

**T.C.
ISTANBUL AYDIN UNIVERSITY
INSTITUTE OF SOCIAL SCIENCES**



**A COMPARISON OF ENGLISH AS A FOREIGN LANGUAGE TEACHERS'
PROFESSIONAL KNOWLEDGE AND CLASSROOM PRACTICES**

THESIS

Diran Roussayla Golfiden Chedid

**Department of English Language and Literature
English Language and Literature Program**

Thesis Supervisor: Prof. Dr. Birsen TÖTÜNİŞ

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(Y1212.020001)

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T.C.
İSTANBUL AYDIN ÜNİVERSİTESİ
SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRLÜĞÜ

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FOREWORD

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ABBREVIATIONS

ALM	:The Audio-Lingual Method
CCC	:Centre of Cognitive Coaching
CLL	:Community Language Learning
CLT	:Communicative Language Teaching
EFL	:English as a Foreign Language
ELT	:English Language Teaching
OECD	:The Organization for Economic Cooperation and Development
TESOL	:Teachers of English to Speakers of Other Languages
TKT	:Teaching Knowledge Test
TPR	:The Total Physical Response
T1	:Teacher One
T2	:Teacher Two
T3	:Teacher Three
T4	:Teacher Four
T5	:Teacher Five
T6	:Teacher Six
T7	:Teacher Seven
T8	:Teacher Eight
T9	:Teacher Nine
T10	:Teacher Ten

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A COMPARISON OF ENGLISH AS A FOREIGN LANGUAGE TEACHERS' PROFESSIONAL KNOWLEDGE AND CLASSROOM PRACTICES

ABSTRACT

This study aims to find out whether there is a gap between the teachers' professional knowledge and their teaching practices. The survey is addressed to EFL teachers and learners. 10 teachers from a language center volunteered to become the subjects of this study. Teaching Knowledge Test (TKT) part 2 was administered and these teachers' classes were observed to collect data for this study. In fact, the result of data analysis reveals that 16% of teachers' knowledge is not transferred to learners. So, there is a gap between teachers' knowledge and what they do. We believe that if teachers become aware of their weaknesses in transferring the information, they can improve their way of teaching for a professional growth and hence learners become more motivated for learning English.

Keywords: *EFL, ELT, teachers' cognition, teachers' knowledge, teachers' techniques, teaching methods, professional development, teaching practices.*

YDİ ÖĞRETMENLERİNİN MESLEKİ BİLGİLERİYLE SINIF AKTİVİTİLERİNİN KARŞILAŞTIRILMASI

ÖZET

Bu çalışma, öğretmenlerin mesleki bilgi ve öğretim uygulamaları arasında bir boşluk olup olmadığını ortaya çıkarmayı hedefliyor. Yapılan anket yabancı dil olarak İngilizce öğreten öğretmenlere ve öğrencilere yöneliktir. Bu çalışmadaki katılımcılar, araştırmanın konusu olmayı gönüllü olarak kabul eden bir dil merkezindeki 10 öğretmeni içermektedir. Öğretmenlik Yetkinlik Testi'nin (TKT) ikinci bölümü uygulandı ve bu öğretmenlerin sınıfları, araştırma için veri toplamak adına gözlemlendi. Öyle ki, elde edilen veri analizi sonucu, öğretmenlerin bilgilerinin %16'sının öğrencilere aktarılmadığını ortaya çıkarmıştır. Yani, öğretmenlerin sahip oldukları bilgi ve yaptıkları arasında bir boşluk vardır. Dolayısıyla, öğretmenler bilgi aktarımındaki zayıflıklarının farkına varıp mesleki gelişim için öğretim tarzlarını geliştirebilirler ve böylelikle öğrenciler İngilizce öğrenmek için daha motive olurlar.

Anahtar Kelimeler: *Yabancı Dil Olarak İngilizce (YDİ), İngilizce Öğretimi (İÖ), öğretmenlerin kavraması, öğretmenlerin bilgisi, öğretmenlerin teknikleri, öğretim metodları, mesleki gelişim, öğrencilerin demotive olması, öğretim uygulamaları.*

1. INTRODUCTION

1.1 Background of the Study

The main source of EFL learners is the teacher him/herself. If the teacher is well prepared and is qualified for teaching by having the essential professional knowledge, learners will get what the teacher is trying to teach.

As a teacher, it is important to know what they should do before, within and after their classes. Teachers' professional knowledge is an important phenomenon for all teachers. As Manson and Spence (1999) argued that there are three types of knowing: the fact of knowledge itself, knowing how to teach that knowledge by using techniques, and knowing how to organize actions. Moreover, as teachers' professional knowledge is essential, the practice of that knowledge is important too. Teachers should apply their professional knowledge in classroom; otherwise, there will be a gap between what they know and what they do in classes. Indeed, teachers' cognition, knowledge, technique, method and style are the main reasons behind the understanding and learning process of their learners. The teacher is the key facilitator between learners and the knowledge. This study focuses on teachers' professional knowledge and their classroom practices.

1.2 The purpose of the Study

The purpose of this study is to find out the gap between EFL teachers' professional knowledge and their practice in their classes.

1.3 The Research Questions

This research seeks to investigate the following questions:

- How much professional knowledge do the teachers' possess?
- Is there a gap between teachers' knowledge and what they do in classes?
- What are students' perceptions of how teachers' teach?

1.4 The Research Objectives

The main objective of this research is to investigate whether what teachers know about teaching is practiced in their classes or not. The secondary query aims to find out students' perceptions about their teachers.

1.5 The Research Hypothesis

It is hypothesized that there is a gap between what EFL teachers know, and what they practice in their classes.

1.6 The Structure of the Study

The study consists of five chapters. The first chapter is about getting a general idea about this thesis in which you can find the background of the study, the purpose, the research main questions, the research objectives, the hypothesis and the structure of the study. The second chapter deals with the literature review which includes different studies related to teachers' cognition, teachers' knowledge and how they affect their teaching methods. Several teaching methods are revisited to refresh the background education of a teacher. At the end of this chapter you will find several writers shedding light on the importance of teachers' professional development. The third chapter will be about the methodology of the study. It consists of the research participants, the type of the study, the research procedures and the instruments of data collection. Chapter four will be devoted on data analysis and discussion of the findings. The last chapter will be the conclusion and suggestion for further studies.

2. LITERATURE REVIEW

2.1 Introduction

The literature review will focus on five main parts. The first part will be about teacher cognition, the next one will be about teacher knowledge, the following part deals with teacher motivation, the fourth part sheds light on the numerous teaching methods, and the last one deals with teacher development.

2.2 Teacher Cognition

It is important to know about teachers' cognition. Simon Borg defines teacher cognition as beliefs, knowledge, theories, attitudes, images, metaphors, conceptions, perspectives about teaching, teachers' learning, knowledge about students, subject matter, instructional activities and self (Borg, 2006).

Borg explains that teacher cognition comes from professional coursework, schooling (which is the extensive experience of classrooms which defines early cognitions and shapes teachers' perceptions of initial training), contextual factors (which influences practice by modifying cognitions) and classroom practice including practice teaching (which is the interaction of cognitions and contextual facts (Borg, 2006). Indeed, his study focuses on general processes, such as knowledge growth during teacher education or planning and decision-making and illustrating these within a language teaching context.

For Johnson, understanding teachers' believe is essential to improve teaching practices and professional teacher preparation programs (Johnson, 1994).

The members of the Centre of Cognitive Coaching (CCC) report that teachers' cognition influence the aspects of planning, expectation of young learners, understanding of learning style, instructions, use of materials, subject knowledge and the role of accuracy and fluency (Centre of Cognitive Coaching, 2008).

2.3 Teacher Knowledge

Since teacher cognition is linked to teacher knowledge, it is important to know what writers say about it. In their review of what “knowing” means from different authors’ perspectives, Mason and Spence (1999) particularly found that teacher knowledge and characterize it as a dynamic and evolving phenomenon. They mention that there are three types of knowing: the fact of knowledge itself, knowing how to teach that knowledge by using techniques, and knowing how to organize actions. Mason and Spence say that knowing-to should be distinguished from other kinds of knowledge because its absence disables teachers (or learners) from responding and acting at the moment (p.136-138). Indeed, it is the knowing-to act that brings knowledge and practice together so the knowledge can be demonstrated to be useful or not. Teachers’ knowledge is useless if it is not practiced. Mason and Spence also distinguish between understanding and acting. They state that understanding or knowing does not mean that teacher is able to perform that in his/her class practices or vice versa (p.142-143).

Moreover, Munby, Russell and Martin (2001) claim that our understanding of teachers’ knowledge has turned from prescriptive to practical since we cannot judge on teachers until we see their practices in their classrooms. They also point to the fact that we lack empirical studies concerning teachers’ knowledge creation, which is the first step that teachers should have to build their career in teaching field.

In the research of Cochran-Smith and Lytle (1999), it was found that teachers’ knowledge is generated from in-service training, literature, reflection and so forth. According to them such research creates a teacher who is not fully competent, despite acquired experience.

2.4 Teaching methods

As there are various methods of learning, there are much more of teaching. First of all, it is important for teachers to determine their philosophy of education, teaching style, approach, methods, and classroom techniques; however all of these depend on their learners. The following are the several teaching methods that can be used in EFL classes:

2.4.1 The Grammar-Translation Method:

This method was known as the Classical Method and it has been used by many teachers for long years since 18th century. Its focus was on grammatical rules, memorization of vocabulary and translation. Its aim was not for communicating purpose in the target language; rather it is believed that studying a foreign language leads to a good mental exercise (especially translating), so that it helps learners to develop their mind. By translating from the target language to the native one, and vice versa, learners will be more familiar with their own language which helps them to write and speak better in their native language. Indeed, as Richards and Rodgers (1986) mentioned that “it is a method for which there is no theory” (p.7).

Prator and Celce-Murcia (1979) mention the main characteristics of this method as following (cited in Brown, 2000, p.19):

- The mother tongue is used most of time in classes for teaching, with a little use of the target language.
- Much vocabulary is taught in the form of lists of isolated words.
- Lots of explanations on the complexity of grammar are given.
- Reading of difficult classical texts is begun early.
- Little attention is paid to the content of texts, which are treated as exercises in grammatical analysis.
- Lots of exercises on translating in disconnected sentences from the target language into the mother tongue.
- Little or no attention is given to pronunciation.

As we can see that there is an obvious neglecting to speaking and listening since the only skills being developed are reading and writing.

2.4.2 The Direct Method:

The Direct Method was established in the beginning of the 18th century. It is sometimes called the Natural Approach too. Since the Grammar-Translation method

was not for the sake of communication, this method emerged. So its main purpose is communication and so pronunciation. Moreover, we can guess from its name that learners should get meaning directly from the target language by the use of the visual aids or demonstrating but definitely the teacher should not explain or translate as the native language is not allowed in the classroom because learners in this method should learn to think directly in the target language.

2.4.3 The Audio-Lingual Method (ALM):

Like the Direct Method, ALM is also concerned with communication. It was emerged in the first part of the 20th century. Prator and Celce-Murcia (1979) summed up the characteristics of the ALM as following (cited in Brown, 2000, pp.23-27):

- The new materials are presented in a form of a dialog.
- Learning is a process of habit formation.
- Structural patterns are taught using repetitive drills.
- Grammar is taught by inductive analogy rather than deductive explanation.
- Vocabulary is strictly limited and learned in context.
- Much use of tapes, labs, and visual aids.
- Main focus is on pronunciation (since it is based on communication).
- The mother tongue can be used by teachers (not for learners).
- Successful responses are immediately reinforced by the teacher.

2.4.4 The Silent Way:

Since the previous method we have mentioned above (ALM) is based on habit formation, the silent way came to change this idea of teaching. This topic in early 1960s was challenged by the linguist Noam Chomsky. He argued that language acquisition could not be gained by habit formation since when we were child we create and understand new words we have never heard before. In fact, for him language should not be considered as a product of habit formation, but rather of rule formation, in which they use their own thinking processes for self-expression ability (Larsen-Freeman, 2000, p.53).

Moreover, Caleb Gattegno; who has devised the Silent Way; believed that teaching is serving the learning process not dominating it as other teaching methods' teachers do. So the teacher in the Silent Way method is passive in a way that learners solve

their language problems by themselves (to encourage group cooperation) and on themselves too. They need to be independent from their teacher (Larsen-Freeman, 2000, pp. 53-54).

2.4.5 Desuggestopedia:

Desuggestopedia suggests that learning is facilitated when learners are comfortable. According to Larsen-Freeman (2000), most of the learners bring with them some psychological barriers to their classes, so the teacher here should help his/her learners to overcome the feeling that they cannot be successful in learning the target language by giving the impression that learning will be easy and enjoyable for them.

Art usage (music, drama, etc..) is central in this method. It should be used as much as possible to break learners' fear barriers. Moreover, Larsen-Freeman emphasizes that learners can learn from what is presented in their classrooms even without any conscious from them. So, studying in a cheerful environment full of colorful postures hanging on the wall, and the usage of music will give them the impression that learning will be enjoyable and easier and that will break the barriers (Larsen-Freeman, 2000, pp.73-78).

2.4.6 Community Language Learning (CLL):

Charles Arthur Curran is the founder of this method. CLL has the view that learners in classroom should be regarded as group rather than a class. As Larsen-Freeman argued that teachers should consider their students as 'whole persons' (Larsen-Freeman, 2000, p.89). This means that teachers should take into consideration the relationship between learners, their physical reactions, instinctive reactions, and the desire of learning.

The role of the teacher is to be a counselor. Counseling means providing advice, support and assistance to learners who are in need.

2.4.7 The Total Physical Response (TPR):

It is a method developed by J. Asher in 1970's. The main hypothesis in this method is to keep the learners listening as much as possible as Winitz highlighted that language learning should start first with understanding (listening) and so later learners can proceed to production (speaking) (Winitz, 1981, p.75).

In fact, this was also Asher's view that learners will speak when they feel ready, exactly like babies and forcing them to speak will just make them more anxious about learning a new language (Larsen-Freeman, 2000, p. 107).

Furthermore, from this method name, we can suppose that the TPR focuses on the use of motions and activities as a method of learning. As Jeremy Harmer defines it as learners in TPR "learn language through actions, through a physical response rather than through drills" (Harmer, 1991, p. 36). Also Larsen-Freeman advocated that effective learning could be reached when it is fun (Larsen-Freeman, 2000, p. 112). Indeed, three of them believe that learners should enjoy the experience in learning through doing activities that will reduce their stress in order to feel motivated to speak.

2.4.8 Communicative Language Teaching (CLT):

The goal of CLT is to communicate in the target language. Knowing the rules of linguistic usage is one aspect, but being able to use that language is another aspect. Learners should acquire not only the linguistic competence but also the communicative one.

In fact, after reviewing all teaching methods, it is hard for a teacher to choose which method is appropriate for him/her. Indeed, each method has a lack in some aspects. As David Nunan summed it up: "It has been realized that there never was and probably never will be a method for all, and the focus in recent years has been on the development of classroom tasks and activities which are consonant with what we know about second language acquisition, and which are also in keeping with the dynamics of the classroom itself". This is because each class is a unique and demands different teaching method from other classes (Nunan, 1991, cited in Brown, 2000, p. 511).

These techniques are used by teachers when needed. However, the last method, CLT, is used all the time. In this study, the TKT is designed according to this method.

2.5 Teachers' Professional Development

All these three factors: teacher cognition, knowledge and method contribute teachers' professional development. As Harwell (2003) refocus in her paper that teachers'

attention on the classroom, specifically on the urgency of providing teacher professional development that changes teacher behaviors in ways, leads to improvement in student performance.

The Organization for Economic Cooperation and Development (OECD) mentions that the development of teachers beyond their initial training can serve a number of objectives including to update individuals' knowledge of a subject, to update individuals' skills, attitudes and approaches in of new teaching techniques and objectives, new circumstances and new educational research, to enable individuals to apply changes made to curricula or other aspects of teaching practice, to enable schools to develop and apply new strategies concerning the curriculum and other aspects of teaching practice, to exchange information and expertise among teachers and others, and to help weaker teachers become more effective (Organization for Economic Cooperation and Development, 2009).

OCED Teaching and Learning International Study (TALIS) examined Teachers' professional development and defined it as activities that develop an individual's skills, knowledge, expertise and other characteristics as a teacher. The develop may involve new ideas about teaching, or breaking the methods and techniques that is used to be taken (Organization for Economic Cooperation and Development, 2014).

As Harmer (1991) posted "teachers who seek to develop themselves and their practice will benefit both their students and themselves". Indeed, their development may be a move from 'unconscious incompetence'; where we are unaware of doing something badly; to 'unconscious competence'; where we do something without having to think about it (Harmer, 1991, p.243).

Richards and Farrell (2005) examine ten different approaches for facilitating professional development in language teaching: self-monitoring, support groups, journal writing, classroom observation, teaching portfolios, analysis of critical incidents, case analysis, peer coaching, team teaching, and action research. Additionally, they state that development refers to general growth for all kinds of occupations. It serves a longer-term goal and seeks to facilitate growth of teachers' understanding of teaching and of themselves as teachers. It often involves examining different dimensions of a teacher's practice as a basis for reflective review. By these approaches teachers not only improve their own performance in the future,

but also they are learning more about teaching and about themselves too (Richards & Farrell, 2005, pp.34-171).

3. METHODOLOGY

3.1 Type of The Study

This research is a small scale qualitative and quantitative action research which starts with some research questions; as mentioned in the first chapter; about teachers' classroom practices and their learners' perceptions. It is a reflective process which helps teachers to explore their professional knowledge and examine aspects of teaching related to this knowledge.

3.2 Participants

The participants were 30 EFL teachers (13 males, 17 females) from Tunisia, Turkey, Palestine, Saudi Arabia and Iraq, teaching in different grades of education (31% teaching in high schools, 14% universities, 29% private lessons and 26% in language courses), ageing between 18 to 44 and all holding BA degree. Their teaching experiences differ from 1 to 10 years (37% 1 year, 31% 2-4 years, 16% 5-7 years and 16% 7-10 years in teaching).

The second group of participants was 10 EFL teachers who were given the TKT. They were 6 Turkish, 2 Tunisian, 1 Syrian and 1 Russian teaching in a language center. Their teaching experiences differ from 1 to 15 years.

In addition to that, the third group of participants were 50 EFL learners (20 males, 30 females) chosen from the ten classes of the 10 subject teachers. 47 were Turkish and three of them were Syrian, ageing from 15 to 35. Their proficiency level varies from pre-intermediate to advanced.

3.3 Teachers' Test (TKT)

TKT (Teachers Knowledge Test) is developed by the University of Cambridge ESOL Examinations. This test provides the correct path into the English language teaching profession for new teachers and all aspect choices of career development for experienced teachers.

TKT is a test of professional knowledge for English language teachers. By knowledge we mean the knowledge which is related to language, language use and the background to and practice of language teaching and learning.

This test contains three modules, the second module which is about lesson planning and use of resources for language teaching was given to the subjects. It focuses on what teachers consider and do while planning their teaching of a lesson and on teaching activities. It contains 80 questions; each question carries one mark; with a variety of objective task types, such as one-to-one matching, 3-option multiple choice and odd one out (see appendix 4). These 80 questions have been divided into 6 main points as following:

- Point one: Activities and its aims: questions 1-19, 55-60 and 68-80.
- Point two: Lesson plan headings and its examples: questions 20-27.
- Point three: Stages of a lesson plan: questions 28-33.
- Point four: Teachers' assessment aims and its methods: questions 34-40.
- Point five: Pronunciation problems and its exercise solutions: questions 48-54.
- Point six: Learners' coursebook problems and teachers' solution strategies: questions 61-67.

3.4 Teachers' Questionnaire

This questionnaire was done to have a wider idea about teachers. The evaluation was conducted in the form of questionnaire including yes on no questions, multiple choice items in order to cover a large amount of data, and participants were asked to indicate the extent to which they frequently perform the statements or agree on it on a 10 point Likert scale. The minimum response score of the scale is 0, meaning "never", while the maximum score is 10, meaning "always" (see appendix 1). I have chosen the yes and no, multiple choices and the ranking scale because it is easy to analyze its data.

In the questionnaire, the content was written to introduce the questionnaire. In it, it was mentioned what is the survey about, to whom it concerns, what is my purpose, the number of participants and its duration. Besides, it was pointed that all data

collected from participants will be maintained in strict confidence, and also my complete contact details was given to them.

Moving to the questions, the questionnaire contains 16 questions. I have started from easy to difficult and from general to more specific. The content of these questions were to gather information about teachers' cognition and motivation. It helped me to know more about teaching field.

3.5 Students' Questionnaire

The evaluation was conducted in the form of questions including ranking scale, where participants were asked to indicate the extent to which they frequently perform the statements or agree on it on a 10 point Likert scale. The minimum response score of the scale is 0, meaning "never" or "not at all", while the maximum score is 10, meaning "always" or "to a great extent" (see appendix 2). The reason behind the ranking scale is because it is easy to analyze its data and also for the candidates it is easier for them to rank.

Also in the questionnaire, the content was written to introduce the questionnaire, mentioned what is the survey about, to whom it concerns, what is the purpose, the number of participants and its duration so that the participants are informed about the study.

Moving to the questions, the questionnaire contains 13 questions given to 5 students from each teacher's group (total 50 students). The questions started from easy to difficult and from general to more specific.

After the TKT observation of teachers' classes and students' questionnaire given to learners, this helped me to find out whether teachers are practicing what they know or not.

3.6 Procedures

The data collection procedures lasted almost three months. As a first step, it was important to choose a language center where the researcher needs to observe at least ten teachers. After finding a language center and before starting any observation, the

researcher has introduced herself and explained that she is going to observe teachers' classrooms.

After that, for each teacher the researcher attended 3 to 5 classes for observation. In it, notes which are related to teachers' professional knowledge according to TKT were taken.

The TKT was given at the end of the first session, and since it contains 80 questions, the researcher asked them to answer it within one week. Meanwhile, students' questionnaire was distributed to five learners from each class for that teacher chosen randomly to answer it, and also asking them to bring it back after one week.

After a week, a second observation was conducted again to the classes and the researcher started to compare teachers' answers in the TKT and their practices in their classroom. However, some of teachers and also learners did not bring the questionnaires back in the first week, so the researcher waited one more week and even waited for three weeks and more.

The second questionnaire was given to 40 EFL teachers online from different countries as mentioned before. This questionnaire was given as a pilot study to have wider idea about EFL teachers.

Finally, after gathering the TKT and students' questionnaire, TKT results will be analyzed by making a comparison between its results, classroom's observations and students' evaluations.

3.7 Summary

This survey process includes the steps which are used for every action research: identify the questions, read the literature review, plan a research strategy, collect data and analyze it.

In this chapter, we have talked about the methodology that was utilized in this study in order to investigate teachers' professional knowledge and their classroom practices, as well as investigating learners' attitudes and feedback toward their teachers which will be analyzed and discussed in the next chapter.

4. FINDINGS AND DISCUSSION

4.1 Introduction

In this chapter we will discuss the results of the 10 teachers' knowledge test (TKT) and their classroom practices observation notes, as well as students' perceptions about their teachers.

4.2 Discussion On Teachers' Knowledge And Their Classroom Practices

As we mentioned in chapter three, the TKT contains 80 questions about teachers' knowledge of English language use and the background to and practice of language teaching and learning.

The table (see table 1, appendix 4) indicates each question either correct or wrong for the ten teachers. The positive mark "+" means correct answer, and the wrong one appears with the negative mark "-".

Teachers' numeration in TKT table and for the next charts is given according to teachers' TKT scores. T1 (teacher 1) has the highest score and T10 (teacher 10) has the lowest score.

Table 4.1: Teachers' TKT Perceptions

Teachers	Correct answers out of 80	TKT Correct answers' perceptions
Teacher 1	64	80%
Teacher 2	64	80%
Teacher 3	54	67.5%

Teacher 4	51	63.75%
Teacher 5	51	63.75%
Teacher 6	46	57.5%
Teacher 7	43	53.75%
Teacher 8	42	52.5%
Teacher 9	29	36.25%
Teacher 10	29	36.25%

The TKT results and class observation notes are given below to show the existence or non-existence of the gap between teachers' professional knowledge and their classroom practices:

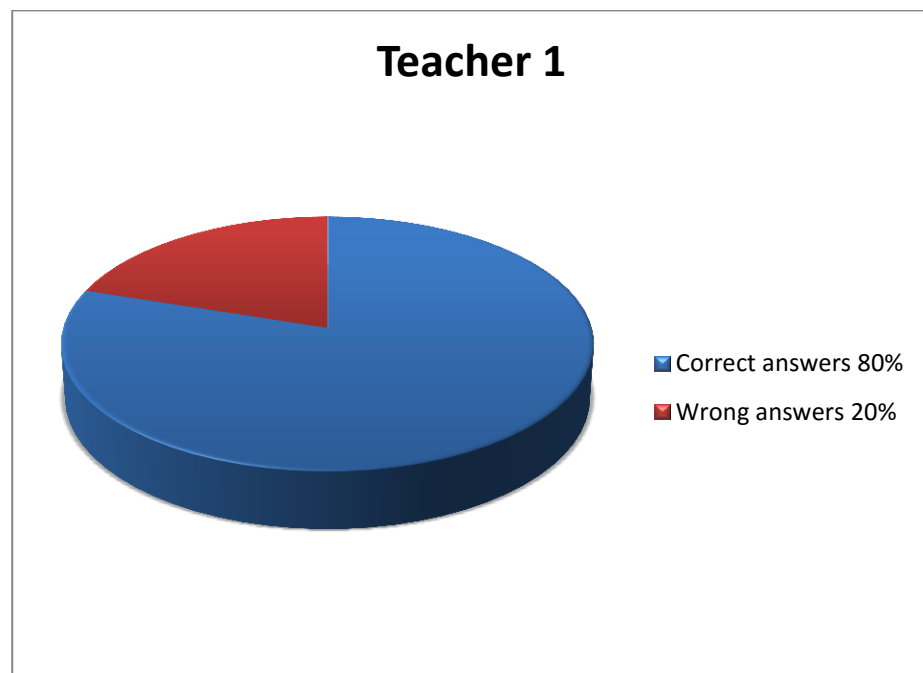


Figure 4.1: Teacher 1's TKT Result

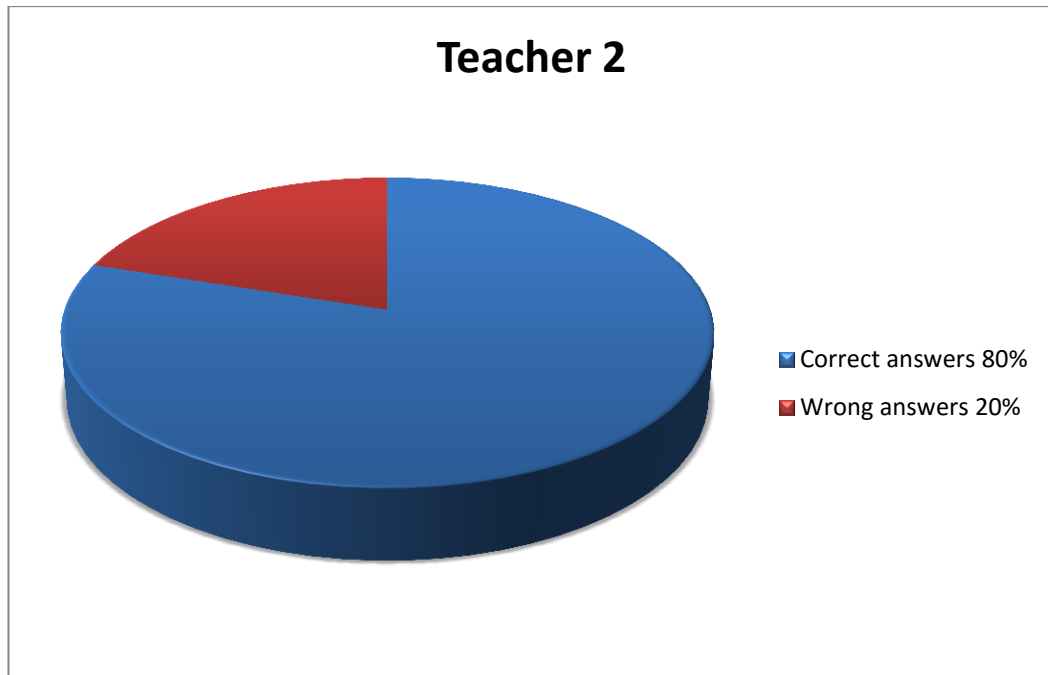


Figure 4.2: Teacher 2's TKT Result

For teacher 1 and 2, their results were the same (64 out of 80). These two teachers were the best of all the rest. Indeed, after their class observations, it has been realized that their classroom practices were as good as their professional knowledge in the TKT. There was no gap between their knowledge and classroom practices (see figure 4.18).

According to the 6 points of the TKT (mentioned in chapter three) which sum up the main questions into points (see figures 4.12-4.17), the correct answers for teacher 1 is 84.3%, and 80,16% for teacher 2.

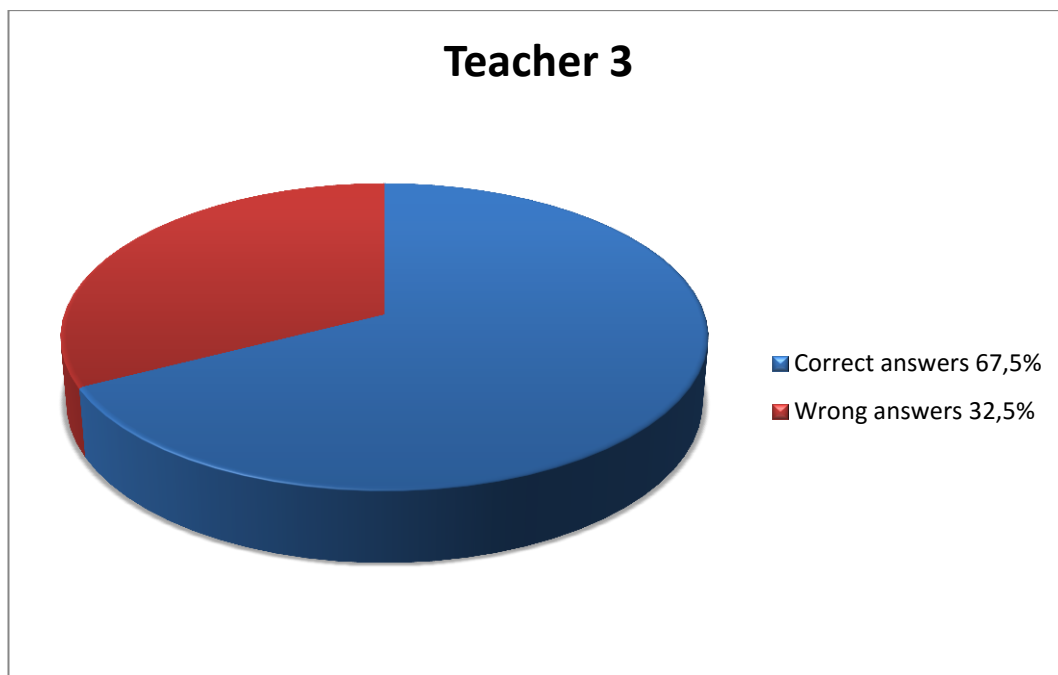


Figure 4.3: Teacher 3's TKT Result

Teacher 3's score is 54 out of 80 (male teacher). What was remarkable in his lesson is that his pronunciation level was advanced. In the TKT concerning the questions about pronunciation problems and how do teachers deal with it (TKT point 5, see figure 4.16) he answered 70% of the questions correctly, and there was no gap between his knowledge and his classroom practices, however, his practices was better than his knowledge in TKT. Indeed, it is important to know how teachers should deal with their learners' pronunciation not only for articulating the sounds, but also learners need to learn the other aspects like rhythm, stress, intonation, linking and connected speech.

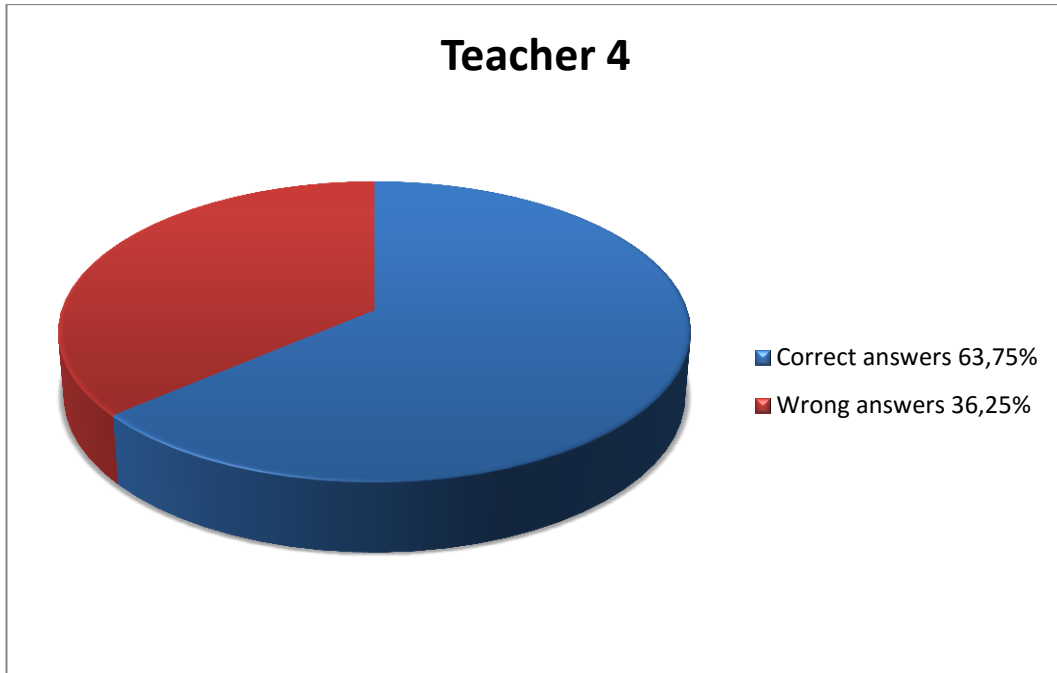


Figure 4.4: Teacher 4's TKT Result

Teacher 4's score in TKT is 51 out of 80 (male teacher). In his class observations, he was giving a lot of ideas to his learners how to memorize the new vocabulary in the text (according to the sixth point of TKT, see figure 4.17). There was no gap between his professional knowledge and his practices for that point.

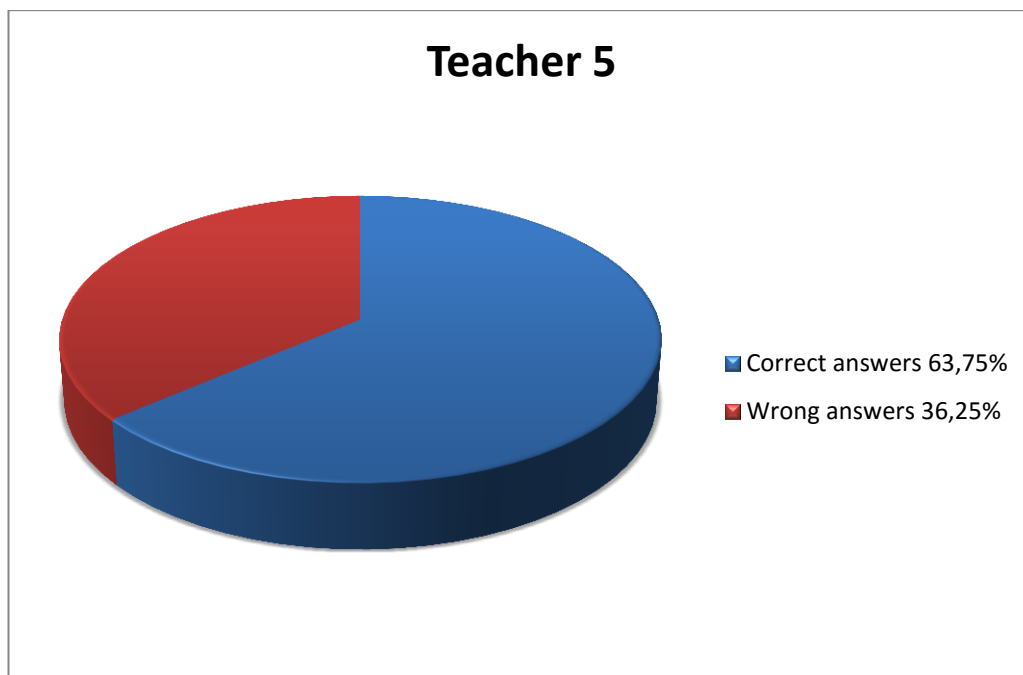


Figure 4.5: Teacher 5's TKT Result

Teacher 5's score is also 51 out of 80 (female teacher). Her class was made up of 25 students of teenagers, so choosing the appropriate activity is so essential for not losing control and discipline. However, in her case she was out of control since she asked the students to ask any of their classmates about what they can and cannot do (ability). They were moving all over the class, and since they were a bit numbered, she could not control all of them, thus some of them were asking their classmate in Turkish and the purpose was to ask in the target language. Teacher 5 did not choose the appropriate exercise for the assessment aim in her class practice. In Figure 4.15 (point 4 in TKT), we can see that she answered 45% of the questions incorrectly which means that her knowledge on point 4 was not enough and so in her classroom practices for choosing the appropriate exercise.

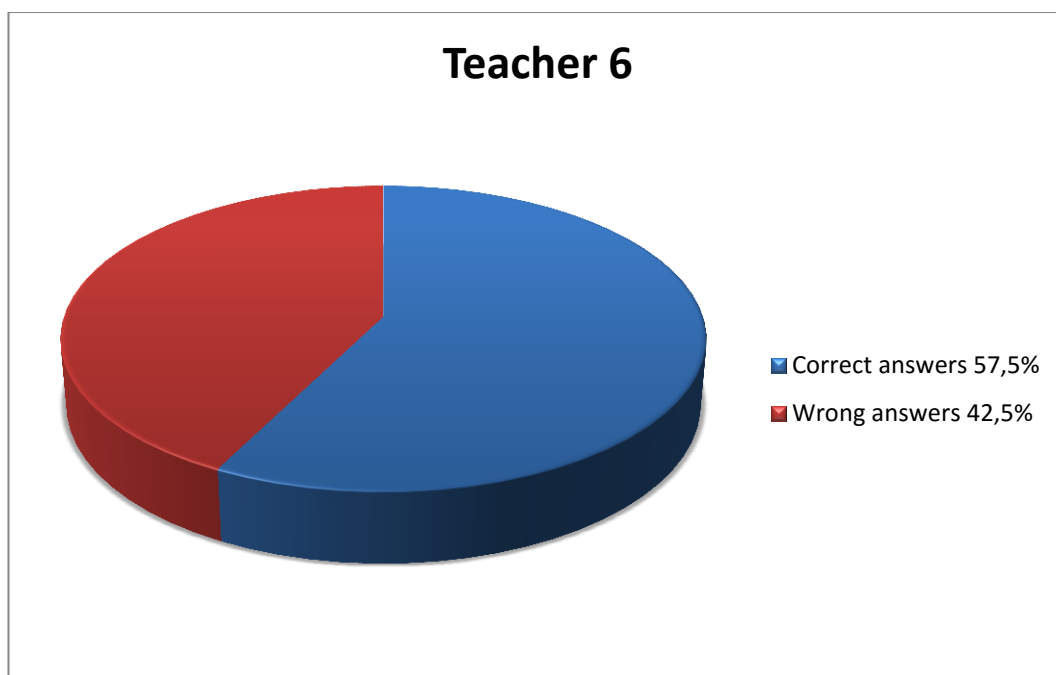


Figure 4.6: Teacher 6's TKT Result

Teacher 6's score is 46 out of 80 (male teacher). He is a replaceable teacher, which means that if any teacher is absent he takes his/her place in teaching. So in his case, he just asked the learners where they stopped in the book in order to continue from that point. Actually, he is over-using the book, which makes the learners bored and less motivated. As he answered wrong in question 66 in the TKT, means that he does not know how to deal with such situations in his teaching practice.

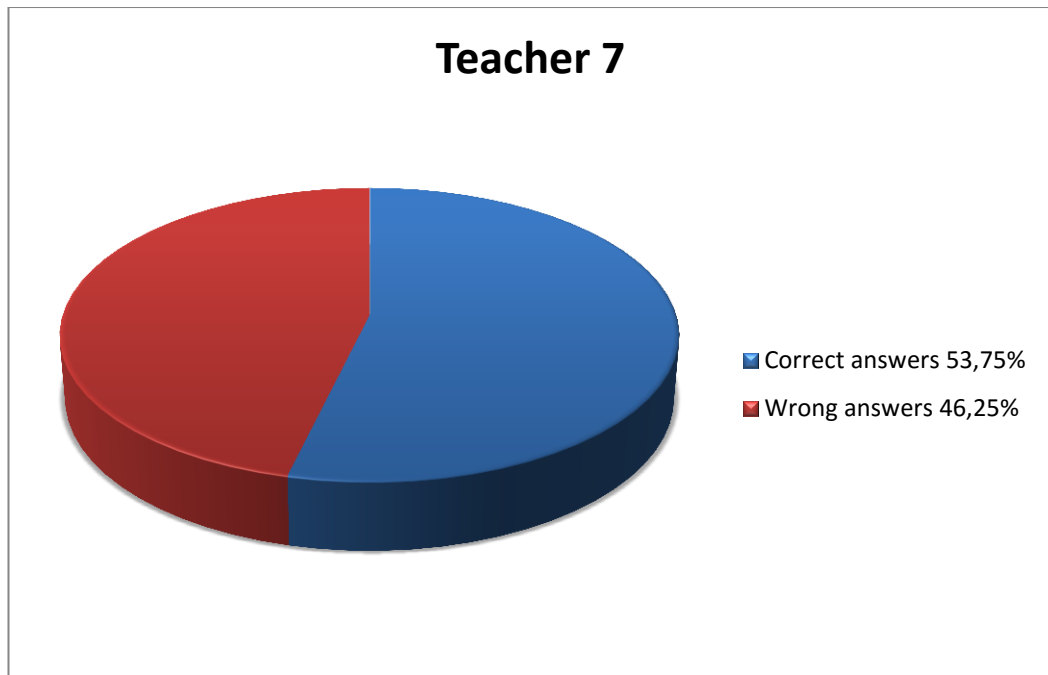


Figure 4.7: Teacher 7's TKT Result

Teacher 7's score is 43 out of 80 (male teacher). He is new in the teaching field which makes him not sure about what should he do before the class. After observing him, it was found that he was confused with what should be done within the class; he was unprepared and was not following any plan for the lesson. In figure 4.14 (the 3rd point of TKT) , his correct answers are 32% which means that he has a lack of knowledge for the stages of lesson plan which is obvious in his teaching practices.

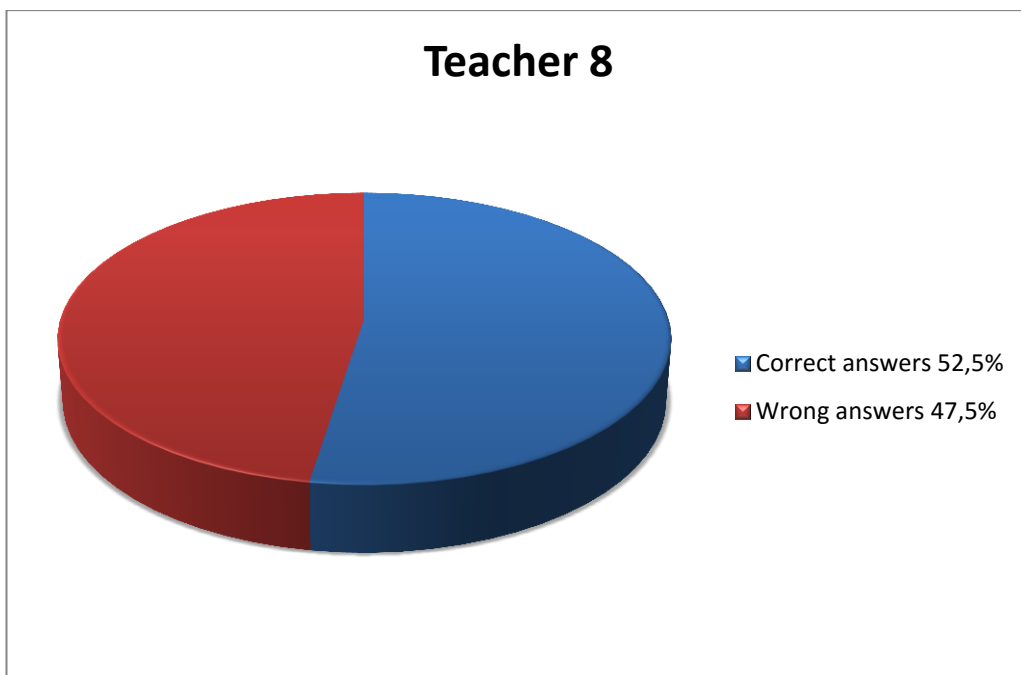


Figure 4.8: Teacher 8's TKT Result

Teacher 8's score in TKT is 42 out of 80 (female teacher). Same remark as the previous teacher, she was not prepared for the lesson. The unit was about learning clothes patterns. While she was teaching the clothes objects, one of her students asked her the meaning of "blazer", she answered it means "cap". Teachers should be ready to answer any question from their learners concerning the lesson. They should know their subject.

We can notice from this that the teacher was not prepared for the lesson. Her total correct answers for the 6 points of the TKT are 59,3%. Her lack of professional knowledge influences her teaching practices negatively.

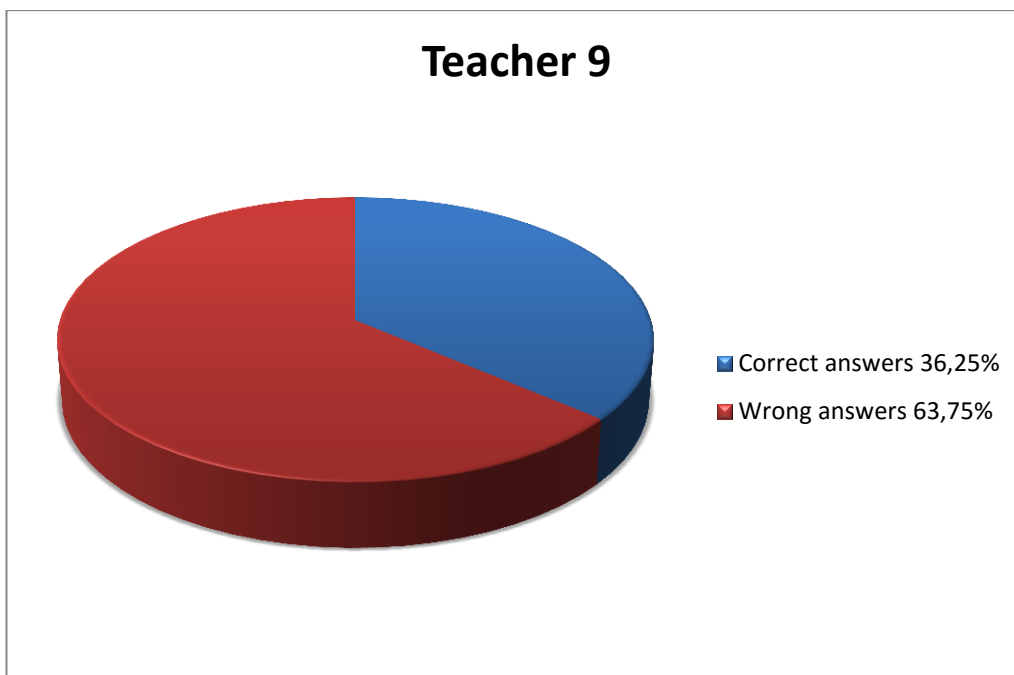


Figure 4.9: Teacher 9's TKT Result

Teacher 9's score is 29 out of 80 (female teacher). In her class she was using the mother tongue in the first place and not much of the target one with a lot of translation and so were her learners. In Figure 4.16 (TKT point 5), her correct answers in TKT are 0% and this is due to the lack of using the target language in her teaching practices. Also for point 3 in TKT, which deals with stages of a lesson plan (figure 4.14), she had 0 correct answers.

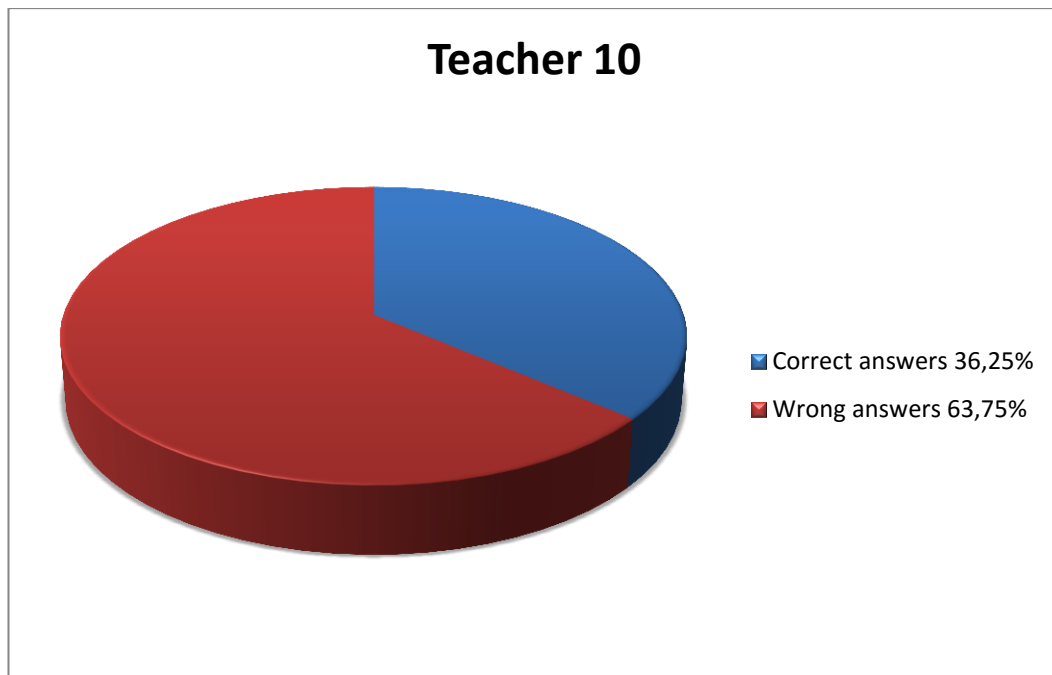


Figure 4.10: Teacher 10's TKT Result

Teacher 10's score is the same as the previous one, 29 out of 80 (male teacher). In questions 70 and 73 from the TKT, he answered them both wrong. The questions are about reading skills. In his classroom lesson, he didn't use these skills in his practices in the reading activity. His total correct answers in the TKT are 26,16% which is the lowest of the 10 teachers. His professional knowledge is not sufficient for teaching practices.

The following figure shows the results of the 10 teachers' TKT. The test results show that 59% of the subject teachers' professional knowledge is satisfactory, but 41% is not.

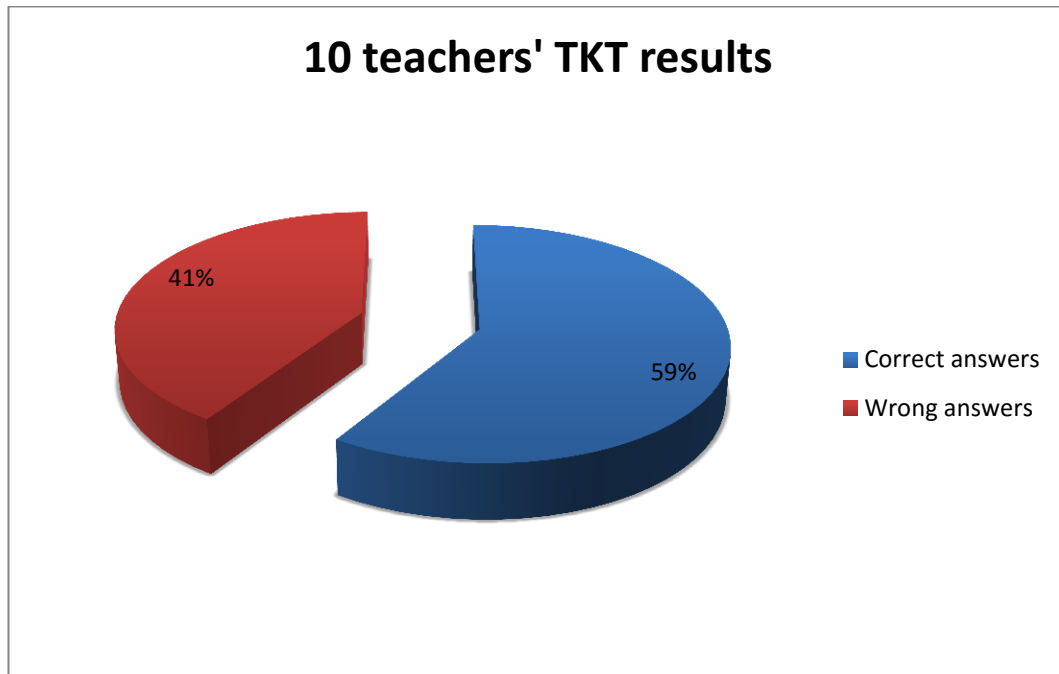


Figure 4.11: 10 Teachers' TKT Results

The figures below demonstrate each teacher's percentage of wrong and correct answers of TKT according to the 6 points grouped by the researcher:

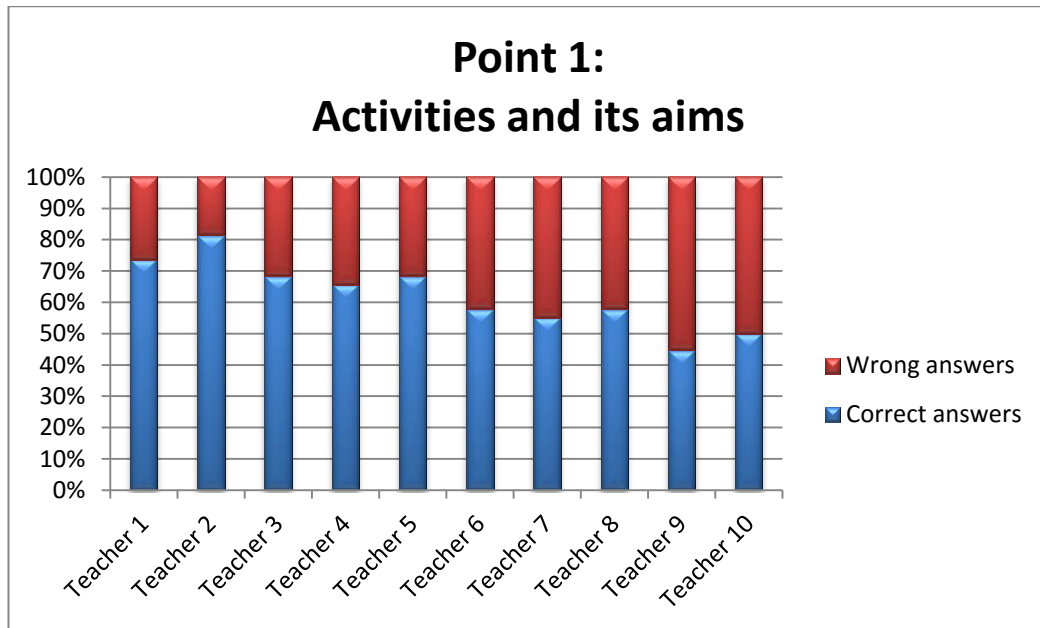


Figure 4.12: Teachers' Wrong and Correct Answers on Activities and its Aims in TKT

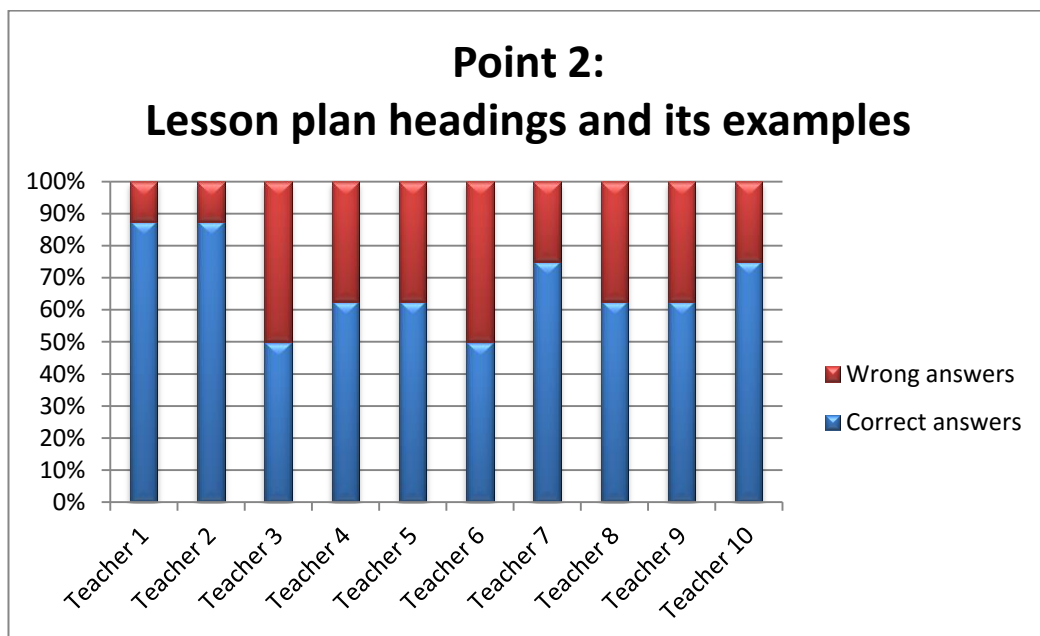


Figure 4.13: Teachers' Wrong and Correct Answers on Lesson Plan Headings and its Examples in TKT

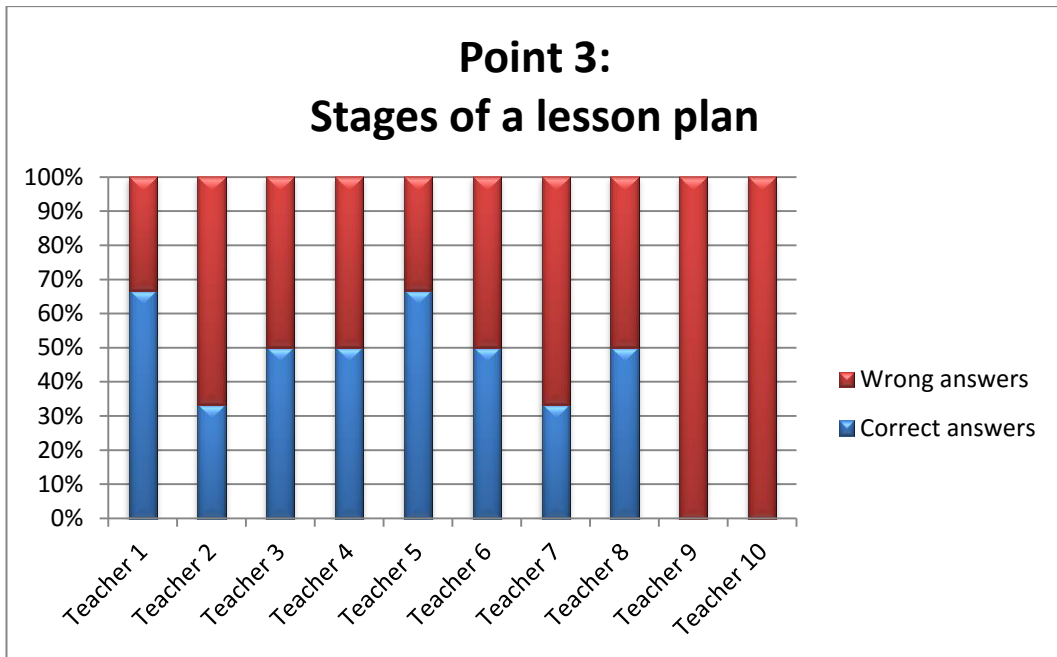


Figure 4.14: Teachers' Wrong and Correct Answers on Stages of a Lesson Plan in TKT

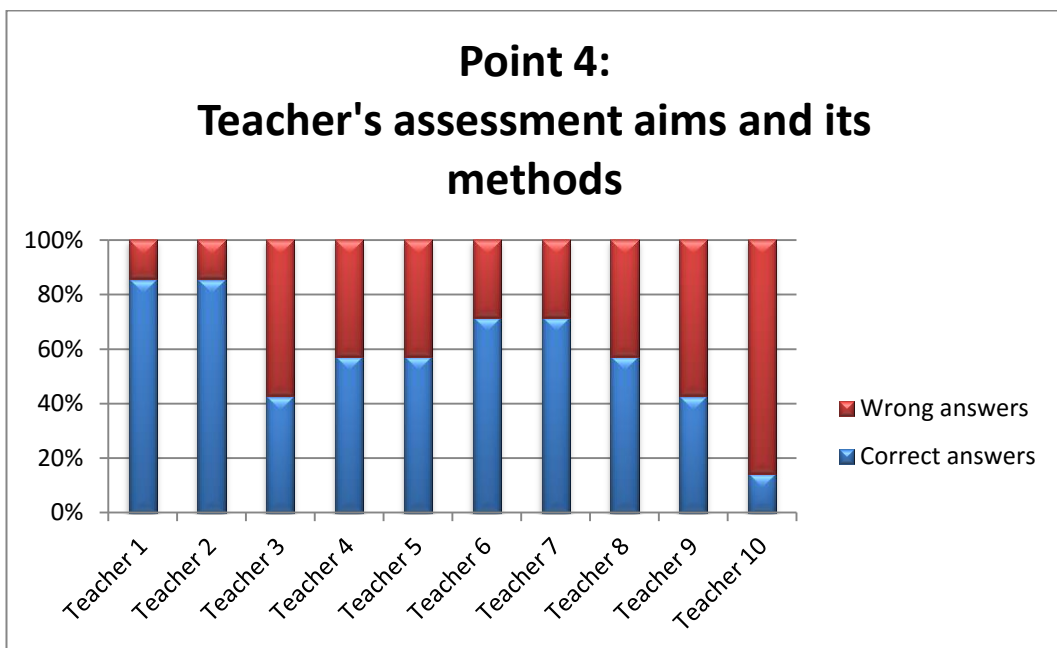


Figure 4.15: Teachers' Wrong and Correct Answers on Teachers' Assessment Aims and its Methods in TKT

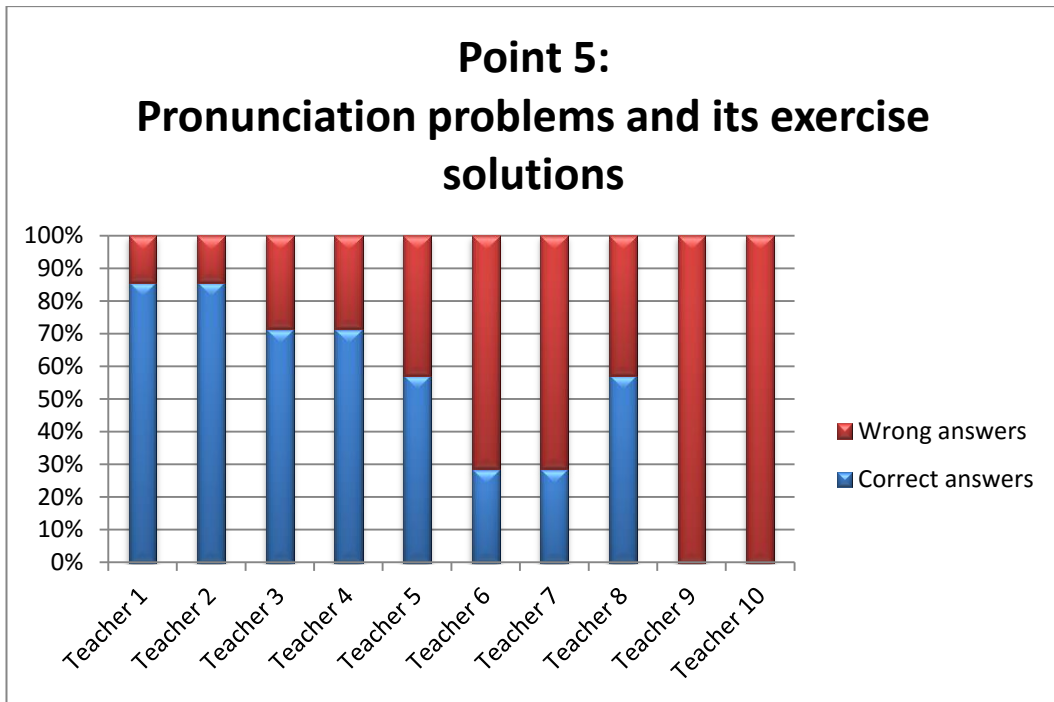


Figure 4.16: Teachers’ Wrong and Correct Answers on Pronunciation Problems and its Exercise Solutions in TKT

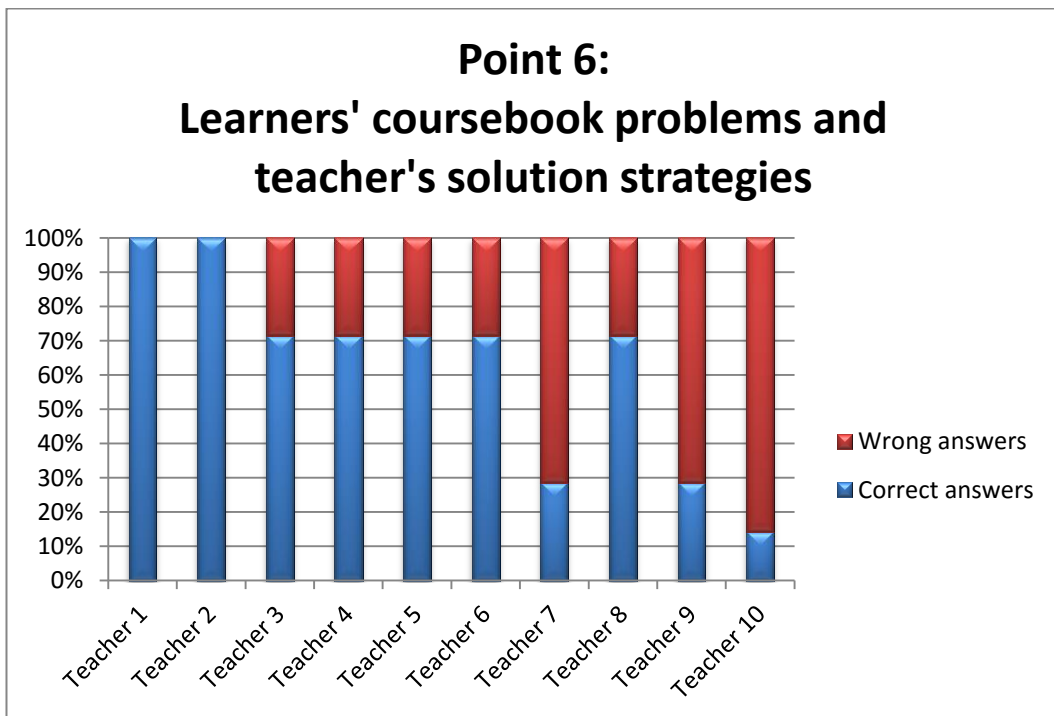


Figure 4.17: Teachers’ Wrong and Correct Answers on Learners’ Course Book Problems and Teachers’ Solution Strategies in TKT

When teachers' knowledge and classroom practices are compared to one another, the following chart displays each teacher's percentages on TKT (according to figure 4.12 on activities and its aims) and their classroom practices:

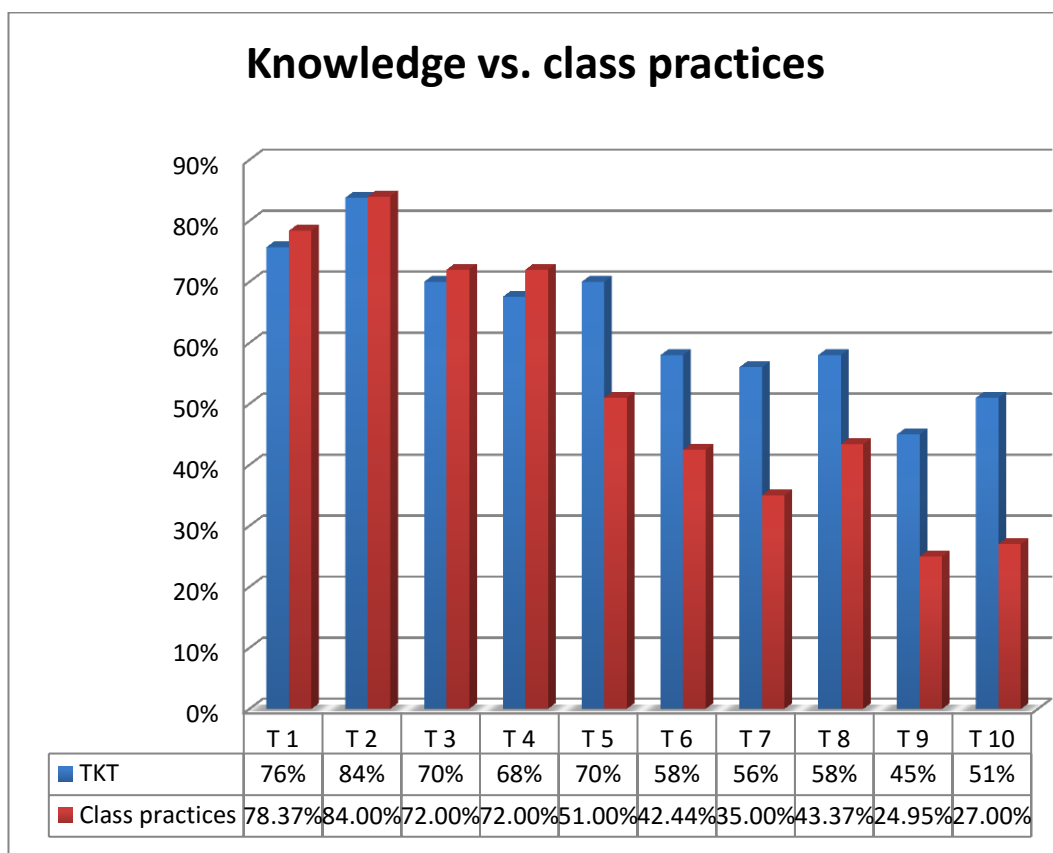


Figure 4.18: Teachers' Knowledge on Activities and its Aims Category of TKT Versus Classroom Practices

For T1, T3, and T4 their classroom practices are higher than their results in TKT point 1. This means that they showed up their knowledge in practicing but not in the TKT. For T2, her correct answers and her practices on them are equal. That means she showed no gap between her knowledge and her practices.

However, for T5, T6, T7, T8, T9 and T10 we can notice the gap between their knowledge and their classroom practices. For instance, T9, who has got the lowest point in TKT point 1, out of 45% of correct answers, she practiced only the half of what she knows.

As a result of the 10 teachers' classroom observations, 84% of knowledge is practiced in their classes, as shown in the following figure:

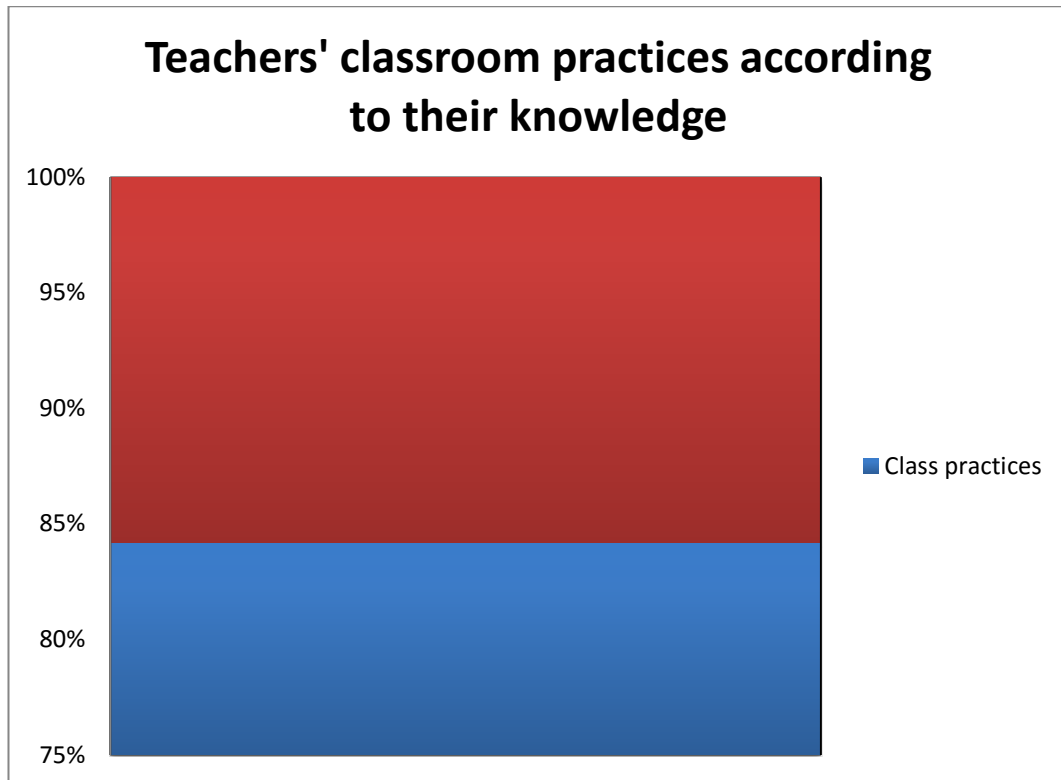


Figure 4.19: Teachers' Classroom Practices According to Their Knowledge
Result

4.3 Discussion on learners' questionnaire

Learners' questionnaire state the fact that teachers should use more than one technique and activity to help learners absorb the information transferred from teacher depending on the contexts (see figure 4.20). This can demand from teachers to get feedback from their learners to know which activities work better.

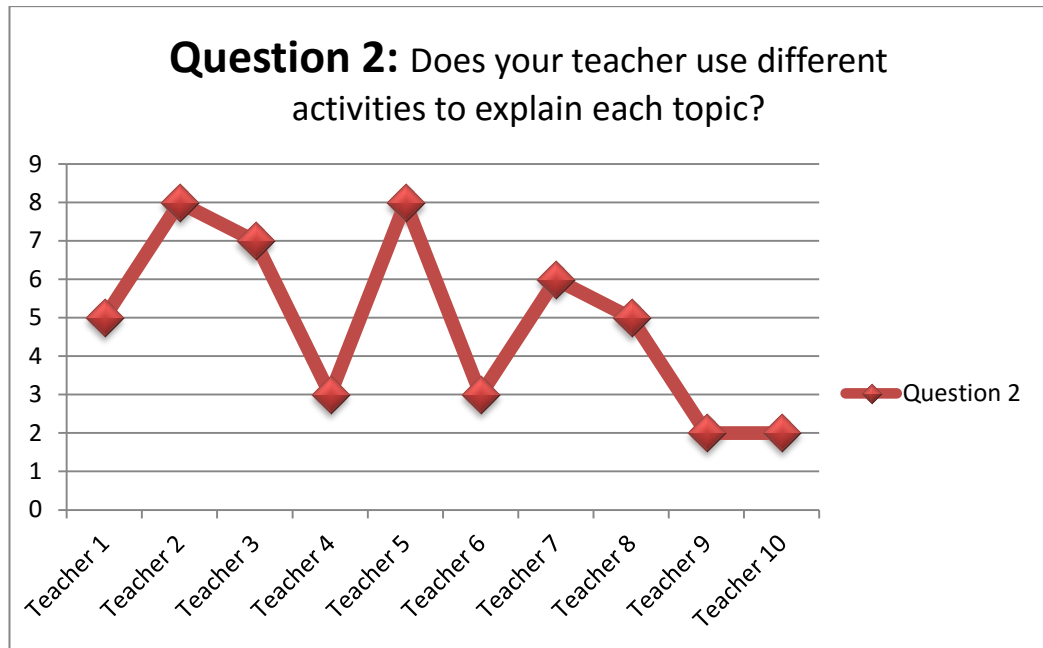


Figure 4.20: Learners' Questionnaire Question 2: Does your teacher use different activities to explain each topic?

Question 3 shows that learners need to know the aim and objectives of the activities they are doing. This will clarify the purpose of each activity and will increase learners' attention. And the figure below shows the frequency of learners' feedback on knowing what they should do in each activity that is connected to its aim.

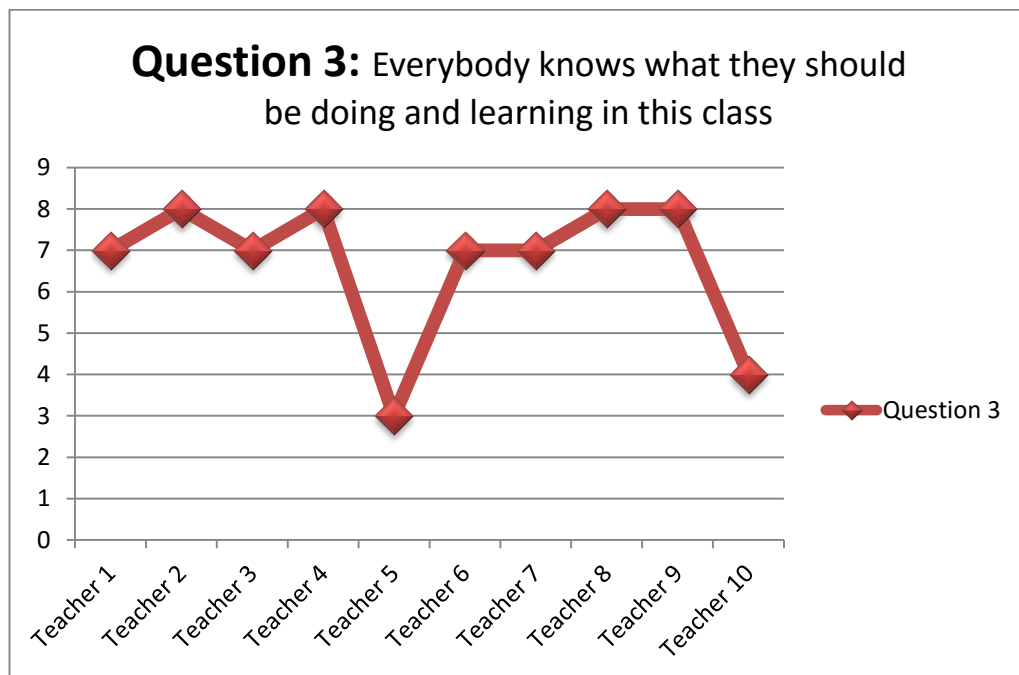


Figure 4.21: Learners' Questionnaire Question 3: Everybody knows what they should be doing and learning in this class

Question 4 (figure 4.22) shows that one of teachers' essential roles is to make the lesson interesting for learners so that they feel motivated and absorb the knowledge easily.

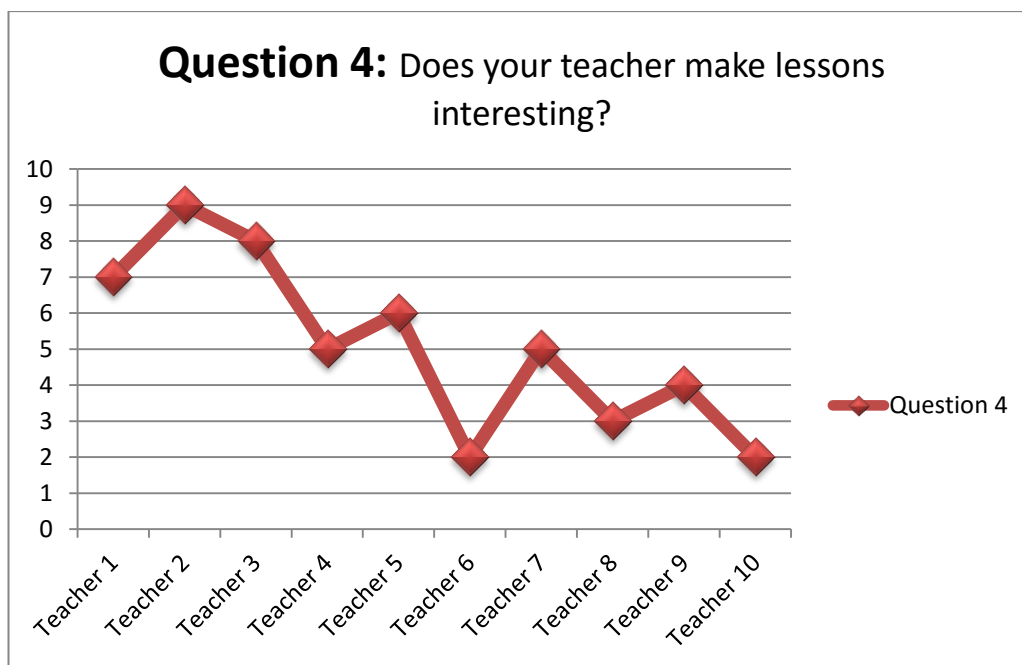


Figure 4.22: Learners' Questionnaire Question 4: Does your teacher make lessons interesting?

Questions 1 (figure 4.23), question 5 (figure 4.24) and question 7 (figure 4.25), examine teachers' cognition and knowledge for the topic s/he is teaching. Teachers should be well-prepared for each lesson. As Harmer explained that being well-prepared can adopt a number of different roles and maintain discipline. Without being prepared, the teacher will be in a poor situation (Harmer, 1999, p. 261).

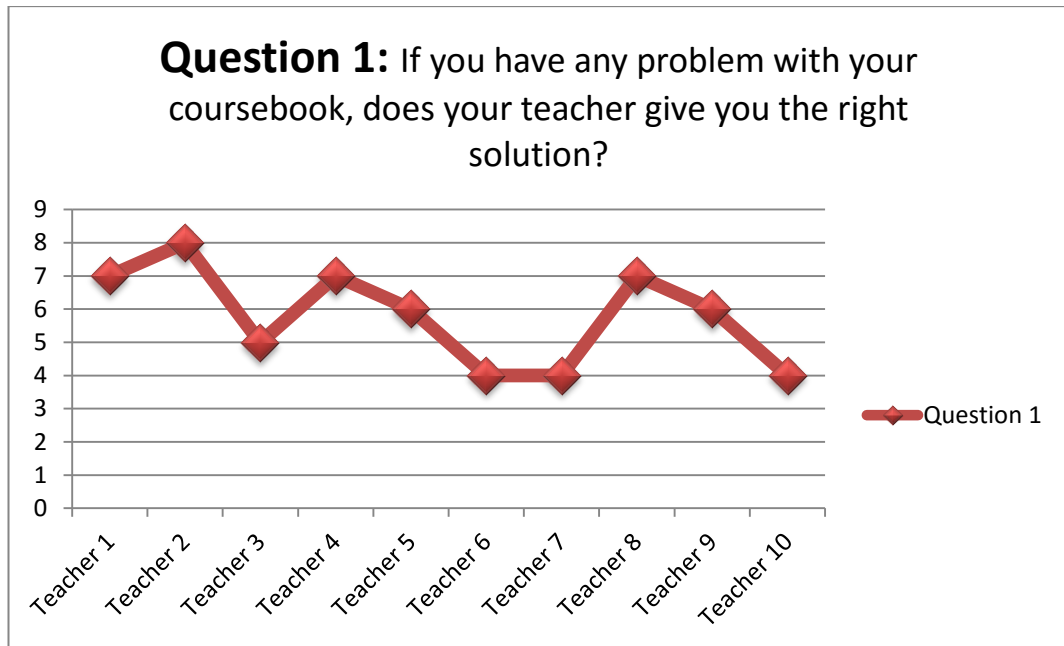


Figure 4.23: Learners' Questionnaire Question 1: If you have any problem with your coursebook, does your teacher give you the right solution?

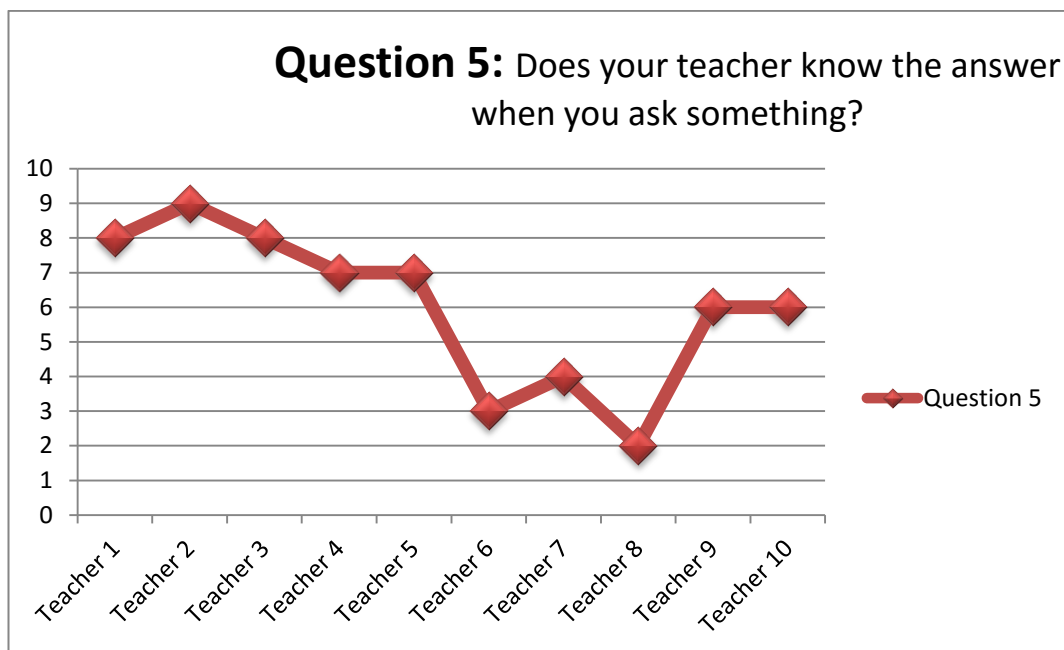


Figure 4.24: Learners' Questionnaire Question 5: Does your teacher know the answer when you ask something?

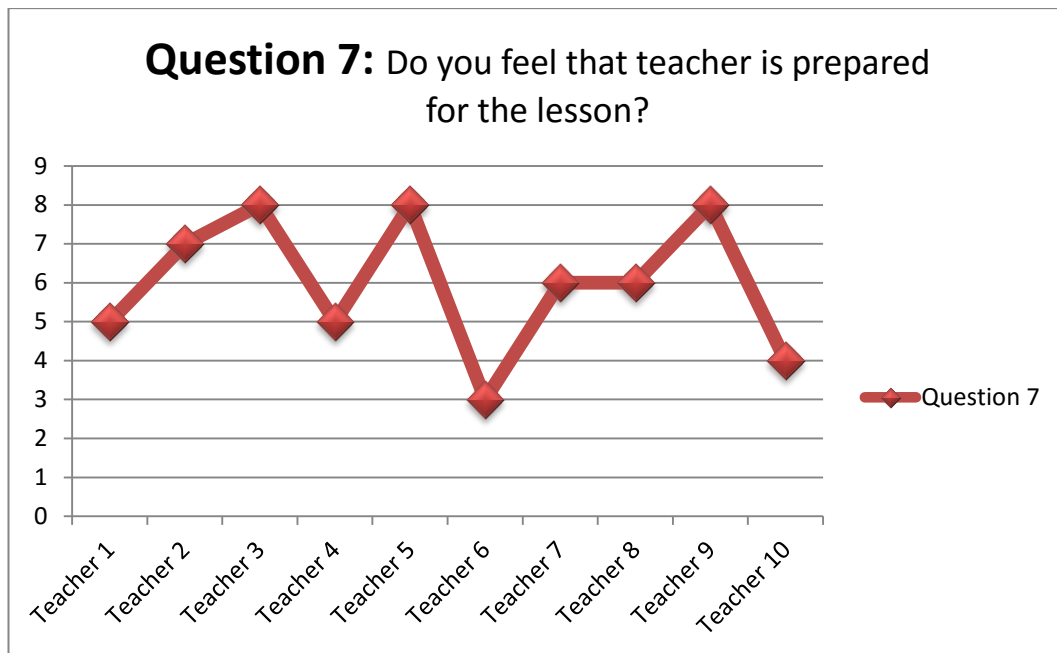


Figure 4.25: Learners' Questionnaire Question 7: Do you feel that teacher is prepared for the lesson?

Besides, learners expect from their teachers to correct their pronunciation. As in learners' feedback about how frequently their teachers correct their pronunciation, we can conclude that teachers who got the highest marks in the TKT are the ones who correct most their learners' pronunciation (see figure 4.26). Pronunciation is a prime section that teachers should consider since its aim is to give students communicative efficiency; which means that students speaking should be understandable (Harmer, 1999, p. 22).

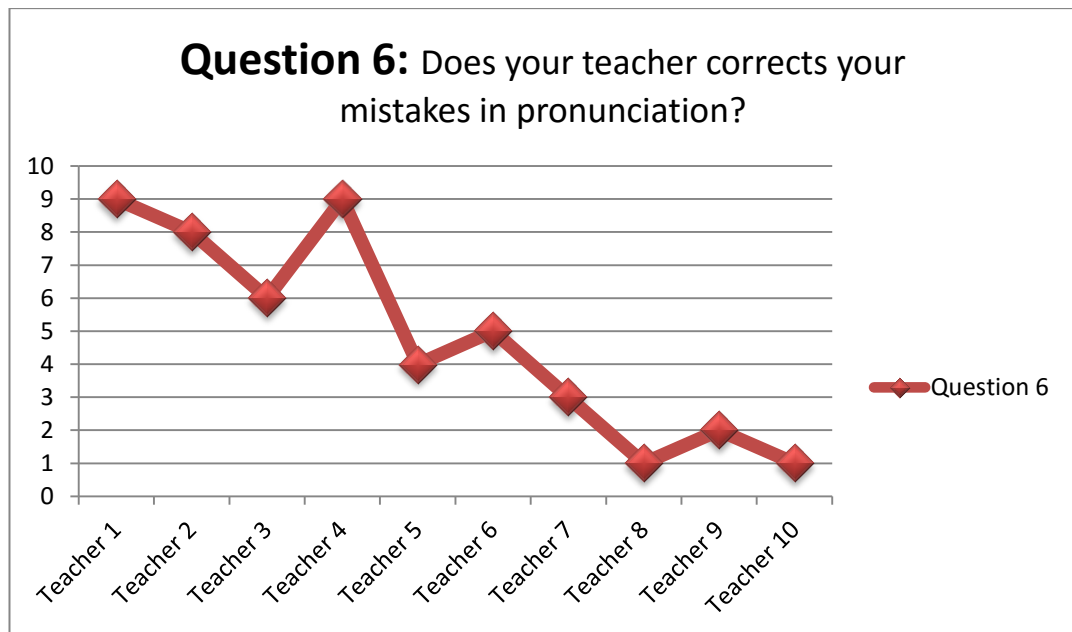


Figure 4.26: Learners' Questionnaire Question 6: Does your teacher correct your mistakes in pronunciation?

Indeed, learners' questionnaire helped out to find the final result on teachers' classroom practices. Their feedbacks were taken into consideration and analyzed in order to compare it with teachers' professional knowledge.

4.4 Summary

This chapter analyzes and discusses the findings of teachers' knowledge by the TKT, teachers' classroom observations and students' questionnaire results. We found that there is a gap between teachers' professional knowledge and their classroom practices.

5. CONCLUSION AND RECOMMENDATIONS

The starting point of the analysis is at the macro level addressing the main first question of the research: “how much professional knowledge do the teachers’ possess?”, the TKT results display that 59% of the teachers possess professional knowledge, and 41% do not.

Moving to the second research question: “is there a gap between teachers’ professional knowledge and heir classroom practices?” and after looking for teachers’ cognition, knowledge, and statistics on the one hand, and for the researcher’s comments on their classroom observations on the other hand. The results show that 84% of the 10 subject teachers’ knowledge is practiced in their classroom.

Considering the above results, the research confirmed the directional hypothesis about the gap between what EFL teachers know, and what they do in their classroom practices.

The findings of the TKT indicated that the teacher who has the less mark in TKT, which means the less in his/her knowledge and cognition, is the most one who has a gap between the knowledge and the classroom practices. According to the results, the third research question, concerning students’ perceptions, is answered as following: as T10 (who has got the lowest mark in TKT) got in total 65 out of 130 over 13 evaluation questions from his students, this means that the average of each question is 5 out of 10. Comparing with T2 (who has got the best mark in TKT), he got 106 out of 130, and his average of each question is 8 out of 10. Therefore, the more knowledge and cognition in the teaching field, the more learners will give teachers better feedback in their evaluation.

Indeed, this research will help teachers to draw their attentions on their knowledge and cognition on one hand and on their practices on the other hand.

To conclude, this piece of research set forth that teachers’ professional knowledge is not enough until it is practiced in their classes. If the knowledge is enough, so that

knowledge should be practiced, and if it is not enough, that means that teacher does not have the criteria to teach yet which demands to build his/her knowledge more for teaching field and to develop and broaden professional knowledge. This will contribute students' learning and even motivation. The more teachers develop his/her profession, and so in their cognition and knowledge, the more learners get the knowledge from them and become more motivated in their English lessons. This is what I found, and I suggest people to go on to do other studies and try to find other resources. What should be investigated in future research is teachers' motivation, and also learners' preferences for their teacher. Teachers' questionnaire can be investigated more to find the relation between teachers' motivation and their professional development.

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APPENDICES

APPENDIX 1:

A comparison of EFL Teachers' Professional knowledge and Classroom

Practices: teachers' survey questionnaire

You are invited to participate in this survey. The survey is specifically designed for English as foreign language teachers. It is about teacher's cognition, knowledge, motivation and his/her professional development. The purpose of this survey is to find out your cognition, motivation, and have a broaden idea on the field. Approximately 30 teachers will be asked to complete this questionnaire that contains 16 questions and will take less than 6 minutes. You have the full right to answer it or to stop at certain question.

All data collected from and about the participants will be maintained in strict confidence and that they will not be identified by name in any reports or other communication about the evaluation. If you have questions at any time about the procedures, you may send a message to Ms. Diran Chedid at diran.7@hotmail.com.

Thank you for your participation and your concern for better education.

Below you will find multiple-choice options, by crossing the box choose your answer:

1) Did you select teaching profession on your own choice?

Yes No

2) Did you want to go to any other profession?

Yes No

3) Do you receive your salary in time?

Yes No

4) Do you think that you receive less salary as compared to the work you do?

Yes No

5) Are you satisfied with your present performance?

Yes No

6) Do you feel that you are given importance in the society because of your job?

Yes No

7) Are you ready to face all kinds of situations in class?

<<Never			Sometimes					Always>>		
0	1	2	3	4	5	6	7	8	9	10
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8) Do you think students understand what you want to communicate?

<<Never			Sometimes					Always>>		
0	1	2	3	4	5	6	7	8	9	10
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9) Do you think that students are motivated in you lesson?

<<To a great extent						Not at all>>				
0	1	2	3	4	5	6	7	8	9	10
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10) Who is responsible for the low result of the learners?

Teacher Student Both Other:

11) Do your learners behave the way that you ask them to?

<<Never			Sometimes					Always>>		
0	1	2	3	4	5	6	7	8	9	10
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12) Do you feel yourself able to explain any question from your learners they ask?

<<Never			Sometimes					Always>>		
0	1	2	3	4	5	6	7	8	9	10
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13) Have you got any kind of trainee preparation program before you start teaching?

Yes No

14) Do you know any program/service in which you can develop in your profession?

If yes, mention its name:

Yes: No

15) Are you thinking to have any professional development services?

Yes No

16) Do you observe any other teacher classes?

<<Never			Sometimes					Always>>		
0	1	2	3	4	5	6	7	8	9	10
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Thank you for taking the time to think through the items carefully and write down your thoughts honestly.

The information below is optional. By completing this information, you are helping us to ensure that we have surveyed a broad range of teachers. Please help us make sure that teachers like yourself are adequately represented in our study. Thank you.

Personal information:

Male

Female

Age:

Years teaching:

Your highest level of education:

Graduate education

Post-graduate education

Level grade of teaching Primary school

High school

University

Other:

APPENDIX 2:

A Comparison of EFL Teachers' Professional Knowledge and Classroom

Practices: learners' survey questionnaire

You are invited to participate in this survey. The survey is specifically designed for English as foreign language learners. It is about teacher's cognition, knowledge. The purpose of this survey is to find out teachers' classroom practices, cognition. So, you will help us to evaluate your teacher knowledge. Approximately 50 learners will be asked to complete this questionnaire that contains 13 questions and will take less than 5 minutes. You have the full right to answer it or to stop at certain question.

All data collected from and about the participants will be maintained in strict confidence and that they will not be identified by name in any reports or other communication about the evaluation. If you have questions at any time about the procedures, you may send a message to Ms. Diran Chedid at diran.7@hotmail.com.

Thank you for your participation and your concern for better education.

Below you will find multiple-choice options, by crossing the box choose your answer:

- 1) If you have any problem with your coursebook, does your teacher give you the right solution?

<<To a great extent					Not at all>>					
0	1	2	3	4	5	6	7	8	9	10
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2) Does your teacher use different activities to explain each topic?

<<Never			Sometimes					Always>>		
0	1	2	3	4	5	6	7	8	9	10
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3) Everybody knows what they should be doing and learning in this class:

<<Never			Sometimes					Always>>		
0	1	2	3	4	5	6	7	8	9	10
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4) Does your teacher make lessons interesting?

<<Never			Sometimes					Always>>		
0	1	2	3	4	5	6	7	8	9	10
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5) Does your teacher know the answer when you ask something?

<<Never			Sometimes					Always>>		
0	1	2	3	4	5	6	7	8	9	10
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6) Does your teacher correct your mistakes in pronunciation?

<<Never			Sometimes					Always>>		
0	1	2	3	4	5	6	7	8	9	10
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7) Do you feel that teacher is prepared for the lesson?

<<Never			Sometimes					Always>>		
0	1	2	3	4	5	6	7	8	9	10
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8) Does the teacher do any activity before the reading to generate interest in the topic?

<<To a great extent								Not at all>>		
0	1	2	3	4	5	6	7	8	9	10
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9) Do you think that your teacher follows a plan in a lesson?

<<Never			Sometimes					Always>>		
0	1	2	3	4	5	6	7	8	9	10
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10) Do you think that your teacher gives you the appropriate exercise for the lesson?

<<Never			Sometimes					Always>>		
0	1	2	3	4	5	6	7	8	9	10
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11) Does your teacher teach you about intonation to express your attitude?

<<To a great extent						Not at all>>				
0	1	2	3	4	5	6	7	8	9	10
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12) Does your teacher make you aware of the connected speech?

<<To a great extent						Not at all>>				
0	1	2	3	4	5	6	7	8	9	10
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13) Does your teacher make you aware for the different reading skills (skimming, scanning, etc)?

<<To a great extent						Not at all>>				
0	1	2	3	4	5	6	7	8	9	10
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Thank you for taking the time to think through the items carefully and write down your thoughts honestly:

.....

The information below is optional. By completing this information, you are helping us to ensure that we have surveyed a broad range of learners. Please help us make sure that learners like yourself are adequately represented in our study. Thank you.

Personal information:

Male Female

Age:

Level grade of learning: Primary school

High school

University

Other:

APPENDIX 3:

Students' Questionnaire evaluation for each question

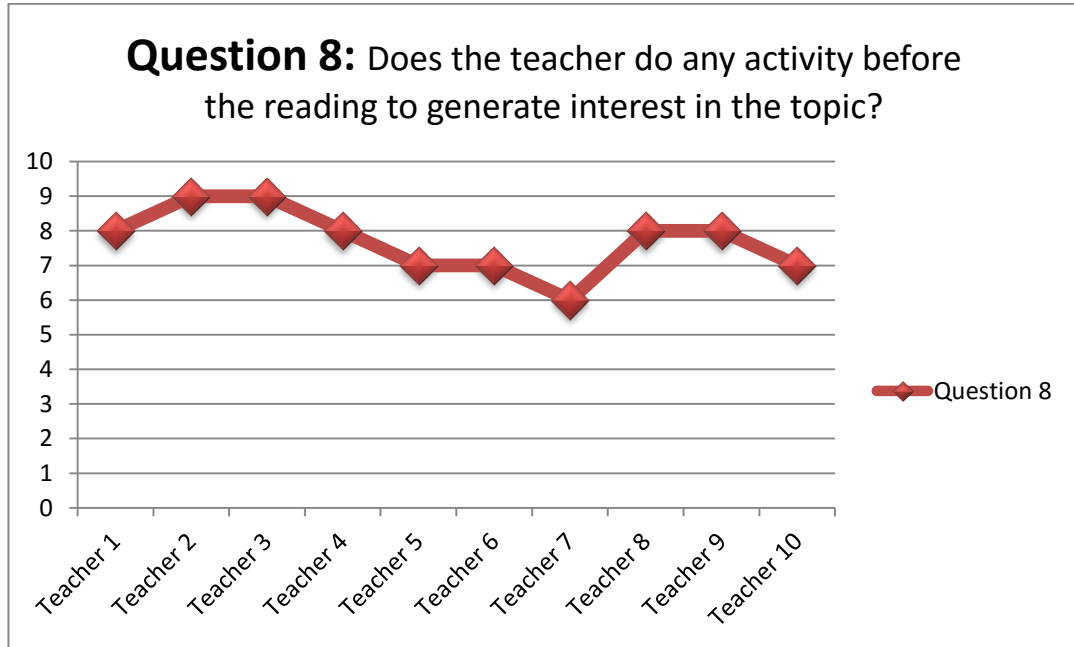


Figure A.1: Learners' Questionnaire Question 8

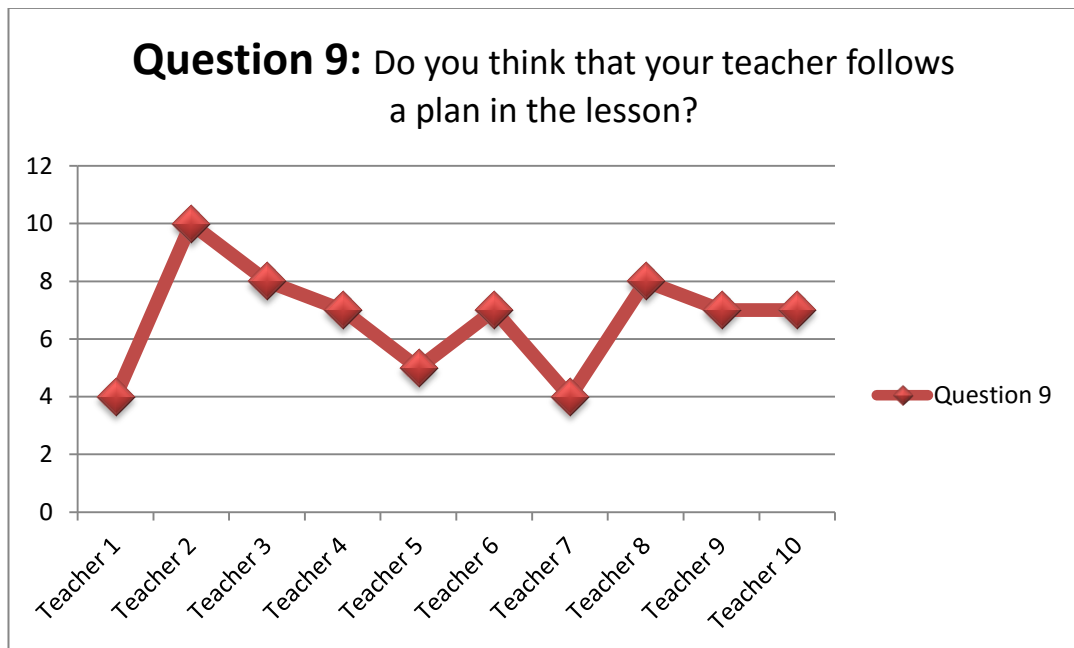


Figure A.2: Learners' Questionnaire Question 9

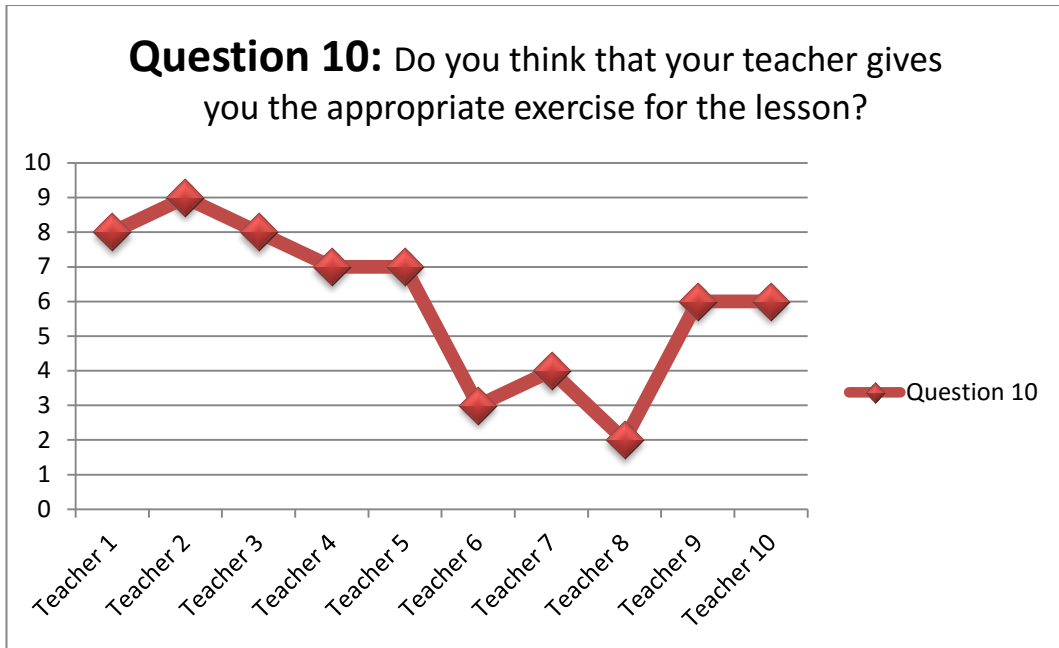


Figure A.3: Learners' Questionnaire Question 10

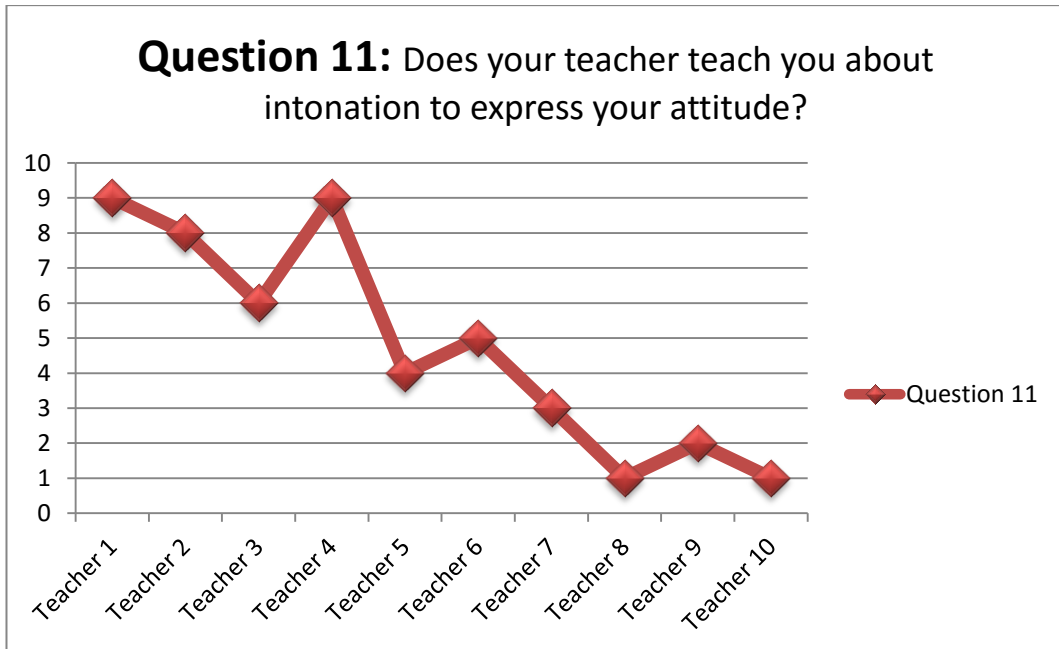


Figure A.4: Learners' Questionnaire Question 11

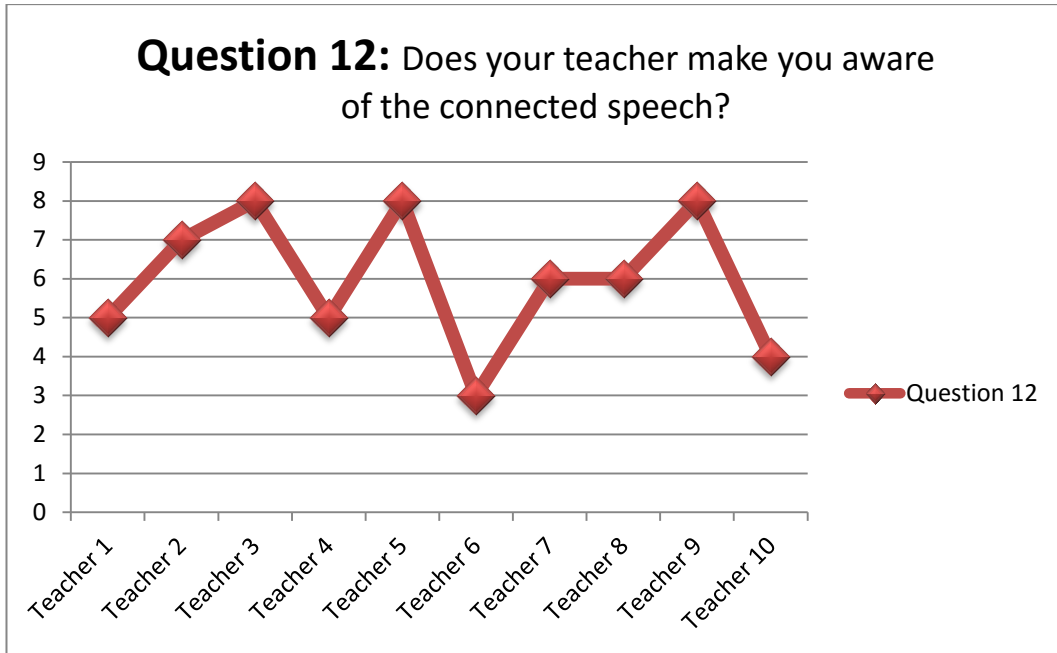


Figure A.5: Learners' Questionnaire Question 12

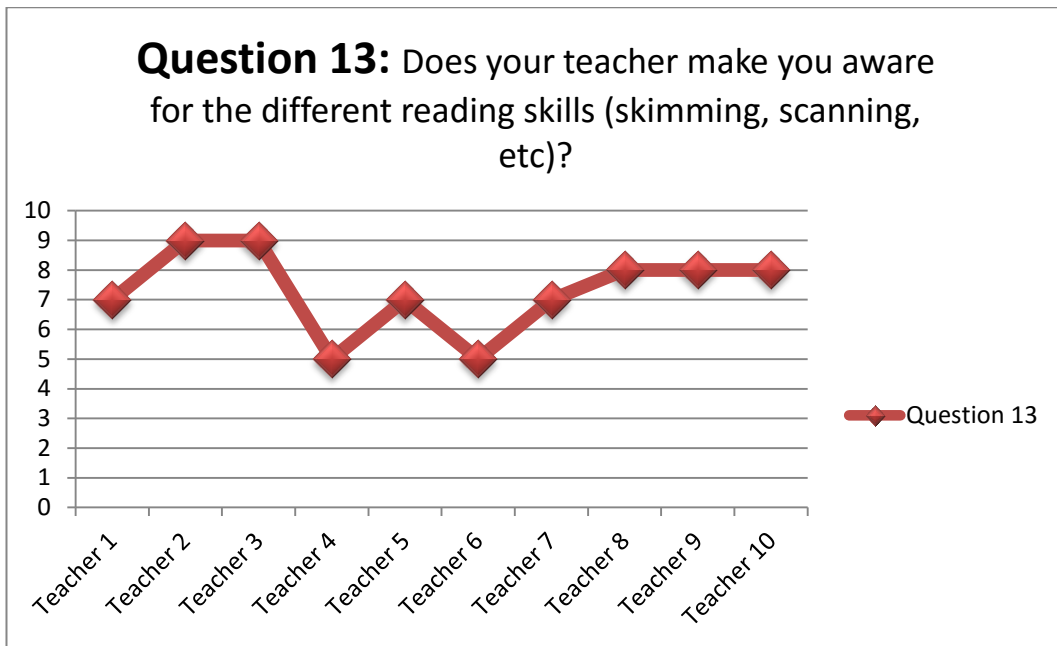


Figure A.6: Learners' Questionnaire Question 13

APPENDIX 4

Table A.1: Teachers' TKT Results for Each Question

	T 1	T 2	T 3	T 4	T 5	T 6	T 7	T 8	T 9	T 10
Question 1	+	-	+	+	+	-	+	+	-	+
Question 2	+	+	-	-	+	+	-	-	-	+
Question 3	+	+	+	+	+	+	+	+	-	+
Question 4	+	+	+	+	-	+	+	+	-	+
Question 5	+	+	+	+	+	+	+	+	+	+
Question 6	+	+	+	+	+	+	-	-	+	+
Question 7	+	-	-	-	-	+	-	+	-	-
Question 8	+	+	-	-	+	+	+	-	+	+

Question 9	-	+	+	-	+	+	+	-	-	+
Question 10	-	+	+	+	+	-	+	+	-	-
Question 11	+	+	+	+	-	-	+	-	-	-
Question 12	+	+	-	+	+	-	-	+	-	-
Question 13	+	+	+	+	+	-	+	-	+	+

	T 1	T 2	T 3	T 4	T 5	T 6	T 7	T 8	T 9	T 10
Question 14	+	+	-	-	-	-	-	+	+	+
Question 15	+	+	+	+	+	+	+	+	+	+
Question 16	+	+	+	+	+	-	+	+	+	+
Question 17	-	+	+	-	+	+	+	-	-	+
Question 18	-	+	-	+	-	-	-	-	+	+
Question 19	-	+	+	+	+	+	-	-	+	+
Question 20	+	+	-	+	-	-	-	+	-	+
Question 21	+	+	-	+	+	+	-	+	+	+
Question 22	+	-	+	-	-	-	+	-	+	-
Question 23	+	+	+	+	+	-	+	+	+	+
Question 24	+	+	+	-	+	+	+	-	+	+
Question 25	+	+	-	+	+	+	+	+	-	-

	T 1	T 2	T 3	T 4	T 5	T 6	T 7	T 8	T 9	T 10
Question 26	-	+	-	+	-	-	+	-	+	+
Question 27	+	+	+	-	+	+	+	+	-	+
Question 28	+	-	-	-	+	-	-	-	-	-
Question 29	+	-	-	-	+	+	-	+	-	-
Question 30	-	-	+	+	-	-	+	+	-	-
Question 31	-	-	-	+	-	-	-	-	-	-
Question 32	+	+	+	-	+	+	-	-	-	-

Question 33	+	+	+	+	+	+	+	+	-	-
Question 34	+	+	+	+	+	+	+	+	+	-
Question 35	+	+	-	-	-	+	+	+	+	+
Question 36	-	+	+	+	+	+	+	-	-	-

	T 1	T 2	T 3	T 4	T 5	T 6	T 7	T 8	T 9	T 10
Question 37	+	-	-	-	-	+	-	+	-	-
Question 38	+	+	+	+	+	-	+	-	+	-
Question 39	+	+	-	-	+	+	+	+	-	-
Question 40	+	+	-	+	-	-	-	-	-	-
Question 41	+	+	+	+	+	+	+	+	+	-
Question 42	+	-	-	-	-	+	-	-	-	-
Question 43	+	+	+	+	-	-	+	+	-	-
Question 44	+	-	+	+	-	+	-	+	-	+
Question 45	+	+	-	-	+	+	+	-	-	-
Question 46	-	+	+	+	+	+	-	+	-	-
Question 47	+	+	-	+	+	-	-	-	+	+
Question 48	+	+	+	-	-	+	-	+	-	-

	T 1	T 2	T 3	T 4	T 5	T 6	T 7	T 8	T 9	T 10
Question 49	+	+	+	+	+	+	+	-	-	-
Question 50	+	+	+	+	+	-	-	+	-	-
Question 51	-	+	-	+	-	-	-	+	-	-
Question 52	+	-	-	-	+	+	+	+	-	-
Question 53	+	+	+	+	-	-	+	-	-	-
Question 54	+	+	+	+	+	-	-	-	-	-
Question 55	+	+	+	-	+	+	-	+	-	-
Question 56	+	+	-	+	+	-	-	+	-	-
Question 57	+	+	+	+	+	-	-	+	+	-
Question 58	-	-	+	-	-	+	+	-	+	+
Question 59	+	+	-	-	-	-	+	+	-	-
Question 60	+	+	+	+	+	+	+	+	-	-

	T 1	T 2	T 3	T 4	T 5	T 6	T 7	T 8	T 9	T 10
Question 61	+	+	-	-	-	-	-	+	+	-
Question 62	+	+	+	+	+	-	+	-	+	-
Question 63	+	+	+	-	-	+	-	-	-	-
Question 64	+	+	-	+	+	+	+	+	-	+
Question 65	+	+	+	+	+	+	-	+	-	-
Question 66	+	+	+	-	+	-	+	-	-	-
Question 67	+	+	-	+	-	+	-	+	-	-
Question 68	+	+	-	-	+	+	+	+	+	-
Question 69	+	-	-	+	-	+	-	+	-	-
Question 70	+	+	+	-	+	-	-	+	-	-
Question 71	-	+	+	+	-	+	+	-	-	-
Question 72	+	+	+	+	+	-	-	-	+	-

	T 1	T 2	T 3	T 4	T 5	T 6	T 7	T 8	T 9	T 10
Question 73	-	+	+	+	-	+	-	-	-	-
Question 74	+	+	+	+	+	+	-	-	+	-
Question 75	+	+	+	+	+	+	+	+	-	+
Question 76	-	-	-	-	+	-	+	-	-	-
Question 77	+	+	+	+	+	-	+	+	-	-
Question 78	-	-	+	+	-	+	+	-	+	+
Question 79	+	+	+	-	-	+	-	+	+	+
Question 80	+	-	-	+	+	-	-	+	+	-

APPENDIX 5

Table A.2: Teachers' Observation Checklist on TKT Point 1

	T1	T2	T3	T4	T5	T6	T7	T8	T9	T10
Q1	+	-	+	+	+	-	+	+	-	+
Q2	+	+	-	-	+	+	-	-	-	+
Q3	+	+	+	+	+	+	+	+	-	+
Q4	+	+	+	+	-	+	+	+	-	-
Q5	+	+	+	+	-	-	-	-+	-	-
Q6	+	+	+	+	+	+	-	-	+	+
Q7	+	-	-	-	-	-	-	+	-	-
Q8	+	-	-	-	+	+	+	-	+	-
Q9	-	+	+	-	+	+	-	-	-	-
Q10	-	+	+	+	-	-	+	+	-	-
Q11	+	+	+	+	-	-	+	-	-	-
Q12	+	+	-	+	+	-	-	+	-	-
Q13	+	+	+	+	+	-	-	-	+	+
Q14	+	+	-	-	-	-	-	+	+	-
Q15	+	+	+	+	+	+	+	+	-	+
Q16	+	+	+	+	+	-	-	+	-	+
Q17	-	+	+	-	+	+	+	-	-	-
Q18	-	+	-	+	-	-	-	-	+	+
Q19	-	+	+	+	+	-	-	-	-	+

	T1	T2	T3	T4	T5	T6	T7	T8	T9	T10
Q55	+	+	+	+	-	+	-	+	-	-
Q56	+	+	+	+	-	-	-	+	-	-
Q57	+	+	+	+	+	-	-	+	+	-
Q58	-	-	+	-	-	+	-	-	+	+
Q59	+	+	-	-	-	-	+	+	-	-
Q60	+	+	+	+	+	-	-	+	-	-
Q68	+	+	-	-	-	+	+	+	-	-
Q69	+	-	+	+	-	+	-	+	-	-
Q70	+	+	+	-	+	-	-	+	-	-
Q71	-	+	+	+	-	+	+	-	-	-
Q72	+	+	+	+	+	-	-	-	+	-
Q73	-	+	+	+	-	+	-	-	-	-
Q74	+	+	+	+	-	-	-	-	-	-
Q75	+	+	+	+	+	+	-	+	-	-
Q76	+	-	-	-	-	-	+	-	-	-
Q77	+	+	+	+	+	-	-	+	-	-
Q78	+	-	+	+	-	-	+	-	-	-
Q79	+	+	+	+	-	-	-	+	-	-
Q80	+	-	-	+	-	-	-	+	+	-

APPENDIX 6:

Teachers' questionnaire A:
Teaching Knowledge Test (TKT)

SAMPLE PAPER | MODULE 2

TEACHING KNOWLEDGE TEST | MODULE 2

2

For questions 1 – 6, match the textbook rubrics with the activity aims listed A – G. Mark the correct letter (A – G) on your answer sheet. There is one extra option which you do not need to use.

<p>Textbook rubrics</p> <p>1 Use the words and phrases to produce a paragraph about yourself.</p> <p>2 Use the train timetable to find the best train for each family to catch.</p> <p>3 Complete the gaps in the newspaper article using the correct verb forms.</p> <p>4 Use the information from the recording to decide if the statements are true or false.</p> <p>5 Share your opinions on the topic with other students.</p> <p>6 Choose the best headline for the article.</p>	<p>Activity aims</p> <p>A to provide controlled written grammar practice of recently taught language</p> <p>B to personalise recently taught vocabulary through a writing activity</p> <p>C to give students practice in identifying details in a listening text</p> <p>D to give students practice in oral fluency</p> <p>E to provide practice in reading for specific information</p> <p>F to provide practice in reading for general understanding</p> <p>G to provide practice in process writing</p>
---	---

Candidate Name _____ Centre Number _____ Candidate Number _____

002

UNIVERSITY OF CAMBRIDGE ESOL EXAMINATIONS
English for Speakers of Other Languages
TEACHING KNOWLEDGE TEST

MODULE 2
Lesson planning and use of resources for language teaching 1 hour 20 minutes

Additional materials:
Answer sheet

Time 1 hour 20 minutes

INSTRUCTIONS TO CANDIDATES
Do not open this question paper until you are told to do so.
Write your name, Centre number and candidate number in the spaces at the top of this page. Write these details on your answer sheet if they are not already there.
Read the instructions for each part of the paper carefully.
Answer all the questions.
Read the instructions on the answer sheet.
Mark your answers on the answer sheet. Use a pencil.
You must complete the answer sheet within the time limit.
At the end of the test, hand in both the question paper and your answer sheet.

INFORMATION FOR CANDIDATES
There are 50 questions on this paper.
Each question carries one mark.

© UCLES 2011 Teaching Knowledge Test

20 TEACHING KNOWLEDGE TEST MODULES 1-3 HANDBOOK FOR TEACHERS

TEACHING KNOWLEDGE TEST | MODULE 2

3

For questions 7 – 12, match the classroom activities with their main teaching aims listed A, B and C. Mark the correct letter (A, B or C) on your answer sheet.

- 7 Learners make a recording of a radio programme they have written.
- A to focus on voiced and unvoiced sounds
 - B to provide a sense of achievement
 - C to improve discipline
- 8 Learners do a grammar exercise on a CD-ROM.
- A to focus on pronunciation
 - B to focus on fluency
 - C to focus on form
- 9 In groups, learners do a quiz about elephants before reading a story about them.
- A to test their memory
 - B to give peer feedback
 - C to generate interest in a topic
- 10 After a groupwork discussion activity, learners work with a partner from another group to share information.
- A to vary the interaction pattern
 - B to focus on target language
 - C to focus attention on learning strategies
- 11 A group of actors comes to the school to perform a short play in English for the learners.
- A to give learners exposure to language
 - B to increase learners' participation
 - C to develop learner autonomy
- 12 Learners do an activity which involves one learner memorising parts of a text to dictate to their partner.
- A to clarify meaning
 - B to develop gist listening skills
 - C to focus on accuracy

4

For questions 13 – 19, match the lesson aims with the target language listed A – H. Mark the correct letter (A – H) on your answer sheet. There is one extra option which you do not need to use.

- Lesson aims
- 13 to help students understand and produce the spoken form of regular past tenses
 - 14 to help students write a set of instructions for a process
 - 15 to help students make contrasts
 - 16 to help students hold a discussion on a current topic
 - 17 to help students write questions for a survey about favourite holiday activities
 - 18 to help students understand and use the third conditional
 - 19 to help students talk about family relationships
- Target language
- A expressions for agreeing and disagreeing
 - B question tags
 - C possessive adjectives
 - D verb + gerund
 - E the comparative form of adjectives
 - F weak forms in connected speech for *would / have / had*
 - G verb endings */t/, /d/, /s/*
 - H joining phrases, such as *first of all, next and at the end*

6

For questions 20 – 27, match the information from different lesson plans with the lesson plan headings listed A, B and C.
Mark the correct letter (A, B or C) on your answer sheet.
You will need to use some of the options more than once.

Lesson plan headings

- A Aims
- B Procedure
- C Assumptions

Information from different lesson plans

- 20 Students will remember how to form present perfect simple statements from the last lesson.
- 21 By the end of the lesson, students will be able to form present perfect simple questions.
- 22 Improve use of functional language for talking about experiences.
- 23 Ask pairs to act out a role-play between a reporter and a film star.
- 24 Students already know what a past participle is.
- 25 Students could complete the second task if they finish early.
- 26 Students may have problems with authentic listening.
- 27 Students listen to the recording to check their answers.

6

For questions 28 – 33, read the stages of the lesson plan about the advantages and disadvantages of school and work and fill in the missing stages from the options listed A – F.
Mark the correct letter (A – F) on your answer sheet.

Missing stages

- A Students read the article, answer comprehension questions and check their answers in pairs.
- B Students look at a picture of a schoolgirl called Anna, and the title of an article about her, and then read some questions a journalist asked her.
- C Students complete a gapped paragraph, using appropriate language forms.
- D Students read some opinions of people who work, and tick (✓) the ones they agree with.
- E Students read the article quickly, underlining the answers given to the journalist's questions.
- F Students use the information from the article to act out the interview.

8

For questions 34 – 40, look at a teacher's assessment aims and the three possible methods of assessment for each listed A, B and C.
Two of the methods of assessment are appropriate for each aim. One of the methods is **NOT**. Mark the method (A, B or C) which is **NOT** appropriate on your answer sheet.

- 34 To assess whether students have understood how to use narrative tenses, it would **NOT** be appropriate for
 A students to tell each other a story about a time when they were very surprised.
 B students to complete a story in which some of the verbs have been taken out.
 C students to read a story and select three pictures which best match what happened.
- 35 To assess whether students have understood some basic information about article use, it would **NOT** be appropriate for
 A students to underline examples of articles in a text and then select the rule which best describes their use.
 B students to circle examples of articles in a text and categorise them according to their use.
 C students to read a text containing examples of different uses of articles and translate the text into their L1.
- 36 To assess whether students can use comparative structures in spoken English, it would **NOT** be appropriate for
 A students to compare their own country with another, using at least five comparatives.
 B students to correct the mistakes in the use of comparatives in a short report.
 C students to talk about food from different countries and say how it is similar or different.
- 37 To assess whether students can use punctuation to communicate clearly, it would **NOT** be appropriate for
 A students to label different features of punctuation, e.g. *comma, full stop*, in a letter.
 B students to write a letter to a friend, telling him/her about their latest news.
 C students to punctuate a short letter which has been written without any punctuation.

7

Lesson plan

- In groups, students brainstorm their own views on the advantages and disadvantages of being at school.
- 28 Students compare their ideas and discuss in pairs whether they think school is better or worse than being at work.
- 29 Students predict the content of the newspaper interview.
- 30 Students check in pairs.
- 31 The teacher leads whole-class feedback.
- The teacher tells the class to work in pairs; one of them is Anna and the other is the journalist.
- 32 The teacher elicits some of the advantages and disadvantages of being at school or working, and notes these on the board, e.g. *work hours are more flexible than school hours; working is better paid than going to school*.
- Students look at the sentences on the board and the teacher revises comparatives.
- 33 Students write up their views on the advantages and disadvantages of school and work.

10

For questions 41 – 47, look at the types of information and extracts from two different dictionaries.

Decide which extract (A or B) contains each type of information.

If the type of information is **NOT** given in either extract A or B, choose C (neither).

Mark the correct letter (A, B or C) on your answer sheet.

You will need to use some of the options more than once.

Dictionary extracts

A Extract A

achieve verb
to succeed in finishing something or reaching an aim
ADJ + ACHIEVE be easy to, be impossible to

Adapted from: *Oxford Collocations Dictionary for Students of English*, OUP, 2002

B Extract B

error noun
1 = mistake, inaccuracy, fault, miscalculation
2 = wrongdoing, fault, offence, sin

Adapted from: *Collins Paperback Thesaurus*, Collins, 2008

C Not given in either Extract A or Extract B

Types of information

- 41 use in context
- 42 register
- 43 individual words which have a similar meaning to the headword
- 44 common phrases
- 45 words which have the opposite meaning to the headword
- 46 more than one meaning of the headword
- 47 example of the position of the headword in a sentence

9

38 To assess whether students know when to use *used to* for past habits, it would **NOT** be appropriate for

- A students to write about what they did as a child, responding to prompts, e.g. clothes, and new life.
- B students to write sentences about a man who has become famous, contrasting his old and new life.
- C students to tell a story about something funny which happened to them as a child.

39 To assess whether students can use functional exponents for buying something in a shop, it would **NOT** be appropriate for

- A students to write short dialogues between shop assistants and customers.
- B students to write a role-play between a shop assistant and customer, changing roles after a few minutes.
- C students to do a role-play between a shop assistant and customer, changing roles after a few minutes.

40 To assess whether students can use the present perfect, it would **NOT** be appropriate for

- A students to discuss the positive and negative experiences they had at primary school.
- B students to mingle to find out who has the most experience of travelling to other countries.
- C students to write questions for a job interview to find out about an applicant's work experience.

11

For questions 48 – 54, choose which unit in a pronunciation resource book listed A – H, a teacher could use to help her students with their pronunciation problems.
Mark the correct letter (A – H) on your answer sheet.

There is one extra option which you do not need to use.

Students' pronunciation problems

- 48 Students can't hear the difference between *bin* and *been*; *bad* and *bed*.
- 49 Students find it hard to say the underlined parts of words like: *agor*; *agorise*; *mig*/*ake*.
- 50 Students pronounce each word separately, so their speech doesn't sound smooth.
- 51 Students' speech in conversations sounds flat and uninterested.
- 52 Students sometimes mispronounce words which have the same spelling but a different meaning, such as *to record* / *a record*; *to present* / *a present*.
- 53 Students can't hear individual words when people talk.
- 54 Students don't pronounce the phonemes /s/, /dʒ/, /z/, /v/. They replace them with corresponding phonemes /t/, /j/, /d/, /f/.

Units in a pronunciation resource book

- A Recognising minimal pairs
- B Understanding connected speech
- C Producing voiced consonants
- D Expressing attitude through voice
- E Practising groups of consonant sounds
- F Distinguishing parts of speech through stress
- G Using contrastive stress
- H Practising linking

12

For questions 55 – 60, match the classroom activities with the reasons for using pictures in class listed A – G.

Mark the correct letter (A – G) on your answer sheet.

There is one extra option which you do not need to use.

Reasons for using pictures

- A to raise awareness of intonation
- B to provide linguistic support before receptive skills work
- C to practise reading for detail
- D to practise extensive listening
- E to practise listening for specific information
- F to provide controlled spoken practice
- G to provide practice in producing a paragraph of text

Classroom activities

- 55 Students look at some pictures of people and match descriptions from a magazine article with the pictures.
- 56 Students, in groups, look at pictures painted by famous artists and express their opinions, using a dialogue which they learned earlier to support them.
- 57 Students listen to a recording of five people saying 'hello' and look at pictures of people whose faces show different feelings. They match the feelings to the speakers.
- 58 Students look at six pictures and put them in the order they are mentioned in a short recording.
- 59 Students look at a picture. The teacher focuses on words students need to know in an article they will study later in the lesson.
- 60 Students look at a picture of a person they know well and write a description of the person.

13

For questions 61–67, match the learners' problems with their coursebook with the strategies a teacher can use to deal with these problems listed A–H.

Mark the correct letter (A–H) on your answer sheet.
There is one extra option which you do not need to use.

Learners' problems with their coursebook

- 61 I can't understand how to do the exercises in the progress tests.
- 62 There's lots of new and useful vocabulary in the book, but it's difficult to remember.
- 63 I like the reading texts, but there's so much language that I don't understand in them.
- 64 The book has lots of fun speaking activities, but it doesn't introduce much new grammar.
- 65 I never know what to write about so I don't do the writing tasks well.
- 66 Every unit is the same ... it gets a bit boring after a while.
- 67 The listening practice in the coursebook is too easy for me.

Strategies

- A Get students to brainstorm ideas in pairs or as a group before they start.
- B Use repetition drills for practice in listening to and producing structures.
- C Use supplementary materials to extend the coursebook topic and provide a variety of approaches to texts and language.
- D Suggest that students keep a record on cards or in a notebook and review this regularly.
- E Give students practice in class with similar task types.
- F Familiarise students with some internet sites that can help them learn rules about language.
- G Tell students about internet sites where they can hear ungraded, authentic language.
- H Train students to work with key words and to deduce meaning from context.

14

For questions 68–73, match the main aims of the coursebook activities with the sequence of coursebook activities listed A–G.

Mark the correct letter (A–G) on your answer sheet.
There is one extra option which you do not need to use.

Main aims

- 68 to focus on peer correction
- 69 to focus on written accuracy
- 70 to practise reading for gist
- 71 to focus on content, when planning a formal letter of complaint
- 72 to give interactive free practice
- 73 to practise reading for attitude

16

For questions 74 – 80, match the questions with the supplementary activities listed A, B and C. Mark the correct letter (A, B or C) on your answer sheet. You will need to use some of the options more than once.

Supplementary activities

- A** Work in pairs. You each have a picture of some children in a playground, but your pictures are not the same. Talk together and find the differences. When you have finished, compare your pictures.
- B** Look at this picture of a room in a house for one minute. You are not allowed to write anything down. When your teacher tells you, turn your picture at right angles and write down the answers to the questions you will be asked on a separate piece of paper.
- C** You have a map with a route which starts at the station and ends at the library. Student B has the same map without a route. Can you help Student A to draw the same route as yours. You are not allowed to show him/her your map.

Questions

- 74 Which activity is useful for practising imperatives?
- 75 Which activity practises the present continuous?
- 76 Which activity provides a more challenging role for one partner?
- 77 Which activity could be used as a calming individual activity after a lively game?
- 78 Which activity can be used to practise questions using *some* and *any*?
- 79 Which activity depends on memory?
- 80 Which activity provides both students with a reason for listening?

15

Sequence of coursebook activities

- A** Look through these letters from people who have just returned from holiday. Match the letters (1–4) to the main subjects of complaint (a–d).
- B** Look at each letter again. Decide which writer is the most angry about his/her complaint.
- C** Read the description of a problem a student has with his accommodation and decide: What information could the student include in a letter to his landlord, the owner of the accommodation?
- D** Work in pairs. One of you is the student who is renting the accommodation and the other is the landlord. The student telephones the landlord. Role-play the discussion and record yourselves.
- E** Listen to the recordings of your classmates and identify any mistakes you hear.
- F** Now use the words and expressions about time and frequency in the box to complete the letter that the student sent to the landlord.
- G** Make notes of any new words and expressions you want to learn from this unit.

Adapted from *IELTS Express Intermediate* by Hollows R., Lisboa M. and Urwin M., Thomson, 2008

TEACHING KNOWLEDGE TEST | MODULE 2

Module 2 answer key

1	B	21	A	41	A	61	E
2	E	22	A	42	C	62	D
3	A	23	B	43	B	63	H
4	C	24	C	44	A	64	F
5	D	25	B	45	C	65	A
6	F	26	C	46	B	66	C
7	B	27	B	47	A	67	G
8	C	28	D	48	A	68	E
9	C	29	B	49	E	69	F
10	A	30	E	50	H	70	A
11	A	31	A	51	D	71	C
12	C	32	F	52	F	72	D
13	G	33	C	53	B	73	B
14	H	34	C	54	C	74	C
15	E	35	C	55	C	75	A
16	A	36	B	56	F	76	C
17	D	37	A	57	A	77	B
18	F	38	C	58	E	78	A
19	C	39	B	59	B	79	B
20	C	40	A	60	G	80	A

APPENDIX 7:

Teachers' questionnaire B results

- Did you select teaching profession on your own choice?

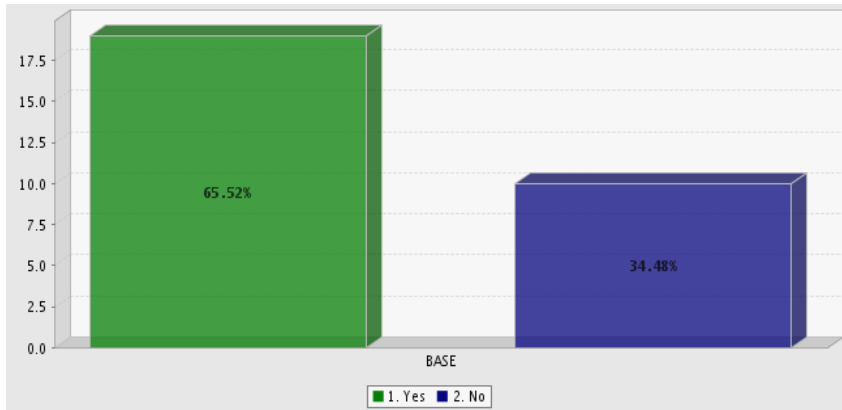


Figure A.7

- Did you want to go to any other profession?

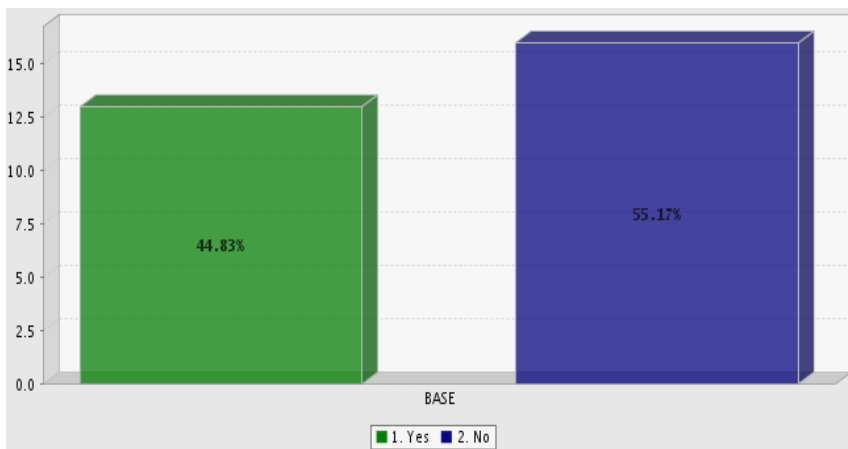


Figure A.8

- Do you receive your salary on time?

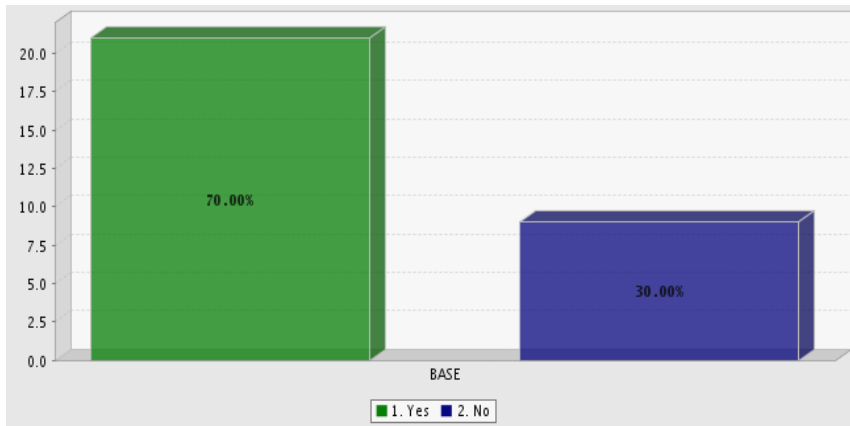


Figure A.9

- Do you think that you receive less salary as compared to the work you do?

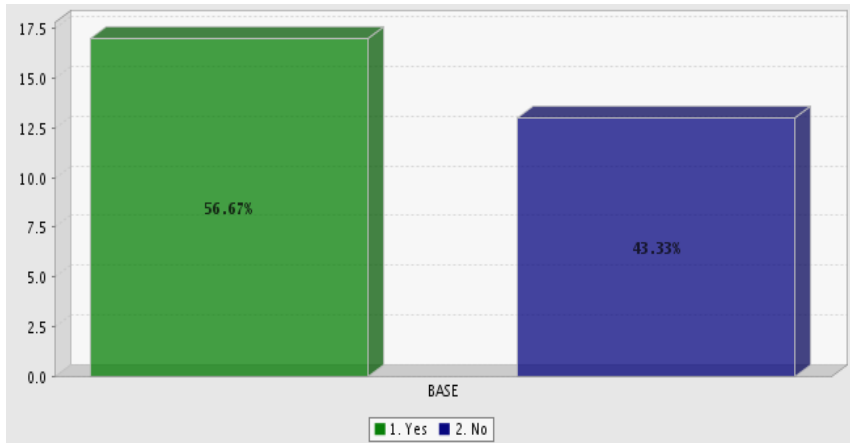


Figure A.10

- Are you satisfied with your present performance?

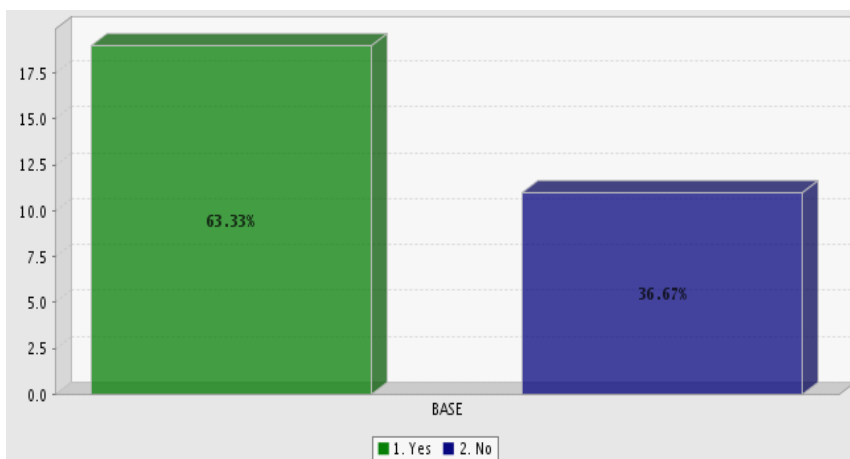


Figure A.11

- Do you feel that you are given importance in the society because of your job?

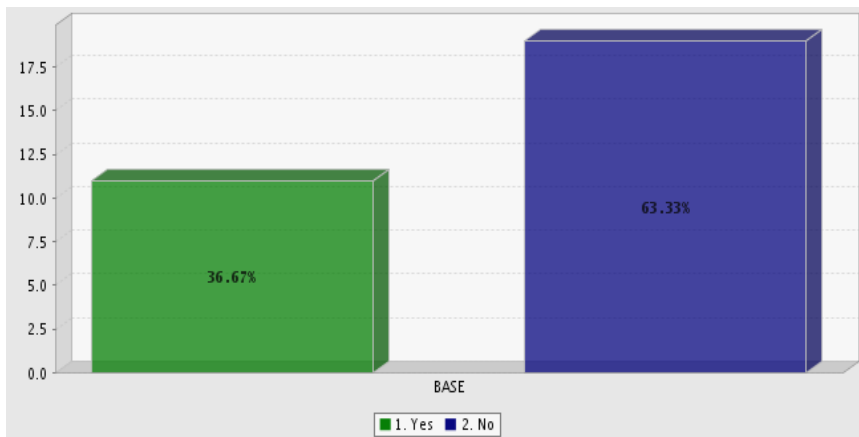


Figure A.12

- Are you ready to face all kinds of situations in class?

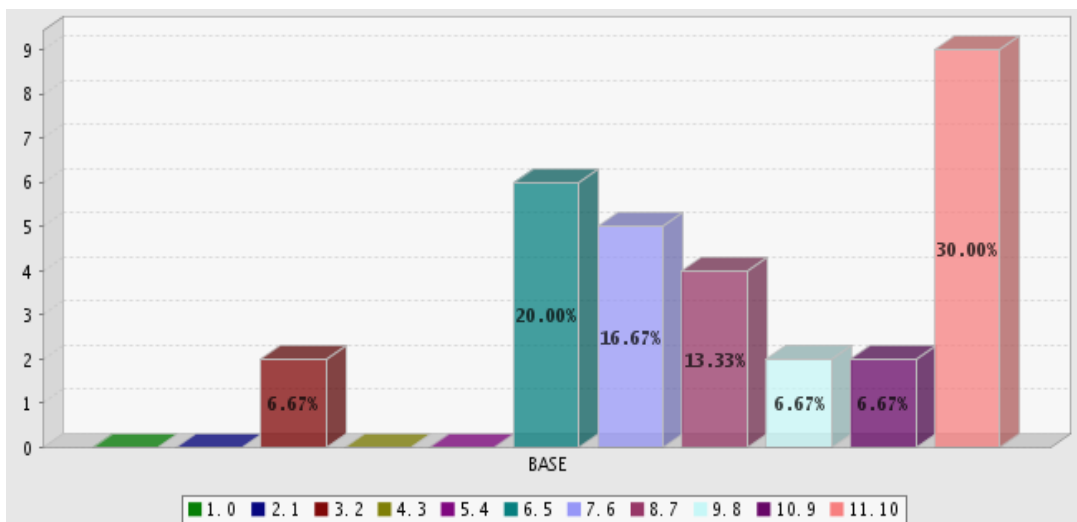


Figure A.13

- Do you think students understand what you want to communicate?

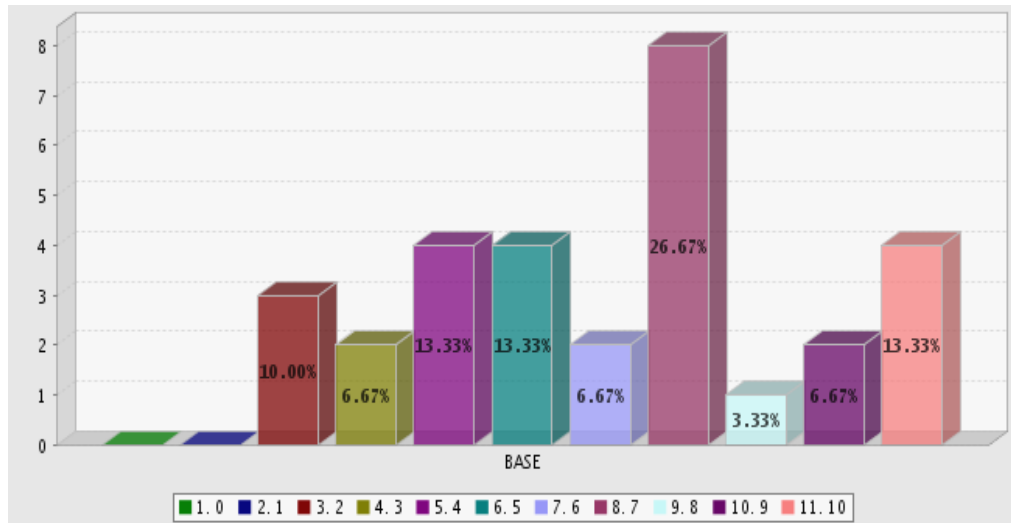


Figure A.14

- Do you think that students are motivated in you lesson?

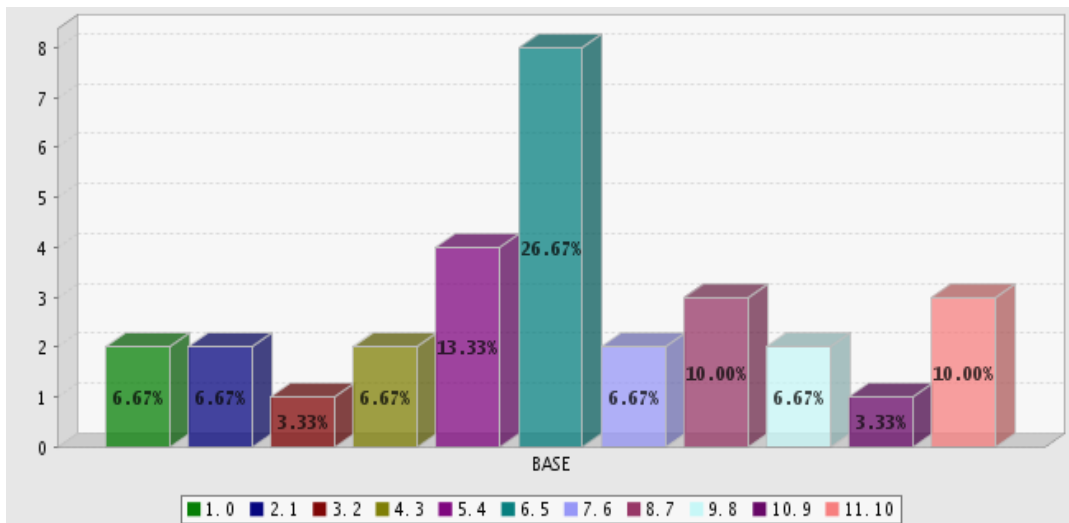


Figure A.15

- Who is responsible for the low result of learners?

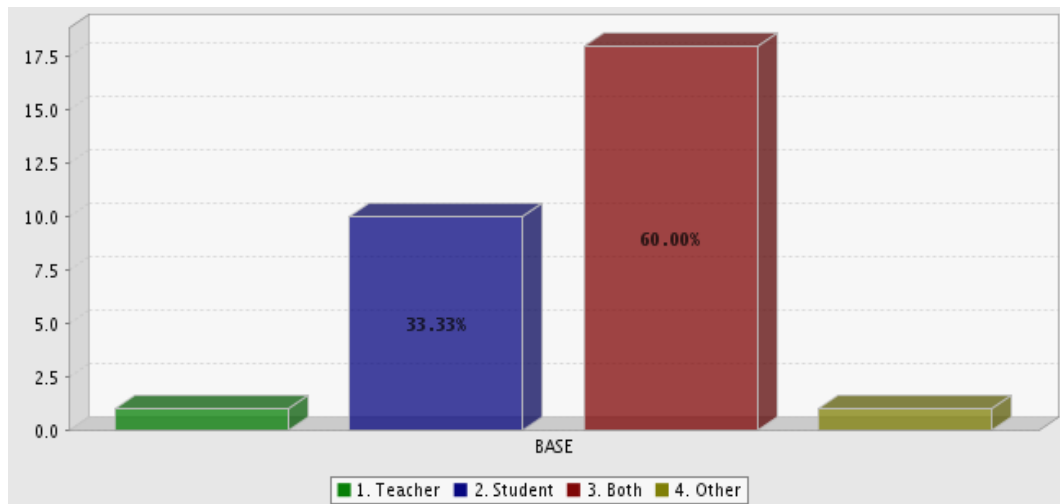


Figure A.16

- Do your learners behave the way that you ask them to?

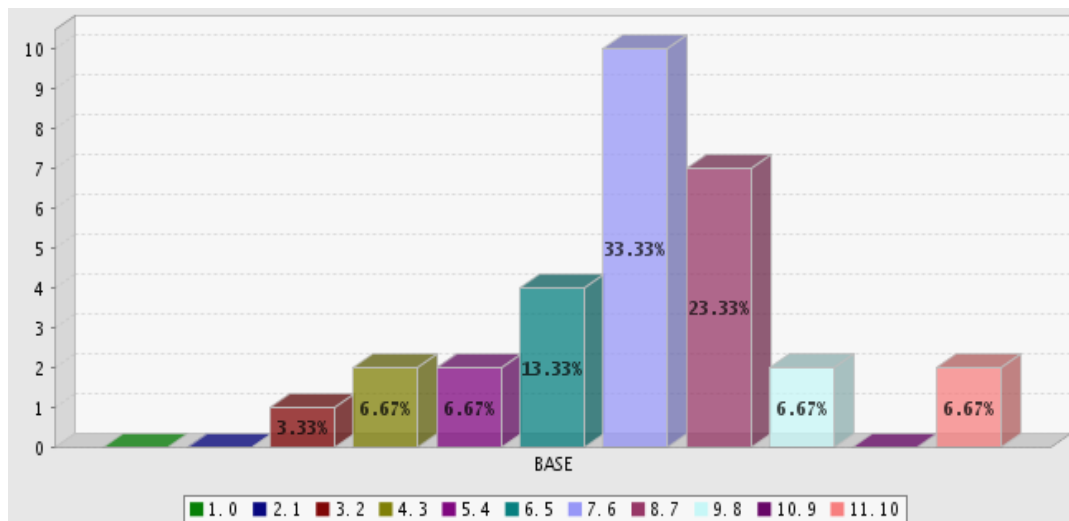


Figure A.17

- Do you feel yourself able to explain any question from your learners they ask?

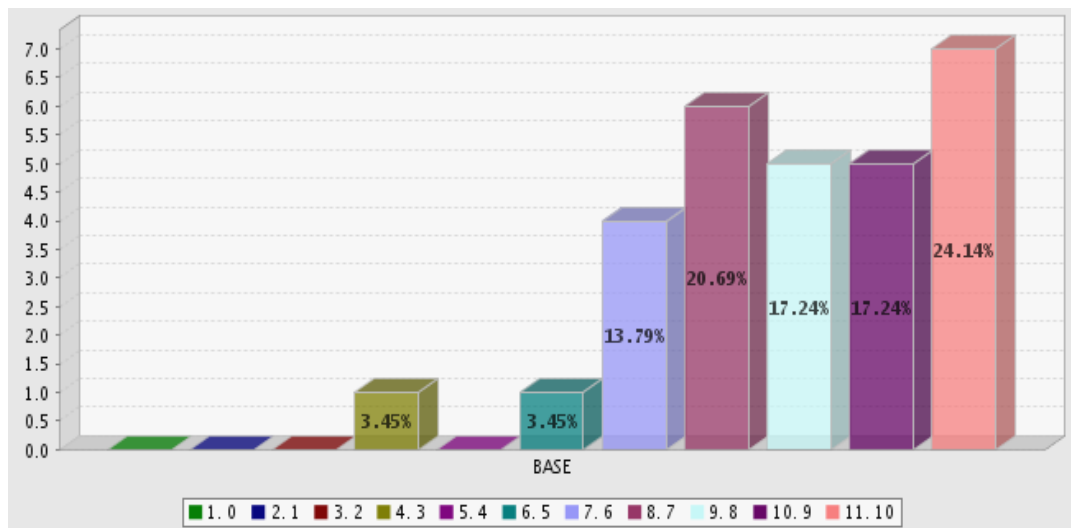


Figure A.18

- Have you got any kind of trainee preparation program before you start teaching?

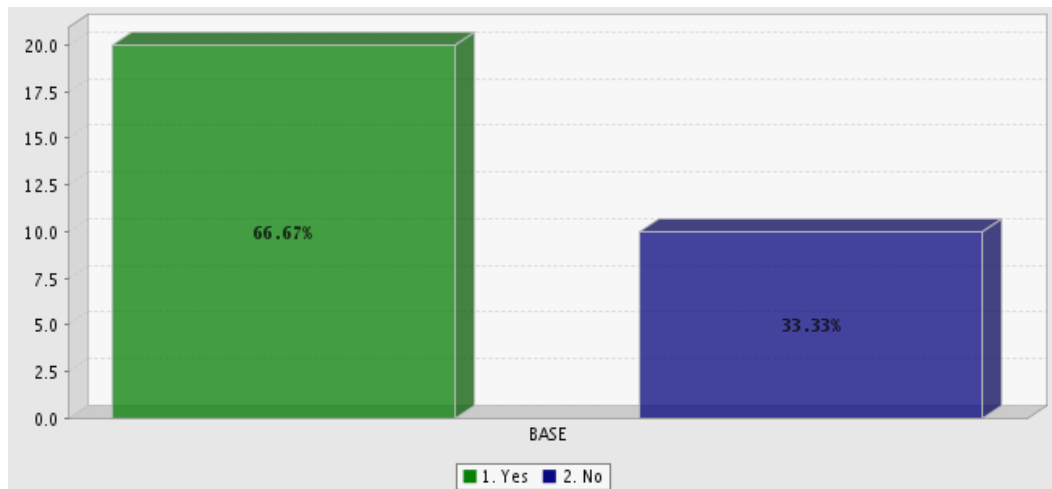


Figure A.19

-Do you know any program/service in which you can develop in your profession?

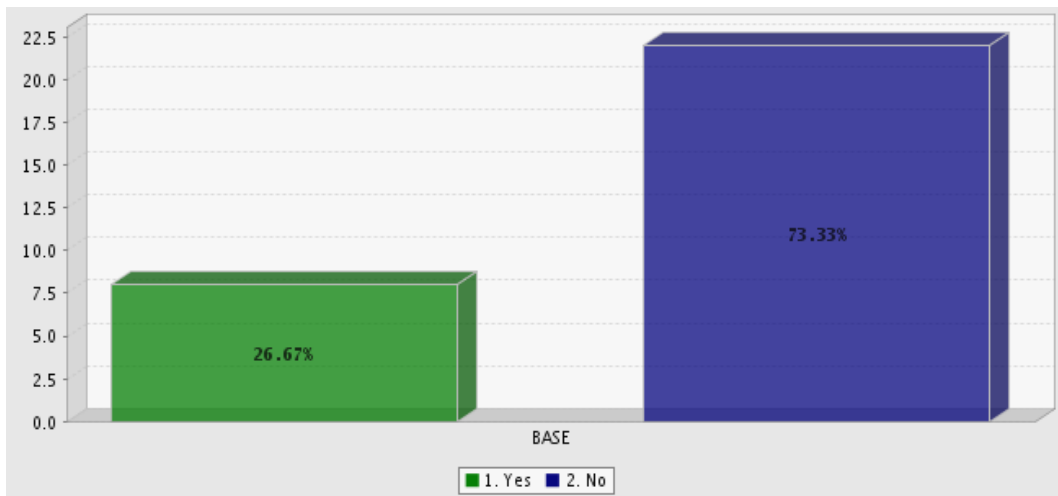


Figure A.20

- Are you thinking to have any professional development service?

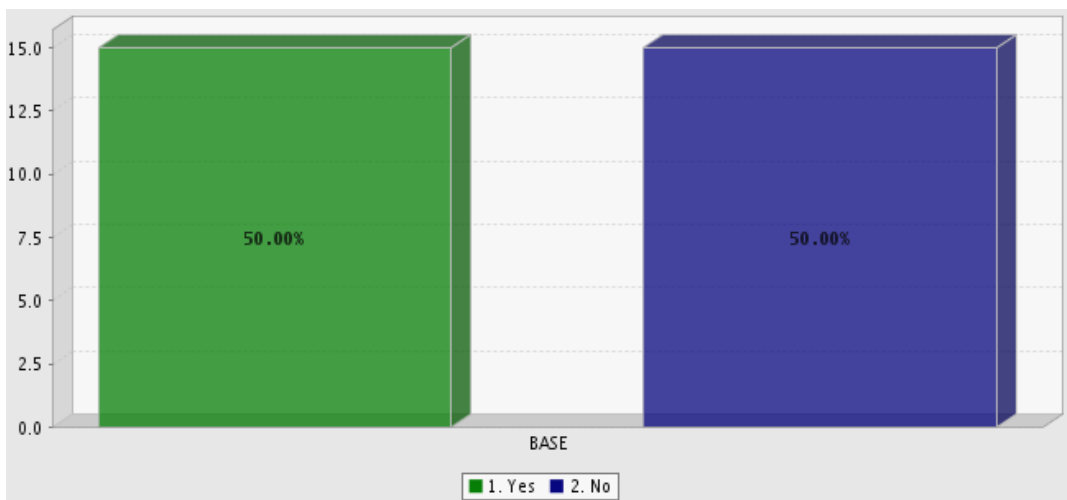


Figure A.21

- Do you observe any other teacher classes?

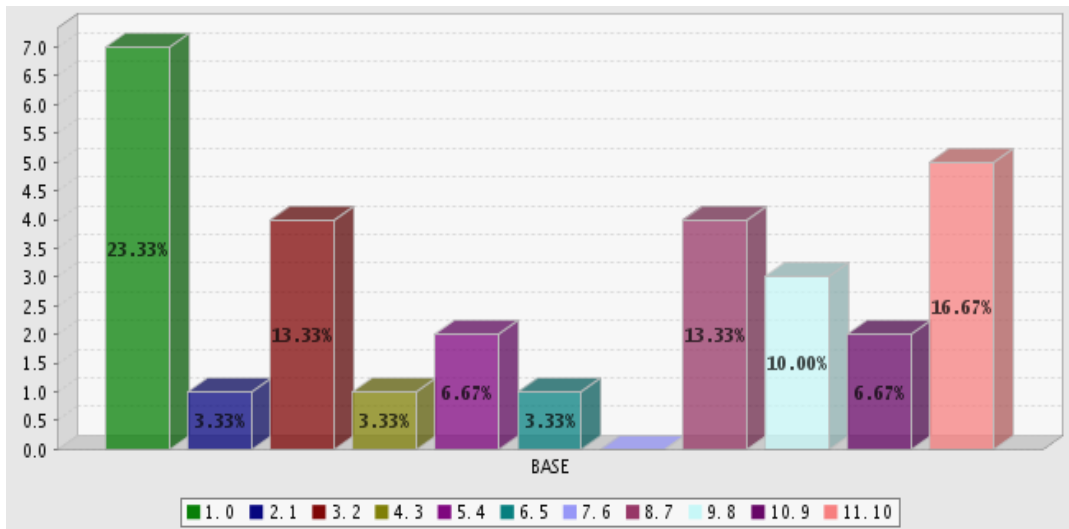


Figure A.22

REKTÖRLÜK

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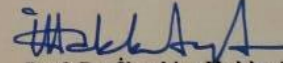
Konu : Diran Roussayla Golfiden CHEDID' in Anket Uygulaması Hk.

08/08/2015
İstanbul

T.C. İSTANBUL VALİLİĞİ
İL MİLLİ EĞİTİM MÜDÜRLÜĞÜ'NE

Üniversitemiz Sosyal Bilimler Enstitüsü Y1212.020001 numaralı İngiliz Dili ve Edebiyatı Anabilim Dalı İngiliz Dili ve Edebiyatı Tezli Yüksek Lisans programı öğrencilerinden **Diran Roussayla Golfiden CHEDID'in** "THE TRANSFER OF TEACHER'S KNOWLEDGE AND ITS IMPACT ON LEARNING IN ENGLISH FOREIGN LANGUAGE CLASSES" adlı tez çalışması gereği "A comparison of EFL Teachers' knowledge and classroom/Practices:teachers'survey questionnaire" ve "A comparison of EFL Teachers' knowledge and classroom/Practices:learners' survey questionnaire" ile ilgili anketleri müdürlüğünüze bağlı Discover English Language School da görev yapan yöneticilere uygulamak istemektedir.

Adı geçen yüksek lisans öğrencisinin anket uygulaması hususunda gerekli iznin verilmesini saygı ile rica ederim.



Prof. Dr. İbrahim Hakkı AYDIN

Rektör Vekili

EKLER:

Ek.1 Dilekçe

Ek.2 Tez Önerisi

Ek.3 A comparison of EFL Teachers' knowledge and classroom/
Practices:teachers'survey questionnaire

Ek.4 A comparison of EFL Teachers' knowledge and classroom/
Practices:learners' survey questionnaire

RESUME



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Education:

- (2015-2019):
Enrolment years for PhD in English Language and Literature, in Istanbul Aydin University
- (2013-2016):
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- (2007-2011):
Fundamental License in English Language of Literature and Civilization, in Tunisia
- (2006-2007):
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Experiences:

- 2008-2011: successful years' experience in "Club Med" as activator for children in Tunisia doing different kinds of sports and using French, English and Arabic languages
- 2012: start teaching private lessons for English and French languages
- 2013-2014: worked at "American Cultural Association Language Schools" as an English teacher, part-time
- 2014: worked in "British Way" as an English teacher, part-time
- 2014-2015: successful year as an English teacher at "Nese Erberk Anaokulu", full-time
- 2015-2016: worked as an English teacher in "Discover English Junior", part-time
- 2015-2016: worked as an English teacher in "British House", full-time
- 2015-2016: working in "Mediterranean International University" Istanbul branch, teaching phonetics, listening and speaking, ESP, TESOL, and reading subjects

Other Diplomas:

- TOEFL IBT exam in 2015:
85 IBT = 563 PBT = 223 CBT
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Verbal Reasoning :140
Quantitative Reasoning : 145
Analytical Writing : 3.0

- Diploma of “Teaching English for Young Learners” training vol1
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Personal Interests:

Practicing high-level in dance (ballet) and rhythmic gymnastics since I was a member of the Tunisian gymnastics national team since 1999