

AN ANALYSIS OF THE NEEDS AND PERCEPTIONS OF ENGLISH
LANGUAGE TEACHERS AND STUDENTS IN AN EAP COURSE

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ABSTRACT

AN ANALYSIS OF THE NEEDS AND PERCEPTIONS OF ENGLISH LANGUAGE TEACHERS AND STUDENTS IN AN EAP COURSE

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The purpose of this study is to investigate the perceptions and needs of English language teachers and students pertaining to an EAP course -Professional Communication Skills (PCS 406)- and propose an In-Service Teacher Training Module for EFL teachers working in the Foreign Languages Unit at a private university in Ankara. Hence, a case study was designed to investigate the needs of the stakeholders: the learners, teachers and principal. The study undertook a multifaceted needs analysis including questionnaires with learners; focus group interviews with teachers; one-to-one semi-structured interviews with learners and the principal; and classroom observations. The data were transcribed and analysed via qualitative data analysis methods. The categories of participants' perceptions comprised the course content, materials, activities, classroom instruction, assessment and other issues. In line with these issues, the study offered suggestions to enhance the course and proposed an INSET module specific to this course in order to facilitate the learning and teaching process of the target course.

Keywords: Teacher Training Programs, INSET, Needs Analysis, EAP

ÖZ

İNGİLİZ DİLİ ÖĞRETMENLERİNİN VE ÖĞRENCİLERİNİN BİR AKADEMİK İNGİLİZCE DERSİNE İLİŞKİN İHTİYAÇLARININ VE ALGILAMALARININ İNCELENMESİ

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Bu çalışmanın amacı, İngilizce öğretmenlerinin ve öğrencilerin Mesleki İletişim Becerileri dersine yönelik algılarını araştırıp, ilgili kişilerin yani öğrencilerin, İngilizce öğretmenlerinin ve birim sorumlusunun ihtiyaçlarını belirleyerek, Ankarada'ki bir vakıf üniversitesinin Yabancı Diller Birimi'nde çalışan İngilizce okutmanlarına hedef derse yönelik bir Hizmet-içi Eğitim Modülü tasarlanmasına duyulan ihtiyacı incelemektir. Bu çalışmada, öğrencilere uygulanan anketler ve yarı yapılandırılmış, yüz yüze mülakatlar, öğretmenlerle gerçekleştirilen odak grup görüşmeleri, birim sorumlusuyla gerçekleştirilen yüz yüze mülakat ve sınıf içi gözlem yöntemlerini içeren çok yönlü bir veri toplama süreci uygulanmıştır. Veriler nitel analiz yöntemleriyle incelenerek kodlar, kategori ve temalar oluşturulmuştur. Elde edilen verilerin analizi sonucu dersin gereklilikleri belirlenmiş ve bir hizmet içi öğretmen eğitimi modülü içeriği önerilmiştir.

Anahtar Kelimeler : Öğretmen Eğitim Programları, Hizmet İçi Öğretmen Eğitimi, İhtiyaç Analizi, Akademik Amaçlı İngilizce

*To my “future self”
&
beloved family*

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CHAPTER 1

INTRODUCTION

1.1. Introduction

This chapter presents information regarding the background and purpose of the study by delineating the details of the course offered, such as the curriculum, materials and teaching methods. Then, research questions, significance of the study and definition of terms are disclosed respectively.

1.2. Background of the Study

Twentieth century has brought up new concepts around the world, including “internationality” in many areas, such as business, education, health, economy, and so forth. It has been an undeniable fact that people all around the world are in contact for certain purposes, which proposes the need for successful communication skills. So as to achieve this smooth communication among people from various parts of the world, a lingua-franca, which may be English because of wide area of use, has been chosen. Hence, improving communication skills in English plays an important role for people working internationally. On the basis of this need, it has been a crucial element of curricula at universities, the institutions preparing students for business life.

The curricula at universities require the students acquire certain skills in English. Though it varies among universities, they incorporate English courses into their curricula in line with their aims to reach to a certain level of proficiency. The language of instruction is one of the factors designating the contexts and density of content of English courses. In Turkey, the language of instruction at universities may be Turkish or English. When the medium of instruction is Turkish, the number and diversity of English courses through education period lowers. On the other hand, universities with English instruction put an effort to diversify the scope of English courses and increase the number of the courses taught throughout the higher education period. To exemplify, at the university that this study has been conducted,

English courses serve for improving particular purposes, including presentation skills, report writing, research paper writing and professional communication skills as well as developing basic skills in English, such as reading, writing, listening and speaking.

The efficiency of these courses aiming at developing certain skills in English is a matter of investigation. This puts emphasis on the needs and perceptions of learners. Hutchinson and Waters (1987, p.6) stated that “As English became the accepted international language of technology and commerce, it created a new generation of learners who knew specifically why they were learning a language” (as cited in Ekici, 2003). In consonance with this remark, it can be announced that learners of foreign language have certain needs and foci for learning a new language, which may be helpful to guide the developers of language courses in terms of aims, scope, materials, and evaluation procedures of English courses. Thus, the effectiveness of English courses may be promoted for learners’ good.

The perceptions of foreign language instructors have also been involved in language learning process. This may be a crucial component in analysing the needs taking into consideration their experiences and educational background.

The process of needs analysis, however, requires an analytical procedure. York (1982) describes the needs assessment as “the ordering and prioritization of community needs”. In language teaching context, it can be re-defined as the specification of learners’ needs and prioritization of them in the course development and teaching processes. In other words, the purpose of needs assessment is to make decisions regarding the priorities of target audience for the course or language program in order to make improvements in education or programs. As Fulgham and Shaughnessy (2008) stated it can be an effective tool to clarify problems and identify appropriate interventions or solutions.

The main focus of needs assessment should be reaching effective results. Kaufman et. al. (1993), considered to be the “father of needs assessment” (Lee & Reeves, 2009), propose that “needs assessments are only effective when they are ends-focused and provide concrete evidence that can be used to determine which of the

possible means-to-the-ends are most effective and efficient for achieving the desired results”. Thus, it has been a crucial component in education since 1980s, when the “needs-based philosophy” in language learning emerged (Brindley, 1984).

1.3. Statement of Purpose

With evolving expectations from university graduates in business life, proficiency in using English effectively has been of great importance for the employers. Hence, university students need to be successful language learners. To this end, English courses offered during their higher education period need to be supportive in this manner. A wide range of English courses aiming at equipping the students with particular skills to be made use of when they graduate are taught at the university where this study was conducted. One of these courses focuses on teaching professional communications skills that are required in business life.

The purpose of the present study is to investigate the perceptions of learners and teachers pertaining to the Professional Communication Skills (PCS 406) course, to reveal the strong and weak facets of the course, to examine the needs of the stakeholders working and studying in the Foreign Languages Unit (FLU) at a private university with regard to the instruction of the target course and teacher training, and to propose a design of in-service teacher training (INSET) module for the FLU. Thus, this study aims to investigate the perceptions of learners and teachers with respect to the design of the course, including a wide range of components such as aims, scope of the course, materials, teaching techniques and evaluation tools, and to get their advice to improve these components. On the basis of their perceptions and advice, implications for revision of the course have been offered and the design of an INSET program specific to the target course has been proposed to promote the outcomes of this course. Furthermore, the results of this study will enable the authorities to examine the strengths and weaknesses of existing curriculum and incline them to design a new curriculum based on the needs and wants of the learners with convenient curricular components.

1.4. Research Questions

The following research questions were addressed in this study:

- 1) What are the perceptions of learners and teachers of English regarding the “Professional Communication Skills-406” (PCS 406) course?
- 2) What are the suggestions of learners and teachers of English for the improvement in the outcomes of “Professional Communication Skills-406” (PCS 406) course?
- 3) What are the needs of the stakeholders in an In-Service TT program in an EAP context specified for PCS 406 course?
 - a) What are the needs of administrators in an In-service TT program?
 - b) What are the needs of teachers in an In-service TT program?
 - c) What are the needs of learners in an In-service TT program?
- 4) What kind of a training module content specific to these learners and teachers would enable the course to be taught more effectively?

1.5. Significance of the Study

A professional development unit has not been established yet in the institution where this study was carried out. Albeit implementation of particular models in certain periods, systematic activities for professional development have not been conducted in the unit. The programs that were implemented for the purpose of professional development included a mentoring project for the novice teachers, which continued for approximately 2 years. In this project, newly hired teachers, named mentees, were guided by the experienced teachers, the mentors, who have been working in the unit for many years. However, this project primarily aimed to aid novice teachers to learn the regulations and procedures in the unit, get familiar with the contextual matters, figure out the student profile and communicate with them more effectively as well as to help teachers improve their teaching practice. It was perceived as a significant project by teachers and the administrator in terms of enabling the newly hired teachers to adapt themselves to the new working environment more easily and quickly.

In 2011, an in-service teacher training program was organized for all of the teachers in the unit. The program was offered by an external private trainer. The administrator and trainer determined the content of the program and decided on certain topics to be covered. It was a combination of theory and practice of 80 hours in total, in which

pedagogical issues in ELT were revised in theory-based sessions and the classroom instruction of teachers were observed in practice-based phase. The observation component of the training was beneficial for the teachers since it enabled them to recognize certain mistakes they did in teaching practice, which mainly related to issues such as classroom management, interaction with students, clarity of instructions and monitoring. However, the training required to address to more contextual problems such as increasing the motivation of learners, adapting the materials utilised in the unit and conducting effective teaching practice for English for Specific Purposes courses. Hence, the training program seemed to provide refreshment in pedagogical issues in general but lacked in fulfilling the contextual needs of teachers.

Besides the INSET program and mentoring project, regular meetings are held in the unit at the end of each semester to reveal the perceptions of teachers pertaining to the courses they offered. In these meetings, teachers share their opinions, experiences and troubles regarding each course they taught and offer solutions for them.

This study is significant in the sense that it is the first needs assessment study on the efficiency of a particular course offered in the unit. Even though 8 courses are taught in the unit, there have been no needs assessment studies on these courses. The coordinators of these courses made adjustments in the materials and curriculum based on 1) their observations and teaching practices and 2) the feedback gathered from teachers during the meetings and/or individual conversations with the coordinators. Therefore, this study provides valuable information about the perceptions of learners and teachers about the target course (PCS 406), the troublesome issues in the design and instruction of the course and the modifications to be made for development of learning outcomes. Thus, this study may lead the authorities, namely the administrator and the R&D unit which comprised of the coordinators, material and exam developers, to make necessary adjustments to the course.

This study is also significant in terms of starting a needs assessment process for other courses offered in the unit. In accordance with this study, the needs and wants of the

learners and teachers in other courses can be examined and necessary improvement in these courses can be made.

This study differentiates from the previous studies in conceding both the perceptions of learners and teachers of English regarding a specific course in order to conduct a needs assessment to make required improvements in the course design and in revealing the needs for the clarification of the items to be comprised in an in-service TT module designed for this specific course. Though a number of studies were conducted regarding teacher training programs (Harris & Sass 2007; O'Sullivan 2001; Yan 2008), the field lacks the studies offering specific teacher training modules in accordance with specific needs of certain stakeholders in unique teaching and learning environments. Likewise, the studies carried out in EFL contexts in Turkey mostly focused on the evaluation of training programs (Duzan, 2006; Şahin, 2006) or the needs and perceptions of teachers about INSET or professional development programs (Alan, 2003; Ekşi, 2010; Gültekin, 2007; Şentuna, 2002). Alan (2003) examined the areas in which teachers need professional development while Gültekin (2007) revealed the perceptions of instructors of English at a prep school about the professional development, investigated their professional needs and preferences pertaining to the instructional methods in a teacher training program. Likewise, Ekşi (2010) conducted a study to acknowledge the needs of teachers in a professional development program.

Although these studies contributed to the literature on professional development of EFL teachers in Turkey and provided valuable information for the authorities, researchers and program developers, they addressed to the needs of teachers primarily and presented an overall evaluation of the training programs. However, meticulous evaluation of specific contexts in their unique setting could shed light on the needs of the stakeholders more thoroughly. Therefore, this thesis study is significant in assessing the needs of target audience in their context, namely university students taking PCS 406 course for developing communication skills in English in business life and pursuing a certain curriculum to achieve this aim, and teachers of English putting effort to fulfil the requirements of this curriculum. As the expectations, needs, and perceptions of this target group are peculiar to them, a study examining their needs and offering a unique teacher training program may give rise

to a contribution to the field in determining the elements to consider while designing an in-service teacher training program.

This study will also contribute to the literature on professional development of EFL teachers in Turkey and needs assessment for course evaluation. The results of this study will guide the researchers. Moreover, other institutions can use the information obtained from this study to assess their context, determine their needs, and design a training program for the teachers or they can adapt this study to their setting.

1.6. Definition of Terms

Gap: A gap refers to the distance between currently exists and what should ideally exist. In terms of education, it reveals the space between what is applied and what should be applied.

Need: Need is a discrepancy or gap between current results and desired or optimal results of target situation.

Target group/audience: A group of people on whom needs assessment is focused. In educational setting, common target groups are students, teachers, administrators, and parents in most cases.

Needs Assessment: A needs assessment is “a systematic set of procedures that are used to determine needs, examine their nature and causes, and set priorities for future action”(McCawley, p.2). It diagnoses fields for enhancement in a target audience, and resolves an approach or plan to achieve improvement. One of the goals of needs assessment is to find out what the target audience or group knows and thinks, so that the educational products or services needed can be determined (McCawley, 2004).

Training Needs Assessment: To reveal if training is the appropriate solution to a workplace problem, a training needs assessment may be conducted. It is the “process of collecting information about an expressed or implied organizational need that could be met by conducting training.” (cited in Cekada, 2011, p.29). “A training needs assessment can help determine current performance or knowledge levels

related to a specific activity, as well as indicate the optimal performance or knowledge level needed.”(Cekada, 2011, p.29)

In-service Teacher Training: In-service education programs “are a systematic attempt to bring about change -change in the classroom practices of teachers, change in their beliefs and attitudes and change in the learning outcomes of students” (Guskey,1986).

1.7. Conclusion

This is a study aiming at to reveal the perceptions of the participants, students of a private university and teachers of English in this context, with regard to the efficiency of an obligatory course taught for introducing professional communication skills.

In this chapter, introduction to the study, the background of the study, the statement of purpose, research questions, significance of the study, and definition of terms were represented. In the second chapter, relevant literature will be reviewed. Methodology, research design, participants, data collection instruments and procedure will be defined in the third chapter. The final chapter will report the findings and discuss the results.

CHAPTER 2

LITERATURE REVIEW

2.1. Introduction

In this chapter, the basics of needs assessment are defined, the models of teacher training programs are examined, and the studies conducted in relation to teacher training programs and their findings are outlined.

2.2. Shift in English Language Teaching

Effective language teaching has been a significant matter of investigation by researchers over decades. Thus, a great number of approaches have been emerged through the history of language teaching, especially in the twentieth century, such as Silent Way, Natural Approach, Total Physical Response and Task-Based Learning. Richards and Rogers(2001) state that twentieth century was distinguished from previous times in terms of the constant change and modifications in language teaching. Karn (2007) specifies this active innovation period as the years between 1950s and 1980s. He also asserts that the emergence of Communicative Language Teaching outweighed the other approaches in the last few decades. Communicative Approach requires learners to be active role in teaching and learning practice; therefore, it exploits the implication of interactive materials and activities which involves learners' active and meaningful participation. Thus, the traditional materials, activities, instruction and assessment have been subject to a change. In accordance with this change, the roles of leaners and teachers have shifted, as well. As a result of these innovations and change in language teaching, teachers have been searching for ways to develop themselves professionally and teach language more effectively. They have designed the learning and teaching environment in line with their changing roles of learners and themselves.

Rogers (2001) affirms that it is not a simple task to define all the methods and teacher/ learner roles truly and completely; hence, he outlines this frequent change and interrelation between them. (See Table 1.)

Table 1. Rodger’s Outline of Teaching Methods, Teacher and Learner Roles

Method	Teacher Roles	Learner Roles
Situational Language Teaching	Context Setter Error Corrector	Imitator Memorizer
Audio-lingualism	Language Modeller Drill Leader	Pattern Practiser Accuracy Enthusiast
Communicative Language Teaching	Needs Analyst Task Designer	Improvisor Negotiator
Total Physical Response	Commander Action Monitor	Order Taker Performer
Community Language Learning	Counsellor Paraphraser	Collaborator Whole Person
The Natural Approach	Actor Props User	Guesser Immerser
Suggestopedia	Auto-hypnotist Authority Figure	Relaxer True-Believer

Source: “Language Teaching Methodology” by T.S. Rodgers, 2001. *ERIC Issue Paper*. Washington, DC: ERIC Clearinghouse on Languages and Linguistics.

Considering the number and variety of methods and roles emerged in language teaching, it is understandable that teachers and authorities need to determine the best one to fit into their context. As a result of the dominance of Communicative Language Teaching over other methods and the innovations in the implementation of technology in education, teachers have become facilitators and task designers (Rodgers, 2001) more than tutors who transmit the knowledge. In this sense, they have faced the need to develop particular skills such as the mastery in use of technology in their teaching practices, facilitate active participation of learners, designate communicative and interactive practices for learners, and make a change in their perceptions to recognize their new roles as the centre of learning and teaching activity (Wheeler, 2001).

The innovations in the methods and technology, has generated change in the roles, practices, expectations, needs and wants of the learners, as well. Learners have been the centre and director of classroom practices (Wheeler, 2001). With more focus on learners in the classroom, teachers have been the guide leading the learners to the most effective sources, facilitating their autonomous learning practices and designing the classroom environment considering the individual needs of learners. In return, the learners have become willing to take responsibility of their learning practice, state their preferences and manage their learning strategies in the classroom.

Based on this change in language teaching, teachers need to follow the recent developments in their field so as to keep up with the latest enhancements, keep themselves updated, continue their teaching practice effectively and fulfil the needs of the learners. In order to achieve these purposes, teachers can make use of various forms of professional development, one of which is teacher training programs. In order to plan the teacher training programs effectively, the needs of the stakeholders in the context should be determined carefully.

2.3. Needs Assessment

Needs assessment is a crucial step in the design of a teacher training program. Smith (1989) defines the needs assessment as a process for recognizing the gap between the actual and the desired performance of teachers. Brown (1995) describes the needs assessment as a process to collect data in order to determine the purposes of curriculum that would meet the learning needs of the students in line with their specific context.

As Long (2005) states “in foreign and second language teaching, one of several consequences is the increasing importance attached to careful studies of learner needs as a prerequisite for effective course design” (p.1). “Every language course should be considered a course for specific purposes, varying only (and considerably, to be sure) in the precision with which learner needs can be specified.” (Long, 2005, p.1).

Needs assessment inquiry is a significant phase in designing a teacher training course. Rigorous analysis of needs leads the teacher trainer or researcher to incorporate crucial components into the course program. “This is important not only at the pre-service level, but also at the in-service level, as courses are to be developed to help upgrade and update the knowledge and skills of teachers” (APEID, 1986, p.66).

Needs assessment is of great importance in planning a teacher training program as it reveals valuable information about the contextual issues, such as the details of existing situation in the institution, the deficiencies in the curriculum and/or practice, wants and expectations of learners and the difficulties that teachers experience. Therefore, conducting a needs assessment prior to the design of a teacher training program increases the effectiveness of outcomes. Dubin and Wong (1990) emphasizes the significance of needs assessment in teacher training programs by stating that these programs address to a specific context to realize a particular purpose. Hence, this purpose should be identified clearly by means of a needs assessment.

2.4. Continuous Professional Development

A number of definitions or metaphors have been used to describe teaching, such as teaching as art, science (James, 1891), craftsmanship, or profession (Hoyle, 1995). Even though teaching is claimed to be an inborn gift by some researchers (Clement & Vanderberghe, 2000), some define it to be a profession rather than just being an occupation (Hoyle, 1995). Accepted as a profession, teaching is not a stable one which requires learning to teach once and applying this to a lifelong process (Atay, 2004; Sprinthall et al., 1996). On the contrary, it evolves with the developments in the field in line with the changing needs of learners all around the world. As a result of evolving position of English in the world, approaches, methods, perceptions, and needs have changed throughout the time. Thus, foreign language teachers need to keep up with these innovations so as to increase learner achievement which is the basic aim of teaching English (Guskey, 1986).

Teachers need to pursue the developments in the field, take initiative to chase the opportunities to develop their teaching practices, and search for the ways for

enhancement. This plays a crucial role in students' learning. Villegas-Reimers (2003) verifies that "good teaching methods have a significant positive impact on how and what students learn (p.8)". In this vein, professional development plays a crucial role in changing or amending teaching practice (Supovitz and Turner, 2000). Villegas-Reimers (2003) draws attention to the importance of teachers' roles in professional development by stating that "Double roles of teachers in educational reforms as subject and object of change makes the field of teacher professional development a growing and challenging area, and one that has received major attention during the past few years (p.7)". Besides, she emphasizes the role of teacher in the words of Calderhead and Shorrock (cited in Villegas-Reimers, 2003) "in addition to "knowing what" and "knowing how", teachers must also be competent in "knowing why" and "knowing when"."

Different forms of professional development have been applied by teachers, institutions, and even the government to achieve the purpose of effective teaching, including in-service teacher training courses (Ball and Cohen, 1999; Schwille and Dembélé, 2007; Villegas-Reimers, 2003) certificates, Master and PhD programs, innovation projects administered for teacher development (APEID, 1986), each of which vary in terms of length, formality, and obligation.

Lifelong nature of professional development is highlighted by Villegas-Reimers (2003, p.8) with the idea that "...professional development of teachers is a lifelong process which begins with the initial preparation that teachers receive and continues until retirement. Likewise, Roe (1992) states that teachers perceive language teaching as a life-long career; therefore, they regard professional development as a vital part of their career. Various professional development programs have been designed to achieve the continuity of teacher development. To reinforce "lifelong learning", formal in-service teacher training courses "towards the establishment of a multi-level, multi-pattern network of in-service teacher education, such as short-term classes; single-subject training classes" (APEID, 1986, p.59), online or distance training classes, and international teacher training programs, such as CELTA, DELTA and TESOL, are adopted in line with the aims and contextual circumstances. The On-The-Spot (OTS) Primary Teacher Training Program, an alternative model of teacher education undertaken in Nepal, is a model that offers teachers' taking in-

service training in their local schools using their local materials rather than going away to colleges or institutions for teacher training courses (APEID, 1986, p. 59). Besides, in some contexts, cascade training approach is adopted in order to utilize the sources effectively-especially when it is limited, prepare the participants for their new roles, improve the knowledge and skills of greater number of participants, and transfer the responsibility from the teacher trainer to the teachers rapidly. Thus, transmission of knowledge to a large number of teachers is achieved through formal training courses and in a very short course of time (Peacock, 1993).

2.4.1. Recent Perspectives of Teacher Training Programs

Teacher development is defined by Glatthorn (cited in Villegas-Reimers, 2003) as “the professional growth a teacher achieves as a result of gaining increased experience and examining his or her teaching systematically.” Ganser (2000) draws out two means of teacher development: formal experiences, such as participating workshops, seminars, professional meetings, etc. and informal experiences like reading professional publications.

Villegas-Reimers (2003, p.12) draws attention to the increase in interest to teacher development in her words: “there has been a significant increase in the level of interest and support that teachers throughout the world are receiving in their professional development. Evidence includes: many national and international organizations have supported the implementation of initiative which aim to improve the professional skills and knowledge of teachers. One good example is the efforts of Asia-Pacific Economic Cooperative (APEC) to improve teacher education”. In relation to the improvements in approaches and change in attitudes towards Teacher Training Programs (TTP) since late 90s, new perspectives of designing TTP have arisen. Researchers, therefore, have ascertained some guidelines or suggestions for that new perspective (Corcoran, 1995; Fullan, 1991; Villegas-Reimers, 2003).

Corcoran (1995, p.3) identifies these guiding principles for “the most promising professional development programs”. On the basis of his study, a professional development program should:

- stimulate and support site-based initiatives.
- support teacher initiatives as well as school or district initiatives.

- be grounded in knowledge about teaching
- model constructivist teaching
- offer intellectual, social and emotional engagement with ideas, materials, and colleagues
- demonstrate respect for teachers as professionals and as adult learners
- provide for sufficient time and follow-up support for teachers to master new content and strategies and to integrate them into their practice
- be accessible and inclusive

Villegas-Reimers (cited in Ono & Ferreira, 2010, p.62), in a similar vein, suggests that a new perspective of professional development should be:

- based on constructivism;
- perceived as a long-term process;
- perceived as a process that takes place within a particular context;
- intimately linked to school reform;
- conceived as a collaborative process;
- very different in diverse settings.

2.5. In-Service Teacher Training (INSET)

Gardner (1995) suggests a continuum for in-service teacher education. “At one end is a form of training that takes place wholly away from the school, possibly in some specifically designed training environment. At the other end of the continuum are practices where all the training takes place in the schools in which the teachers normally work. We might call the one end ‘in-service’ (INSET) and the other, ‘on-service’ (ONSET). Between the two poles of the continuum might be a series of practices that provide training to greater or lesser degrees in or out of school” (p.628). Content of in-service programs, though, remains as a disputable issue in the field especially as a result of deficit in knowledge with regard to the concerns about providing in-service training efficiently (Kieviet, 1990). In many institutions, including international certificate programs, such as CELTA and DELTA, courses on subject matter, pedagogy, and teaching methods comprise the main components of INSET curricula. In a similar vein, Showers et al., (cited in Villegas-Reimers, 2003)

convey that “programs that included a cognitive conceptual component tended to triple the effect of programs that merely trained practitioners in new techniques. At the same time, programs that were too theoretical and conceptual in nature, and that did not present any teaching techniques as models, were those which were least effective as they were unlikely to persuade teachers to embrace new methods”.

Villegas-Reimers (2003) presents a summary of the models of INSET programs. (see Table 2 for the details.)

Table 2. Models of INSET Programs (Villegas-Reimers, 2003, p.70)

Organizational partnership models	Small group or individual models
Professional-development schools	Supervision: traditional and clinical
Other university-school partnership	Students’ performance assessment
Other inter-institutional collaborations	Workshops, seminars, courses, etc.
Schools’ networks	Case-based study
Teachers’ networks	Self-directed development
Distance education	Co-operative or collegial development
	Observation of excellent practice
	Teachers’ participation in new roles
	Skills-development model
	Reflective models
	Project-based models
	Portfolios
	Action research
	Use of teachers’ narratives
	General cascade model
	Coaching mentoring

2.5.1. Aims of In-service Teacher Training Programs

The aims of implementing teacher training programs or course have been identified by researchers. Greenland (cited in Ono and Ferreira, 2010), for instance, categorizes in-service teacher education in four groups in terms of their purpose: 1) certification

of unqualified teachers, 2) upgrading teachers, 3) preparing teachers for new roles, and 4) curriculum related dissemination or refresher courses.

2.5.2. Criticisms on the Forms of Teacher Training Programs

Traditionally, in-service teacher training programs are given as seminars, workshops, or courses. This form of delivery, however, was criticised by the researchers (APEID, 1986; Ball and Cohen, 1996; OECD, 1990; Ono and Ferreira, 2010; Villegas-Reimers, 2003) in that they are not contextualized and coherent with the real classroom situations. Fullan (cited in Ono and Ferreira, 2010) disclosed his opinions concerning the ineffectiveness of teacher training programs in fragmented forms as: “Nothing has promised so much and has been so frustratingly wasteful as the thousands of workshops and conferences that led to no significant change in practice when the teachers returned to their classrooms”.

2.5.3. Teacher Educator from the Workplace

Concerns, however, with regard to the effectiveness of training programs carried out by outsider teacher trainers remain though they have active teaching backgrounds in schools, certificates or post-graduate education in relevant fields. A common matter is that these experts may not have sufficient information about the context in which teachers are trained. Context is a significant variable in designing an in-service teacher training program for the needs of the learners, teachers, and administration; the aims and expected outcomes of the curriculum; the educational and social background of learners and teachers are only a few of factors to be scrutinized before constructing the scheme of the course. As well as requiring an in-depth analysis, this examination may not result in concise competence in the variables. Moreover, a teacher training in an outsider position may have become remote from the realities of the school environment (APEID, 1986: 65). Thus, working with a teacher educator from workplace may result in better developments given that an insider teacher trainer may analyse the circumstances in his or her working environment especially with concern to the learners, teachers and administration and propose more practical or realistic solutions.

2.5.4. Teachers' Feedback on Teacher Training Programs

As teachers gain experience, they have more opinions and beliefs to share concerning teaching and learning process. The implementation of theoretical knowledge that is learned through pre-service foreign language teacher education into classroom practices with the use of pedagogical knowledge provides the teacher with an extent of beliefs, perceptions, techniques, and methods for instruction. Considering this experience, teachers may be a fruitful source of information for collecting data in earlier phases of teacher training programs. Besides, teachers may unravel fundamental, context-based issues that cannot be otherwise discovered. Cray and Currie (cited in Gray, 1998), in a similar vein, have proposed that "Many adult learners have a vast store of valuable experience and knowledge that should be of interest to student teachers in the process of developing their own conceptions of teaching and learning. Learners have ideas about such issues as the role of the classroom in language learning, the function of the teacher, and the appropriateness and relevance of various teaching practices."

2.5.5. Approaches to Teacher Training Programs

One approach to be adopted in the design of teacher training programs is Positivism. Leu (2004, p.5) puts it as follows

Positivism is an approach to knowledge that regards knowledge as stable and relatively fixed. It emphasizes students knowing particular canons of fixed knowledge as the basis of learning and relatively de-emphasizes issues of perspective, critique, different ways of knowing, and creation of new knowledge.

Based on Leu's definition, it can be stated that positivism approaches to the knowledge as a static concept and does not promote production of knowledge in different ways. Therefore, this approach exempts the notion of learning from one another, sharing experiences and prioritising the needs of learners. In this sense, an approach considering the existence of fixed knowledge would not be productive for designing a teacher training program since these programs aim to enable teaching practices and learning outcomes by means of making adjustments in language instruction and they are not based on fixed knowledge; on the contrary, they are initiated by the exchange of information among all parties.

In Constructivism, on the other hand, knowledge is not fixed but reconstructed through interpretation and deconstruction. Leu (2004) defines constructivism as follows:

Constructivism is an approach to knowledge that regards knowledge and learning as more dynamic. It assumes that students know and understand in unique ways and create their own and “new” knowledge. It does not ignore the importance of knowing facts and information, but emphasizes mobilizing that knowledge. In the constructivist notion of learning, knowledge is a more fluid construct, subject to deconstruction, interpretation and reconstruction by the individual learner interacting with both the external knowledge base and his or her knowledge base and the environment. (p.5)

In their study Brown et al. (1989) (cited in Ono and Ferreira, 2010) disclose their assessment with concern to knowledge in constructivist terms as “*a product of the activity, context and culture in which it is developed and used*”. In her study for EQUIP1 (Educational Quality Improvement Program) carried out by U.S. Agency for International Development, Leu (2004) discusses the importance of and ways to improve teacher quality. In this regard, she compares the teacher learning characteristics adopted by previous and current approaches to teacher training programs as follows:

Table 3.Teacher Learning (Leu, 2004, p.6)

Previous Approaches	Present Approaches
Goal is teachers who are competent in following rigid and prescribed classroom routines	Goal is teachers who are reflective practitioners who can make informed professional choices
Teachers are “trained” to follow patterns	Teachers are prepared to be empowered professionals
Passive learning model	Active and participatory learning model
Cascade model – large centralized workshops or programs	School-based model in which all participants participate
“expert” driven	Teacher facilitated (with support materials)
Little inclusion of “teacher knowledge” and realities of classrooms	Central importance of “teacher knowledge” and realities of classrooms
Positivist base	Constructivist base

2.5.6. Design of Teacher Training Programs

The effectiveness of teacher training programs mostly relies on the meticulous analysis of the needs. As the training programs aims to enhance the teaching and learning practices in a specific context, the needs of the stakeholders in that context is of great importance and the first phase to start working on. Evans (1988) states that the first step in designing a teacher training program is to examine the needs of the trainees. When the needs are determined, the aim and content of the course is developed accordingly. Several factors are taken into account in the planning phase of training programs. Guskey (1986) identifies the following “guidelines for success” to be followed in planning and implementing professional development programs for teachers:

- to recognize change as being both an individual and organizational process
- to think big, but start small
- to work in teams to maintain support
- to include procedures for feedback in results
- to provide continuous follow-up, support, and pressure
- to integrate programmes

The outcomes of professional development include the change in teachers’ teaching practices, and thus, the increase in the level of students’ achievement (Cohen and Hill, 1997; Darling-Hammond, 1999; Grosso de Leon, 2001). Villegas-Reimers (2003) asserts that fact that professional development programs can affect the teachers’ pedagogical content knowledge and this change can have an impact on the instructional behaviours of teachers and success of students. For this reason, they need to be designed in the light of the data provided by the stakeholders and their expectations regarding the content, instructional methodology; length and delivery issues are of primary focus for the program developers.

Lamie (2005) identifies the criteria for designing effective INSET programs and present a summary of them (see Table 4 for the summary of criteria).

Table 4. Criteria for Implementing Effective INSET Programs (Lamie, 2005, p.96)

Procedure	Participant	Activity	Content	General
Part of overall scheme and clearly articulated rationale	Continual involvement	Share information	Good practice	Focus on individual
Planning Implementation Evaluation	Individual difference	Demonstrations	Interactive	Appropriate form
Length & mode of delivery	Needs awareness	Trials	Relevant	Government support
Methodology	Motivation	Feedback	Coherent	Credible trainers
Follow-up work	Researcher	Relevant	Supporting materials	Cultural awareness

Considering the significance of designing teacher training programs, several training models have been developed such as the models proposed by Wallace (1991), Wolter (2000), Palmer (1993) and Ur (1996). Wallace (1991) classifies three training models: 1) the Craft Model, 2) the Applied Science Model and 3) the Reflective Model. The reflective model depends on the integration of “previous experiential knowledge” and “received knowledge” (p.12), both of which should be in continuous relationship. Thus, in the light of their classroom practices, teachers do reflect on the “received knowledge” and are expected to make enhancement in their instructional practices (see Figure 1 for the illustration of the Reflective Model).

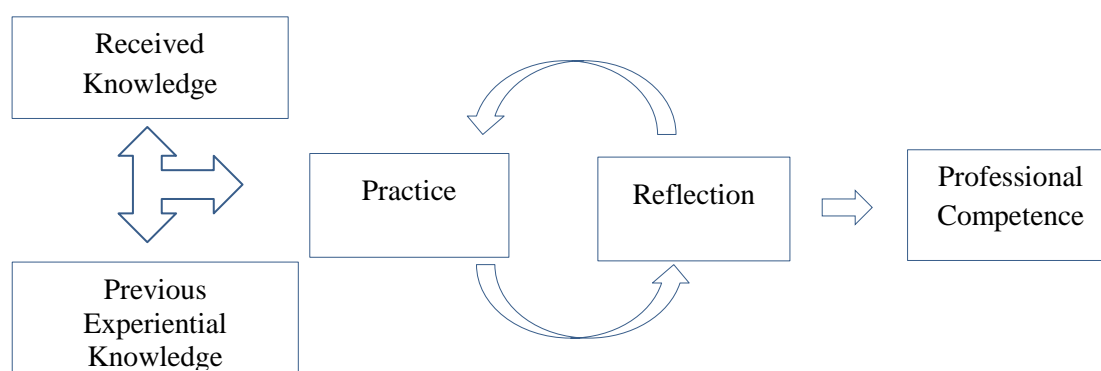


Figure 1. Wallace’s Reflective Model (1991, p.15)

2.6. Research on Teacher Training Programs

One of the large-scale studies conducted with regard to teacher education is that of UNESCO's Asia and Pacific Programme of Educational Innovation for Development (APEID), a comparative study of teacher education programs in fifteen countries in Asia and the Pacific Region. Eighteen countries in the Asian and the Pacific region carried out a survey of their teacher education programs during 1985 and 1986 with an emphasis on trends and developments in teacher education. The survey presented statistical data and information concerning innovative experiences and issues in teacher education currently occurring in these countries. The findings of this research demonstrated the fact that teacher education cannot be limited to initial education provided at tertiary level or training courses; rather, it is a progressive period continuing throughout one's career. The survey numbered the outcomes of continuing teacher education as personal and professional growth, maintenance of the commitment and motivation, update of knowledge and skills, exposition to new curricula and materials (p.58). One of the countries in this report, Australia, adopted a new model of professional development in which teachers take a range of in-service courses throughout their career for various purposes such as keeping up with new trends or earning formal qualifications. As the report suggested, in-service teacher education system in Australia was school-based in which schools plan and administer their training process. With reference to the report *-Research to Improve Teaching-Learning Practices-* published by UNESCO Regional Office of Education in Bangkok in 1984, three principles that are believed to be in actual school-based in-service education in Australia were successful in practice and had a number of advantages over college-based programs. These major premises are as follows:

1. Teachers should be involved in the identification and articulation of their own training needs.
2. Growth experiences for teachers should be individualized.
3. The single school is the largest and most appropriate unit for educational change (p.58).

Another study by Ebsworth et al. (2004) investigated the impact of videotaping the lessons on teachers' instructions. The study was conducted among pre-service student teachers. On the base of experiential learning theory and Communicative Language Teaching, student teachers were taught through self-inquiry, self-directed

learning, and reflection. Videos were an ideal medium to meet these needs. The results showed that actual observation and reflection occurred in the classroom as video recording directed the teachers to the instruction process rather than the results, providing adequate opportunity to evaluate teaching practice.

DelliCarpini's study has suggested the effect of modelling in teacher education by stating that "By integrating loop input in teacher education programmes, teacher educators can close the gap that sometimes exists between practices that are recommended and the teacher educators' or trainers' own approach... in other words, watching someone who is successful at a particular task successfully model that task in an authentic situation tends to increase the observer's sense of their ability to also successfully complete a task" (p.42).

2.7. Related Research in Turkey

Research on teacher development or training programs conducted in Turkey mostly focused on the evaluation of in-service teacher training programs delivered in various institutions, determination of teachers' perceptions about the training programs, identification of teachers' opinions regarding the required components of training programs and comparison of perceptions and expectations of novice and experienced teachers.

Şentuna (2002) carried out a study among 18 state universities in Turkey. She examined the INSET content interests of 530 English Language instructors working at state universities and investigated whether English Language instructors needed different INSET contents at different phases of their career. The data were collected through a questionnaire consisting of two parts. The first part examined the interests of instructors via 53 Likert-scale questions while the second part incorporated open-ended questions, yes-no questions and multiple choice questions to seek for demographic information of participants. Quantitative data analysis methods were utilised to compare the interests of instructors with less than 5 years of experience and the instructors with more than 5 years of experience. The study revealed that they were mostly interested in increasing the motivation and language awareness of learners, facilitating interaction, making use of new methods and materials.

Furthermore, the results demonstrated more interest for INSET content among novice instructors in comparison to more experienced ones.

Alan (2003) conducted a study at Anadolu University to reveal the perceptions of novice teachers about a 10-week INSET program implemented in the School of Foreign Languages in an academic year. The study was conducted among 17 novice EFL instructors working at Anadolu University School of Foreign Languages. The study aimed to reveal to what extent the INSET courses were perceived as valuable by novice EFL instructors and in what areas these instructors evaluated the INSET courses as valuable for their teaching practices. Data were collected through two tools: a survey and semi-structured interviews with the participants. The survey was implemented after each workshop and the interviews were conducted among 5 randomly chosen participants 3 months after the completion of courses. The findings of his study demonstrated that novice teachers needed further training in classroom management, preparing tests and effective use of course books. Alan suggests that the INSET program needs to be continued, but redesigned to provide more contextualized knowledge. Özen (1997) also carried out a study in Freshman Unit at Bilkent University and searched the expectations and needs of EFL instructors. The study indicated that teachers perceived need for improvement in areas such as material development and evaluation, teaching language skills, testing, methodology, classroom management and curriculum development.

Duzan (2006) evaluated the INSET program designed for the newly hired teachers in the School of Foreign Languages at Middle East Technical University. The study was carried out among three groups of participants: teachers participating in the program in the 2004-2005 academic year, experienced teachers and teacher trainers. 12 trainees completed a questionnaire designed to reveal the needs of the trainees at the beginning of the program and the degree of their satisfaction at the end and participated in an interview with the researcher. 45 experienced teachers were involved in this study to investigate their need for an INSET program. 4 teacher trainees completed questionnaires to demonstrate their expectations and satisfaction in the program. The data were analysed both quantitatively and qualitatively. The results of the study demonstrated that teachers did need training to improve themselves in the areas of classroom management, making effective use of the

resources, teaching the skills, and evaluation. The study also revealed that experienced teachers did not feel need to attend an INSET program.

Yurttaş (2014) examined the perceptions of teachers on the effectiveness of an in-house EFL INSET program, aimed to reveal their suggestions for the improvement of the current program and identify their ideal EFL INSET program. The participants were 44 EFL teachers working at private schools in Ankara and surrounding cities. The data were collected through a questionnaire and interviews which were conducted to investigate their perceptions about the EFL INSET program. The results of the study demonstrated that teachers rated the effectiveness of the program between average to good while they found the program effective in terms of “classroom activities”, “course book adaptation” and “collaboration” components. However, they criticised the length of the course, irrelevancy of some content and materials, and ineffective grouping of participants.

Gültekin (2007) investigated the perceptions of EFL instructors at TOBB University of Economics and Technology regarding the in-service teacher training programs. She also aimed to examine the extent of difference between novice and experienced teachers with regard to their needs and expectations of an in-service teacher training program and identify their preferred instructional methods in an INSET program. The data were collected from 39 EFL instructors working at TOBB ETU Department of Foreign Languages and the chairperson of DFL. A questionnaire including both Likert-scale and open-ended items, video recording of 50-minute lessons of 10 instructors and interviews with 10 instructors whose classes were video-recorded were used to collect the data. Moreover, an interview with the chairperson of DFL was conducted to reveal the extent of correlation between the perceptions of the chairperson and instructors. The data were analysed both quantitatively and qualitatively. The results showed that instructors perceived INSET programs as a vital part of their professional development, wanted to keep up with the recent developments in ELT and attend to seminars and conferences as a part of INSET programs. Furthermore, the areas that teachers stated a need for training included teaching speaking skills, written and oral correction, fostering learner autonomy, handling classroom management issues, reflecting on their practices and raising language awareness of students.

2.8. Conclusion

In this chapter, the definitions of “needs assessment” and “professional development” were presented along with the review of literature in relation to the needs assessment and professional development programs. The chapter focused on the INSET programs, drawing attention to the process of design, criteria for effective INSET, the approaches and models applied in INSET programs. Furthermore, relevant studies conducted in international and national settings were presented.

CHAPTER 3

METHODOLOGY

3.1. Introduction

In this chapter, firstly the research questions addressed in this study are presented. Then, the overall design of the study is discussed. Thirdly, information regarding the participants of the study is provided. Then, data collection instruments including the sampling strategies and data collection procedures are described. After that, data analysis process is disclosed. In the final part, limitations of the study are discussed.

3.2. Research Questions

This thesis study addressed the following research questions:

- 1) What are the perceptions of learners and teachers of English regarding the “Professional Communication Skills-406” (PCS 406) course?
- 2) What are the suggestions of learners and teachers of English for the improvement in the outcomes of “Professional Communication Skills-406” (PCS 406) course?
- 3) What are the needs of the stakeholders in an In-Service TT program in an EAP context specified for PCS 406 course?
 - a) What are the needs of administrators in an In-service TT program?
 - b) What are the needs of teachers in an In-service TT program?
 - c) What are the needs of learners in an In-service TT program?
- 4) What kind of a training module content specific to these learners and teachers would enable the course to be taught more effectively?

3.3. Research Design

This qualitative study is designed as an exploratory case study aimed to examine the perceptions of the learners and teachers with respect to the Professional Communication Skills (PCS 406) course, reveal their suggestions to improve the outcomes of the course, and propose an in-service teacher training module for the teachers. Then, recommendations for the enhancement of the course are extended

based on the findings of the study. Considering the purpose, context and data collection methods of the study, a case study would be the most appropriate approach to apply. As Yin (2012) defines, a case study is

An empirical inquiry about a contemporary phenomenon (e.g., a “case”), set within its real-world context—especially when the boundaries between phenomenon and context are not clearly evident (Yin, 2009a, p.18).

Yin (2012) states the purpose of conducting a case study by highlighting the “compelling feature” of the desire to reach a close or in-depth understanding of a single or multiple cases:

The closeness aims to produce an invaluable and deep understanding—that is, an insightful appreciation of the “case(s)” – hopefully resulting in new learning about real-world behaviour and its meaning. (p.4)

Taking into consideration this explanation, this study aims to provide an in-depth understanding of the case—that is, the content and instruction of PCS 406 course- in its real-word context through the examination of participants’ perceptions and investigation of the existing situation in this particular setting.

Yin (2012) states what the research questions address is the determinant of the approach to be applied in a study. He specifies that “*case studies are pertinent when your research addresses either a descriptive question – “What is happening or has happened? – or an exploratory question –How or why did something happen?”*”(p.5). Since this study aims to reveal the perceptions of learners and teachers on the effective instruction of the course and propose particular recommendations for the enhancement in the current conditions, applying the case study approach in the design of the study would correspond to the purpose of the study. Another factor to be considered when using a case study approach is the type of data collected.

Second, by emphasizing the study of a phenomenon within its real-world context, the case study method favors the collection of data in natural settings, compared with relying on “derived” data – for example responses to a researcher’s in an experiment or responses to questionnaires in a survey. (Yin, 2012, p.5)

As the case studies aim at in-depth analysis of selected case(s), multiple sources of data collection are incorporated into the design in order to examine the participants’

perceptions in detail and provide data from various perspectives. Hence, interviews, observations, documentary sources and field notes are among the tools to be employed in a case study. In this sense, questionnaires, interviews, focus groups and observations were utilised in this study to collect the data in natural setting as a requirement of the case study method.

3.4. Setting

This study was conducted at a private university in Ankara, Turkey. In order to inform the reader about the context where the study was carried out, a detailed description of the courses, curricula, schedule, number and responsibilities of teachers and student profile is presented in this section.

The medium of instruction at this university is English. Therefore, students are supposed to take English courses throughout their higher education. An English course is designed for each semester; hence, 8 courses are offered following the Prep School education. These courses vary in content. The courses offered in the first 2 years (Academic Communication Skills 1,2,3,4 – ACS 105,106,205,206) are skills-based and aimed at improving learners' language skills. ACS 105 and 106 are taught for 6 hours per week while ACS 205 and 206 are taught 4 hours a week. Other 4 courses are designed for junior and seniors. They are offered 2 hours a week and focuses on improving certain academic skills, such as report writing, research paper writing, academic presentation skills and professional communication skills. In this study, Professional Communication Skills (PCS 406) course was investigated. These courses are compulsory for all students but are not preliminary for each other. Each course has a course book and usually a supplementary material prepared by the teachers at unit responsible for material design.

This study was conducted among teachers working at Foreign Languages Unit (FLU). This unit differs from the Prep School in that it offers courses to students studying in their departments pursuant to the Prep School education. There are 13 teachers at FLU, who have 2 broad responsibilities: the practitioner teachers and R&D unit (Research and Development) teachers. R&D teachers (5) are responsible with designing materials and exams, organising the exams, coordinating the sections of courses they are in charge of, updating the websites and designing and adapting

the curricula. They teach for fewer hours. Practitioner teachers (8) are responsible for teaching 20 hours a week. They follow the syllabus and instructions of R&D unit. This study was conducted among these practitioner teachers.

Students are supposed to attend the classes, bring their course materials, participate in the classroom discussions and do particular speaking and writing tasks in the classroom. All of these are graded by the teachers based on rubrics.

3.5. Professional Communication Skills (PCS 406) Course

In this section, information about the description, objectives, and content and evaluation strategies of the target course will be presented consecutively.

3.5.1. Description of the Course

PCS 406 is a content-based course focusing on the active and accurate use of English in a variety of post-graduate processes, such as applications for business and graduate programs. The course aims at helping students become acquainted with the procedures of job-hunting and necessary language skills for a high level professional performance during a job application. To this end, the course includes both writing a CV and cover letter and learning what to do in a job interview.

Professional Communication Skills (PCS 406) course is designed for senior students studying at all departments of the university; however, students at any grades may take the course since the courses do not have any pre-requisites. The course is offered for 2 hours per week in the spring semester during 14 weeks. In total, students need to complete a 28-hour class. 80% of attendance is required to pass the course; thus, 6 hours of absenteeism at most is eligible for passing the course.

A course book, a compiled supplementary material (course pack) and PowerPoint Slides are utilised in the class. PowerPoint Slides are designed to transmit information to the students. On the other hand, course book and supplementary material are mostly a medium for enabling students to practice the content with relevant activities.

3.5.2. Objectives of the course:

The course aims to improve professional communication skills of students by providing them with fundamental language structures and techniques in written and oral communication. Overall objectives defined for this course are as follows:

- to explain the ways and procedures to seek job opportunities in English-medium work settings
- to be equipped with practical language use and structure specific to working environment to expand their career prospects
- to enhance the quality of their written and oral language skills as potential candidates for future job applications
- to develop professional communication skills in English by learning appropriate linguistic and non-linguistic manners and etiquette
- to advance their competence and confidence in such language areas as, writing cover letters, attending job interviews, etc.
- to become more familiar with the themes and issues related to the professional and academic world.

Learning outcomes which are targeted for students to achieve upon taking the course are to:

- learn the ways and procedures of job seeking process
- adapt themselves to working environment
- learn how to expand their career prospects
- learn the basics of a job interview

3.5.3. Content of the course

Professional Communication Skills (PCS406) is a content-based course focusing on three main ways of communication in professional life. The purpose of the course is to prepare the students for professional experiences, especially at the application phase. Therefore, the curriculum covers writing a CV, writing a cover letter, and preparing for a job interview. The content of the first 3 weeks aim to raise learners' awareness on their skills and the procedures for finding and evaluating a job advertisement. The next 4 weeks highlights the process of writing a CV focusing on separate sections such as *“Creating a strong impression”*, *“Writing a personal*

statement” and “*Detailing your education and qualifications*”. Cover Letter is taught in two weeks. The last 5 weeks are assigned to conducting job interviews.

The content of PCS406 course with the demonstration of topic details assigned for each week is presented in Table 5:

Table 5. Content of the Course

Weeks	Units	Topics to be covered	Evaluation Tools
1	---	Identifying the stages in the job application process	
2	Unit 1	Researching yourself Your Strengths and Weaknesses Your qualifications	
3	Unit 1	Highlighting your skills and experience Researching the market Finding a job Job advertisements	
4	Unit 1&2	Job advertisements (cont.) Structuring your CV	
5	Unit 2	Avoiding Common CV mistakes Creating a strong impression Writing a personal statement	<i>Writing Task 1</i>
6	Unit 2	Highlighting your work experience Detailing your education and qualifications	<i>Writing Task 2&3</i>
7	Unit 2&3	Demonstrating your interests Providing References Identifying features of cover letters	<i>Writing Task 4</i>
8	Unit 3	Beginning a cover letter Writing the main body of the letter	<i>Writing Task 5</i>
9	Unit 3	Matching your skills and experience to the position Writing an effective final paragraph	<i>Writing Task 6</i> <i>Writing Task 7</i>
10	Unit 3&4	Preparing for the interview Making a positive first impression Before you arrive	
11	Unit 4	<i>Body Language</i> Dealing effectively with interview questions Talking about yourself	

Table 5 (cont'd)

12	Unit 4	Avoiding Common Mistakes Proving you have done your research
13	Unit 4&5	Demonstrating you have got what it takes Demonstrating your skills
14	Unit 5	Talking about your weaknesses Softening and emphasis

During the earlier weeks of semester, students research themselves by analysing their strengths, weaknesses, qualifications, and skills. Then, the process of finding a job and evaluation of job advertisements are highlighted. Upon deciding on the job, documents required for a job application process are examined in detail. Hence, steps of CV writing, including writing a personal statement, highlighting the work experience, detailing the education and qualifications, demonstrating interest, and providing references as well as the ways to avoid making mistakes in CV writing are explored on the weekly basis. Likewise, writing a cover letter is studied in a detailed way throughout three weeks. Upon teaching the content, students are asked to write the relevant part of their CV or cover letter between 5th and 9th week. Thus, students have a chance to experience the theoretical and practical aspects at the same time. Getting ready for a job interview is the last topic taught for 5 weeks by highlighting the fundamental issues during an interview. Making a positive impression, talking about one's strengths and weakness, answering the questions effectively, using the body language impressively, researching the company, avoiding common mistakes are among the subtopics examined in this course.

3.5.4. Evaluation

Evaluation of the students' achievement relies on written exams and tasks. One midterm and one final exam are administered throughout the semester. Multiple choice questions evaluating the content knowledge taught in the course and writing questions requiring the practical application of what is learnt in the classroom are used in these exams. In line with the curriculum, students may be asked to write a particular part of their CV on the basis of information provided or a cover letter for a job advertisement in the written parts of these exams. Thus, what is taught is aimed

to assess. Even though this approach may be regarded as an appropriate way to pursue in language evaluation, it still bears certain limitations such as the repetition of the assessment tools.

In addition to written exams, students write tasks relevant to the subject matters they have studied (see Appendix J). Students are graded for their involvement in the tasks during the class hour; however, their papers are not evaluated. Teachers give feedback on learners' papers in the class hour.

Learners' oral performance in the classroom is incorporated into the evaluation process as well. This grade, 10% of the total, is ascribed to the successful demonstration of performance in taking part in discussions, doing the activities and tasks assigned by the instructor, and contributing to the classroom instruction productively. Teacher assessment grade which accounts for 5% of total grading is attributed to decent behaviours of students. In this regard, it may be perceived as a way of assistance to classroom management.

Distribution of grades with their percentages is demonstrated below (see Table 6):

Table 6. Grading Pattern of the Course

Midterm	30%
In-class Writing	15%
Final	40%
In-Class Oral Performance	10%
Teacher Assessment	5%

3.6. Participants

The data were collected from three groups; learners taking Professional Communication Skills (PCS 406) course in the Spring Semester of 2013-2014 Academic Year, course instructors, and the head of FL. In the selection of learners, convenient and purposive sampling strategies were utilised. Convenient sampling strategy was employed for the group involved in the implementation of questionnaires. It was preferred as the data was to be collected from the learners who

were taking this course during the data collection process. Considering the high number of learners enrolled in this course, there was no need for limitation in identifying the participants. Moreover, forming the sample randomly would enable the researcher to diversify the learner profile participated in the research and provide her with various perspectives on the issues investigated. On the other hand, purposive sampling was applied in the selection of learners for conducting semi-structured interviews. In order to form the sample, the researcher worked in collaboration with the instructors and took their advice. Thus, the learners who were volunteer to share their opinions and suggestions were identified for the interviews.

3.6.1. The Learners

The first data collection group consisted of 103 students enrolling in various departments including Computer Engineering, Electronic and Communication Engineering, Political Science and International Relations, Management, Psychology, Industrial Engineering, Economics, and so forth. Students from a range of grades took the course. One of the students was freshman, 9 of the students were sophomores, 18 of the students were juniors and 75 of them were seniors. 53 of the students took all of the English courses offered preliminary to this course while 50 students did not take some of them. As a result of random sampling, the questionnaire was administered to 103 learners, who were actively taking PCS406 course in this semester. Among all the participants, 42 students were female and 61 of them were male. The questionnaires were given during the last two weeks of the semester; thus, the learners had been taking the course for at least 12 weeks and were supposed to be familiar enough with the aim, content, materials, teaching techniques of the course to reflect their opinions and recommendations on it.

3.6.2. The Foreign Language Teachers

This study was conducted among 8 English instructors working at this private university for a certain period of time and offering Professional Communication Skills (PCS 406) course in 2013-2014 Spring Semester. Their experience in teaching at tertiary level ranged from three to fourteen years. They were teaching this course for the second time. None of them had taught this course before they taught it at this university. One of these instructors was male and seven of them were female. Their ages ranged from 27 to 40. The instructors were sought for their opinions about the

design, aims, materials, and evaluation methods of the course via focus-group interviews as well as teaching methods they apply in the classroom.

There are 13 teachers at FLU; 8 of them are practitioner instructors while 5 instructors have responsibility in R&D (Research & Development) unit. Teachers in R&D unit are in charge of designing the curriculum, materials and exams as well as coordinating the courses throughout the semester in order to reach standardization in teaching practices among the sections. One or two courses are assigned to each member of the unit. One of the members is the head of the unit who supervises the operations of the members and checks the exams. PCS 406 course is designed by the member in charge of design, implementation and evaluation of this course. The member designs the course and materials, gives information about the curriculum and instruction of the course at the beginning of the semester and provides them with supplementary materials throughout the semester, if needed. Then, practitioners follow the syllabus firmly since the activities to be done in the classroom are defined in the syllabus (see Appendix E). Obligatory activities should be done by every teacher while optional tasks depend on the teacher's decision. This study was conducted to reveal the perceptions and needs of practitioner teachers; hence, the R&D members were not included in the design.

Participant teachers differ in terms of their educational background, teaching experience, graduate studies, and experiences in Professional Development. Information about their profile is demonstrated below (see Table 7):

Table 7. Information about Teachers' Profile

	BA major	Graduate Study	Exp. of teaching	Exp. of teaching in institution	Training /certificates	Age	Pedagogical formation
Arzu	English Lang.& Lit., 2005	MA in progress / English Lit. & Cultural Studies	7 years	3 years	TESOL In Canada 3 months	32	Hacettepe Uni. 1 year
Havva	Translation & Interpretation, 2008	MA in progress / English Lit. & Cult. Studies	6 years	2 years	INSET, 2010 In the USA 2 months	29	Hacettepe Uni. 1 year
Melek	ELT, 1997	MA, English Lit. & Cult. Studies PhD in progress/ English Lit. & Cult. Studies	18 years	18 years 13 years at Prep school 5 years in FLU	OXFORD TEFL, 2007 1 year	40	-
Selcan	English Lang.& Lit., 1996	MA, English Lit. & Cult. Studies	18 years	18 years 5 years at Prep S. 13 years in FLU	COTE In Cyprus, NMU INSET, 2011 In FLU	42	-
Medine	English Lang.& Lit., 1997	MA, English Lit. & Cult. Studies PhD in progress/ English Lit. & Cult. Studies	18 years	18 years 4 years at Prep S. 14 years in FLU	CertELT, 2000 British Council, INSET, 2011 In FLU	40	Hacettepe Uni. 1 year
Nurhan	ELT, 2009	-	5 years	2 years	Workshop, 2012/ USA	28	-
Mehmet	ELT, 2009	-	5 years	3 years	-	28	-
Sinem	English Linguistics, 2008	-	5 years	2 years	ELT Diploma, 2011 British Council	30	Hacettepe Uni. 1 year

3.6.3. The Principal

The third stakeholder in this study was the principal, who has been working at FLU for 18 years. Though she started working as an instructor at the unit, she was assigned as the head of the department. She has been in charge for 6 years along with teaching certain courses. She constituted a Research& Development group among the instructors working at the unit and moderated the group for 2 years. Taking part in the operation process of this R&D group, she has been involved in the approval stage of the course and the material design. Therefore, an interview was conducted to reveal her opinions about the course.

3.7. Instruments

In this study, four data collection tools were utilized: a questionnaire administered to the learners to reveal their perception on the course; one-on-one semi-structured interviews with students to explore their opinions comprehensively; focus-group interviews with instructors to identify their opinions and suggestions about the course; and in-class observations conducted by the researcher for the overall analysis of the course.

3.7.1. The Questionnaire

A 14- question questionnaire was administered to the learners to identify their perceptions with regard to Professional Communication Skills (PCS406) course (see Appendix C). The questionnaire was made up of two parts. The first part, which comprised of 8 open-ended questions sought for personal and educational background of the learners. The questions investigated the participants' age, gender, length of period they studied English, and lastly the English courses they had taken before PCS406. The second part consisted of 6 open-ended questions examining the learners' opinions regarding the design, materials, evaluation methods of the course and their recommendations on the revision of the course design. So as to enable the learners to express their perceptions and suggestions, open-ended questions rather than a Likert-scale questionnaire was preferred in the study.

3.7.2. Individual Interviews

Upon the administration of the questionnaires, 10 students were chosen on the voluntary basis to conduct semi-structured one-on-one interviews in order to analyse their opinions and recommendations in a detailed way. The interviews aimed to explore the participants' previous knowledge of the content of PCS 406 course, gains throughout the semester, expectations from the course before they started, and suggestions for the improvement of the course. The interviews included 10 flexible questions, adapted by the researcher during the interviews on the basis of the course of the conversation (see Appendix A). Interviews took 15 minutes approximately. The interviews were carried out in the office of the researcher, in a silent setting, exclusive of any kind of outward interruption in order not to distract the learner. The conversations were audio-recorded and transcribed afterwards in consideration of entailing all of the information provided by the learner and analysing it thoroughly.

3.7.3. Focus-group Interviews

Focus-group interviews were implemented to 8 instructors to search for their experiences through the Professional Communication Skills course, opinions about the design of the course, and recommendations for the advancement in the course. Interviews were conducted in two sessions, each consisting of 4 instructors at a time. The sessions were organised in accordance with the instructors' convenience. The conversation was led by the researcher in line with certain open-ended questions. Instructors answered the questions simultaneously by taking the floor among each other. They put forward their opinions, feedback, and suggestions with respect to the course. The conversations were audio-recorded and transcribed for detailed analysis.

3.7.4. Observations

The researcher conducted in-class observations in order to examine the course in the flow of teaching and learning process. The researcher participated in the classes with a written consent form signed by all the students giving the researcher access into the classroom. Upon the consent taken from the learners, the course was observed for two hours in successive weeks. An observation grid (see Appendix B) was utilised to take notes systematically. All the activities were noted from greeting the students to ending the course. The researcher annotated the strengths and weaknesses of the materials, activities, and teaching methods in addition to taking notes on the flow of

the course. After the observation, short negotiations with the instructors were carried out to clarify the notes.

3.8. Data Collection Procedure

When the questionnaires, interview questions and the observation grid were designed, a pilot study was conducted. As the data would be gathered from the teachers who teach PCS 406 course and the learners taking this course, part-time teachers giving this course and their classes were determined to carry out the piloting of the study. 2 part-time teachers 18 learners participated in the piloting phase. First, questionnaires were implemented to the learners in two classes. Then, a student among the participants who took the questionnaire volunteered to conduct a one-on-one interview with the researcher. Thus, the researcher evaluated the semi-structured interview questions. Pursuant to the interviews with the learner, teachers were interviewed to evaluate the effectiveness focus group interview questions. The data was gathered in the piloting study was analysed to make necessary adjustments in the data collection tools. Based on the analysis, the number of interview questions was lessened, the overlapping questions were dismissed, particular details were included in the observation grid and the items in the questionnaires were revised with the help of the supervisor.

Pursuant to making necessary adjustments to the data collection tools, questionnaires were implemented to the learners. The researcher informed the learners about the aim of the study, the purpose of the questionnaire, and the information which items on the questionnaire explored. Upon giving information about the study, the learners who were volunteer to participate in the study signed the consent form and filled in the questionnaire. As the questionnaires were implemented, one-one-one interviews with volunteer students and classroom observations were conducted simultaneously. Considering their work load, the focus group interviews were conducted at the end of the semester.

3.9. Data Analysis

Thematic data analysis which relies on the analysis of the data in terms of major themes emerged in the database was implemented in this case study. In the initial phase of data analysis, reading and memoing strategies were applied in order to

explore the database (Creswell, 2013). The researcher read the transcriptions of the data several times to identify major issues emerged in the database. In the next phase of the analysis, the data was examined meticulously to form codes and categories. After initial coding process was completed, the themes were generated and interpreted in accordance with the research questions. The results were organized in line with the presentation of research questions and the summaries were displayed in tables and figures.

The validation of findings was aimed to be achieved through the triangulation. The data were collected from various participants via the observations, individual interviews, questionnaires and focus-group interviews. Thus, the corroboration of evidence from different sources was involved in the study (Creswell, 2013). Furthermore, external check of the analysis was maintained by peer review to increase the reliability of findings. The transcriptions of the interviews with learners and teachers were analysed and coded by another researcher to reach the intercoder agreement. The emerging categories indicated an emphasis on the same codes but demonstrated a few differences in wording of particular categories and themes (i.e. “curriculum” vs. “course calendar”).

3.10. Limitations

The observations were made through the last two weeks, which might have limited the range of activities observed. The classroom observations could be circulated throughout the semester enabling the researcher to observe various activities in the classroom. However, this was discussed in focus-group interviews with the instructors and they provided the researcher with strong and weak aspects of the course with reference to the specified period.

CHAPTER 4

FINDINGS

4.1. Introduction

This study investigated the perceptions and suggestions of learners and teachers of English with regard to an English course for business communication skills - the “Professional Communication Skills-406” (PCS 406). Furthermore, it aimed to propose an in-service TT module specific to this course; thus, it explored the needs of stakeholders – namely, the learners, teachers and administration- in an In-Service TT program in an EAP context specified for PCS 406 course and put forward the facets of this training module. The findings of the study will be presented in this chapter under separate headings in line with the research questions.

4.2. What are the perceptions of teachers and learners of English regarding the “Professional Communication Skills 406” (PCS 406) course?

The first research question of this study aimed to shed light on the perceptions of stakeholders regarding the PCS 406 course. Therefore, the data were collected from the learners, teachers and the unit head and analysed so as to reveal their perceptions. This section comprises 3 main sections. The open-ended questions in the questionnaires, the focus group interviews and one-on-one semi-structured interviews were analysed for the purpose of determining these perceptions. In the following sections, the perceptions of stakeholders will be presented under separate headlines and tables representing the emergent issues will be inserted. These perceptions were categorized on the basis of the most frequently emerged issues in the data.

4.2.1. The perceptions of teachers regarding PCS 406 course

All of the full-time teachers who taught this course in the Spring Semester were interviewed in groups of four in two sessions. The researcher asked the opinions of teachers about fundamental elements of the course to reveal their perceptions

concerning these elements. Based on the data collected from foreign language teachers through focus group interviews, the categorization of responses was completed. The details are discussed under main themes in the following parts and categories of these themes can be seen in the tables presented.

4.2.1.1. Content of the course

First, teachers were asked about their opinions regarding the content of the course. The answers demonstrated similarity in that the content was “sufficient” and “appropriate” for such a course (See Table 8). The main issues raised regarding the content were the syllabus design, subjects, skills, and challenges of students.

When their views about the content was asked, one of the predominantly stated concern expressed by teachers was the course calendar, namely the time allocated for main subjects of the course, which are writing CVs, Cover Letters and conducting job interviews. Some of them stated that the program in the earlier weeks was a bit compact and they had difficulties in managing with the syllabus. During the first seven weeks, teachers were supposed to work on writing CV and Cover Letter by lecturing the basic principles and practicing them in the classroom. CV and Cover Letter were taught in successive parts followed by practice of subject matters studied in this week. Therefore, they stated that they experienced a great deal of challenges throughout the first half of the semester. Havva declared these difficulties by saying:

Sometimes, it was difficult to deal with the activities in the earlier weeks. In the chapters assigned for the interviews, the curriculum progresses regularly; however, it (the content) was a bit dense before the interview chapters. These activities can be revised, I believe.

Table 8. Perceptions of Teachers Regarding the Content of the Course

SYLABUS DESIGN
<ul style="list-style-type: none"> • Course Calendar • Main Subjects • Repetition in Content
SKILLS
<ul style="list-style-type: none"> • Distribution of Skills

Table 8 (cont'd)

SUBJECTS
<ul style="list-style-type: none">• Incorporation of certain subjects• Exclusion of certain subjects• Efficiency of subjects• Enhancement in current subjects
CHALLENGES of STUDENTS
<ul style="list-style-type: none">• Writing on imaginary situations

As responses reveal, some teachers commented on the course calendar when the researcher asked about the content of the course. They stated the difficulties they experienced with regard to teaching the content in allocated time. The course design required teachers to have students write parts of CVs during the class and give feedback them in the classroom. Teachers disclosed that this arrangement created a tension and challenge for teachers as they need to read a number of papers conscientiously in a limited time and provide valuable feedback to the students to help them identify the mistakes, realize the ways to correct them and reinforce their learning. Considering the class size, teachers stated that it was a demanding work and necessitated allocation of great time. In light of their explanations, it can be asserted that the course calendar generated certain difficulties for teachers. Therefore, they declared this issue as an aspect of course content. Nurhan supported her opinions about the course calendar issue by saying:

The most troubling thing for me regarding CV and cover letter, as well was that the allocated time for the subject matter was sufficient but we did not have enough time to give feedback. The students write them (the tasks) in the classroom; however, I thought that I could not give feedback sufficiently since the classes were crowded. Therefore, I felt, to some extent, that I got the tasks done for the sake of doing them. I gave feedback for the CVs to some extent, but I collected all of the cover letters that students wrote and gave feedback at home. I mean, I had such a problem.

In addition to the difficulties they perceived concerning the time constraint for giving feedback during the class hours, teachers also believed that too much time was allocated for teaching CV and Cover Letter. The primary reasons remarked for this

perception include students' familiarity with writing CV, their practicum experiences and accessibility of CV samples on the Internet. Moreover, Medine argued that students thought allocating so much time for learning CV was very unnecessary. She justified her opinion with regard to students' comments about course calendar by associating students' perception with their familiarity and experience:

Do you know it is why? They learn writing CV in their departmental courses, as well. They also gain experience in those courses and they (teachers giving departmental courses) teach a different format. Therefore, students know something –more or less- about CV.

In terms of syllabus design, another issue that teachers brought forward when their perceptions about the content were inquired, was the repetition of content. Teachers attributed this repetitive nature of the course to the design of the syllabus, which was based on the course book. As teachers were supposed to follow the instruction and activities in the course book, they needed to work on similar subjects through similar practices. Sinem endorsed this perception in her words: *“Indeed, there was a repetition in content. I guess it was because of the course book. I think the repetitive parts of the book can be omitted”*. As well as Sinem, Mehmet disclosed the situation in these words:

(...). The only problem was that the interviews part in the course book was taught for a long time and it presented some repetitive content. (...) The 4th and 5th chapter of the book was ascribed to interviews. In the 5th chapter, the book aimed to analyse the interviews more comprehensively and focused on techniques in more detail. However, I do not think it taught extra information. These chapters could be combined. Thus we could have an extra week and spare more time for practice.

Based on the teachers' statements, it can be concluded that teachers were satisfied with the subjects; however, the repetitive presentation of the content in the course book resulted in some problems in classroom instruction and could be revised.

Another issue that teachers raised in focus group interviews was about the language skills and their weight. Some of the teachers uttered that the emphasis on listening skill was considerably high. They clarified that listening activities were helpful in the interview part to some extent; however, the frequency of listening practice in writing CV and Cover Letter sections was too overwhelming for the students. This judgement was observed in the classes, as well. Sinem and Nurhan, to exemplify,

skipped some listening tasks by expressing their similarity to other listening practices. Mehmet acknowledged this impression by saying:

I also think there were too many listening activities in CV and Cover Letter parts. Therefore, we focused on these subjects too much. We explained the subject and it was understood. Then we did listening activities. OK, it is good, but the second listening activity was too much for the students. Indeed, the content can be simplified.

The most frequently discussed concern regarding the content was the subjects taught. Teachers reached to a consensus on the fact that it is necessary to teach how to write a CV and how to conduct a job interview. They verbalized the students' positive attitude towards the subjects, as well. Moreover, they expressed the appropriateness of subjects for the aim of the course and needs of students. They stated that students needed to learn writing a CV and conducting a job interview before they graduate from the university. Furthermore, they stated the course would be beneficial for senior students in the job application period as they would learn the steps to take, the documents to submit, and procedures to pursue. Mehmet defined the necessity of subjects taught in this course and students' attitude towards these subjects in these words:

I didn't have problems with the content. Even some of my senior students requested help from me outside of the classroom for organizing their CV since they believed that it was a very efficient course for them. I think the content was appropriate; it comprised both writing a CV and Cover Letter and conducting an interview.

On the other hand, most of them offered to revise the requirement of teaching Cover Letter. They believed it would be better if Cover Letter is replaced by Letter of Intention for it is more widely requested among companies and higher education institutions. Melek stated that Cover Letter is demanded in foreign countries but not substantial in Turkey. Considering the prevalence of Cover Letter request in business life and graduate programs applications, studying on a more purposive document such as Statement of Purpose or Letter of Intention would meet the objectives of this course.

In addition, I suggest Letter of Intention. It is very significant. We certainly have to teach it, or Statement of Purpose. Because some students (are

applying to) Master programs. ... Cover Letter is not requested by many companies in Turkey. I mean it is requested abroad, but if we consider it in terms of Turkey, they do not demand it. ... So I wonder if we can teach writing Letter of Intention instead of Cover Letter; they are more popular.”

Sinem agreed to Melek in that teaching Letter of Intention (LoI) would be more beneficial for students. She supported her opinion based on her previous experiences when she worked as an educational consultant. She confirmed students would need to submit LoI when they apply for a job or graduate program abroad. Arzu, too, approves the suggestion of change in content. On the other hand, some of the teachers stated that they evaluated Cover Letter and Letter of Intention as similar concepts. Mehmet and Nurhan, for instance, discussed they were not very separate concepts and the course book presented similar information about both. However, Nurhan and Sinem provided certain explanations with regard to the basics and use of LoI. Below is Sinem’s explanation about LoI:

1000 words or so is requested. I remember from my experiences. I worked as educational counsellor. It is so significant because universities abroad accept you according to this. Everything you can write except for the information on your CV is written in Letter of Intention.(...) Therefore, it can be more significant.

On the basis of the views disclosed, it can be drawn that the subjects included in the syllabus were evaluated by the teachers in terms of the needs of students and teachers’ experiences.

4.2.1.2. Materials

Materials were one of the arguments specified by teachers in focus group interviews. They essentially remarked their concerns with regard to the repetition of the content and activities in the course book, particular problems with the course book, clarity of the samples provided and the incorporation of some materials into classroom teaching. Table 6 summarizes the issues that teachers expressed.

Table 9. Perceptions of Teachers Regarding the Materials

COURSE BOOK
<ul style="list-style-type: none"> • Repetition of content • Repetition of similar activities • The layout of the book • Clarity of samples presented in the book

Table 9 (cont'd)

-
- Extensive presentation of the content

MATERIALS

- Incorporation of visual materials
-

The course book was primarily criticised by teachers in lacking clarity and face validity. They stated that the book was full of activities and texts, even in the exercise parts. Students did not have sufficient blanks even to take notes during listening activities. Moreover, font type and size of the texts had a negative impact on students. Teachers interpreted this as a demotivating factor for students. Selcan elaborates on this issue by stating that *“The book is not entertaining. As we discussed in the meeting before, it is a bit “business-like” and compact book. In order to prevent the course from being boring, it needs to be supported by pair work and group work activities”*. Likewise, Medine drew attention to the drawbacks of the layout. She emphasized the compactness of the book and highlighted the meticulous work for omission of parts:

There is nothing to do about it, but it created serious difficulty for me to follow that the book is full of written texts, even without line blanks. (...) Some parts of the book were omitted; however, it requires very careful examination even to identify the omitted parts.

Another issue about the course book and the course pack was the CV and Cover Letter samples provided. Teachers think that these samples were not very efficient for the students because of the fact that they created confusion among them due to the content they offer, the language they use and monotony of single sample. Selcan, for instance, mentioned the content of model CV on the course book, stating that *“It could be more simple, clear or contemporary, but students thought that it was not an understandable sample”*. Moreover, she noted that her students had difficulty in implementation of model CV to their own CV writing tasks. Melek, on the other hand, put emphasis on the variety in formats represented in sample CVs on the course book. She asserted that a number of samples should be provided on the book; however, *“the samples integrated into the course should be in line with the same*

format” that they teach. She also underlined that students “cannot decide which one (format) to use and feel confused” and suggested to “determine one particular type to teach” in this course. Havva, however, associated this confusion or challenge that students face with the departmental issues presented in sample CV. She recommended providing a model CV for a different career field.

(...) You said that the sample was not clear; it was about reforestation or something. In terms of career field, it was a sample of career which was very far from their departments. Therefore, it would be better if we studied the CV part on a totally different career. It could be better if it was a clearer, understandable content.

Teachers evaluated the interview parts of the course book. They came up with some strengths and weaknesses. Selcan highlighted the strength of the book by referring to the interview questions provided. She reveals her reasons for this opinion:

There was a compilation of fifty to seventy possible interview questions in the book. Those questions were very effective. To exemplify, there was a question: “Where do you see yourself in the following 5 years?” What most people in Turkey say is “I want to be a CEO”, etc. For it is clarified that this cannot be told and it is unreasonable, students realized and agreed.

As for the weaknesses of the book with regard to interviews, teachers primarily mentioned the language used, and the lack of possible answers to the questions. Melek, for instance, referred to the language structures presented in the book as quite different and unknown. She declared that students had to ask the meaning of a lot of idioms during classes, which was interpreted by the teacher as a discouraging factor for students. Medine, on the other hand, underscored the lack of answers to interviews questions as a significant weakness of the course book. She associated this drawback with students low proficiency level. She, therefore, recommended providing students with model answers to interviews questions.

(...). We provide the students with questions but there are no answers. It is not easy to answer these questions immediately. Our students’ proficiency level in English is not high. I think we can present the possible answers as well as possible interviews questions

Integration of video recordings into the classes created a consensus among teachers. Teachers believed that it would be more effective if students could see the people conducting interviews rather than just listening to the recordings. Thus, they could

understand better what to say and how to behave in an interview. Melek, Medine and Mehmet are among teachers who stated the need for the video recordings. Medine confirmed the efficiency of videos by referring back to one of her classes and sharing her experience using interview videos in the class:

“I also believe that visuals are more effective. There were two videos that we showed in the last interview activity. They were very good. They did not make fun of bad interviews. There were really good and bad samples of interviews.”

In light of teachers’ perceptions, it is clear that the course book has some strong characteristics such as providing various sample CVs and some weaknesses including the compact content, dense texts, narrow layout, and repetitive activities.

4.2.1.3. Activities

As for their perceptions about skills, teachers mentioned various skills and defined the challenges they encounter. Listening activities on the book was one of the significant matters of discussion among teachers. Sinem, to exemplify, brought attention to the listening activities by stating that they were much overloaded. Mehmet, on the other hand, evaluated them in a different aspect. He thought that some of the listening activities were very functional while the others were not necessary. He clarified the distinction by this explanation:

I think the course comprised of two parts: one of them was CV and Cover Letter and the other one was Interview. The listening activities in Interview part were effective for their improvement to some extent; however, the listening activities in CV and Cover Letter part were designed only to demonstrate the function and importance of CV. It was not necessary to include so many listening activities. I did not think that the other activities, namely, the “phrase” activities and “filling in the letter and paragraph” were unnecessary; however, most of the listening activities in pre-writing part except for interview part were unnecessary.

Table 10: Perceptions of Teachers Regarding the Activities

SKILL-BASED ACTIVITIES

- Writing activities
- Listening activities
- Speaking activities

ACTIVITIES

- Frequency of activities
-

Table 10 (cont'd)

-
- Activity types
 - Incorporation of interactive activities
-

Another concern raised about listening activities was their being challenging and boring for the students. According to teachers, students' proficiency level was a factor in this problem as well as the difficulty of language used in the interviews. As some teachers stated, the level of language structures presented in the course book was higher than students' language proficiency level; thus, it created difficulties in understanding. A similar concern was brought forward with regard to the language structures in the recordings. Furthermore, teachers evaluated the listening activities and revealed that they were challenging due to their requirements such as making deduction and evaluating the opinions or statements of speakers.

Some teachers stated that students had some motivational problems during the classes because of activity types as most of the activities were mechanical. Moreover, the range of repetition of similar activity types was a demotivating factor for students according to teachers. Therefore, interactive and communicative activities were among essential issues discussed by them. They underscored that students got bored during the courses due to the nature of activities because especially listening activities required completing similar tasks such as identifying the phrases, answering the questions and matching the items. Nurhan underlined the importance of students' active participation in these words:

There could be activities for inquiring students' opinions because we started teaching immediately. In the beginning, it was effective, but it became so monotonous after a while that we started the course, delivered the lecture, completed listening or "fill in the blanks" activities. There were too many activities of this type. I could not find a practice to ask the opinions of students and their background information. I experienced this trouble for a while.

Sinem also drew attention to this issue by referring to the situation in her classroom:

In interview part, there can be more interesting activities. The motivation of my students was very low except for the weeks in which we wrote tasks in the classroom. They attended the classes just to write their tasks and get points. In other weeks, they just came to class and sat.

She interpreted the case in her classroom as a result of motivational problem and associated this problem with the nature of activities. As she defined, existing activities required passive participation of students; thus, they could lose their interest in the activities but attended the classes for the sake of doing the tasks and getting high grades. Sinem's impression was verified by the classroom observations, as well. Most of the students, except for a few, were not listening to the recording but playing with their cells or watching the outside during the activities and did not participate in the discussion about the cases in the recordings.

4.2.1.4. Classroom Instruction

Teachers evaluated the classroom instruction mainly in two aspects: issues with regard to the students and content. One of the biggest challenges that teachers encountered with lecturing was the monotony of the classes. They stated that they were not used to give lectures because they had studied skills till then. Therefore, they needed to paraphrase the same information over and over again. Melek expressed her own case:

One of the teachers raised an argument that she repeated herself after a while. She had to paraphrase the sentences while lecturing. She explained the trouble she experienced in this way:

Also, you start repeating yourself in lecturing after a while. You paraphrase what you say and you tell the same things again. I experienced this trouble. It was just to extend and use all the time allocated for the course. I wish we could spare this time to activities

In addition to paraphrasing trouble, teachers expressed their concern regarding the outcomes of instruction. Melek uttered her uncertainty about learning by saying that she could not identify if students understood or not. Furthermore, some teachers interpreted the lack of interaction with students as a drawback of lecturing. Selcan, to exemplify, declared that the *monotony of the classes or the lack of dialogues distressed her. Students just sat and listened or watched.*

Table 11. Perceptions of Teachers Regarding Classroom Instruction

STRENGTHS
<ul style="list-style-type: none">• Familiarity with the content
CHALLENGES
<ul style="list-style-type: none">• Interactive Instruction• Challenges with lecturing• Language proficiency of students• Monotony of the course• Motivation of students

One of the most frequently stated challenges with the instruction was motivation of the students. Teachers agreed that most of the students were low-motivated and did not participate in the activities or tasks. They attended the classes only due to the absenteeism limit. They shared the challenge they faced to motivate students and difficulties due to lack of motivation. Mehmet, for instance, disclosed his case stating that he had difficulty in motivating junior students. Nurhan also mentioned students' lack of motivation problems as an effective factor in efficient classroom instruction:

The only trouble I had was motivation. I had a lot of low-motivated students; they were very problematic. I mean, there was not any other problem. It is a very easy-to-deliver course if there are "good" students in the class.

Proficiency level of students was verbalized as a determinant of classroom instruction. Some teachers stated that their students were not proficient enough to follow the instruction. Melek said that she had only two students whose language proficiency level was high. She stated that she had to talk to these two students and others remained silent most of the time. She told that she felt like teaching only to two students in the whole class. On the other hand, Havva expressed that her students were very successful and the course was very effective. She correlated the efficiency of the course with proficiency level and motivation of the students:

I did not feel it because my students were very successful. Even I liked this course very much because the instruction always depended on the dialogues, but it was probably because of interest and proficiency of my students. Our classes were not like lecture-based. They used to ask me questions and I used to inquire their opinions. Since I asked for their opinions before I lecture on the subject, for instance, they used to consider

the situation and share their opinions. Therefore, I did not experience any trouble in these terms. My courses were already interactive.”

Based on the utterances of teachers, it can be drawn that they associate the efficiency of classroom instruction with the content of the course and students’ proficiency level.

Teachers mentioned some strengths with regard to the instruction of this course such as familiarity with the content. They stated that they had applied for jobs many times before and experienced the process personally. Thanks to this experience, they could teach the subjects more easily. Teachers declared that they made use of their personal experiences or background knowledge about the subjects such as writing a CV and doing a job interview. They stated that they, therefore, did not have great trouble with lecturing: Sinem declared that her familiarity with the topic prevented her from having trouble with lecturing while Arzu interpreted the proficiency level of students as the determinant of easy lecturing in her class.

4.2.1.5. Assessment

The categories derived from focus group interviews were demonstrated in the table below:

Table 12. Perceptions of Teachers Regarding Assessment Techniques

TASKS
<ul style="list-style-type: none"> • Implementation of tasks • Challenges with the tasks
EXAMS
<ul style="list-style-type: none"> • Efficiency of exams • Types of exams
RUBRICS
<ul style="list-style-type: none"> • Relativity of grading among teachers • Efficiency of rubrics
ALTERNATIVE ASSESSMENT
<ul style="list-style-type: none"> • Assessment of interviews

Teachers disclosed their opinions with regard to the assessment tools. They mostly stated that the content of the exam was appropriate but questions types were not

efficient. They had some criticism about particular questions. Melek defined this matter by exemplifying that:

(...) There was a question about CV writing, I guess. There was a paragraph including information in tangled order. Students were required to write a CV using this information. Students found it very challenging because we did not practice it in the class. I mean, we should assess what and how we teach in the classroom.

She built a relationship between familiarity of the question that was asked in the exam and the type of tasks that were done in the classroom. Arzu supported Melek's opinion by telling that *the midterm exam was appropriate for the aims of the course but it was a bit confusing*. She declared that they had to explain the question to the students.

The assessment of interviews was another matter discussed by teachers. They stated that interviews needed to be assessed if they were included in the content of the course. The washback effect, as described by Pierce (1992), refers to "the impact of a test on classroom pedagogy, curriculum development and educational policies" (p.687). In this sense, a negative washback effect, which refers to a mismatch between the aims of the instruction and the focus of assessment, could be observed in the context. This kind of a mismatch may result in the effect of teachers' instructional practices and produce a negative washback effect. (Alderson & Wall, 1993) All teachers in focus groups agreed on this claim; however, they could not agree on how to do the evaluation despite some suggestions for oral exams. Selcan expressed that it was a difficult process to assess for them while Melek thought it would be too idealist to assess the interviews via oral examinations.

In-class writing tasks, an alternative assessment tool, created some challenges for teachers. They had some concerns about the writing tasks that were practiced in the classroom. One of the problems resulted from the class sizes. Arzu told that they checked the tasks in the classroom; however, they had to do a superficial assessment because of student number. Nurhan approved Arzu's opinion and stated that this type of an assessment would be subjective. On the other hand, one of the teachers, Sinem, thought that writing and evaluating the tasks in the classroom was not problematic because students would write the tasks in the same way even if she gave feedback after the class:

I do not think that it was troublesome. Maybe because I think that they are senior students, but they would write the same tasks even though I give feedback at home. Therefore, I did not feel that it was a problem.

Final issue that teachers brought forward about the assessment was the rubrics they used. Most of the teachers stated that the results of the students were higher when graded on the basis of the rubric. They reflected their confusion about the rubrics. Nurhan, for instance, stated that *she had problem with the rubric. Her evaluation and the result rubric presented were different especially in midterm*. Likewise Mehmet declared that he thought there was a missing criterion in the rubric and students got higher grades because of it.

4.2.2. The perceptions of learners regarding PCS 406 course

Questionnaires and one-on-one semi-structured interviews were conducted with learners. The researcher inquired the opinions of learners concerning particular elements of the course to divulge their perceptions. On the basis of the data collected from foreign language learners through individual interviews and questionnaires, the categorization of responses was completed. The categories can be seen in Table 9 below.

Perceptions of foreign language learners concerning the course were categorized under the themes of content, materials, activities, classroom instruction, assessment, and other issues. Even though expectations and acquisition of learners from the course cannot be evaluated as perceptions, they were integrated into the findings section for they may provide the opportunity to interpret the results more thoroughly. Therefore, this section presents learners' responses in relation to each category in the order demonstrated in Table 13 successive to the expectations and learning outcomes.

Table 13. Students' Perceptions Regarding the Course

CONTENT

- Course calendar
 - Efficiency of the content
 - Fulfilment of students needs
-

Table 13 (cont'd)

MATERIALS

- Appropriateness for the course objectives
- Incorporation of videos for job interview
- Need for the course book
- Real interviews with the experts
- Efficiency of sample Cover Letters
- Repetition of the content in the course book
- Use of PowerPoint slides
- Variety in sample CVs

ACTIVITIES

- Efficiency of activities
- Listening activities
- Efficiency
- Repetition
- Challenges
- Speaking activities
- Adequacy
- Incorporation of group work
- Writing activities
- Efficiency
- Integration of real interviews to in-class activities
- Incorporation with career consultants

CLASSROOM INSTRUCTION

- Effective teaching and learning
- Repetition of the content and activities
- Excessive lecturing
- Suppression of teacher's creativity
- Incorporation of interaction into classroom instruction
- Experiential learning

ASSESSMENT

- Efficiency of tasks
- Efficiency of exams
- Frequency of exams
- Alternative assessment tools

OTHER ISSUES

- Class size
 - Course credit
 - Compulsory attendance
-

In the questionnaires, students were first asked about their expectations before they took the course and acquisitions at the end of the semester. Likewise, they unveiled their expectations and acquisitions throughout the semester during face-to-face interviews. Then, their responses were classified to generate certain categories. As

these expectations and learning outcomes do not thoroughly represent their perceptions with regard to the target course, though may have an impact on the evaluation of findings, they will be presented briefly before elaborating on learners' perceptions in consecutive headlines. The expectations of learners before taking the course particularly comprised improving their professional communication skills, getting prepared for the business life and job applications, learning to write an academic CV effectively, improving their oral communication skills, doing a real job interview at the end of the semester and especially having a speaking-oriented class. Fatih, to exemplify, disclosed his expectation during the interview in these words: *"Given that I took all of 8 English courses through 4 years, I was expecting this course to be a bit more speaking-centred, I mean, designed for speech groups"*. One of the learners (L7—the learners who took the questionnaires were not enciphered but numbered because of large sample) responded this question in the questionnaire by stating that *"I had expectations –to learn - such as how to communicate more effectively and what the methods are to do this"*. In a similar vein, L6 drew attention to the activity patterns that he would expect by saying *"I would expect more hands-on activities and communicative instruction without using the book"*. L30 expressed his expectation to get prepared for business life and job application in these statements: *"I thought it would prepare me to work life. I expected to learn at least what I could do before I start work"*. Some learners, on the other hand, stated that they have already had background information and experience regarding CV writing and hoped to revise and edit their CVs as well as enhancing their knowledge about it. L37, for instance, clarified his expectation in this way: *"I was expecting to make adjustments in my CV, to use the Cover Letter I wrote in the classroom in business life; however, we talked and wrote about totally imaginary things"*. As the range of the expectations is quite broad, a list of common expectations was formed. The list can be seen in Table 10 below.

Table 14. Students' Expectations from the Course

<ul style="list-style-type: none"> • A real interview at the end of semester • A speaking-oriented course • Making adjustments on learners CVs • Correction of misinformation about CVs • Writing an effective CV • Preparation for business life • Emphasis on oral communication skills
--

Table 14 (cont'd)

-
- Learning the basics of job interviews
 - Learning steps to apply for a job
 - Communication in English effectively
 - Targeted at departmental needs
 - Comprehensive information about business environment
 - Use of body language in communication at work
 - Gaining writing, speaking, listening skills to be required in professional life
 - More interactive and fun course
-

As for the learning outcomes of the course, learners enumerated what they learned about writing a CV and Cover Letter and conducting job interviews. They frequently mentioned their acquisitions with concern to the techniques of CV writing, such as the format and order of information in CV, the use of appropriate language and lexicon in an academic CV, and the basics of writing a cover letter. Öyküm, for instance, stated during the interview that *she had questions about the format and order of information in CV. She did not know what to write first and how to categorize the information under particular sections*. They also reported that their awareness has increased upon taking this course. Another contribution that this course provided for students was the opportunity to revise their background knowledge about CV and correct their previous misleading knowledge. Nurtekin reflected on the improvement he experienced by these statements:

I learned how to prepare a CV in English. Even though we learned it in English, I realized that I have made some mistakes in CVs I have prepared so far. ... Now, I learned how to write an academic CV.

Fatih highlighted the effective outcomes of the course especially for the learners who have not experienced writing a CV or applying for a job:

We learned a lot of things in this course. If I had not known anything, I know, I would have learnt a lot. I had this opportunity to check my background information. I had some misleading information; I had a chance to correct them.

The outcomes that learners have disclosed are summarized in Table 15 below:

Table 15. Students' Reports on Outcomes of the Course

CV & COVER LETTER
<ul style="list-style-type: none">• The format and order of information in CV• Language in an academic CV• Lexicon in an academic CV• Basics of writing a cover letter• Awareness on basics of CV writing• Verification of one's background knowledge about CV writing• Correction of previous misleading knowledge about CV writing
INTERVIEW
<ul style="list-style-type: none">• Interview techniques• How to answer the interview questions• How to use the body language• How to get prepared for the interview• Awareness on interview questions• Interview procedures

Concerning the outcomes in relation to conducting an interview, they suggested that they identified interview techniques, procedures and questions. Öyküm interprets her experience in these words:

In practicum applications in Turkey, they do not ask for our strengths and weaknesses. ... I thought about these issues for the first time. I examined myself and thought comprehensively how I should answer them, so I learned new techniques.

4.2.2.1. Content

Based on the data gathered from the interviews and questionnaires, some of the perceptions set forth by the learners about PCS 406 course were essentially related to the content of the course. They mostly thought that the content was appropriate for the aims of this course. They also stated that the content could endorse required skills for professional life and help learners prepare for job applications. Faruk, for instance, stated that the content of the course was effective and he believed he had improved himself in this subject. Likewise, Fatma thought that the content of the

course was suitable and she did not think there was a need to integrate other subjects into the content. She explained that they *learned what to do, how to behave, what to write in a CV and Cover Letter; they learned everything*. She thought that the content was quite satisfactory.

Course calendar was one of the arguments discussed by the students. They thought that the time allocated for each subject was not divided appropriately. Their main concern was regarding the CV. Most students declared that sparing so much time for writing a CV was unnecessary. Öyküm explained the reason for her opinion stating that *(these) people were senior students so most of them have already applied for the practicum. They did not encounter with CV for the first time*. Therefore, she expressed that *interview section could be taught for a longer period*. On the other hand, some learners thought that the division of semester for subjects was proportional. Faruk told that enough time was allocated for both subjects because *both of them are significant subjects and it was quite logical to spare equal amount of time for both*. In a similar way, Buket stated that it was necessary to spare so many weeks for CV because they separated and wrote the CV section by section, which was an effective way to learn.

Efficiency of the content was another concern asserted by the learners. Their views varied on this issue. Some declared it was efficient for learning. On the other hand, some insisted that it was not efficient. Sinan, for instance, expressed that they could have learned these subjects in a much shorter period; however, they had to repeat the same topics over and over again. Moreover, he suggested that they could have learned many different things in such a long period rather than focusing only CV and job interviews. Likewise, Umut verbalised his opinions regarding the inefficiency of content:

(...) If the aim is to prepare a CV and prior to that to prepare the student for job interview, I do not think that the content of the course was very efficient. .. If CV and interview are the concerns, they require more emphasis."

The students evaluated the content in terms of fulfilling their needs, as well. Frequently reported needs by the learners included real interview practices and

improvement of speaking skills. Umut underscored the significance of doing real life practices in the classroom:

There may be a video recording demonstration, which is not provided. It can be included about how it (interview) is conducted. I think students should be prepared for this in terms of practical matters. (...) I did not know how to write an academic CV; I learned it. It was useful but not vital. What is essential here is to prepare students for interview because they have serious trouble with this.

Elif and Fatih, also, emphasized the integration of speaking into the course content. Fatih declared that graduates were very bad at speaking whereas 80% of them were good at grammar and writing. Likewise, Elif offered some details with regard to the integration of speaking:

Speaking can be integrated into the content of the course, a number of samples can be made by dividing each section to various classes regarding interview experience. For instance, “how will it be?” or “what will be asked?” when we participate in an interview. (...) We can experience this more.

4.2.2.2. Materials

In search of the views of learners with concern to course materials, particular concepts were raised. To exemplify, most students believed video recordings should be incorporated into the classroom teaching for more effective results. Öyküm shared her previous experience in a language classroom to verify the positive impact of video recording on learning:

“I think they are appropriate for the course. I am satisfied with all materials but something more can be done. While I was preparing for FCE exam, (...) our teacher used to show us videos to demonstrate how they behaved when they heard an unexpected question or how they hesitated. It can be efficient if they teach via the video recordings.”

Moreover, they announced a common problem they experienced with the book which was the repetition of content and activities in the course book. They stated that the book taught similar topics over and over again. In addition to the repetitive content, the inadequacy of CV samples provided in the book was recorded as another deficiency. Kağan, for instance, expressed the difficulties that his friends experienced

while writing their CVs because they could not find a model CV relevant to their department.

On the other hand, a student stated that the use of slides was not necessary. She told that PowerPoint slides needed to be omitted and she did not remember even looking at them once.” She expressed that the content of the slides and course book overlapped: *“I remember the information available in the course book was presented on slides, as well.”* Then, she affirmed that slides could be used for providing visual support rather than just displaying the questions. On the contrary of these opinions, Faruk thought the slides were quite creative and had nice pictures; there were some enjoyable videos.

One of the students emphasized the significance of the opportunity to choose the job advertisement herself rather than writing CV for one of the advertisements provided in the course. She elucidated this by saying *“For instance, there is a company and I have planned to apply for this company. I could prepare myself better for this. This was an alternative.”*

4.2.2.3. Activities

Activities were one of the most criticised components of this course. The views on activities, however, varied among students to a certain extent. Some of them explicated that they were efficient and sufficient; on the other hand, some claimed them to be repetitive, boring, and even unnecessary. Sinan expressed his opinion about the activities in these words:

We have been studying on a woman’s CV. I have almost memorised it. Her speech, others’ speech... I mean it started to repeat after a while; it is a problem. There are not any innovative activities. I mean the interview sections should not be comprised of only listening activities.

Listening activities were a controversial issue among learners. Fatih, for example, stated that there were too many listening activities and they were overlapping with each other.

Fatma, similarly, believed that listening activities were unnecessary; therefore, nobody was listening to them:

I think they are very unnecessary. I do not believe that the listening activities we did in the class contributed to me. Nobody is listening. Moreover, they are not understood clearly since the accents are very different.

One of the students, however, stated that there were a lot of listening activities, but there was not repetition as every listening activity focused on to inform about particular topics studied in the class. He declared that “*I do not agree with the repetition claims because particular topics are examined in each listening activity. This is an advantage*”. Likewise, Faruk believed that listening activities were effective in understanding the interview process:

We listened to some interviews. (...) Listening to the interviews was quite efficient. These activities were very effective to see useful language, speaking fluently, and impressing people in interviews.

One of the issues raised in the interviews was the quality of recordings. Students uttered that the accents of the speakers resulted in some trouble with understanding. Furthermore, Nurtekin reported that the pace of recordings prevented him from understanding clearly.

4.2.2.4. Classroom Instruction

Effective teaching and learning, repetition of the content and activities, excessive lecturing, incorporation of group works into classroom instruction, and experiential learning were among the categories derived from the data provided by interviews. Nurtekin defined the instruction as an effective process:

I think we could learn. First we were taught the subject, CV or Cover Letter; then, we did an example about it. Since we wrote a task for it, it was effective for reinforcement.

Faruk drew attention to teacher’s practices in the classroom. He stated that teacher tried to motivate students to participate in activities by doing some jokes and giving an entertaining instruction:

The instruction of the course was absolutely entertaining. Teacher used to prepare little jokes about CV for us to attend the class. It was very efficient.

One of the students, alone, declared that the creativity of the teacher was suppressed because of the Foreign Languages Unit's attitude. Fatih clarified his opinions by saying that:

Rather than teacher's method, there is a method offered by English Unit; he is expected to follow it. Indeed, the creativity of teacher is suppressed in this condition. I think this should be revised. I had the opportunity to observe by taking courses from a few teachers in the Unit. It seems that everybody has to teach in a more or less similar way. Teacher cannot reflect his or her creativity because they are tried to be stereotyped. (...) For instance, teacher identifies the needs of the students in the classroom; however, he needs to pass them because he has to follow the syllabus. I think the purpose of instruction is to complete the deficiencies

4.2.2.5. Assessment

Students interpreted the assessment techniques of this course in terms of efficiency of exams and tasks and frequency of exams. Sinan expressed his opinion about the existing assessment system in these words:

If I need grade out of 10, it would be 1. It would be for in-class performance. (...) This is my opinion. People should pass the course by being graded for his performance in the classroom rather than in an exam. (...) If we talk about this course specifically, the exam is not necessary for this course. Let me explain in this way: We learn how to write a CV and then what to do in an interview. How can you assess it through exams? You can ask about the behaviours during an interview. What else can you ask? (About assessment of vocabulary) How effective are they? What is your aim to give exams: to place some information into our mind or prepare us for a particular situation? This needs to be determined first."

Furthermore, they announced their views on writing tasks that were done in the classroom. The opinions regarding the tasks and their implementations varied among learners. Fatma and Faruk agreed that these tasks were suitable for the course because she applied what she had learned thanks to these tasks.

4.2.2.6. Other Issues

Credit of the course, compulsory attendance and class size were other issues put forward by the students. They stated that the credit of the course was very low, which resulted in demotivation of students. They disclosed that the credit of the course had

a negative impact on them because they could not motivate to fulfil the requirements of the course.

Compulsory attendance to the classes was another demotivating element for this course as they declared in their interviews. They emphasized that they were senior students and had a lot of projects and assignment to complete in order to graduate. Therefore, they did not have much time to spare this course because it was an easy one. They preferred to use this time for more important and challenging courses and projects.

The last but not the least concern that was reported was class size. There were approximately 25 students in the classes. It could be more or less in each class, of course; however, students stated that the number was too high for this course because this class required in-class participation for an effective learning environment.

4.2.3. The perceptions of unit head regarding PCS406 course

The unit director declared some problems they encountered in PCS406 course. The first problem she stated was about the syllabus design. She declared that syllabus was designed on the basis of the course book; however, this did not fit into the context completely. Since there was not an expert to design a syllabus in the Unit, they applied trial and error approach in the design of the course. This resulted in particular deficiencies in instruction and assessment of the course. She also stated that teachers teach the course on the basis of the course book and they follow the book. She declared that the course book should not be the target but just a medium to reach the aims of the course. However, she said that it became a strong guide for teachers' instruction. She also stated that teachers adopted a particular teaching method based on their experiences and had difficulty in modifying them. She correlated this with the workload of teachers by conveying that *"The workload of teachers affects their professional development, as well. They teach for twenty hours a week and they teach a range of subjects for a range of proficiency level. They find it challenging to devote time and effort for professional development or training."* On the other hand, she asserted that the main reason for all of these problems was *"the lack of source"*. The director expressed more staff is required for teaching, curriculum development

and professional development. Finally, she stated that “a training module is a requirement for the Unit, not only for PCS406 course but a more comprehensive one, because teachers need to develop themselves professionally, keep up with the improvements in the field and apply them to their instruction in the class.”

4.3. What are the suggestions of learners and teachers for PCS406 course?

4.3.1. The suggestions of teachers for PCS406 course

Teachers’ views on the course were summarized in the following table. The challenges they encounter, their suggestions about the course, their comments on rubrics and alternative assessment can be seen below.

Table 16. Suggestions of Teachers for PCS 406 Course

CHALLENGES
<ul style="list-style-type: none"> • Class size • Credit of the course
SUGGESTIONS
<ul style="list-style-type: none"> • Incorporation of interactive practices such as role-plays and drama • Incorporation of vocabulary and key language activities • Incorporation of videos • Modification of the course book • Use of a compiled material
RUBRICS
<ul style="list-style-type: none"> • Relativity of grading among teachers • Efficiency of rubrics •
ALTERNATIVE ASSESSMENT
<ul style="list-style-type: none"> • Assessment of interviews •

The suggestions of foreign language teachers regarding PCS 406 course are delineated below in parallel with the categories emerged during the analysis of the responses for their perceptions concerning the course.

4.3.1.1. Content

In the focus group interview, teachers mentioned the problems with the content and then declared that the content should be enhanced for more efficient classes. They underlined the concern that interview activities had to cover more information and

perspectives to help students broaden their horizons. Melek, for instance, suggested demonstrating good and bad model answers to interview questions:

The interview part is to some extent insufficient in content. We just state “These are basic interview questions; you will behave in this manner here; you will wear these clothes.” It is very challenging to create real situations; however, this activity went very well. For instance, you give the questions, and then good and bad answers to these questions, I mean, contrasting good and bad answer. If we could provide the students with answers in this way, they can at least gain a perspective.

4.3.1.2. Materials

Teachers presented certain suggestions with regard to the materials used in the class. They expressed the strengths and weaknesses about the book. They evaluated the weaknesses of the course book as a determinant in students’ lack of interest in the course. In addition to the drawbacks of the book, they stated that students did not buy the book, which was identified through observations. Only a few students had the copy of the book and the others either shared their classmates’ books or did not participate in the activities. This was a significant factor demonstrating the necessity to implement some changes in materials. Therefore, teachers suggested preparing a compiled material comprising helpful and necessary parts of particular books. One of the teachers set forth the suggestion of preparing a custom-made material for this course in line with our aims. Havva, as well as Melek and Arzu, proclaimed that *it would be the best for them to prepare a custom-made material* themselves unless there were time constraints.

Insufficiency in CV samples was another issue that teachers debated with regard to the materials. They stated that students studied only one CV model and had some difficulties in implementing the information that they examined in this CV. They recommended that variety of CV samples could be a solution to this challenge. Moreover, enhancing the variety in job advertisements provided for students in the course pack was another suggestion made by teachers. Marie, for instance, drew attention to this opinion saying that:

There were job advertisements; they picked one of them and wrote about it throughout the semester. The range of these job advertisements can be enhanced. ... If there were a few advertisements related to their departments, I think. (...). Yes, variety in the positions to be applied can be helpful.

She argued that students could write their CV tasks easily if they were provided with a number of CV samples related to their departments and recruiting for various positions. Another suggestion concerning CV writing was that students should write their own CV in this course, so that they could be motivated and the course could be more effective for them. Thus, they would make associations with this course and real life cases and be more willing to study.

Incorporation of visuals and videos into the course was a matter that all teachers agreed upon. They believed that the course would be more efficient if there were video recordings. Teachers emphasized the importance of seeing people conduct a real job interview. This experience would both motivate the students and help them analyse the basic qualities of interviews. Mehmet supported this suggestion by stating his justifications:

We could integrate video recordings of real life interviews. It would help students see the mimics and body language. I think just listening is not efficient. (...). If we want to design a more practice-centred course, it would be easier for students to apply what they see.

4.3.1.3. Activities

Teachers provided some suggestions for improving the activities. One of the issues discussed by teachers was the efficiency of interviews. In order to practice the interview effectively, they declared the need for more interactive activities that required the participation of students, such as role-plays.

Moreover, teachers proposed some suggestions for the activities. Selcan expressed the need for more mechanical activities considering the proficiency level of students:

Students are not very familiar with the language. There could be activities for useful language such as “fill in the blanks” or something else. Likewise, there could be activities like “fill in the blanks” or “matching” for vocabulary items. ... The amount of vocabulary items presented in the course was sufficient; they just need to be supported by vocabulary activities.

4.3.1.4. Classroom instruction

Teachers did not offer many suggestions to enhance classroom interaction because they believed that the problems with instruction resulted mostly from the repetitive content of the course and proficiency level of students. Selcan, to exemplify, declared that the *monotony of the classes or the lack of dialogues distressed her. Students just sat and listened or watched.* Therefore, they offered to incorporate materials or activities to facilitate students' active participation.

4.3.1.5. Assessment

Teachers shared some suggestions for the exams and assessment of interview. They referred to the question types in exams and offered some suggestions for better assessment. Moreover, they frequently declared that they were teaching interview but did not assess it. Melek suggested an alternative way to evaluate the whole content:

I would not prepare a multiple-choice exam for this course. I would not incorporate CV into the exam, as well. If we teach a Letter of Intention, I could ask them to write a Letter of Intention or I could divide a Letter of Intention into paragraphs and get them ordered. I would do this in the exam. Another way is to conduct individual interviews with students. We tried it but we could not apply it because of high student population.

Havva proposed a different suggestion for the evaluation of interviews considering that oral exam might not be applicable to their context due to the student number. She recommended assessing the interview in a written exam:

I have a suggestion. We do not assess the interview. Can we prepare the exam in this way: we can provide interview questions in the final exam, for instance, and ask students to answer them or we can provide good and bad answers, ask them to identify and explain.

Upon some teachers' oppositions for written exam, Havva proposes another suggestion for interview evaluation:

We can grade their participation only to the interviews in the classroom. Conducting an interview even once is enough, so we can grade just their participation to interview."

4.3.2. The suggestions of learners for PCS406 course

4.3.2.1. Content

Learners proposed certain suggestions with regard to the content of the course as well as stating their opinions. Umut emphasized the significance of preparing the students for real life situations:

Rather than preparing a CV and Cover Letter, it is more significant for students to express themselves in face-to-face communication. (...) Therefore, there should be an approach to help students be familiar with the interview situation or sociability. How can it be achieved? Yes, we use helpful materials in the class such as the course book, PowerPoint slides, etc.; however, I believe that it is much more important to apply it in real conditions."

Sinan, on the other hand, suggested incorporating this course with another one so that the content would be denser and they would practice what they have learned.

I mean, we can learn much more subjects in these class hours. We have two hours per week. Much more can be done in this period. This can be integrated with 308 course (Presentation Skills Course). (...) I mean, we make the students do the same thing in both ways if we ask them to present his CV in the class.

4.3.2.2. Activities

Students primarily expressed a need for conducting real interviews in the classroom. They stated that they felt nervous when they were asked to speak in English. Therefore, they declared their desire to practice interviews in the classroom and shared their suggestions about the way to do it:

Elif: *"I could make a real interview. What makes me nervous are –oral-interviews"*

Buket: *"If there were groups of 4 or 5 people, our speaking skill could improve. CV can be written in this group. Rather than doing whole-class activities, we can work in groups".*

4.3.2.3. Classroom Instruction

Students did not state many suggestions for classroom instruction. They mostly declared that they wanted to speak more in the classroom and practice what they would need in real life.

4.3.2.4. Assessment

Students proposed some suggestions for assessment of this course. They primarily emphasized the need for an assessment tool for the interview. All of them stated that they experienced difficulties in speaking and needed to improve themselves in this area. Therefore, Öyküm highlighted the importance of conducting a real interview:

Since the subject is job interview, there should absolutely be a speaking exam. A listening section, at least, should be integrated into the midterms and final exams. (...). For instance, we can do a real job interview at the end of the course. Something like “You will wear smart clothes, sit in front of me, I will ask you questions”. ... I had expected such a practice. I was even happy to experience something like this because people want to try themselves. People should try themselves and the ones who cannot be successful should face their failures.

Faruk presented an alternative evaluation to oral exams. He proposed that learners could present their CV to the teacher. Thus, they would write a real CV for themselves and present it as an interview role-play:

An alternative can be the presentations of CV. Students write their CV, and then they present it to the teacher. I mean, teacher will be sitting in front of you and you will role play a sample interview.

4.4. Questionnaire Results

The questionnaires aimed to reveal the perceptions of the learners pertaining to the target course and their suggestions for improving the instruction and learning outcomes. As well as these issues, the questionnaire comprised questions seeking for the learners' background knowledge about the subject matters taught in the course, their expectations before starting the course and the implications of what they have learned in this course to their business life. Pursuant to the first part of the questionnaire, which investigated educational background of learners, the second part examined the learners' views on the course (See Appendix C). The educational and personal background information will be followed by the data provided by learners with regard to the target course.

Part 1. Data about personal and educational background of learners

103 learners in 8 sections completed this questionnaire. Among the participants, 60 learners were male (58.2%) and 43 were female (41.8%). As learners of all grades

could take the course, the grades of the participants ranged from freshman to senior. 75 learners were seniors, 18 were juniors, 8 of them were sophomores and 1 participant was a freshman. 2 learners did not state their grade. PCS406 is a must course for all majors; therefore, the participants displayed a wide range of variety in terms of their departments. The major and number of learners are as follows:

- *Industrial Engineering: 19*
- *Electronics and Communication Engineering: 16*
- *Management: 16*
- *Computer Engineering: 15*
- *International Trade: 10*
- *Political Science and International Relations: 8*
- *Economics: 7*
- *Mathematics and Computer Science: 3*
- *Psychology: 2*
- *Mechanical Engineering: 1*
- *Mechatronics Engineering: 1*
- *Civil Engineering: 1*

As the numbers demonstrate, 53 participants were studying in engineering departments while 46 of them were majoring in social sciences. However, 4 participants did not state their major.

Another question asked to learners aimed to identify the courses they have taken so far. Thus, their familiarity with the previous courses offered by the Foreign Languages Unit could be determined. This would enable the learners to evaluate the courses more effectively considering they have taken various courses, studied different contents and experienced a range of learning environments through years. The learners at this university are supposed to take 8 English courses differing in terms of their contents and proficiency levels they address to. PCS 406 is the last course to be taken in learners' curriculum. The results revealed that participants took all previous courses while 22 of them did not take one or two courses offered before PCS 406. 3 participants did not respond to this question, though.

The period through which learners have studied English was another matter of investigation. 102 learners responded this questions and the mean was 10,5 years. However, 29 learners declared that they have learned English at Prep School at university and the previous language education did not help them learn. Excluding

their responses, the average language learning period of 73 participants was 12,68 years, which highlights the length of English language learning process. Learners were also asked whether they have been in a foreign country where they could practice English for any purposes. The responses demonstrated that only 28 of them were abroad for short periods of time and 75 participants have never been abroad.

In relation to the course, the last question sought for their job experience. 45 participants had job experience before they took the target course while 58 of them did not have an experience. Hence, they were not much familiar with the content of the course, at least in practice.

Part 2. Data concerning the Professional Communication Skills (PCS 406) course

The first question of the second part sought for the expectations of learners before they took PCS 406 course. While 9 participants do not answer this question and 12 of them stated no particular expectation before taking the course, others specified their expectations in a few topics. 10 of them, for instance, stated that they were expecting to get prepared for business life. They also underlined that they anticipated learning the steps to follow in a job application process. 37 participants underscored the significance of writing a CV. They verbalized that they expected to learn the details of writing an effective CV, make adjustments on their current CVs and prepare a CV for them to use after graduation. Almost one third of the participants anticipated getting informed about creating a professional and effective CV for them. On the other hand, 24 learners emphasized their willingness to identify the details of a successful job interview and to conduct interviews during the course. Likewise, 18 participants expected to improve their oral communication skills in English and have a speaking-centred course. Based on the results, it can be concluded that most learners (79,6%) had specific concerns and expectations before they started the course.

Upon identifying their expectations, the second question aimed to reveal the extent to which the course fulfilled learners' expectations. 8 of them did not reply the question. Among 95 participants who responded, 47 (49,5%) of them affirmed that the course met their expectations; 41 (43,1%) participants stated partial fulfilment and 7 of them (7,4%) asserted that the course did not fulfil their expectations at all.

The third question emphasized on the perceptions of learners with regard to the course. 19 learners discussed the materials. One of them found the materials boring and another participant criticised the PowerPoint slides used in the course. However, the remaining learners declared that the materials were appropriate for the course.

Activities were a significant concern raised by 40 learners. While 10 of them evaluated them as useful and informative, others criticised them being insufficient, listening-focused, far from the real life experiences, unnecessary and too many in numbers. They stated that there should be less listening and writing activities and more speaking tasks. Considering they are getting prepared for the interviews, they emphasized the importance of doing interview role-plays in the classroom. Moreover, a participants highlighted they were more motivated during the activities in which they had an active role. In addition, they criticised in-class writing tasks in that it was unnecessary to write them in parts; instead, they could submit a whole CV.

The content of the course was considered to be useful and informative by the learners. They demonstrated their interest in the content by saying that they may use the knowledge they learned in this course in their job application process and this course was the most useful English course they have ever taken during their education.

In terms of classroom instruction, they provided positive feedback. Learners stated that the teachers helped them understand and participate in the course as much as possible. However, the course was boring from time to time. They associated this with the activities that the course book presented.

The assessment tools were thought to be in line with the topics studied in the class appropriate for the course. Nevertheless, learners underscored the need for an oral examination to assess the job interview. One participant suggested doing an interview with the teacher instead of having a written final exam.

The forth question examined their background knowledge about the subject matters of the course. 17 participants declared that they knew how to write a CV and were familiar with the details of job interview before they took the course. 50 participants had knowledge to some extent while 15 of them stated that they knew very little

about CV and job interview procedures. 17 participants did not have any background knowledge about them. 4 responses were not valid for this question as they touched upon common issues but not on their knowledge.

The fifth question aimed to identify learners' views regarding the possibility of application of the learning outcomes. 6 learners expected no contribution whereas 95 of them affirmed their belief in the positive impact of the course on their job application process in the future.

The sixth question searched the suggestions of learners to improve the outcomes of the course. The responses were in parallel with the interview results. Participants underlined the importance of speaking activities principally. They asserted that they needed to improve their speaking skills most. Given the content of the course, they state they are supposed to do speaking activities in groups or with their partners. Thus, they could get prepared for the job interviews. They emphasized the design of interview role-plays in the classes specifically. Furthermore, they drew attention to oral examinations for interviews. Another issue raised by the learners mostly was related to the attendance. They suggested that the attendance to this course should not be compulsory. They also mentioned the class size and stated that the number of learners in the classes should be decreased; thus, they would have change to do more speaking practice. The course credit was raised as a significant factor determining the importance of the course for learners. They suggested creating a balance between the credit and course requirements. Final concern raised by the learners concerned the course calendar. A few learners specified that this content could be taught in a much shorter time, such as four weeks and it was unnecessary to spare a semester for this course. Instead, the content could be diversified and more interactive practices could be integrated.

4.5. Observation Results

Teachers and learners stated their perceptions about the content of the course, materials and activities used, instructional practices applied, assessment tools and methods and some other issues in the interviews, focus group discussions and questionnaires. Observations which were conducted in each teacher's class for two sessions also revealed particular support for the issues raised by learners and

teachers. To begin with, teachers associated ineffectiveness of the course with lack of learners' motivation in the classroom. During in-class observations, it was identified that most of the learners were not on task. To exemplify, 9 out of 17 students seemed on task in Arzu's classroom while the rest – 8 students which refers to the half of the class- were playing with their cell phones or sitting doing nothing. Similarly, in Sinem's class, 6 students were mostly participating in class activities while other 5 students were not doing anything related to the course. In the second session observed in Sinem's classroom, there were 17 students in the class; however, only 5 students were doing the tasks while the rest of the students were mostly dealing with their cell phones. Moreover, only 2 students brought the course materials. Even though there were exceptional situations in terms of participation in Nurhan's class during the 1st session observation when most students brought their materials and did the activities, the 2nd observation session in her class revealed similar results to other classes in terms of the fact that only 5 out of 12 students were on task. In light of the observation and field notes of the researcher, it can be asserted that students are not willing to participate in the classroom instruction primarily because they do not want to take English courses believing that the courses are not productive and practical for them. Some students criticised particular tasks for not being necessary to learn the content. Therefore, it can be deduced that the attitudes of learners towards English courses may have a negative impact on their motivation and participation accordingly.

The lack of students' motivation may result from the nature of activities, indeed. Since all the classes were observed during the same period, teachers dealt with the same subject matters during the observations, which provided a chance for the researcher to identify the instructional strategies applied by different teachers on the same subject matter. In the observation period, teachers taught responding strategies in job interviews. In order to do this, they followed the activities on the course book, which were predominantly based on listening to the sample interviews and analysing them in terms of the strengths and weaknesses. Most students were not willing to listen and do the activity as stated above. However, one of the teachers, Mehmet, did a different activity to practice job interviews in the 1st observation session. He organized a group work to role play a job interview. He gave the instruction, described what to do in detail and assigned the groups and roles. Each group had 4 members, three of whom were the interviewers and one of whom was the

interviewee. The interviewee in each group was supposed to do a job interview with another group's interviewers. This created a challenge among the groups and most students tried to ask and respond interview questions very carefully while others observed their friends and enjoyed the role play. However, all students seemed very willing to participate in the activity. Teacher asked students to evaluate interviews at the end of each role play. Thus, students had a chance to practice the content and reflect on what they learned. At the end of the activity, students declared that they wanted to do such activities instead of only listening to a recording or choosing the appropriate vocabulary. They also demonstrated enthusiasm for more interactive practices. In light of this observation, it can be concluded that the materials and activities may have an impact on learners' motivation and need to promote active participation and creative thinking of learners.

4.6. What are the needs of stakeholders for an in-service TT program for PCS406 course?

In order to identify the needs regarding a training program, an interview was conducted with the Head of the Unit. Upon the transcription and analysis of the data, particular problems were identified by the director and some solutions for them were offered. The needs of the teachers and students were interpreted on the basis of the data collected through the interviews, questionnaires, and observations.

The problems that the unit head declared that they encountered in PCS406 course were related to the syllabus design, instruction, assessment of the course and dependency on the course book. Moreover, she highlighted the fact that teachers have adopted certain instructional methods over the course of time and it was difficult to change these methods. She associated most of these problems with "*lack of source*" referring to the need for more staff in the unit.

She affirmed the need for a comprehensive INSET program by stating that "*a training module is a requirement for the Unit, not only for PCS406 course but a more comprehensive one, because teachers need to develop themselves professionally, keep up with the improvements in the field and apply them to their instruction in the class*".

When teachers were asked for their need for a training module for this course they expressed that they did not need it. They verified it by saying that they have learned this course through their experiences and observations. Mehmet expressed his opinions by saying *“I have taught this course three times so far; I have learned what students need, what they do not want to do, how to teach, etc. so I do not think it is necessary for us. However, it can be helpful for part-time or novice teachers.”* It can be concluded that teachers believed a training module was not necessary for them.

The needs of learners in a prospective teacher training module were not investigated by asking straight to the students. Instead, their perceptions and suggestions for the course were analysed to reveal their needs. It will be presented in Conclusion section.

CHAPTER 5

CONCLUSION

5.1. Introduction

This chapter presents the overview of the study, comparative discussion of the findings, an in-service teacher training module specific to PCS406 course and implications for the study respectively. First, a comparative discussion of the findings is presented. After that, the in-service teacher training module designed specifically for this course is presented in detail suggesting the essential facets and reasons for incorporating these components into the module with references to the relevant literature. Then, implications and recommendations for the target course and for further research are offered in light of the findings and literature.

5.2. Overview of Study

This study aimed at revealing the perceptions and suggestions of EFL students and teachers pertaining to Professional Communication Skills course (PCS406) and examining the needs of stakeholders for a teacher training module for this course. To that end, the first research question explored the perceptions of teachers and learners, who are primarily involved in teaching and learning process, with regard to the target course examined in this study. The second question investigated the suggestions of both learners and teachers related to various facets of the course which required revision for facilitating better outcomes. The third research question aimed to shed light on the needs of stakeholders in an in-service teacher training module designed specifically for the target course. The responses of stakeholders in the interviews, focus groups and questionnaires were evaluated to determine the fundamental constituents to be implemented in the module. Ultimately, the last question scrutinized the essential facets of training module that would meet the needs of stakeholders.

The study was conducted among foreign language learners (n.113), teachers (n.8) and the administrator in the Foreign Languages Unit at a private university in

Ankara. Data were collected through a questionnaire and one-on-one semi-structured interviews to investigate the perceptions and suggestions of the students pertaining to the target course; focus group interviews with EFL teachers seeking for their perceptions of the course and recommendations for the enhancement in the course design, and one-on-one interviews with the administrator in order to reveal her opinions regarding both deficient and satisfactory aspects of the course as well as teachers' experiences with the target course and to take her recommendations for improvement of design and implementation of the course and training the teachers.

Upon the collection and analysis of the data through qualitative methods, the findings were disclosed in the previous chapter. In this chapter, hence, interpretation of salient findings will be presented along with the references to the responses of participants as well as relevant literature. Thus, the results which were gathered from the stakeholders through different data collection tools will be discussed via comparing and contrasting the responses of participants.

5.3. Discussion of Results

The first and second research questions investigated the perceptions and suggestions of EFL learners and teachers concerning PCS406 course respectively. The responses of learners and teachers were presented under separate headlines in previous chapter; however, their perceptions pertaining to the course will be discussed through comparison and contrast to provide precise interpretation of results.

Content

The comparison of responses given by the learners and teachers with regard to the content of the course showed considerable similarities. On the basis of examination of responses, there appeared to be agreement on certain aspects of the content, which included comments on main subjects of the course (CV, Cover Letter and job interviews), improvements in the presentation of current subjects, incorporation and exclusion of certain subjects, significance of the subjects for learners, and noticeable problems in the course content such as repetitive presentation of subjects and challenges that students experience. Each and every teacher participated in focus group interviews declared that the content was very efficient for the students because they were senior students and needed to learn these skills before they graduated so as

to be successful in job application phase of business life. Teachers agreed on the necessity of teaching essentials of CV writing and conducting job interviews. Most of the learners acknowledged the contribution of the subject matters to their existing knowledge both in their responses to interviews questions and in the questionnaires. While some learners (e.g. L31) stated that they did not know much about writing CVs or conducting job interviews before taking the course and learned a lot from the course regarding these components of job application procedure, certain students (e.g. L16, L17, L73) expressed they already had experience of writing CV and background information about job interviews but they learned several significant details in the course. Furthermore, several learners stated that they would utilise what they learned in this course when they would apply for a job in the future. The responses of the participants definitely revealed the significance and efficiency of subject matters which were determined to be taught in the target course.

Even though teachers and learners highlighted the efficiency of the subject matters comprised in this course content, they identified certain deficiencies concerning the subject matters and offered recommendations accordingly. Teachers drew attention to the enhancement in the presentation of CV by the suggestion of providing the learners with more and various CV samples (see Appendix G). Thus, learners could examine different CVs written for different positions and in different fields, which would enable several learners studying at different departments to write CVs for their job applications when they graduate. Inasmuch as the aim of this course is to prepare students for application phase of business life after graduation, the responses of participants could be interpreted as a sign of achievement of course objectives. With regard to job interviews, teachers recommended that model answers to interview questions be incorporated into course content in order to help learners comprehend the rationale for responding to interview questions.

Teachers also set forth their opinions concerning the incorporation and exclusion of certain subject matters taught in the course in focus group interviews. A prevalent impression among teachers revealed that teaching students to write a Cover Letter was not a vital component of this course since it was not usually requested in job applications in Turkey. Therefore, it did not meet the objectives of the course absolutely. Instead, they offered to replace Cover Letter with Letter of Intention considering its prevalence in academic and professional life.

In addition to their suggestions, both teachers and learners disclosed certain problems regarding the content of the course. The fundamental trouble put forward by participants concerned the repetition in the presentation of the course. As it was stated by teachers and learners, similar topics were introduced recurrently through the chapters. One of the students specified this trouble by defining the repetition of interview questions (searching for weaknesses and strengths of applicants) in further chapters so as to examine them in detail, which did not convey different information.

Another trouble stated by teachers was concerning to challenges that students experienced such as writing on the basis of imaginary situations during their in-class tasks. Moreover, teachers highlighted that learners had difficulty in writing their CVs due to their lack of job experiences. They pointed out that learners could not find relevant information to write on their CVs except for their personal information. Hence, teachers emphasized the significance of revision in the content and design of the task in accordance with the needs of new graduates.

Proportion of language skills was one of the issues raised quite frequently by teachers and learners. It was stated that the proportion of skills did not correspond to the objectives of the course in two terms: too much focus on the listening skill and lack of emphasis on the improvement of speaking and writing skills. Both teachers and learners remarked that the course had to be designed to improve writing and speaking skills of learners considering the subject matters it aimed to teach: writing CVs and conducting interviews. Based on the statements of participants, it can be deduced that the proportion of language skills in the target course needs a meticulous examination and revision in line with the course objectives.

The last but not least issue stated by learners consistently was the course calendar. A considerable difference was observed among students' responses in relation to the time allocated for both the whole course and subject matters separately. This issue was declared by 3 students (L6, L32, L35) when their perceptions of the course was asked. Two of them (L6, L32) proposed that it was not necessary to spend one semester for such a course since the subject matters of the target course could be learned in a relatively short time. L32 stated that even 2 hours would be sufficient to learn how to write a CV and Cover Letter. On the other hand, one student (L35)

highlighted the distribution of subject matters through the semester rather than commenting on the sufficiency of time allocated for the course by offering allocation of more time for the job interview compared to writing CV and Cover Letters. In a similar vein, some of the teachers expressed that the proportion of the subject matters could be revised to spare more time for interviews and less time for writing CV and Cover Letter. One problem they specified in relation to the course calendar concerned the imbalance in the density of weekly course requirements through the semester. They explicated this by referring to the earlier weeks of the course in which they struggled to complete the content whereas they had to repeat similar activities in later weeks. Likewise, responses of students in the one-on-one interviews demonstrated difference in terms of discussion of course calendar. While some students thought that allocating one semester for this course was unnecessary, others were satisfied with the course calendar. They claimed that writing a CV and conducting an interview are subjects that can be learned very easily and quickly, so spending 28 hours in total was a waste of time for them. They also declared that they could use this time more efficiently for their senior projects. On the contrary, some students verified that this course was very helpful and the course calendar was very proportional. They expressed the outcomes of the course with satisfaction and asserted that it was very helpful for them to take this course in senior grade because they could apply what they learned in this course to their job application process and professional life. As seen from the comments, students' perceptions vary to a great extent. Their expectations concerning the business life, background knowledge, priorities and learning habits may affect their perceptions.

Materials

The design of the course book was discussed by all teachers as a drawback for the instruction of course. Teachers delineated their dissatisfaction with the design of the book by telling that the texts were quite difficult to follow due to very small font size and density of texts on pages as well as the poor layout. Teachers especially criticized that there was not even any space for students to take notes during listening activities. They interpreted this as a demotivating factor for students and even for themselves.

Repetition of similar activities and content in the course book was another matter of criticism among teachers and learners, as well. Teachers conveyed that they experienced difficulties in teaching similar contents recurrently since they had to paraphrase what was discussed before several times through weeks. Likewise, learners evaluated this repetition as a boring and demotivating circumstance along with being time-consuming.

Besides comments on the course book, learners pointed out positive and negative opinions regarding the use of PowerPoint slides during classroom instruction. While some learners believed the efficiency of slides in reinforcing their learning and recalling experiences thanks to the visuals represented, others expressed that it was unnecessary to utilize them since they reflected what was written on the book exactly. They evaluated the incorporation of slides into classroom instruction as a waste of time. As these different responses in relation to the use of slides revealed, learners differ in terms of their perceptions which may result from different learning strategies of students.

Activities

The findings demonstrated that learners experienced some problems with the activities they did during the course. Learners and teachers associated these problems mainly with the course book since the course was designed based on the course book. Hence, there was a prevalent perception among learners and teachers that the course book was full of repetitive activities; listening activities, especially, were quite similar in terms of their content and format. Learners confirmed that doing so many listening activities was unnecessary and boring because the aim of the course was to teach writing CVs and conducting job interviews. Teachers also mentioned the listening activities stating that there were too many listening exercises, which demotivated the students. In this sense, learners and teachers asserted that studying the essentials of CV and job interviews via excessive listening activities was not beneficial for them although they affirmed the necessity of dealing with the listening skill to a certain extent.

The types of activities were put forward as a troublesome matter by the participants. Learners emphasized the lack of communicative activities such as role plays or group discussions, especially to study job interviews. Learners suggested supplementary activities could be integrated to the course, which would promote interaction among learners and facilitate both learning and implementation of the target subject matters. Likewise, teachers agreed that they could not find many communicative activities in the course book, so the course turned into being boring and repetitive most of the time, which resulted in students' loss of interest and lack of participation in the course in the aftermath. They expressed the need for more communicative and mechanical activities at the same time. According to them, the vocabulary items and language structures should be practiced through mechanical activities and the interview should be practiced through role-plays and group/pair work activities.

Learners, indeed, highlighted the balance between the skills that need to be emphasized in consideration of target course objectives. Hence, they believed the course would be more productive if they did more speaking and writing activities.

Classroom Instruction

As their perceptions and suggestions pertaining to the instruction, responses of learners and teachers demonstrated particular similarities and differences. Teachers, to illustrate, mentioned their familiarity with the content predominantly. They expressed the fact that they did not experience great challenge in teaching the subject matters since they had gone through job application process before and could transfer their experience to classroom instruction. Moreover, they declared that the content was not difficult to learn and teach for them. Nevertheless, teachers stated particular challenges such as lack of interactive instruction, difficulty of lecturing, and language proficiency of learners, monotony of the course and motivational problems of learners. Likewise, learners mentioned certain problems with regard to the classroom instruction which included repetition of the content and activities, excessive lecturing, incorporation of interaction into instruction. When their responses are compared, it can be identified that participants agreed on the requirement for interaction in classroom instruction and problems with lecturing,

which are interrelated. Teachers claimed that they had difficulty with lecturing since they had to paraphrase similar information several times. They also added that it was a different experience from teaching language skills which required to improve language skills through interactive practices. On the other hand, this course necessitated excessive lecturing as stated by teachers. They also associated this lecturing issue with learners' motivation problems. Similarly, learners verbalised the problem about lecturing by confirming that they felt bored because of lecturing and preferred a more interactive instructional setting. However, neither teachers nor learners offered suggestions to solve this problem and enhance classroom interaction since teachers believed that the problems with instruction resulted mostly from the repetitive content of the course and proficiency level of students. Learners also related the problem to repetition in the content and activities and lack of interaction. However, some of them asserted they cannot offer suggestions for this issue because they do not have knowledge about education but teachers who are experts in this field can debate the issue to identify how to improve classroom instruction. The only solutions offered by teachers to solve this problem were to incorporate materials or activities into classroom instruction to facilitate students' active participation.

The responses of participants demonstrated that they associated successful instruction with the activities, content, proficiency level, monotony and motivation, which indicates the need to clarify the constituents of classroom instruction and the ways to improve them.

Assessment

Assessment of the course was among the most controversial issues raised by the participants. They had different perceptions of the exams administered; however, they reached a consensus on the fact that there should have been spoken assessment in this course. Both teachers and learners emphasized a necessity for assessment of job interviews which could be best evaluated through an oral examination during which learners could apply what they learned in the class. Most students proposed that speaking exams or real interviews should have been conducted because the aim of this course was to prepare learners for a job interview. Moreover, they stated that conducting a job interview depended heavily on speaking skills of learners; thus, it

was required to assess by a speaking exam. Teachers also drew attention to the issue in terms of thorough evaluation of what is taught by specifying that a real-like job interview should be conducted if it was studied in the classroom with a focus on speaking skill.

Some learners thought that the content and question types in the midterm and final exams were appropriate for the course because these questions assessed what was taught in the classroom. However, some students stated that the exams included mechanical questions and irrelevant content, such as questions evaluating vocabulary items. Teachers also agreed on the fact that the content of the exams which comprised multiple choice questions aiming at measure theoretical knowledge of learners about the subject matters and writing sections that required learners to implement the essentials of CV or Cover Letter partially was not appropriate for the objectives of the course. Hence, they proposed revision in exams.

Frequency of exams was another issue put forward by learners criticising that two written exams in a semester was not necessary; instead, one written exam would assess the theoretical aspects of the course content. Some learners even claimed that there should not be written exams in this course.

Learners drew attention to alternative assessment tools, as well. On this basis, they recommended submitting a CV and Cover Letter to the teacher or preparing a portfolio instead of taking an exam. Furthermore, one of the learners offered making a presentation of CV that they wrote in the classroom to the teacher in a job interview format. Thus, they would apply what they learned by both writing a CV and conducting an interview with their teacher. Another alternative suggested doing real interviews or at least discussion sessions on job interviews with job experts.

Teachers and learners also commented on the writing tasks completed in the classroom. They evaluated these tasks, which required learners to write certain sections of CVs at a time in the classroom and were not graded, in terms of their deficiencies. Learners believed that allocating that much time for writing a CV was not necessary. Moreover, they declared the fact that they did not want to write the tasks as they were evaluated for the content but included in the classroom participation grade.

Teachers brought up a discussion during focus group interviews concerning the efficiency of rubrics. Most of them expressed their doubts with regard to the thorough evaluation of rubrics by claiming that their assessment based on the rubric always resulted in higher grades. Hence, they suggested revision in the rubric items for more realistic grading.

Considering their claims and propositions, it can be concluded that learner were expecting more goal-oriented assessment tools. They seem to be willing to be assessed in speaking exams and improve themselves in conducting job interviews. Teachers conveyed their perceptions regarding the assessment tools, as well. They stated that the tasks were effective and the exams were appropriate for the course. However, they all emphasized that interview was not evaluated. Their suggestion was to conduct speaking exams for interviews, but they also verified that it was not possible considering the number of students and time limitation.

Other Issues

Course credit was an issue signified by learners and teachers. Students emphasized negative impact of course credit on their motivation in their responses not only during the interviews but also in the questionnaires. Students confirmed that they did not pay much attention to the course due to its being an obligatory and 1-credit course since the grade of this course would not have an impact on their grade point average (GPA). Hence, most of them just aimed to pass the course and did not try to meet the requirements of the course. Likewise, responses of teachers were in parallel with the perceptions of students in that they associated lack of motivation among learners with the course credit.

One of the noticeable matters emphasized by many students in interview and questionnaires was related to attendance. Obligatory attendance to the course (80% is required) was declared to be a drawback of the course because of several reasons. To exemplify, students particularly accounted for their senior projects and time constraints. Furthermore, they were not willing to spare time for learning to write a CV or Cover Letter since they had already written their CVs or could utilize the

Internet to write if they had to. Therefore, they were dissatisfied with the rules for attendance, which affected their attitude towards the course in a negative way.

Class size was among the issues put forward by some students and teachers as a drawback in terms of learning and teaching practice. Learners interpreted the numbers of students in the classroom (approximately 25 students) as an impediment to progress in learning. As students stated that they could have participated in classroom activities, especially whole class discussions if there were fewer students in the classroom. Furthermore, they associated the lack of interactive practices such as pair and group works with high number of students while some of them argued that class size stimulated their timidity. In a similar vein, some teachers highlighted the influence of class size on interactive teaching as an obstacle as they did not have enough time and space for getting students involved in speaking and writing activities. Teachers, to exemplify, asserted that it was of great importance for students to engage in role plays for implementing what they learned with regard to job interviews. They also commented on the challenge of giving feedback to students' writing tasks in the classroom as a result of high class size. In light of these responses, it can be deduced that more rewarding outcomes, a more productive teaching and learning process and a more interactive classroom instruction could be achieved to facilitate the progress of learners.

5.4. Implications for practice

On the basis of responses provided by the stakeholders, a number of recommendations will be proposed for improvement of the course in this section prior to the presentation of teacher training module. These recommendations are classified in accordance with the categories emerged from the analysis of data and presented in the order that they were given in discussion of results section.

Integration of technology

On the basis of meticulous examination of stakeholders' responses with regard to the course, it is clear that the content of the course needs to be revised and enhanced for better teaching and learning practices. As some learners criticised the content of the

course for being boring, theoretical and far from being practical in real-life implementation, certain components can be incorporated into the content. The most significant problem declared by the stakeholder refers to lack of relationship between what is learned in the classroom and how it is applied to real life situations. Since learners do not believe the fact that they can make effective use of this course in their job applications outside the classroom, they do not deal with the course and experience motivation troubles. Hence, learners obviously need to recognize the relationship between theory and implementation. In order to aid learners to grasp significance of the course for their future and apply their knowledge to real life situations, effective use of technology should be integrated into the classroom instruction. Integration of technology to the course may serve the purpose of relating in-class teaching practice to real-life experiences. Learners primarily stated that learning to write a CV was not important and beneficial for them by confirming that they would not need to submit CVs in their job applications. These responses demonstrated that learners did not recognize the significance and purpose of writing CV. Some of them also declared they took the course since it was obligatory; thus, they just aimed to pass it to graduate. Hence, learners may be encouraged to use particular applications, tools and/or websites in this course. The blogs, forums, CV preparation websites and tools can be introduced to the learners in the course so as to increase their awareness on what employers search for in a CV, how they evaluate them, how significant and essential it is in the job application process and so forth. Besides increasing learners' awareness, this integration of technology may reinforce their motivation as a result of acknowledging that they will be able to use what they learn in the classroom in real life and they do not spend their time for a theoretical course but a practical one for themselves.

Besides integration of technological tools, learners may be led to the job application websites such as www.yenibiris.com and www.kariyer.net. Thus, learners are introduced with job application procedures in real life aside from having the chance of observing requirements of business environment before they graduate. Learners could register these websites, create applicant profiles for themselves, follow employers in their fields, get notified about job advertisements, contact with recruitment specialists in accordance with their interests and so on. This experience can lead learners to take the course seriously and get the best outcomes. Moreover,

the websites and online programs that lead applicants to create their CVs step-by-step could be considered as a component of the course. Learners may prefer writing their CVs using these websites or programs given that they are keen on using technology. Working online may motivate the learners to write CVs as they have been mainly working on paper, submitting the hard copies of the tasks or projects and studying with pen and paper since they started their education. Considering the prevalence and impact of technology today, transferring particular elements of classroom instruction to virtual environment may result in more productive outcomes.

The integration of these websites may be utilized as a means of assessment tools, as well. Learners can create their CVs after the instruction in the classroom and upload it to these websites, which facilitates their knowledge in job application phase of business life. Thus, learners can experience being a real job applicant or even start a job via their CVs in these websites, which would meet the objectives of the course thoroughly. Moreover, they may recognize the importance of learning to write CVs accurately.

Another issue raised frequently by the learners concerned the practice of conducting job interviews. Learners stated that they should conduct real job interviews. Besides, they highlighted the difference between studying the information provided in the course books or by teachers and applying them in real life situations. They primarily emphasized this difference considering job interviews. In order to fill the gap between theory and practice, Skype or similar tools can be adopted as supplementary materials in teaching and learning practice. Learners can communicate with recruitment experts via these tools in the classroom; thus, they can implement what they have learned and practice their speaking skills.

Material Adaptation

In line with the responses of teachers and learners, it can be deduced that materials used in this course need improvements for providing a more interactive teaching and learning environment. Hence, particular recommendations with regard to the use of materials may include the adaptation of materials for an effective instruction.

Teachers should be encouraged to evaluate and adapt the materials in order to meet the needs of the learners and facilitate their learning. Considering the atmosphere of the classes, learners' learning styles and strategies, needs, background knowledge, language proficiency level and so forth, teachers should adapt the materials and activities. Furthermore, the wants of learners aside from their needs call for particular attention in the process of material evaluation and adaptation. Tomlinson (2003) highlights the significance of taking the wants of learners by stating "*We should recognize that the wants of the potential users of the material should be cared for as well as their needs. This is especially true of learners and teachers, who will not make effective use of the materials if they do not relate to their interests and lives at the time of using them.*" (p.101). Therefore, teachers, who are in the closest relationship with learners in their classes, are to determine the needs and wants of the learners, evaluate the materials on this basis and adapt them to make the most effective use of them.

In order to achieve the purpose of effective material adaptation, a certain extent of flexibility should be provided for teachers. In the context of this study, materials are developed by a unit and teachers use them in line with the guidance of the course coordinators. Teachers pursue the syllabus and weekly schedule which determines the activities to be done or skipped in a unit and they are supposed to follow this guidance considering standardization issues. In light of the classroom observations, it can be stated that teachers mainly followed the instructions on the course book while giving instruction or doing activities. Some of them skipped particular activities; however, they did not make adaptations in the activities except for a few situations in which teachers elicited learners' opinions and experiences about the subject matter they studied. Namely, teachers did not demonstrate the use of miscellaneous adaptation strategies during observations, which may result from the regulations or may be an indicator of a need for refreshment in this field.

Interactive Practice

Most of the learners and teachers argued that the activities were quite repetitive in content and form, lack the interaction and were mostly mechanical; therefore, they did not meet the objectives of the course essentially. Their suggestions included

replacing the existing activities with more interactive ones, paying more attention to the implementation of speaking activities and relating in-class activities to real life situations. On the basis of participants' responses, it can be deduced that incorporating the technology can foster doing more interactive activities in and out of classroom. Thus, learners may deal with the requirements of this course outside the class, which could enable them experience the outcomes of the course in their life. Blogs, websites, online groups, applications and wikis can be effective tools for this purpose. To exemplify, learners can upload their CVs to an online group or blog created by the teacher. Then, they evaluate their classmates' CVs and write comments for them under the supervision of the teacher. Thus, learners are led to practice the content they have learned, examine their classmates' CVs and identify the strengths and weaknesses of the CVs, recognize their own mistakes, and practice their writing skills, which was stated by learners as a significant requirement for this course.

Role-plays, group discussions and pair-work activities done in the classroom may contribute to interactive practice in the classroom. The course and materials require learners to read model CVs, listen to conversations about writing CVs or conducting job interviews and do analysis on the basis of this input. This practice may be a requirement for teaching the content; however, learners stated their need specifically for production in the interviews and questionnaires. Therefore, more interactive speaking activities should be integrated in the classroom instruction to enable learner practice the theoretical knowledge presented in the course actively. Thus, learners could experience what is taught and a more productive learning could be achieved.

Instructional Strategies

Neither teachers nor learners argued the classroom instruction specifically. Hence, particular recommendations for enhancement in instruction were made based on the perceptions of participants as well as observation and field notes of the researcher. In this sense, it can be deduced that teachers and learners perceive this course as a lecture rather than an interactive, skill-based course. This leads them to fit in particular roles and adopt certain responsibilities: teachers aim to transmit the knowledge and guide the activities and learners participate in instructional practices

when they are asked to do. Based on classroom observations, it can be claimed that courses are taught and learned in a monotonous way based around certain practices in different classes and while teaching different subject matters. Therefore, teachers may be trained to refresh their knowledge about teacher roles, instructional strategies and adaptation of teaching methods into their classroom setting.

Assessment issues

Assessment of the course was one of the most controversial issues disputed by learners and teachers rigorously. In accordance with the suggestions of the participants and field notes of the researcher, particular adjustments could be proposed regarding the assessment tools and methods. In the first place, assessment of job interviews was the most argued issue in terms of evaluation. Taken into consideration the objectives of the course, there should be an oral assessment for job interview in order to assess what is learnt in the classroom. Messick (1996) highlights that tests that foster positive washback effect comprise tasks such as *“authentic and direct samples of communicative behaviours of listening, speaking, reading and writing of the language being learnt”* (p.241). Alderson and Wall (1993) proposes possible hypotheses with regard to the washback effect including the effect of a test on the degree and depth of learning and teaching. In light of these assertions, it could be stated that what is taught in the classroom should be assessed in order to prevent negative washback effect. Therefore, the job interviews should be evaluated via oral examinations. This can be implemented as a real-like interview that is conducted in the offices of teachers. A few teachers can play the role of employers while learners need to demonstrate successful application of interview skills in order to get them recruited. Thus, learners can demonstrate their competence in language structures specific to the interviews, particular techniques in responding the questions and appropriate use of body language.

Some learners also suggested conducting job interviews with recruitment experts in the classroom and evaluating the performance of learners. However, it may not be a feasible suggestion considering the number of students taking this course and the time needed to be allocated for such an evaluation. Instead, online conversations can be organized in class hours with various experts. The experts may conduct very brief

interviews with learners and learners performances can be graded as a part of evaluation.

The types of questions asked in the exams were a matter of discussion, as well. Learners and teachers criticised the fact that multiple choice questions were not effective to assess the outcomes of this course, which are mainly based on the productive skills. Therefore, a training program or session for testing and evaluation could be provided for those who are responsible for preparing the exams.

CV writing tasks completed in the classroom was also criticised by learners for being written in various sessions. Instead of dividing a CV into subsections and asking learners to write them separately, they can write and submit their CVs to the teacher as a product to be evaluated. Moreover, their written products should be assessed based on certain criteria and graded. Otherwise, the content cannot be assessed thoroughly.

Rubrics designed for the standardization of assessment should be revised for accurate grading. As teachers stated the grades given based on the rubric were higher than they expected, it can be concluded that the items comprised of the rubric should be re-examined meticulously.

Administrative Issues

Course credit is a highly disputed issue by learners and should be increased. Thus, learners can be more motivated and participate eagerly in the classroom activities.

Number of learners in sections can be decreased since this course demands a great deal of interaction among learners. If the number of learners were lower, they could communicate with each other easily and have more chance to take part in the activities.

5.5. Facets of the Proposed In-service Teacher Training Module for PCS 406 course

Teachers and students expressed the strengths and weaknesses of the course content and instruction. However, they did not state clearly what they needed in an In-Service Teacher Training module to be designed for this course. Therefore, their responses with regard to the course were analysed to determine the essential needs of

learners and teachers in a training program. On the basis of this analysis of responses provided by the stakeholders -the learners, teachers and administrator-, it is concluded that designing an In-Service Teacher Training module would be constructive for more efficient learning and teaching of this course. As the purpose of teacher training is to facilitate learning, teachers need to develop themselves professionally to provide learners with the most effective practices in their context. Considering the uniqueness of each context (Roe, 1992), teachers should be able to examine the needs of learners for particular courses they teach, identify and analyse the aims of the course they teach, search for the learning habits of the learners in their classes, investigate the most effective practices for them, modify their instruction in accordance with the needs of students, and reflect on their teaching at certain intervals. In order to achieve this, teachers may be provided with a training module to revise the instructional methods, research methods, material adaptation techniques, alternative assessment tools and to reflect on their professional development.

5.5.1. The Proposed In-service Teacher Training Module for PCS 406 course

The INSET module proposed by the researcher specifically for EFL teachers who have taught Professional Communication Skills (PCS 406) course at least once. In the light of the data collected from the stakeholders, revision of relevant literature and observations conducted by the researcher, a specific INSET module was proposed. The constituents of the program will be presented together with the reasons why they were integrated into the module and the constraints or limitations taken into consideration.

There are two parties among teacher in FLU: one of them is the members of R&D unit, which develops the curriculum, materials and exams for the courses taught in the unit; the other one is practitioner teachers who teach the courses by making use of the materials provided by R&D group and following the curriculum they develop. This training program will be designed for all of the practitioner teachers in FLU since all of them are teaching PCS 406 course. The training program aims to improve the instructional practices of teacher in order to enhance the learning outcomes. Hence, the program will be compulsory for every teacher who teaches the target

course. On this basis, the first concern was the duration of the training program considering the teacher profile in the setting. As teachers teach 20 hours a week and pursue 4 different curriculums throughout the semester, expecting them to spare a great deal of time for training would not be realistic and decrease the effectiveness of the program due to the compulsory participation. Taken into account time constraints and work load of teachers, the training program will be implemented for 1 hour per week and 14 hours in total through the semester. An available hour for all teachers will be specified for the program.

One of the most salient facets of the training program is the incorporation of theoretical and practical knowledge. The fundamental information about the training program is summarized below:

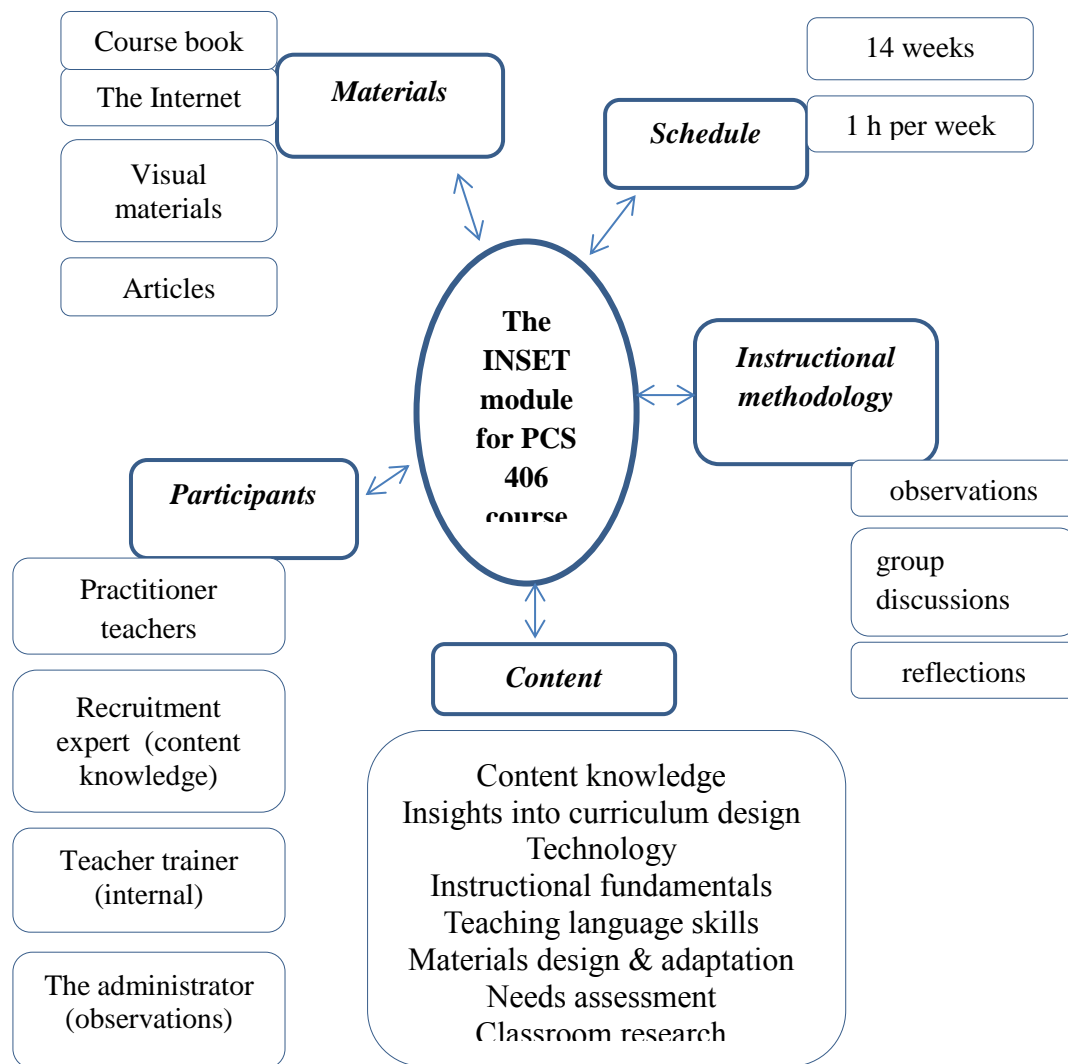


Figure 2. The Fundamentals of INSET Module for PCS 406 course

As it is displayed in the figure above, this training program will incorporate theoretical and practical aspects of teaching since it is suggested that the theory base should be consolidated into actual teaching practices (Hayes, 1995; Richards, 1990; Wolter, 2000). Teachers will be provided with relevant methodological and instructional knowledge. Considering teachers' work load, the program aims to not necessitate allocating too much time for training after the sessions. Therefore, teachers will not be expected to read a great deal of methodology books or chapters outside the sessions. Instead, trainer will provide teachers with theoretical knowledge; however, relevant and significant studies or articles will be assigned in relation to the subject matter to be discussed in sessions. Thus, teachers will not feel overwhelmed and get familiarity with the literature in the meantime. Presentation of theory, indeed, will be utilized as a medium for the practice since teachers will apply what is discussed in theory session in the following week. The curriculum of the training program will be designed to present the theoretical background first and implementation of the theory in the following week. To illustrate, teachers will work on the implementation of technology into PCS 406 course in the 4th week, which is considered to be a theory-based session. The websites, tools, applications that will be integrated into the course will be presented, instructions on how to use them will be explained via interactive discussion and teachers will be assigned to introduce them to the students. In the 5th week, teachers will apply what is taught and reflect on their experiences in the classroom during practice session. The program will be based on this format.

Besides integrating theory and practice, the training program will fully address to the needs of the trainees. Hence, local and authentic materials will be used in the program. Hayes (1995) and Sandholtz (2002) suggested that materials used in INSET programs should correspond to the classroom practices of trainees. Alan's (2003) study also revealed similar results:

"However, participants reported that some knowledge presented at the training sessions was not contextual and did not match the materials they were using. Data analysis revealed that some techniques presented were not applicable with the available textbooks and to the level of the students the participants taught" (p.77).

Since this training aims to enhance classroom instruction and specifies on a particular course, the course book used in the class will be the main material of the program. Teachers will evaluate the activities and instructions in the course book

based on the theoretical knowledge they cover. Moreover, they will be informed about the websites, tools and applications they can make use of as a component of training program. This course needs revision in terms of implementation of technology. Therefore, teachers will need to be informed about the technological implications first. Furthermore, significant articles and studies conducted in the field to be covered in particular weeks will be integrated in the training program to fulfil theoretical needs of teachers.

The participants of the training program will include the administrator and a recruitment expert as well as practitioner teachers and the trainer. The administrator may not attend the sessions but she will observe each teacher for one hour throughout the semester. Thus, the administrator will monitor the implementations of what is learned in the training program. The recruitment expert will be included in order to provide teachers with content knowledge required for this course. Teachers already know the essentials of writing CVs and conducting job interviews; however, the expert can explain how they recruit people, what criteria they pay attention to during job interviews, what kind of information they look for in a CV, what are the trends in job applications and so forth. This real-life information could enable teachers to teach the target course more effectively.

Table 17. The Details of the Proposed INSET Module for PCS 406 Course

Content	<ol style="list-style-type: none"> 1. Content knowledge 2. Insights into curriculum design 3. Technology 4. Instructional fundamentals (TTT/STT, elicitation, etc.) 5. Teaching language skills (speaking & writing) 6. Materials design & adaptation 7. Needs assessment 8. Classroom research
Length	14 weeks
Schedule	One-hour sessions per week
Focus-group discussions	With the trainer & colleagues (collaborative professional development)

Table 17 (cont'd)

Reflection	○	On their instruction
	○	Oral - during weekly sessions
	○	Written- submitted to the trainer
Observation	○	By the administrator :once a semester
	○	By the trainer: twice a semester
	○	By colleagues: once a semester

As displayed in Table 17, the instructional methodology of this course will be based on the principles of reflective teaching (Hayes, 1995; Nunan, 1989; Sandholtz, 2002). It is significant for teachers to reflect on their teaching practices; thus, they can recognize the strengths and weakness of their instruction and improve the skills they need for a more productive teaching practice. Hence, group discussions, reflections and observations will be the instructional methods to be adopted in this training program. Group discussions will be held based on teachers' classroom practices, theoretical knowledge, and evaluations regarding various aspects of the course. The discussions will be organized in accordance with the subject matter to be covered in particular weeks; however, teachers will be able to put forward certain discussion topics when they wanted to learn from the opinions of their colleagues or the trainer. Observations will be conducted by the administrator, trainer and peers. There will be at least 3 observations in a semester with the collaboration of various stakeholders. The observations will be based on developmental purposes such as peers' learning from each other, identifying the strong and weak aspects of teaching practices and proposing solutions for improvement, exchanging ideas and getting experienced in reflecting on particular issues (Hayes, 1995; Head and Taylor, 1997; Lange, 1990). As Gültekin's (2007) and Ekşi's (2010) studies indicated, interactive instruction is the preferred method of instruction by most teachers since they are willing to exchange opinions and dispute actual experiences.

Alan (2003) stated that *"In some workshops, participants also found the knowledge bases inapplicable due to the level of the students and time constraints. They think that their curriculum is so full that they cannot implement some methods and techniques which require more time"* (p.77). These results demonstrate that the external trainers may not recognize the context fully since they do not work in this particular setting. Ekşi (2010) declares that

“unrealistic content” is one of the most significant factors that prevents teachers from attending professional development programs and suggests coordination between the teachers and the (external) trainer in order to reach more effective results. Alan (2003) also suggests that *trainees may feel as if they were still undergraduate students* if the INSET program is completely presented and managed by others. Therefore, working with an internal trainer may result in more effective outcomes as the internal trainer would be familiar with the student and teacher profile, contextual constraints and opportunities that can be provided by the administration. In the light of the data analysed and literature revised, the researcher recommends working with an internal trainer especially in the contexts which hold distinctive characteristics.

5.6. Limitations of the study

Although the present study aimed at in-depth investigation of a specific context and presented significant results, it holds certain limitations. The first one is about the generalizability of findings. This study was designed as a case study which examined a specific context for in-depth understanding and did not aim to expand the results to other EFL settings. Therefore, the focus of the study was to reach valid and reliable results for the context examined. Hence, the findings of this study are primarily attributable to this specific setting and demonstrate the perceptions and needs of this specific group of participants.

The opinions of teachers and the administrator pertaining to taking part in a teacher training program could be sought in order to reveal their perceptions in detail. Moreover, the components of the training module could be discussed with the teachers and administrator; thus, teachers could be a part of designing process, recognize the significance of the program and feel more motivated to participate in the training program.

5.7. Implications for Further Research

Upon the implementation of the proposed teacher training program during a semester, a study to explore the outcomes of the program may be conducted. Thus, the efficiency of the program may be evaluated through the data collected from

learners, teachers and the administration. Teachers' expectations from the training program could be examined to develop the design of a more productive program. In light of the data collected in such a study, the troublesome issues in the program can be improved and the training module could be enhanced.

Other universities or institutions may also conduct similar studies to explore the needs of teachers and learners in their setting and promote the design of a training program accordingly. Moreover, the universities and institutions that already have a personal development unit and implement INSET programs may refer to the results of this study to evaluate and make adjustments in their programs if they need.

This study incorporates the teachers, learners and administrator who are all of the stakeholders in the context. This study, hence, may be adapted to various contexts by other institutions that aim to explore the needs of the stakeholders via an in-depth analysis.

A further research may focus on the comparison of teachers' perceived and real needs in an INSET program. Teachers' perceptions of themselves and the reality may differ. In order to comprehend this, a case study may be designed specifically to gather data from teachers.

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APPENDICES

A. INTERVIEW PROTOCOL

Interview Protocol Project: Needs Analysis for Designing an In-service Teacher Training Program Module for “Professional Communication Skills” course

Time of interview:

Date:

Place:

Interviewer:

Interviewee:

Position of the Interviewee:

QUESTIONS

1. What is the most difficult aspect this course?
2. What is the most satisfying aspect of this course?
3. How is the technology integrated into your classroom in this course?
4. Are there any materials that are especially effective for this course? If yes, what are they?
5. What kind of materials and supplies would you need to learn this course effectively?
6. What are the teaching techniques or strategies that are most effective for you in this course?
7. What do you think about the content of the course? Does it require any revision or innovation?
8. How do you feel about the teaching techniques of your instructor? Is it effective for this specific course?
9. What kind of change or revision needs to be done for a more effective course in terms of :
 - materials?
 - the use of technology?
 - teaching techniques/strategies?
 - evaluation/assessment tools?

B. OBSERVATIONAL PROTOCOL

Observer:

Instructor (observed):

Date of observation:

Time:

Length of observation:

Place:

Course:

Level:

Topic: Objectives: Activities:

Criteria	Descriptive notes	Reflective Notes
Instruction		
Implementation of Technology		
Classroom management & discipline		
Materials		
Planning (Time management)		
Classroom interaction <ul style="list-style-type: none">• Student-student interaction• Teacher-student interaction		
Activities		
Student Participation		

APPENDIX C. QUESTIONNAIRE

FAKÜLTE ÖĞRENCİLERİNE YÖNELİK ANKET FORMU

Değerli katılımcı,

Bu anket Okt. Müslüme DEMİR tarafından yürütülen, İngilizce okutmanlarının ve üniversite öğrencilerinin “Profesyonel İletişim Becerileri” ders içeriği ve öğretimi konusundaki görüşlerini ve karşılaştıkları sorunları inceleyen ve çözüm bulma yönünde öneride bulunan bir çalışma için veri toplamak amacıyla hazırlanmıştır. Bu amaçla sizlerden tutum ve görüşlerinizi almak üzere bu anketteki soruları yanıtlamanız istenmektedir. Cevaplarınız tamimiyle gizli tutulacak ve sadece araştırmacı tarafından değerlendirilecektir. Katkılarınızdan dolayı içtenlikle teşekkür ederim.

Müslüme DEMİR
İngiliz Dili Öğretimi
ODTÜ, Ankara

BÖLÜM 1

Bu bölümde kişisel bilgiler yer almaktadır.

1. Cinsiyetiniz: ☐ Kadın ☐ Erkek

2.

Bölümünüz:

3. Sınıfınız: _____

4. Üniversite öğreniminiz süresinde aldığınız İngilizce dersleri:

5. İngilizce’yi nerede öğrendiniz? _____

6. Kac yıldır İngilizce öğreniyorsunuz? _____

7. İngilizce konuşulan bir ülkede bulundunuz mu? ☐ Evet ☐ Hayır

Cevabınız “Evet” ise, lütfen aşağıdaki soruları yanıtlayınız:

- Hangi amaçla gittiniz? _____
- Ne kadar süre kaldınız? _____

8. İş tecrübeniz: ☐ Yok ☐ Var

Cevabınız “Var” ise, lütfen aşağıdaki soruları yanıtlayınız:

- Kendi işinizde mi yoksa bir şirkette mi çalıştınız? _____
- İşe başlamak için iş başvurusu / görüşmesi yaptınız mı? _____
- Kaç farklı şirkete iş başvurusu yaptınız? _____

BÖLÜM 2

Bu bölümde “Profesyonel İletişim Becerileri” dersinin içeriği ve öğretimine yönelik sorular bulunmaktadır. Sorulara verdiğiniz içten yanıtlar için teşekkür ederim.

1. “Profesyonel İletişim Becerileri” dersini almadan önce dersin içeriği ile ilgili **beklentileriniz** nelerdi?

2. “Profesyonel İletişim Becerileri” dersi bu beklentilerinizi karşıladı mı ?

☐ Evet ☐ Hayır ☐ Kısmen

3. “Profesyonel İletişim Becerileri” dersiyle ilgili **izlenimleriniz** nelerdir? (materyaller, öğretim teknikleri, sınıf içi uygulamalar, ölçme ve değerlendirme yöntemleri, konuşma süresi, vb.)

4. Dersi almadan önce, “Profesyonel İletişim Becerileri” dersinde öğrendiğiniz konular hakkında ne kadar bilgi sahibiydiniz?

5. “Profesyonel İletişim Becerileri” dersinin iş yaşamınızda size nasıl bir fayda sağlayacağını düşünüyorsunuz?

6. “Profesyonel İletişim Becerileri” dersiyle ilgili **önerileriniz** nelerdir? (materyaller, öğretim teknikleri, sınıf içi uygulamalar, ölçme ve değerlendirme yöntemleri, konuşma süresi, vb.)

D. SAMPLE TOPIC TRANSCRIPTION

Date: 07.05.2014 **Time:** 09.40 – 10.30 **Subject Matter:** Successful Interviews

Time	Interaction direction	Type of interaction
0:00	None	T gets prepared for the class
0:07	T-Ss	T gives directs the Ss to open the page they will study.
0:40	T-Ss; S-T; T-S	T makes a revision by asking the Ss what they learned in the previous class. T revises the issues by discussing with the Ss. Then, T announces the issue they will study in this class. T gives information about interviews techniques and skills.
2:39	T-Ss	T gives instruction for the exercise they will do. T wants Ss to read the Qs before they start the activity.
2:58	None	Ss read the Qs.
3:27	T-Ss;Ss-T	T checks that Ss have understood the Qs. Then, T starts the listening acitivity.
3:40	None	Ss listen.
5:42	T-Ss; S-T; T-S	T elicits the answers from the Ss. Ss take turns and replies. T paraphrases the Qs when necessary. When Ss cannot answer the Qs, T refers back to the information in the recording and gives the right answer. A few Ss replies. Then, T plays the recording again for the Ss hear the interviews Qs.
8:05	T-Ss; S-T;T-S	Ss listen. T pauses the recording after the first Q is asked and wants Ss to identify the Q. T makes explanation about what the Q seeks for specifically. T tries to elicit this from the Ss by asking some “why?” questions. (T does this for only one Q ?)
9:23	T-Ss	T gives instruciton for a matching activity and allocates time for Ss todo the exercise.
9:42	S-S; T-S, S-T	Ss do the exercise. Some Ss need clarification about the exercise. T makes necessary explanations.
11:42	T-Ss ; Ss-T	T plays the recording and Ss check their answers. T pauses the recording for each answer and moves on by checking the answers with Ss one by one. T checks the meaning of some words while eliciting the answers and makes necessary explanations.
14:15	T-Ss	T gives instruction for the next exercise. Ss are to fill in the blanks in a text with target words.
14:52	T-Ss; S-T; T-S	Ss do the exercise. T helps Ss with some words or other problems .
18:25	None	Ss check their answers by listening to the recording.

20:19	T-Ss; Ss-T; T-S; S-T	T asks Ss if they have any questions about the answers. Ss say "no". T states that they are important and useful phrases for them. Then, T wants Ss to identify the useful sentences they can use in their real life interviews.
23:36	T-Ss ; S-T; T-S	T guides Ss to another page on the book. A S asks if they have class next week. T replies. Ss chat while T searches for the recording that they will listen.
24:44	T-Ss; S-T; T-S; Ss-T	T reminds that they studied the interviews techniques and announces that they will study some details regarding "demonstrating skills". T teaches the meaning of certain words on the slides. Ss guess the meaning and T gives feedback on their replies, makes corrections, gives explanations and examples when necessary. Some Ss tell the equivalent in Turkish. T sometimes say the word in Turkish. T finishes checking the vocabulary and announces what they will do in the rest of the class.
30:05	T-Ss	T gives instruction for the listening activity they will do.
30:40	None	Ss listen.
31:28	T-Ss; Ss-T	T elicits the answers from Ss.
31:58	T-Ss	T gives instruction for the next listening activity they will do.
32:17	None	Ss listen.
33:43	T-Ss; Ss-T; S-T; T-S	T elicits the answers. Ss take turns and answer. T checks the meaning of some words, writes them on the board. Upon checking the answers, T wants Ss to compare two recordings (candidates). Ss share their opinions. T elaborates on their answers and makes necessary explanations.
36:17	T-Ss	T gives instruction for the next activity; checks if it is understood.
37:08	T-Ss; S-T; T-S; Ss-T	Ss listen. T pauses the recording and elicits the first answer from the Ss. Then, T makes further explanation about the answer. T plays and pauses the recording to elicit the answers, discusses the answers with Ss by asking some comprehension Qs and makes necessary explanation for each answer.
40:23	T-Ss; Ss-T; S-S	T wants Ss to imagine they are in an interview and answer the Qs they have been studying during the class with their partner. Ss do the activity T monitors them.
43:03-43:13	T-Ss	T makes an announcement and ends the class.

E. A SAMPLE SECTION OF THE SYLLABUS

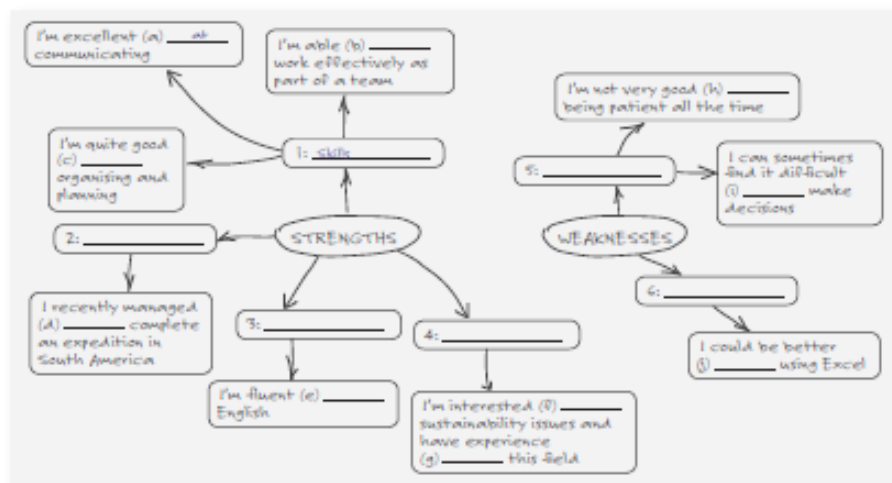
Unit	Weeks	Objectives	Target Vocabulary	Compulsory Tasks	Optional Tasks	Reminders
Unit 3	9 7.04.2014 - 11.04.2014	*acquire the general pattern of writing final paragraph to a cover letter * evaluate the qualities of given final paragraphs *produce a final paragraph for their own cover letters * recognize the importance of using formal language in a cover letter * classify words in terms of formality and informality in cover letter * rewrite informal sentences into formal sentences	<i>Willingness (n)</i> <i>Appreciate (v)</i> <i>Ensure (v)</i>	Matching your skills and experience to the position (Continued) <i>Activity 4 f, g, h, i (p. 41)</i> <i>Course Pack: p.</i> Writing an effective final paragraph <i>Activity 5 a, b, c, d, e, g (p. 42-43)</i> <i>Course Pack: p.</i>	**Writing a cover letter <i>Activity 7 a, b (p.45-46)</i>	*** Writin g task 6 *** Writin g task 7

F. CONTENTS PAGES OF THE COURSE BOOK

	Skills	Language	Texts
UNIT 1 Research and preparation page 6	Identifying the stages in the job application process Researching yourself Highlighting your skills and experience Researching the market	Strengths and weaknesses Personal characteristics Qualifications Transferable skills Professional behaviour Demonstrating skills Job advertisement jargon Describing knowledge and experience	Listening 1.1 Getting started 1.2 Identifying strengths and weaknesses 1.3 Identifying transferable skills 1.4 Different job-hunting methods 1.5 Cold calling: two examples Reading Stages in the job application process Job advertisements
UNIT 2 Writing an impressive CV page 19	Structuring your CV Avoiding common CV mistakes Creating a strong first impression Identifying your key skills Highlighting your work experience Detailing your education and qualifications Demonstrating your interests Providing references	Sections of a CV Common CV verbs Section headings Spelling Personal statements Skills-based headings Transferable skills Action verbs International qualifications Noun phrases	Listening 2.1 Structuring a CV 2.2 Common CV mistakes 2.3 Selling yourself effectively 2.4 The Interests section of your CV 2.5 Selecting referees Reading Model CVs: chronological and skills-based Job advertisement Article: The education section of your CV
UNIT 3 Effective cover letters page 34	Identifying features of cover letters Beginning a cover letter Writing the main body of the letter Writing an effective final paragraph Using appropriate language Writing a cover letter	Phrases for opening a cover letter Talking about the job you're applying for Demonstrating skills and experience Matching skills and experience to the job Closing expressions Formal expressions	Listening 3.1 & 3.2 The dos and don'ts of cover letters 3.3 How to begin a cover letter 3.4 Ending a cover letter Reading Model cover letter 1 & 2 Job advertisement Bad cover letter
UNIT 4 Successful interviews page 47	Preparing for the interview Making a positive first impression Dealing effectively with interview questions Talking about yourself Avoiding common mistakes Proving you've done your research Demonstrating you've got what it takes	Small talk Common interview questions Demonstrating interest and motivation Interview answer templates Positive adjectives Giving details of your skills and experience Structuring your responses	Listening 4.1 Before you arrive 4.2 Interviews: openings 4.3 Body language 4.4 Interviews: poor responses 4.5 Interviews: improved responses 4.6 Interviews: an effective answer 4.7 Interviews: poor responses 4.8 Talking about yourself 4.9 Interviews: improved responses 4.10 Making the most of common questions 4.11 Interviews: good and bad models 4.12 Interviews: saying why you want to work for a company 4.13 Interviewers discussing candidate's performance 4.14 Interviews: talking about relevant skills and experience 4.15 Interviews: matching your skills and experience to the position

	Skills	Language	Texts
UNIT 5	Handling competency-based questions Demonstrating your skills Talking about your weaknesses Asking questions of your own Dealing with telephone interviews	Phrasal verbs Competencies Structuring a response using the STAR model Introducing surprising information Softening negatives Emphasising positives Positive expressions Polite questions Asking for clarification	Listening 5.1 & 5.2 Interviews: anecdotes 5.3 Dealing with competency-based questions 5.4 & 5.5 Interviews: talking about your education (good and bad models) 5.6 & 5.7 Interviews: using the STAR model 5.8 Turning negatives into positives 5.9 Interviews: talking about your weaknesses 5.10 Interviews: emphasising positive information 5.11 Interviews: an impressive positive response 5.12 Interviews: rearranging a telephone interview 5.13 & 5.14 Interviews: clarifying information Reading Article: Questions to ask in an interview Article: Tackling telephone interviews
UNIT 6	Keeping in touch Handling rejection Dealing with job offers Negotiating terms and conditions	Phrases for follow-up letters: • Requesting feedback • Accepting the job • Withdrawing from consideration • Declining an offer Formal language	Listening 6.1 & 6.2 What to do after the interview 6.3 Learning from failure 6.4 A job offer 6.5 Handling a job offer 6.6 Writing an acceptance letter 6.7 Withdrawing from consideration 6.8 Declining a job offer 6.9 Pay negotiation extracts 6.10 Successful and unsuccessful salary negotiations Reading Feedback letter
Advanced interview techniques page 59			
Follow up page 72			
Audioscript		page 84	
Answer key		page 96	
Appendix 1: Useful language		page 105	
Appendix 2: Common interview questions		page 110	
Appendix 3: Model cover letter		page 111	
Acknowledgments		page 112	

G. SAMPLE ACTIVITIES ON THE COURSE BOOK



c ▶12 Listen to two friends, Federico and Jack, talking about Federico's strengths and weaknesses. In pairs, discuss the following questions.

- 1 What has Federico recently decided to do?
- 2 Why has he made this decision?
- 3 What does Federico claim to be good at?
- 4 What would Federico really like to be able to do?
- 5 What is Federico doing in order to achieve this aim?

d ▶12 Listen again and underline the personal characteristics in the box that best describe Federico. In pairs, discuss your answers using evidence from the conversation to support your opinion.

creative	disorganised	flexible
impatient	reliable	successful

e Match the personal characteristics (1–6) to the questions (a–f).

- | | |
|--------------|---|
| 1 creative | a Do you always do what you say you'll do? |
| 2 decisive | b Are you good at getting other people to agree with you? |
| 3 flexible | c Are you good at making your mind up quickly? |
| 4 organised | d Are you able to plan ahead successfully? |
| 5 persuasive | e Are you able to cope with last-minute changes? |
| 6 reliable | f Are you good at coming up with imaginative solutions? |

f Make the personal characteristics in Exercise 3e negative by adding a prefix (*dis-*, *in-* or *un-*).

- | | | |
|---------------------|---------|---------|
| 1 <u>uncreative</u> | 3 _____ | 5 _____ |
| 2 _____ | 4 _____ | 6 _____ |

g In pairs, take turns to ask and answer the questions in Exercise 3e. Discuss your individual strengths and weaknesses, giving specific evidence.

A: 'Do you always do what you say you will do?'

B: 'Yes, I'm very reliable. I'm always on time to work, classes and meetings, and when I can't make it, I let people know ahead of time.'



e ▶ 13 After creating her mind map, Silvia talks to Sophie about her university and work experience. Listen to the conversation and answer the following questions.

- 1 When did Silvia apply for her MA course?
- 2 What was Silvia doing in Africa?
- 3 What job did Silvia have at university?

f ▶ 13 Complete the extracts from the conversation using the correct form of the verbs in the box. Listen again and check your answers.

apply convince deal give plan talk understand work

- 1 'I applied for my MA course while I was working in Africa, and even managed to start doing some research for the course before I came back to England.'
- 2 'So you're clearly quite good at _____.'
- 3 'I _____ for an NGO as part of a large team with people from all over the world. We all lived together and shared a bathroom. The work was quite varied and I was _____ different tasks to complete each week.'
- 4 '... our main aim was to educate local people about the need for reforestation. We tried putting up posters, but this didn't have much of an effect. We needed to find a better way to communicate this message. Later on I _____ to respected members of the community, and _____ them to talk to other people in the village. This approach was far more effective.'
- 5 'When I was at university I was the communications officer of the student union and I was responsible for _____ with suppliers. I had to order food and drink for university concerts and so on. It was always possible to get a better deal if you were good on the phone. It wasn't just a question of being persuasive though, it was really a case of being clear and expressing yourself well, making sure that everybody _____ what I was saying.'

g In pairs, discuss which transferable skills in Exercises 5b and 5c are demonstrated in each extract (1–4).


H. SAMPLE PAGES FROM THE SUPPLEMENTARY MATERIAL

These activities will be done in addition to **the activity 3** in the coursebook on page

1. Unit 1 - SKILLS MIND MAP (*Job Hunting*, pp. 8-9 – Extended Activity for activity 3)

Create a mind map similar to Silvia's on page 9 in our coursebook *Job Hunting* to see your STRENGTHS and WEAKNESSES. Use the following phrases in the chart below to help you.

Strengths	Weaknesses	Positive Characteristics	Negative Characteristics
I'm excellent at ... I'm able to ... I'm interested in ... I recently managed to ...	I'm not very good at ... I could be better at ... I'm reasonably good at ... I would like to be able to ...	I am ... I try to ...	I can sometimes be ... Occasionally I am ... I can be a little bit ...

	STRENGTHS	WEAKNESSES
<i>Skills</i>	1. 2.	1. 2.
<i>Achievements</i>	1. 2.	1. 2.
<i>Knowledge</i>	1. 2.	1. 2.
<i>Languages</i>	1. 2.	1. 2.
<i>Experience</i>	1. 2.	1. 2.
<i>Personal Characteristics</i>	1. 2.	1. 2.

I. SAMPLE WRITING TASKS ON THE SUPPLEMENTARY MATERIAL

III. DETAILING YOUR EDUCATION & QUALIFICATIONS

a. Before writing education part of your CV , fill in the chart below about the courses you attended or projects you took part in and skills you gained.

Courses/Projects	Skills I gained

TASK 3

b. Now, think of the job in the advertisement you have chosen and write the education section of your CV. Use the examples from unit 2 to help you.

EDUCATION

J. TURKISH SUMMARY

İNGİLİZ DİLİ ÖĞRETMENLERİNİN VE ÖĞRENCİLERİNİN BİR AKADEMİK İNGİLİZCE DERSİNE İLİŞKİN İHTİYAÇLARININ VE ALGILAMALARININ İNCELENMESİ

GİRİŞ

20. yüzyıl iş hayatı, eğitim, sağlık, ekonomi gibi birçok alanda uluslararası etkileşimi beraberinde getirmiştir. Bunun sonucunda, dünyanın farklı bölgelerindeki insanların birbiriyle iletişim kurma ihtiyacı kaçınılmaz hale gelmiştir. Bu sebeple, farklı milletlerden ve farklı dili konuşan insanların ortak bir dil gereksinimi doğmuş ve İngilizce tüm dünyada ortak dil olarak yerini almıştır. Kişileri iş hayatına hazırlamayı hedefleyen üniversiteler, bu doğrultuda, müfredatlarına İngilizce dersini temel bir element olarak dahil etmişlerdir.

Üniversite müfredatlarındaki İngilizce dersleri, öğrencilerin amaçları doğrultusunda farklı yeterlilik düzeylerinde belli başlı becerileri kazandırmayı hedeflemektedir. Türkiye’deki üniversitelerde de, İngilizce öğretimi gerekli görülmekle birlikte, öğretim diline bağlı olarak İngilizce derslerinin içeriği ve ağırlığı değişiklik göstermektedir. Öğretim dili Türkçe olan üniversitelerde, İngilizce derslerinin içeriği sınırlı ve çeşitliliği daha az olurken, İngilizce eğitim veren üniversitelerde öğretilen dil becerisi yelpazesi daha geniş olmaktadır. Bu çalışmanın yapıldığı üniversitede, öğretim dili İngilizce olup, öğrencilerin mezun olduktan sonra ve de iş hayatında da kullanacakları sunum yapma, rapor yazma ve mesleki iletişim gibi becerilerinin geliştirilmesini amaçlayan İngilizce dersleri verilmektedir.

Öğrencilerin belli başlı dil becerilerini geliştirmeyi hedefleyen bu derslerin etkililiği titiz bir araştırma gerektirmektedir. Hutchinson ve Waters’ın (1987) belirttiği gibi, İngilizce’nin teknoloji ve ticaret alanında uluslararası bir dil olarak kabul edilmesi, dili hangi amaçla öğrendiklerini bilen bir öğrenci nesli yaratmıştır. Bu nedenle, dil

öğrenenlerin kendilerine ve bulundukları bağlama özgü birtakım amaçları ve ihtiyaçları vardır. Bu ihtiyaç ve amaçların belirlenmesi, İngilizce derslerinin müfredatını hazırlayan uzmanları derslerin içeriği, amaçları, materyalleri ve değerlendirme yöntemleri konusunda doğru yönlendirebilir. Böylece, İngilizce derslerinin etkinliği öğrencilerin kazançlı olacağı şekilde arttırılabilir.

İngilizce öğretmenlerinin dil öğretimine yönelik algıları da dil öğrenme sürecinin bir parçasıdır. Öğretmenlerin tecrübeleri ve eğitim geçmişleri göz önüne alındığında, bu da dersin ve öğrencilerin ihtiyaçlarının belirlenmesinde önemli bir rol oynayabilir.

İhtiyaçların belirlenmesi analitik bir süreç gerektirmektedir. York'un (1982) dile getirdiği gibi ihtiyaç analizi topluluğun ihtiyaçlarını sıralamak ve öncelikli olanı belirlemekle ilgilidir. Dil öğretimi bağlamında, bu ifade İngilizce derslerinin hazırlanması ve öğretilmesi noktasında hedef kitle olan öğrencilerin ihtiyaçlarının belirlenmesi ve öncelikler doğrultusunda sıralanması olarak tanımlanabilir. Daha etkili dersler hazırlayabilmek ve daha başarılı öğrenme sağlayabilmek için, ihtiyaç analizi yapmak sorunları göstermek ve çözüm önermek açısından etkili bir yöntem olabilir (Fulgham & Shaughnessy, 2008). Kaufman (1993) ihtiyaç analizinin ancak sonuç odaklı olduğunda ve uygulanacak yöntemlerin sonuca ulaşmayı nasıl sağlayacağına dair somut kanıtlar sunulduğunda etkili olacağını belirtmiştir. Bu nedenle, ihtiyaç analizi 1980'lerden bu yana eğitimin önemli bir parçası olmuştur.

ÇALIŞMANIN AMACI

İş hayatında üniversite mezunlarından beklentilerin artmasıyla, İngilizcede yeterlilik işverenler için önemli bir kriter haline gelmiştir. Bu sebeple, üniversite öğrencilerinin dil öğrenme ve kullanmada başarılı olması gerekmektedir. Dil dersleri, bu amaca hizmet edebilmek için destekleyici olmalı, öğrencilere ihtiyaç duydukları ve iş hayatında kullanabilecekleri becerileri kazanımda yönelik olarak tasarlanmalı ve öğretilmelidir. Bu çalışmanın yapıldığı üniversitede öğretilen İngilizce derslerinden biri, iş hayatında, özellikle iş başvurusu sürecinde öğrencilerin gereksinim duyacağı iletişim becerilerini öğretmeyi hedeflemektedir.

Bu çalışmanın amacı, İngilizce okutmanlarının ve öğrencilerin Mesleki İletişim Becerileri (PCS406) dersine yönelik algılarını araştırmak, dersin güçlü ve zayıf

noktalarını ortaya çıkarmak, bu bağlamda yer alan kişilerin yani öğrencilerin, İngilizce öğretmenlerinin ve birim soumlusunun ihtiyaçlarını belirlemek ve bu bilgiler ışığında Yabancı Diller Birimi'nde çalışan İngilizce öğretmenlerine bir Hizmetiçi Eğitim Modülü önerisi sunmaktır. Böylece, bu çalışma öğrencilerin ve öğretmenlerin dersle ilgili algılarını ders amaçları, içeriği, materyali, öğretimi ve değerlendirilmesi gibi hususları içeren geniş bir yelpazede incelemeyi amaçlamaktadır. Bunun sonucunda, dersin tasarımı ve öğretimine dair güçlü ve geliştirilmesi gereken nitelikler belirlenebilecektir. Ayrıca, katılımcıların algıları ve tavsiyeleri doğrultusunda, bu dersin öğrenim kazanımlarını geliştirebilmek adına, İngilizce öğretmenlerine yönelik bir Hizmetiçi Eğitim Modülü önerisi sunulacaktır. Böylece, bu çalışmanın sonuçları, yetkili kişilere ders müfredatının güçlü ve zayıf yönlerini göstererek, onları öğrencilerin gerçek ihtiyaçları ve istekleri doğrultusunda müfredatta düzenlemeler yapmaya yönlendirebilir.

ARAŞTIRMA SORULARI

Çalışmanın amacını gerçekleştirebilmek için, aşağıdaki araştırma soruları oluşturulmuştur:

- 1) Öğrencilerin ve İngilizce öğretmenlerinin Mesleki İletişim Becerileri (PCS406) dersine yönelik algıları nelerdir?
- 2) Öğrencilerin ve İngilizce öğretmenlerinin Mesleki İletişim Becerileri (PCS406) dersinin kazanımlarını geliştirmek için sunacakları öneriler nelerdir?
- 3) Öğrencilerin, öğretmenlerin ve yöneticinin (PCS4069 dersi için oluşturulacak modülde ihtiyaç duyacağı özellikler nelerdir?
- 4) Mesleki İletişim Becerileri (PCS406) dersi için önerilecek olan hizmetiçi eğitim programının özellikleri nelerdir?

ÇALIŞMANIN ÖNEMİ

Bu çalışmanın yürütüldüğü kurumda, henüz bir mesleki gelişim birimi bulunmamaktadır. Farklı zaman dilimlerinde, belirli sürelerde mesleki gelişime yönelik bazı uygulamalar yapılmış olsa da, sistematik ve düzenli aktiviteler düzenlenmemiştir. Bugüne kadar uygulanan modellerden biri yeni işe alınan öğretmenlere tecrübeli öğretmenlerin koçluk yapması projesidir ve bu proje yaklaşık olarak iki yıl kadar devam etmiştir. Proje kapsamında, kurumda daha uzun süre

alışmıř olan rtmenler, yeni bařlamıř ğretmenlere rehberlik yapmıřlardır. Ancak bu projenin amacı, ğretim tekniklerini geliřtirmenin yanı sıra kurumda yeni olan ğretmenleri kurum kltr ve iřleyiři hakkında bilgilendirmek, ğrenci profilini tanıtmak, ğrencilerle iletiřimlerini iyileřtirmeyi kapsamaktadır. Proje ğretmenler ve birim sorumlusu tarafından yeni iře alınan ğretmenlerin evreye kolay ve hızlı bir řekilde uyum saėlamasına yardımcı olması aısından nemli bir uygulama olarak yorumlanmıřtır.

2011 yılında birimde alışmakta olan tm İngilizce ğretmenleri iin bir hizmet ii eėitim programı dzenlenmiřtir. Eėitim kurum dıřı bir eėitmen tarafından verilmiřtir. Birim sorumlusu ve eėitmen programın ieriėini birlikte kararlařtırmıř, teorik ve uygulamalı dersler ieren program toplamda 80 saat srmřtr. İngilizce ğretimindeki pedagojik konular, teori temelli derslerde anlatılıp, bunların sınıf ii uygulamaları eėitmenin yaptıėı gzlemlerle alışılmıřtır. Programın sınıf ii gzlem ėesi ğretmenler iin faydalı olmuřtur; nitekim, ğretmenlerin sınıf ynetimi, ynergelerin doėru ve aık bir řekilde verilmesi, ğrencilerle etkili iletiřim kurulması ve ğrencilerin performanslarının gzlenmesi gibi hususlarda yapılan bazı yanlıřlıkları fark etmelerini saėlamıřtır. Fakat, programın ğrencilerin motivasyonuu arttırmak ve ders materyallerini uyarlamak gibi daha baėlamsal konulara ynelmesi sonuların daha etkili olması aısından nem tařımaktadır. Bu nedenle, saėlanan hizmetii eėitim programın, ğretmenlerin pedagojik bilgilerini tazelemeleri noktasında etki saėladığı, ancak baėlamsal ihtiyaları karřılama konusunda eksiklik gsterdiėi sylenebilir.

Hizmetii eėitim programı ve koluk projesinin yanı sıra, her dnem sonunda ğretmenlerin ğrettikleri derslerin iřleyiři ile ilgili fikirlerini ve nerilerini sunduėu birim toplantıları yapılmaktadır. Bu toplantılarda ğretmenler dnem iinde karřılařtıkları sorunları, dersin gl ve zayıf noktalarını, dnem boyunca edindikleri tecrbeleri paylařıp, fiikr alıřveriřinde bulunmaktadırlar.

Bu alıřma, birimde ğretilen bir dersin etkililiėini inceleyen ilk alıřma olmasından dolayı nem tařımkatadır. Blmde sekiz farklı İngilizce dersi ğretilmekte ve bu derslerin mfredat hazırlığı, materyal geliřtirme ve performans deėerlendirme sreleri, grevli ders koordinatrleri tarafından yrtlmektedir. Koordinatrler,

derslerin etkililiği ile ilgili bilgiyi 1)kendi öğretim tecrübelerinden ve gözlemlerinden ve 2)öğretmenlerin sunduğu geridönütlerden sağlamaktadır. Bu nedenle, bu çalışma öğrencilerin ve öğretmenlerin hedef ders (PCS406) hakkındaki görüş ve önerilerinin kapsamlı bir şekilde alınması açısından önem taşımaktadır. Çalışmanın bulguları, sorumlu kişilere, yani birim sorumlusu ve ders koordinatörlerine, gerekli düzenlemeleri yaparken yol gösterici olabilir.

Çalışma, ayrıca, diğer dersler için de uygulanabilecek bir ihtiyaç analizi sürecinin başlamasını sağlayabilir. Böylece, her bir ders için ihtiyaç analizi yapıp, öğrencilerin gerçek ihtiyaçları ve istekleri doğrultusunda, etkili öğrenme sonuçları alabilmek adına, ders içerikleri ve işlenişinde düzenlemeler yapılabilir.

Öğretmen eğitimi üzerine yapılmış birçok çalışma olmasına rağmen (Debreli 2012; Harris & Sass, 2007; O’Sullivan, 2001; Yan, 2008), alanda belirli bir bağlamda öğretilen hedef bir İngilizce dersini alan öğrencilerin ihtiyaçlarının analiz edilmesi sonucu, hedef dersin öğretimine yönelik özel bir öğretmen eğitimi modülü öneren bir çalışma bulunmamaktadır. Benzer şekilde, Türkiye’de öğretmen eğitimi alanında yürütülen çalışmaların birçoğu programların değerlendirilmesine (Duzan, 2006; Şahin, 2006), öğretmenlerin hizmetiçi öğretmen eğitimi programları ile ilgili görüşlerinin ve ihtiyaçlarının belirlenmesine (Alan, 2003; Ekşi, 2010; Gültekin, 2007; Şentuna, 2002) ağırlık vermişlerdir. Bu çalışmalar, Türkiye’deki İngilizce öğretmenlerinin mesleki gelişimi konusunda alana katkı sağlamalarına ve yöneticiler, araştırmacılar ve program geliştirmeciler için çok değerli bilgi sunmalarına rağmen, öncelikli olarak öğretmenlerin ihtiyaçlarına odaklanmış ve eğitim programları hakkında genel kapsamda bilgi vermişlerdir. Oysa ki, belirli bir bağlamdaki belli bir grup öğrencinin aldıkları belirli bir ders hakkındaki ihtiyaçlarının belirlenip, bu ihtiyaçlar doğrultusunda ders içeriği, materyalleri ve değerlendirmesinin yanı sıra, öğretmenlere sağlanacak bir hizmetiçi eğitim programıyla, dersin etkililiğini arttırmaya yönelik bir çalışma henüz yapılmamıştır. Bu nedenle, bu çalışma kurumlara ve bağlamlara özgü hizmetiçi öğretmen eğitimi programları oluşturmaya yönelik bir çalışma olup, bu yönüyle öncekilerden ayrılmaktadır.

Son olarak, diğer kurumlar bu çalışmadan yola çıkarak kendi bağlamlarında derslerini değerlendirip, kendilerine özgü öğretmen eğitim programları tasarlayıp, uygulama gerçekleştirebilirler.

YÖNTEM

Bu çalışma, üniversite öğrencilerinin ve İngilizce öğretmenlerinin bir vakıf üniversitesinde Yabancı Diller Birimi'nde öğretilen Mesleki İletişim Becerileri (PCS406) dersi hakkındaki görüşlerini incelemek, bu dersin daha etkili bir şekilde öğretilmesini sağlamak için önerilerini açığa çıkarmak ve bu bulgular doğrultusunda öğretmenler için bir hizmetiçi eğitim modülü önermek amacıyla yapılmıştır. Bu verileri toplamak için, nitel bir araştırma tasarlanmıştır. Veri toplama ve analiz süreci nitel araştırma yöntemine uygun olarak düzenlenmiş, veri gözlem, anket ve mülakat yoluyla toplanmıştır.

KATILIMCILAR

Bu çalışmanın verisi 3 gruptan toplanmıştır: PCS406 dersini alan öğrenciler, bu dersi okutan öğretmenler ve dersin öğretildiği Yabancı Diller Birimi sorumlusu.

Öğrenciler

İlk katılımcı grubu, farklı bölümlerde okuyan ve bu dersi alan 113 öğrenciden oluşmaktadır. Bu öğrencilerin 103 tanesi anket doldurmak suretiyle, 10 tanesi de bireysel mülakat yoluyla veri toplama sürecine katkıda bulunmuştur. Ankete katılan 103 öğrenciden 9'u ikinci sınıf, 18'i üçüncü sınıf ve 75'i dördüncü sınıf öğrencisidir. Bu öğrencilerden 53'ü PCS406 dersinden önce verilen tüm İngilizce derslerini almışken, 50'si bazı dersleri almamıştır. Katılımcılardan 42'si kız 61'i erkek öğrencidir. Öğrencilere anket dönemin son iki haftasındaki ders esnasında verilmiştir; böylece, öğrenciler dersi 12 hafta boyunca gözlemleyerek ve deneyimleyerek, ders hakkında gerçekçi görüş bildirebilecek kadar ders işlemişlerdir. Yüz yüze mülakatların yapıldığı 10 öğrencilerin tamamı somn sınıf öğrencisi olup, katılmaya gönüllü olan öğrenciler arasından seçilmişlerdir.

Öğretmenler

Çalışma Yabancı Diller Birimi'nde bir süredir çalışmakta olan ve 2013-2014 akademik yılı bahar döneminde PCS406 dersini öğretmiş olan 8 İngilizce öğretmeni

arasında yürütülmüştür. Bu öğretmenlerin üniversite düzeyindeki tecrübeleri 5 ile 18 yıl arasında, bu birimdeki tecrübeleri ise 2 ile 14 yıl arasında değişmektedir. Öğretmenler bu dersi en az ikinci kez öğretmektedir. Katılımcılardan 1'i erkek 7'si kadın öğretmendir ve yaşları 27 ile 40 arasında değişmektedir. Öğretmenlerin dersin içeriği, amaçları, materyalleri ve değerlendirme yöntemlerine ilişkin görüş ve önerilerini açığa çıkaran veriler grup mülakatları yoluyla toplanmıştır.

Yabancı Diller Birimi'nde toplamda 13 öğretmen bulunmaktadır. Bu öğretmenlerden 8'i uygulayıcı olarak ders vermekte, 4'ü AR&GE (Araştırma ve Geliştirme) grubunda yer alıp dersleri koordine etme, materyal geliştirme ve sınav hazırlama görevlerini yürütmektedir. Bu grubun amacı, derslerin planlandığı şekilde ilerlemesini ve tüm sınıflarda benzer bir şekilde ders işlenmesini sağlamaktır. Bu nedenle, AR&GE üyeleri ders izlencesini detaylı bir şekilde hazırlar; uygulanacak ve atlanacak aktiviteleri izlence üzerinde belirtir; sınıf içinde yapılması planlanan ödev uygulamalarının yapılacağı tarihleri not eder ve bu izlencenin takip edilmesini sağlar. Böylece, öğretmenler sınıflarında neyi, ne zaman, hangi sırayla ve hangi materyallerle öğreteceğini izlenceden takip eder. Bunun amacı farklı birçok sınıfın olduğu bir ortamda standart bir öğretim süreci sağlayabilmektir. Özetlemek gerekirse, birimdeki 8 uygulayıcı öğretmen PCS406 dersini bu izlenceleri takip etmek suretiyle öğretmişlerdir ve bu çalışmada onların dersle ilgili görüş ve önerileri incelenmiştir.

Birim Sorumlusu

Birim sorumlusu 18 yıldır söz konusu üniversitede çalışmakta olan, hem kurumu hem öğretmenleri hem işleyişi bilen bir kişidir. Ayrıca, AR-GE grubunu oluşturmuş ve yönetmektedir. Bu sayede idari işlerin yanı sıra öğretim işleyişini de takip etmektedir.

Bu çalışmada, öğrencilere uygulanan anketler ve yarı yapılandırılmış, yüz yüze mülakatlar, öğretmenlerle gerçekleştirilen odak grup görüşmeleri, birim sorumlusuyla gerçekleştirilen yüz yüze mülakat ve sınıf içi gözlem yöntemlerini içeren çok yönlü bir veri toplama süreci uygulanmıştır. Elde edilen verilerin analizi sonucu dersin gereklilikleri belirlenmiş ve bir Hizmet-içi Öğretmen Eğitimi Modülü içeriği önerilmiştir.

VERİ TOPLAMA

Bu çalışmada dört veri toplama yöntemi kullanılmıştır: 1) öğrencilerin hedef dersle ilgili algılarını ortaya çıkarmayı amaçlayan açık uçlu sorulardan oluşan bir anket, 2) görüşlerini detaylı bir şekilde paylaşımlarını sağlamak için öğrencilerle gerçekleştirilen bireysel mülakatlar, 3) dersle ilgili fikirlerini ve tavsiyelerini almak için öğretmenlerle gerçekleştirilen odak grup mülakatları, ve 4) araştırmacı tarafından sınıf içinde yapılan gözlemler.

Anket

Öğrencilere 14 sorudan oluşan bir anket uygulanmıştır. Anketin ilk bölümü, öğrencilerin kişisel ve eğitimle ilgili bilgilerini belirlemeyi hedefleyen 8 açık uçlu soru içermektedir. Sorular, katılımcıların yaşlarını, cinsiyetlerini, İngilizce öğrenme sürelerini, PCS406 dersinden önce aldıkları İngilizce derslerini, daha önceki iş ve iş başvurusu deneyimlerini araştırmıştır. İkinci bölüm ise öğrencilerin hedef dersin tasarımı, materyalleri, değerlendirmesi ve işlenmesine yönelik görüşlerini incelemeyi amaçlayan 6 adet açık uçlu sorudan oluşmaktadır. Katılımcıların fikirlerini özgürce ifade edebilmeleri için açık uçlu sorular tercih edilmiştir

Bireysel Mülakatlar

Anketlere ek olarak, öğrencilerin görüşlerini detaylı olarak alabilmek için, yüz yüze mülakatlar gerçekleştirilmiştir. Mülakatlar gönüllülük esasına göre belirlenmiş 10 son sınıf öğrenci ile yapılmış, 10 sorudan oluşmuş, ortalama 15 dakika sürmüştür. Öğrencilerin dikkatinin dağılmasına engel olmak için, mülakatlar araştırmacının ofisinde, sessiz bir ortamda gerçekleştirilmiş ve ses kaydı yapılmıştır.

Odak Grup Mülakatları

Odak grup mülakatları 8 öğretmen ile gerçekleştirilmiştir. Öğretmenlerin dersle ilgili görüşlerini, deneyimlerini ve dersin iyileştirilmesi için önerilerini almak hedeflenmiştir. Mülakatlar 4 kişilik 2 grup şeklinde düzenlenmiştir. Mülakatlar öğretmenlerin uygun olduğu zamanlarda yapılmak üzere düzenlenmiş, araştırmacı tarafından hazırlanmış açık uçlu sorular yoluyla araştırmacının yönlendirmesi ile ilerlemiştir.

Gözlemler

Araştırmacı, sınıftaki öğrencilerden izin formu olarak sınıf içi aktiviteleri gözlemlemiştir. Ders iki hafta boyunca birer ders saatinin izlenmesi, yani toplamda her sınıf için iki saatin gözlemlenmesi ile sonuçlanmıştır. Bu süreçte 8 sınıf haftada bir saat olmak üzere toplamda iki kez gözlemlenmiş; sonuç olarak toplamda 16 saatlik bir gözlem yapılmıştır. Gözlemler sırasında not almayı kolaylaştırmak ve her hangi bir detayı kaçırmamak adına gözlem formları doldurulmuştur. Dersler aynı zamanda ses kaydına alınmıştır. Derslerin sonunda öğretmenle o dersle yönelik kısa süreli görüşmeler yapılmıştır.

VERİ TOPLAMA VE ANALİZ SÜRECİ

Anket, mülakat soruları ve gözlem formları hazırlandıktan sonra ön çalışması yapılmıştır. Veri PCS406 dersini öğreten öğretmenler ve dersi alan öğrencilerden toplanacağı için, çalışmanın ön uygulaması dersi veren iki yarı zamanlı öğretmen ve onların sınıfındaki öğrencilere uygulanmıştır. Öncelikle sınıflardaki öğrencilere anketler dağıtılmıştır. Daha sonra, gönüllü bir öğrenciyle mülakat yapılmıştır. Böylece, anket soruları ve mülakat soruları gözden geçirildi, gerekli düzeltmeler ve değişiklikler yapılmıştır. Bu düzenlemelerden sonra ilk olarak anketler, daha sonra da gözlem, mülakatlar ve odak grup mülakatları katılımcılara uygulanmıştır.

Veri toplama süreci tamamlandıktan sonra mülakat, gözlem ve odak grup tartışmalarının kayıtları yazıya dönüştürülmüş, bu kayıtlar nitel araştırma yöntemi gereğince incelenmiş ve kodlar, gruplar ve temalar oluşturulmuştur. Ayrıca anketlerdeki cevaplar aynı yöntemle kodlanmış ve temalara ulaşılmıştır. Bu analiz sonucunda öğrencilerin algılarına yönelik 5 temaya ulaşılmıştır: ders materyalleri, etkinlikler, ders içeriği, ders işlenişi ve değerlendirme.

SONUÇLAR VE TARTIŞMA

İlk araştırma sorusu öğretmenlerin ve öğrencilerin derse yönelik algılarını, ikinci soru önerilerini ve son soru hangi tür bir hizmet içi eğitim programının öğretmen ve öğrencilerin ihtiyacını karşılamaya yardımcı olacağını incelemiştir. Bulgular bu sırayla paylaşılmıştır.

Öğretmenlerin ve öğrencilerin Mesleki Eğitim Becerileri (PCS406) dersine yönelik algıları nelerdir?

Katılımcıların cevapları incelendiğinde, ders materyalleri, etkinlikler, ders içeriği, ders işlenişi, ölçme ve değerlendirme ve diğer konular hakkında görüş bildirdikleri görülmüştür.

Materyaller

Öğretmenler ders kitabının bilgilendirici olduğunu ancak içerik ve alıştırmalar konusunda tekrara düştüğünü dile getirmişlerdir. Ayrıca kitabın boyutunun küçük, yazı oranın çok fazla olması ve kitabın tasarımının ilgi çekici olmaması öğretmenlerin belirttiği noktalar arasındadır. Öğretmenler bu kitabı kişisel çalışmaya daha uygun bulduklarını, sınıf içi kullanımda etkisinin azaldığını vurgulamışlardır.

Öğrencilerin görüşleri kitabın tekrara düşmesi hususunda öğretmenlerin cevabıyla benzerlik göstermektedir. Kitaba ek olarak, bazı öğrenciler sınıfta kullanılan yansıların gerekli olmadığını düşünürken, bazıları bu yansıların kelime öğrenme konusunda onlara yardımcı olduğunu belirtmiştir.

Hem öğretmenlerin hem de öğrencilerin altını çizdiği bir konu, derse görsel materyallerin entegre edilmesidir. İş görüşmeleri ile ilgili videoların dersi daha eğlenceli hale getireceği ve konunun anlaşılmasını kolaylaştıracağı düşüncesi katılımcıların çoğu tarafından gündeme getirilmiştir.

Etkinlikler

Öğretmenler kitaptaki etkinliklerin birbirine benzer olduğunu, bazılarının çok sık tekrar edildiğini ve amaca yönelik olmadığını dile getirmiştir. Özellikle dinleme alıştırmalarının çok olması ve içeriğinin tekrar etmesi öğretmenlerin üzerinde durduğu noktalardan bazılarıdır.

Öğrenciler de etkinliklerin benzerliğini, sıkça tekrar edilmesini ve dinleme ağırlıklı olmasını eleştirmiştir. Bunun yanı sıra, daha fazla konuşma etkinliği yapmak istediklerini belirtmiştir.

Ders içeriđi

Dersin içeriđi konusunda öđretmen ve öđrencilerin yaklaşımları farklılık göstermiştir. Öđretmenler ders içeriđi hakkında olumlu fikirler sunmuş, CV yazma ve iş görüşmesi yapma konularının öđrenciler için hem yararlı hem önemli olduğunu söylemişlerdir.

Öđrenciler ders içeriđi hakkında genel anlamda iki farklı tutum sergilemiştir. Bir kısım öđrenci ders içeriđinin amacına uygun, öđretici ve gerekli olduğunu söylerken, bazı öđrenciler içeriđin gerekli olmadığını, CV yazmayı ve görüşme tekniklerini birçoğunun bildiğini ve bu içeriđe bu kadar zaman ayırmanın gereksiz olduğunu dile getirmiştir.

Ders işlenişı

Öđretmenler ders işlenişı konusunda monotonluktan ve tekrardan kaynaklanan zorluk yaşadıklarını dile getirmiştir. Ayrıca konuların benzer olmasının, öđrencilerin motivasyonunu olumsuz yönde etkilediğini belirtmişlerdir. Öđrencilerin derse katılımının dersin işleyişinde önemli bir faktör olduğunun altı çizilmiştir. Öđretmelerin ders anlatımı ile ilgili yaptığı olumlu yorum anlattıkları konulara aşına oldukları yönündedir.

Öđrenciler de benzer şekilde ders işleyişinin monoton ve tekrara dayalı olduğunu belirtmiş; dersi daha eğlenceli işlemek istediklerini söylemiş; konuşma ve tartışmaya yönelik dersler yapılabileceğini vurgulamıştır. Bunun yanı sıra, bazı öđrenciler öđretmenlerinin dersi eğlenceli hale getirmek için çabaladığını ancak içeriđin sıkıcı olduğunu gündeme getirmiştir.

Ölçme ve Deđerlendirme

Öđretmenler yapılan sınavların dersin amaçlarını ölçmeye yönelik olmadığını, çoktan seçmeli sorular sormak yerine öđrencilerin yazmalarını sağlayacak uygulama ağırlıklı sınavlar yapılması gerektiğini ve iş görüşmesi tekniklerini ölçmek için sözlü bir sınav yapılmasının uygun olacağını belirtmiştir.

Öğrenciler de öğretmenlerin görüşleriyle paralellik gösterecek şekilde sınavların uygulamaya yönelik olmasının daha etkili olacağını vurgulamıştır.

Diğer Konular

Öğretmenler ve öğrenciler dersin kredisinin düşük olmasının ve derse devam zorunluluğunun bulunmasının dersin kazanımlarını olumsuz yönde etkileyen faktörler olarak nitelemiştir.

Öğretmenlerin ve öğrencilerin Mesleki Eğitim Becerileri (PCS406) dersinin geliştirilmesi için önerileri nelerdir?

Materyaller

Öğretmenler ve öğrenciler derse görsel materyallerle destek dağlanması gerektiğini belirtmiştir. Video gösterimin kazanımları arttıracığını, öğrenmeyi olumlu yönde etkileyeceğini ve motivasyonu yükselteceğini savunmuşlardır. Ayrıca ders kitabının değiştirilmesi ya da düzenlemesi veya alternatif olarak kitap kullanmak yerine birim tarafından bir derleme çalışma materyali hazırlanması önerilmiştir

Etkinlikler

Derste yapılan dinleme etkinliklerinin azaltılması, bunun yerine yazma ve konuşma etkinliklerine ağırlık verilmesi, uygulamaya yönelik alıştırmalara odaklanması öneriler arasındadır.

Ders içeriği

Öğretmenler bu içeriğe ek olarak niyet mektubu yazmayı öğretmek gerektiğini dile getirmiştir. Ayrıca, ders izlencesinde bazı haftalarda konuların rahatlıkla bitirildiğini ancak bazı haftalarda yetiştirmekte güçlük çektiklerini bu nedenle izlencenin gözden geçirilmesi gerektiğini belirtmişlerdir. Öğrenciler dersin daha kısa bir sürede tamamlanabileceğini ve buna yönelik düzenlemeler yapılmasını önermiştir

Ders işlenişi

Öğretmenler derslere öğrencilerin katılımlarını artmasını sağlayacak daha etkileşimli ders işlemelerine olanak verecek materyal ve aktivitler olması gerektiğini belirtmiş,

ders işlenişinin böyle daha verimli olacağını vurgulamıştır. Benzer şekilde öğrenciler de etkileşim odaklı ve monotonluktan uzak bir ders işlemeyi tercih ettiklerini söyleyip, bunun için gerekli düzenlemelerin yapılmasını önermiştir.

Ölçme ve Değerlendirme

Öğretmenler ve öğrenciler uygulama ağırlıklı sınavlar yapılmasını önermiştir. Bu amaçla, iş görüşmesi tekniklerini ölçmek için sözlü bir sınav yapılması önerisinde bulunmuşlardır. Ayrıca çoktan seçmeli sorular yerine yazma uygulaması yapılması öneriler arasındadır.

Diğer konular

Öğrenciler ve öğretmenler dersin kredisinin yükseltilmesini ve derse devam zorunluluğunun kaldırılmasını önermiştir. Bu uygulamanın öğrencilerin motivasyonun arttıracak ve daha etkili öğrenme sonuçları alınacağını dile getirmişlerdir.

Önerilen Hizmet İçi Öğretmen Eğitimi Modülünün Özellikleri

Katılımcıların sağladığı veriler ışığında hedef dersin güçlü ve geliştirilmesi gereken yönleri belirlenmiş ancak hizmet içi eğitim modülünde neye ihtiyaç duydukları doğrudan belirlenmemiştir. Veriler ve gözlemlerden yola çıkılarak, öğretmenlerin ihtiyaç duyabileceği hususlar kararlaştırılmış ve bir modül önerilmiştir. Her öğrenme ortamının eşsiz olduğu düşünülürse (Roe, 1992), öğretmenlerin öğrencilerinin ihtiyaçlarını belirleyebilmesi, öğrettiği dersin amaçlarını analiz edebilmesi, öğrencilerin öğrenme alışkanlıklarını araştırabilmesi, onlar için en etkili olacak yöntemleri araştırması ve bunları öğretme sürecine uygulaması ve de kendi öğretme pratiği üzerine yorum ve analiz yapabilmesi gerekmektedir. Bunu gerçekleştirmek için öğretmenlere materyal geliştirme, öğretme teknikleri, araştırma yöntemleri alternatif değerlendirme yöntemleri ve mesleki gelişimleri hakkında yorum yapabilme konusunda destek olan bir hizmet içi eğitim modülü hazırlanabilir.

Aşağıdaki özetle görüldüğü gibi, öğretmenlere eğitim verilmesi planlanan konular alan bilgisi, ders hazırlama, amaç belirleme, sınıfta teknoloji kullanımı, öğretim yöntem ve teknikleri, materyal geliştirme, dil becerilerinin geliştirilmesi, ihtiyaç analizi ve sınıf araştırması alanlarını kapsamaktadır. Anket, mülakat ve gözlem

sonuçlarına dayanarak, öğretmenlerin dersin verimliliğini arttırmaya yönelik yapabileceği çalışmalar bu alanlarda yoğunlaşabilir. Böylece öğretmenler hem ders tasarımı hususunda hem de sınıf içi uygulamalar noktasında öğrencilerinin ihtiyaçlarını belirleme ve o doğrultuda düzenlemeler yapma konusunda desteklenebilir.

Bu ders için önerilen hizmet içi eğitim modülünün öğeleri aşağıda gösterilmiştir:

İçerik	<ol style="list-style-type: none"> 1. Alan bilgisi 2. Müfredat hazırlama 3. Teknoloji kullanımı 4. Öğretim yöntem ve teknikleri 5. Dil becerilerini öğretme (Konuşma ve yazma) 6. Materyal geliştirme 7. İhtiyaç analizi 8. Sınıf araştırması
Süre	14 hafta
Program	Her hafta bir saatlik oturum
Odak grup tartışmaları	Eğitmen ve iş arkadaşlarıyla (İşbirlikçi öğrenme)
Geri bildirim	<ul style="list-style-type: none"> ○ Öğretim pratiği üzerine ○ Sözlü- haftalık eğitimler sırasında ○ Yazılı-eğitmene teslim edilmek üzere
Gözlem	<ul style="list-style-type: none"> ○ Birim sorumlusu tarafından- dönemde bir kez ○ Eğitmen tarafından- dönemde iki kez ○ İş arkadaşı tarafından- dönemde bir kez

Öğretmenlerin haftalık ders yükü göz önüne alınarak modülün 14 hafta boyunca 1 saatlik oturumlar şeklinde organize edilmesi önerilmektedir. Bu oturumların ilkinin teori ardından gelenin pratik odaklı olması düşünülmektedir. Böylece öğretmenlerin hem teorik bilgilerini yenilemeleri hem de bu bilgileri zaman kaybetmeden sınıf içi uygulamalarına yansıtma hedeflenmektedir.

Eğitim kurum dışı ya da kurum içi bir eğitmen tarafından verilebilir. Eğitime katılacak kişiler dersi veren öğretmenler, eğitmen ve birim sorumlusu olarak

düşünülmektedir. Böylece öğretmenler birbirinden öğrenebilir, birim sorumlusu sürecin nasıl ilerlediğini takip edebilir ve ortak paylaşım ortamı oluşturulabilir.

Öğretim yöntemi olarak ders anlatımının yanı sıra grup tartışmaları, gözlemler ve geri bildirim metodunun uygulanması önerilmektedir. Bu kapsamda, birim sorumlusunun, eğitmenin ve iş arkadaşlarının gözlemleri programa dahil edilebilir. Öğretmenler iş arkadaşlarının uygulamalarını gözlemleyerek farkındalıklarını geliştirebilir, kendi yöntemlerini değerlendirebilir ve yeni uygulamalar keşfedebilir. Eğitmenin gözlemleri öğretmeni uygulamalarının verimini arttırması hususunda yönlendirebilir. Birim sorumlusunun gözlemi eğitim sürecini izleyebilmek ve sınıf içi uygulamalar ile eğitim programı konusunda öneriler sunmasını sağlayabilir. Ayrıca, öğretmenlerin kendi öğretim uygulamaları üzerine analiz yapması ve bu analizleri yazılı olarak eğitime teslim etmesi ve dönüt alması öğretmenin uygulamalarını geliştirmeye yardımcı olacaktır. Buna ek olarak, teorilerin pratiğe dönüştürüldükten sonra grup tartışmaları yöntemiyle incelenmesi de bir öğretim yöntemi olarak kullanılabilir.

Öneriler

Bu çalışmadaki öneriler ve eğitim modülü uygulanarak sonuçları değerlendirmeye yönelik başka bir durum çalışması yürütülebilir. Böylece önerilerin etkililiği test edilebilir.

Diğer kurumlar ve üniversiteler kendi eğitim ortamlarında bu çalışmaya benzer bir çalışma yürütebilirler. Ders bazında ihtiyaç analizi yaparak, kazanımları nasıl geliştirebileceklerini ve bunun için öğretmenlere nasıl bir eğitim verilmesi gerektiğini inceleyip, derse ve ortama özgü eğitim programları uygulayabilirler.

Bu çalışma aynı anda öğretmenlerin, öğrencilerin ve birim sorumlusunun görüşlerine başvurmuştur. Bu örneklem ve ihtiyaç analizi modeli farklı çalışmalarda ve öğretim çevrelerinde uygulanarak derinlemesine ve çok boyutlu bir analiz yapılabilir.

K. TEZ FOTOKOPİSİ İZİN FORMU

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YAZARIN

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