2.3.5.2</td>
<td>Seminars</td>
<td>20</td>
</tr>
<tr>
<td>2.3.5.3</td>
<td>Teacher Exchanges</td>
<td>24</td>
</tr>
<tr>
<td>2.4</td>
<td>Evaluation of Staff Development</td>
<td>25</td>
</tr>
<tr>
<td>2.5</td>
<td>Summary</td>
<td>25</td>
</tr>
<tr>
<td><strong>CHAPTER THREE</strong></td>
<td>Methodology and Results</td>
<td>26</td>
</tr>
<tr>
<td>3.1</td>
<td>Introduction</td>
<td>26</td>
</tr>
</tbody>
</table>

iv
3.2 Methodology for the Development and use of the Research Instrument.............26
3.3 Presentation and Analysis of Returns......27
3.3.1. Returns..................................27
3.3.2. The Tool for Analysis.....................27
3.3.3. Analysis of Results..........................28
3.3.4. Result of the Data Analysis.............37

CHAPTER FOUR.................................................38

Statement of position on Staff Development........38
4.1. Introduction..................................38
4.2. Preferred model for Staff Development......38
4.3. Some characteristics of a department that may facilitate Staff Development....40

CHAPTER FIVE..................................................44

Summary of the Project and Recommendations..........44
5.1. Summary of the Project........................44
5.2. Recommendations..............................44

BIBLIOGRAPHY.................................................47

APPENDICIES..................................................49

Appendix A:...............................................50
Appendix B:...............................................51
Appendix C:...............................................53

RESUME......................................................55
This thesis hopes to contribute practical suggestions to EFL teachers and administrators who wish to plan, carry out and evaluate in-service staff development programs within their schools. In-service education has been emphasized by administrators and foreign language educators in many institutions, especially universities in the last decades as one avenue by which an individual teacher's professional interests and needs can be served. One of the major purposes of in-service education is to aid the schools when they attempt to improve instruction by implementing new educational programs and by helping teachers acquire skills and attitudes essential to the roles they are to play in the new programs. Another major function is to supplement the pre-service preparations of teachers and to continue their professional growth during their productive years. Graduating from a teacher training school, teachers are entitled to teach in their fields of specialization. Often, however, teachers are not provided with training in the school setting. This can lead to a deterioration of some skills. It may be particularly significant in EFL education when the standards of pre-service proficiency in the target language may not be maintained while in service. Staff development is viewed in this thesis as a possible solution to this problem.
1.1. Statement of Purpose

This study focuses on inservice staff development and peer observation in EFL programs in Turkey. In my five years of experience, I have found the EFL teachers I met were ready to collaborate with each other; that is, they want to improve their teaching skills by exchanging knowledge in different ways. However, as Ozcan and Sebutekin (1981) also observed, they are not aware of what is going on at different schools as they do not often have the chance to attend conferences, panels and seminars on EFL teaching.

Many sources have been reviewed for this study. Questionnaires have been distributed to 27 foreign language departments at universities in Turkey to see if the departments have staff development programs and the extent to which peer observation is used. Based upon the findings from the literature review and upon the findings from the questionnaires, a suggested model for staff development for EFL programs has been developed.

1.2. Description of Study

Sources in the professional literature were reviewed in order to develop a definition of staff development. The literature was helpful also to discern the role of instructional observation and what experts have to say, in general about staff development and peer observation. Staff development specifically in EFL programs was also reviewed. The data collected from the questionnaires to universities
were analyzed not only to see the extent to which there are staff development programs but also to discern whether there are any patterns or trends attributable to such variables as department size or age of the faculty. The statistical results are reported in chapter three.

The literature review stimulated a number of questions and hypotheses about Turkish EFL programs and formed the basis for the preparation of the questionnaire. The questionnaire was prepared for EFL programs in Turkey and was concerned with the degree to which universities may have a systematic program for staff development. It was prepared in English and it was sent to 27 EFL departments in Turkey. It was directed to those who planned the programs for EFL teaching and worked at Yüksek Öğretim Kurulu (Higher Education Council) as well as at different universities.

A model was designed for staff development with peer observation as the major component. The model includes the rationale, a description of the components with explanations of each, a method of evaluating the success of the model, and methods of introducing it with suggestions for implementing it in Turkey.

In conclusion, implications of the study and recommendations for its application are discussed.
2.1. Introduction

This chapter, consisting of three sections, presents the professional literature related to staff development. The definition and the nature of staff development are been given in the first section. In the second section, the application of staff development is explained with such examples as in-service education within the school, peer observation and collaborative supervision. The importance of the evaluation of staff development is discussed in the last section.

2.2. Definition and the nature of staff development today

Before explaining the approaches on staff development, it would be better to define what staff development is and give some information on its nature.

2.2.1. Definition of staff development

Millman (1981) defines staff development as "A systematic attempt to change the professional practices, beliefs and understandings of school persons toward an articulated end" (p. 80). He uses "school persons" as opposed to the typical use of the word "teachers", since in his definition, staff development involves all the people who form the organizational structure which we call "the schools". Included in this structure are the administrators, supervisors, teachers, support personnel, and others who serve the school.
In his book, *Educational Staff Development*, Alex Main (1985) says that "Staff development is the planned influence of an individual's psychological process, whose purpose is to gain an attitudinal commitment to the philosophy, values and goals of an organization (p. 82)." Main continues: "Staff development is a concept which has a respectable history in the commercial, industrial sector, or private and public enterprise, and concerns the means by which a person cultivates those skills whose application will improve the efficiency and effectiveness with which the anticipated results of a particular organizational segment are achieved (1985)." Main also argues that staff development considers not only specific skills related to staff members' current duties but also includes the preparation of staff for future roles within or outside the system.

The definition of staff development may be expected to vary in relation to the specific needs of any staff development program, or the model used for conducting staff development. Since the development of the model is to emerge from this study the formulation of a definition for the purposes of this study was postponed until after the needs assessment was completed. The definition used in this model is described, therefore, below in chapter 4 of this thesis in the context of the model developed here.

2.2.2. The nature of staff development today

Staff development programs are most likely to operate
effectively in schools with active instructional leaders. Teachers and principals who have learned how to act collectively in the planning and execution of school improvement, programs are in a position to use staff development productively and to organize follow-up activities that facilitate transfer of training. The organization of study groups and peer teaching committees formed by teachers and principals are not only vehicles for implementing staff development systems, but also are designed to improve the state of growth of the personnel as well. In other words, staff development programs both interact with the characteristics of the schools and affect them. Rebore states that staff development programs provide opportunities to affect students through their impact on teachers and schools (1987). A whole range of curricula, teaching strategies, and social climate variables are capable of achieving the cognitive and affective aims held for students. Well-informed curricula and technologies bring energy to the students' learning environment and may have broader effects.

2.3. Application of staff development models

In order to explain staff development in detail, several approaches should be mentioned. These include in-service education, faculty workshops, collaborative supervision, observation, and other approaches that are elaborated below.
2.3.1. In-service education within the school

In-service education within the school in a general sense, is thought of as the necessary courses and activities in which a teacher participates to extend professional knowledge, interest or skill.

The starting point for in-service education is the teachers' professional needs. According to Monant (1981), in-service education starts by helping teachers to examine their existing practices in school in a critical manner. This enables them to identify their immediate professional problems and needs. It must be borne in mind that the relationship of the teacher to his role must be the basis for identifying needs.

In-service education must consider the manner in which the teacher is expected to function and then provide the best way to train the teacher. Whether a teacher training program should attempt to develop competence in each of the main components of teaching and to let the individual teacher put them together somehow, or whether the training program should provide an integrated system must be considered. For example, an experienced teacher who is told by a department head of some weaknesses or problems may find himself/herself in a condition of need. Another teacher may become aware of further needs through interaction within a department or in a teaching team. Such needs may be personal to him, but they
will not be unique in time or place. Other teachers in the same group will also be experiencing some needs. For example, a group of new teachers may all share secret fears over keeping discipline in class when they first start their careers; or a group of experienced teachers may need to learn how to introduce resource-based learning in their subject-matter.

Responsibility for identifying needs should rest with individual teachers experiencing them and not be left to colleagues. Ideally, teachers should retain responsibility for their in-service education and, through this, for their personal career development. It may not be possible for them to attain their full professional potential until all professional needs can be met by teachers taking action themselves.

According to Roland W. Monant (1981), there are four main types of teachers' needs:

1) **Teachers' induction needs:**

These needs, as Monant states, arise from beginning teachers' experiencing a trial period to prove themselves as qualified teachers in their fields. The process designed to smooth the probationer's path has been described as a "systematic program of professional initiation, guided experience and further study (p.90)" and is usually referred to as induction. In-service activities designed to meet such
needs should be concentrated into an equivalent period of time. These activities will be professional in character rather than academic and therefore firmly practical. Much of this form of in-service education will depend on frequent and informal advice given in respect to specific jobs or tasks which may be reinforced by short intensive courses in or out of school.

Induction over a longer probationary period, such as in promotion policies, may need to be more formalized. In-service education during this period may consist of formal courses, or planned activities designed to meet teachers' needs before they can be promoted.

2) Teachers' extension needs:

Monant (1981) emphasizes that an individual teacher may occupy a position in school for several years. By this time the teacher should overcome some earlier difficulties. Furthermore, the teacher should gain some experience and be capable of employing skills and techniques appropriate to specific situations. If the duties are successfully performed, the teacher may well be prompted to look for promotion. However, there may still be a need to develop skills and techniques appropriate for a variety of situations yet to be encountered upon promotion. In this case, the individual's needs which can broadly be described as extension needs, may require in-service activities which should be made available to teachers.
3) Teachers' refreshment needs:

Monant (1981) defines refreshment as restoring the teaching abilities of teachers. Refreshment needs may arise under several conditions: First, there may be some interruption in service time. For example, a married woman may leave her job temporarily. One may move from one part of the country to another and may take some time to find a suitable position. A man may take time off for military service, or for another job.

A second condition occurs when a teacher is required to teach a subject or age-range different from earlier specialization. In such a case it is necessary to provide the teacher with refresher courses.

A third condition occurs when some teachers remain in a position for a considerable length of time. Their needs, though linked to professional and academic renewal, also raise the problem of burn out and motivation. How can they be rejuvinated? Meeting this area of need perhaps presents the providers of in-service education with one of their greatest challenges.

4) Teachers' conversion needs:

As Monant (1981) explains, this kind of need arises when teachers transfer to entirely different jobs in schools, with no previous preparation. Monant (1981) says that the in-service programs for these kinds of teachers will tend to have task-oriented and preparatory functions aiming to
provide the appointees with skills, techniques and knowledge for a new type of performance. One example is promotion to supervisory roles or retirement. Ideally, the program of study will have a sandwich pattern lasting for about six months. This sandwich study will consist of one or two blocks of full-time study interspersed with a series of successive study weekends during the term of the job.

2.3.2. Faculty workshops

According to Gorton (1988) the term "workshop" conveys the notion of hands-on experiences through which teachers may gain or improve specific knowledge and skills.

The workshop is a time-honored vehicle for delivering in-service education. By following a few simple guidelines, school administrators and supervisors can make workshops more effective and more appealing to teachers. Faculty development activities tend to be of two types. First, some workshops are designed to enable teachers to do their present jobs better. Second, workshops are sometimes planned to help teachers develop new skills. Some educators refer to the first type of workshop as in-service education and the second type as staff development.

There are three phases of workshops:

1) Planning

The input for the planning should be obtained from the faculty. The input is gathered through a survey of in-service needs of teachers in the individual school or
school district. Workshops should be tailored to the needs of the teachers in an individual school. More and more responsibilities, including staff development, are being placed on the local school, as the individual school becomes recognized as the most viable locus of change. Objectives of each of the staff development activities should be clearly stated. Faculty development activities tend to be of two types.

2) Implementing

The program must be tailored to the objectives, otherwise workshops can fail. Consultants or instructors should be chosen carefully. Planners have several decisions to make in staffing workshops. The most qualified instructor should be chosen within the limits of the budget. The planners should be absolutely certain that the consultants chosen have the qualifications to deliver the programs. Activities should meet both the perceived needs and actual needs of faculty. Teachers tend to favor two types of programs. They like motivating speakers - those who can make the teachers feel good about themselves and about the profession. They also like and want hand-on experiences. They want experiences which will help them with tomorrow's class.

3) Evaluating

Workshop evaluations should be conducted by a person designated by the planners, not by the consultant leading the workshops. An evaluation form should be designed, and
all evaluations should be anonymous. Follow-up evaluation is always essential. Workshop evaluations should not begin and end with participants filling out the evaluation form at the conclusion of the program. Also, evaluations should be used in planning the next series of workshops.

2.3.3. Collaborative supervision

According to Knoll (1985), supervision of teachers is an important part of pre-service and in-service education programs, and teacher educators have a wide choice of supervisory behaviors which they can use in the process of training second language teachers. Collaborative supervision is one of five models of supervision. In it, the supervisor's role is to work with teachers but not to direct them. The supervisor actively participates with the teacher in any decisions that are made and attempts to establish a sharing relationship.

The plan for collaborative supervision, as Knoll (1987) states, involves a cooperative approach to supervision. Collaborative supervision begins with an agreement between the supervisor and the teacher about the area to be worked on. They collaborate on the development of a plan and an implementation scheme. Collaborative supervision draws its power from the position of respect and esteem in which the teacher is placed. Teachers involved in this type of supervision believe that they are skillful and committed to education. They consider themselves bright and resourceful.
enough to be cooperatively in control of a supervision plan focused on their professional development. These beliefs contribute to the development of confidence and motivation that are characteristic of outstanding teachers. However, there are three factors to consider when determining which teachers are the most appropriate candidates for the collaborative supervision plan:

1) The teacher's preference for a collaborative involvement with the supervisor.

2) The type of skill needs that the teacher demonstrates.

3) The supervisor's estimate of whether the teacher is sufficiently advanced in professional skills to be able to profit from this type of supervision.

The success of a collaborative supervision plan depends upon the teacher and the supervisor. Knoll (1987) gives three main steps to the collaborative supervision, the first being the planning conference. In this step, the teacher and the supervisor identify the supervisory objective; then an implementation plan is outlined. The supervisor's involvement is specified; a time frame and evaluation criteria are outlined.

The second step is monitoring the plan, which takes place during the implementation phase and is mostly done by the supervisor. The third step of the collaborative supervision is the discussion and review of the evaluation with the teacher, keeping in mind the agreed upon criteria.
Both the supervisor and the teacher should analyze the results of the monitoring and come to an agreement about the success of the collaborative plan. At this point, it should be determined if further action is needed in the supervision plan. If this is the case, a new or modified objective must be specified and matched to a specific plan of the supervisor's involvement, a time frame, and new evaluation criteria.

If the supervisor and the teacher agree that the collaborative plan has been successfully met and no new immediate needs are apparent, the supervision is completed. There must be a written report of the collaborative supervision by the supervisor which should confirm what was discussed and agreed upon during the review with the teacher. The supervisor must begin by stating the supervisory objective, and note whether it was accomplished totally, partially, or not at all. Next, the plan specifics must be listed and whether they were implemented successfully, unsuccessfully, or not implemented. Then, noting the degree of success, the evaluation criteria are specified. The actual time frame must be stated. Whether there is a future supervision plan that has been mutually agreed upon and signed by both the supervisor and the teacher must be shown.

2.3.4. Observation

Observation is a form of data collection which is widely
used through the implementation of staff development models. Data collectors using observation guidelines go directly to the site of activity and record what they see and hear within coded or structured data collection formats. Ryan (1987) suggests observation to be used when:

1) Firsthand experience is required.
2) Respondents may not be able to relate needed information directly.
3) Budget allows observers' time required for lengthy observations.
4) Sufficient time in the needs assessment plan is available to make reliable observations.

Teachers, according to Ryan (1987) claim that the presence of an observer in the classroom creates an artificial situation. A skilled observer is needed who is able to recognize and allow for the artificial aspects. Observation in the faculty lounge, head's office and staff room might also be done. The artificiality may still occur. Artificiality, in fact, may be a factor during a first visit, but not necessarily during following visits. Ryan (1981) states that peer observation, that is the observation done by a teacher in his colleague's class, is recommended for some purposes. Teachers may perceive peer observation as being less threatening than observations by heads or consultants. However, this technique involves administrative arrangements and possible disruption of the classes of the visiting peer. Also, it seems that many teachers are reluctant to observe in a colleague's class.
Ryan (1987) suggests eight steps for a successful observation:

1) Determining the extent.
2) Identifying site or observational situation.
3) Gaining access or permission to observe—establish an agreement with administrators.
4) Taking overt or covert role of observer.
5) Establishing trust and rapport.
6) Recording observations using one or more of the following:
   a. Predetermined schedule or checklist
   b. Notetaking in narrative form.
   c. Tape recording observations as they occur.
7) Analyzing observations through focusing and categorizing process.
8) Writing report summarizing observations.

As well as being used for the evaluation of professional competence, observation serves the purpose of educational research, teacher training, counselling, and self-improvement. Yet, if an observer is to gain more than a fleeting impression of a lesson, there has to be focus. So an instrument of some sort, usually an observation sheet, is used. Even where a lesson is recorded on camera or audiotape, there should be some type of analytical document to enable the investigators to check the prespecified explicit criteria. (Cross, 1988, p.70).

As Cross (1988) states above, the observation sheet is used by an observer to record the type of the lesson to be seen. The observation sheet contains a series of questions which help the observer make a complete record of any lessons observed. The questions are prepared under the following headings: Lesson, classroom climate, teacher's command of the language, students and pedagogy.

Katz and Henle (1988), in their book "Turning Professors into Teachers", report the ideas of some professors on observation. One of the professors, Aaron S. Carton, states the observation of one of his classes by Joseph Katz as
The examination of my classroom allowed me to reflect upon the degree of virtuosity and range of skills in classroom management I had acquired over the years. Whether my skills are, from a public point of view, praiseworthy is a question I had received little information about during those years in which I had hammered out some skills in almost total isolation from peers who should perhaps have been more interested. Nor I have had the opportunity to watch enough classes of others to be able to develop some yardsticks by which to make judgements about the quality of my own classroom skills. At last Joe had led me to identify my skills and begun to waken an inventory of the techniques I had at my disposal. (Katz, 1988, p.58).

2.3.5. Miscellaneous applications

In this section some miscellaneous applications have been given as a continuation of the models given in the previous section. These applications include the conferences, seminars and teacher exchanges.

2.3.5.1. Conferences

Conferences can provide opportunities for teachers from different to come together and exchange ideas. As Byrne (1985) emphasizes, in order to have meetings function in a much more regular way, holding meetings locally can be a better step. Such meetings give an invaluable opportunity for professional and social contacts, and for teachers from the same geographical area to work with colleagues on discussing and solving every day problems.

In England, LEND, formed in the early 1970's, has been an outstanding example of what a few local teachers meeting together on a regular basis can do in terms of self-help teacher training. Sometimes there is an outside speaker, but more often not. Other countries, such as Spain, are now collecting their own network of local groups. The
benefit to new reachers is enormous, for they can meet more experienced colleagues from outside their own school. (Poultney, 1985, p.88).

2.3.5.2. Seminars

According to Ryan (1987), schools organize seminars frequently in order to exchange ideas on the recent developments in EFL teaching. The seminars can take place every month. If a school attempts to give a seminar, necessary preparations are done. Ryan emphasizes that theoretical and applied seminars are the most familiar kinds. People in theoretical seminars present their lectures and the audience listens to them with the documents or handouts given before or during the seminar. In applied seminars the audience participates in some of the activities as required by the seminar leader. The applied seminars are more useful than the theoretical ones as the participants get a chance to practice some new methods. In short, seminars provide the EFL teachers with practical meetings during which ideas of different schools and people are exchanged. Griffin (1983) says that the seminars can take place in summer, too. In this case, they are mostly called summer sessions. During the summer sessions, the participants have much more free time to share with the colleagues. Also, the atmosphere of these kinds of seminars can be more informal and personally involving.

2.3.5.3. Teacher exchanges

According to Poultney (1985), teacher exchange is another
kind of activity for staff development. An experienced teacher of a school may go to another one to present the experiences gained on a special subject. Also, some inexperienced teachers are sent to universities to acquire new techniques and trends in the EFL teaching area, while the university faculty come to work in schools to gain applied knowledge.

2.4. Evaluation of Staff Development

According to Joyce and Showers (1988), the evaluation of staff development involves documenting chains of events. The variables include characteristics of the participants, the character of the schools in which they work, the components of programs and the degrees to which they are implemented, the knowledge and skills that result, and the effects on students. Categories of variables can be described with the instruments for measuring them. Designs for evaluating a variety of types of programs are provided for different schools and administrators. Joyce and Showers say that the purpose of evaluation, in general, is to provide information that can be used to improve the operation of the school system and its components and to judge their effects on the target population. According to Pinell (1987), designing the evaluation of staff development programs is difficult for several reasons. These are:
1) The system is large and complicated.

2) The implementation of each event and program is heavily influenced by its context. The energy and interest of the schools and teachers improve to diminish the effects of training activities.

3) Staff development influences its last goal, student learning, through a chain of events.

4) The measurement of many of the important variables is technically difficult. For the implementation of training to be documented requires the collection of data by trained observers.

5) Cost limitations always result in designs where a sample rather than the entire population is studied.

6) Good evaluation runs against the normative practices that are called evaluations. The most common current practice is the use of opinionnaires asking participants in training events to rate the event, and often, the trainers and organizers.

Joyce and Showers (1988) emphasize the major variables in staff development systems under the following categories:

1) **Individual teachers:**

Teachers bring to the staff development situation their current knowledge and skills, their teaching styles, and personal characteristics such as states of growth, conceptual level, and concepts of selves. They also bring perceptions about their needs and preferences for certain kind of staff development. The study of teachers can be designed to provide information in determining needs, providing baselines against which progress is measured and generating information about variables that can moderate effects.

2) **Schools and school systems:**

This variable can be characterized by types of leadership, the cohesion and synergy of their school systems, the governance process they employ, and their relationships with the communities they serve. These variables can also function as needs assessments, as baselines, and as moderators. For example, the study of cohesion can serve to identify needs, can become a baseline when cohesion is
the objective of a program, and can be examined as a moderator when the program interacts with the social system of the school, as when peer teaching is implemented (p. 98).

3) **Staff development programs:**

These programs can be defined by the goals and objectives they seek to accomplish, including the content and the processes employed in training, and the degrees of implementation intended. The goals are the source of the dependent variables of an evaluation—whether teaching skills and strategies, knowledge about academic content, student learning, or the other designed outcomes of the program or program elements.

4) **Students:**

Students also bring to the educational setting existing knowledge, skills, and personal characteristics which can be studied to determine goals and program structure, operate as baselines, and which also moderate treatments (p. 99).

All the variables explained above interact reciprocally; that is they affect each other. For example, if the categories of teachers and staff development programs are taken into consideration, it can easily be seen that the knowledge and skills teachers possess often determine the content of training regarding their needs for training. The perceptual world of the teachers can become the perceptual world of the program. Teachers' states of growth, conceptual levels and self-concepts partially determine the social climate of training events. Monant (1981) says that, in the course of the implementation of a staff development program or even in a specific program element, the variables pertaining to teachers, schools and systems, and programs...
can be altered. For example, a program is designed to affect teachers and a successful one does so. Under optimal conditions, the training process results in increased knowledge and skills that can affect the teachers' response to the events. In other words, the training content and process that can positively affect students also affect the teachers.

States of growth can be enhanced by the synergy and commitment to practice generated by an active group of teachers. The conceptual level can move upward for those involved in intensive staff development programs. Effective staff development programs bring about change and growth in teachers, just as effective instructional programs bring about change and growth in students. According to Joyce and Showers (1988), schools both bring their characteristics to the staff development situation and can be affected by those programs.

Schools are dynamic social systems. Both teachers and students can tell if their school is a good place to work, an unfair or friendly place, if people care for each other, if they are treated in a friendly way, if their school has a good reputation and so on. Researchers studying schools thought to be more effective have concluded that schools which hold high expectations for students, are affirmative towards them, have clear missions and well-designed curriculums, and have strong norms regarding
achievement are more likely to influence the social and academic development of their students. Joyce and Showers (1988) emphasize that variables like these hold multiple implications for the high design and evaluation of staff development programs, whether those programs are aimed at individuals, schools or systems, or combinations of these variables. Powerful instructional leaders who actively encourage growth in curriculum and instruction seek out promising ideas in both teaching process and instructional content, and thus seek staff development opportunities for their faculties.

Rebore (1987) explains his views on the EFL program evaluation as follows:

Effective evaluation is the final phase in an EFL staff development program. Some school districts see this as a rather complicated task involving multiple applications of statistics; others neglect it entirely. For most programs, a program-based approach is both appropriate and effective. Participants are asked to rate the instructor of individual conducting the program, the content of the program, how the program was organized, and the time and place of the program presentation. When a particular program centers on skill or technique acquisition, it is appropriate to conduct a follow-up evaluation after the participants have had the opportunity to implement the techniques or use their new skills. The evaluations are then used in future program planning and should provide the necessary data to improve the entire staff development program (p. 112).

2.5. Summary

This chapter, first, has attempted to define staff development which is a systematic study to change the professional practices, beliefs and understandings of school
persons toward an articulated end. Different applications of staff development have been explained, such as observation, supervision, seminars, and workshops. Because it is essential to have a method of assessing what happened to teachers and students as a result of the staff development intervention, the importance of the evaluation of staff has also been discussed.
CHAPTER THREE
METHODOLOGY AND RESULTS

3.1. Introduction

This chapter contains two sections. In the first section, the methodology for the development and the use of a questionnaire which was used to examine the status quo of in-service staff development programs at Turkish universities offering English is explained. Reports on the results and the analyses of the returns are presented in the second section.

3.2. Methodology for the Development and the Use of the Research Instrument

The questionnaire was the research instrument of the project. At the start of the project, the need to explore the practices and the studies done on staff development at different institutions became evident. The questionnaire method seemed to be the most appropriate. Although a simple one, the questionnaire was very helpful to get the needed information without placing too much demand on the respondents. The questionnaire was composed of two pages and contained ten questions with options. The questions were developed based on the ideas of different experts on EFL teaching. A cover letter (See Appendix A) was prepared stating short resume of the researcher and information about the research project. In the letter, the institutions were asked if they had their own staff development programs. The
letter together with the questionnaire was sent to 27 EFL departments in Turkey.

The questionnaire was related to staff development models for EFL programs in Turkey. (See Appendix B). First the respondents were asked to identify the university, faculty, and the position they held. Then, they answered ten questions. The questions were tested to see if they were appropriate for the research. In order to do this, the options of the questionnaire were chosen carefully to be relevant to the current situation of the EFL departments. There were four options to each question.

The data collection was scheduled in January 1990. A schedule was developed for processing the mailing, receiving and analyzing the questionnaire. Three weeks were allowed for the receipt of the responses. The data received and the results are presented in the next section.

3.3. Presentation and the Analyses of Results

3.3.1. Returns

Out of 27 departments, 22 department heads responded to the questionnaire. Among these, one department head did not fill out the questionnaire stating that their program at the Faculty of Education was a pre-service training program for teachers of English.

3.3.2. The Tool for the Analyses of the Data

In order to explore the type of relationships this study
sought to establish the independent variable was tabbed with the dependent variable. In this study, department size constituted an independent variable for a series of questions and the relative experience level of the faculty served as an independent variable in another set of questions. The dependent variables consisted of issues such as whether departments "exchange knowledge with each other", "provide for peer observation" and "send faculty abroad for training."

A frequently used statistical technique for testing relationships which may be suggested by arraying the data in cross-tabs is Chi-square. It depends on the differences between observed frequencies for any conjunct category and expected frequencies. The "expected frequencies" necessary for computing the Chi-square were obtained by multiplying the raw total by column total for each cell and dividing by the total number of respondents. This "a posteriori" approach was chosen since the structure of the data did not provide any theoretical constraints for computing Chi-square in any other manner.

The formula for Chi-square:

\[ \chi^2 = \sum \frac{(f_o - f_e)^2}{f_e} \]

where
- \( f_o \) = frequency observed
- \( f_e \) = frequency expected
- \( d \) = the difference between \( f_o \) and \( f_e \)

3.3.3. Analyses of Results

First the in-service programs at different universities
was described. Each person's or department's to choices were tabulated.

The data were first analyzed in respect to the size and the composition of the English Teaching Programs in the 21 responding universities. Questions 1, 2 and 3 of the questionnaire were used to assemble the data reported in Table 1 below. The table presents numbers and percents of totals of universities with respect to a) total numbers of teachers (Question 1); b) numbers of new teachers (Question 2); and c) numbers of veteran teachers (Question 3).

Table 3.1. Number of respondents to different options in three questions.

<table>
<thead>
<tr>
<th>Options</th>
<th>Question 1</th>
<th>Question 2</th>
<th>Question 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>A 4 or fewer</td>
<td>0</td>
<td>0</td>
<td>11</td>
</tr>
<tr>
<td>B 5 to 10</td>
<td>4</td>
<td>19</td>
<td>5</td>
</tr>
<tr>
<td>C 11 to 20</td>
<td>7</td>
<td>33</td>
<td>5</td>
</tr>
<tr>
<td>D 21 or more</td>
<td>10</td>
<td>48</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>21</td>
<td>100</td>
<td>21</td>
</tr>
</tbody>
</table>

As an answer to questions, respondents were asked to circle one of the above options. Every department's response number and its percent were written in the table. So, it was possible to find the total numbers and percents of all
teachers including both new and old. It can be seen from the table that many Turkish universities have EFL departments larger than 11; which is a department size classified as small, large or very large in the present study.

Next, some questions in the questionnaire were used to state the response options responded by small, large and very large EFL departments at different universities in Turkey. Table 3.2. below shows the "frequency distributions" and "computed expected values" (in parentheses) of the response options to Question 4 by small, large and very large universities.

<table>
<thead>
<tr>
<th>Question 4</th>
<th>Options</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>Total numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Size of Dept.</td>
<td>-</td>
<td>1</td>
<td>3</td>
<td>-</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Small</td>
<td>(0.57)</td>
<td>(0.38)</td>
<td>(3.05)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Large</td>
<td>(1)</td>
<td>(0.67)</td>
<td>(5.33)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very</td>
<td>2</td>
<td>-</td>
<td>8</td>
<td>-</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Large</td>
<td>(1.43)</td>
<td>(0.95)</td>
<td>(7.62)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>3</td>
<td>2</td>
<td>16</td>
<td>-</td>
<td>21</td>
<td></td>
</tr>
</tbody>
</table>

Question 4 was concerned with whether departments exchanged knowledge with EFL departments at other universities sometimes, often, usually or never. Cross-
tabbing the data yielded by Question 4 against the data from Question 1 in Table 3.2, it was possible to check whether there may be a systematic relationship between department size, on the one hand, exchange of information with departments at other universities, on the other hand.

The computation of Chi-square for Table 3.2 is shown in Appendix C-1. The Chi-square (2.959) was not statistically significant at the 0.05 level and there seems no reason to continue to entertain the hypothesis that there is a relationship between department size and the frequency with which departments exchange knowledge with other universities.

**Table 3.3.** Observed and expected frequency of respondents in different sized departments to question 5.

<table>
<thead>
<tr>
<th>Size of Dept.</th>
<th>Options</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>Total</th>
<th>Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small</td>
<td>never</td>
<td>2</td>
<td>1</td>
<td>-</td>
<td>1</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(1.5)</td>
<td></td>
<td>(0.76)</td>
<td></td>
<td>(1.71)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Large</td>
<td>sometimes</td>
<td>2</td>
<td>1</td>
<td>-</td>
<td>3</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(2.7)</td>
<td></td>
<td>(1.33)</td>
<td></td>
<td>(3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very Large</td>
<td>frequently</td>
<td>3</td>
<td>2</td>
<td>-</td>
<td>5</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(3.8)</td>
<td></td>
<td>(1.90)</td>
<td></td>
<td>(4.3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>as often as they wish</td>
<td>8</td>
<td>4</td>
<td>-</td>
<td>9</td>
<td>21</td>
<td></td>
</tr>
</tbody>
</table>

Question 5 was concerned with whether teachers working at different departments observe the classes of their colleagues sometimes, frequently, as often as they wish or
never. Cross-tabbing the data yielded by Question 5 against the data from Question 1 as shown in Table 3.3., it was possible to ask whether there may be a systematic relationship between department size and observing classes of colleagues.

The value of Chi-square (2.994) was not statistically significant at the 0.05 level (See Appendix C-2). Therefore, there is no reason to entertain the hypothesis that observing classes of the colleagues' and department size have any relationship.

Table 3.4. Observed and expected frequency of respondents in different sized departments to question 6.

<table>
<thead>
<tr>
<th>Size of Dept.</th>
<th>Question 6 Options</th>
<th>A</th>
<th>B</th>
<th>total numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small</td>
<td>Yes</td>
<td>(1.33)</td>
<td>(2.67)</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>(2.33)</td>
<td>(4.67)</td>
<td>7</td>
</tr>
<tr>
<td>Large</td>
<td>Yes</td>
<td>6</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>(3.33)</td>
<td>(6.67)</td>
<td>10</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>7</td>
<td>14</td>
<td>21</td>
</tr>
</tbody>
</table>

The data yielded by Question 6 were cross-tabbed against the data from Question 1 analyzed by using Chi-square to see if a systematic relationship existed between department size and having programs for English staff to improve their
teaching skills.

The value of Chi-square (5.206), given in Appendix C-3, was not statistically significant at the 0.05 level and there does not seem to be a relationship between the department size and the frequency with which departments have in-service programs for their English staff to improve their teaching skills.

Table 3.5. Observed frequency of respondents from different sized departments to question 7.

<table>
<thead>
<tr>
<th>Size of Dept.</th>
<th>A</th>
<th>B</th>
<th>total numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small</td>
<td>4</td>
<td>-</td>
<td>4</td>
</tr>
<tr>
<td>Large</td>
<td>7</td>
<td>-</td>
<td>7</td>
</tr>
<tr>
<td>V. Large</td>
<td>10</td>
<td>-</td>
<td>10</td>
</tr>
<tr>
<td>TOTAL</td>
<td>21</td>
<td>-</td>
<td>21</td>
</tr>
</tbody>
</table>

It is interesting that all 21 responding universities chose the option "Yes" to Question 7 as shown in Table 3.5. above. The question concerned whether the departments sent teachers to conferences related to EFL and respondents were asked to give a negative or positive answer. The data were cross-tabbed against the data from Question 1. No Chi-square test was computed since all answers were positive.

Question 8, again to be responded as "Yes" or "No," concerned with the staff development programs at different
universities. Table 3.6. below shows the frequency distributions and expected values of the response options.

Table 3.6. Observed and expected frequencies of respondents from different sized departments to question 8.

<table>
<thead>
<tr>
<th>Size of Dept.</th>
<th>Options</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A</td>
<td>B</td>
<td></td>
<td>total numbers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Small</td>
<td>Yes</td>
<td>No</td>
<td>3</td>
<td>1</td>
<td>4</td>
<td>(2.09)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(1.90)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Large</td>
<td></td>
<td></td>
<td>4</td>
<td>3</td>
<td>7</td>
<td>(3.67)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(3.33)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very Large</td>
<td></td>
<td></td>
<td>4</td>
<td>6</td>
<td>10</td>
<td>(5.24)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(4.76)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td>7</td>
<td>14</td>
<td>21</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This time the respondents were asked if they sent some of their teachers to England or to USA to improve their teaching skills. The data were analyzed to see if it had a relationship with the department size. Looking at the table, it was obvious that small departments send fewer teachers to England or the USA while the large departments send more and very large departments much more. But a closer examination of the expected frequencies indicate that the larger departments would, in fact, be expected to send more people, because they have more people to begin with.

The value of Chi-square (5.143), given in Appendix C-4, is smaller than the Chi-square given in the probability
Table and therefore is not statistically significant at the 0.05 level. There is no reason to entertain the hypothesis that there is a relationship between the department size and the frequency with which departments send teachers abroad.

Table 3.7. Observed and expected frequency of responses to question 9 in different sized departments.

Question 9, with the options a) by giving tests, b) by interviewing, c) by observing, d) other, concerned evaluating the performance of teachers after in-service training. The response options were classified according to small, large and very large departments and as a result, the following table emerged.

<table>
<thead>
<tr>
<th>Size of Dept.</th>
<th>Options</th>
<th>A by giving tests</th>
<th>B by interviewing</th>
<th>C by observing</th>
<th>D other</th>
<th>Total numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small</td>
<td>-</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(1.9)</td>
<td>(1.143)</td>
<td>(0.95)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Large</td>
<td>-</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(3.33)</td>
<td>(2)</td>
<td>(1.67)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very Large</td>
<td>-</td>
<td>7</td>
<td>2</td>
<td>1</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(4.77)</td>
<td>(2.87)</td>
<td>(2.38)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>-</td>
<td>10</td>
<td>6</td>
<td>5</td>
<td>21</td>
<td></td>
</tr>
</tbody>
</table>

The computation of Chi-square (3.9), given in Appendix C-5, for Table 3.7. was not significant at the 0.05 level. There seems to be no relationship between department size and the frequencies with which departments evaluate the performance
of their teachers after in-service training.

Table 3.8. Frequency of ranks assigned to different staff development programs.

<table>
<thead>
<tr>
<th>Options</th>
<th>1*</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5*</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workshops</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td>8</td>
<td>7</td>
<td>21</td>
</tr>
<tr>
<td>Seminars</td>
<td>-</td>
<td>4</td>
<td>8</td>
<td>4</td>
<td>5</td>
<td>21</td>
</tr>
<tr>
<td>Conferences</td>
<td>1</td>
<td>8</td>
<td>6</td>
<td>3</td>
<td>3</td>
<td>21</td>
</tr>
<tr>
<td>Teacher Exchanges</td>
<td>1</td>
<td>4</td>
<td>6</td>
<td>6</td>
<td>4</td>
<td>21</td>
</tr>
</tbody>
</table>

- Summer school courses in the UK or USA
- Visits to schools
- Motivation from authorities
- Presentations and observing other teachers

* 5 = Very useful
* 1 = Not useful

Table 3.8. above presents the rank ordering of workshops, seminars, conferences, teacher exchanges and other staff development programs according to their usefulness (5 = Very useful; 1 = Not useful). The respondents were also asked to list some of their experiences concerning staff development activities. These are presented at the bottom of the table. The experiences were classified again according to their usefulness. As a result, it can be seen that 7 departments gave a rank of "5" or "very useful" to workshops, 5 departments to seminars, 4 departments to teacher exchanges and 3 departments to conferences.
3.3.4. Result of the Data analysis

As a result of the data analysis conducted in relation to the questionnaire, it was found that no variable such as department size or age of the faculty exhibited any systematic patterning in relation to the modes of in-service training surveyed by the questionnaire. It may be inferred that such variables do not effect the planning of in-service programs by departmental administrators. The questionnaire results offer no relevant information as to the bases by which modes of in-service training are chosen.
CHAPTER FOUR
STATEMENT OF POSITION ON STAFF DEVELOPMENT

4.1. Introduction

Although the original intent of this thesis was to develop a model for staff development of EFL teachers, the combination of literature review conducted here, and the empirical study that followed have not provided adequate rationale or data for such development. However, the literature, coupled with personal experience, has contributed to the formulation of a position which this writer considers to be an important approach to staff development in EFL. It must be underlined that such a position assumes that the literature has been interpreted judiciously and correctly. Since the empirical study failed to ask and obtain information that might yield supporting evidence for the stated position here, it should also be noted that the position statement is not based on any data. Rather, it is considered opinion and thesis presented for further study and criticism. It is hoped, however, that not only will this thesis have some heuristic value, but will generate sufficient interest to stimulate experimenting with the preferred method of peer observation for staff development in some Turkish universities.

4.2. Preferred model for Staff Development

According to Gorton and Fisher (1988), peer observation is an effective method to develop awareness of classroom
process and promote self-development. Teachers taking part in peer observation give two reasons for liking it. The first is getting a chance to see how other teachers work, how they organize and manage their classroom space, and how they interact with students. The second reason is that objective observation data of their classrooms are given to them to analyze. They can learn about their classrooms and their behaviors, and they can make some decisions about how to improve.

Several rules must be followed to make sure peer observation will be a positive experience. Confidentiality must be assured and preserved. Teachers must feel that nothing seen or heard in their classroom will hurt them or their students. This is a self-improvement process, not an evaluation. It helps to give this assurance if teachers sign an oath of confidentiality that nothing seen or heard in the classroom observed will be spoken outside that classroom.

The observation system used must be objective and should focus on one set of behaviors at a time. For example, recording the students the teacher speaks to on a seating chart for one class period can help a teacher identify patterns of interaction and identify students who are never called upon. Such observations serve to raise teachers' level of awareness and encourage them to distribute interactions more evenly among the students.
Pinell (1987) states that informed peer observation is a powerful process and summarizes his ideas on peer observation as follows:

The coaching must be interested with teachers' daily work, must focus on individual students' development, and must be designed to develop teachers' understandings. Those characteristics are not new for staff development, but they must all be present. The process must be rigorously applied and the in-service must continue long enough for teachers to see progress in their students and in themselves. Anything less will be business-as-usual and will yield no more than usual results. (p. 126).

To make best use of peer observations, time must be made available for the teachers to analyze their own data and discuss it with peers. This is not a coaching situation where one person tells the other person what he did right or wrong. A group facilitator may guide the teachers' analyses of their own data by asking questions as "Where were the students sitting to whom you spoke most often? To whom did you not speak?" The analysis meetings should be kept small (6-8people) in order that each participant has ample opportunity to discuss problems and solutions.

4.3. Some characteristics of a department that may facilitate Staff Development

The first step in staff development is to provide a teaching and learning experience for each teacher. Teachers need opportunities to observe exemplary instructional activities in a real setting, sharpen their current instructional skills by practicing new instructional techniques, receive clinical feedback on that practice and
translate the theory into practice, receive an update in their specific subject areas and review the latest research findings in effective teaching.

A second characteristic of a good department would be to provide an opportunity for teachers to engage in independent research activities, with a goal to create something that will be useful in their future teaching.

The general structure of the teacher's experience at the department includes three phases: orientation, direct involvement, and reinforcement and support.

The first phase is conducted by the head and the veteran teachers of the department in conjunction with visiting teachers, heads and supervisors. In this phase, each teacher's needs are assessed; and an individualized study plan, reflecting the needs of the individual teacher, is developed.

The second phase takes place at the department. Activities include but are not limited the following:

1) Participation in seminars with peers and department staff as well as university supporting personnel.
2) Involvement in clinical experiences, including observation of effective teaching, planning, actual teaching, and conferences.
3) Fulfillment of individual teacher plans, which may include working with the other university teachers.
4) Training in appropriate new technology, including use of instructional media and computers.

The third phase aims at ensuring retention and supporting the teachers in the use of the skills and knowledge acquired.
at the center. The assistance could be a responsibility shared by the department's staff. The program might be applied during the academic year at regular intervals.

Some of the teachers in the department might serve as clinical resident teachers. Each clinical resident teacher would work with two visiting teachers in the "teaching clinic". In this phase of the training, the visiting teachers might assist in developing lesson plans, observing effective teaching, and peer observation techniques. The clinical teacher then would provide them with structured feedback.

As stated in the previous section, peer observation is widely used to implement staff development. Every individual teacher has the chance of visiting other colleagues' classes. In this way, they see each other's weaknesses and strengths they exchange ideas.

The administration of staff development should be a shared responsibility. The head would be responsible for all activities affecting the students and staff within the framework of the EFL department. A very experienced teacher would be responsible for designing and implementing the program for peers to observe the classes. The rest of the teachers would be responsible for establishing conditions under which effective learning can take place, maximizing the opportunities for rapid and effective learning, maximizing
the response to those opportunities and having confidence in themselves as professional persons.

In sum, an adequate staff development program requires good support. When teachers feel that their efforts to improve are valued, they are better at sharing experiences. In these circumstances, teaching is less likely to become just a matter of covering routine duties. Regular school-based staff workshops and joint seminars, and especially peer observations that can call upon the teachers' own experience and participation are an excellent way to achieve the goals.
CHAPTER FIVE
SUMMARY OF THE PROJECT AND RECOMMENDATIONS

5.1. Summary of the Project

Since the improvement of the English teaching procession requires upgrading of the current teaching force, greater emphasis must be placed on continuing staff development and in-service education. Staff development programs in EFL departments must be experiential in nature and must provide opportunities for the application of theory, the practice of new techniques, feedback on that practice, and coaching until new instructional techniques become a natural part of the teaching repertoire.

This thesis includes five chapters. The first chapter introduced the study and presented its purpose as an effort to develop a model for staff development. In the second chapter, professional literature was reviewed to provide background information. Accounts of the methodology for the development and use of a research instrument, its presentation, and analysis were offered in the third chapter. The fourth chapter included a statement of position on staff development. This last chapter lists some recommendations for staff development in EFL situation.

5.2. Recommendations

The following recommendations are offered for those who are actively interested in staff development with peer observation as the major component.
1) The heads of the EFL departments should know what peer observation is.

2) All the teachers must like peer observation.

3) The department heads must provide opportunity for teachers to engage in independent activities.

4) The teachers must participate in seminars with peers and department staff as well as the supporting personnel.

5) EFL teachers should be involved in clinical experiences as a staff development activity.

6) Instructional media and computers should be made available in order to help teachers be active participants in staff development.

7) The department heads must inform the teachers about the responsibility that they might have during the implementation of the staff development.

8) The budget for the application of the staff development activities must be available from a reliable source.

9) All the teachers should be given the chance of attending the activities especially when they are at working full-time during the academic year.

10) Evaluation must be applied after the implementation of the activities.

11) The evaluation process should depend on peer observation; the teachers should observe each other's classes
at least once before the program ends.

12) The successful peers would be awarded.

13) The activities could go into the year book of the university.
BIBLIOGRAPHY


APPENDICES
Appendix A

Dear March 19, 1990

I have been working as an English lecturer in the Preparatory Department at Dokuz Eylül University since 1984. This year, I am doing my MA in TEFL at Bilkent University in a program sponsored by Fulbright, USIS and Bilkent.

As a graduation project, I have to submit a thesis related to language teaching. I have chosen to develop a model of staff development which I hope will be very useful to individuals involved in EFL as well as EFL programs. In order to provide a better education in TEFL, it is, in my opinion, the duty of foreign language departments to develop the teaching skills of their teachers, either experienced or inexperienced.

Would you be so kind as to send me any materials describing your staff development programs, which I would like to use for my study? Workshops, seminars, conferences, visiting colleagues' classes are some of the activities you might have applied in your program. I am enclosing a short questionnaire related to staff development models for EFL programs in Turkey. Please return the completed questionnaire and any description of staff development programs to me at the address below by April 9, 1990. For your convenience, I have provided a self-addressed, stamped envelope. Thank you very much for your cooperation. Upon completion of my study I will be very happy to share my findings and conclusions with you.

Sincerely,

Muharrem ALTUN
Bilkent Universitesi
Ekonomi ve Sosyal Bilimler Enstitusu
MA TEFL
P.K. 8 Maltepe
06572 ANKARA
Appendix B

A QUESTIONNAIRE RELATED TO STAFF DEVELOPMENT MODELS
FOR EFL PROGRAMS IN TURKEY

Please identify your
University :
Faculty :
Department :
Position :

For each item below, please circle only one option :

1) How many teachers are there in your department?
   a. 5 or fewer  c. 11 to 20
   b. 4 to 10     d. more than 21

2) How many new teachers do you have in your department?
   a. more than 21  c. 4 to 10
   b. 11 to 20     d. 5 or fewer

3) How many veteran teachers (those working for more than 10 years) are there in your department?
   a. 4 to 10       c. 11 to 20
   b. 5 or fewer    d. more than 21

4) How often do you exchange knowledge with the EFL departments of other universities?
   a. often         c. sometimes
   b. usually       d. never

5) How often do your teachers have opportunities to observe the classes of their colleagues?
   a. never         c. frequently
   b. sometimes     d. as often as they wish

6) Do you have an in-service program for your English teaching staff to improve their teaching skills?
   a. Yes
   b. No

7. Do you send your teachers to conferences related to EFL?
   a. Yes
   b. No
8. Have you ever sent some your teachers to England or the USA to improve their teaching skills?
   a. Yes
   b. No

9) In what ways do you evaluate the performance of your teachers after in-service training?
   a. by giving tests   c. by observing
   b. by interviewing d. other (please explain below)

10) Rank in order of usefulness (5 = very useful, 1 = not useful) the following experiences for developing the teaching skills of EFL teachers.
    _______ workshops
    _______ seminars
    _______ conferences
    _______ teacher exchanges
    _______ other (please explain below)

After completing the questionnaire, please return it to

Muhabreem ALTUN
MA TEFL
Bilkent Universitesi
Ekonomi ve Sosyal Bilimler Enstitüsü
P.K. 8 Maltepe
06572 ANKARA
### Appendix C-1

The computation for Chi-square for Table 3.2.

<table>
<thead>
<tr>
<th>$f_o$</th>
<th>$f_e$</th>
<th>$d = (f_o - f_e)^2$</th>
<th>$d$</th>
<th>$d \div f$</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td>0.57</td>
<td>-0.57</td>
<td>0.3249</td>
<td>0.57</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>1.43</td>
<td>+0.57</td>
<td>0.3249</td>
<td>0.227</td>
</tr>
<tr>
<td>1</td>
<td>0.38</td>
<td>+0.62</td>
<td>0.3844</td>
<td>1.012</td>
</tr>
<tr>
<td>1</td>
<td>0.67</td>
<td>+0.33</td>
<td>0.1089</td>
<td>0.16</td>
</tr>
<tr>
<td>-</td>
<td>0.95</td>
<td>-0.95</td>
<td>0.9025</td>
<td>0.95</td>
</tr>
<tr>
<td>3</td>
<td>3.05</td>
<td>-0.05</td>
<td>0.0025</td>
<td>0.0008</td>
</tr>
<tr>
<td>5</td>
<td>5.33</td>
<td>-0.33</td>
<td>0.1089</td>
<td>0.02</td>
</tr>
<tr>
<td>8</td>
<td>7.62</td>
<td>+0.38</td>
<td>0.1444</td>
<td>0.0189</td>
</tr>
</tbody>
</table>

$\chi^2 = 2.959$

### Appendix C-2

The computation for Chi-square for Table 3.3.

<table>
<thead>
<tr>
<th>$f_o$</th>
<th>$f_e$</th>
<th>$d = (f_o - f_e)^2$</th>
<th>$d$</th>
<th>$d \div f$</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>1.5</td>
<td>+1.5</td>
<td>2.25</td>
<td>1.5</td>
</tr>
<tr>
<td>3</td>
<td>2.7</td>
<td>+0.3</td>
<td>0.09</td>
<td>0.033</td>
</tr>
<tr>
<td>3</td>
<td>3.8</td>
<td>-0.8</td>
<td>0.64</td>
<td>0.168</td>
</tr>
<tr>
<td>1</td>
<td>0.76</td>
<td>+0.24</td>
<td>0.0576</td>
<td>0.0758</td>
</tr>
<tr>
<td>1</td>
<td>1.33</td>
<td>-0.33</td>
<td>0.1089</td>
<td>0.082</td>
</tr>
<tr>
<td>2</td>
<td>1.90</td>
<td>+0.1</td>
<td>0.01</td>
<td>0.005</td>
</tr>
<tr>
<td>1</td>
<td>1.71</td>
<td>-0.71</td>
<td>0.5041</td>
<td>0.29</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>+0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>4.3</td>
<td>+0.7</td>
<td>3.6</td>
<td>0.84</td>
</tr>
</tbody>
</table>

$\chi^2 = 2.9938$

### Appendix C-3

The computation for Chi-square for Table 3.4.

<table>
<thead>
<tr>
<th>$f_o$</th>
<th>$f_e$</th>
<th>$d = (f_o - f_e)^2$</th>
<th>$d$</th>
<th>$d \div f$</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td>1.33</td>
<td>-1.33</td>
<td>1.7689</td>
<td>1.33</td>
</tr>
<tr>
<td>1</td>
<td>2.33</td>
<td>-1.33</td>
<td>1.7689</td>
<td>1.33</td>
</tr>
<tr>
<td>6</td>
<td>3.33</td>
<td>2.67</td>
<td>0.66</td>
<td>0.436</td>
</tr>
<tr>
<td>4</td>
<td>2.67</td>
<td>1.33</td>
<td>1.7689</td>
<td>0.6631</td>
</tr>
<tr>
<td>6</td>
<td>4.67</td>
<td>1.33</td>
<td>1.7689</td>
<td>0.378</td>
</tr>
<tr>
<td>4</td>
<td>6.67</td>
<td>-2.67</td>
<td>7.1289</td>
<td>1.069</td>
</tr>
</tbody>
</table>

$\chi^2 = 5.2061$
Appendix C-4

The computation for Chi-square for Table 3.6.

\[
\begin{array}{cccc}
 f_o & f_e & d = (f_o - f_e) & 2 & 2 \\
 3 & 1.33 & 1.67 & 2.789 & 2.10 \\
 4 & 2.33 & 1.67 & 2.789 & 1.20 \\
 4 & 3.33 & 0.67 & 0.449 & 0.135 \\
 1 & 2.67 & -1.47 & 2.789 & 1.044 \\
 3 & 4.67 & -1.67 & 2.789 & 0.597 \\
 6 & 6.67 & -1.67 & 0.449 & 0.067 \\
\end{array}
\]

=5.147

Appendix C-5

The computation for Chi-square for Table 3.7.

\[
\begin{array}{cccc}
 f_o & f_e & d = (f_o - f_e) & 2 & 2 \\
 2 & 1.9 & 0.1 & 0.01 & 0.0053 \\
 1 & 3.33 & -2.33 & 5.4289 & 1.63 \\
 7 & 4.27 & -0.223 & 4.9729 & 1.043 \\
 1 & 1.43 & 0.143 & 0.0204 & 0.018 \\
 3 & 2 & 1 & 1 & 0.5 \\
 2 & 2.857 & -0.857 & 0.7344 & 0.257 \\
 1 & 0.95 & 0.05 & 0.0025 & 0.0026 \\
 3 & 1.67 & 1.33 & 1.7689 & 0.060 \\
 1 & 2.38 & 1.38 & 1.9044 & 0.4756 \\
\end{array}
\]

=3.9915
RESUME

I was born in Artvin in 1962. I finished primary school in Artvin. I attended the Bursa Anatolian High School and graduated in 1980. In the same year, I took the university entrance examination qualified for the English department of the Faculty of Education at Uludağ University in Bursa. Having received my B.A. degree in the summer of 1984, I started working as an English Lecturer in the Preparatory Department at Dokuz Eylül University. During the 1989-90 academic year, I attended the MA in TEFL at Bilkent.

In the summer of 1989, I acquired a certificate as a professional tour guide in Turkey.