



**SCRUTINIZING ENGLISH INSTRUCTORS' PERCEPTIONS
TOWARDS THE EFFECTIVENESS OF CLINICAL SUPERVISION
AND REFLECTIVE TEACHING: A CASE STUDY**



Ertan Yazıcı

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Bu tezin tüm hakları saklıdır. Kaynak göstermek koşuluyla tezin teslim tarihinden itibaren altı (6) ay sonra tezden fotokopi çekilebilir.

YAZARIN

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Soyadı : Yazıcı

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Yazar Adı Soyadı: Ertan Yazıcı

İmza :

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Ertan Yazıcı tarafından hazırlanan ‘‘Scrutinizing English Instructors’ Perceptions towards the Effectiveness of Clinical Supervision and Reflective Teaching: A Case Study’’ adlı tez çalışması aşağıdaki jüri tarafından oy birliği / oy çokluğu ile Gazi Üniversitesi İngiliz Dili Eğitimi Anabilim Dalı’nda Yüksek Lisans tezi olarak kabul edilmiştir.

Danışman : Prof. Dr. İskender Hakkı Sarıgöz

(İngiliz Dili Eğitimi Anabilim Dalı, Gazi Üniversitesi)

.....

Başkan : Prof. Dr. Gülsev Pakkan

(İngiliz Dili ve Edebiyatı Anabilim Dalı, Selçuk Üniversitesi)

.....

Üye : Prof. Dr. Gonca Yangın Ekşi

(İngiliz Dili Eğitimi Anabilim Dalı, Gazi Üniversitesi)

.....

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Dedicated to my mother...

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**İNGİLİZCE ÖĞRETİM GÖREVLİLERİNİN KLİNİK GÖZETİMİN
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**Ertan Yazıcı
GAZİ ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ
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ÖZ

Bu araştırma, İngilizce öğretim görevlilerinin klinik gözetim ve yansıtıcı öğretimin etkililiğine ilişkin algılarını karşılaştırmayı, yansıtıcı öğretimin üç biçimi olarak akran gözlemi, takım öğretimi ve video koçluğunun etkililiğini incelemeyi ve varsa mevcut uygulamaların etkililiğinin artırılmasına yönelik bazı öneriler sunmayı amaçlamıştır. Bu bağlamda, Türkiye'deki bir vakıf üniversitesinin yabancı diller yüksekokulunda bir vaka çalışması yapılmıştır. Veriler, 89 İngilizce öğretim görevlisi tarafından doldurulan bir anketten, anketi tamamlayanlardan seçilen 20 İngilizce öğretim görevlisiyle gerçekleştirilen görüşmelerden ve mesleki gelişim birimi üyesi iki İngilizce öğretim görevlisi ile yapılan görüşmelerden elde edilmiştir. Nicel veriler SPSS üzerinde analiz edilirken, nitel veriler NVIVO üzerinde içerik analizi kullanılarak analiz edilmiştir. Araştırmanın nicel bulguları, klinik gözetimin yansıtıcı öğretim etkinliklerinden daha etkili olarak algılandığını göstermiştir. Ayrıca, nicel olanların yanı sıra, nitel sonuçlarda da etkili bulunmasına rağmen, klinik gözetimin stresli olduğuna inanan ve bir yük olarak gören katılımcılar da olmuştur. Yansıtıcı öğretim ile ilgili olarak, üç seçenekten video koçluğunun takım öğretimi ve akran gözleminden daha etkili olarak algılandığı görülmüştür. İngilizce öğretim görevlilerinin bir bütün olarak yansıtıcı öğretim algıları, yansıtıcı öğretim etkinliklerini yapıyormuş gibi gösteren bazı İngilizce öğretim görevlileri olduğu için etkililiğinin olumsuz yönde etkilendiğini göstermiştir. Yansıtıcı öğretim türlerinin etkililiğini artırmak için, katılımcılar, kullanılan formların güncellenmesi gerektiğini belirtmişlerdir. Dahası, sonuçlara göre, akran gözlemi çok yüzeysel olduğu için kaldırılabilirliği ve yapıyormuş gibi gösteren bazı İngilizce öğretim görevlileri olduğu raporlanmıştır. Bir öneri olarak, akran gözlemi için bir kontrol mekanizmasının gerekli

olduđu düşünölmüştür. İlaveten, sonuçlar, takım öğretiminin yürütölmesi çok karmaşık olduđu için kaldırılabilceğini göstermiştir ve İngilizce öğretim görevlileri, dikkatli planlamanın takım öğretiminin etkililiğı açısından son derece önemli olduğunu belirtmişlerdir. Benzer dersleri veren İngilizce öğretim görevlerinin eşleştirilmesi, takım öğretiminin etkililiğini artırmak için yapılan bir öneri olmuştur. Son olarak, çalışmanın sonuçları doğrultusunda, video koçluğunun hali hazırda zaten etkili olduđu için aynı kalabileceğı bildirilmiştir. Ek olarak, çok daha doğal bir sınıf ortamında gerçekleştirilebilmesi, video koçluğunun etkililiğı açısından ön plana çıkmıştır. Video koçluğunun etkililiğinin artırılabilmesi için İngilizce öğretim görevlilerinin kurumlarından teknik ekipmana ihtiyaç duydukları kaydedilmiştir.



Anahtar Kelimeler : mesleki gelişim, klinik gözetim, yansıtıcı öğretim, akran gözlemi,
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Sayfa Adedi : 162
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**Ertan Yazıcı
GAZI UNIVERSITY
GRADUATE SCHOOL OF EDUCATIONAL SCIENCES
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ABSTRACT

This research aimed to compare the English instructors' perceptions of the effectiveness of clinical supervision and reflective teaching, examine the effectiveness of peer observation, team teaching, and video coaching as three forms of reflective teaching, and provide some suggestions for the improvement of the effectiveness of the existing practice if any exist. In this vein, a case study was carried out at the foreign languages of a foundation university in Turkey. The data were obtained from the survey completed by 89 English instructors, and the interviews conducted with 20 English instructors chosen from those completing the survey, and the interviews carried out with two professional development unit member English instructors. The quantitative data were analyzed on SPSS, whereas the qualitative data were analyzed by making use of content analysis on NVIVO. The quantitative results of the study showed that clinical supervision was perceived as more effective than reflective teaching activities. In addition, regarding the results of the qualitative results as well as the quantitative ones, although clinical supervision was found to be effective, some participants believed that it was stressful and considered it as a burden. Regarding reflective teaching, of three options, video coaching was perceived more effective than team teaching and peer observation. The English instructors' perceptions of reflective teaching as a whole indicated that some English instructors were pretending to conduct it, affecting the effectiveness of reflective teaching negatively. In order to improve the effectiveness of reflective teaching types, the participants indicated that forms used for them needed to be updated. Moreover, according to the results, peer observation could have been removed as it was too superficial, and some English instructors were pretending to conduct it. As a suggestion, the participants thought that there was the necessity of a

control mechanism for peer observation. Next, the results indicated that team teaching could also be removed because it was too complicated to conduct, and the English instructors stated that planning it carefully was of utmost importance concerning the effectiveness of team teaching. Pairing the English instructors teaching similar courses was a suggestion made so as to increase the effectiveness of it. Lastly, in line with the results of the study, it was reported that video coaching could have remained the same since it was effective the way it was. Being able to carry it out in a more natural classroom atmosphere was highlighted in terms of its effectiveness. In order that its effectiveness could be improved, it was noted that the English instructors needed technical equipment from their institution.



Key Words : professional development, clinical supervision, reflective teaching, peer observation, team teaching, video coaching,
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LIST OF ABBREVIATIONS

AEU	Academic English Unit
BTS	Bartlett's Test of Sphericity
EFL	English as a Foreign Language
EPU	English Preparatory Unit
KMO	Kaiser-Meyer-Olkin
MLU	Modern Languages Unit
PDU	Professional Development Unit
PDA	Professional Development Activity
RQ	Research Question
RQs	Research Questions
RTA	Reflective Teaching Activity
SPSS	Statistical Package for Social Sciences

CHAPTER I

INTRODUCTION

This chapter features the background to the study, the statement of the problem, and the purpose of the study in order to present the overall scope of the thesis. In accordance with the purpose of the study, the research questions and the significance of the study are introduced. Afterward, it focuses on the limitations of the study and some definitions of the key terms which have been used in the study.

1.1. Background to the Study

Teachers are ideally expected to continue to improve themselves professionally since they teach students from different generations. It is known that each generation has different needs; therefore, it is not a surprise that teachers should always try to keep up with these different needs no matter how experienced in teaching they are. However, according to Ur (1996), teachers with twenty years of experience can be classified into two groups: those who have twenty years of experience and those who have one year of experience replicated twenty times. For most English as a foreign language (EFL) instructors, professional development may be considered quite important when they start teaching, which might be either because of the institution where they work, or their own willingness to do so. As a result of this, as well as the changing needs in the education sector, researchers, teachers and organizations have been looking more closely at teacher professional development. Professional development of teachers is that teachers take part in several activities so that they can constantly enhance themselves as long as they teach (Day & Sachs, 2004).

Darling-Hammond and Richardson (2009) indicate that teachers need to be equipped with several abilities which can aid them while making sure that their students get ready for the 21st century-skills. It is known that the number of people studying English has recently risen due to the globalization of English, technological advancements, and increased flexibility. The growing need for education has compelled countries and educational systems to provide elevated language instruction. Therefore, it can be suggested that such a thing may be possible with teachers' participation in professional development activities.

According to Peyton (1997), "a rapidly changing student population, nationwide education reform, and the development of national standards for foreign language learning" are the three reasons why the utilization of professional development might be regarded to be of paramount importance for English teachers. Accordingly, English instructors may also need to engage in a variety of professional development activities in order to come up with possible solutions they may experience while teaching.

This study is based on the theory of teacher professional learning (Opfer & Pedder, 2011), according to which teachers learn from collective, continuing and reflective professional development activities. By creating groups to discuss and develop their practice, the theory of teacher professional learning shifts teachers from social isolation to engagement and commitment (DuFour, 2006; Schulman, 2004). McLaughlin and Talbert (2006) stipulate that professional development activities should comprise of learning communities. They indicate that in learning communities, where teacher self-efficacy is encouraged as professional development is enhanced, teachers gain knowledge not only from and but also through their colleagues, which is also known as "communities of practice" (Lave & Wenger, 1991).

1.2. Statement of the Problem

Teacher professional development may be considered as a significant field of study in English language teaching, and it plays a vital role in teacher education. Therefore, a considerable amount of literature has been published on various aspects of professional

development. A limited number of studies over the last years have provided important information on clinical supervision (Amini & Gholami, 2018; Baltaci-Goktalay et al., 2014; Caughlan & Jiang, 2014; Moradi, Sepehrifar, & Khadiv, 2014; Paba, 2017). Moreover, recently investigators have examined reflective teaching activities, as well. Several attempts have been made to investigate peer observation (Ahmed, Nordin, Shah, & Channa, 2018; Bailey & Van Harken, 2014; Chien, 2019; Copland, 2010; Dos Santos, 2016; Dos Santos, 2017; Gonen, 2016; Hamilton, 2013; Hendry, Bell, & Thompson, 2014; Lasagabaster & Sierra, 2011; Motallebzadeh, Hosseinnia, & Domskey, 2017; Kim & Silver, 2016; Tezcan-Unal, 2018; Tosriadi, Asib, Marmanto, & Azizah, 2018; Tsoulou, 2016; Yürekli, 2013). When the related literature is reviewed, it may be observed that team teaching has also been studied to some extent (Barahona, 2017; Igawa, 2009; Ng, 2015; Rao & Chen, 2020; Simons, Baeten, & Vanhees, 2020; Tim, 2018; Thompson & Schademan, 2019). So far, however, there has been little discussion about video coaching (Masats & Dooly, 2011; Wong & Pow, 2012; Yücel, Arman, & Yapar, 2016). Despite the importance of professional development of teachers, there remains a paucity of evidence on English instructors' perceptions towards the effectiveness of these professional development activities. This indicates a need to investigate perceptions of English instructors towards the effectiveness of clinical supervision, and peer observation, team teaching and video coaching as three types of reflective teaching activities. In addition, although some studies can be found separately, no study has been found investigating clinical supervision and reflective teaching at the same time.

When English instructors start working at tertiary level institutions, their adjustment to these new settings are mostly ensured by a professional development unit (PDU). Professional development units have been established within universities to assist teachers in their attempts to improve themselves, based on widespread consensus among scholars on the value of professional development and its qualities. Almost every university has a professional development unit in order to make sure that the teaching staff always continue improving themselves professionally.

Professional development units also ensure that English instructors who have some weaknesses better those. Other responsibilities of professional development units are conducting induction programs for newly recruited English instructors, organizing some in-service training and workshops, and conducting clinical supervisions to English instructors, and providing assistance for English instructors during their reflective teaching depending on the reflective teaching type they choose (peer observation, team teaching, and video coaching).

It is pertinent to claim that clinical supervision and reflective teaching-related activities constitute most of the responsibilities of professional development units. However, although these two professional development activities are carried out mostly for the sake of the development of English instructors, some English instructors of the school of foreign languages where the current study was conducted believed that these two professional development activities needed some development and improvement.

1.3. Purpose of the Study

Because clinical supervision, and reflective teaching (peer observation, team teaching, and video coaching) are considered as two professional development activities which are carried out the most in in-service teacher training at the professional development unit of the research context of this thesis, the present study aimed at investigating the perceptions of English instructors towards the effectiveness of clinical supervision, and reflective teaching as professional development activities. In order to achieve this aim, the study tried to compare the perceptions of English instructors towards the effectiveness of clinical supervision and reflective teaching, scrutinize the effectiveness of peer observation, team teaching, and video coaching as the three types of reflective teaching, and suggest improvements on the already available practice, if there were any. In this regard, this study attempted to address the following research questions (RQs).

RQ1: Which type of professional development activity (clinical supervision or reflective teaching) do English instructors find more effective?

RQ2: Which type of reflective teaching (peer observation, team teaching or video coaching) do English instructors find more effective?

RQ3: What do English instructors (including the PDU member ones) think of the effectiveness of clinical supervision?

RQ4: What are the suggestions of English instructors (including the PDU member ones) for the improvement of the effectiveness of clinical supervision, if any?

RQ5: What do English instructors (including the PDU member ones) think of the effectiveness of reflective teaching?

RQ6: What are the suggestions of English instructors (including the PDU member ones) for the improvement of the effectiveness of reflective teaching, if any?

RQ7: What do English instructors (including the PDU member ones) think of the effectiveness of peer observation?

RQ8: What are the suggestions of English instructors (including the PDU member ones) for the improvement of the effectiveness of peer observation, if any?

RQ9: What do English instructors (including the PDU member ones) think of the effectiveness of team teaching?

RQ10: What are the suggestions of English instructors (including the PDU member ones) for the improvement of the effectiveness of team teaching, if any?

RQ11: What do English instructors (including the PDU member ones) think of the effectiveness of video coaching?

RQ12: What are the suggestions of English instructors (including the PDU member ones) for the improvement of the effectiveness of video coaching, if any?

In order to show the relationship between the research questions and the data, a table which integrates the research questions, techniques for data collection, sources of data, and the justification for their utilization is provided on the next page. Even though the research questions and the techniques for data collection appear to be connected to each other one-

on-one, it can be said that all the data obtained with various techniques were blended to answer the research questions.

Table 1

The Relationship between the Research Questions, and the Techniques for Data Collection, the Sources of Data, and the Justification for their Utilization

Research Questions	Techniques for Data Collection	Sources of Data	Justification
RQ1 and RQ2 (Quantitative and qualitative)	Survey (Part 2 and Part 3)	89 English instructors	<ul style="list-style-type: none"> – to collect data on the perceptions towards the effectiveness of clinical supervision, and reflective teaching as professional development activities – to save not only the researcher's but also the participant's time – to obtain more data in a limited amount of time
RQ3, RQ4, RQ5, RQ6, RQ7, RQ8, RQ9, RQ10, RQ11 and RQ12 (Quantitative and qualitative)	<p>Survey (Part 4)</p> <p>The first set of semi-structured individual interviews, whose questions were prepared based on the results of the data gathered from the survey</p> <p>The second set of semi-structured individual interviews, whose questions were prepared based on the results of the previous qualitative data obtained from the interviews conducted with 20 English instructors</p>	<p>89 English instructors</p> <p>20 English instructors chosen from the participants completing the survey</p> <p>Two English instructors who were the members of the PDU</p>	<ul style="list-style-type: none"> – to collect more in-depth data on the perceptions towards the effectiveness of clinical supervision, and reflective teaching as professional development activities – to get some suggestions for the improvement of professional development activities

1.4. Significance of the Study

Having a perfect mastery in the language of English may not guarantee to be a good English teacher. If it were the case, every native speaker would be able to teach their languages. In fact, not only pre-service but also in-service teacher training are required to be a qualified English teacher. In in-service teacher training, professional development units have a great role in tertiary settings; therefore, English instructors carry out some professional development activities to enhance their teaching skills. There are several professional development activities English instructors can choose from; however, the most common ones can be accepted as clinical supervision and reflective teaching (peer

observation, team teaching, and video coaching). Therefore, the effectiveness of these two general types of professional development activities may be regarded to be quite important since if they are carried out just for the sake of carrying out them, English instructors might not benefit from them.

This study aimed at comparing clinical supervision and reflective teaching in terms of their overall effectiveness. It also aimed to investigate the perceptions of English instructors towards the effectiveness of the types of reflective teaching one by one and provide suggestions from English instructors and professional development unit members for the improvement of professional development activities.

The current study is significant as its aim was to investigate English instructors' perceptions towards the effectiveness of clinical supervision and reflective teaching as professional development activities, which has not been studied much before. It generally tried to answer the question "Do professional development activities really work?" by gathering perceptions of English instructors, and professional development unit members. The current practice of professional development unit could be revised at the school of foreign languages, where the study was carried out, and some suggestions for the future might be provided thanks to the insights obtained from English instructors, and professional development unit members. The results of the study may be expected to increase the effectiveness of professional development activities in the research context.

1.5. Limitations

There were some limitations which need to be mentioned regarding the study, which aimed to investigate the perceptions of English instructors towards the effectiveness of clinical supervision, and reflective teaching as professional development activities. To begin with, since it was single case study, the study was carried out at the school of foreign languages of one foundation university in Turkey. The next limitation is the number of the participants who took part in the study. The survey was administered to 89 English instructors, whereas 20 English instructors completing the survey and two PDU member

English instructors were interviewed. Therefore, it is pertinent to state that its findings may not be representative of all the English instructors working at the schools of foreign languages in Turkey although case studies are not for generalizability.

1.6. Definitions of Key Terms

The definitions of the key terms which have been used commonly in this thesis are provided below.

Professional Development: Professional development encompasses both organic learning opportunities as well as intentional and organized interventions that are designed to support the teacher, community, or school in some way and, as a result, improve the standard of education in the classroom (Day, 1999).

Professional Development Activity: All of the formal and informal activities teachers do in order to develop professionally and become better teachers, which ultimately impacts learning of students, too.

Clinical Supervision: It is the procedure in which a teacher with a considerable amount of teacher training observes one or more assigned teachers' lessons to assist them in gaining experience, improving their abilities, and strengthening their professional attitudes and values. Clinical supervision, the aim of whose is to improve teaching, is a formative evaluation process that consists of a cycle of preparation conferences, class assessments, and feedback conferences (Goldhammer, 1969).

Reflective Teaching: It may be impossible to find one definition of reflective teaching accepted by many; however, in a nutshell, reflective teaching is thinking about teaching (Cruickshank & Applegate, 1981). There are several formal and informal ways of thinking about teaching such as journal keeping, conducting action research or lesson study, observing a teacher's lesson or being observed by a teacher, etc.

Peer Observation: It is a collective developmental exercise in which teachers provide guidance by watching each other instruct, demonstrating and sharing what was learned,

commenting on thoughts, processes, behaviors, and feedbacks, and carrying out new strategies in the classroom while teaching (Bell, 2005).

Team Teaching: In team teaching, two or three teachers participate in events related to the instructional process, such as planning, teaching, and evaluation, which is considered as a reflective teaching activity.

Video Coaching: Video coaching is a typical method of performing collaborative reflective practice exercises by shooting video recordings of lessons, watching videos with partners, and providing and receiving comments and feedback.

Collaboration: It can be defined as cooperative actions of English teachers for teaching such as making decisions regarding priorities, dividing workload and working together (Barfield, 2016).

Collegiality: It refers to the quality of relationships among English teachers by having sincere regard for one another, treating colleagues with integrity and civility, valuing their potential, learning from colleagues' experiences, collaborating to accomplish a shared goal, and taking on equal roles for the institution's good (Cipriano, 2011).

Critical Reflection: Critical reflection is concerned with the power aspects of assumptive thought, and therefore with how behavior can adapt in order to affect change in the social contexts where teachers work (Fook, 2015). It is a reasoning process to make meaning of a personal English teaching experience.

Self-awareness: It is “a process of getting in touch with your feelings and behaviors” (Gold & Roth, 1993). In other words, self-awareness of teachers could be defined as knowledge and understanding of one’s character in terms of being an English teacher.

CHAPTER II

LITERATURE REVIEW

In this chapter, firstly, professional development, the significance of professional development, professional development activities are presented. Then, the definitions of clinical supervision and reflective teaching are mentioned. After that, the three types of reflective teaching (peer observation, team teaching, and video coaching) are provided, each of which is followed by presenting some related research studies on clinical supervision and the aforementioned types of reflective teaching as professional development activities.

2.1. Professional Development

Teachers are expected to continue to learn as long as they continue teaching because of the nature of the profession of teaching itself. In his study, Borg (2003) writes “teachers are active, thinking decision-makers who make instructional choices by drawing on complex practically-oriented, personalized, and context-sensitive networks of knowledge, thoughts, and beliefs” (p. 81). In other words, teachers can be accepted as one of the most important stakeholders in the field of education. Therefore, it may be asserted that teachers’ professional development has been a hot topic, which resulted in several definitions by different researchers. In its broadest context, professional development corresponds to an individual's improvement as a professional (Villegas-Reimers, 2003). Every profession requires people practicing a particular type of expertise require professionals to improve themselves constantly. Regarding the professional development of teachers, Glatthorn

(1995) writes that the concept refers to the professional progression that teachers attain thanks to acquiring more expertise and reviewing themselves as teachers always. Accordingly, it may be stipulated that teachers' professional development never stops.

According to Fullan and Stiegelbauer (1991), professional development of teachers is “the sum of total formal and informal learning experiences throughout one’s career from pre-service education to retirement” (p. 326). Similarly, according to Mann (2005), it is “a career oriented (activity) and has a narrower, more instrumental and utilitarian remit” (p. 104). It is necessary to note that Desimone, Porter, Garet, Yoon and Birman (2002) also provide a comprehensive definition of professional development by writing that it is an important tool for strengthening teachers' content competence and evolving their methods of teaching, as well as a component of educational change efforts designed to improve teachers' ability to teach to high expectations. Miller (2004) states that professional development is a self-devoted action. In line with this, professional development of teachers is comprised of individual, ethical noble aspects which should be advocated and incorporated into pre-service and in-service teacher education (Mann, 2005).

Day (1999) indicates that any type of learning incidents, which can be formal or informal ones which are carried out by teachers so as to contribute to the improvement of teaching and learning, are considered part of professional development. Moreover, professional development is also considered to refer to the entire spectrum of educational activities available to teachers, comprising structured and scheduled learning experiences (Smylie, Allensworth, Greenberg, Harris, & Luppescu, 2001). Hişmanoğlu (2010) indicates that professional development is known to involve in-service training sessions, teacher-leading processes for acquiring experience, and a continuing learning experience, wherein educators place importance on the teaching process in line with students' requirements and aspirations. Wayne, Yoon, Zhu, Cronen and Garet (2008) mention the significant impact of the professional development of teachers on student success.

Extracted professional development and embedded professional development are known to be two comprehensive types of professional development of teachers. Flint, Zisook, and

Fisher (2011) state that in extracted professional development, experts who are outsiders are prioritized. According to Fiszer (2004), in an institution where extracted professional development is conducted, teachers learn from outsider experts who do not know the needs of the context. Nonetheless, embedded one highlights learning from insider teachers (Desimone, 2011; Opfer & Pedder, 2011).

Butler, Lauscher, Jarvis-Selinger and Beckingham (2004) indicate that the professional learning community is one of the types of embedded professional development. The professional learning community accentuates reflection and observation a lot (Darlin-Hammond & Richardson, 2009). Moreover, classroom research and clinical supervision are two types of embedded professional development, too (Joyce & Calhoun, 2010). Last but not least, reflective teaching can also be considered as one type of embedded professional development (Knight, 2011; Tschannen-Moran & Tschannen-Moran, 2011).

2.2. Significance of Professional development

Teachers face a variety of challenges at various stages of their careers that they may not have expected, so they need professional development to help them address these challenges (Alan, 2003). Many different concepts may be expanded on when describing the value of professional development. One of the reasons could be considered the general public's ongoing desire for increased educational efficiency (Adey, 2004). Professional development is known to be essential as it is related to both internalizing the evolving progress of teachers and grasping the language development in a foreign or second language thanks to which teachers are able to figure out the dynamics in their classrooms (Ahmed et al., 2018). As a result of the progressive education reforms, teacher professional development is critical (Garet, Porter, Desimone, Birman, & Yoon, 2001). Since quality teachers are seen as the best predictors of student achievement, the education and competence of teachers are the most critical aspects for educational activities to succeed (Taş, 2012). In addition, according to Villegas-Reimers (2003), “the more professional knowledge teachers have, the higher the level of student achievement” (p. 21).

In terms of quantity and sophistication, teachers are supposed to know and do more and more every day (Abdal-Haqq, 1996). Yıldırım (2001) indicates that it is by means of professional development that teachers are able to learn and demonstrate understanding in their expertise, use emerging technology in the classroom, and embrace and use modern teaching practices. Gonen (2016) notes that the professional development of teachers is all about learning new things through reflection, classroom research, and interaction among teachers. Borg (2015) provides a summary of qualities of professional development:

... relevance to the needs of teachers and their students, teacher involvement in decisions about content and process, teacher collaboration, support from the 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. professional development 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. 10).

Borko (2004) indicates that professional development is of paramount importance since teachers can keep up with changing standards which can be sometimes challenging by means of professional development activities. Similarly, professional development is also emphasized by officials, managers, teacher educators, and even families to maximize student achievement (Garet et al., 2001). Alexander, Heaviside and Farris (1999) highlight that teachers improve their teaching in the classroom once they are provided with chances to discover new techniques for teaching through elevated professional development.

2.3. Professional Development Activities

Teacher professional development necessitates the advancement of expertise, abilities, instructional evaluation, and the dedication teachers have towards their professions (Little, 1992). Diaz-Maggioli (2004) indicates that successful professional development must be considered as a job-related effort made by teachers to advance the profession's priorities while still meeting their individual teaching needs.

According to Richards and Farrell (2005), professional development activities can be categorized into four in line with the structure of the activities: the individual ones, the

ones carried out with a colleague, the ones conducted with more than one colleague, and the ones which institutions arrange and encourage. Self-monitoring, journal writing, critical incidents, and teaching portfolios are some examples of individual professional development activities. On the other hand, clinical supervision, types of reflective teaching such as peer observation, team teaching, and video coaching can be accepted as professional development activities which are carried out with a colleague. Action research and teacher support groups are some examples of professional development activities which are conducted with more than one colleague. Lastly, workshops and conferences can be regarded to be professional development activities arranged and encouraged by institutions where teachers work.

Due to the fact that the aim of this current study was to investigate the perceptions of English instructors towards the effectiveness of clinical supervision, and reflective teaching (peer observation, team teaching, and video coaching) as professional development activities, clinical supervision, and aforementioned types of reflective teaching were explained thoroughly in the following parts.

2.3.1. Clinical Supervision

Goldhammer (1969) was the one who came up with the concept of clinical supervision, whose fundamental aim was to gather data while observations were being conducted. By emphasizing the significance of interactions among people involved in observations, Cogan (1973) established and endorsed clinical supervision. Clinical supervision is a type of observation which is formative and is composed of planning the observation, conducting the observation, and providing feedback on the observation, whose purpose is to develop teachers' expertise (Paba, 2017). It is pertinent to claim that clinical supervision is like a team work as both the supervisor and the supervised are actively involved in the whole process. Moreover, developing the teaching skills of the teacher who is to be supervised is the fundamental purpose of clinical supervision. A teacher whose class is observed is

regarded as a specialist continuing to pursue higher efficacy for teaching by emphasizing strengths and needs.

Unlike other types of supervision, in clinical supervision, the purpose is for development not for evaluation. The aim of clinical supervision is to help teachers become more reflective and willing to receive feedback from others (Beach & Reinhartz, 2000). Inyamah (2011) states that clinical supervision may also be conducted to ensure that teachers are committed to their work in order to provide meaningful classroom instruction that leads to positive, long-term, and successful behavior changes in students. Likewise, Glickman and Tamashiro (1980) also indicate since teachers develop themselves during and become better teachers thanks to clinical supervision, it is believed to have a domino effect on students, as well.

Acheson and Gall (2003) state that clinical observation is a professional development mean which is carried out thanks to observation, and feedback provided by following five stages: pre-observation, observation and collection of data, analysis of data, post-observation, and reflection (Goldhammer, 1969). Sullivan and Glanz (2000) indicate that reflection is of utmost importance during clinical supervision. In addition, it should be noted that the supervised is provided with some constructivist feedback by the supervisor so that he/she can improve himself/herself as a teacher.

Manning (1986) states that there should be the use of professional observers rotated through the members of the teaching staff. Likewise, Centra (1993) mentions that observers who have been trained well in terms of teacher training carry out quality observations. According to Keig and Waggoner (1994), when qualified observers carry out clinical supervision by being summative rather than formative, observees benefit from it a lot. Qualified observers conducting clinical supervision also affect teachers' encouragement, identity, and attitudes of reflection positively (Glickman, Gordon, & Gordon, 1995). In addition, observers' teaching training skills should be supported by management in order to better support professional development at institutions

(Hammersley-Fletcher & Orsmond, 2004). It should be also noted that the core aim of clinical supervision is not evaluative (Glickman, Gordon, & Ross-Gordon, 2004).

Baharom (2002), for his doctoral dissertation, explored 380 teachers' perceptions towards supervision concerning instructional leadership. The teachers from the Malaysian state of Johor were randomly chosen as participants and the data was collected by making use of questionnaires. After the analysis of the data, according to the findings, the participants believed that supervision was something useful ideally. However, it was not implemented as it should really have been done.

A research study concerning clinical supervision was a small-scale case study conducted by Hişmanoğlu and Hişmanoğlu (2010). It focused on the theoretical foundations of instructional supervision and professional learning regarding English language teaching. The purpose of their study was to explore English instructors' perceptions towards clinical supervision, and the participants were 42 English instructors teaching English at the preparatory school of three universities in North Cyprus. The data collection tools used were a pre-questionnaire, post-questionnaire and interviews. Their findings indicated that the supervisors emphasized the positive aspects of the English instructors' work and helped them to consider their flaws and come up with ways to solve them. However, some participants had some negative comments about these observations, as well.

Next, Moradi et al. (2014) investigated 34 Iranian English teachers' perceptions towards clinical supervision. By utilizing both a questionnaire and semi-structured interviews, the data regarding the participants' perceptions of observations conducted by a supervisor were collected. The quantitative data were meticulously stored on SPSS and evaluated with the help of frequencies, descriptive and inferential checks. They found out that the participants of the study had been trying to look nice to the supervisors observing them. It was also reported that these observations had been superficial, and most of the observers had only been looking for their weaknesses.

In her longitudinal study, which was a qualitative one, Kaneko-Marques (2015) scrutinized the use of videos in supervisions, and the participants were six prospective teachers and the lecturer of a tertiary level English teacher education course in Brazil. The key goal of the study was to present the positions of various observers in multiple styles, emphasizing the value of collective dialogues assisted by video recordings. The data were collected by utilizing questionnaires, the syllabus of the course, video recordings of the observations and the researcher's field notes. The findings showed that supervision was effective when its during observation phase was carried out by shooting a video instead of physically being in the class.

2.3.2. Reflective Teaching

Reflective teaching is considered significant because of its impact on teachers' professional development. It has been a hot topic recently because of the replacement of the traditional transmission model of teacher training with the constructivist approach according to which teachers are "active, thinking decision makers" (Borg, 2011, p. 218). Richards and Lockhart (1994) indicate that in reflective teaching teachers gather data of their teaching, examine their perceptions, values, assumptions, and instructional methods, and use the results of these as a framework for reflection. Loughran (2002) defines reflection as a well-crafted, well-defined practice with very precise meaning and execution, which is all about elaborating on teaching. Moreover, it is known that teachers' own reflection on the everyday learning environment is the first and most critical foundation for professional development (Ur, 1999).

Richards (2013) defines reflective teaching as "observing and reflecting on one's own teaching, and using observation and reflection as a way of bringing about change" (p. 1). In order to improve oneself and evolve as a teacher, a teacher can make use of reflective teaching. Reflection in the classroom entails "rational thought" about previous or present experiences that have happened or are happening (Pacheco, 2005). Bailey, Curtis, Nunan and Fan (2001) note that reflective teaching is based on a teacher's behavior or thoughts

before, after, or after a lecture, and it is a solitary and personal method. When teachers conduct reflective practice with the aim of development, the observation should be preceded by a pre-observation where the lesson is elaborated by the observer and the observed and followed by a post-observation in which both parties have the opportunity to reflect on the process and share their ideas about it.

Reflective teaching is teachers' reflections on what occurs in the classroom and possible methods for meeting goals or objectives (Cruickshank & Applegate, 1981). Bartlett (1990) mentions that moving beyond a primary concern with instructional methods is needed to become a reflective instructor. Reflective teaching is an ongoing procedure in which teachers investigate their own teaching experiences in applying expertise to reality while being trained by experts (Schon, 1993). According to Florez (2001), reflective teaching necessitates dedication to ongoing self-development as well as the time to accomplish it, and practitioners should be educated in the process and allowed motivation to engage in and learn it.

There are some qualities of reflective teachers (Zeichner & Liston, 1996). They investigate, frame, and try to resolve classroom problems and issues, are mindful of the expectations and beliefs they carry to the classroom and challenge them and are conscious of the qualities of the organizational and societal settings. Moreover, reflective teachers participate in program planning and school improvement efforts and are in control of their own professional development. Jacobs, Vakalisa and Gawe (2011) indicate that teachers should use reflective teaching to refresh their practice and better appreciate the outcomes of their instruction. Reflective teaching allows teachers to challenge stereotypes they might have picked up during their early years of teaching and to create more aware reflective opportunities (Akbari, 2007).

In their study, Martin and Double (1998) conducted an action-based piloting study at a tertiary level institution in order to develop the teaching skills of lecturers. The main features of a three-stage model were identified and investigated, as well as the initial findings of a pilot study. They introduced peer observation as a reflective teaching

practice, where the participants needed to go through three stages. These stages were pre-observation, observation and post-observation. The results of the study indicated that most of the participants stated that reflective teaching was beneficial although some of them had some negative perceptions, as well.

Farrell (2011) scrutinized three experienced English teachers' professional role identities by utilizing reflective practice. The participants were working at a college in Canada. The qualitative data for the study were collected through twelve focus group interviews that were completed in two years. In addition, there were some follow-up individual interviews, and three administrators were interviewed, too. The results revealed that there were 16 key role identities listed, which were then split into three major role identity clusters, providing some critical implications.

In the study of Afshar and Farahani (2015), the link between reflective teaching and reflective thinking of 233 Iranian English teachers was examined in terms of their gender and years of English teaching experience. They used two surveys in order to collect the quantitative data. The Pearson Product Moment Correlation findings revealed a major positive relationship between reflective teaching and reflective thinking among the participants. In terms of both reflective teaching and reflective thought, the findings of Independent Samples T-tests demonstrated significant differences between male and female Iranian English teachers. Teaching experience greatly distinguished Iranian EFL teachers in terms of reflective teaching, according to One-way ANOVA and Tukey post-hoc findings. Participants with more experience were better at reflective teaching and reflective thinking compared to those with less English teaching experience.

Mathew, Mathew and Peechattu (2017) investigated the effectiveness of reflective practices of prospective teachers by using a qualitative research design. The aim of the paper was to prove that reflective practice was a medium for prospective teachers to improve themselves and, as a result, their professional development. They collected the data through a questionnaire, interviews and reflection journals kept by participants.

According to the overall findings of the study, it was found out that reflective teaching was a method for prospective teachers to learn more about themselves and their careers.

2.3.2.1. Peer Observation

Peer observation thanks to which teaching, and learning can be improved is one of the ways of professional development for teachers. Gosling (2002) stipulates that there are three types of peer observation. The evaluative one is the first. Its main emphasis is on quality control. The developmental type comes next. Its aim is to help teachers improve their abilities. The collaborative one of peer observation is the last type. Via an introspective and transformative practice, this form of peer observation focuses on strengthening instruction.

Teachers reflect on their teaching through peer observation by challenging previously held expertise and values and creating a much more comprehensive approach to teaching (Brockbank & McGill, 1998). Bell (2005) states that peer observation is a professional development activity thanks to which teachers give and receive aid resulting in the reflection on how they feel about their teaching process as a whole, and the feedback which they are provided with.

Byrne, Brown and Challen (2010) highlight that peer observation has many goals, one of which is to improve the level of instruction and, as a result, learning. According to Hendry and Oliver (2012), peer observation is two teachers' collaborating and observing each other's class with a developmental aim. Therefore, in order to promote discussion and encourage teachers to conduct reflective practice, peer observation may be a good option. So as to develop an understanding of some aspects of teaching, studying, or classroom climate, two teachers closely watch and monitor each other's lessons during peer observation (Richards & Farrell, 2005).

Race and Fellows (2009) indicate that peer observation is considered beneficial for several reasons. It allows teachers to focus on and revisit their teaching skills with the help of

colleagues, both by observing and being observed in teaching sessions and recognizes good practice as well as needs that must be addressed in order to ensure continued personal and professional growth. In addition, peer observation enables teachers to continue to learn from one another in order to improve mutual understandings of best evaluation, learning, and teaching practices. Via the processes of observing colleagues and being observed, peer observation helps teachers to benefit from mutually beneficial learning experiences as well as allowing them to share their knowledge and learn new tricks from one another.

Byrne et al. (2010) carried out a case study at a tertiary level institution in England. The research comprised two phases, and in both of them, the data were collected through a questionnaire and semi-structured interviews. Firstly, the views of lecturers were investigated towards the current practice of peer observation. The number of participants was 36. Secondly, an alternative form of peer development was developed to be used instead of the current practice of peer observation by making use of the findings of the first phase. Then, 26 lecturers were asked to evaluate it. The results of the first phase criticized the current practice for a plethora of reasons such as conducting peer observation by only “ticking the box”. However, when the participants evaluated the alternative form of peer development, they were mostly content with it.

In his study, Dos Santos (2016) aimed at investigating six English teachers' perceptions towards peer observation as a way to enhance classroom practice, exploring how teachers made sense of peer observation after participating in it, and proposing possible ways and interventions for schools to improve peer observation practice in their contexts. The data were collected through interviews, and the findings indicated that peer observation was a useful method for teachers seeking to improve their teaching practices, and because of the sensitivity involved, most participants were skeptical of the practicalities of peer observation. Moreover, teachers believed that when peer observation was established well, it could have had the potential to be interesting and exciting for teachers.

2.3.2.2. Team Teaching

Cook (2004) indicates that team teaching is a type of collaborative teaching, and according to him there are six types of collaborative teaching. The first one is one teach, one observe. It allows for more freedom in observing student interaction during the learning process. Teachers use this model to work together to interpret data and make important decisions on how to maximize the consistency of learning instructional practices. The next type of collaborative teaching is one teach, one drift. In this one, one teacher is in charge of instruction, with another teacher or teachers providing guidance without being in the center of attention as needed by learners. Parallel teaching is the third type of collaborative teaching. Students and teachers in various locations teach the same curriculum at the same time in parallel teaching. Next, there is station teaching. Instructors and learners exchange materials in this type, then teach the lesson in their locations. Students could rotate between the two locations. Students who want to be alone can also be sent to a third separate location. Alternative teaching is another type of collaborative teaching. In this type, an instructor teaches a wide number of students, and another instructs a small number of students requiring extra assistance. Last but not least, there is team teaching, which is both the most difficult and the most advantageous. All lecturers offer materials at the same time in this type, but it is dependent on a number of factors, including teaching methods and instructor persona.

The first-time team teaching was used in English teaching was with general education teachers (Rao & Chen, 2020). According to Solis, Vaughn, Swanson, and Mcculley (2002), team teaching is a way of teaching where two teachers are equally responsible for the lesson to be taught in terms of its plan, delivery, and assessment. Team teaching gives teachers a chance to share responsibilities while teaching English with a partner. Team teaching, which is also known as pair teaching, is a method of teaching in which two or three teachers share responsibility for a lesson (Richards & Farrell, 2005). The teachers are jointly responsible for preparing the class or course, conducting it, and all related follow-up assignments, entailing a period of planning, teaching, and reflecting.

Team teaching entails not only teaching together, but also planning and reflecting just like other forms of reflective teaching (Bailey et al., 2001). Even though teachers are often obliged to make changes due to classroom climate (Bailey, 1996), planning is of utmost importance during team teaching. According to Carless (2006), throughout team teaching, partners need to assist one another. Knights, Meyer and Sampson (2007) state that teachers can improve their broader and deeper approaches to teaching by being subjected to peers' instructional skills and knowledge, open criticism and honest feedback and comments, diverse types of preparation and coordination along with strategies of teaching. Moreover, students and teachers in classrooms are encouraged to take responsibility for learning through team teaching (Tim, 2018).

Igawa (2009) investigated the perceptions of English teachers' views on team teaching by employing a small-scale survey in Japan. The research gathered the participation of 105 English teachers, comprising 74 Japanese English teachers and 31 assistant language teachers. The participation was entirely voluntary, and all of the participants were either junior or senior high school teachers in Japan. After the analysis of the data which were obtained, it was revealed that team teaching helped students learn and listen to people from different cultures. In addition, concerning team teaching's effectiveness, it was reported that teachers' and students' enthusiasm, as well as teachers' teaching skills, are the two fundamental factors.

In their study, Sari, Kusmayanti, Iskandar, and Utami (2013) aimed at recognizing and clarifying the challenges that teachers faced during team teaching, in addition determining if these challenges were related to professionalism or personality issues. 13 lecturers took part in the first introduction of team teaching, where they combined their classes to form one class and taught together at the same time and they gathered the qualitative data from the self-reports of the participants. The results revealed that as team-teachers work over longer periods of time, the difficulties become more personal rather than professional. Personality issues were less prominent amongst lecturers with a certain degree of

protection in relation to peripheral variables like employment, resulting in greater concern about one's own and others' expertise.

2.3.2.3. Video Coaching

The use of video to educate teachers has been a common practice in teacher preparation and career development (Gaudin & Chaliès, 2015). Teachers have more access to classroom activities through videos than they do through traditional observation, and video coaching has become much easier thanks to technological advancements. Hockly (2018) states that increased interest in the usage of digital video in language teacher education has been fueled by the availability of comparatively affordable technology, such as portable digital cameras and handheld devices, as well as the advent of applications that supports the use of digital video in professional development. Not only does recording the classroom allow observers to watch the session as many times as they choose, but it also allows the observed to do the same, facilitating both pre- and post-observation function well.

Tachon (2007) mentions that since video clips may be used to recreate past-thinking or create reflections for potential behavior, they may be an important tool during observations. In video coaching, two teachers record their own lessons, watch each other's videos together, and share their feedback on each other's lessons. Video coaching has two significant benefits to stakeholders like being able to keep it as long as they want and having the chance to investigate the process thoroughly.

Richards and Lockhart (1994) state that teachers' language use, the general rhythm of the class, and any other information relevant to the approach chosen and the learning and teaching environment may be some examples of foci of video coaching. Teachers should use video coaching for reflective reasons to become more mindful of and act on their own teaching's strengths and weaknesses.

Battle and Miller (2017) conducted a research study to examine the beliefs of eight Spanish teachers who had used a video coaching application specially tailored for that purpose. Eight semi-structured interviews were conducted for this reason, with the aim of learning how they used the application and any advantages or advice they had for other users. The results of the study indicated that the participants believed that video coaching was effective, particularly with the application used in the study.

Yücel et al. (2016) carried out a case study in order to show video coaching initiative that was introduced at a tertiary level institution as part of in-service teacher training, as well as to address the outcomes. The study included 51 participants who were English instructors with teaching experience ranging from six to 30 years, and the qualitative data were gathered through a questionnaire and casual discussions at the end-of-term appraisal sessions. According to the results, despite their skill levels and the fact that the practice was mandatory, the participants had mostly good feelings about video coaching. In addition, the participants who were initially hesitant to shoot the video recordings of their lessons changed their minds.

CHAPTER III

METHODOLOGY

This chapter presents the overall design of the study and the context of the study. The chapter continues with the description of the participants, data collection tools, data collection procedure, and data analysis. It ends by providing some information on the role of the researcher.

3.1. Overall Design of the Study

“Research designs are constructed plans and strategies developed to seek, explore and discover answers to quantitative and qualitative research questions...” (Taylor, 2005, p. 105). Designing and writing educational research falls into quantitative or qualitative research (Creswell, 2012). A mixed-methods research design, thanks to which various ways of data collection and analysis were accomplished, was employed in this thesis (Greene, 2007, p. 20) depending on the questions that were asked and answered. Dörnyei (2007) states that mixed-methods research design “involves different combinations of quantitative and qualitative research either at the data collection or at the analysis level” (p. 24). According to a definition, in a research study whose research is based on the mixed-methods research design, “the investigator collects and analyzes data, incorporates the conclusions, and draws inferences using both qualitative and quantitative approaches or methods” (Tashakkori & Creswell, 2007, p. 4). Creswell (2012) indicates that there are six types of mixed-methods research designs, which are convergent parallel, explanatory sequential, exploratory sequential, embedded, transformative, and multiphase. In this

study, an explanatory sequential design was utilized. The explanatory sequential design “consists of first collecting quantitative data and then collecting qualitative data to help explain or elaborate on the quantitative results” (Creswell, 2012). The reasoning for this approach is that quantitative data and findings provide a broad picture of the research problem; further study, particularly qualitative data collection, is required to refine, broaden, or justify the broad picture. In this study, the quantitative data was obtained which was followed by the qualitative data, in addition to which, another set of qualitative data was gathered.

The aim of this study was to investigate the perceptions of English instructors towards the effectiveness of peer observation, team teaching, and video coaching as three types of reflective teaching, and suggest improvements on the already available practice if there were any at the school of foreign languages of a foundation university. In line with this purpose, a single case study was carried out. According to Bloor and Wood (2006), case studies deal with understanding “social phenomena within a single or small number of naturally occurring settings” (p. 27). Merriam (2009) defines case study research as “an intensive, holistic description and analysis of a bounded phenomenon such as a program, an institution, a person, a process, or a social unit” (p. 1). The reason for utilizing a case study is that a particular group of English instructors’ perceptions can be the center of attraction. Yin (2014) states that a case study is known to be advantageous in gathering a comprehensive understanding of a situation in certain contexts, thanks to which researchers are able to analyze, construe, highlight, and become more knowledgeable about real-life phenomena.

In this thesis, not only post-positivist but also social constructivist approach framework was utilized in accordance with Creswell (2013). The emphasis of the study was on the participants' perceptions, which were dealt with ways of both quantitative and qualitative data collection and analysis.

3.2. Context of the Study: Defining the Case

The school of foreign languages of a foundation university in Turkey was taken as a single case in this study. This university is one of the first foundation universities established, which is regarded to be one of Turkey's well-developed universities thanks to its quality of education. The university has 12 faculties, one state conservatory, seven vocational schools, and one school of foreign languages, which happens to be the context of the study.

The school of foreign languages of the institution where the study was carried out had been established for the teaching of German, Chinese, Spanish, Italian and Russian, especially English, to all of the undergraduate and associate degree students at the university. As approximately 130 language instructors work at this institution, it may be considered to be one of the most crowded school of foreign languages in Turkey. It is the aim of the school of foreign languages to teach students foreign languages which are the most commonly used ones. The school of foreign languages has three units, namely the English preparatory unit (EPU), the academic English unit (AEU) and the modern languages unit (MLU). In addition, there are three more units which are the program development unit, the testing unit, and the professional development unit.

English instructors working at this school of foreign languages are encouraged to improve themselves professionally; therefore, various professional development activities are conducted with the help of the professional development unit. The professional development unit organizes and provides several professional development activities so that the English instructors can keep themselves up to date about teaching English.

Clinical supervision and reflective teaching (peer observation, team teaching and video coaching) are the two types of professional development activities which are carried out at the research context. When the researcher talked to the professional development unit members about the number of clinical supervisions carried out, he was told that approximately 30 clinical supervisions are conducted per year. Regarding the reflective teaching types preferred by the English instructors, the numbers of which type of reflective

teaching is carried out across the years documented by the professional development unit are presented below.

Table 2

The Number of Reflective Teaching Types Conducted Across Years

Academic Year-Term	Peer Observation (n)	Team teaching (n)	Video coaching (n)	Total (N)
2017-2018-Fall	58	8	13	79
2018-2019-Fall	54	6	15	75
2019-2020-Fall	57	4	27	88

When the quality manual of the school of foreign languages is checked, it can be seen that clinical supervision is conducted by the PDU member English instructors for the purpose that the professional development of the English instructors observed could be improved through feedback and comments provided by the observers and the observees' reflection on their teaching. Any English instructor's class may be observed by the PDU members when needed or asked regardless of their teaching experience. Reflective teaching activities, on the other hand, are conducted in order to improve the English instructors' collaboration, collegiality, critical reflection and self-awareness. Clinical supervision and reflective teaching activities are conducted by following three stages, pre-observation, during observation and post-observation. The forms of these stages are common for all of them in addition to a form used for reflection. Apart from these common forms, team teaching and video coaching have some forms specific to them.

3.3. Participants

There are two main groups of participants in this study as the English instructors completing the survey, some of whom were also interviewed, and the professional development unit member English instructors interviewed. In 2020-2021 academic year fall term, the English instructors were working either in the academic English unit or the English preparatory unit. Completing survey, some of them were interviewed one by one. The English instructors who were the members of the professional development unit, on

the other hand, had some additional responsibilities regarding professional development activities conducted at the research context in addition to their teaching responsibilities. In the figure below, the participant groups were summarized visually.

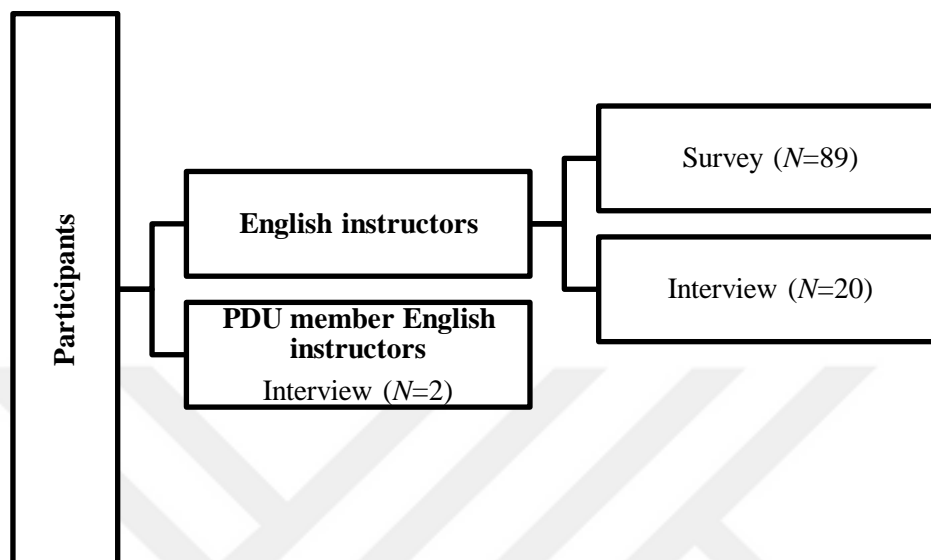


Figure 1. The participants

The English instructors ($N=14$) who did not participate in the professional development activities (the vice director, the department chair, the heads of the English preparatory and the academic English unit, the testing unit, the program development unit, and the deputy heads of these units) were excluded from the study; however, they were asked to participate in the piloting of the data collection tools in order not to decrease the number of the possible participants for the actual data collection.

3.3.1. English Instructor Participants

The English instructors who were working at the school of foreign languages where the study was carried out were the first group of participants of this study. After the piloting process was over, each and every English instructor was first visited and asked whether they wanted to complete the survey, and a total number of 98 English instructors completed the survey ($N=98$). However, because there were some participants ($n=9$) who paid less attention to survey while completing it by not answering two trick questions

correctly, they were excluded from the research. Accordingly, this group of participants consisted of 89 English instructors ($N=89$) at the end. The demographic information of these participants was provided in terms of their gender, age, years of English teaching experience, degree, the courses they teach and additional responsibilities one by one in the following tables.

Table 3

The Distribution of the English Instructor Survey Participants in terms of Gender

	n	%
Female	79	88.8
Male	10	11.2
Total	89	100

Table 4

The Distribution of the English Instructor Survey Participants in terms of Age

	n	%
21-30	15	16.8
31-40	11	12.4
41-50	50	56.2
51-60	9	10.1
61-70	4	4.5
Total	89	100

Table 5

The Distribution of the English Instructor Survey Participants in terms of Years of English Teaching Experience

	n	%
1-5	11	12.3
6-10	10	11.2
11-15	3	3.4
16-20	8	9
21-25	41	46.1
26 and above	16	18
Total	89	100

Of all the English instructor survey participants ($N=89$), with regards to gender, while 88.8% of the participants were female ($n=79$), 11.2% were male ($n=10$). In respect of their ages, more than half of the participants (56.2%) were 41-50 years old ($n=50$); on the other

hand, 16.8% were 21-30 ($n=15$), 12.4% were 31-40 ($n=11$), 10.1% were 51-60 ($n=9$) and 4.5% were 61-70 years old ($n=4$). In terms of years of English teaching experience, less than half of the participants (46.1%) were teaching English for 21-25 years ($n=41$). 18% had 26 and more years of English teaching experience ($n=16$), 12.3% had 1-5 ($n=11$), 11.2% had 6-10 ($n=10$), 9% had 16-20 ($n=8$) and 3.4% of them had 11-15 years of English teaching experience ($n=3$).

Table 6

The Distribution of the English Instructor Survey Participants in terms of Bachelor's Degree

	n	%
English Language Teaching	34	38.2
English Language and Literature	28	31.5
American Culture and Literature	13	14.6
English Linguistics	9	10.1
English Translation and Interpreting	3	3.4
Biology	1	1.1
Psychology	1	1.1
Total	89	100

Table 7

The Distribution of the English Instructor Survey Participants in terms of Master's and PhD Degree

		n	%		n	%
Yes	Master's Degree	35	39.3	PhD Degree	0	0
No		54	60.7		89	100
Total		89	100		89	100

When they were asked about their bachelor's degrees, more than one third of the English instructor survey participants (38.2%) majored in English Language Teaching ($n=34$), yet slightly less than one third of them (31.5%) held a bachelor's degree in English Language and Literature ($n=28$). 14.6% had a bachelor's degree in American Culture and Literature ($n=13$), 10.1% in English Linguistics ($n=9$) and 3.4% in English Translation and Interpreting ($n=3$). Nevertheless, there were some participants ($n=2$) who did not major in a philology department or program while pursuing their bachelor's degrees. 1.1% studied Biology ($n=1$); likewise, 1.1% was a Psychology graduate ($n=1$). Concerning the master's

and PhD degrees of the English instructor survey participants, more than one third of them (39.3) had a master's degree ($n=35$); however, the majority (60.7%) did not hold a master's degree ($n=54$), and none of them had a PhD degree (100%; $N=89$).

Table 8

The Distribution of the English Instructor Survey Participants in terms of the Courses They Teach

	n	%
Departmental English Courses	52	58.4
English Preparatory Program	37	41.6
Total	89	100

Table 9

The Distribution of the English Instructor Survey Participants in terms of Additional Responsibilities

	n	%
Only Test Development Unit	4	4.5
Only Program Development Unit	4	4.5
Both Test and Program Development Unit	29	32.6
No Additional Responsibilities	49	55
Other Responsibilities	3	3.4
Total	89	100

Appertaining to the courses taught, more than half of the participants (58.4%) were teaching departmental English courses ($n=52$), whereas 41.6% was teaching English preparatory program classes ($n=37$). In concern with the additional responsibilities of the English instructor survey participants, more than half of the participants (55%) had no additional responsibilities ($n=49$); nonetheless, slightly less than one third of them (32.6%) were the members of both testing and program development unit ($n=29$). 4.5% was the member of the test development unit only ($n=4$); similarly, 4.5% was the member of the program development unit only ($n=4$), as well. There were some participants (3.4%; $n=3$) who had some other additional responsibilities such as being advisor at some social clubs of the university ($n=1$), directing plays at the drama club ($n=1$), being responsible for departmental webmaster and corporate communications coordinatorship departmental representative ($n=1$).

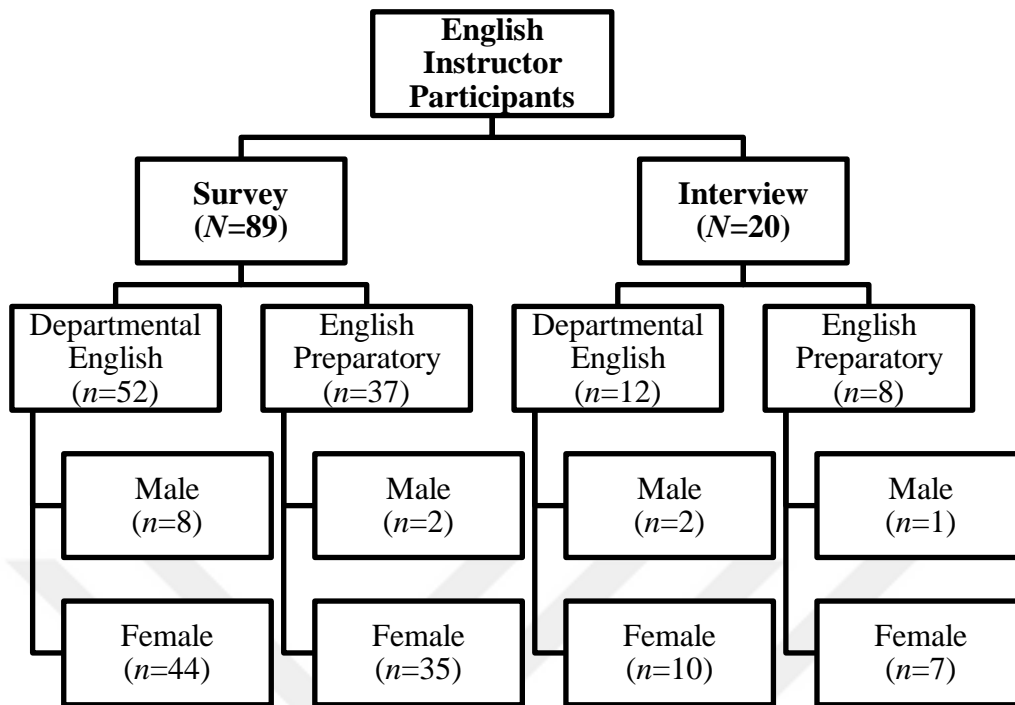


Figure 2. Quota sampling of the English instructor interview participants

In order to conduct interviews with almost one quarter of the English instructors completing the survey ($N=89$), 20 instructors were interviewed by employing the quota sampling. Quota sampling is a non-probability sampling in which samples are chosen based on a probability proportional to the distribution of a population variable (Babbie, 2010). This sampling procedure is used to ensure that the proportion of samples in each group corresponds to the proportion of the population. In order to have a group of interview participants representative for the survey participants as much as possible, the quota sampling was firstly based on the courses the participants taught and secondly on their gender by calculating the number of the participants for the interviews via cross-multiplication. After the number of the interview participants teaching departmental English ($n=12$) and English preparatory ($n=8$) was found, because there were only 10 male English instructors ($n=10$) completing the survey, the number of the male interview participants was calculated, thanks to which the number of female interview participants were revealed by subtracting the former from the latter. Since it was almost impossible to control the other variables, they were not taken into consideration.

Table 10

The Distribution of the English Instructor Interview Participants in terms of Gender

	n	%
Female	17	85
Male	3	15
Total	20	100

Table 11

The Distribution of the English Instructor Interview Participants in terms of Age

	n	%
21-30	5	25
31-40	2	10
41-50	10	50
51-60	2	10
61-70	1	5
Total	20	100

Table 12

The Distribution of the English Instructor Interview Participants in terms of Years of English Teaching Experience

	n	%
1-5	3	15
6-10	4	20
16-20	4	20
21-25	7	35
26 and above	2	10
Total	20	100

Regarding their genders, 85% of the English instructor interview participants were female ($n=17$); on the other hand, 15% was male ($n=3$). In terms of their ages, half of the participants (50%) were 41-50 years old ($n=10$), while a quarter of them (25%) were 21-30 years old ($n=5$). 10% of them were 31-40 years old ($n=2$); similarly, 10% was 51-60 years old ($n=2$). There was only one participant who was 61-70 years old (5%; $n=1$). When they were asked about their years of English teaching experience, slightly more than one third of the English instructor interview participants (35%) had 21-25 years of English teaching experience, followed by 20% having 6-10 ($n=4$) and 20% having 16-20 ($n=4$). 15% of

them had 1-5 years of English teaching experience ($n=3$), whereas 10% had 26 and more ($n=2$).

Table 13

The Distribution of the English Instructor Interview Participants in terms of Bachelor's Degree

	n	%
English Language Teaching	6	30
English Language and Literature	9	45
American Culture and Literature	2	10
English Linguistics	2	10
Biology	1	5
Total	20	100

Table 14

The Distribution of the English Instructor Interview Participants in terms of Master's and PhD Degree

	n	%		n	%
Yes	7	35		0	0
No	13	65	PhD Degree	20	100
Total	20	100		20	100

In terms of the bachelor's degrees of the English instructor interview participants, less than half of them (45%) majored in English Language and Literature ($n=9$), but 30% had a bachelor's degree in English Language Teaching ($n=6$). 10% held a bachelor's degree in American Culture and Literature ($n=2$); likewise, 10% in English Linguistics ($n=2$). Only one participant had a bachelor's degree in Biology (5%; $n=1$). Regarding their graduate studies, although 65% held a master's degree ($n=7$), 65% did not ($n=13$), and none of the English instructor interview participants had a PhD degree (100%; $N=20$).

Table 15

The Distribution of the English Instructor Interview Participants in terms of the Courses They Teach

	n	%
Departmental English Courses	12	60
English Preparatory Program	8	40
Total	20	100

Table 16

The Distribution of the English Instructor Interview Participants in terms of Additional Responsibilities

	n	%
Only Test Development Unit	2	10
Both Test and Program Development Unit	11	55
No Additional Responsibilities	7	35
Total	20	100

Concerning the courses they were teaching, more than half of the participants (60%) were teaching departmental English courses ($n=12$); however, 40% was teaching English preparatory classes ($n=8$). In terms of their additional responsibilities, more than half of the English instructor interview participants (55%) were the members of both test and program development units ($n=11$) while slightly more than one third of them (35%) did not have any additional responsibilities ($n=7$). 10% was the member of the test development unit only ($n=2$).

3.3.2. Professional Development Unit Member English Instructor Participants

Based on the data gathered from the interviews with English instructors, interviews with the English instructors who were the members of the professional development unit ($N=2$) were conducted. More information on the professional development unit member English instructor participants is provided below.

Vanessa was a 39-year-old English instructor who had 17 years of English teaching experience. She earned her bachelor's degree in English Translation and Interpreting from a state university and held a master's degree in Curriculum and Instruction. Vanessa was teaching departmental English courses at the school of foreign languages where the study was carried out. Prior to becoming a professional development unit member, she also worked as a test and program development unit member for various translation courses. In addition to attending several in-service trainings for program and test development,

Vanessa also had a certification for training teacher trainers from the TESOL (Teaching English to Speakers of Other Languages) International Association.

Wendy was 32 years old had 10 years of English teaching experience. She majored in English Linguistics at a state university, had a master's degree in Curriculum and Instruction and was pursuing her PhD degree in the same program. Wendy was teaching English preparatory classes as well as working as a professional development unit member. She was also a member of the accreditation unit of the research context, which she previously had experienced in her previous institution, too. Wendy had a certification of TESOL core certificate from the TESOL International Association.

Vanessa and Wendy were responsible for creating a positive atmosphere by prioritizing professional development and cooperation in the school of foreign languages and to increase the quality of education by equipping the teaching staff with the skills and techniques they needed. It was also their duty to introduce the school of foreign languages to newly recruited instructors, to share institutional expectations with them and to provide in-training in order to provide them with higher professional performance. Vanessa and Wendy were conducting clinical supervisions and mentoring and monitoring reflective teaching conducted between the English instructors.

3.4. Data Collection Tools

In this thesis, not only quantitative but also qualitative data collection tools were utilized in order to address the research questions. In line with this, in this study, there were a survey (see Appendix 1), semi-structured interview questions for the English instructors chosen from those completing the survey (see Appendix 2), and another set of semi-structured interview questions for the PDU member English instructors (see Appendix 3).

3.4.1. Piloting

Both the survey and the semi-structured interview questions had gone through a piloting process before the data collection for the study was initiated. The tools were piloted with the English instructors working at the school of foreign languages where the study was conducted. More thorough information on the piloting process is provided in the sections of the data collection tools one by one.

In September 2020, 30 English instructors ($N=30$) from the research context were asked to take the survey in order to pilot it. Slightly less than half of the participants (46.7%) were the English instructors who did not have to conduct clinical supervision or reflective teaching as they had administrative responsibilities ($n=14$). However, since SPSS Statistics 23 needs at least 30 data sets so that it could perform analyses, the rest of the participants (53.3%) for the piloting of the survey were selected from the other English instructors who agreed to participate in the research randomly ($n=16$). The English instructors taking part in the piloting process ($N=30$) were not asked to participate in any other data collection process of the study.

Table 17

The Distribution of the Piloting Participants in terms of Gender

	n	%
Female	24	80
Male	6	20
Total	30	100

Table 18

The Distribution of the Piloting Participants in terms of Age

	n	%
21-30	5	16.7
31-40	7	23.3
41-50	13	43.3
51-60	5	16.7
Total	30	100

Table 19

The Distribution of the Piloting Participants in terms of Years of English Teaching Experience

	n	%
1-5	4	13.3
6-10	2	6.7
11-15	6	20
16-20	6	20
21-25	7	23.3
26 and above	5	16.7
Total	30	100

Regarding the gender, of all the piloting participants ($N=30$), females made up 80% ($n=24$), whereas the males made up 20% ($n=6$) of the overall population. In terms of their ages, less than half of the participants (43.3%) were 41-50 years old ($n=13$), slightly less than a quarter (23.3%) of them ($n=7$) were 31-40 years old. The ages of 16.7% of the participants ($n=5$) were 21-30; similarly, 16.7% of them ($n=5$) were 51-60 years old. When they were asked about their English teaching experience, slightly less than a quarter (23.3%) of the participants ($n=7$) had 21-25 years of English teaching experience followed by the 20% with 16-20 years ($n=6$), 20% with 11-15 years ($n=6$), 16.7% with 26 and more years ($n=5$), 13.3% with 1-5 years ($n=4$), and 6.7% with 6-10 years of English teaching experience ($n=2$) respectively.

Table 20

The Distribution of the Piloting Participants in terms of Bachelor's Degree

	n	%
English Language Teaching	17	56.7
English Language and Literature	9	30
American Culture and Literature	2	6.7
English Linguistics	1	3.3
English Translation and Interpreting	1	3.3
Total	30	100

Table 21

The Distribution of the Piloting Participants in terms of Master's and PhD Degree

		n	%		n	%
Yes	Master's Degree	19	63.3	PhD Degree	2	6.7
No		11	36.7		28	93.3
Total		30	100		30	100

Concerning the bachelor's degrees of the piloting participants, more than half (56.7%) of the participants ($n=17$) had a bachelor's degree in English Language Teaching, 30% of them had one in English Language and Literature ($n=9$), and 6.7 of them had a bachelor's degree in American Culture and Literature ($n=2$). However, only 3.3% majored in English Linguistics ($n=1$); likewise, 3.3% held a bachelor's degree in English Translation and Interpreting ($n=1$). In terms of their graduate studies, more than half (63.3%) of the piloting participants had a master's degree ($n=19$); nevertheless, more than third (36.7%) of them ($n=11$) did not hold a master's degree. Only 6.7% had a PhD degree ($n=2$), but 93.3% did not have a PhD degree ($n=28$).

Table 22

The Distribution of the Piloting Participants in terms of the Courses They Teach

	n	%
Departmental English Courses	16	53.4
English Preparatory Program	12	40
BA and MA Courses in ELT	1	3.3
Educational Sciences	1	3.3
Total	30	100

Table 23

The Distribution of the Piloting Participants in terms of Additional Responsibilities

	n	%
Only Test Development Unit	3	10
Only Program Development Unit	3	10
Both Test and Program Development Unit	2	6.7
No Additional Responsibilities	15	50
Other Responsibilities	7	23.3
Total	30	100

With regards to the courses they were teaching, more than half (53.4%) of the piloting participants ($n=16$) were teaching departmental English courses, whereas 40% of them were teaching English preparatory program courses ($n=12$). 3.3% taught bachelor's and master's courses in ELT ($n=1$); similarly, 3.3% taught educational sciences course at the faculty of education. When they were asked about their additional responsibilities, half (50%) of the participants reported that they had had no additional responsibility except for teaching English ($n=15$). 10% was a member of the program development unit ($n=3$); likewise, 10 was a member of the test development unit ($n=3$). Nevertheless, 6.7% of the piloting participants were a member of both program and test development unit ($n=2$). Slightly less than a quarter (23.3%) of the participants ($n=7$) were working as the vice director ($n=1$), the department chair ($n=1$), the head of the academic English unit ($n=1$), the head of the English preparatory unit ($n=1$), the deputy head of the academic English unit ($n=1$), and the deputy heads of the English preparatory unit ($n=2$).

3.4.2. Survey

The primary goal of using surveys in research is to identify the characteristics of a population by looking at a sample of that population (Dörnyei, 2007). Using surveys to collect data allows researchers to easily collect a vast amount of data in a format that is easy to process. The quantitative data of this study were collected through a survey developed by the researcher. The survey was designed in accordance with the quality manual which had been written for the accreditation process of the school of the foreign languages of the foundation university where the study was carried out. The manual is full of detailed explanations for the professional development unit, and the professional development activities conducted as well as the other units of the school. The survey was sent to the participants through an online survey platform, whose link was shared with the participants through an instant messaging application or e-mail, which was decided by the participants. The participants' consent was taken through their electronic signature in the survey.

When the survey was first developed, a total number of six experts' opinions were taken regarding its validity. Four of these experts held a PhD degree in English language teaching while two of them were statisticians. The survey was updated five times by adding, eliminating and modifying the items. After that, the survey was piloted in order to check its reliability.

The survey consisted of four parts. In the first part, there were eight items written for collecting the demographic information of the participants. In the next part, there were eight items in five-point Likert scale aiming at gathering the perceptions of the participants towards the effectiveness of clinical supervision and reflective teaching. In the third part, there were 12 items in five-point Likert scale written for collecting the data on the perceptions of the participants towards the effectiveness of peer observation, team teaching and video coaching as the three types of reflective teaching carried out at the research context. The last part of the survey included four items necessitating the participants to decide whether the aforementioned professional development activities could have stayed the same, have been modified or have been removed followed by a short explanation for the answers provided.

The second part of the survey included eight items which covered two dimensions: clinical supervision (P2I1, P2I2, P2I3, P2I4) and reflective teaching (P2I6, P2I7, P2I8, P2I9), both of whose items were measuring participants' perceptions towards the effectiveness of *pre-observation, observation, post-observation, and feedback obtained during the whole process*. The participants were required to provide their answers in the form of a frequency rating scale as *CD: Completely Disagree (1), D: Disagree (2), SA: Somewhat Agree (3), A: Agree (4), CA: Completely Agree (5)*". In addition to these eight items, there was a trick question (P2I5: *This item is for checking attention, circle "4" (Agree), please.*) so as to understand whether the survey was completed carefully. The participants circling any other options except "4" (agree) would be excluded from the piloting; nonetheless, all of the piloting participants ($N=30$) answered this item correctly.

Table 24

Exploratory Factor Analysis Eigenvalue Results of Piloting of the Second Part of the Survey

	Initial Eigenvalues			Rotation of Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
Clinical Supervision	2.19	27.40	91.79	3.68	45.83	91.79
Reflective Teaching	5.15	64.40	64.40	3.68	45.96	45.96

During the factor analysis, Kaiser-Meyer-Olkin (KMO) Test was performed in order to test whether the sample size was convenient for the factorability. KMO value was found 0.82, whereas Bartlett's Test of Sphericity (BTS) result was $\chi^2=337.17$ ($df=28$, $p=0.001$). Both dimensions in the second part of the survey had more than 1.00 eigenvalue. While conducting the factor analysis, the Varimax Rotation Method was employed to achieve a correct result, according to which, the total variance of the aforementioned dimensions was found 91.79%.

Table 25

Exploratory Factor Analysis Statistical Results of Piloting of the Second Part of the Survey

	Clinical Supervision	Reflective Teaching
P2I1	.96	
P2I2	.92	
P2I3	.93	
P2I4	.94	
P2I6		.94
P2I7		.91
P2I8		.96
P2I9		.93

According to the principal component analysis and rotated component matrixes shown on Table 25, the same factor loading distributions were found. In line with the results, it was seen that all of the items in the second part of the survey had more than .5 factor loading values under their factors.

Table 26

The Results for the Reliability Analysis of Piloting of the Second Part of the Survey

	Number of Items	Cronbach's Alpha	N
Clinical Supervision	4	.97	30
Reflective Teaching	4	.97	30
Overall	8	.92	30

After the factor analysis, the data went through reliability analysis by calculating Cronbach's Alpha for both dimensions as well as the overall reliability of the second part of the survey. According to the results, the Cronbach's Alpha for the survey was significantly high in the dimensions of clinical supervision, clinical supervision in addition to the overall reliability value of the scale.

In the third part of the survey, there were 12 items including three dimensions: peer observation (P3I1, P3I3, P3I4, P3I5), team teaching (P3I6, P3I7, P3I8, P3I9) and video coaching (P3I10, P3I11, P3I12, P3I13). These dimensions had items asking for the effectiveness of these dimensions in terms of improving *collaboration, collegiality, critical reflection* and *self-awareness*. Similar to the scale in the second part of the survey, participants responded to these items in the form of the same frequency scale; in addition, there was also a trick question (P3I2: In this item, which is for checking your attention, circle "2" (Disagree), please.). Since all of the piloting participants ($N=30$) provided the correct answer to this item, nobody was excluded, as well.

Table 27

Exploratory Factor Analysis Eigenvalue Results of Piloting of the Third Part of the Survey

	Initial Eigenvalues			Rotation of Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
Peer Observation	.99	8.26	88.16	3.78	31.47	63.79
Team teaching	.52	4.3	92.46	3.44	28.67	92.46
Video coaching	9.59	79.9	79.9	3.88	32.32	32.32

KMO value of the third part was .86; however, BTS was found $\chi^2=584.76$ ($df=66$, $p=0.001$). Employing the Varimax Rotation Method again, 92.46% was the percentage of the total variance of the three dimensions.

Table 28

Exploratory Factor Analysis Statistical Results of Piloting of the Third Part of the Survey

	Peer Observation	Team teaching	Video coaching
P3I1	.79		
P3I3	.85		
P3I4	.8		
P3I5	.76		
P3I6		.77	
P3I7		.8	
P3I8		.77	
P3I9		.63	
P3I10			.84
P3I11			.87
P3I12			.83
P3I13			.73

There were the same factor loading distributions in accordance with the principal component analysis and rotated component matrixes on Table 28. According to the results, all of the items in the third part of the survey also had more than .5 factor loading values under their factors.

Table 29

The Results for the Reliability Analysis of Piloting of the Third Part of the Survey

	Number of Items	Cronbach's Alpha	N
Peer Observation	4	.99	30
Team teaching	4	.97	30
Video coaching	4	.95	30
Overall	12	.97	30

When Table 29 is examined, it can be seen that the Cronbach's Alpha value was significantly high in all of the dimensions of the scale in the third part of the survey. The same thing can be claimed for the overall reliability of the scale, as well.

After the actual data to be used in the thesis were collected from the English instructor survey participants ($N=89$), the researcher checked the reliability of the survey once more. The second and the third part of the survey went through reliability analysis separately, whose details were provided in the following thoroughly.

Table 30

Exploratory Factor Analysis Eigenvalue Results of the Second Part of the Survey

	Initial Eigenvalues			Rotation of Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
Clinical Supervision	1.89	23.62	73.84	2.72	33.95	73.84
Reflective Teaching	4.02	50.23	50.23	3.19	39.89	39.89

KMO value of the second part of the survey was found 0.71, and BTS was found $\chi^2=484.69$ ($df=28$, $p=0.001$). According to the results of the Varimax Factor Analysis, both dimensions had 73.84% total variance.

Table 31

Exploratory Factor Analysis Statistical Results of the Second Part of the Survey

	Clinical Supervision	Reflective Teaching
P2I1	.79	
P2I2	.87	
P2I3	.85	
P2I4	.72	
P2I6		.76
P2I7		.9
P2I8		.92
P2I9		.91

As seen in Table 31, all of the items in the second part of the survey had more than .5 factor loading value under their factors.

Table 32

The Results for the Reliability Analysis of the Second Part of the Survey

	Number of Items	Cronbach's Alpha	N
Clinical Supervision	4	.84	89
Reflective Teaching	4	.91	89
Overall	8	.86	89

In addition to the overall reliability of the scale, the Cronbach's Alpha for the survey was significantly high in the dimensions of clinical supervision and clinical supervision.

Table 33

Exploratory Factor Analysis Eigenvalue Results of the Third Part of the Survey

	Initial Eigenvalues			Rotation of Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
Peer Observation	2.33	19.38	71.59	3.29	27.41	57.83
Team teaching	1.47	12.26	83.85	3.12	26.02	83.85
Video coaching	6.27	52.21	52.21	3.65	30.41	30.41

KMO value of the third part of the survey was .82 while BTS was $\chi^2=1125.96$ ($df=66$, $p=0.001$). The total variance of the three dimensions was 83.85%.

Table 34

Exploratory Factor Analysis Statistical Results of the Third Part of the Survey

	Peer Observation	Team teaching	Video coaching
P3I1	.81		
P3I3	.86		
P3I4	.85		
P3I5	.85		
P3I6		.93	
P3I7		.88	
P3I8		.92	
P3I9		.92	
P3I10			.83
P3I11			.82
P3I12			.9
P3I13			.84

All the items in the third part of the survey had more than .5 factor loading value under their factors, which can also be seen in Table 34.

Table 35

The Results for the Reliability Analysis of the Third Part of the Survey

	Number of Items	Cronbach's Alpha	N
Peer Observation	4	.93	89
Team teaching	4	.96	89
Video coaching	4	.9	89
Overall	12	.92	89

As seen in Table 35, the Cronbach's Alpha values of the third part of the survey were also found significantly high. Therefore, the two scales found in the second and the third part of the survey were reliable.

3.4.3. Semi-structured Interviews

Interviews are a good way to obtain data that might not be available via surveys or observations (Blaxter, Hughes, & Tight, 2010). The main goal of interviews is to evoke the expected sense of what interviewees say and to delve deeper into the responses of individuals. Of three types of interviews, which are structured, semi-structured and unstructured, semi-structured interview was chosen as the data collection method because it allows the interviewer to get a better understanding of what interviewees really say and why they provide a specific response (Morris, 2015). The researcher developed two sets of semi-structured interview questions; one with the English instructors ($N=20$), and one with the English instructors who were the members of the professional development unit ($N=2$). The first set of interview questions were prepared based on the findings of the survey while the second set of interview questions were prepared based on the findings of the interviews with the English instructors. Both sets of interview questions were written in Turkish and the interviews were carried out in Turkish so that the interviewees could feel more comfortable during the interviews and the researcher could prevent possible misunderstandings from happening. Some concepts were not translated into Turkish since it was anticipated that the participants were more familiar with the English equivalents of them. All of the interview questions were piloted before the actual data collection began, and the consents of the participants were taken prior to the interviews (see Appendix 4).

3.5. Data Collection Procedure

After the piloting process in the summer, the actual data collection procedure was initiated. The necessary permission for piloting, survey and for the two sets of the semi-structured

interviews were taken prior to the procedure from the university where the study was carried out.

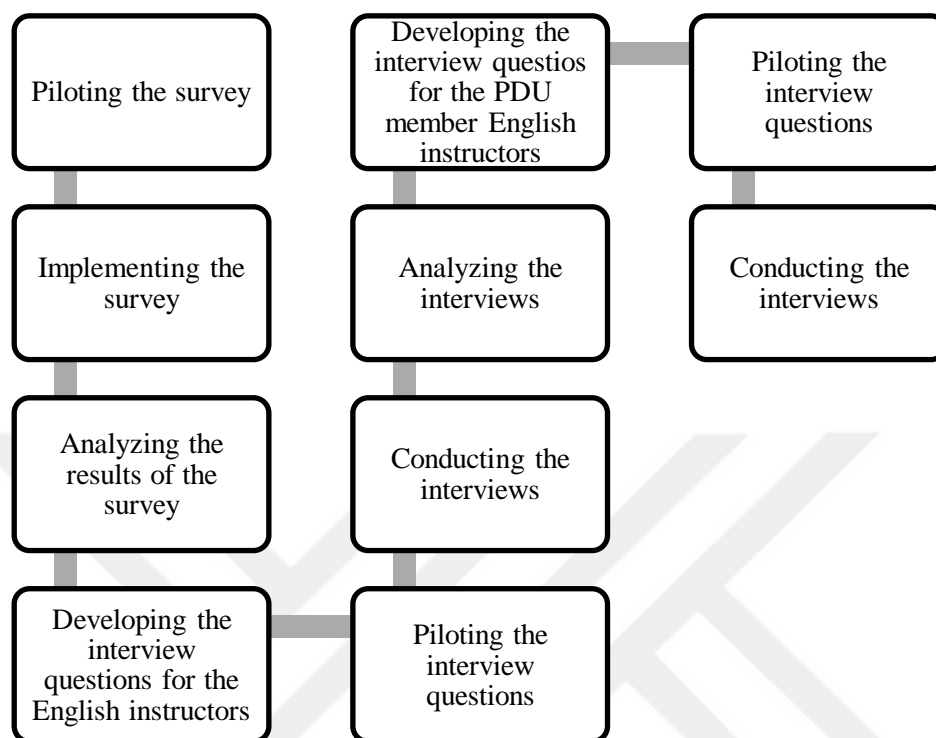


Figure 3. The overall data collection procedure

In Figure 3 above, the overall data collection procedure was summarized. Once piloting the survey finished, the survey was implemented, followed by the analysis of the data. Based on the results of it, the semi-structured interview questions for the individual interviews to be conducted with the English instructors were developed. They also went through a piloting process, and then, the researcher conducted the individual interviews with the English instructors. Similarly, based on the results of them, the researcher prepared the semi-structured interview questions for the individual interviews to be conducted with the English instructors, who were the members of the professional development unit. After piloting these questions, the semi-structured individual interviews were carried out with the PDU member English instructor participants.

Table 36

The Duration of the English Instructors' Interviews

Participant	Duration of the Interview (Minutes)	Sum of All Interviews (Minutes)	Mean of All Interviews (Minutes)
Addison	25	410	20.5
Bailey	15		
Cassie	22		
Dorothy	32		
Emma	13		
Fiona	19		
Greg	24		
Hannah	16		
Ivy	15		
Jasper	17		
Kate	15		
Liam	16		
Michelle	23		
Natalie	22		
Olivia	25		
Phoebe	25		
Queenie	22		
Rosalie	22		
Sue	23		
Tammy	19		

The English instructor interview participants were assigned pseudonyms using an online name generator in order to protect their privacy. They were first asked to talk about the effectiveness of the professional development activities by referring to a figure summarizing them. Then, they compared and contrasted the effectiveness of clinical supervision and reflective teaching. After that, they were shown the results obtained from the fourth part of the survey regarding the effectiveness of the professional development activities and the participants commented on them. The interviews ended with the suggestions of the participants for the improvement of the effectiveness of these activities.

Table 37

The Duration of the PDU Member English Instructors' Interviews

Participant	Duration of the Interview (Minutes)	Sum of All Interviews (Minutes)	Mean of All Interviews (Minutes)
Vanessa	55	130	65
Wendy	75		

Once again, employing the same online name generator, pseudonyms were assigned to the PDU member English instructor interview participants for the sake of ensuring their privacy. The interviews started with the questions asking about the participants' perceptions of the effectiveness of the professional development activities one by one. It was followed by their comments on the results obtained from the interviews conducted with the English instructors concerning the effectiveness of the professional development activities. Next, the participants made some suggestions which could be used to increase the effectiveness of these activities. Lastly, they were shown the results regarding the suggestions made by the English instructor participants and asked to comment on them.

3.6. Data Analysis

During piloting the two scales (Part 2 and Part 3) in the survey, Kaiser-Meyer-Olkin Test, Bartlett's Test of Sphericity, factor analysis through the Varimax Rotation Method and reliability analysis by calculating Cronbach's Alpha were performed on SPSS 23. After it was found out that the scales were reliable, the actual data also went through the same tests. When the scales were found to be reliable, the quantitative data were analyzed using frequency analysis again on SPSS 23.

However, the last part of the study (Part 4) included some open-ended questions, which were analyzed employing the content analysis in accordance with Miles and Huberman's (1994) framework. Firstly, the responses written by the participants were coded on NVIVO 10. During this process, the recurring codes were highlighted. The frequency of the codes that had arisen was counted, and a logical chain of proof was built in relation to the themes emerged. Because the survey was prepared in English, the open-ended questions were also answered in English. Therefore, they were translated into Turkish by the researcher in order that they could be used in the semi-structured interview questions to be conducted with the English instructor participants. Another expert translated the Turkish translation of these themes into English in order to ensure the validity of them.

The semi-structured interviews conducted with the English instructors and the PDU member English instructors were analyzed using content analysis based on Yin's (2014) method, which has five stages. The first stage is called compiling. The data are converted to texts and arranged in a logical manner. In this stage, a word processor software was used by the researcher. The next one is disassembling. At this stage, the gathered data are subdivided into smaller components or sections in order to be properly evaluated. Starting from this stage, NVIVO 10 was used for conducting content analysis. The third stage of this method is reassembling. By combining similar codes to form categories that lead to the development of higher conceptual themes, the researcher hopes to create trends through results. In this stage, inter-coder reliability review was carried out with the assistance of one expert in order to improve the study quality and credibility. Interpreting is the next one. This stage entails using the reassembled data to create new interpretations or narratives, which are the foundation of a solid empirical result. The last stage is concluding. To arrive at conclusions, the researcher builds on the previous stages in a cyclical fashion. Exact quotes from the semi-structured interviews were provided to back up the evidence that was shown in the results section. The quotes were translated into English by the researcher, and they were translated back into Turkish by an expert for the sake of validity of the results.

3.7. Role of the Researcher

The researcher of this study has been an English instructor at a foundation university for three and a half years. He has been teaching departmental English courses with some previous experience in teaching English not only to young adult and adult learners at English language courses but also to university students at the English preparatory school of a state university. At his workplace, in addition to teaching English, he has been a program and test developer of an English for specific purposes course for one and a half year. He also has had the opportunity to work as the deputy head of the academic English unit for one academic year. The researcher has been participating in the professional

development activities since he started to work at the institution where the study was conducted. During this beneficial experience, he has had the chance to observe that some English instructors do not benefit from some professional development activities. In fact, he has noticed that some English instructors question the effectiveness of them, particularly clinical supervision, and the reflective teaching (peer observation, team teaching, and video coaching). Thus, the researcher has intended to investigate the effectiveness of the aforementioned professional development activities and provide some suggestions for the improvement of them, if there have been some issues to be reconsidered.

CHAPTER IV

RESULTS

In this section, results from both the quantitative data gathered from the survey and the qualitative data obtained from the semi-structured interviews as well as the last part of the survey have been covered underneath each research question.

4.1. Which type of professional development activity (clinical supervision or reflective teaching) do English instructors find more effective?

In line with the results of the frequency analysis, clinical supervision ($M=3.84$) was found more effective than reflective teaching ($M=3.35$) by the English instructors. In the following, the results of the aforementioned were provided thoroughly one by one.

Regarding the effectiveness of clinical supervision, as seen in Table 38, more than half of the participants (52.8%, $n=47$) completely agreed (21.3%; $n=19$) and agreed (31.5%; $n=28$) that clinical supervision was effective during pre-observation; however, slightly more than one-third of them (33.8%; $n=30$) somewhat agreed that it was, and the minority of the participants (13.4%; $n=12$) disagreed (11.2%; $n=10$) and completely disagreed (2.2%; $n=2$) that clinical supervision was effective during pre-observation ($M=3.58$; $SD=1.02$). More than half of the participants (56.2%; $n=50$) completely agreed (23.6%; $n=21$) and agreed (32.6%; $n=29$) that clinical supervision was effective during observation; by comparison, slightly more than a quarter of them (26.9%; $n=24$) somewhat agreed that it was, but the minority of them (16.9%; $n=15$) disagreed (13.5%; $n=12$) and completely disagreed (3.4%; $n=3$) that clinical supervision was effective during observation ($M=3.6$; $SD=1.09$).

Table 38

English Instructors' Perceptions towards the Effectiveness of Clinical Supervision

	<i>M</i>	<i>SD</i>	1*		2*		3*	
			%	<i>n</i>	%	<i>n</i>	%	<i>n</i>
pre-observation	3.58	1.02	13.4	12	33.8	30	52.8	47
observation	3.6	1.09	16.9	15	26.9	24	56.2	50
post-observation	3.98	1.08	9	8	21.4	19	69.6	62
feedback	4.19	.86	3.3	3	15.8	14	80.9	72

*1=Total of “Completely disagree” and “Disagree”, 2=“Somewhat agree”, 3=Total of “Agree” and “Completely agree”

Although more than two-thirds of the participants (69.6%, $n=62$) completely agreed (40.4%; $n=36$) and agreed (29.2%, $n=26$) that clinical supervision was effective during post-observation, less than a quarter of them (21.4%, $n=19$) somewhat agreed that it was; however, the minority of the participants (9%, $n=8$) disagreed (5.6%; $n=5$) and completely disagreed (3.4%; $n=3$) that it was effective during post-observation ($M=3.98$; $SD=1.08$). The majority of the participants (80.9%, $n=72$) completely agreed (42.7%; $n=38$) and agreed (38.2%; $n=34$) that clinical supervision was effective regarding the feedback provided during the whole process; however, the minority of them (15.8%; $n=14$) somewhat agreed that clinical supervision was effective concerning the feedback, and again the minority of the participants (3.3%, $n=3$) disagreed (2.2%; $n=2$) and completely disagreed (1.1%; $n=1$) that it was ($M=4.19$; $SD=.86$).

Concerning the English instructors' perceptions towards the effectiveness of reflective teaching, more than one-third of the participants (38.2%; $n=34$) completely agreed (6.7%; $n=6$) and agreed (31.5%; $n=28$) that reflective teaching was effective during pre-observation, yet slightly less than one-third of them (30.3%; $n=27$) somewhat agreed that it was; nevertheless, slightly less than one-third of the participants (31.5%; $n=28$) disagreed (23.6%; $n=21$) and completely disagreed (7.9%; $n=7$) that reflective teaching was effective during pre-observation ($M=3.06$; $SD=1.07$). Even though slightly more than half of the participants (51.7%; $n=46$) completely agreed (23.6% $n=21$) and agreed (28.1%; $n=25$) that reflective teaching was effective during observation, slightly more than a quarter of

them (26.9%; $n=24$) somewhat agreed that it was; by comparison, less than a quarter of the participants (21.4%; $n=19$) disagreed (13.5%; $n=12$) and completely disagreed (7.9%; $n=7$) that reflective teaching was effective during observation ($M=3.46$; $SD=1.22$).

Table 39

English Instructors' Perceptions towards the Effectiveness of Reflective Teaching

	<i>M</i>	<i>SD</i>	1*		2*		3*	
			%	<i>n</i>	%	<i>n</i>	%	<i>n</i>
pre-observation	3.06	1.07	31.5	28	30.3	27	38.2	34
observation	3.46	1.22	21.4	19	26.9	24	51.7	46
post-observation	3.4	1.21	24.8	22	22.5	20	52.8	47
feedback	3.47	1.12	20.2	18	25.9	23	53.9	48

*1=Total of “Completely disagree” and “Disagree”, 2=“Somewhat agree”, 3=Total of “Agree” and “Completely agree”

Slightly more than half of the participants (52.8%; $n=47$) completely agreed (20.2%; $n=18$) and agreed (32.6%; $n=29$) that reflective teaching was effective during post-observation; however, less than a quarter of them (22.5%; $n=20$) somewhat agreed that it was while slightly less than a quarter of the participants (24.8%; $n=22$) disagreed (16.9%; $n=15$) and completely disagreed (7.9%; $n=7$) it was effective during post-observation ($M=3.4$; $SD=1.21$). More than half of the participants (53.9%; $n=48$) completely agreed (19.1%; $n=17$) and agreed (34.8%; $n=31$) that reflective teaching was effective in terms of the feedback provided during the whole process; on the other hand, slightly more than a quarter of the participants (25.9%; $n=23$) somewhat agreed that it was, whereas slightly more than one-fifth of them disagreed (14.6%; $n=13$) and completely disagreed (5.6%; $n=5$) that reflective teaching was effective regarding the feedback provided during the whole process ($M=3.47$; $SD=1.12$).

4.2. Which type of reflective teaching (peer observation, team teaching or video coaching) do English instructors find more effective?

The results of frequency analysis indicated that the English instructors perceived video coaching to be the most effective type of reflective teaching activity ($M=3.64$). On the

other hand, with a slight difference between them, team teaching ($M=3.46$) and peer observation ($M=3.45$) followed it respectively. More detailed explanations of each of them were provided in the following.

About video coaching, less than half of the English instructors (41.6%) completely agreed (22.5%; $n=20$) and agreed (19.1%; $n=17$) that it improved their collaboration, yet slightly less than a quarter of them somewhat agreed (23.6%; $n=21$) that it did; however, slightly more than one-third of them (34.9%) disagreed (22.5%; $n=20$) and completely disagreed (12.4%; $n=11$) that video coaching improved their collaboration ($M=3.17$; $SD=1.34$). Less than half of the English instructors (42.7%) completely agreed (20.2%; $n=18$) and agreed (22.5%; $n=20$) that video coaching improved their collegiality; nonetheless, slightly less than a quarter of them somewhat agreed (23.6%; $n=21$) that it did, but slightly more than one-third of them (33.7%) disagreed (23.6%; $n=21$) and completely disagreed (10.1%; $n=9$) that video coaching improved their collegiality ($M=3.19$; $SD=1.29$).

Table 40

English Instructors' Perceptions towards the Effectiveness of Video Coaching

	<i>M</i>	<i>SD</i>	1*		2*		3*	
			%	<i>n</i>	%	<i>n</i>	%	<i>n</i>
collaboration	3.17	1.34	34.9	31	23.6	21	41.6	37
collegiality	3.19	1.29	33.7	30	23.6	21	42.7	38
critical reflection	3.94	1.13	13.5	12	15.8	14	70.7	63
self-awareness	4.26	1.07	10.1	9	10.1	9	79.8	71

*1=Total of "Completely disagree" and "Disagree", 2="Somewhat agree", 3=Total of "Agree" and "Completely agree"

The majority of the participants (70.7%) completely agreed (40.4%; $n=36$) and agreed (30.3%; $n=27$) that video coaching improved their critical reflection, more than one-tenth of the English instructors (15.8%; $n=14$) somewhat agreed that it did; nonetheless, slightly more than one-third of them (13.5) disagreed (10.1; $n=9$) and completely disagreed (3.4%; $n=3$) that video coaching improved their critical reflection ($M=3.94$; $SD=1.13$). The majority of the English instructors (79.8%) completely agreed (58.4%; $n=52$) and agreed (21.3%; $n=19$) that video coaching improved their self-awareness; by comparison, almost

one-tenth of them (10.1%; $n=9$) somewhat agreed that it did, but again approximately one-tenth of the English participants (10.1%) disagreed (7.9%, $n=7$) and completely disagreed (2.2%; $n=2$) that video coaching improved their self-awareness ($M=4.26$; $SD=1.07$).

Concerning the effectiveness of team teaching, more than half of the English instructors (58.4%) completely agreed (25.8%; $n=23$) and agreed (32.6%; $n=29$) that team teaching improved their collaboration; however, more than one-fifth of them (21.4%; $n=19$) somewhat agreed that it did, but slightly more than one-fifth of the English instructors (20.2%; $n=18$) disagreed (10.1%; $n=9$) and completely disagreed (10.1%; $n=9$) that team teaching improved their collaboration ($M=3.54$; $SD=1.26$). Less than half of the participants (47.2%) completely agreed (20.2%; $n=18$) and agreed (27%; $n=24$) that team teaching improved their collegiality; on the other hand, more than one-tenth of them (30.3%; $n=27$) somewhat agreed that it did while less than a quarter of the English instructors (22.5%) disagreed (16.9%; $n=15$) and completely disagreed (5.6%; $n=5$) that team teaching improved their collegiality ($M=3.39$; $SD=1.15$).

Table 41

English Instructors' Perceptions towards the Effectiveness of Team Teaching

	<i>M</i>	<i>SD</i>	1*		2*		3*	
			%	<i>n</i>	%	<i>n</i>	%	<i>n</i>
collaboration	3.54	1.26	20.2	18	21.4	19	58.4	52
collegiality	3.39	1.15	22.5	20	30.3	27	47.2	42
critical reflection	3.43	1.13	24.7	22	23.6	21	51.7	46
self-awareness	3.47	1.2	22.5	20	23.6	21	54	48

*1=Total of "Completely disagree" and "Disagree", 2="Somewhat agree", 3=Total of "Agree" and "Completely agree"

More than half of the English instructors (51.7%) completely agreed (19.1%; $n=17$) and agreed (32.6%; $n=29$) that team teaching improved their critical reflection even though slightly less than a quarter of them (23.6%; $n=21$) somewhat agreed that it did, yet less than a quarter of the English instructors (24.7%; $n=22$) disagreed (21.3%; $n=19$) and completely disagreed (3.4%; $n=3$) that team teaching improved their critical reflection ($M=3.43$; $SD=1.13$). Although more than half of the participants (54%) completely agreed

(22.5%; $n=20$) and agreed (31.5%; $n=28$) that team teaching improved their self-awareness, slightly less than a quarter of them (23.6; $n=21$) somewhat agreed that it did, but less than a quarter of them (22.5%) disagreed (15.7%; $n=14$) and completely disagreed (6.8%; $n=6$) that team teaching improved their self-awareness ($M=3.47$; $SD=1.2$).

Relating to the effectiveness of peer observation, less than half of the English instructors (45%) completely agreed (12.4%; $n=11$) and agreed (32.6%; 29) that it improved their collaboration; nevertheless, less than one-third of them (31.4%; $n=28$) somewhat agreed that it did, but less than a quarter of the participants (23.6%) disagreed (11.2%; $n=10$) and completely disagreed (12.4; $n=11$) that peer observation improved their collaboration ($M=3.21$; $SD=1.18$). Slightly less than half of them (48.4%) completely agreed (12.4%; $n=11$) and agreed (36%; $n=32$) that peer observation improved their collegiality; in contrast, less than one-third of the English participants (28%; $n=25$) somewhat agreed that it did, but less than a quarter of them (23.6%) disagreed (11.2%; $n=10$) and completely disagreed (12.4%; $n=11$) that peer observation improved their collegiality ($M=3.25$; $SD=1.19$).

Table 42

English Instructors' Perceptions towards the Effectiveness of Peer Observation

	<i>M</i>	<i>SD</i>	1*		2*		3*	
			%	<i>n</i>	%	<i>n</i>	%	<i>n</i>
collaboration	3.21	1.18	23.6	21	31.4	28	45	40
collegiality	3.25	1.19	23.6	21	28	25	48.4	43
critical reflection	3.4	1.13	18	16	29.2	26	52.8	47
self-awareness	3.94	1.06	9	8	14.6	13	76.4	68

*1=Total of “Completely disagree” and “Disagree”, 2=“Somewhat agree”, 3=Total of “Agree” and “Completely agree”

Whereas more than half of the English instructors (52.8%) completely agreed (14.6%; $n=13$) and agreed (38.2%; $n=34$) that peer observation improved their critical reflection, less than one-third of them (29.2%; 26) somewhat agreed that it did; nonetheless, less than one-fifth of them (18%) disagreed (9%; $n=8$) and completely disagreed (9%; $n=8$) that peer observation improved their critical reflection ($M=3.4$; $SD=1.13$). The majority of the

participants (76.4%) completely agreed (32.6%; $n=29$) and agreed (43.8%; $n=39$) that peer observation improved their self-awareness; by comparison, more than one-tenth of them (14.6%; $n=13$) somewhat agreed that it did although the minority of the English instructors (9%) disagreed (3.4% $n=3$) and completely disagreed (5.6%; $n=5$) that peer observation improved their self-awareness ($M=3.94$; $SD=1.06$).

4.3. What do English instructors (including the PDU member ones) think of the effectiveness of clinical supervision?

Concerning the results of the data obtained from the survey, which was completed by a total number of 89 English instructors ($N=89$), more than one-tenth of them (14.6%; $n=13$) thought that clinical supervision could have been removed, but less than half of them (40.4%; $n=36$) thought that it could have remained the same. On the other hand, slightly less than half of the participants (44.9%; $n=40$) thought that clinical supervision could have been modified since it needed an overall change ($f=12$), was repetitive ($f=5$), inefficient ($f=5$), stressful ($f=4$) and was considered as a burden ($f=4$).

The qualitative data obtained from the interviews conducted with the English instructors completing the survey revealed four main themes; stress, repetition, considering it as a burden, and effectiveness. In addition, according to the results of the qualitative data gathered from the interviews conducted with the professional development unit member English instructors, as well as the two concurrent themes (effectiveness and stress), there were two new main themes; English instructors' approach and the inability to observe everyone in relation to the third research question.

The majority of the English instructors stated that during clinical supervision, not only the English instructors but also the students in the classroom were stressed. They indicated that some of the students were so stressed that they could not act naturally, which affected the effectiveness of the lesson. Some of the English instructors criticized the effectiveness of clinical supervision as they believed that there was a superior-subordinate relationship

between the English instructors and the professional development unit member English instructors even though there was not.

I think it is not nice to see a person with whom you cannot have a conversation, to observe you as your superior. I consider those who come to the clinical supervision as our superior because I think the professional development unit is made up of in-house quality-control individuals who work above the English instructors and are responsible for observing us. Therefore, there is a hierarchy, and when someone who is above our hierarchy supervises us in front of our students, it has a negative impact on the students, the instructor, and the quality of the lesson.

(Addison, an English instructor, the AEU)

According to the professional development unit member English instructors, clinical supervision caused stress among the observees, as well. They indicated that no matter how hard they tried most of the observees had a tendency to feel stressed. However, because the sole aim of clinical supervision was to develop the English instructors professionally more, most of them felt less stressed when they were observed again.

It causes stress. Although we try very hard to prevent this from happening, even if we try to create a friendly environment, and even if we say there is no one point in an evaluation, the teachers can get stressed out. Nonetheless, clinical supervision is intrinsically not evaluative but developmental. However, the fact that a different person, perhaps a person we do not know very well, comes and observes necessarily causes stress.

(Vanessa, a PDU member English instructor, the AEU)

I agree that it causes stress. I also get stressed when someone observes me and my class. Nevertheless, at the end of the process, the observees understand that they should not be stressed, and when we observe them for the second time, they are more comfortable. We know their style and they know us. We do not assess them. As soon as they have this knowledge and because some things are a bit confidential between us, they become less stressed. When I observe someone's lesson, I do not run out of that class and go to the administration to say: "This teacher did this and that in the classroom". We focus on the things that the teacher does well rather than looking for deficiencies and try to keep the teacher's morale high. We are trying to contribute to the observee's professional development and motivation.

(Wendy, a PDU member English instructor, the EPU)

Most of the English instructors criticized clinical supervision's effectiveness due to its repetition. Almost all of them believed that it repeated itself, especially for those working at the institution for a long time. Some of them believed that for the experienced English instructors, clinical supervision was exhausting as they were observed by a professional development unit member a lot.

Clinical supervision repeats itself a lot for me because I have been working in this institution for a long time. The same people observe the same people, and my style of teaching in the classroom does not change much. The content changes, but the teaching style does not change a lot. For this reason, clinical supervision has a lot of repetition.

(Natalie, an English instructor, the AEU)

Clinical supervision was also criticized as it was considered as a burden by some English instructors especially when it was carried out with the same English instructors over and over again. They also stated that it was seen as a routine instead of a chance for development. Some of them found a cause-and-effect relationship between this theme and the two aforementioned themes (causing stress and repetition) by indicating that it was considered as a burden because it caused stress and was repetitive. One of the English instructors stated that due to the workload of the English instructors, particularly the ones from the English preparatory unit, clinical supervision was considered as a burden.

It is considered as a burden. Especially for the English instructors working at the English preparatory unit, there is a terrible course hour burden. Because of it, when there is clinical supervision, it is considered as a burden.

(Fiona, an English instructor, the EPU)

The English instructors, on the other hand, also believed that clinical supervision was effective as it was more objective and organized thanks to the professional development unit member English instructors' knowledge. Some of them also stated that the effectiveness of them could be attributed to the fact that the professional development unit member English instructors were considered as authority. It was also the case that during clinical supervision, the observer could see the things which could not be seen by the observee.

I find clinical supervision effective because the professional development unit members are very organized and knowledgeable. I have worked as a teacher for many years, I retired and came to this institution after having worked for 20 years. I have been working here for 23 years and have learned a lot from these clinical supervisions.

(Phoebe, an English instructor, the AEU)

The professional development unit members believed that clinical supervision was an effective professional development activity, too as its purpose was only for the sake of the professional development of the English instructors. They stated that the English instructors felt refreshed when they were involved in clinical supervision as observee. It was also highlighted that even though some English instructors were against clinical supervision due to the stress caused by it, most of the observees wanted to be observed again at the end of the process.

Since we follow a developmental path, we try to be as guiding as possible while giving feedback because we do not make assessments. I know that normally, before the observation, the English instructors are very tense, they do not want to be observed or are stressed because of being involved in this process. However, at the end of the process, we receive positive feedback from the observees thanks to the language we use in post-observation sessions because our goal is not to find what they do good and bad or to mold them. Since we have the policy to follow a joint path by considering things like how it could have been better or what went well and what went wrong, the teachers say at the end of the observation, "I didn't want it at first, but it was good." When we ask if we can come back again, they usually reply, "Maybe, why not? I didn't feel so bad. It was even good for someone else to observe me."

(Wendy, a PDU member English instructor, the EPU)

4.4. RQ4: What are the suggestions of English instructors (including the PDU member ones) for the improvement of the effectiveness of clinical supervision, if any?

Regarding the fourth research question, after the data analysis of the interviews conducted with the English instructors and the professional development unit member English instructors, three themes were revealed; conducting twice, taking individual needs into consideration, and conducting via video (a concurrent theme found in the professional development unit members' interviews).

The English instructors believed that the effectiveness of clinical supervision could have been improved if it had been conducted twice. According to them, thanks to conducting clinical supervision twice, students would have been less stressed. In addition, they indicated that when it was conducted only once, many things could have been missed during the observation.

In order not to stress the students, maybe they can come to the class twice for observation. At least, the observation after the first visit might be more meaningful. Sometimes such a day and a class hour are chosen for clinical supervision that what we are doing in that class may not be suitable for observation. This should not be the case. It happened to me once, for example.

(Kate, an English instructor, the AEU)

Clinical supervision should not be done once. Otherwise, I think it is like reading any page of a book and speculating about the author. When a single lesson is observed, some things are seen, but most things are missed.

(Dorothy, an English instructor, the AEU)

Another suggestion the English instructors made for the improvement of the effectiveness of clinical supervision was taking individual needs into consideration. They stated that clinical supervision should have been conducted by considering individual needs in terms of content, and that there could have been some changes according to the needs of the

observee. Some of them also indicated that some comments were unnecessary when something which had already been known was told.

Some comments may be unnecessary. I think it is ridiculous to comment on things that are already known. "You can speak more English." for instance. If the student does not understand me, there is no point in speaking English stubbornly. The student profile should be taken into consideration while observing.

(Emma, an English instructor, the EPU)

Lastly, the English instructors suggested conducting clinical supervision via video. Almost all of them stated that the professional development unit members did not need to carry out clinical supervision by visiting the classroom physically. There was one participant, who particularly mentioned that she did not like clinical supervision because of this issue.

I do not particularly like the during observation. Perhaps the way of observing can be varied on clinical supervision. The during observation phase can be conducted by taking a video.

(Ivy, an English instructor, the EPU)

The professional development unit member English instructors also believed that the effectiveness of clinical supervision could have been improved by conducting it via video. One of them indicated that it could have been a good alternative; however, she had some doubts concerning its limitations, such as the inability to see everything happening in the classroom. The other one believing that conducting clinical supervision via video would improve its effectiveness stated that it was a suggestion made them yet declined by the administration.

I also think of doing it in other ways, but frankly, I cannot find very different things. When a video is shot, only certain aspects of the classroom are visible in the video. You cannot observe the entire classroom and capture the atmosphere. That is why, I think it is more effective to go to the classroom directly. However, of course, it is conceivable.

(Vanessa, a PDU member English instructor, the AEU)

I also agree that it must be done in different ways, too. We suggested it, but it was not accepted. I think it was a practical option for observing more instructors in such a crowded institution. Also, sometimes when you say something to an instructor, she may not remember it and say that such a thing has not happened.

(Wendy, a PDU member English instructor, the EPU)

4.5. RQ5: What do English instructors (including the PDU member ones) think of the effectiveness of reflective teaching?

The qualitative data obtained from the interviews conducted with the English instructors completing the survey and the professional development unit member English instructors revealed three main themes; ineffectiveness, conducting carelessly (a concurrent theme found in the professional development unit members' interviews), and benefits regarding the fifth research question.

The English instructors believed that reflective teaching was ineffective because the English instructors were not able to say negative things seen during observation due to hesitation. In addition, some of them stated that the effectiveness of it depended on the people paired with. Most of the English instructors indicated that reflective teaching did not work effectively in the institution. Some English instructors also indicated that reflective teaching was not effective because of their workload as well as the paperwork coming along with reflective teaching.

In order not to offend the person we are paired with, we may only say the good things and not touch the bad points. For example, even if I do not like what an experienced lecturer does, it is difficult for me to state this, and therefore, I mostly don't do it anyway.

(Jasper, an English instructor, the AEU)

In reflective teaching, people can be a bit shy while giving feedback. I know my own character. There are also other people like me. I may wonder if I use the wrong word or sentence while saying something to someone.

(Michelle, an English instructor, the AEU)

Next, the English instructors believed that reflective teaching was not conducted thoroughly, which was particularly the case for the ones having worked at the institution for a long time. It was indicated that they had a tendency to choose the easiest type of reflective teaching to conduct for both partners. Some of them also stated that when they were paired with a person with whom they did not get along with, they conducted it as if they did. The inexperienced English instructors also mentioned that some experienced ones did not want to conduct reflective teaching with them even though they wanted to carry out it.

When I first started working here, I was taking it very seriously. People also took it seriously maybe just because of me. However, after a decade passed, I started doing what people say 'faking'. Usually, we now choose whatever is the easiest for both of us with the person I am paired with, and we 'allegedly' carry it out.

(Liam, an English instructor, the EPU)

Regarding this theme, the professional development unit member English instructors, similarly, indicated that reflective teaching was not conducted thoroughly due to lots of reasons. The reasons for not conducting reflective teaching thoroughly were mostly because of their lack of motivation. The other reasons were having some hesitation to give and receive feedback, lack of time, being unhappy, constantly increasing workload, and the English instructors' approach to it.

Reflective teaching often fails to achieve its purpose. The teachers do not want to do this properly because of the friendships that have been formed over the years and many different factors. They cannot find any time or may have other reservations. They make it look like they did. That is why, I do not think that it achieves its very purpose. If a person wants to improve herself, if she wants to change something, she will benefit from everything. If the instructor does not have such an intention, reflective teaching is only done on paper and cannot be helpful.

(Vanessa, a PDU member English instructor, the AEU)

Yes, it is not done as it should be, but this is again related to the English instructors' approach to reflective teaching. They always need to improve themselves because different generations and students come every year. Even if you teach the same lesson all the time, you cannot teach it in the same way every time. Consequently, there must be continuous development. An instructor who wants to constantly renew herself will want to do reflective teaching as it should be done.

(Wendy, a PDU member English instructor, the EPU)

However, the English instructors believed that reflective teaching was beneficial to some extent. They thought that it had some benefits because their contribution and active participation were more prevalent, and that reflective teaching had more variety in terms of types and partners. In addition, some of them stated that they became better instructors thanks to reflective teaching. It was also indicated that reflective teaching was effective because it enabled them to observe someone else in addition to observing themselves.

Diversity in reflective teaching is very important both in terms of type and partner diversity.

(Olivia, an English instructor, the EPU)

I find reflective teaching effective although it has some shortcomings. We can observe both ourselves and another instructor, which I think compensates its disadvantages.

(Ivy, an English instructor, the EPU)

4.6. RQ6: What are the suggestions of English instructors (including the PDU member ones) for the improvement of the effectiveness of reflective teaching, if any?

In relation to the sixth research question, two themes were found from the interviews conducted with the English instructors which were updating the forms used for reflective teaching and the necessity of a control mechanism. However, one different theme was revealed from the interviews conducted with the professional development unit member English instructors; recruiting younger English instructors.

Most English instructors believed that the forms used for reflective teaching should have been updated for all types of it. It was mentioned that they were too old and complicated, needed to be updated by taking institutional dynamics into consideration, such as student profile and the background of the English instructors. They also believed that the tools should have been more detailed. Some of them indicated that the current tools were quite unnecessary and ridiculous.

I think tools should be renewed. In order for reflective teaching to be more effective, the tools used must be prepared more carefully in detail. These tools should be prepared by taking into account the institutional dynamics. Like student profile and the English instructors' background.

(Dorothy, an English instructor, the AEU)

Another suggestion made by the English instructors was having a control mechanism. They stated that unless there had been a control mechanism, the effectiveness of reflective teaching would not have increased. Similarly, some of them stated that the English instructors had to believe the necessity of reflective teaching, and for those resisting it, a control mechanism was needed because an English instructor not wanting to develop herself would have damaged not only the unit but also all of the institution.

No type of reflective teaching is done right, especially recently. When I first started working here, these activities were done very seriously. However, in recent years, it is thought to be just a piece of paper or an archive. If there is a control mechanism, it can be done again by taking it more seriously. It should not be done just like that. Frankly speaking, I think those filled forms or submitted videos are not checked afterward.

(Bailey, an English instructor, the AEU)

The professional development unit member English instructors suggested recruiting younger English instructors for improving the effectiveness of reflective teaching. Both of

them mentioned that younger English instructors may have wanted to develop themselves professionally more as they might have been more enthusiastic.

Young instructors should be hired. After all, those with 20-30 years of experience can be a little bored with such activities. In other words, the thought “I cannot learn something new with this activity” may be more for the experienced instructors.

(Vanessa, a PDU member English instructor, the AEU)

Younger teachers should definitely be hired. The institution should have more dynamic staff. In this way, the effectiveness of reflective teaching will surely be affected in a positive way.

(Wendy, a PDU member English instructor, the EPU)

4.7. RQ7: What do English instructors (including the PDU member ones) think of the effectiveness of peer observation?

The results of the data gathered from the survey indicated that slightly more than one-third of the English instructors (34.8%; $n=31$) thought that peer observation could have remained the same. Nonetheless, less than one-third of them (29.2%; $n=26$) thought that it could have been modified while more than one-third of the English instructors (36%; $n=32$) thought that peer observation could have been removed because it was ineffective ($n=10$), useless ($n=9$) and most of the English instructors pretended to conduct it ($n=5$). It was also mentioned that peer observation was unreliable ($n=4$) and superficial ($n=4$) in addition to feeling insecure during the process ($n=4$).

According to the results of the interviews with the English instructors, there were three main themes which were pretending to conduct, superficiality and ineffectiveness. Regarding the themes which emerged from the interviews with the professional development unit member English instructors there was one new theme which was learning corporate culture. Nevertheless, the other two themes were concurrent with the themes found from the interviews conducted with the English instructors; pretending to conduct and superficiality.

All of the English instructors criticized the effectiveness of peer observation because they had known that there were some English instructors who had pretended to conduct it, yet all they had done was to fill in the forms. Some of them mentioned that because of this

issue, peer observation was considered ineffective, unreliable, and useless. Most of the English instructors indicated that when the English instructors close to each other were paired, they usually pretended to conduct it. Some experienced English instructors stated that the reason why there was such an issue was because of the fact that peer observation had been conducted too much in the past. According to them, they were conducting four or five peer observations in only one term. It was also mentioned that conducting reflective teaching twice a year was making people choose peer observation since it was an easier alternative to pretend to conduct compared to the other two.

This is the biggest problem. Reflective teaching is done twice a year, but the instructors have an incredible workload. Therefore, after a certain period of time, they make it look like doing it, and the easiest for this is peer observation.

(Queenie, an English instructor, the EPU)

One of the professional development unit member English instructors mentioned that pretending to conduct peer observation was something about the English instructors. It was their attitude and approach towards peer observation which made the case like that. According to her, although there were some English instructors pretending to conduct it, there were also those who conducted peer observation as it should have been done. In addition, she stated that because of this issue, peer observation was considered ineffective at the institution.

It is entirely up to the teacher herself. Let me give an example, the peer observation forms of a newly retired instructor at our institution would have been written as carefully and in detail as if she had just started her profession. It was always like that. This is all about the instructors' attitude and approach. That is why, peer observation is often seen as ineffective.

(Wendy, a PDU member English instructor, the EPU)

The English instructors believed that the effectiveness of peer observation was affected negatively because of the superficiality issue. They mentioned that the students were disturbed when there was someone else in the classroom; therefore, they did not act naturally. It was also stated that peer observation spoiled the classroom atmosphere. Some of them indicated that students felt stressed as a result of which they started to act superficially because they thought that the observer was observing them during the lesson. A few English instructors mentioned that the superficiality of peer observation practice was the key reason for its ineffectiveness.

I do not think it reflects the real classroom environment. While students normally participate in activities during the lessons, they may not want to talk when someone comes to observe. They say "Sorry teacher, we did not speak because someone else came, so we did not want to speak in English."

(Tammy, an English instructor, the AEU)

One of the professional development unit member English instructors agreed with what the English instructors complained about. She stated that when there was someone else outside the classroom came, the students were either speaking too much in order to support their teachers or were not speaking at all since they were stressed.

When someone else comes to the classroom, the students in the classroom either speak excessively to support their teachers or they are stressed and do not at all. It is a little bit up to the student. Unfortunately, having a stranger in the classroom necessarily causes superficiality. However, the only aim is to observe the instructor.

(Vanessa, a PDU member English instructor, the AEU)

The English instructors thought that peer observation was ineffective because they were not able to talk about the things they did not like during pre- or post-observation. Some of them emphasized the importance of the approach of the partners regarding the effectiveness of peer observation. If the partner they were paired with did not believe that it was something effective, they did not care about it, resulting in the overall ineffectiveness of the process. It was also stated that it was difficult for the English instructors to comment on the things to be improved with an experienced English instructor who had more English teaching experience than they did. Some English instructors mentioned that peer observation was ineffective because there were not enough young English instructors. According to them, when everyone knew one another for a long time and had a lot of English teaching experience, peer observation was seen as ineffective. However, if there had been a balance in terms of the age range of the English instructors, there would not have been such an issue since the staff working at the institution would have been more dynamic. Some of the English instructors indicated that pairing the inexperienced English instructors and the experienced ones was believed to make peer observation ineffective, as well.

As experienced instructors, we no longer learn anything from peer observation, so it is ineffective. Another reason for its ineffectiveness, I think, may be how the pairing is done for peer observation. Pairing an inexperienced English instructor with an experienced teacher seems a little ridiculous to me. Of course, we can learn from each other. I think the experienced English instructors can observe the inexperienced ones; however, vice versa is pointless.

(Rosalie, an English instructor, the EPU)

The professional development unit member English instructors stated that peer observation was a type of reflective teaching activity which aided the newly recruited English instructors learn the corporate culture of the institution. One of them mentioned that it was thanks to peer observation a new English instructor could have adapted to the institution more easily. According to the other one, it was both eye-opening and beneficial for her case when she first started to work at the institution as she was able to learn the corporate culture of the context.

Although many people think the opposite, I think peer observation is a very important type of reflective teaching. Observing someone else's class by being physically in the classroom is very eye-opening. I benefited from it so much when I first started working here because I was able to learn corporate culture easily in the first place such as being able to see how the lessons were being covered.

(Wendy, a PDU member English instructor, the EPU)

4.8. RQ8: What are the suggestions of English instructors (including the PDU member ones) for the improvement of the effectiveness of peer observation, if any?

Regarding the eighth research question, after the data analysis of the interviews with the English instructors, two themes were revealed; pairing the instructors teaching similar courses and the necessity of a control mechanism (a concurrent theme found in the professional development unit members' interviews). There was one new theme found from the interviews with the professional development unit member English instructors; being careful about the date of the observation.

The English instructors suggested pairing the instructors teaching similar courses for peer observation. Some of them even stated that in addition to pairing the two English instructors teaching similar courses, partners' ages needed to be similar, as well. It was also mentioned that when an English instructor from the academic English unit and one from the English preparatory school were paired and they wanted to conduct peer observation, the process was not so effective. They indicated that when the pairs were those teaching the same or similar courses, they were able to benefit from the experience more.

The English instructors who teach similar lessons for peer observation should be paired. For example, I was once partnered with an instructor from the English preparatory unit, but this should not be the case. Okay, it may be thought that we should learn different methods from each other, but I think it is absurd. It is absurd for someone who comes from completely different circumstances to observe me or to observe an English preparatory instructor in the same way. When there are such pairs, I do not think peer observation is made effectively.

(Addison, an English instructor, the AEU)

Although it was a suggestion made for all three types of reflective teaching activities, the English instructors highlighted the necessity of a control mechanism, particularly for peer observation. Peer observation was considered to be a reflective teaching activity which was the easiest one to pretend to conduct. For this reason, according to them, most of the partners choosing peer observation to carry out were not really carrying it out, which decreased the effectiveness of it.

The instructors who choose peer observation need to be controlled more. Peer observation is the most preferred reflective teaching type in this institution. Why is that? It is the easiest type to pretend to do. The instructors just fill out the forms. Often, they do not even get together. Most of them fill out their own part alone and then change and submit the forms. When this situation continues like this, it cannot be effective no matter how hard people try. I think the instructors who are like this should not work if they are resistant to it that much.

(Sue, an English instructor, the EPU)

Regarding the theme of control mechanism, the professional development unit member English instructors agreed that there was the necessity of a control mechanism. However, because this issue was an administrative one, too, the professional development unit could not enforce any regulations when there was something which should not have been done. They also stated that even if the professional development unit had had such authority over the English instructors, the number of the unit members was not enough as there were only two members in the unit.

The instructors need to be controlled; yes, okay, but how can we control them? If there is an evaluation, maybe they can be controlled, but after our current controls, we cannot have any sanctions. What can be done in the current situation when something is missing or wrong? Some things are beyond us. This control mechanism is not just something the professional development unit can do on its own because of the fact that it also has an administrative dimension.

(Vanessa, a PDU member English instructor, the AEU)

Let's put everything aside. Okay, everything has been reconsidered and a control mechanism has been brought. We cannot do this with the current number of the unit members. The most common type of reflective teaching is peer observation in this institution every semester. How can a unit of 2 people carry out the necessary actions one by one after checking so many observations in detail in an institution where so many instructors work?

(Wendy, a PDU member English instructor, the EPU)

The professional development unit member English instructors highlighted the importance of being careful about the date of the observation in peer observation, which was the responsibility of the instructors. The particular reason for this is that it would not have been appropriate for the professional development unit to say something about this issue. According to them, it was nonsense to observe a class when there was a revision worksheet just before an exam.

I agree that attention should be paid to the date of observation, but this is a bit related to the sense of responsibility and work ethic of the instructors. For example, it is not helpful to go to observe a classroom where a revision before the exam is done.

(Vanessa, a PDU member English instructor, the AEU)

The teachers have to pay attention to the observation dates themselves. However, I think the professional development unit cannot be involved in this issue because it would be nonsense.

(Wendy, a PDU member English instructor, the EPU)

4.9. RQ9: What do English instructors (including the PDU member ones) think of the effectiveness of team teaching?

Based on the data obtained from the survey, slightly more than one-third of the English instructors (36%; $n=32$) thought that team teaching could have remained the same, but more than a quarter of them (27%; $n=24$) thought that it could have been modified. On the other hand, more than one-third of the English instructors thought that team teaching could have been removed (37.1%; $n=33$) since it was complicated ($f=14$), ineffective ($f=12$), useless ($f=10$), and unnecessary ($f=7$).

Concerning the results of the interviews with the English instructors, there were three themes; planning carefully, effectiveness, and entanglement in relation to the ninth research question. However, in addition to the two concurrent themes with the interviews carried out with the English instructors; planning carefully and entanglement, the interviews with the professional development unit member English instructors revealed a new theme; being less preferred.

The English instructors believed that team teaching had to be planned carefully; otherwise, conducting team teaching with a teacher would have been too difficult. They indicated that

if the lesson had been planned carefully and the date of the lesson had been appropriate for team teaching, it would have worked well. Some of them stated that when the instructors from different units (academic English and English preparatory) were paired for team teaching, they did not want to carry out it since they were not familiar with one another's lessons, which was making it impossible for them to plan the lesson thoroughly. It was also indicated that even though planning team teaching carefully was of utmost importance. If team teaching had been conducted with an instructor they did not know especially when the pacing was intense, it would not have worked effectively in the classroom.

Team teaching is not complicated or unnecessary if planned well. However, if it coincides with a period of intense pacing, especially if you are a partner with an instructor you do not know well, no matter how carefully you plan, team teaching will not work in the classroom. It needs to be considered with whom, to whom, and in which lesson team teaching will be applied. I do not think it is something suitable for everyone, in every classroom and for every subject. Before the implementation, students should be informed about team teaching in the planning phase.

(Hannah, an English instructor, the AEU)

One of the professional development unit member English instructors also thought that planning team teaching carefully was something important affecting the effectiveness of it. The English instructors conducting team teaching needed to have a lot of preparation and work collaboratively just like getting ready for a theatre play. The other professional development unit member English instructor mentioned that while planning team teaching, even if the instructors had been paired with someone they did not know well, they have could have carried out it without any problem if they planned it carefully. According to her, being a professional usually required the English instructors to work with someone not known well or not liked so much.

Team teaching requires very careful planning. The two instructors need to be prepared very effectively and in agreement. It is necessary to prepare for a single class hour as if preparing for a theater play.

(Vanessa, a PDU member English instructor, the AEU)

I agree that careful planning for team teaching is a very necessary thing. For this planning, it is necessary to get along well with the partner and be in harmony, but I think we should be able to work with people we do not know professionally do not like very much.

(Wendy, a PDU member English instructor, the EPU)

Most of the English instructors indicated that team teaching was effective for both instructors and students since English instructors had to think about the details of the

lesson more. In addition, they stated that when they experienced team teaching, they learned so many things from their partners about teaching English. The effectiveness of team teaching was also attributed to the fact that the students in the classroom felt refreshed thanks to it because it was something unusual for them in a good way, and they enjoyed it a lot.

Team teaching is a very enjoyable and effective experience not only for the instructor but also for the student. The fact that another English instructor brings a different perspective, the comments and ideas shared during pre- and post-observation are very effective. Over time, students can get bored with the same instructor, but when team teaching is conducted, students feel refreshed.

(Greg, an English instructor, the AEU)

When asked for the effectiveness of team teaching, what the English instructors thought of was the entanglement caused because of it. Some of them mentioned that it was a chaotic experience for them when they tried team teaching for the first time. They believed that it was even more complicated when they had to conduct it with an English instructor they did not know. In addition, it was stated that team teaching required too much preparation during pre- and post-observation compared to the other two types of reflective teaching, making it too complicated and decreasing its effectiveness. Moreover, the English instructors considered team teaching complicated because of their prejudice. According to them, team teaching was carried out less than peer observation and video coaching; therefore, the English instructors not conducting it before believed that it was more complicated than it actually was.

The instructors are not used to team teaching in general. I think team teaching sounds complicated because it is a type of reflective teaching that is not experienced much. However, I think it is as effective as it is complicated. It is thought to be complicated anyway because it requires more detailed planning and preparation than peer observation or video coaching.

(Olivia, an English instructor, the EPU)

Vanessa, one of the professional development unit member English instructors, also indicated that team teaching was relatively more complicated than the other two reflective teaching activities since the partners needed to work in cooperation and collaboration. The partners could work better when they were conducting it with someone they knew or even were close friends with. Wendy, the other professional development unit member English instructor, on the other hand, argued the entanglement of team teaching. She mentioned

that no matter how complicated team teaching was, if the English instructors did a little research online, they could find a lot of sources to conduct team teaching more easily.

To be honest, it sounds a little complicated to people. It is really necessary to plan the course as a whole, both cooperatively and collaboratively. This is not something that can be done the first time or two. Maybe we need to be very close friends. In other words, partners need to get along well with for an effective team teaching experience. You need to be able to understand what your partner is saying and be able to draw something from his or her stance. That is why, it does not seem very applicable to me. However, if these are provided, team teaching will definitely be effective. I think students will also like it.

(Vanessa, a PDU member English instructor, the AEU)

It might sound complicated, yes at first, but everything seems very complicated to the instructors. Even when you search something on Google, thousands of things come out. Nothing is complicated, I think, with a little effort. Otherwise, of course, anything will seem complicated.

(Wendy, a PDU member English instructor, the EPU)

In relation to the interviews with the professional development unit member English instructors, another theme found regarding the effectiveness of team teaching was preferring it less than the other two types of reflective teaching activities. Both of them indicated that team teaching was preferred less because the English instructors thought that it was not something they could conduct with anyone. It was also mentioned that team teaching was preferred less since pretending to conduct it was much more difficult compared to peer observation and video coaching although team teaching had several benefits.

It is not practiced much, frankly, team teaching. It is very rare. Partners need to be compatible or be good friends. Therefore, it is not a preferred activity in our institution.

(Vanessa, a PDU member English instructor, the AEU)

Team teaching is not a highly preferred type of reflective teaching. Peer observation or video coaching is generally more preferred. The reason for this is that it is easier for the other two to pretend conduct. This is more difficult in team teaching, of course. In fact, learning from a colleague in team teaching is very necessary to observe how others plan the lesson, teach and work as a team. However, frankly, I do not have much data for team teaching to evaluate its effectiveness because of these reasons.

(Wendy, a PDU member English instructor, the EPU)

4.10. RQ10: What are the suggestions of English instructors (including the PDU member ones) for the improvement of the effectiveness of team teaching, if any?

Concerning the tenth research question, there was one theme found from the interviews conducted with the English instructors; pairing the instructors teaching similar courses.

Regarding the interviews conducted with the professional development unit member English instructors, in addition to a concurrent theme found from the interviews conducted with the English instructors, pairing the instructors teaching similar courses, a new theme was revealed; sending a survey before pairing.

The English instructors believed that it was necessary to pair the English instructors who were teaching similar courses in order to increase the effectiveness of team teaching. According to some of them, it was meaningless for an English instructor from the academic English unit to observe an English instructor from the English preparatory unit, and vice versa. In relation to pairing the instructors teaching similar courses, it was also stated that the English instructors who were close could be paired, too. Some English instructors indicated that the professional development unit needed to pay more attention to pairing for team teaching as it constituted the most important aspect of the activity in terms of its effectiveness.

Pairing for team teaching should be done more carefully. It cannot be forced, of course, but if the instructors teaching similar courses who want to conduct team teaching are informed beforehand, they can be paired with each other first. Nevertheless, certainly, team teaching should be carried out by teachers who teach similar courses. This is a very important issue, especially for team teaching.

(Sue, an English instructor, the EPU)

The professional development unit member English instructors also indicated that pairing the instructors who were teaching similar courses was a good idea to increase the effectiveness of team teaching. They believed that when the partners had similar courses to teach, they were able to learn from each other and benefited from team teaching more. Wendy, who was one of the two professional development unit member English instructors, added that after the pairing process was over and announced to the English instructors, when an instructor wanted to conduct team teaching with someone whom she knew, the pairing list was reorganized by the professional development unit accordingly.

Those who teach similar courses should be paired because they feel more comfortable considering the relatively complicated nature of team teaching. Nevertheless, after the pairing is finished, when an English instructor says, "I want to do team teaching with this teacher", we say okay, and we adjust the pairing again.

(Wendy, a PDU member English instructor, the EPU)

Another which was suggestion made by the professional development unit member English instructors was sending a survey to the English instructors before pairing in order that they could learn what reflective teaching activity the English instructors wanted to conduct. Vanessa, who was one of the two professional development unit member English instructors, thought that thanks to it, it would have been possible for the professional development unit to categorize the English instructors in terms of their preferences concerning the type of reflective teaching activity they wanted to conduct. Therefore, the ones who were to carry out team teaching could be identified beforehand and paired with one another, or those instructors could choose their own partners.

Before the pairing, maybe a survey can be sent to the instructors to determine their preferences. After receiving the responses of the instructors, team teaching can be kept separate, and the instructors wanting to conduct it can be given the opportunity to choose their own partners.

(Vanessa, a PDU member English instructor, the AEU)

4.11. RQ11: What do English instructors (including the PDU member ones) think of the effectiveness of video coaching?

According to the results of the data gathered from the survey, slightly more than one-fifth of them (21.3%; $n=19$) thought that it could have been modified, yet more than one-tenth of the English instructors (13.5%; $n=12$) thought that peer observation could have been removed. By comparison, slightly less than two-thirds of the English instructors (65.2%; $n=58$) thought that video coaching could have remained the same because it was effective ($n=19$), gave them an opportunity for self-observation ($n=16$) and self-reflection ($n=16$), increased their self-awareness ($n=14$), was beneficial ($n=10$), could have been conducted in the natural classroom atmosphere ($n=6$), and they felt comfortable during the process ($n=5$).

The qualitative data obtained from the interviews conducted with the English instructors completing the survey revealed two themes; effectiveness, and ineffectiveness. Moreover, regarding the results of the qualitative data gathered from the interviews conducted with the professional development unit member English instructors, there was one new theme;

natural classroom atmosphere in addition to the concurrent theme (effectiveness) with the one found from the interviews conducted with the English instructors.

The English instructors stated that video coaching was effective since they were feeling more comfortable while carrying it out. Consequently, some of them indicated that the reflective teaching activity they preferred the most was video coaching. Video coaching was regarded to be effective for it provided some proof to be used during post-observation. Unlike peer observation and team teaching, the English instructors felt more comfortable during post-observation sessions of video coaching because they were giving feedback and making comments while they were watching the recorded video with their partners. Therefore, there were not any misunderstandings between the partners. Being able to observe someone else and oneself at the same time was another reason why video coaching was considered an effective type of reflective teaching. According to some English instructors, it was during their video coaching, they felt like looking at the mirror, at the end of which, their teaching was affected positively as their self-awareness was increased. The effectiveness of video coaching was also attributed to feeling more comfortable because there was not another English instructor while recording the classroom. Although there were some English instructors feeling uncomfortable when they watched their video recordings, these English instructors also believed that video coaching was quite effective since they were able to see their strengths and weaknesses.

Video coaching is the most effective because, for example, I do not perceive my partner's criticism negatively because I really did it here, he does not say such a thing to offend me. However, I would think twice without the video, did I really deserve this negative feedback, did I do is this feedback unfairly given? You have some data in video coaching, and we analyze the data.

(Liam, an English instructor, the EPU)

Yes, it is effective because you can keep both the video and the partner's feedback. In video coaching, I also have the opportunity to watch myself later on. Although I do not like to watch myself and hear my own voice, watching my videos from the past years improves me a lot. I can see what I have developed or what is still the same. It is very useful in this way. Sometimes I watch my video coaching recordings from the previous years, so I can also see my own development. I can compare my new and old videos. The ability to observe oneself, to think about oneself, to increase self-awareness are the features that differentiate video coaching from the other two.

(Phoebe, an English instructor, the AEU)

The professional development unit member English instructors also indicated that video coaching was effective. They thought that although it was difficult for them to see and listen to themselves in a video, they benefited from video coaching a lot. The professional development unit member English instructors stated that thanks to video coaching, the English instructors were able to notice lots of things a partner would have not wanted to talk about during post-observation such as the pitch of one's noise while speaking. They believed that self-observation was one of many reasons why video coaching was seen an effective type of reflective teaching. One of the professional development unit members also highlighted its effectiveness since it was possible to observe both oneself and another instructor.

I think it is very effective because I think it is useful to watch my own lecture. I do not like to hear and see myself, at first, I even found my voice very different. Is this my voice? Or I realized that I walked a lot in the classroom, and I got angry with myself. However, these were always useful things because video coaching is an effective reflective teaching activity. People who come to observation do not tell me such things. They may think "when there are a lot of things to talk about, it is a shame to talk about this". For example, those things caught my attention a lot, and now I pay more attention to my voice and my actions. I think that a person can improve herself the most when she sees her own mistakes. In that respect, the place of video coaching is very different for me. Frankly, I believe it is useful to watch yourself.

(Vanessa, a PDU member English instructor, the AEU)

I think it is a great thing ideally. Once in a while, I record myself and watch it, even for 5-10 minutes for the sake of hearing my own voice and seeing myself in the classroom. You can also observe both yourself and someone else.

(Wendy, a PDU member English instructor, the EPU)

Concerning the 11th research question, another theme revealed in the interviews conducted with the English instructors was ineffectiveness. The English instructors mentioned that video coaching was ineffective due to the insufficient technical source available in the research context such as not having a camera to be used for video coaching. Therefore, they had to use their own cameras or smartphones for recording videos of their classes by asking another instructor or a student in the class to do it since there were not any tripods to be used, either. Some English instructors criticized the effectiveness of video coaching since they did not enjoy watching or listening to themselves. Because they felt uncomfortable during post-observation while watching their recording with their partners, they could not focus on the developmental aspect of the experience and just wanted it to finish as soon as possible. Some of them also mentioned that they felt uncomfortable while

being recorded, so they could not teach effectively or acted superficially, making the video coaching ineffective. It was also indicated that the English instructors could not pay attention to their teaching since they could not take their eyes off of their voice and appearance; accordingly, the process was considered ineffective. One of the English instructors thought that video coaching was ineffective in the research context as it was not conducted as it should have been done. According to him, a lot of English instructors recorded the videos of their classes but did not come together with their partners and just completed one another's forms and exchanged them at the end.

I personally do not find video coaching effective. I do not like watching myself maybe because of that. I already know what I am doing without watching the video. However, when it comes to video, how can I benefit from it when I cannot even stand watching myself in the video?

(Michelle, an English instructor, the AEU)

Video coaching is actually effective, but not in our institution. I have only been able to watch my own videos in my experiences of video coaching. None of my partners watched my videos, and I did not watch any of my partners' videos. These videos are usually shot and delivered directly to the professional development unit. At least, this is how my experiences have been. I think it is the same for many instructors.

(Emma, an English instructor, the EPU)

The professional development unit member English instructors believed that video coaching was effective as it was carried out in a relatively more natural classroom atmosphere compared to peer observation and team teaching. They indicated that because there was not someone else outside the classroom, both the instructors and the students felt more comfortable while the video was being recorded. Although when there was not a tripod and they had to ask for another student to record the video, the classroom atmosphere was affected less.

Video coaching is a bit more natural. Students and instructors can forget that the machine is shooting a video there and participate in the normal process. There are only maybe one or two students not wanting to appear in the video with some reservations. For example, I prefer to give these students the camera sometimes, or I have them next to the camera. In any case, they are not seen in the video. That is why, the natural classroom atmosphere is better in video coaching.

(Vanessa, a PDU member English instructor, the AEU)

Video coaching is my favorite after peer observation. However, having someone else there in peer observation can disturb the naturalness of the classroom. In video coaching, by comparison, there is a more natural classroom environment for observation purposes.

(Wendy, a PDU member English instructor, the EPU)

4.12. RQ12: What are the suggestions of English instructors (including the PDU member ones) for the improvement of the effectiveness of video coaching, if any?

Concerning the twelfth research question, after the data analysis of the interviews with the English instructors, two themes were found; conducting it individually and technical equipment support (a concurrent theme also found in the professional development unit members' interviews). In contrast, the interviews with the professional development unit member English instructors revealed three new themes; conducting it with a partner, recording both oneself and the students, and much more guidance for the English instructors.

Conducting video coaching individually without having another instructor involved in the process was suggested in order to increase the effectiveness of video coaching by the English instructors. They believed that conducting video coaching with a partner made the process longer; however, if it had been conducted individually, they would have benefited from it, as well. It was also suggested that if video coaching had been conducted as a self-reflection and self-observation tool, the English instructors would have been able to conduct it more than once in a term. By doing so, the students could get used to it more easily, and they would not have felt uncomfortable when the video of the class was being shot.

Video coaching can only be used for self-reflection, not reflective teaching. I think doing it together with other teachers lengthens the process.

(Queenie, an English instructor, the EPU)

Rather than using video coaching as only reflective teaching, the teachers may be asked to record the videos of their own lessons individually. It can be useful both for the development of the teacher and for getting students used to reflective teaching.

(Natalie, an English instructor, the AEU)

On the other hand, the professional development unit member English instructors disagreed that video coaching should be conducted individually rather than carrying it out with a partner. According to them, it was thanks to video coaching, the English instructors were able to observe both themselves and another English instructor, aiding their professional development more. In addition, if conducting video coaching individually was

given as an option instead of conducting it with a partner, the English instructors would not have carried out the other two reflective teaching activities.

I do not agree with the suggestion that it should be done individually. In video coaching, you both observe yourself and a teacher observes you. I think this is an extra benefit. If we offer this as an alternative, then everyone will want to choose video coaching. Therefore, peer observation and team teaching will not be chosen by anyone. They may think that they do not have to work with anyone, so they will only carry out video coaching. That is why, it is not a very viable suggestion.

(Vanessa, a PDU member English instructor, the AEU)

It did not make much sense to me to do it individually. Why just self-reflection when you can have two birds with one stone? It might be conceivable, but I am not sure.

(Wendy, a PDU member English instructor, the EPU)

Another suggestion made by the English instructors to increase the effectiveness of video coaching was the need for technical equipment support from the institution. They stated that they needed a camera and tripod a lot while conducting video coaching. It was also indicated that since there was no such support, they needed to ask for a student to shoot the video of the class, making the student shooting the video distracted. When they asked for another instructor to do so, the presence of someone else outside the classroom made them and students feel uncomfortable.

Definitely, a camera and tripod should be given by the institution. If the institution wants us to do video coaching, these should be provided for us to use when necessary. Otherwise, for example, when we ask students, that student cannot pay attention to the lesson.

(Rosalie, a PDU member English instructor, the EPU)

The professional development unit member English instructors also believed that technical equipment support needed to be provided. One of them talked about her first video coaching experience. She mentioned that she did not have a smartphone at that time to use for shooting the video. She did not also have a video camera; accordingly, she needed to borrow the video camera her sister had. They thought that having cameras and tripods ready to be used for video coaching would have increased not only its effectiveness but also the number of English instructors preferring it.

The institution should definitely provide technical equipment support. For example, when video coaching was first introduced to us, I did not have a smartphone yet. What was I supposed to do? I didn't have a camera either. My sister had a camera, so I had to borrow it from her.

(Vanessa, a PDU member English instructor, the AEU)

The institution should provide camera and tripod support. This will definitely increase the effectiveness of video coaching. At the same time, the number of people who will want to carry out video coaching will increase in this way.

(Wendy, a PDU member English instructor, the EPU)

The next suggestion made by the professional development unit member English instructors for increasing the effectiveness of video coaching was recording both oneself and students. According to them, there were some incidents where the instructor only took the video of herself while teaching without shooting the video of the students, which should not have been the case. They indicated that observing students was considered an indispensable aspect of any type of reflective teaching for both partners. Therefore, students also needed to be included in video recordings as well as the English instructors themselves by making sure of placing the equipment used for shooting the video in an appropriate angle.

Both students and instructors should be recorded. We say what is done in the lesson and the class should be seen. Shooting the instructor just like a speaker is against the spirit of video coaching. Based on the records we receive and what we watch, unfortunately, I can say that there are those who do so.

(Vanessa, a PDU member English instructor, the AEU)

Since the student is an integral part of this system, both instructors and students should be included in the videos shot due to the nature of video coaching. Otherwise, the videos of the instructors who just shot themselves do not make much sense anyway.

(Wendy, a PDU member English instructor, the EPU)

The last suggestion made for the sake of improving the effectiveness of video coaching by the professional development unit member English instructors was providing much more guidance for English instructors. Vanessa, one of the two professional development unit member English instructors, mentioned that when they watched the videos submitted to the professional development unit by those conducting video coaching, they thought that they had to create a guideline. However, they could not be sure whether to share it with the English instructors as it could have been seen as unnecessary by some. According to her, they were planning to send guidelines full of thorough explanations for not only video coaching but also peer observation and video coaching.

We are thinking of guiding the instructors more about video coaching. The more we watched the video recordings delivered to us, the more we thought it was necessary. We even prepared a step-by-step guide, but we were not sure about sharing it. In other words, we thought that if we shared this guideline, it might have been perceived as unnecessary. We think that when we tell the instructors to shoot a video of their lesson, they understand that we do not want them to

record themselves only. However, we will share such a guideline not only for video coaching but for all.

(Vanessa, a PDU member English instructor, the AEU)



CHAPTER V

DISCUSSION

This study tried to investigate the perceptions of the English instructors, who were working at the school of foreign languages of a foundation university in Turkey, towards the effectiveness of clinical supervision and reflective teaching (peer observation, team teaching, and video coaching) which were being conducted as professional development activities in the research context. In this section, the findings are discussed thoroughly concerning the research questions whose results are provided in the previous chapter.

5.1. The Effectiveness of Clinical Supervision

According to the results of the frequency analysis conducted in order to answer the first research question, it was found that the English instructors completing the survey thought that clinical supervision was more effective than reflective teaching. According to Beach and Reinhartz (2000), the majority of teachers perceived clinical supervision as positive, which is consistent with this study. On the other hand, the results of this study contradict with Inyamah's (2011) study indicating that clinical supervision is ineffective.

The results concerning the third research question, the English instructors completing the survey thought that clinical supervision could have been modified since it was stressful which was also the common theme found in the interviews conducted with the English instructors and the professional development unit member English instructors. Moreover, there were two common themes found from the results of the survey and the interviews conducted with the English instructors which were repetition and considering clinical

supervision as a burden. In addition, there was one common theme found from the interviews conducted with the English instructors and the professional development unit member English instructors which was effectiveness.

The English instructors completing the survey indicated that clinical supervision practice needed a modification due to the stress it caused. Concerning this theme which was also found in the interviews with the English instructors, the participants stated that both the English instructors and the students in the classroom were stressed because of clinical supervision. The professional development unit member English instructors also believed that clinical supervision caused stress even though they were trying not to make clinical supervision practice so stressful for the English instructors. This is consistent with what Glickman and Tamashiro (1980) asserts. They write that when supervisors do not clearly identify the goals of clinical supervision, teachers may experience stress and nervousness.

In addition to stress, the English instructors completing the survey also believed that clinical supervision could have been modified due to repetition, which was also a common theme found in the interviews conducted with the English instructors. Similarly, the English instructor participants indicated that the effectiveness of clinical supervision was affected badly because of repetition. The clinical supervision practice was repetitive, especially for those working at the same institution for a long time, for they were observed by professional development unit members so much. In line with this study, Moradi et al. (2014) also report that while clinical supervision is beneficial to some degree, it becomes repetitive over time.

According to the survey, clinical supervision should have been modified because it was considered as a burden. The interviews conducted with the English instructors also revealed the same theme. They indicated that since clinical supervision was stressful and repetitive, it was considered as a burden. Another reason why it was considered as a burden was because of their workload, particularly the workload of the English instructors working at the English preparatory unit. This finding is similar to Hişmanoğlu and Hişmanoğlu's (2010) findings, in their study they report that owing to their workload,

some English instructors are unable to consider their professional advancement; therefore, some of them consider clinical supervision as a burden.

Effectiveness was the last theme found in the interviews conducted with the English instructors and the professional development unit member English instructors regarding clinical supervision. The English instructor participants indicated that since the professional development unit member English instructors who were more knowledgeable, objective and organized conducted it, clinical supervision was effective. This is consistent with the relevant studies in the literature according to which the professional development unit member English instructors are better observers and therefore carry out better observations (Centra, 1993; Hammersley-Fletcher & Orsmond, 2004; Keig & Waggoner, 1994; Manning, 1986). However, this result is contrary to the results found in the study of Baharom (2002) indicating that supervisors do not conduct clinical supervision appropriately. They also stated that clinical supervision was effective as they were able to notice their strengths and weaknesses. This is similar to the findings of the similar research in the related body of literature reporting that clinical supervision aids English teachers become better teachers (Glickman et al., 1995; Thomas, 2008). Similarly, the professional development unit member English instructors mentioned that clinical supervision was an effective practice since it was carried out solely for aiding the professional development of the English instructors. Clinical supervision is based on an understanding which is developmental instead of judgmental (Glickman et al., 2004).

5.1.1. Suggestions for the Improvement of the Effectiveness of Clinical Supervision

After the analysis of the data obtained from the interviews conducted with the English instructors and the professional development unit member English instructors, one common theme which was conducting clinical supervision via video was found concerning the fourth research question. The English instructor participants indicated that conducting

the during observation phase of clinical supervision via shooting video would have been easier and more effective.

The professional development unit member English instructors agreed that the during observation phase of clinical supervision could have been carried out by making use of recorded videos in order to increase the effectiveness of clinical supervision. Likewise, Kaneko-Marques (2015) states that the significant role video recordings play for professional development of teachers is undeniable.

5.2. The Effectiveness of Reflective Teaching

The frequency analysis was performed in order to answer the second research question, and it was found out that the English instructors thought that video coaching was the most effective type of reflective teaching, which was followed by team teaching and peer observation respectively. This finding may be supported with the study of Mathew et al. (2017) indicating that video coaching may be considered an effective reflective teaching option as teachers may increase their skills of teaching by watching their own or others' video recordings.

At the beginning of the data collection, there were questions regarding the effectiveness of reflective teaching separately for peer observation, team teaching and video coaching. Nevertheless, because the interviews conducted with both the English instructor participants and the professional development unit member English instructors revealed some themes for reflective teaching as a whole, two research questions were added related to the effectiveness of reflective teaching and the suggestions for the improvement of the effectiveness of reflective teaching.

Regarding the fifth research question, there was one common theme found in the interviews conducted with the English instructors and the professional development unit member English instructors, and this common theme was conducting reflective teaching carelessly. According to both groups of interviews, reflective teaching was not carried out

as it should have been done, especially by those working at the institution for a long time. The English instructors believed that usually the type of reflective teaching activity which was considered the easiest by both partners was preferred in addition to making it seem as if they had conducted it when they were paired someone they did not like or know so much. It was also the case for the experienced English instructors that they did not want to conduct any type of reflective teaching with an inexperienced English instructor. These are in accordance with the findings of the study by Richards and Lockhart (1994) reporting that some teachers do not want to be a part of reflective teaching activities as these activities may be regarded to be evaluative by them. Likewise, the study of Martin and Double (1998) supports this finding by indicating that some teachers consider reflective practices as obligation rather than a chance for professional development, so they may conduct them sloppily. Similarly, Florez (2001) also states that some teachers might not be prepared to face the doubts about their teaching and expertise that may occur due to the practice, therefore, they may not want to participate in reflective teaching activities thoroughly or may make it seem as if they have conducted them.

5.2.1. Suggestions for the Improvement of the Effectiveness of Reflective Teaching

Concerning the sixth research question, the theme found from the interviews conducted with the English instructors was updating the forms used for reflective teaching as it was the suggestion made the most. On the other hand, the interviews conducted with the professional development unit member English instructors revealed one theme which was recruiting younger English instructors.

The English instructors indicated that in order to increase the effectiveness of reflective teaching practices in the research context, the forms used for reflective teaching practices needed to be updated since they were not only old but also complicated. According to them, these forms should have been updated by considering institutional dynamics, and they had to be more detailed. This finding is in line with what Pacheco (2005) suggests in

his study by stating that well-prepared tools used for reflective teaching increase the effectiveness of the process.

What the professional development unit member English instructors suggested for the improvement of the effectiveness of reflective teaching was to recruit younger English instructors at the institution. They indicated that young English instructors might be more interested in professional development because they are usually more eager to learn new things. This is similar to Farrell's (2011) study as it is mentioned that experienced English teachers may be reluctant to be a part of reflective practices. However, this result contradicts with the results of the study by Afshar and Farahani (2015), the more English teaching experience teachers have, the more reflective teaching they participate in.

5.2.2. The Effectiveness of Peer Observation

In line with the results of the survey completed by the English instructors, it was seen that the English instructors believed that peer observation could have been removed because some English instructors were pretending to conduct it, and they thought that peer observation was a superficial experience for them. Likewise, there were two common themes, which were pretending to conduct peer observation and superficiality, revealed from the data gathered from the interviews carried out with the English instructors and the professional development unit member English instructors.

The English instructors completing the survey thought that clinical supervision should have been removed because it was known that some English instructors were pretending to conduct it. The English instructors interviewed also indicated that some of them were just filling in the forms; therefore, peer observation was ineffective, unreliable and useless. In accordance with the results of this study, Byrne et al. (2010) also report in their study that some teachers consider reflective practices as a procedure of "ticking the box" (p. 220). On the other hand, even though the professional development unit member English instructors knew that there were those pretending to conduct peer observation as if they had done, they stated that there were some English instructors who were paying attention

to conduct it as it should have been done, too. According to them, this issue was all about the English instructors' approach towards peer observation. This result is in line with what Brockbank and McGill (2007) indicate in their study by writing that peer observation should be seen as a developmental activity that the pairs can benefit from.

The results obtained from the survey, which were supported with the ones obtained from the interviews conducted with the English instructors and the professional development unit member English instructors, also showed that the English instructors wanted peer observation to be removed because it was superficial. Due to the fact that both English instructors and students were feeling stressed, they were acting superficially; therefore, what was being observed during peer observation was a superficial classroom atmosphere. This finding is in accordance with the study of Race and Fellows (2009), where they mention the superficiality issue regarding peer observation, which may decrease by conducting more and more observations over time.

5.2.2.1. Suggestions for the Improvement of the Effectiveness of Peer Observation

In relation to the eighth research question, there was one common theme revealed in the interviews conducted with the English instructors and the professional development unit member English instructors. The necessity of a control mechanism was the suggestion made by both groups of interviews.

According to the English instructors, peer observation was the easiest option of reflective teaching activities which some English instructors were pretending to conduct. Therefore, there should have been a control mechanism which could make sure whether peer observation was really being conducted. Otherwise, because most of the English instructors did not come together for the pre- and post-observations or even did not observe one another at all, the effectiveness of peer observation was affected badly. This finding is consistent with Dos Santos' (2016) findings suggesting that some teachers may not conduct peer observation as it should be exactly done and thus, they should be controlled.

The professional development unit member English instructors also believed that there was the necessity of a control mechanism. Nonetheless, it was something they could not pay attention to since it was partly an administrative issue and the current number of professional development unit members at the unit where only two English instructors were working was not enough for such a thing.

5.2.3. The Effectiveness of Team Teaching

Concerning the data gathered from the survey, the English instructors thought that team teaching should have been removed since it was a too complicated practice in relation to the ninth research question. Similarly, entanglement was a common theme found according to the results of the interviews with the English instructors and the professional development unit member English instructors. The interviews conducted with the English instructors and the professional development unit member English instructors also revealed one common theme, which was planning team teaching carefully.

In line with the results of the survey, it was seen that the English instructors believed that because it was too complicated, team teaching needed to be removed. The English instructor interview participants also criticized the effectiveness of team teaching because of its entanglement. They indicated that team teaching was a complicated type of reflective teaching; therefore, the role of the partners is of utmost importance in team teaching. In addition, because it required much more preparation compared to the other two (peer observation and video coaching), they had prejudice towards team teaching. This finding can be supported with the study of Igawa (2009) reporting some English teachers' views towards team teaching in terms of its entanglement. Similarly, Sari et al. (2013) also mention the complexity of team teaching in their study. The professional development unit member English instructors agreed that there was entanglement in team teaching to some extent; however, they also believed that the complexity of team teaching was a bearable one which could have been solved with some research, even on the internet.

Another theme concerning the effectiveness of team teaching was planning carefully. It was believed by the English instructors and the professional development unit member English instructors that unless planned thoroughly, team teaching would be too difficult to implement. This finding is in line with what Tim (2018) highlights in his study by writing that it takes a lot of conversation and preparation to run a good team teaching session. Similarly, Bailey (1996) also states that although teachers are not able to think of everything that may happen in the classroom, a detailed plan is necessary for team teaching in order to deal with anything that may occur while teaching with someone else at the same time.

5.2.3.1. Suggestions for the Improvement of the Effectiveness of Team Teaching

Regarding the tenth research question, the interviews with the English instructors and the professional development unit member English instructors revealed one common theme. This one common theme found after the analysis of both groups of interviews was pairing the English instructors teaching the similar courses.

In order to increase the effectiveness of team teaching, not only the English instructors but also the professional development unit member English instructors suggested pairing the English instructors who were teaching the similar courses, especially pairing those working at the same unit. In other words, according to them, the English instructors working at the academic English unit should have been paired with those working at the academic English unit, even they should have been paired in terms of their courses (general English, English for academic purposes and English for specific purposes). Similarly, those working at the English preparatory unit should have been paired with one another for team teaching. In line with this study, Carless (2006) indicates that pairing teachers who teach same or similar lessons enhances the effectiveness of team teaching. Likewise, it is known that pairing teachers teaching similar courses for team teaching increases the effectiveness of it

as well as providing new insights to teachers to learn how to cover the same lesson with different techniques or ideas (Tim, 2018).

5.2.4. The Effectiveness of Video Coaching

In terms of the eleventh research question, the English instructors completing the survey believed that video coaching could have remained the same since it was effective. This was also the common theme, effectiveness, found from the interviews conducted with the English instructors and the professional development unit member English instructors. Another common theme was found from the data gathered from the survey and the interviews conducted with the professional development unit member English instructors, which was natural classroom atmosphere.

Due to the fact that the current practice of video coaching was effective, according to the results of the survey, the English instructors completing it believed that it should have remained the same. In addition to being able to observe someone else's classroom, the English instructors and the professional development unit member English instructors interviewed also thought that video coaching was effective since they were able to see their own strengths and weaknesses during it. Gaudin and Chaliès' (2015) study support this finding by indicating that video coaching enables to teachers to reflect on their own teaching. Another reason why video coaching was regarded to be effective was owing to the fact that the English instructors felt more comfortable while receiving and providing feedback since there was the video serving as a proof which they were being commented on or were commenting on. This result can be supported by the study of Batlle and Miller (2017) where they mention that video coaching was effective because video recordings can be considered as a proof during post-observation phases.

Natural classroom atmosphere was the other common theme found in both survey and interviews conducted with the professional development unit member English instructors. The English instructors completing the survey stated that video coaching could have remained the same. Likewise, the professional development unit member English

instructors also believed that video coaching was conducted in a more natural classroom atmosphere compared to peer observation and team teaching as there was no outsider during the observation phase. This finding is consistent with what Hockly (2018) articulates in her study by indicating that teachers can easily access authentic teaching activities in both their own and other teachers' classes through video coaching.

5.2.3.1. Suggestions for the Improvement of the Effectiveness of Video Coaching

Concerning the twelfth and the last research question, there was one common theme found in the interviews conducted with the English instructors and the professional development unit member English instructors. This common theme revealed from both groups of interviews was technical equipment support, such as cameras and tripods.

The English instructors and the professional development unit member English instructors who were interviewed believed that the effectiveness of video coaching could have been improved if there had been technical resource support from their institution. They especially emphasized the need of a tripod and a camera in order to shoot the video recordings of their classrooms. However, because there was no such support from the institution where they were working, they had to ask for another instructor or a student in the class to record the video of their lesson. The professional development unit member English instructors also added that providing such a resource support to the instructors would have increased the number of people preferring video coaching in addition to improving the effectiveness of it. This finding is in accordance with the findings of the study conducted by Yücel et al. (2016). In their research, they mention that an institution which presents video coaching as one of the reflective teaching activities to its teachers should provide any required technical assistance for video coaching to be as effective as possible.

CHAPTER VI

CONCLUSION

This chapter consists of three parts. First of all, in light of the results, the key points are addressed. Second of all, the implications of the current research are discussed further. The last part comprises of recommendations which might be considered to be used in further research studies.

6.1. Summary

The aim of this research was to find out how English teachers perceive the effectiveness of clinical supervision and reflective instruction as professional development activities. To accomplish this goal, the study compared English instructors' perceptions towards the effectiveness of clinical supervision and reflective teaching, examined the effectiveness of peer evaluation, team instruction, and video coaching as three forms of reflective teaching, and suggested improvements to existing practices of professional development.

12 research questions were asked in accordance with the aims of the study. The first research question aimed at finding out which professional development activity (clinical supervision or reflective teaching) the English instructors found more effective. The purpose of the second research question was to investigate what reflective teaching activity (peer observation, team teaching or video coaching) was thought to be the most effective. English instructors' perceptions towards the effectiveness of clinical supervision were tried to be scrutinized by means of the third research question, and any possible suggestions for the improvement of its effectiveness were investigated via the fourth research question.

The fifth research question was utilized in order to unveil English instructors' overall perceptions towards the effectiveness of reflective teaching, and the purpose of the sixth one was to reveal any possible suggestions for the improvement of the effectiveness of it. The seventh and the eighth research questions aimed at discovering English instructors' overall perceptions towards the effectiveness of peer observation and gathering some suggestions for the improvement of its effectiveness respectively. The goal of the ninth research question was to investigate how effective English instructors perceived team teaching, and the tenth research question was asked so as to find out some suggestions for the improvement of its effectiveness. The eleventh research question aimed to scrutinize English instructors' perceptions towards the effectiveness of video coaching, followed by the twelfth and the last research question the purpose of whose was to explore some suggestions for the improvement of the effectiveness of it.

In order that the first two research questions could be answered, a survey developed by the researcher was completed by 89 English instructors working at the foreign languages of a foundation university in Turkey in the 2020-2021 academic year fall term to collect the quantitative and qualitative data. For answering the research questions from the third to the twelfth in a more detailed way, two more sets of data were collected. First, by making use of the semi-structured interviews whose questions were prepared based on the results of the data obtained from the survey, 20 English instructors from the survey participants were interviewed. Second, two professional development unit member English instructors were also interviewed by employing semi-structured questions which were also prepared based on the results of data obtained from the interviews carried out with 20 English instructors. All three data collection tools were piloted before the actual data collection. The quantitative data were analyzed on SPSS Statistics 23 while the qualitative data were analyzed by utilizing content analysis on NVIVO.

Firstly, clinical supervision was found to be more effective than reflective teaching by the English instructors who completed the survey. However, according to the English instructors who completed the survey again, clinical supervision should also have been

modified since it was stressful. The English instructors and the professional development unit member English instructors also believed that clinical supervision was a stressful professional development activity. Although they believed that clinical supervision was an effective practice to some extent, most of them thought of it as a burden. As a suggestion made, on the other hand, they indicated that shooting the video of the lesson instead of someone coming to the class physically for observation would have increased the effectiveness of clinical supervision.

Secondly, followed by team teaching and peer observation, video coaching was considered the most effective form of reflective teaching by the English instructors completing the survey. However, when the effectiveness of reflective teaching was asked as a whole instead of three separate options, the English instructors and the professional development unit member English instructors interviewed indicated that there were some English instructors who conducted reflective teaching carelessly no matter what they chose to do so; as a result, the effectiveness of it was affected badly. Updating the forms used for reflective teaching was suggested by the English instructors interviewed. The professional development unit member English instructors, nevertheless, believed that recruiting younger English instructors could have improved the effectiveness of it.

Thirdly, the data obtained from the survey indicated that the English instructors thought that peer observation needed to be removed because there were some English instructors pretending to conduct it and there was the superficiality issue regarding peer observation. Similarly, the semi-structured interviews conducted with the English instructors and the professional development unit member English instructors revealed that these two groups of participants also believed that some English instructors were not really conducting peer observation, but they were making it seem as if they were. Likewise, they also complained about the superficiality of peer observation. Not only the English instructors but also the professional development unit member English instructors believed that a control mechanism was needed for the improvement of effectiveness of this reflective teaching option.

Fourthly, according to the survey results, the English instructors believed that team teaching should have been eliminated because it was an overly difficult practice. In addition to the necessity of planning it carefully which was revealed from the interviews conducted with the English instructors and the professional development unit member English instructors, both groups of interview participants also indicated that team teaching was too complicated to carry out. In order that the effectiveness of team teaching could have been improved, the English instructors and the professional development unit member English instructors believed that the English instructors who were teaching similar courses needed to be paired.

Finally, the English instructors who completed the survey thought that video coaching should have stayed the same because it was effective. The effectiveness of video coaching was also highlighted by the English instructors interviewed as well as by the professional development unit member ones. In addition, in accordance with the data obtained from the survey and the interviews conducted with the professional development unit member English instructors, video coaching could have been carried out in a relatively more natural classroom atmosphere compared to the other two types of reflective teaching as the during observation phase was carried out via recording a video of the lesson. Both the English instructors and the professional development unit member English instructors interviewed suggested that there be technical equipment support from the institution like cameras and tripods so as to increase the effectiveness of video coaching.

6.2. Implications

The first implication of this study can be that importance of professional development of English teachers may be emphasized both in pre-service and in-service teacher education more. There might be a course whose aim is to familiarize prospective English teachers with the importance of professional development before they graduate. In addition, since professional development could be considered of utmost significance in almost every level of teaching institution, from kindergarten to tertiary level, there may be in-service trainings

at certain intervals when they start working as English teachers no matter how veteran or novice they are at their profession. By means of doing it, the perceptions of English teachers towards professional development and any activities related to it might be kept alive.

Next, the reasons for conducting clinical supervision may be explained more thoroughly before the overall procedure is initiated by professional development units. Since most English teachers might be used to clinical supervision practice due to their micro-teaching lessons and practicum, they may not know that clinical supervision might not solely be conducted for evaluative purposes, but it also could be carried out for developmental purposes. Accordingly, those having negative perceptions towards clinical supervision may be more positive regarding the overall process.

Another implication could be increasing the number of professional development unit members who are qualified enough to be a part of such a unit. By doing so, as well as enhancing controlling and monitoring how any professional development activity is carried out, the frequency of clinical supervision conducted in a term might be increased. Therefore, as English teachers would be more accustomed to such a practice, they would feel that it is not something wrong but a tradition and a necessity and that there is nothing wrong when a professional development unit member wants to observe their lessons. In addition, shooting a video of a lesson for the during observation phase of clinical supervision could really be considered as an option, for it would be more convenient for both professional development unit members as they may be able to conduct more clinical supervision with different instructors, and English instructors because they might feel more natural when there is not an outsider in their lessons.

The forms used for each reflective teaching activity could also be updated and integrated into technology, which may make them look an easier and more encouraging task to finish. The tools could be more flexible; for example, focus points on the forms of peer observation and video coaching could be increased; and some relevant focus points could be added to the forms used for team teaching whose forms do not have any at the research

context. In order to do that, English instructors' suggestions might be obtained by asking them to complete a survey concerning updating the forms.

Again, sending a survey for letting instructors choose a reflective teaching activity for the term might be a beneficial implication. English instructors could be categorized into three in terms of their preferences of reflective teaching activity, and a list can be announced so that they may be able to choose their own partner or group members. They may not necessarily be asked to choose a different type of reflective teaching activity. If these activities are traditionalized and part of the corporate culture of the institution, the cases of pretending to conduct any of them might be decreased.

The next implication might be that technical equipment support should be provided by the institutions. This technical equipment support is not only needed for video coaching by having cameras and tripods to be used for shooting lessons. What may be meant by such a support might be having a proper and strong internet connection and computers which function well for each instructor or resource room which can be used by any instructor needing them.

The last implication could be offering more reflective teaching activities to English instructors. Asking them to participate in a limited number of options over and over again may be regarded to be one of many possible reasons for the negative perceptions towards reflective teaching activities. After introducing new reflective teaching activities, because of the increased number of options, English instructors may have a better chance at finding the most appropriate and fruitful one for themselves.

6.3. Recommendations for Further Research

Any completed study may serve as a prerequisite for future studies. Likewise, the results of this study could generate new research studies. This thesis might also create a slew of new research ideas, which can be classified as examining less strong assets of the study, also may be considered some limitations of it.

To begin with, this case study was conducted at a foundation university in Turkey to investigate the perceptions of English instructors working at the school foreign languages of the institution towards the effectiveness of clinical supervision and reflective teaching (peer observation, team teaching and video coaching). New research studies could be carried out with English instructors working at multiple contexts such as two or more school of foreign languages of foundation universities where similar professional development activities are offered. Comparing and contrasting the perceptions of the English instructors working at a school of foreign languages from a foundation university and a state university could also be recommended for further studies.

Another suggestion for studies to be conducted in the future might be investigating the mismatches between English instructors' beliefs and practices regarding professional development activities. In order to do so, a scale could be implemented first to collect their beliefs about them, then interviews can be conducted by providing the participants some simulations and asking them what they would do, or how they would feel in those situations.

Next, this study investigated the perceptions of the English instructors towards the effectiveness of clinical supervision and reflective teaching activities. Further research may consider scrutinizing the perceptions of English instructors' students' perceptions of these activities. Investigating the perceptions of students who are the other parties of observations while they are being conducted might provide some interesting insights obtained from other perspectives.

Both quantitative and qualitative data were collected in a limited period of time; however, researchers may also conduct longitudinal studies with prospective English teachers in the future. The data collection may start when they are seniors by exploring their perceptions towards professional development activities, and if possible, their perceptions could be explored again when they start working as English teachers after the following year of their graduation.

The data quantitative data were collected by using a survey completed by the English instructors, and the qualitative data were collected through the interviews conducted with both the English instructors and the professional development unit member English instructors in addition to the last part of the survey. Further research might also be carried out by incorporating focus group interviews into data collection. As a result, much deeper insight might be obtained regarding the effectiveness of clinical supervision and reflective teaching (peer observation, team teaching and video coaching) as professional development activities.

In this thesis, the perceptions of the English instructors towards the effectiveness of only clinical supervision and the aforementioned types of reflective teaching as professional development activities were investigated as they were the ones carried out the most at the research context. Nonetheless, the last recommendation for further research studies might be investigating English instructors' perceptions towards the other professional development activities which are utilized by them.

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APPENDICES



APPENDIX 1. Survey

PERCEPTIONS TOWARDS THE EFFECTIVENESS OF PROFESSIONAL DEVELOPMENT ACTIVITIES SURVEY

Dear participant,

The aim of this study is to investigate your perceptions towards clinical supervision, and reflective teaching (peer observation, team teaching, video coaching) both of which are conducted as a part of professional development activities (PDA) at the school of foreign languages where you work.

This survey consists of four parts and takes approximately 10 minutes to complete. Your sincere answers to the items in the survey are very important as they will positively affect the validity and reliability of the research. Your participation in this research study is voluntary, and your demographic data and responses will be kept confidential. The data to be obtained will be evaluated only by the researcher and will be used for academic purposes.

If you would like to know the results of the study or get more information about the research, please contact the researcher using the email address or GSM below. Thank you for participating in the research and patiently answering all the questions.

The Researcher : Ertan YAZICI

Email Address :

GSM :

Electronic Signature --- After having read and understood the information above, do you consent to participate in this study?

Yes, I do. ☐ No, I don't. ☐

PART I

Please put a tick (✓) in the boxes to indicate your answers. For the open-ended questions, write down your answers in the spaces (_____) which are provided for you.

1. Gender : Female ☐ Male ☐

2. Age : 21-30 ☐ 31-40 ☐ 41-50 ☐ 51-60 ☐ 61-70 ☐

3. Years of English Teaching Experience:

1-5 ☐ 6-10 ☐ 11-15 ☐ 16-20 ☐ 21-25 ☐ 26 and above ☐

4. Bachelor's Degree:

English Language Teaching ☐

English Language and Literature ☐

American Culture and Literature ☐

English Translation and Interpreting ☐

English Linguistics ☐

Other ☐ Indicate: _____

5. Master's Degree: Yes ☐ No ☐ **If yes, indicate the name of the program:**

6. Ph.D. Degree: Yes ☐ No ☐ **If yes, indicate the name of the program:**

7. The Courses You Teach: Departmental English Courses ☐

English Preparatory School ☐

8. Additional Responsibility:

Only Testing Development Unit ☐

Only Program Development Unit ☐

Both Testing and Program Development Unit ☐

No Additional Responsibilities Except for English Teaching ☐

Other Responsibilities ☐ Indicate: _____

PART II

First, read the explanations for the constructs. Then, indicate the extent to which you agree with the following statements (1-8) according to the scale. Please circle the most appropriate box for each statement.

PDA	Explanation
clinical supervision	a type of observation which is conducted by an English instructor who is a member of the professional development unit
reflective teaching	a range of reflective teaching activities that are conducted among English instructors each term which consist of three alternatives to choose from, namely peer observation, team teaching, and video coaching

CD: Completely Disagree, **D:** Disagree, **SA:** Somewhat Agree, **A:** Agree, **CA:** Completely Agree

Statements	CD	D	SA	A	CA
I think that clinical supervision is effective when it comes to the ...					
1. pre-observation	1	2	3	4	5
2. observation	1	2	3	4	5
3. post-observation	1	2	3	4	5
4. feedback obtained during the whole process	1	2	3	4	5
5. This item is for checking attention, circle "4" (Agree), please.	1	2	3	4	5
I think that reflective teaching is effective when it comes to the ...					
6. pre-observation	1	2	3	4	5
7. observation	1	2	3	4	5
8. post-observation	1	2	3	4	5
9. feedback obtained during the whole process	1	2	3	4	5

PART III

First, read the explanations for the types of reflective teaching, and the skills which are aimed to be improved by participating in reflective teaching activities (RTA). Then indicate the extent to which you agree with the following statements (1-12) according to the scale. Please circle the most appropriate box for each statement.

RTA	Explanations
peer observation	a type of RTA in which two English instructors observe each other's classes by visiting the classrooms physically
team teaching	a type of RTA in which two English instructors teach together in one of their selected classes physically
video coaching	a type of RTA in which two English instructors record their own classes' videos and watch each other's recorded videos
Skills	Explanations
collaboration	cooperative actions of English instructors for teaching
collegiality	the quality of relationships among English instructors
critical reflection	a reasoning process to make meaning of a personal English teaching experience
self-awareness	knowledge and understanding of one's character in terms of being an English instructor

CD: Completely Disagree, **D:** Disagree, **SA:** Somewhat Agree, **A:** Agree, **CA:** Completely Agree

Statements	CD	D	SA	A	CA
I think that peer observation improves my ...					
1. collaboration	1	2	3	4	5
2. In this item, which is for checking your attention, circle "2" (Disagree), please.	1	2	3	4	5
3. collegiality	1	2	3	4	5
4. critical reflection	1	2	3	4	5
5. self-awareness	1	2	3	4	5

I think that team teaching improves my ...					
6. collaboration	1	2	3	4	5
7. collegiality	1	2	3	4	5
8. critical reflection	1	2	3	4	5
9. self-awareness	1	2	3	4	5
I think that video coaching improves my ...					
10. collaboration	1	2	3	4	5
11. collegiality	1	2	3	4	5
12. critical reflection	1	2	3	4	5
13. self-awareness	1	2	3	4	5

PART IV

Do you think the following professional development activities could **REMAIN THE SAME**, **BE MODIFIED**, or **BE REMOVED**? Please put **ONE** tick (✓) for each statement below to indicate your answers and briefly explain **WHY** these activities should be modified or removed, if possible.

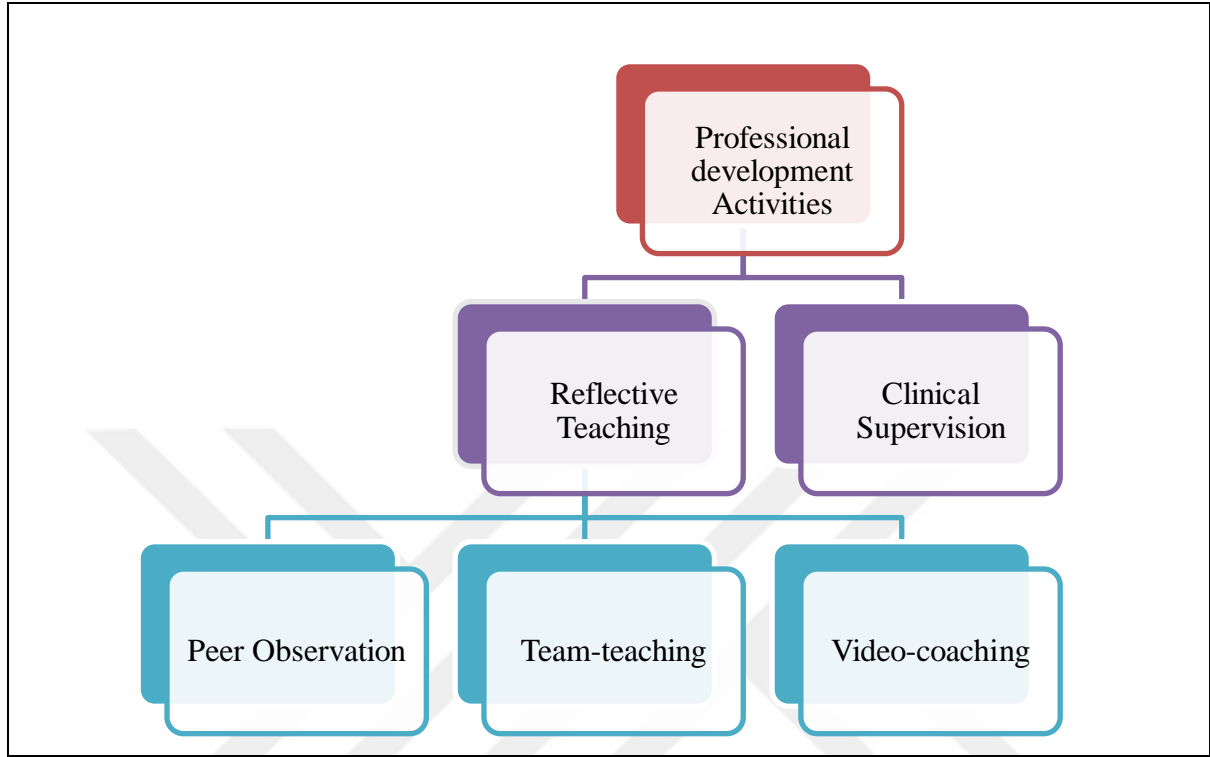
1. I think that clinical supervision could ...	TICK (✓)	REASON
remain the same	<input type="checkbox"/>	
be modified	<input type="checkbox"/>	
be removed	<input type="checkbox"/>	

2. I think that peer observation could ...	TICK (✓)	REASON
remain the same	<input type="checkbox"/>	
be modified	<input type="checkbox"/>	
be removed	<input type="checkbox"/>	

3. I think that team teaching could ...	TICK (✓)	REASON
remain the same	<input type="checkbox"/>	
be modified	<input type="checkbox"/>	
be removed	<input type="checkbox"/>	

4. I think that video coaching could ...	TICK (✓)	REASON
remain the same	<input type="checkbox"/>	
be modified	<input type="checkbox"/>	
be removed	<input type="checkbox"/>	

APPENDIX 2. Semi-structured Interview Questions for the English Instructors



1. What do you think about the effectiveness of professional development activities in your institution?
2. Could you compare and contrast the effectiveness of clinical supervision and reflective teaching?
3. What do you think about the results below?

Anket sonuçlarına göre, katılımcıların %44.9'u **Clinical Supervision** uygulamasında **değişiklik yapılması** gerektiğini belirtmiştir ($N=40$). Aşağıdakiler ise en çok tekrarlanan sebepler olarak bulunmuştur:

- kapsamlı bir değişiklik gerekmesi ($f=12$)
- kendini tekrar etmesi ($f=5$)
- etkisiz olması ($f=5$)
- strese sebep olması ($f=4$)
- bir yük olarak görünmesi ($f=4$)

Anket sonuçlarına göre, katılımcıların %36'sı **Peer Observation** uygulamasının **kaldırılması** gerektiğini belirtmiştir ($N=32$). Aşağıdakiler ise en çok tekrarlanan sebepler

olarak bulunmuştur:

- etkisiz olması ($f=10$)
- faydasız olması ($f=9$)
- yapılmıyormuş gibi gösterilip yapılmaması ($f=5$)
- güvenilir olmaması ($f=4$)
- gerçek sınıf ortamını yansıtmaması ($f=4$)
- güvensizlik hissedilmesi ($f=4$)

Anket sonuçlarına göre, katılımcıların %37'si **Team-teaching** uygulamasının **kaldırılması** gerektiğini belirtmiştir ($N=33$). Aşağıdakiler ise en çok tekrarlanan sebepler olarak bulunmuştur:

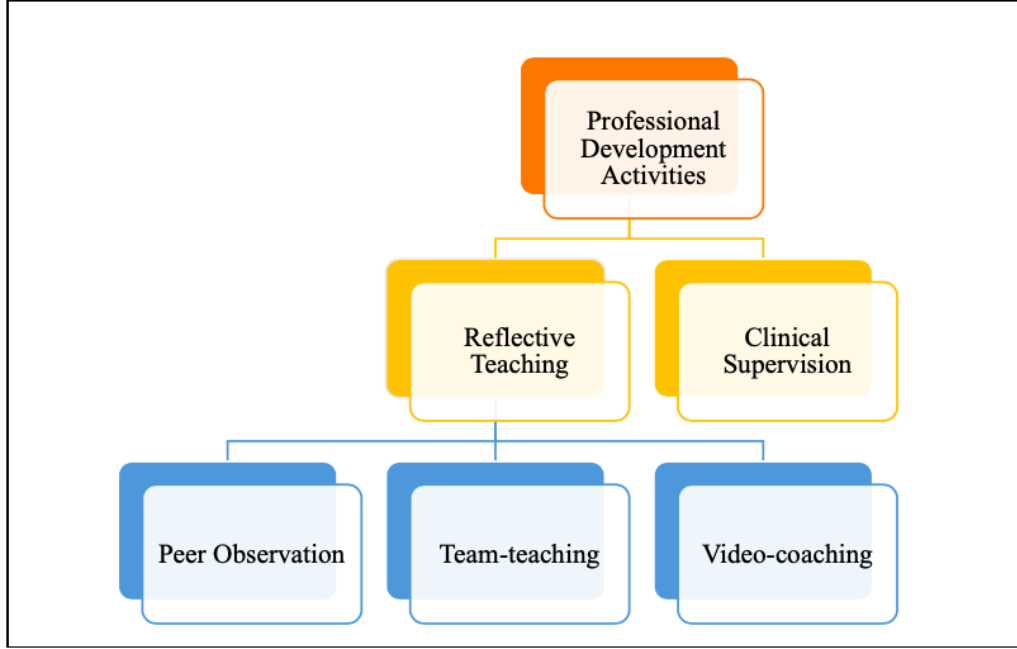
- karmaşık olması ($f=14$)
- etkisiz olması ($f=12$)
- faydasız olması ($f=10$)
- gereksiz olması ($f=7$)

Anket sonuçlarına göre, katılımcıların %65.2'si **Video-coaching** uygulamasının **aynı kalabileceğini** belirtmiştir ($N=58$). Aşağıdakiler ise en çok tekrarlanan sebepler olarak bulunmuştur:

- etkili olması ($f=19$)
- kendini gözlemleme imkanı vermesi ($f=16$)
- kendi üzerine düşünme imkanı vermesi ($f=16$)
- özfarkındalığı arttırması ($f=14$)
- faydalı olması ($f=10$)
- doğal sınıf ortamında gerçekleştirilebilmesi ($f=6$)
- uygularken rahat hissedilmesi ($f=5$)

4. What would you suggest for the improvement of the effectiveness of professional development activities in your institution?

APPENDIX 3. Semi-structured Interview Questions for the PDU Member English Instructors



1. Clinical Supervision’ın etkililiğiyle ilgili ne düşünüyorsunuz?
2. Reflective Teaching’in etkililiğiyle ilgili ne düşünüyorsunuz?
3. Peer Observation’ın etkililiği ile ilgili ne düşünüyorsunuz?
4. Team-teaching’in etkililiğiyle ilgili ne düşünüyorsunuz?
5. Video-coaching’in etkililiğiyle ilgili ne düşünüyorsunuz?
6. Clinical Supervision ve Reflective Teaching’i etkililikleri bakımından karşılaştırabilir misiniz?
7. Aşağıdaki sonuçlarla ilgili ne düşünüyorsunuz?

Clinical Supervision’ın etkililiği

- Strese sebep oluyor
- Etkili
- Kendini tekrarlıyor
- Bir yük olarak görülüyor

Reflective Teaching'in etkililiđi

- Etkisiz
- Faydalı
- Yapılması gerektiđi gibi yapılmıyor

Peer Observation'in etkililiđi

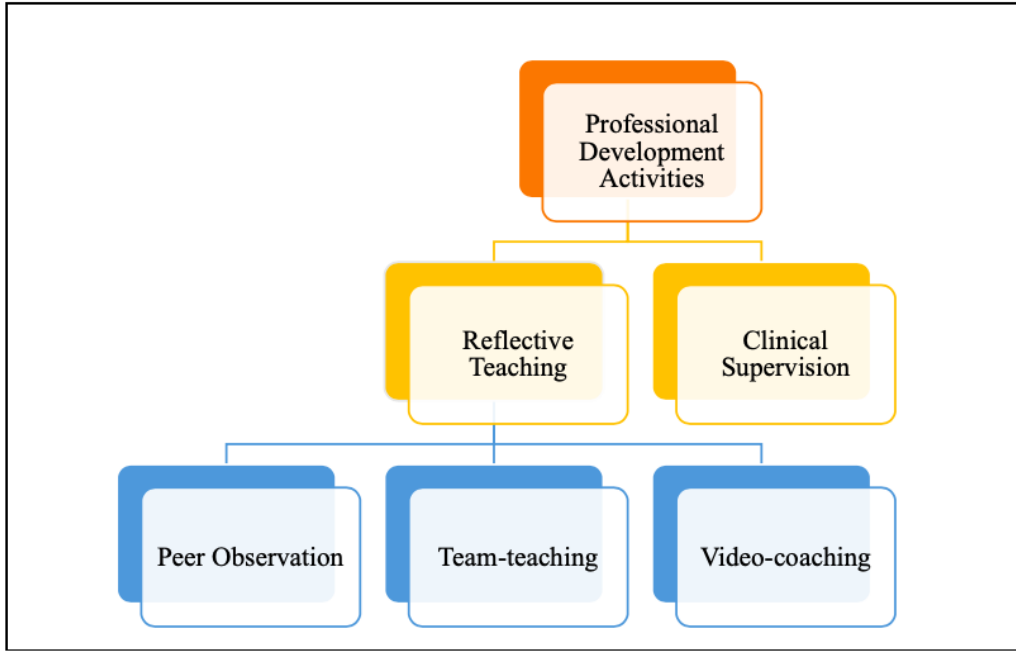
- Yapılıyormuş gibi gösterilip yapılmaması
- Yapay
- Etkisiz

Team-teaching'in etkililiđi

- Dikkatli planlama gerektiriyor
- Karmaşık
- Etkili
- Partner hocanın önemi
- Öğrenciler için güzel bir deđişiklik

Video-coaching'in etkililiđi

- Yararlı
- Etkili
- Kendini duymayı ve görmeyi sevmeme
- Etkisiz
- Yapay



8. Clinical supervision'ın etkililiğinin arttırılabilmesi için önerileriniz nelerdir?
9. Reflective Teaching'in etkililiğinin arttırılabilmesi için önerileriniz nelerdir?
10. Peer Observation'ın etkililiğinin arttırılabilmesi için önerileriniz nelerdir?
11. Team-teaching'in etkililiğinin arttırılabilmesi için önerileriniz nelerdir?
12. Video-coaching'in etkililiğinin arttırılabilmesi için önerileriniz nelerdir?
13. Aşağıdaki sonuçlarla ilgili ne düşünüyorsunuz?

Clinical Supervision için öneriler

- Aynı hoca iki kez izlenmeli
- Bireysel farklılıklar göz önünde bulundurulmalı
- Başka şekillerde de gerçekleştirilmeli
- Gözlemin bir odak noktası olmalı
- Formlar yenilenmeli
- Hocalardan lesson plan hazırlamaları istenmemeli
- TTDU'ya daha çok yatırım yapılmalı
- Değerlendirme amaçlı kullanılmalı

Reflective Teaching için öneriler

- Hocalar kontrol edilmeli
- Formlar yenilenmeli
- İş yükü sebebiyle senede bir kez yapılmalı
- Hocalardan farklı türleri denemeleri istenmemeli
- Genç hocalar işe alınmalı
- Hazırlık ve DEC hocaları eşleştirilmemeli

Peer Observation için öneriler

- Formlar yenilenmeli
- Benzer dersleri veren hocalar eşlenmeli
- Hocalar kontrol edilmeli
- Gözlem tarihine dikkat edilmeli
- İş yükü azaltılmalı

Team-teaching için öneriler

- Benzer dersleri veren hocalar eşlenmeli
- Formlar yenilenmeli
- Belli bir odak noktası olmalı

Video-coaching için öneriler

- Kurum teknik destek vermeli (kamera, tripod vb.)
- Bireysel yapılmalı
- Daha çok odak noktası eklenmeli
- Hem hocalar hem öğrenciler kaydedilmeli
- Hocalara daha çok rehberlik edilmeli

APPENDIX 4. Interview Consent Form

INTERVIEW CONSENT FORM

Participant's Name-Surname :
Interview Date :
Title of the Thesis : Scrutinizing English Instructors' Perceptions towards the Effectiveness of Clinical Supervision and Reflective Teaching: A Case Study
Description of the Thesis : The thesis tries to compare the perceptions of English instructors towards the effectiveness of clinical supervision and reflective teaching, scrutinize the effectiveness of clinical supervision, and peer observation, team-teaching, and video-coaching as three types of reflective teaching, and suggest improvements on the already available practice, if there are any.

- I agree to participate in this interview voluntarily.
- I know that I will not be paid for participating in this interview.
- I understand that at any time I am able to decline to answer a question or end my participation in this interview.
- I know it will take about 10-20 minutes to complete this interview.
- I understand that my personal information including my name will not be used in a research study using the data gathered from this interview.
- I know that as a participant in this interview, my confidentiality will be maintained.
- I confirm that I have read and understood the explanations.
- I know that I will be provided with a photocopy of this consent form.
- I confirm that the researcher can use my quotations in his thesis.

I consent to the terms listed above by signing this document.

Participant's Signature

Date Signed

___/___/2020

Researcher's Signature

Date Signed

___/___/2020

APPENDIX 5. Semi-structured Interview Sample I

R: Kurumunuzdaki professional development aktivitelerini gözlem bazında düşündüğünüzde, bu aktivitelerin etkililiği ilgili ne düşünüyorsunuz?

A: Clinical supervision'ın faydasından çok zararının olduğunu düşünüyorum. Özellikle kurum içindeki hiyerarşiye zarar verici etkileri olduğunu düşünüyorum. Öğretim görevlilerinin de akıl sağlığı ve öğrencilerin öğretim görevlileriyle arasındaki ilişkiyi olumsuz bir etkisi olduğunu düşünüyorum. Özellikle bir sohbet muhabbet kuramadığınız bir kişinin bir üstünüz olarak – clinical supervision'a gelenleri ben üstümüz olarak görüyorum çünkü PDU'nun öğretim görevlilerinin üstünde çalışan ve bizi gözetlemekle sorumlu kurum içi kalite-kontrol yapan bireylerden oluşuyor diye düşünürsek, böyle bir hiyerarşi var. Ve bizim hiyerarşi olarak üzerimizde olan birinin öğrencilerimizin önünde bizi denetlemesi bana hem öğrenciler için hem dersi veren öğretim görevlisi için hem dersin kalitesi için olumsuz bir etki yaratıyor gibi geliyor. Bu belki geliştirilebilir. Ben kendi kurumumuz için konuşuyorum her yerde böyle olmuyor olabilir. Bizlerle her ne kadar arkadaş canlısı bir bağ kurmak için ellerinden geleni yapsalar da meslektaşlarımız, o olmuyor çok fazla maalesef. Bu nedenle bence clinical supervision kesinlikle yapılmamalı.

Bence reflective teaching çok daha etkili. Çünkü en başta gerçekleştiren öğretim görevlileri arasında hiyerarşik bir yapı yok. Bu nedenle, bu, kalite-kontrolden ziyade arkadaşça bir fikir alışverişi gibi bir his uyandırıyor. Bence en büyük artısı bu. Çünkü ben marketteki bir ürün değilim. Birinin gelip beni denetlemesinden hoşlanmıyorum. Her sınıf için kullanmak zorunda olduğum öğretim yöntemleri farklı. Bölümler çok farklı. Bunların hiçbirisi clinical supervision'da kayda alınmıyor. Bunların hiçbirisi düşünülüyor. 1. sınıfların genel İngilizce dersi mi öğretiyorum? Öğrencilerin yabancı dil seviyeleri ne durumda? Öğrencilerin anadil bilgileri ne durumda? Bütün bunları aynı potaya koyup, hepsine aynı muamele yapmak bana kötü geliyor ama reflective bunun tam tersi. Çünkü reflective teaching'de hocalar girdikleri dersler göz önüne alınarak eşleştiriliyor ve genelde benzer dersleri veren hocalar eşleştiriliyor. İletişim fakültesi ESP dersi veren bir hocayla Hukuk

Fakültesi ESP dersi veren bir hocayı eşleştiriyorlar. Böyle olunca daha mantıklı bir gözlem gerçekleştirilebildiğini düşünüyorum.

Bence en mantıklı reflective teaching türü video-coaching. Çünkü clinical supervision'da bahsettiğim olumsuzluklar peer observation da da gerçekleşebiliyor. Birinin elinde kağıtla gelip, sınıfı gözlemlemesi öğrencileri rahatsız edebiliyor. Tabii clinical supervision'a göre daha az bir rahatsızlık oluyor. Team-teaching'i 1. sınıf genel İngilizce grubumda denemiştik bir hocayla. Sınıf iyiydi. Fakat öğrenciler odaklanma sorunu yaşadılar. Ders anlatılırken öğrencilerin dikkati dağıldı çünkü her hocaların anlatma şekli farklı. Bir ben anlatıyorum bir partner anlatıyor, öğrenciler biraz tuhaf karşıladılar bunu. Etkili bir yöntem olmadığını düşünüyorum. Aktivite yaparken de yine aynı şekilde kime soru soracaklarını biraz karıştırdılar. Partner hoca onların normalde hocaları değildi o yüzden biraz çekindiler. Daha çok bana soru sordular partner hocaya soru soran olmadı. Belki kendisi native speaker olduğu içindir ama. Yani verim alınmadı. Biz neyi denedik, ne oldu ben anlamadım. Pek işe yaramadığını düşünüyorum, öğrencileri de boşu boşuna denek gibi kullandık orda ders boşa gitti bence. Farklı bir yöntem olduğu için çeşitlilik açısından güzel oldu ama bunu sınıfta yapmak zorunda değildik. Biz bunu partner hocayla ofiste de yapabiliirdik. Öğrenci olmadan da biz team-teaching yapıyormuş gibi yapabiliirdik. Belki biz yanlış uyguladık, belki team-teaching bu değil. Bu yüzden team-teaching'in de çok etkili olduğunu düşünmüyorum.

Bence en yetkili yöntem video-coaching. En sık olarak da video-coaching yapmaya çalıştım ben yapabildiğim kadarıyla. Çünkü seçmek zorunda kalıyoruz biliyorsunuz. Burda bir kere presence olayı insanları çok rahatsız etmedi. Çünkü elinde kağıt kalem 5 dakikada not alma durumundan ziyade videoya çekme söz konusu oldu. Not alma dediğim gibi kalite kontrol işte market rafındaki bir ürün gibi olmadı. O yüzden videoyu çektik, ne kadar not alınsa da, ne kadar ses kaydı falan alınsa da, videodaki kadar olmuyor. Derste neler olduğu ne yapıldığı unutulabiliyor. O yüzden o anlamda da iyi. Mesela ben de kendimi görebiliyorum. Özeleştiride bulunabildim. Partnerimin eleştirilerini de hiç olumsuz algılamadım çünkü kanıtı var. Burada gerçekten öyle yapmışım hani beni rencide etmek

için böyle bir şey söylemiyor. Ama video olmasa iki kere düşünürüm acaba bu olumsuzluğu gerçekten hak ettim mi, yaptım mı yoksa öylesine mi söyleniyor? Ama video-coaching’de elinizde bir data var. Ve data’yı analiz ediyoruz. Haliyle bu bence çok daha mantıklı bir durum. Video-coaching hem öğretmen hem öğrenme ortamı açısından en mantıklısı. Dersin akışını en az bozan ve en faydalı geribildirim aldığım yöntemin ben video-coaching olduğunu düşünüyorum.

R: Clinical supervision ve reflective teaching’in etkililiklerini karşılaştırabilir misiniz?

A: Clinical supervision’da bir üstüm tarafından dersime gelinmesi ve öğrencilerin önünde incelenmem ve denetlenmem bana çok rencide edici geliyor. Gelen kişi bunu böyle yapmamak için, beni böyle hissettirmemek için elinden geleni yapmasına rağmen böyle. Clinical supervision’ı ben direkt bir suçlama olarak görüyorum. Siz işinizi iyi yapmıyorsanız, biz sizi denetlemeye geldik gibi görüyorum. Halbuki tam tersi aslında eğitim-öğretimi daha iyi nasıl yapabiliriz bir yöntemi bu aslında ama bana öyle gelmiyor. Bana tam tersi, belki şey gibi bile olabiliyor, bir sıkıntı olabileceğine dair bazı duyularımız var, onları doğrulamaya ve denetlemeye geldik gibi bir his uyandırıyor bende. Ki tekrar söylüyorum, PDU’dakiler böyle hissetmememiz için ellerinden geleni yapmalarına rağmen.

R: Kurumuuzdaki PDU aktivitelerinin etkililiğinin artırılması için önerileriniz nelerdir?

A: Clinical supervision’ın yapılmaması gerekiyor. Reflective teaching içinse pre ve post observation’lar daha iyi denetlenmeli. Peer observation için benzer dersleri veren hocalar pair edilmeli. Mesela benim hazırlıktan biriyle de pair oldum. Bu böyle olmamalı bence. Yöntemleri birbirimizden öğrenelim diye düşünülüyor olabilir ama bu derste olmamalı. Bunu ofiste yapalım. Ofiste birbirimize anlatalım, ben bunları yaptım, öğrenciler bunlardı, koşullar bunlardı ve bu işe yaradı. Ama tamamen bambaşka koşullardan gelen birinin bana gözlem yapması ya da benim de aynı şekilde bir hazırlık hocasına gözlem yapmam saçma. Birbirimize etkili bir şekilde feedback veremeyiz bence. Team-teaching ve video-coaching için de benzer hocalar birbirleriyle pair yapılmalı. Team-teaching de sınıf içinde

yapılmamalı. Görüş alışverişi olarak yapılmalı bence bu. Video-coaching yeteri kadar etkili ama çekimler genelde öğretmeni çekiyor. Ama sınıf çekilmiyor. Aslında 2 video olsa mesela. Ya da bütün sınıf alınsa hocayla beraber öğrenciler. Çünkü bazen biz kendimizi öğrenciye göre ayarlamak durumunda kalıyoruz. Bazı davranışların cevabı öğrencide. Ama videoda öğrenci olmazsa bazen bunu açıklamak gerekiyor ekstradan.

R: Hocam bu görseli okuduktan sonra ne düşündüğünüzü paylaşabilir misiniz?

A: Bu statement'ta kapsamlı bir değişiklik, kendini tekrar etme, etkisiz olma, strese sebep olma ve bir yük olarak görünmesi sonuçlarının hepsine katılıyorum. Ben de böyle düşünüyorum. Oranın daha fazla olmasını bile beklerdim. Bunun dışında bu 5 madde içerisinden benim için en önemli olan kendini tekrar etmesi. Biraz kitaptan alınmış gibi tavsiyeler veriliyor. Kapsamlı bir eleştiri gelmiyor. Herhangi bir hocaların herhangi bir dersi gibi değerlendiriliyor ama özellikle bölüm İngilizcesi dersleri için durum böyle olamaz. Genel İngilizce dersine giren bir hocayla Sunum dersi veren bir hocaların yöntemleri farklı olmak zorunda. Gereklilikleri farklı olmak zorunda. Öğrenciler farklı. Sayı farklı. Kadın erkek oranı farklı. Derslerin her şeyi bambaşka iken clinical supervision'da geribildirimler genelde hep aynı oluyor. Bu farklılıklara göre farklı geribildirim olmuyor. Şunu daha çok yapabiliydiniz, daha çok İngilizce konuşabiliydiniz... Ama bunların ben de zaten farkındayım. Bunları duymaya ihtiyacım yok. Mesela daha çok İngilizce konuşmuyorum çünkü 1. sınıf genel İngilizce öğrencisi ben İngilizce konuşunca beni anlamıyor. Ya da sunum dersi hocasına daha basit kelimeler kullanmalısın denmemeli. O dersin öğrencisi 4. sınıf öğrencisi, onlara akademik bir İngilizce kullanılmalı. Ama 1. sınıf İngilizce dersinde ben instruction'ları olabildiğinde İngilizce vereceğim ama öğrenci anlamadıktan sonra ne anlamı var? Geribildirimlerde kalite kontrol mantığı var ve bu hoş değil. Mesleğimi ben yapıyorum zaten. Birinin gelip beni eleştirmesine ihtiyacım yok. Zaten mesleğimi yapmıyorsam gereken yapılsın isterim. Ama mesleğimi yapmama rağmen sırf prosedür gereği belirli sıklıklara birinin benim sınıfıma gelip dersimi izlemesi ve sırf prosedür gereği kitaptan alınmış feedback'ler vermesine ihtiyacım yok. O kitabı açar ben de okurum zaten. Bu yüzden bence tamamen kaldırılmalı. Belki şöyle olabilir. Clinical supervision

kaldırılır, reflective yapılır sadece ama reflective de ders ayağı değil, pre ve post observation'lar supervise edilebilir.

R: Hocam peer observation kağıdını okuyup ne düşündüğünüzü paylaşır mısınız?

A: Bence kaldırılması gerekmiyor. Etkisiz olması, güvensizlik hissedilmesi, gerçek sınıf ortamını yansıtmaması, güvenilir olmaması, yapılmıyormuş gibi gösterilip yapılmaması ve faydasız olmasının hepsi bu uygulamayı öğretim görevlilerinin nasıl yaptığına göre değişebilecek bir şey. Bunlar uygulamadansa uygulamayı yapan kişiyle ilgili bunlar. Kaldı ki bunlar da bizim kontrolümüzde olamıyor olabiliyor bazen. Pairingler farklı dönemlerde farklı kişilerle yapılıyor. Belki o gün partnerimin 6 saat ders anlattığı bir güne denk geldi. Ve bu 6. saatte benimle etkili bir şekilde konuşamıyor olabilir. Etkili bir anlatım yapamıyor olabilir. Bunları da göz önünde bulundurmak lazım. Tamamen meslektaşımın yapmak istemediği için yapmadığını düşünmüyorum. Fakat bence bunlar biraz daha kişisel ve belki de burnout yaşayan öğretim görevlilerinden kaynaklanıyor olabilir.

R: Team-teaching kağıdını okuyup ne düşündüğünüzü paylaşır mısınız?

A: Etkisiz, faydasız ve gereksiz kısımlarında öğretim görevlileri arasında yapılması boyutunda değil ama sınıf içinde yapılması boyutunda katılıyorum. Team-teaching gayet ofiste yapılabilir. Yani sadece öğrenci varmış gibi role-play yapılabilir. Karmaşık olmasına da katılıyorum evet gerçekten karmaşık ve team-teaching'i tanımadığınız biriyle yapmak çok zor. Team teaching'i iyi tanıdığınız biriyle yapmalısınız karmaşıklığı gidermek için. Ama bu da uygulama anlamında zor olur çünkü insanlar onu ayarlayamaz. Yani PDU kimin kimle tanıdık olduğunu nerden bilecek? Bizim kurumumuzda çok hoca olduğu için biraz zor. Mesela ben hazırlıktaki hiçbir hocayı tanımıyorum. Aynı binadayız ama hiçbirini görmüyorum birimlerimiz farklı çünkü. Ben hazırlıktan biriyle pair olursam team-teaching i nasıl yapabilirim? Onlar 1 sınıfın sınıf öğretmeni gibi ama ben 1 haftada birçok farklı şubede derse giriyorum. Yani team-teaching'e daha detaylı bir ayarlama getirilmeli.

R: Video-coaching sonuçlarına bakıp yorumunuzu paylaşır mısınız?

A: Bence de video-coaching aynı kalmalı. Bütün yazılanlara katılıyorum. Bence video-coaching en etkili reflective teaching türü.



APPENDIX 6. Semi-structured Interview Sample II

R: Clinical Supervision'ın etkililiğiyle ilgili ne düşünüyorsunuz?

W: Olabildigince feedback'i verirken biz developmental bir yol izledigimiz icin biz olabildigince yol gosterici olmaya calisiyoruz cunku assessment yapmiyoruz bu konuyla alakali. Birebir gorusmelerde cok faydali oldugunu dusunuyorum. Normalde katilim oncesi hocalarin cok gerildigini, istemedigini, bu surece dahil olmaktan dolayi stres yuklendiklerini biliyorum. Ama surec sonunda birebir gorusmelerimizde hem kullandigimiz dil sayesinde hem de aslinda amacimiz onlari iyi ya da kotu yaptiklarina dair onlari bir kaliba sokmak yerine, onlari daha iyi nasil olabilirdi veya iyi-kotu giden seyler, beraber ortaklasa yol izlemek adina bir politika izledigimiz icin surecin sonunda gozlem yaptigimiz hocalardan da soyle bir sey duyuyoruz. Basta istemiyordum ama iyi oldu. Hatta bir daha gelelim mi hocam dedigimizde genelde olabilir neden olmasin kendimi o kadar kotu hissetmedim hatta iyi bile oldu baskasinin beni izlemesi. Dolayisiyla aslinda insandan insana degisiyor bu surec. Cunku bazilari da offensive algiliyor bazi seyleri ne kadar yumusak konussak da. Sonucta biz de burda bas ogretmen pozisyonunda degiliz. Bizim de eksikliklerimiz var ama. Sadece su amacla yapiyoruz biz bunu. Disardan birisi daha iyi gordugu icin sinifi. Bir takim aksakliklari hocayla paylasmak istiyoruz. Bunu bazen bazi insanlar ogretmenligine bir saldiri olarak gorebiliyor insanlar icinde bulunduklari psikolojiden dolayi ya da ne yasiyorlarsa bilmiyorum. Ya da bazilari da iyi ki boyle bir sey oldu ben farkinda degildim diyebiliyor. Yani aslinda bu da hocanin kendisinin ne kadar reflective olduguyla alakali calisip calismadigi.

R: Reflective Teaching'in etkililiğiyle ilgili ne düşünüyorsunuz?

W: O da hocanin karakteriyle alakali. Reflective teaching dedigimiz sey de ozunde cok fazla imkan taniyan bir sey bence. Cunku durup dururken sen bir hocanin dersine gidemezsin. Kendimizi gelistirmek adina nasil ders isledigini merak ettigimiz insanlar oluyor. Bunun ozundeki amac da o zaten. Insanlar ne yapiyor, ben napiyorum? Hem reflective bir sekilde kendimin ne yaptigina dair bir dusunce surecine gireyim, hem de

baskalarından feyz alayım. Ya da baskalarının derslerinde yanlış giden bir şey varsa, ben de yapıyor muyum bunu diye sorgulayım ve kendi mesleki gelişimime faydalı olsun diye yapıyorum. Bu bakış açısıyla bu aktiviteleri yürüten insanlar fayda görüyor. Ama bunu sadece bir paperwork olarak gören ve benim bunu yapmam gerekiyor diye düşünen insanlar için elbette ki etkisiz oluyordur. Ama normalde bu mesleği isteyerek yapan ve kendini geliştirmek isteyenler için çok güzel bir şey olduğunu düşünüyorum. Çünkü böyle bir şey olmazsa sen başka birine dersinize gelebilir miyim diyemiyorsunuz. Deseniz bile insanlar kabul da etmeyebilir.

R: Peer Observation'ın etkililiğiyle ilgili ne düşünüyorsunuz?

W: Baska birini görmek ufuk açan bir şey. İlk geldiğimde de çok faydasını gördüm ben bunun. Kurum kültürünü görebiliyorsunuz derslerin ortalama olarak nasıl gittiğini yani. Ya da zaten bir süredir burada çalışıyorsanız, aynı dersi verdiğiniz bir insansa mesela o dersi nasıl götürebileceğimizle ilgili bir fikrimiz olabiliyor. Eğer istiyorsanız, reflective teaching'den sonsuza kadar faydalanabilirsiniz. Peer'in sürekli değişiyor çünkü farklı farklı sınıflar öğrenciler görebiliyorsunuz. Ama eğer bunu bir formalite olarak görüyorsanız, ki bu kurumda daha çok formalite olarak görünüyor, çok sinirli kalıyor. Çok sinirli insan için amacına ulaşıyor ve etkili oluyor.

R: Team-teaching'in etkililiğiyle ilgili ne düşünüyorsunuz?

W: Çok tercih edilen bir yöntem değil. Genelde peer observation tercih ediliyor. Bunun sebebi de aslında yapıyormuş gibi göstermek peer observation için daha kolay. Bu team-teaching'de daha zor tabii. Aslında team-teaching de meslektasından öğrenme, dersi nasıl planlıyor, nasıl işliyor, bir takım olarak nasıl çalışıyoruzu görebilmek adına çok faydalı. Ama bunun etkililiğini gözlemlemek adına bunun için elimde pek bir şey yok açıkçası.

R: Video-coaching'in etkililiğiyle ilgili ne düşünüyorsunuz?

W: Bence harika bir şey ideal olarak. Çünkü ben arada bir kendimi de çekip izliyorum 5-10 dk bile olsa. Kendi sesimi duymak ve kendimi görebilmek adına sınıftayken. Hem kendinizi hem baskasını görebiliyorsunuz. Peer observation'dan sonra benim favorim.

Ama peer observation'da baska birinin orda olmasi sinifin dogalligini bozabiliyor. Ama video-coaching'de bu daha az oluyor. Bizim kurumda biz normalde 1 saat dersinin cekilmesini istiyoruz ama hocalar bazen oyle cd'ler veriyor ki 2 dk 5 dk. Ama bu videolar hicbir sey ifade etmiyor. Hocalar 2-5 dk lik videoda neyi gorebilirler ki?

R: Clinical supervision ve reflective teaching'i etkililikleri bakımından karşılaştırabilir misiniz?

W: Karsilastiramıyorum cunku hicbiri olmasi gerektiği gibi yapilmiyor ya da yapilamiyor. Aslinda bakacak olursanız clinical supervision sonrasi hocalar genelde faydalandiklarini soyluyorlar ama bunu bir donemde herkese yapamadigimiz icin genel olarak bu kadar kalabalik kurumlarda reflective teaching'in cok daha etkili olmasi beklenir. Clinical supervision'da daha az kisiye ulasiliyor cunku. Aslinda etkili evet surecin sonunda ama kalabalik bir grup oldugumuz icin clinical supervision'in daha etkili olmasi gerektiğini bekliyoruz. Bu kurumda ikisi icinde beklenen verimi veremiyor. Clinical supervision ulasamadigimiz insan sayisi sebebiyle veremiyor. Reflective teaching de naylon evrak yuzunden veremiyor.

R: Clinical supervision'ın etkililiğiyle ilgili sonuçları yorumlar mısınız?

W: Strese sebep olduğu konusunda hem fikirim. Ama süreç sonunda stress olmamaları gerektiğini anlıyorlar ve ikinci kez gittiğimizde daha rahat oluyorlar. Hem biz onların tarzını hem de onlar bizi tanımış oluyorlar. Çünkü biz onları assess etmiyoruz. Bu bilgiye sahip oldukları anda ve bira confidential olduğu için aramızda bazı şeyler. Ben birinin dersine gözleme gittiğimde o gözlemde çıkıp koşarak idareye gidip bu hoca şöyle yaptı bu hoca böyle yaptı gibi bir information paylaşma süreci yaşamıyorum. Ayrıca bu gözlemlerde olabildiğince iyi şeylere odaklanıp, motive amacı güttüğümüz için. Eksik aramaktan çok hocanın iyi yaptığı şeylere odaklanıyoruz ve hocanın moralini yüksek tutmaya çalışıyoruz. Gelişimine ve motivasyonuna katkı sağlamaya çalışıyoruz. Eksikleri yüze vurmak için değil yani. Evet strese sebep oluyor ben de birisi benim dersime girdiği zaman stress oluyorum. Etkili evet çünkü süreci yaşayan insanlar etkili olduğunu

düşünüyor zaten. Sürecin sonunda ne olursa olsun başka birisi sınıfa girdiği için hocanın da kendini bir refresh ettiğini düşünüyorum ben. Yani bir toparlandığını. Bir hocanın başkası sınıfına geleceği zaman kısacık da olsa düşünüyor olması kendini sorgulaması okay bence. Kendini tekrar ettiğini düşünmüyorum çünkü formlar belli aralıklarla sürekli güncelleniyor. Bir hoca olarak gözlemlendiğinde çoğu zaman hocalar neredeyse farklı formlarla izleniyorlar ve süreç haliyle farklılaşıyor. Yani bir hoca hep aynı dersi aynı öğrencilere aynı şekilde vermiyor ki. Hoca her izlenişinde farklı ders olmasa bile farklı öğrencilerle birlikte oluyor. Aynı anda iki farklı şubeye aynı dersi verirken bile o iki sınıf arasında büyük farklar olabiliyor o yüzden kendini tekrarlamasına pek katılmıyorum. Yük olarak görmeleri evet olabiliyor. Bu biraz hocaların kendilerine ve mesleklerine verdikleri değerle alakalı bence.

R: Reflective teaching'in etkililiğiyle ilgili sonuçları yorumlar mısınız?

W: Bazıları için etkili ve faydalı bazıları için faydasız. Bu aslında bizim de düşündüğümüz bir şey. Tamamen point of view'la alakalı. İsteyenler için etkili ve faydalı, istemeyenler için tamamen yararsız. Bu tamamen olaya nasıl bakıldığıyla alakalı. Yapılması gerektiği yapılmıyor da yine hocaların reflective teaching'e yaklaşımlarıyla alakalı. Hocaların kendilerini her zaman güncellemeleri gerekiyor çünkü her sene farklı nesiller geliyor farklı öğrenciler geliyor. Sürekli aynı dersi verseniz bile o dersi her seferinde aynı şekilde işleyemezsiniz ki. E haliyle sürekli bir yenilik olması gerekiyor. Sürekli kendini yenilemek isteyen bir hoca da reflective teaching'i yapılması gerektiği yapmak isteyecektir.

R: Peer observation'ın etkililiğiyle ilgili sonuçları yorumlar mısınız?

W: Yapılıyormuş gibi gösterilip yapılmaması da tamamen hocanın kendisiyle alakalı. Örnek vereyim mesela, kurumumuzda yeni emekli olan bir hocamızın reflective teaching bütün formları sanki mesleğe yeni başlamış bir hoca kadar özenle ve dikkatle ayrıntılı şekilde yazılmış olurdu hep eksiksiz bir şekilde. Bu tamamen insanın kendisiyle alakalı bir şey. E dolayısıyla yapılıyormuş gibi gösterilip yapılmayınca da haliyle etkisiz oluyor. Yapay olduğunu da pek düşünmüyorum açıkçası. Yani ilk 10 dk'ya kadar tamam bir

gariplik olabiliyor ama sonra tutup da en öne en dikkat çekici yere oturmadağımız için gözlemler sırasında çoğunlukla öğrenciler unutuyor başkasının olduğunu. Tabii hoca buna okay değilse hoca gözlem boyunca gergin olursa haliyle öğrenciler de gerilebiliyor.

R: Team-teaching'in etkililiğiyle ilgili sonuçları yorumlar mısınız?

W: Evet dikkatli planlama gerekiyor. Evet o partnerinle çok iyi uyum içerisinde olman gerekiyor fakat biz profesyonel olarak bu işi yaptığımız için biz aslında kiminle partner olduğumuzdan çok iletişim becerilerimizle alakalı. Ben herhangi bir hocayla bir dersi işleyebilmeliyim. Bu profesyonel hayatın bir parçası çünkü. Partner hoca tabii ki önemli ama süreci yürütürken her iki taraf da profesyonel davranırsa bir sorun olmaz. Karmaşık gelebilir ilk başta evet. Ama hocalara her şey çok karmaşık geliyor. Google'a yazdığımız zaman bile binlerce şey çıkıyor. Ufacık bir çabayla hiçbiri karmaşık değil bence. Ama böyle olunmazsa tabii ki her şey karmaşık gelir. Öğrenciler için güzel bir değişiklik olduğuna katılıyorum. Evet eğlenceli oluyor onlar için. O yüzden hoşlarına da gidiyor. Hocalar için de güzel bir değişiklik aslında. Team-teaching'in collaboration'ı arttırma gibi bir amacı da var diğerlerinde de var ama team-teaching'de biraz daha fazla bence. Ama özellikle akademik İngilizce birimindeki hocalar buna pek alışık değiller. Hazırlıkta partnerli çalışıldığı için hazırlıktaki hocalar daha alışıklar birileriyle çalışmaya. Ama akademik İngilizce'deki hocalar biraz daha bireysel çalışmaya alışık oldukları için mesela son 1 senedir de Hazırlık'la DEC'i birleştirdiğimiz için team-teaching daha da az yapılmaya başlandı. Ben sebebini buna bağlıyorum açıkçası.

R: Video-coaching'in etkililiğiyle ilgili sonuçları yorumlar mısınız?

W: Etkili ve etkisiz. Bu tamamen hocayla ve bakış açısıyla alakalı. Ben kişisel olarak kendini duymayı ve görmeyi çok önemsiyorum. Öğretmen olarak bizlerin bence bunu deme lüksümüz yok. Yani kendimi görmeyi duymayı sevmiyorum, birinin beni izliyor olmasını sevmiyorum, sunum yapamam, kalabalık önünde olmayı sevmiyorum. Ama bu mesleği yapanların böyle lüksleri olamaz ki mantıken. Ama haliyle böyle olan insanlar bu uygulamayı etkisiz ve yapay buluyorlar. Haliyle de bu sonuçlar normal. Yapay olduğu da

tamam yapaysa bile. Atıyorum kimse konuşmuyor sınıfta. Ya da herkes çok fazla konuşuyor. Bakalım hoca bu durumlarda ne yapıyor, dersi nasıl işliyor. Bunlar da önemli şeyler çünkü extreme durumlarda hocanın ne yaptığını görebilmek.

R: Clinical Supervision’ın etkililiğinin arttırılması için önerileriniz nelerdir?

W: Hem reflective teaching için hem clinical supervision için hocaların bakış açılarının değişmesi gerekiyor. Genel olarak algı değişmeli ve algı hemen değişebilecek bir şey değil. Benim kişisel önerim biraz daha gençlerle çalışmak açıkçası. Daha dinamik daha istekli hocalar olmalı. Deneyimli hocalardan kesinlikle çok şey öğreniyoruz ama gençlerin de gelmesi lazım ki profesyonel gelişime açık hocalar çoğunlukta olursa algı da ona göre daha rahat değişebilsin. Daha sık yapılması gerektiğini düşünüyorum. Daha sık yapılırsa belki hocalar bunun sebep olduğunu düşünmez daha sık yapıldığı için normal olduğunu düşünürler. Bunu yapamıyoruz çünkü yetişebileceğimiz bir ortam yok. 100 küsur hoca ama 2 kişilik bir birimden bahsediyoruz.

R: Reflective Teaching’ın etkililiğinin arttırılması için önerileriniz nelerdir?

W: Yani yine algının değişmesi gerektiği için bir önerim yok kısa vadede açıkçası. Algı değişsin ki gerçekten hakkıyla yapılsın ki eksik ve güçlü yönlerini gerçek anlamda bilelim ona göre bir şeyler yapabilelim.

R: Peer observation’ın etkililiğinin arttırılması için önerileriniz nelerdir?

W: Hocaların istekli olması gerekli koşullar sağlanabilir. Mesela zorunlu olmayabilir ama bu sefer de yapmak istemeyen hocaları dışlamak gibi olabilir. Yani aslında profesyonel gelişimin temelinde pdu member’ın rolünden çok hocanın rolü var. Aslında baş rol hoca. Pdu member sadece gerekli ortamı sağlamaya çalışıyor. İdeal olarak istekli hocalarla yapılabilir etkisi de artacaktır zaten ama bu sefer de yapmak istemeyenler ne olacak o bir soru işareti.

R: Team-teaching’ın etkililiğinin arttırılması için önerileriniz nelerdir?

W: Kurum kültürü ve birlikte çalışmayla alakalı team-teaching. İnsan ilişkileri önemli. İnsan ilişkileri profesyonel olarak birlikte çalışabilmeliler ama öyle bir kurum kültürü olmalı ki.

R: Video-coaching'in etkililiğinin arttırılması için önerileriniz nelerdir?

W: Bu bir gelenek olmalı. Yani hocalar normalde de bunu yapıyor olmalı. Belki öyle olursa partnerle yapmaları istendiğinde gayet normal olarak algılanıp daha etkili olabilir. Ama bu da yine bakış açısıyla alakalı bir şey. Yani kendini videoda görmek istemeyen bir insanı ne yaparsanız yapın video-coaching yapmaya ikna edemezsiniz ki.

R: Clinical Supervision'ın etkililiğinin arttırılması için yapılan önerileri yorumlar mısınız?

W: Evet aynı hoca 2 kez izlenmeli. Biz bunu geçen sene gelen hocalarla yaptık. Bir gözleme gittik. Sonra post'ta eksik ya da daha iyi olabilecek noktaları beraber belirledik ve bir sonraki gözlemden o noktalar üzerinde durularak bir kez daha clinical supervision yaptık. Ve gerçekten çok etkili oldu. Ama 2 kişiyle bu pek mümkün değil. 100 kışur kişinin olduğı bir kurumda 2 kişı pdu member'ı olunca bu haliyle neredeyse imkânsız. Burada en az 5-6 kişı olmalı bence. Ama maalesef zaman ve insan sıkıntısı var bu birimde şu anda. Farklı background'ları olan farklı alanlarda eğitimler almış farklı yaş aralıklarındaki insanlar olmalı bu birimde, ki bütün hocaları kapsayıcı bir birim olabilsin. Bireysel farklılıklardan kasıt dersin doğasına uygun feedback vermek sanırım evet doğru. Ama bir formdaki her şey doldurulmalı diye bir şey yok bizler için. Bazı geçmişteki pdu üyeleri bazen bunu böyle yapmamış olabiliyorlar evet. Farklı şekillerde yapılması gerektiğine ben de katılıyorum. Biz bunu teklif ettik ama idareden kabul edilmedi. Bu kadar kalabalık bir kurumda daha fazla hocayı gözlemlemek adına pratik bir seçenektir ama kabul edilmedi. Çünkü bazen hocaya bir şey dediğinizde hocam şöyle bir şey oldu sizce nasıl gitti dediğinizde hoca onu hatırlamayabiliyor ve öyle bir şey olmadı ki diyebiliyor. Bu durumda hayır oldu diye ısrar edilmiyor haliyle. Gözlemin bir odak noktası olmalı... Zaten gözlemin doğası gereği biz genel bir şekilde gözlemlese de günün sonunda o gözlemin bir odak noktası oluyor. Ama baştan bir odak noktası verirsek geri kalan

noktalara dikkat edilmeyebilir bu sebeple daha holistic yaklaşıyoruz ilk başta sonradan odak noktasına ulaşmış oluyoruz. Formlar yenilenmeli... Formlar zaten yenilendi. Ama mesela formlardaki bazı maddeler applicable değilse ya da o gözlem için gerekli değilse doldurulmuyor ki zaten ne biz dolduruyoruz o maddeleri ne de illa hocadan her şeyi doldurmalarını istiyoruz. Formların çok kapsayıcı olması gerekiyor ama ne olursa olsun. Lesson plan hazırlanmaması neden istenmemeli? Yani her dersten önce lesson plan hazırlanmıyor ama her hoca dersten önce kafasında da olsa bir plan yapıp gidiyor. E gözleme biri gelecekse bunu yazıya dökmekte ne sakınca var? Ben buna katılmıyorum. Yatırım... Evet katılıyorum. Çünkü bir kurumda pdu'ya yapılan yatırım kuruma yapılan yatırımdır. Günün sonunda masraftan en az kaçılması gereken birim pdu. Bu birimin üyelerinin sürekli eğitimlere katılmaları ve kendilerini geliştirmeleri gerekiyor ki hocalara daha çok faydaları olabilsin. Değerlendirme amaçlı kullanılmalı... Kurumda çalışanla çalışmayanın ayrılmadığı bir sistem yok. Bununla ilgili de bir çalışmamız ve önerimiz oldu ama kabul edilmedi belli sebepler sebebiyle.

R: Reflective Teaching'in etkililiğinin arttırılması için yapılan önerileri yorumlar mısınız?

W: Hocalar kontrol edilmeli ama. Hangi birini kim kontrol edecek? Biz de bilmek isteriz ama maalesef iki kişiyle 150 hoca monitör edilemiyor. Formlar yenilendi. İş yükü... Bu ekstra bir iş yükü değil ki ama. Bunlar için özel dersler yapılmıyor ki. Sadece bunun pre-ve post-'u var. Onlar da taş çatlasın 15'er dakikadan etsin yarım saat toplamda bir dönem için. Farklı tür denemeleri istenmemeli... Bu tamamen insanların safe-zone'larından çıkmaları. Veya ne kadar çıkmaya açık oldukları. Hep aynı şey yapılırsa asıl o zaman kendini tekrarlamaya başlar. Yani 3 kere üst üste aynı türü yapan insan bir süre sonra haliyle sıkılacaktır eğer gerçekten yapılması gerektiği gibi yapıyorsa tabii. Genç hocalar işe alınmalı evet. Kurum biraz daha dinamik bir kadroya sahip olmalı. Hazırlık ve dec hocaları eşleştirilmesini hocalar istemişti o yüzden yapmaya başladık.

R: Peer observation'ın etkililiğinin arttırılması için yapılan önerileri yorumlar mısınız?

W: Formlar yenilendi. Benzer dersleri verenler eşlenmeli. Buna partly katılıyorum. Ama benim amacım farklı hocaların nasıl ders işlediklerini görmekse bambaşka dersleri veren hocalar bile birbirlerinden faydalanabilirler. Çünkü öğretmenlik dersin içeriğinden oluşmuyor ki. İşin içinde bir sürü boyut var o gözlemden faydalanabileceğiniz. Ama değerlendirilebilir tabii ki tekrardan. Mantıklı da bir yandan. Hocalar evet kontrol edilmeli ama iki kişiyiz. Gözlem tarihleri... Hocaların bunu kendilerini yapmaları lazım ama. Buna kadar da pdu dahil olamaz ki saçma olur çünkü. İş yükü evet azaltılmalı. Sadece ders saatinde bitmiyor çünkü hocaların işi. Bunun bir o kadar da neredeyse ders dışında yapılması gereken işleri oluyor. En basitinden writing okumak gibi.

R: Team-teaching'in etkililiğinin artırılması için yapılan önerileri yorumlar mısınız?

W: Formlar yenilendi. Benzer dersleri verenler eşlenmeli evet. Ama eşleşmeler yapıldıktan sonra bir hoca ben team-teaching'i şu hocayla yapmak istiyorum dediğinde tamam diyoruz ve eşleşmeleri ona göre tekrar ayarlıyoruz. Belli bir odak noktasını da seçebilirler kendileri zaten.

R: Video-coaching'in etkililiğinin artırılması için yapılan önerileri yorumlar mısınız?

W: Evet kurum kesinlikle destek vermeli. Bireysel olarak yapılması da belki düşünülebilir. Ama bir taşla iki kuş imkânı varken neden sadece self-reflection olsun ki? Dediğim gibi belki düşünülebilir. Daha çok odak noktası eklenebilir önerileri olursa hocaların neden olmasın. Hem hocalar hem öğrenciler çekilmeli. Evet zaten öyle olmalı işin doğası gereği. Öğrenci bu sistemin ayrılmaz bir parçası çünkü. Öbür türlü sadece kendini çeken hocaların videoları pek anlam ifade etmiyor zaten. Hocalara daha çok rehberlik edilmeli. Tabii bu da olabilir.

APPENDIX 7. Sample Data Obtained from the Last Part of the Survey

Clinical supervision could	f	%	Why
remain the same	36	40.5	<ul style="list-style-type: none"> • No problem • I don't think there is a problem with it. • No need to be modified because different observation tools are already used for professional development • It is beneficial • I believe it will be beneficial that an English instructor who is familiar with academical knowledge and ethical concerns to conduct an observation • Beneficial • That's effective • I think it is effective • It is guiding for the novice teachers. • In my opinion, clinical supervision is a useful tool for every teacher, and it is beneficial as the way it is. • Its current state is sufficient to meet teachers' needs. • We all apply items mentioned with no problem. • In fact, it depends on the person who conducts the observation. Up to now the teacher trainers in our institution were very successful. • It helps the instructor. • I think PDU is providing the necessary supervision. • ..could remain the same if the member of PDU is experienced enough in the field • I am pleased with the procedures of clinical supervision • Clinical supervision is quite helpful especially if the teacher is inexperienced; however, the teacher trainer conducting the observation should be well trained and have sufficient experience in teaching.

			<ul style="list-style-type: none"> • It is beneficial • I find it useful considering our existing PDU members' positive and constructive approach. • The trainers who have observed me thus far have provided information that allowed me to self-correct at times. So, I believe it was effective and sufficient, especially for critical thinking and self-awareness. • That's effective • Their way of doing it is good enough • No need to be modified because different observation tools are already used for professional development • Particularly post-observation feedback by the Unit member(s) provides guidance for professional development and/or assurance/confidence • really works in terms of feedback, self-improvement and collaboration • It is adequately conducted. • feedback provided is really useful for novice teachers • That's effective • Clinical supervision of new teachers is enough. • It is adequately conducted. • No need to be modified because different observation tools are already used for professional development • Everything is so far so good. • No problem with clinical supervision
be modified	40	44.9	<ul style="list-style-type: none"> • It should not be an obligation; instructors should be willing to do them. • It does not encourage us to further development; it is just formalities • It is time consuming. • It does not encourage us to further development; it is just formalities

			<ul style="list-style-type: none"> • The arguments in post observation sessions need to be more specific and clearer, comments can be more congruent with ELT jargon. • Because of 22 years at the same institution, I need some changes. • It can be a good idea to keep this activity going with the inexperienced teachers • Some new approaches are needed I believe • Hi tech should be explained and taught by pdu • I think observation logistics must be modified. • Working in the same institution for a long time, repetition, theory vs practice, the thin line between observation and surveillance • 21 century teaching is different, so pdu members should be upgraded their methods and tools. • Online teaching should be included • Nothing has been done in terms of clinical supervision since we started online education. So, new ways or methods should be used by PDU. • I have been in this institution for 22 years and nothing has changed • There are always new chances to improve. • I think the overall procedures could be modified. Clinical supervision should contribute to the teaching-learning process by considering and understanding teachers' different experiences. • It should address the years job experience • There might be a negative impact on the teacher's performance because of the supervision of the current supervisor. (interaction problem) • TTDU members might be seen as a figure of authority and it might cause stress and anxiety upon the instructors.
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			<ul style="list-style-type: none"> • Doing the same things every time could be useless after a while • A few changes could be better • Since ELT does not remain the same, this type of observation could be changed. pe of supervision could be modified. • It must be modified according to the needs of 21th century educational needs. • As education is going towards online teaching teachers should be informed about the new technology regularly. • Everything changes so do the techniques and methods used in the class • This is the only way teachers can get professional feedback. Therefore, it is essential. However, it might be announced in some way. • This could be reformed according to the needs of instructors and students • it should be more spontaneous and freer of judgement. • The last time I was observed was many years ago and it was conducted by a trusted member of PDU Unit of the university. I have learnt a great deal from PDU Unit. I wouldn't be the same teacher as I am today it weren't for them. However, this unit at has lost its efficiency in years. • Their methods can be improved and updated. They need proper training in the field. • for the experienced teachers, it can be uncomfortable at times • Clinical Supervision will be very efficient and guiding for inexperienced teachers in the first years of their teaching careers. After a few years of clinical supervision, you don't get anything new, it turns into a burden and the whole process starts to make teachers
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			<p>feel annoyed and frustrated.</p> <ul style="list-style-type: none"> • To have further opinions on teaching styles especially before the class should be provided by pdu • I think it needs to be personalized according to the needs of the individual • Online teaching should be included • Unannounced observations make me nervous and thus, because I feel strong judgement, I do not believe they are fruitful for me. • They should have new strategies while observing the lessons.
be removed	13	14.6	<ul style="list-style-type: none"> • It does not necessarily improve our teaching skills or promote teaching and learning atmosphere. • It doesn't actually reflect the real classroom atmosphere. The students pretend to be more attentive than normal. The teacher acts as expected. • It does not necessarily improve our teaching skills or promote teaching and learning atmosphere. • The aim is good but not applicable for the teachers having many years of teaching. • I don't believe it's beneficial • PDU members teach fewer hours every week and their weeks are mostly spent with teaching materials and administrative duties instead of teaching itself (compared to an instructor whose sole duty is to teach and who teachers 16-20 hours a week). Hence, their experience in a whole working week is very different than non-PDU members. As our teaching experiences are totally different, their suggestions can be too idealistic (time wise, and when our frustration/tiredness is concerned). We the instructors are all aware of ways to improve our teaching, class management etc. We just

			<p>don't have the time and energy.</p> <ul style="list-style-type: none"> • After 20 years doing observations every term is unnecessary. Besides being an experienced teacher, it is sometimes not good to have been observed and criticized by an instructor who 3 or 4 years of experience. They don't want to criticize and want to be polite. • For experienced teachers, clinical observation is not necessary • As an experienced teacher, I believe other methods of professional development methods/supervision must be used for experienced teachers. • Could be applied to novice/inexperienced teachers instead maybe • In my opinion the atmosphere does not seem to be natural in the classroom.
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APPENDIX 8. Coding Samples from the Interviews

<ul style="list-style-type: none"> stressful 	<ul style="list-style-type: none"> not disturbing the learners
<ul style="list-style-type: none"> repetition 	<ul style="list-style-type: none"> being more reliable thanks to the video recordings
<ul style="list-style-type: none"> considering it as a burden 	<ul style="list-style-type: none"> having a proof while giving and receiving feedback
<ul style="list-style-type: none"> effective 	<ul style="list-style-type: none"> the most reasonable one for both the instructor and the class
<ul style="list-style-type: none"> overall change 	<ul style="list-style-type: none"> not distracting the learners
<ul style="list-style-type: none"> ineffective 	<ul style="list-style-type: none"> receiving the most beneficial feedback
<ul style="list-style-type: none"> effective thanks to pdu members' objectivity 	<ul style="list-style-type: none"> self-evaluation
<ul style="list-style-type: none"> artificial classroom atmosphere 	<ul style="list-style-type: none"> changing one's teaching
<ul style="list-style-type: none"> no repetition 	<ul style="list-style-type: none"> not preferring due to the lack of technical equipment
<ul style="list-style-type: none"> more objective thanks to the pdu members' presence 	<ul style="list-style-type: none"> useless
<ul style="list-style-type: none"> not considering it as a burden 	<ul style="list-style-type: none"> natural classroom setting
<ul style="list-style-type: none"> the importance of having a qualified and competent pdu member 	<ul style="list-style-type: none"> repetition
<ul style="list-style-type: none"> being observed somebody who is in a higher rank in terms of the hierarchy of the institution 	<ul style="list-style-type: none"> not watching partner's video
<ul style="list-style-type: none"> considering it as an accusation 	<ul style="list-style-type: none"> faking

• beneficial	• artificial classroom atmosphere
• losing its effectiveness after gaining more experience	• beneficial
• not stressful	• effective
• necessary	• ineffective
• institutional	• no insecurities
• adapting to the institution	• reliable
• that its effectiveness is affected by your approach to it, supervisor and student profile	• insecurities
• no overall change	• stressful
• the importance of pdu members' approach to the instructors	• unreliable
• that its only way is one pdu member's visiting the classes	• struggling to talk about the weaknesses of the pairs
• effective for novice teachers	• useless
• having more harmful impacts than benefits	• having beneficial experiences as well as the useless ones
• not taking the needs of different courses into consideration	• natural classroom atmosphere
• offensive	• distracting the learners
• feeling like there is something wrong despite pdu members' efforts	• exhaustion due to conducting for a long time
• no useful feedback	• instructors' unwillingness to develop themselves

<ul style="list-style-type: none"> considering the feedbacks as a part of quality control 	<ul style="list-style-type: none"> importance of the motivation of the partners
<ul style="list-style-type: none"> the effectiveness of feedback for both the strengths and weaknesses 	<ul style="list-style-type: none"> that its uselessness, ineffectiveness and reliability are affected by people conducting it
<ul style="list-style-type: none"> promoting collaboration 	<ul style="list-style-type: none"> boring and old forms
<ul style="list-style-type: none"> being able to learn one's positive and negative aspects 	<ul style="list-style-type: none"> the difficulty of pairing the instructors
<ul style="list-style-type: none"> no need for an overall change 	<ul style="list-style-type: none"> more observations in the past
<ul style="list-style-type: none"> asking the learners to be prepared for the observation 	<ul style="list-style-type: none"> instructors' workload
<ul style="list-style-type: none"> considering it as a routine instead of a chance for development 	<ul style="list-style-type: none"> old-fashioned
<ul style="list-style-type: none"> the learners' misconceptions 	<ul style="list-style-type: none"> should be modified
<ul style="list-style-type: none"> a more theoretical perspective 	<ul style="list-style-type: none"> should stay the same
<ul style="list-style-type: none"> that it is considered dangerous by the experienced instructors 	<ul style="list-style-type: none"> observing twice
<ul style="list-style-type: none"> not being into being observed by a young pdu member 	<ul style="list-style-type: none"> a more specific focus
<ul style="list-style-type: none"> being prepared beforehand 	<ul style="list-style-type: none"> taking individual needs into consideration
<ul style="list-style-type: none"> more observations in the past 	<ul style="list-style-type: none"> updating the forms
<ul style="list-style-type: none"> learning to be an instructor 	<ul style="list-style-type: none"> having other types of observation
<ul style="list-style-type: none"> monitoring the instructors changing their units 	<ul style="list-style-type: none"> not asking the instructors to prepare a lesson plan
<ul style="list-style-type: none"> being careful not to observe the same 	<ul style="list-style-type: none"> conducting with the novice

instructors always	instructors
<ul style="list-style-type: none"> • importance of pdu members' approach 	<ul style="list-style-type: none"> • having experienced pdu members
<ul style="list-style-type: none"> • receiving suggestions 	<ul style="list-style-type: none"> • should not be conducted
<ul style="list-style-type: none"> • effective if pdu member is competent 	<ul style="list-style-type: none"> • removing clinical supervision and having only reflective teaching whose pre- and post observations are monitored more carefully
<ul style="list-style-type: none"> • cannot be conducted always 	<ul style="list-style-type: none"> • providing more feedback
<ul style="list-style-type: none"> • important for novice teachers 	<ul style="list-style-type: none"> • observing the experienced instructors more
<ul style="list-style-type: none"> • waste of time 	<ul style="list-style-type: none"> • making students feel less stressful
<ul style="list-style-type: none"> • having a bias against it 	<ul style="list-style-type: none"> • making it less scary
<ul style="list-style-type: none"> • effective to some extent 	<ul style="list-style-type: none"> • changing pdu members at regular intervals
<ul style="list-style-type: none"> • the ineffectiveness of post-observation 	<ul style="list-style-type: none"> • having a different observation criterion regarding the instructors' experience
<ul style="list-style-type: none"> • ineffective 	<ul style="list-style-type: none"> • making pdu members' work easier
<ul style="list-style-type: none"> • effective 	<ul style="list-style-type: none"> • should not be done frequently
<ul style="list-style-type: none"> • struggling to talk about the weaknesses of the pairs 	<ul style="list-style-type: none"> • more investment in pdu
<ul style="list-style-type: none"> • that the effectiveness changes according to the partners 	<ul style="list-style-type: none"> • providing constructive feedback
<ul style="list-style-type: none"> • not conducting it thoroughly 	<ul style="list-style-type: none"> • that pdu members should be more careful in pre- and post observations

<ul style="list-style-type: none"> • more friendly 	<ul style="list-style-type: none"> • irrelevant comments
<ul style="list-style-type: none"> • faking after gaining more experience 	<ul style="list-style-type: none"> • should be used for evaluation purposes
<ul style="list-style-type: none"> • the possibility of being paired with an instructor that you don't want 	<ul style="list-style-type: none"> • recording one's class for while observation
<ul style="list-style-type: none"> • more variety compared to clinical supervision 	<ul style="list-style-type: none"> • a control mechanism
<ul style="list-style-type: none"> • artificial classroom atmosphere 	<ul style="list-style-type: none"> • should be on a volunteer basis
<ul style="list-style-type: none"> • pairing instructors giving similar courses 	<ul style="list-style-type: none"> • updating the forms
<ul style="list-style-type: none"> • natural 	<ul style="list-style-type: none"> • not asking the instructors to choose a different type of reflective teaching
<ul style="list-style-type: none"> • more participation and contribution from instructors 	<ul style="list-style-type: none"> • recruiting young instructors
<ul style="list-style-type: none"> • necessary 	<ul style="list-style-type: none"> • monitoring pre- and post-observations more carefully
<ul style="list-style-type: none"> • choosing the easiest type 	<ul style="list-style-type: none"> • grouping the instructors instead of pairing them
<ul style="list-style-type: none"> • a more practical perspective 	<ul style="list-style-type: none"> • could be conducted once a year due to the workload
<ul style="list-style-type: none"> • taking the needs of the instructors into consideration 	<ul style="list-style-type: none"> • making the process easier for the experienced instructors
<ul style="list-style-type: none"> • improving oneself 	<ul style="list-style-type: none"> • exhaustion due the workload
<ul style="list-style-type: none"> • effective to some extent 	<ul style="list-style-type: none"> • pairing more carefully
<ul style="list-style-type: none"> • effective at first but becoming a routine later 	<ul style="list-style-type: none"> • making the instructors conduct

	different types of reflective teaching
<ul style="list-style-type: none"> • becoming more effective with team-teaching and video-coaching 	<ul style="list-style-type: none"> • using the soft copies of the forms
<ul style="list-style-type: none"> • can be always conducted 	<ul style="list-style-type: none"> • preparing the forms more carefully and thoroughly
<ul style="list-style-type: none"> • invasion of privacy 	<ul style="list-style-type: none"> • conducting twice at once
<ul style="list-style-type: none"> • more individual 	<ul style="list-style-type: none"> • should be conducted once a year
<ul style="list-style-type: none"> • both observing and being observed 	<ul style="list-style-type: none"> • not pairing prep and dec instructors
<ul style="list-style-type: none"> • simple if the aim, course and date is appropriate 	<ul style="list-style-type: none"> • should be modified
<ul style="list-style-type: none"> • complicated 	<ul style="list-style-type: none"> • should be removed
<ul style="list-style-type: none"> • effective 	<ul style="list-style-type: none"> • updating the forms
<ul style="list-style-type: none"> • useful 	<ul style="list-style-type: none"> • pairing similiar instructors teacing similar courses
<ul style="list-style-type: none"> • necessary 	<ul style="list-style-type: none"> • conducting once a year
<ul style="list-style-type: none"> • useless 	<ul style="list-style-type: none"> • pairing more thoroughly
<ul style="list-style-type: none"> • should be conducted by the instructors knowing each other 	<ul style="list-style-type: none"> • should remain the same
<ul style="list-style-type: none"> • unnecessary 	<ul style="list-style-type: none"> • controlling the instructors
<ul style="list-style-type: none"> • importance of the partners 	<ul style="list-style-type: none"> • the ability to choose one's own partner
<ul style="list-style-type: none"> • that learners feel refreshed 	<ul style="list-style-type: none"> • being more careful about the date of the observation
<ul style="list-style-type: none"> • not being sure about whether they 	<ul style="list-style-type: none"> • being more careful about the topic of

have conducted it properly	the lesson
<ul style="list-style-type: none"> • having a bias against it 	<ul style="list-style-type: none"> • reinforcing the factors affecting its usefulness
<ul style="list-style-type: none"> • being into being the only instructor in the classroom 	<ul style="list-style-type: none"> • reducing the paperwork
<ul style="list-style-type: none"> • causing issues regarding the concentration of the learners 	<ul style="list-style-type: none"> • should be removed for the experienced instructors
<ul style="list-style-type: none"> • ineffective 	<ul style="list-style-type: none"> • having a particular observation focus
<ul style="list-style-type: none"> • learners' misunderstandings when they want to ask some questions 	<ul style="list-style-type: none"> • preparing the learners
<ul style="list-style-type: none"> • hesitating to ask the partner instructor something 	<ul style="list-style-type: none"> • taking the instructors' needs into consideration
<ul style="list-style-type: none"> • not into since it is chaotic 	<ul style="list-style-type: none"> • reducing the workload
<ul style="list-style-type: none"> • may not work always 	<ul style="list-style-type: none"> • should remain the same
<ul style="list-style-type: none"> • better than peer observation 	<ul style="list-style-type: none"> • pairing similar instructors with similar courses
<ul style="list-style-type: none"> • time consuming 	<ul style="list-style-type: none"> • should not be a must
<ul style="list-style-type: none"> • pdu members' weak demonstration of it 	<ul style="list-style-type: none"> • should be removed
<ul style="list-style-type: none"> • not preferring since it is difficult to fake 	<ul style="list-style-type: none"> • should be modified
<ul style="list-style-type: none"> • enjoyable with someone you get along with 	<ul style="list-style-type: none"> • updating the forms
<ul style="list-style-type: none"> • the necessity of partners' trusting 	<ul style="list-style-type: none"> • pairing should be done more

each other	carefully
<ul style="list-style-type: none"> • enjoyable 	<ul style="list-style-type: none"> • should not be conducted in the classroom
<ul style="list-style-type: none"> • not being used to it 	<ul style="list-style-type: none"> • utilizing the strategies correctly
<ul style="list-style-type: none"> • being able to observe yourself 	<ul style="list-style-type: none"> • demonstrating the instructors how to conduct team-teaching
<ul style="list-style-type: none"> • artificial classroom atmosphere 	<ul style="list-style-type: none"> • having a particular focus
<ul style="list-style-type: none"> • being more relaxed 	<ul style="list-style-type: none"> • choosing one's own partner
<ul style="list-style-type: none"> • effective 	<ul style="list-style-type: none"> • should stay the same
<ul style="list-style-type: none"> • scopophobia 	<ul style="list-style-type: none"> • technical support from the institution
<ul style="list-style-type: none"> • not into hearing one's own voice and seeing one's own body language 	<ul style="list-style-type: none"> • updating the forms
<ul style="list-style-type: none"> • easier to fake 	<ul style="list-style-type: none"> • not conducting with the other instructors
<ul style="list-style-type: none"> • not being into observing oneself 	<ul style="list-style-type: none"> • adding more focus points
<ul style="list-style-type: none"> • ineffective 	<ul style="list-style-type: none"> • pairing similar teachers with similar courses
<ul style="list-style-type: none"> • the most effective type of reflective teaching 	<ul style="list-style-type: none"> • recording both instructors and students
<ul style="list-style-type: none"> • being able to criticize yourself 	<ul style="list-style-type: none"> • guiding the instructors more
<ul style="list-style-type: none"> • improving self-awareness 	<ul style="list-style-type: none"> • should not be a must
<ul style="list-style-type: none"> • more individual than the other two types 	<ul style="list-style-type: none"> • should be modified

<ul style="list-style-type: none"> • observing both yourself and the partner 	<ul style="list-style-type: none"> • controlling the instructors
<ul style="list-style-type: none"> • beneficial 	<ul style="list-style-type: none"> • recording more
<ul style="list-style-type: none"> • stressful 	<ul style="list-style-type: none"> • should be removed
<ul style="list-style-type: none"> • the most reasonable one 	<ul style="list-style-type: none"> • choosing one's own partner





GAZILI OLMAK AYRICALIKTIR..