An Evaluation of In-Service Training Curriculum for Practitioners of English for Academic Purposes

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Abstract

This study evaluated a draft curriculum designed in a preliminary study to help practitioners of EAP (English for Academic Purposes) overcome affective problems in higher education language classes. Participatory evaluation model was used to evaluate the draft curriculum practiced with six EAP practitioners in a SFL (School of Foreign Languages) at a state university in Türkiye. A sequential explanatory mixed methods approach was employed. While quantitative data were gathered via a questionnaire, qualitative data were gathered via open ended question test, semi-structured interviews, in-field notes of the curriculum practitioner and the participant observer, and self-reflections of the participants. Findings presented in line with the strengths and weaknesses of the draft curriculum demonstrated that four components of the draft curriculum (ojectives, learning experiences and materials, content and assessment and evaluation processes) functioned well. In addition, the weaknesses inspired the researchers to develop the draft curriculum. The current study contributes to institutional and national policies of in-service training for EAP practitioners. Developing a curriculum that targets a common problem represents an important innovation towards standardization in training EAP practitioners and fills in a crucial gap in the field of EAP.

Introduction

The increase in the number of English-medium programs in Turkish universities has been leading to a boost in learning English for academic purposes (EAP) for over two decades (Ergünay & Uysal, 2020). The departments of foreign languages (DFL) or schools of foreign languages (SFL) at Turkish universities are responsible for the organization and implementation of the EAP curriculum. DFLs or SFLs serve to improve the language proficiencies of freshmen so that they can achieve the essential foreign language skills to pursue the curriculum of their English-medium departments. Additionally, they teach foreign languages to students in Turkish medium departments at universities. Although there are differences in practices among institutions, students who will study in English-medium programs take the proficiency test at the beginning of a new academic year. Students who are successful in the exam start their studies directly at their faculties; however, unsuccessful students have to attend an intensive EAP program offered by SFLs or DFLs (YÖK, 2016). Depending on the conditions set by the universities, students have to be successful at least in the B1 level specified in the Common European Framework of Reference at the end of the program. Otherwise, they are forced to drop out or transfer to Turkish-medium universities (Ergünay & Uysal, 2020).

EAP context in Turkish universities can be challenging for EAP practitioners because their role is highly complex (Balbay et al., 2018; Ding et al., 2017). In addition to the role of language teaching, they need to take on some other tasks, such as raising institutional awareness, keeping their professional knowledge and skills up to date in line with the needs of the 21st century, having in-depth knowledge in the context of EAP, developing the specific teaching methods and principles they will need in this process, and even offering meaningful advice on test strategies for their students. Therefore, training EAP practitioners seems to be a challenging task and it is far from being straightforward (Sharpling, 2022). In the Turkish EAP context, universities have the core responsibility to train EAP practitioners and they benefit from the training offered by publishing houses or small-scale studies conducted by the units or offices. However, these training programs are not tailored to the needs of practitioners. Moreover, they are scarce in number and are not offered by trainers that are knowledgeable about the EAP context.

The challenges experienced by both learners and practitioners might lead to affective problems in language classes in the EAP context (Collins, 2010; Erdogan & Mede, 2021; Koçyiğit & Erdem, 2018). Learning a language is a complex and dynamic process and each learner's language learning process is unique. In other words, each learner goes through a process that consists of his or her unique failures and success while learning a language (Dörnyei, 2014). A number of socio-political, socio-cultural, and socio-psychological factors affect ultimate success of language learners. However, the most significant determinant of language learning is the feelings learners experience (Dörnyei, 2014; Dörnyei & Skehan, 2008) because feelings have an effect on how well a learner perceive and process the input presented (Williams & Burden, 1999). As suggested by Krashen in Affective Filter Hypothesis (1982), affective factors determine how well a learner learns a language. The learners that are not motivated or psychologically ready to learn a language are in search of less input and have difficulty in processing the input presented; they are very likely to build affective barriers in this process.

The concept of affective barriers in language learning was defined by few researchers in the related body of literature (Cohen & Norst, 1989; Mercer, 2008). First, Cohen and Norst (1989) defined affective barriers in language learning as the negative feelings (such as fears) aroused against a process that is unknown. Similarly, Mercer (2008) defined the concept as learners' self-perceived attack against the national identity. Besides, the researcher stated that affective barriers in language learning might cause the learner to refuse learning the target language, culture, or society. Last, Uysal (2019) benefitted from the following five criteria suggested by McCoach et al. (2013) and Anderson and Bourke (2000) to define the concept. According to the researchers, affective behaviors must involve emotions and feelings and be typical of a person's feelings and express emotions. Intensity is the third criterion and refers to the strength of the feelings. The feelings students have against language learning might be weak, moderate, tense, or strong. Fourth, direction is concerned with feelings being positive or negative. For example, while hatred is a negative feeling, joy is a positive one. Lastly, target refers to the object, person or ideas the feelings are directed at. Different students might be located along a continuum related to the intensity and direction of their feelings against language learning that is the target in this instance (Anderson & Bourke, 2000; McCoach et al., 2013). Direction (positive or negative) and intensity (strong, moderate, weak) of feelings and their interaction with one another determine the way feelings affect English learning process. In conclusion, the concept affective barriers in English language learning was defined as the combination and interaction of negative feelings that are directed at different components of EFL and acute enough to hinder the learning process (Uysal, 2019).

Research that investigated classroom environment (Fraser & Tobin, 1989; Fraser, 1982), interpersonal behaviors of teachers (Fraser & Walberg, 2005; Goh & Fraser, 1998; Saydam & Telli, 2011; Telli & Den Brok, 2012; Telli et al., 2007), and classroom management (Emmer & Stough, 2001; Terzi, 2002) evidences that failed teacher-student relationship is one of the factors that yields in affective barriers. McHugh et al. (2013) benefited from two hypotheses to explain the effect of teacher-student relationship on learning. First, Theory on Teachers' Interpersonal Communication (Fraser & Walberg, 2005; Goh & Fraser, 1998; Saydam & Telli, 2011; Telli & Brok, 2012; Telli et al., 2007) suggests that most teachers interact with students at the rate of success they expect from them, so the unsuccessful students are not provided with enough support in learning process and they get alienated from the course. Second, with reference to the Self-determination Theory (Ryan & Deci, 2019), fulfilment of the basic psychological need for relatedness is pivotal in terms of learners' developing autonomous motivation towards the course. Other two basic psychological needs are autonomy and competence. When these three needs are completely fulfilled in a learning environment, learners become autonomously motivated towards learning. Failed teacher-student relationship harms the feeling of relatedness, which prevents learners from improving autonomous motivation towards the course.

Affective problems have long been reported as one of the challenges faced by EAP practitioners in local studies (Aygün, 2017; Çağatay, 2015; Erdogan & Mede, 2021; Kızıltepe, 2000; Koçyiğit & Erdem, 2018; Öztürk & Gürbüz, 2014). In a study conducted in EAP context (Aygün, 2017), teacher behaviors leading to affective barriers were book-driven curriculum, disregarding students' interest and preferences, motonous regularity at lessons, complex instructions and instructional language, and non-use of technology during lessons (Aygün, 2017). Similarly, Uysal and Güven (2018) found out that affective barriers in language learning

in the EAP context resulted from problems that might be teacher-oriented, student-oriented, curriculum-oriented, and administration-oriented.

Despite the results of the studies (Aygün, 2017; Çağatay, 2015; Erdogan & Mede, 2021; Kızıltepe, 2000; Koçyiğit & Erdem, 2018; Öztürk & Gürbüz, 2014) that reported on the affective problems in language learning in the EAP context, a comprehensive literature review showed that neither a course in the faculties of education nor any training has been offered so far to prevent or solve the problems that practitioners may experience in this field. Besides, an in-service training curriculum has not been developed to assist EAP practitioners in coping with affective problems, either. As stated by researchers (Anderson & Bourke, 2000; McCoach et al., 2013), disregarding these affective problems might cause learners' negative feelings to become strong enough to erect affective barriers against different components of the target language. Therefore, a growing need for training to help practitioners overcome these problems appeared.

Based on the need for a training program mentioned above, Uysal (2019) designed an in-service training program for EAP practitioners that encounter affective problems in Turkish EAP context. The draft curriculum was developed based on the UbD (The Understanding by Design) framework following a comprehensive needs assessment research (NAR) conducted in a SFL in Eskişehir. Following this curriculum development study, the current research aims to practice and evaluate the draft curriculum based on the participatory evaluation model. However, to better understand the overall study context, the design process of the draft curriculum is briefly presented in the following section.

Designing the Draft Curriculum

A two-phase process was followed in designing the draft Curriculum (). First, needs-analysis research (NAR) was carried out in order to reveal the goals and objectives, content, instructional techniques and assessment procedures of the target curriculum.

Figure 1

Process of Designing the Draft Curriculum

The first phase; NAR
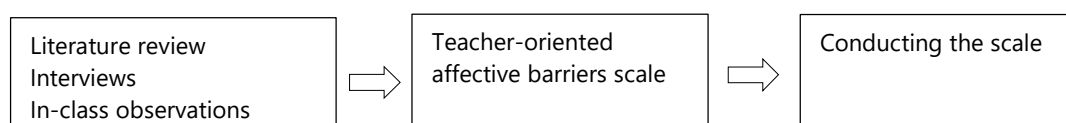
The second phase; Designing the curriculum
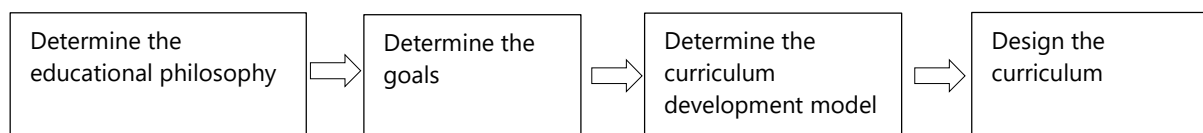
As depicted in , the NAR was carried out in three consecutive academic years, 2016-2017, 2017-2018, and 2018-2019 (fall term) to reveal sources of affective barriers frequently encountered in language classes. Exploratory sequential design (Creswell, 2014) was adopted and initially, qualitative data were obtained through semi-structured interviews, in-class observations, and an extensive literature review. A total of twenty EAP practitioners and thirty-

one undergraduate students participated in the semi-structured interviews and eight lessons were observed. Besides, a broad body of literature on the affective domain and language learning was explored. Qualitative data were utilized to develop a scale measuring the affective barriers in EAP context. The scale consisted of 35 items and five factors that are *negative teacher dispositions*, *teaching techniques teacher uses to deliver instruction*, *learning strategies*, *factors affecting students' learning during the lesson*, and *negative teacher-student relationship*. Besides, the reliability coefficient for the scale was found 0.917 (Uysal & Güven, 2019).

Quantitative data were used to extend the qualitative data and the scale was conducted on 512 undergraduate students in an EAP context. Results of the NAR revealed that proper teacher behaviors as eye-contacting and breaking the routine of the classroom via interesting materials yield such positive feelings as joy and satisfaction that have a productive effect on language learning process. However, improper teacher behaviors (such as overuse of course book, grammar-focused instruction, repeating the topic many times, nonuse of technology, ignoring preferences of students, losing temper during lessons, bringing personal problems to the lessons, being late to lessons and so on) lead to negative feelings such as boredom, demotivation, and high anxiety that inhibit the learning process. Although negative feelings of students result from four factors that are teacher, student, classroom, and system, teachers have the most significant role in minimizing or maximizing the barriers. Also, in line with the results, *negative teacher dispositions* are the most significant factor leading to affective barriers. Moreover, compared to the other four factors, *teaching techniques teacher uses to deliver instruction* is the least effective factor in building affective barriers in the language learning process (Uysal, 2019).

In line with the results of the NAR, a curriculum for EAP practitioners who experience affective problems in language classes was designed in cooperation with a group of 10 experts (three with a PhD degree in ELT, one with a PhD degree in assessment and evaluation, four with a PhD degree in curriculum and instruction, and two EAP practitioners in a school of Foreign Languages). The following steps were pursued while designing the draft curriculum (Uysal, 2019):

1. Objectives of the curriculum aimed to prevent, overcome, and gain awareness about the affective problems in language classes.

2. The in-service training curriculum for the EAP practitioners has been driven by the need to solve a problem, affective barriers, frequently observed in language classes. While designing the curriculum, the participant practitioners were expected to self-evaluate, self-criticize, self-reflect, and discuss to solve these problems. In other words, the draft curriculum had a student-centered approach and the practitioners were expected to be active during the training sessions. Additionally, they were allowed to construct their unique meanings using scientific learning approaches and techniques. Taken together, Educational Philosophy of Progressivism was adopted in the draft curriculum. Based on this philosophy, schools are not the places where learners get ready for the real life. Instead, they should be places where learners could discuss and find solutions to real-life problems (Orstein & Hunkins, 2016). While the primary target group of the curriculum was EAP instructors in SFLs or DFLs, the secondary target audience was the students learning a foreign language in an EAP context.

3. After the NAR, a big idea and three sub-ideas were determined. Sub-ideas were three different parameters emerged in relation to the big idea and they were found to have an impact on the big idea. Each sub-idea was designed as a module in the draft curriculum. While the big idea was determined as *teacher-oriented affective barriers of language learners*, the three sub-ideas were: instructional methods, teaching lesson, and teacher-student relationship. Module 1, instructional techniques, focused on the effects of both teacher-centered and student-centered approaches on feelings of language learners. Second module, teaching lesson, focused on the relationship between negative feelings and classroom management along with lesson design. Last module, teacher-student relationship was about the effects of teachers' disposition and behaviors on feelings of students.

4. The UbD curriculum development model was determined as a guideline for designing the draft curriculum, so the draft curriculum was designed following three steps; desired outcomes, acceptable evidence, and learning experiences (Wiggins et al., 2005). In the first step, objectives of the modules were determined and they were consistent with the objectives of the curriculum. In the second stage, assessment approach of the curriculum was determined. Afterwards, performance tasks and other evidence for units in three training modules were prepared. The following questions guided this stage of the study (Wiggins et al., 2005).

- ✓ What evidence can demonstrate that learners have attained the desired results?
- ✓ What assessment tasks and other evidence will anchor the curricular units, and thus guide the instruction?
- ✓ What should be looked for to determine the extent of students' understanding?

Effective assessment is more like a scrapbook of momentos and pictures than a single snapshot. Rather than using a one-type single-test at the end of teaching, lots of evidence should be gathered along the way by using a variety of methods and techniques (Wiggins et al., 2005). In line with what the UbD suggests, assessment-in-progress approach that involved formative, summative, and diagnostic techniques were adopted. Besides, assessment techniques required learners to interpret or self-assess, not just to recall knowledge because three facets that are interpretation, self-knowledge, and application guided the design of assessment tasks. Thus, authentic performance tasks were used in assessing learners' understanding. Last, consistent with assessment principles of the UbD, students were required to self-assess their past as well as their present learning through reflections they would have before, during, and after training sessions (Uysal, 2019).

In the last stage, after the learning principles of the curriculum were determined, unit plans were prepared in accordance with W.H.E.R.E.T.O principles the UbD suggests. An example unit plan could be found in the "Appendices" section (Appendix 1). Learning principles of curriculum are as follows:

Learning is a constructionist exercise accomplished by learners: With reference to the UbD model, the act of teaching in the sense of direct instruction is only one aspect of causing learning and learning is not guaranteed in this way. Achieving learning is the result of the learner successfully making sense of teaching. Thus, teaching must be described as causing understanding through words, activities, tools, guided reflection, learners' efforts, and feedback. It is not a one-way set of skills, but a complex interactive achievement. The goal of training should not be covering a number of topics, but to uncover understanding (Wiggins et

al., 2005). In line with the first principle, it seemed necessary to use student-centered instructional methods or techniques such as cooperative learning, problem-based learning, project-based learning, snowball technique, drama, brainstorming, discussion, researching, and ask-answer. Similarly, the role of a trainer could be described as a facilitator or coach who helps students develop competence in area of inquiry and learn to take control of their learning by defining learning goals and monitoring their progress in achieving them.

Direct instruction is not the only way of teaching: Instruction should be differentiated to accommodate various needs, learning styles, prior knowledge, and interests of students.

Learner should be encouraged to gain self-knowledge: Self-knowledge helps learners or trainees develop metacognitive awareness. They could perceive their personal style, projections, prejudges, and habits of mind that both impede or shape understanding, so they could reflect on their learning easily.

Student-centered learning environment: Learning environment should be arranged in the way that encourages student-student and teacher-student interaction. Thus, instead of church-like traditional seating arrangement, u-shape seating arrangement should be preferred.

Provide review and feedback: Trainer should provide trainees with feedback and review to check their understanding. Similarly, trainees could give feedback to one another throughout the training.

Flexibility: Trainer should have a chance to organize or vary activities considering his/her skills and qualities as well as students' needs and interests. Besides, training sessions could be designed in the way that allows constant movements back and forth considering the feedback of trainees.

After designing the draft curriculum, a group of five researchers collaborated on a curriculum evaluation project in which the draft curriculum was practiced and evaluated. The project was financed by The Scientific and Technological Research Council of Türkiye (Project number: 121K959). The overall goal in this project was to revise the draft curriculum in accordance with findings of the evaluation study. The present study sought to evaluate the draft curriculum designed in the aforementioned preliminary study to help EAP practitioners overcome affective problems encountered in language classes in higher education using the participatory evaluation model.

Method

Recognizing the need to adopt a curriculum evaluation model sensitive to the local context, we decided to use the participatory model to evaluate the draft curriculum. This model is reported to be useful for fostering local practice and making explicit underlying assumptions about the practice (Cousins & Earl, 1992). Also, the researchers are suggested to obtain data from the primary users' perspectives and follow a collaborative approach while making decisions. Practitioners, evaluators, and primary users should contribute to decision-making process (Cousins & Whitmore, 1998). In our case, we aimed at fostering a local practice, a draft curriculum that targets EAP instructors in an SFL in Türkiye. The process involved primary users that are EAP practitioners and we went through a decision-making process that involved the

practitioner of the curriculum, one researcher in ELT, and three researchers in curriculum evaluation, and the primary users.

A sequential explanatory mixed methods approach was employed in this research. In studies that adopt a sequential explanatory design, first, quantitative data are gathered to see the big picture. Afterwards, qualitative data are used to deepen the data obtained from quantitative data and to explore cause-effect relationships (Creswell, 2014). In the current study, we collected the quantitative data through a questionnaire designed by the researchers to take a general picture of the evaluation. Then, qualitative data were used to deepen the results. In other words, all stakeholders' perspectives involved in the curriculum implementation and evaluation phases were taken into consideration via data triangulation. Dhungana et al. (2021) emphasized four essential steps in the participatory model of evaluation. Based on his model, the draft curriculum was practiced and evaluated. The general and secondary steps for the four-step framework are illustrated in Figure 2.

Figure 2

4-step Framework for Participatory Model of Valuation (Dhungana et al., 2021)
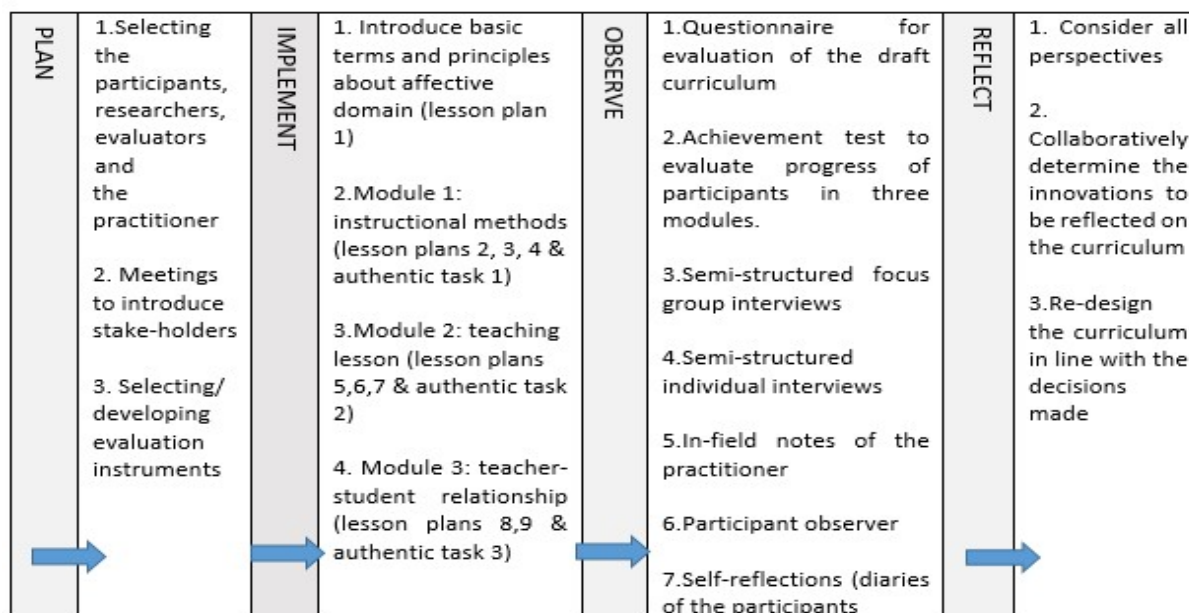
As depicted in Figure 2, we started the project by planning the process that involved determining the participants, organizing meetings to introduce stakeholders (participants and researchers), and selecting/determining evaluation instruments. After that, all three modules were practiced in the SFL at a state university in Türkiye. Nine lesson plans were practiced and three authentic tasks were given (24 training sessions) in this process. After that, data from a variety of bodies were used to evaluate and develop the draft curriculum.

Study Context and Participants

The training history of EAP practitioners who are the participants in our study context does not differ from the overall EAP context in Türkiye. Before practicing the draft curriculum, EAP practitioners had been offered several pieces of training by Oxford University Press and Cambridge University Press, and one practitioner was responsible for training activities in the SFL where the draft curriculum was practiced. The training offered to the practitioners was

scarce in number and the ones offered by publishing houses were not tailored to their needs. Previous training aimed at teaching basic teaching skills through practitioners required training that assisted them in developing within EAP context through self-reflection, self-evaluation, and sharing of experiences. EAP practitioners in the study context had considerable experience in language teaching; however, they had been experiencing affective problems such as low motivation, high speaking anxiety, low self-esteem, and low confidence or overconfidence in their classes. They needed training during which they would share the in-class applications helpful in overcoming these problems, self-reflect, and self-evaluate to discover reasons for affective problems and solutions to them.

As explained above, all modules were practiced in the SFL at a state university in Türkiye, where six EAP instructors volunteered to participate in the training. While two of them were females, four of them were males. Their ages changed from 25 to 45. The teaching experience of the practitioners changed from 2 to 22 years. Three participants had a PhD degree, and two of them had a Master's degree in language and literature. One participant had a PhD degree in ELT.

Data Gathering and Instruments

During the planning step, evaluation instruments were developed and selected collaboratively. The following instruments were used for evaluating the curriculum.

Questionnaire

A five-point Likert type questionnaire was developed by the research team. Additionally, an expert in assessment and evaluation and another expert in Turkish Language department edited the questionnaire that was prepared in five sections. The first section asked about demographic information. Questions in the second section were about the objectives of the curriculum and the third section was about the content of the curriculum. The questions in the fourth section explored participants' views on the assessment procedures of the curriculum. Finally, the last section of the curriculum involved questions that explored participants' views on the learning experiences of the curriculum. Questionnaires were delivered to the participants after practicing the curriculum and they were instructed to mark a number between 1 (not effective) and 5 (very effective) to respond to the items.

Open Ended Question Test

An open ended question test was prepared to compare the participants' progress before and after the training. Objectives of the modules were considered while preparing the questions. It was delivered as pre-test and post-test and the results were compared in order to see whether the objectives of the program were achieved. Five open-ended questions (20 points each) asked in the test were as follows:
1. Please, define the affective barriers in language learning.
2. Please, explain the relationship between affective barriers in language learning and instructional methods and techniques used during lessons.
3. Please, explain the relationship between affective barriers in language learning and instructional design.
4. Please, explain the relationship between affective barriers in language learning and teacher behaviors.

5. Please, explain the relationship between affective barriers in language learning and student-student and teacher-student interaction in the classroom.

Interviews

After practicing the draft curriculum, one focus group interview and one semi-structured individual interview were conducted. Five participants attended the focus group interview. One participant was not available during the focus group interview, so he was interviewed individually. The interview forms were prepared in the planning step. The participants were asked about the strengths and weaknesses of the curriculum (goals, content, learning activities, and assessment procedures). The total duration of the interviews was 130 minutes.

In-field Notes of the Practitioner

While practicing the curriculum, the practitioner noted the problems with the lesson plans implemented. In-field notes of the practitioner provided data about the pacing of the sessions and the activities that need revision.

In-field Notes of the Participant Observer

During the training, one of the participants agreed to take notes of his observations about the views of other participants. His notes provided data about the strengths and weaknesses of the activities, classroom climate, and performance of the participants and the practitioner during the training.

Self-reflections of the Participants

Before the training, all participants were delivered diaries and instructed to respond to the pre-session and post-session questions, so they found a chance to bring their background knowledge about the session's topic and self-reflect on in-class applications. After practicing the curriculum, all participants were instructed to examine their notes in the diaries and write a self-assessment postscript, so they could self-evaluate their individual performance during the training and report the points they want to change in their classrooms and their reasons if they think they are unable to change them.

Role of Researchers

The first researcher was a lecturer in the ELT department at a state university. Formerly, she worked as an EAP practitioner in a SFL at a state university for six years. She had a Ph.D. degree in curriculum and instruction and designed the draft curriculum used in this study as part of her PhD thesis, so she took on the role of practicing the draft curriculum. She was also responsible for developing the curriculum with other researchers after the curriculum evaluation process. The second researcher in curriculum and instruction had mentored the dissertation (Uysal, 2019), so she was knowledgeable about the entire process. Additionally, the third researcher in curriculum and instruction has been teaching in an EAP context for over 10 years. Last, one researcher in ELT and one more researcher in curriculum and instruction were in the project team and they were consulted throughout the project.

Data Analysis

Quantitative data of the study were gathered through a questionnaire. While analyzing the data from the questionnaire, the average mean of each item was calculated. Qualitative data

of the study was collected through answers given to pre- and post-open ended question tests, interviews, in-field notes of the practitioner and participant observer, and self-reflections of the participants. Regarding the open ended question test, both pre- and post-tests were graded by the practitioner and one of the researchers in curriculum and instruction. The answers in pre- and post-tests were analyzed qualitatively and they were compared with each other to see the progress. Also, thematic content analysis (Braun & Clarke, 2006) was conducted to analyze the qualitative data. It is defined as a technique to identify, analyze, and report the themes within qualitative data. Four components of curriculum including overall objectives, learning experiences and materials, content, and assessment procedures were used as pre-set categories to analyze the strengths that demonstrated the functionality of the curriculum. Seven weaknesses (authentic tasks, glossary, structuring the activities, anonymity, video-recorded lessons, informative guide, training the curriculum practitioner) were identified and they inspired the research team to develop some innovations in the draft curriculum. The views and opinions presented by the instructors were categorized under the categories first by three researchers. Then, a meeting was organized to consolidate the codes and the sub-themes coded by these three researchers. After analyzing the data set, another meeting was organized with all researchers to determine the innovations to be reflected on the curriculum. The weaknesses were useful in determining the innovations to be reflected on the revised curriculum.

Findings

Strengths of the Curriculum

Initially, findings on the curriculum's strengths gave evidence that the draft curriculum functioned well in terms of overall objectives, learning experiences and materials, content, and assessment procedures.

Attainable Goals

Both quantitative and qualitative data demonstrated that the curriculum was effective in attaining three overall goals that are "gain awareness about affective problems", "take precautions against affective problems", and "overcome affective problems". With regard to the results of the open ended question test, participants became familiar with the theoretical framework of affective problems. Comparing the answers to five questions in pre- and post-tests confirmed this result. Concerning the first question, three participants defined affective barriers as mental disorders or barriers to sense organs.

Affective barriers are the problems learners with physical problems have. For example, the learners with sight problems will have difficulty in reading a text. (ZU)

I am not sure, but they might be about the physical problems learners experience in hearing, seeing, or maybe touching. (GM)

Affective problems are the mental problems students have and teachers should be more caring while approaching these students. (TŞ)

Two participants did not answer any questions, which proved that they were not knowledgeable about the theoretical body of affective problems. Regarding the second and third questions, they suggested that the instructional techniques and design of lessons should

match the disorders or inabilities of the students. Regarding the fourth and fifth questions, they stated the significance of positive student-teacher interaction to provide a non-threatening classroom environment in language classes with students with mental disorders and different inabilities. The instructor with a Ph.D. degree in ELT was knowledgeable about the related body of literature and he presented proper and precise answers. Compared to the answers in the pre-tests, the answers given to the same questions in the post-tests were precise and explanatory. Regarding the first question, the participants explained the meaning of the affective barriers in language learning in an appropriate way. In the post-tests, the participants defined the affective barriers in language learning as follows:

Negative effect of students' negative feelings on language learning. (GM)

Prejudices that impede the students' language learning: fear of being judged, thinking that she is already good at speaking language, fear of making mistakes and so on. (TŞ)

Students' emotions that yield barriers in language learning: fear of making mistakes, anxiety level, excessive self-confidence... etc. (ZU)

Regarding the rest of the questions (2,3,4, and 5), the participants explained the relationship of affective barriers with instructional techniques, lesson design, and student-teacher interaction. They suggested displaying a student-centered approach in selecting instructional materials and lesson design as a solution to affective barriers in language learning. Also, they expressed that excessively close or distant student-teacher relationships will lead to affective barriers in language learning.

Teacher behavior may be a significant determinant of affective barriers. The character of the student can also be a determinant, but even if the student has a negative attitude or has different affective barriers towards language learning, positive teacher behavior can eliminate these barriers. (GM)

The positive relationship that students from all age groups establish with their teacher will contribute to their success. Positive emotions revealed by this positive relationship is a significant determinant of success. Similarly, positive communication between student-student is important for students to feel belonging and secure. The teacher is also effective in establishing positive student-student relationship in the classroom. The democratic classroom environment supports positive communication. (TŞ)

There are many different teaching methods and techniques. The important thing is to know the students well and to choose the appropriate one. Especially in the speaking lesson, students may hesitate and be afraid to speak. They may be worried that I will say it wrong or say it incompletely. At this point, a positive classroom environment, not scoring, not interrupting the student are important measures. (DZ)

Regarding the lesson design, the teacher should repeat the relevant subject at the beginning of the lesson and ample exercises should be used. At the end of the lesson, he/she should review the lesson and check learning during the lesson. Techniques that make students active should be preferred and the teacher should be a guide. (ZU)

Similarly, with respect to the results of the questionnaire, the rate of the item as to the first objective of the curriculum (gaining awareness about affective problems) was 4.85 out of 5, the second objective (taking precautions against affective problems) was 4.57, and the third

objective (overcoming affective problems) was 4.14, which guided the research team not to make any change in objectives of the curriculum.

In order to deepen the results as to overall objectives, qualitative data findings were utilized. Concerning the first objective, EAP practitioners stated that they gained awareness and a new perspective about the significance and sources of affective problems frequently encountered in language teaching and they became aware of their own prejudgments and got a chance to resolve them. They criticized their own in-class performances and applications, which was noteworthy in terms of becoming aware of their improper behaviors yielding affective problems (excessively close or distant teacher-student relationship, allowing students to violate the rules established, being excessively strict about following the syllabus, overuse of course book, and so on). Regarding the second objective, the practitioners stated that the solutions presented during the training were effective in taking precautions against the affective problems. Last, concerning the third objective, the practitioners stated that affective problems in language classes could be overcome as long as they could optimize the variables they could affect. These variables are instructional techniques and materials, the interaction between student and teacher, and seating arrangement. Also, displaying a student-centered approach was another solution to overcome affective problems in the view of the practitioners. In regard to the data obtained from self-assessment postscripts, the participant practitioners desired to make the following changes in their classes:

- ✓ Establishing rules in collaboration with students and being consistent about them
- ✓ Checking the clarity of the instructions during the lessons
- ✓ Getting students' ideas while designing lessons
- ✓ Reviewing instructional techniques used in lessons
- ✓ Allocating more time for checking learning and providing feedback

Also, the participants stated that they would be incapable of changing some points for some reasons, although they found them effective in overcoming affective problems. These points were as follows:

- ✓ Motivating reluctant students against learning a foreign language
- ✓ Displaying a student-centered approach in the preparatory program
- ✓ Allowing students to decide on their own homework or project
- ✓ Students getting involved in syllabus design

Informative Content about the Theoretical Frame of Affective Barriers

In accordance with the quantitative data, the content of the curriculum was consistent with skills and competencies (4.71 out of 5) as well as in-class applications of the practitioners (4.85 out of 5). The content supported the objectives of the curriculum (5 out of 5) and the main themes and sub-themes were consistent with each other (4.85 out of 5). The rate of the items from one to four was above 4 out of 5. The rate of the item 5 and 6 was lower (1,85 and 2,42), and these two items asked if practitioners wanted to add or remove a theme in the curriculum. Thus, in the light of the results, they did not find it necessary to add a new theme or remove the themes in the curriculum. The qualitative data obtained from interviews confirmed the results of the quantitative data because the training was effective in understanding the meaning of affective barriers for the practitioners. Also, the practitioners with a degree in

language and literature or translation stated that they became familiar with the terminology and the body of literature on affective problems.

Learning Experiences and Materials that Require Participants to Be Continuously Active

Both quantitative and qualitative data provided evidence that the learning experiences and materials of the curriculum were effective in achieving the objectives of the curriculum. In the questionnaire, 22 items asked about the effectiveness of learning experiences, learning atmosphere, teaching skills of the practitioner, instructional materials, and the match between activities, materials, and the objectives. In regard to the results, the rate of 21 items changed between 4.28 and 5 out of 5. The lowest rate (2.71) belonged to item 9 (Some more activities should be added to the curriculum), which means that the activities in the curriculum were effective enough to achieve the objectives and there is no need for further activities.

In order to deepen the results obtained from the questionnaire, qualitative data obtained from interviews, in-infield notes of the observer participant, and self-assessment postscripts were utilized. In compliance with the qualitative data analysis, the strengths of the learning experiences and materials of the curriculum are as follows.

- ✓ Finding an opportunity to share experiences, best practices and knowledge
- ✓ Group work based on sharing knowledge and experiences helped EAP practitioners with a degree in language and literature become familiar with the body of literature on the affective domain
- ✓ Finding an opportunity to criticize and self-reflect on in-class applications
- ✓ A high number of effective practices for language classes
- ✓ Sharing knowledge about the factors that prevent from displaying a student-centered approach in language classes
- ✓ Adopting an inductive approach during the training
- ✓ Interactive, supportive and positive learning atmosphere
- ✓ Active participation of the EAP practitioners
- ✓ Supportive manner of the curriculum practitioner
- ✓ U-type seating arrangement and traditional face-to-face learning environment

Last, data obtained from self-assessment postscripts demonstrated that they displayed active and effective performance during the training. The direct quotations from the post-training notes were presented below.

I participated in the training with pleasure, more such training is necessary to keep up to date. (DZ)

Although I am not normally an active participant, I was really active in this training. We had very enjoyable training sessions. (GM)

I did the necessary homework and was active in the sessions. It was very enjoyable as it was based on experience sharing and reflections. (ZU)

For the first time, I thought so much about affective barriers in a foreign language. I can say that I have become knowledgeable about affective barriers. (TŞ)

Process-based Assessment Procedures that Require Participants to Be Continuously Active

In the curriculum, diagnostic (pre-training reflective questions), formative (1- one-minute essay, 2- peer/group assessment, 3- oral presentations, 4-oral questionings and follow-up probes, 5-rubrics, 6- question box/board, 7- analogy prompt, 8- visual representations, and 9-index Card Summaries/Questions) and summative (authentic task and self-assessment postscript) assessment techniques were used for checking understanding. Results of the qualitative and quantitative data proved that the assessment techniques of the curriculum were highly effective in achieving the objectives of the curriculum. In the questionnaire, ten items were asked to question the effectiveness of the techniques used for checking understanding and the match between the objectives and the assessment techniques of the curriculum. The rate of the items changed between 4.85 and 5 out of 5. The qualitative data obtained from the interviews confirmed the results of the quantitative data. Diagnostic self-reflection techniques were found effective in terms of activating participants' background knowledge and providing readiness for the session's topic. Besides, the EAP practitioners stated that reflective diaries allowed them to evaluate the in class-applications. Last, formative assessment techniques were found effective in encouraging self-criticism and self-evaluation and inferring the causes and effects of affective problems.

Weaknesses and Innovations Reflected on the Draft Curriculum

Qualitative data, interviews, and in-field notes of the practitioner and participant observer shed light on the curriculum's weaknesses that inspired the research team to develop some innovations in the draft curriculum.

Authentic Tasks

Authentic tasks were given as homework at the end of each module and the EAP practitioners worked in pairs to complete the tasks. During the interviews, the EAP practitioners provided feedback on including the authentic tasks into the training sessions because they thought they would perform better in case the curriculum practitioner guided them. Additionally, the instructions for the authentic tasks were sometimes regarded as confusing, meaning further clarifications are needed. As a result, as some tasks required in-class application and cooperation with the students, the former feedback was disregarded. However, the instructions for the tasks were revised and clarified.

Glossary

The results revealed that EAP practitioners having a degree in language and literature were not familiar with the terminology of the affective domain. Besides, in-field notes of the curriculum practitioner demonstrated that the practitioners preferred applied knowledge to theoretical knowledge. As a result, instead of adding an extra module that introduces target terminology and theory, it was decided to create a glossary that includes definitions of the target terminology and target theory so that participants could look up the meaning of keywords, terms, and theories during the training sessions.

Structuring the Activities

In-field notes of the practitioner and participant observer demonstrated that some activities should be structured better because participants moved away from the topic and discussed

unrelated topics during the discussions. Although some participants saw this as an opportunity to learn something new or share ideas, the curriculum practitioner had difficulty in catching up with the syllabus and managing time and discussions during the sessions. Thus, it was decided to restructure some activities, add more guiding questions to the discussions, and review the time devoted to the activities.

Anonymity

In-field notes of the curriculum practitioner demonstrated that the EAP practitioners were reluctant to reveal themselves in front of the other practitioners, so there was a need to ensure anonymity while using some techniques. For example, participants were reluctant during an activity that required them to express their mistakes regarding the teacher-student relationship out loud in front of the other participants. Therefore, it was decided to allow them to express the mistakes in a written way, so the curriculum practitioner could collect these papers and share them with all participants without specifying the names.

Video-recorded Lessons

Prior to the training, four EFL lessons in the SFL at a state university in Türkiye were video-recorded and used to discuss the factors that lead to affective problems during the training. However, the EAP practitioners stated in the interviews that the number of videos used in the training should be increased and the lesson videos should exemplify both proper and improper lessons in terms of affective barriers. Therefore, it was decided to review video-recorded lessons and structure them via some questions. Also, it was decided to include lesson plans that exemplify proper and improper factors in terms of affective barriers. Last, it was decided to add an authentic task requiring participants to video-record a proper lesson or activity regarding affective barriers.

Informative Guide

Results of the interviews showed that the participant EAP practitioners needed a document explaining the aims, learning experiences, assessment procedures, and expected outcomes of the curriculum. Although they were orally informed before or during the sessions, these oral explanations were not effective, obviously. As a result, it was decided to prepare an informative guide that explains the objectives, procedures, and expected learning outputs of the curriculum and to deliver it to the participants before the training.

Training the Curriculum Practitioner

The interviews revealed that the curriculum practitioner's behaviors such as interrupting the participants, trying to direct the discussions in the desired direction, or starting a new activity without waiting for some participants to complete the former one were disturbing during the training. In order to train the experts to practice the curriculum, it was decided to prepare a guide for training the practitioners.

Discussion

This paper reports on the results of a curriculum evaluation study after practicing the draft curriculum. The draft curriculum was practiced in the SFL in a Turkish EAP setting and a number of changes were introduced in various curricular aspects that were highlighted in the findings

section above. In this essence, the key strength of this study is its practical outcomes as to the training process of the EAP practitioners. The present study makes several noteworthy contributions to national and institutional policies of EAP practitioners' in-service training. On the other hand, the evidence from the study also extends our theoretical and practical understanding of developing a curriculum for in-service training of EAP practitioners in the overall Turkish Context.

First of all, it is worth discussing a notable practical outcome in our institutional context. One of the most obvious strengths of the curriculum is the learning and assessment processes based on continuous self-reflection and self-evaluation, applied knowledge, as well as exchange of knowledge and experiences. EAP context requires the EAP practitioners to gain a large amount of knowledge that is not immediately available from training courses. The knowledge an EAP practitioner needs is characterized by the institutional context where the learning occurs. Therefore, it is not stable and predictable. It is not teachable, either (Sharpling, 2002). This explains why the former training was ineffective in addressing the affective problems encountered in EAP settings. Also, the participant trainers appreciated active participation, opportunities to share knowledge and experiences and apply knowledge, and self-reflection. Rather than adopting the Cartesian form, the context of EAP teaching necessitates Socratic form of truth. While the former form is the recognition of truth through conclusive proofs and demonstrations, the latter one is the recognition that truth is attained through intellectual enquiry (Sharpling, 2002). As a result, the need for a change in the in-service training policy of the institution is a remarkable practical outcome of the study.

The second practical outcome of the research is the need for EAP practitioners to be part of community discourse. EAP practitioners need to become involved with their peers and part of a community discourse. In this type of discourse, the communication occurs through meetings only occasionally at symposia or conferences, published texts, or online fora. It is typical of practitioners working in the expanding-circle countries to establish such a remote connection with the community discourse. However, a key element of connecting with the community discourse involves engagement with the literature of the field. This engagement is essential to consider relevant research and theory and practice-related questions and it provides the practitioner with a platform where they can contribute to their own innovations, ideas, and investigations (Ding & Bruce, 2017). In our context, the practitioners with a degree in language and literature and translation were not familiar with the key terminology, literature of the field, and relevant research and theory. Because in the Turkish context, not only graduates of ELT but also the graduates of such departments as language and literature and translation are allowed to work as EAP practitioners, training needs to help them become familiar with the literature of the ELT to let them become a part of community discourse.

Last but not least, the participatory approach adopted during curriculum development and evaluation is another strength of the curriculum, which ties well with the critical warning by Brown (2009). He states that teachers need to feel respected in curriculum development studies because ignoring them will result in failure. Also, as Balbay et al. (2018) state, there is a gap between the training programs and the contextual needs of the practitioners in Türkiye and trainers are outsiders who do not teach in actual classrooms. On the other hand, teachers tend to be more engaged in the process as they know their own needs, students' profile, curriculum, and objectives of the institution and departments better than the outsider experts. Besides,

they can have the opportunity to learn from their colleagues, trace their own development, and reflect on what they do. In our context, the first draft program was designed in line with the results of the needs analysis study carried out in a DFL at a Turkish university. After it was practiced in a SFL in Türkiye, a participatory approach was adopted in the evaluation study. To put it another way, the target audience of the curriculum was respected and they could contribute to their own innovations and ideas in both studies, which explains why the draft curriculum functioned well and the participant practitioners were eager to self-evaluate in-class applications and change them.

Conclusion and Implications

The next step of this research project is the dissemination of the curriculum for further data obtained from various EAP contexts across Türkiye. As an SFL or DFL is characterized by the institutional culture of the university, different results might be reached in case the curriculum is practiced in various SFLs or DFLs across Türkiye. In particular, different data can be obtained from the SFLs or DFLS in private and public universities. In a similar vein, results may differ in universities that accept students with higher and lower scores regarding the central university exam. Last, different results may be obtained in studies conducted in SFLs or DFLs in metropolitan or smaller cities.

Many EAP practitioners are known to move from neighboring professions, such as teaching general English to EAP and they encounter some specific challenges when working as an EAP practitioner and they need to obtain new educational or professional qualifications that would predictably prepare them for their professional practice (Fitzpatrick et al., 2022). Although Turkish context does not differ from overall context, EAP practitioners across Türkiye are not offered a standardized training as there is not a national institution that carries out their in-service training, so it remains unknown what kind of training and support they need to develop an expertise in teaching EAP. Additionally, all EAP practitioners work towards a common goal (preparing students for the exit level B1+ of the Common European Framework of Reference for Languages); however, they are not offered a standardized training. Therefore, the dissemination of this curriculum is significant in terms of providing standardization and sustainability in in-service training of EAP practitioners across Türkiye. As a result, the study proves a need for a change in national policy of in-service training for EAP practitioners.

As this study was initiated after noticing the growing need to develop a curriculum for in-service training of EAP practitioners that encounter affective problems in Turkish EAP context, it will address the needs of EAP practitioners experiencing similar problems at different universities across Türkiye. The affective problems have long been reported as one of the challenges faced by EAP practitioners in local studies (Çağatay, 2015; Koçyiğit & Erdem, 2018; Erdogan & Mede, 2021; Kızıltepe, 2000; Öztürk & Gürbüz, 2014) and in the studies carried out in other expanding circle countries (Andrade & Williams, 2009; Kaivanpanah et al., 2021; Salimi & Mirian, 2022), meaning that EAP practitioners in different EAP contexts experience similar problems. On the other hand, in Turkish context, there is not an attempt to provide the practitioners with an appropriate training. Developing a curriculum that targets a common problem represents an important innovation towards standardization in training EAP practitioners and fills in a crucial gap in the field.

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Author Contributions

Deya UYSAL designed the draft curriculum used in this study as part of her Ph.D. thesis, so she practiced the draft curriculum. She was also responsible for designing the research and developing the research instruments. She analysed the data in cooperation with Sinem ÇALIŞKAN and Mustafa POLAT and wrote the first draft. Sinem ÇALIŞKAN contributed to the process of designing the research instruments and analyzing data. Mustafa POLAT analysed the data and revised this paper in cooperation with Derya UYSAL. Meral GÜVEN had mentored the dissertation (Uysal, 2019) and presented consultance on how to design the evaluation study and use the results of the data. Mehmet ASMALI assited Derya UYSAL to gather data and contributed to the process of designing the research instruments. Neşe ÖZKAL contributed to the process of designing the research instruments and presented consultance on how to use the results of the data. Fidel ÇAKMAK presented consultance on how to use the results of the data.

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TÜRKÇE GENİŞ ÖZET

Akademik Amaçlı İngilizce Öğreten Öğretim Elemanlarına Yönelik Geliştirilmiş Bir Hizmet İçi Eğitim Programı Değerlendirme Çalışması

Giriş

Türk üniversitelerindeki İngilizce hazırlık programları, yabancı dil öğretimi yapan öğretim elemanları için zorlayıcı görünmektedir. Söz konusu bağlamda öğretim elemanlarının rolü oldukça karmaşıktır. Dil öğretim rolüne ek olarak kurumsal farkındalık ve uzmanlık alanlarına ilişkin bilgi aktarmak, test stratejileri gibi konularda tavsiye vermek bu öğretim elemanlarından beklenen diğer görevler arasındadır. Bu nedenle yabancı dil öğretim elemanlarının eğitimi karmaşık ve zorlayıcıdır (Sharpling, 2022). Türkiyede yabancı dil eğitimi veren öğretim görevlilerinin eğitimini organize eden ve yürüten ulusal bir kurum bulunmamaktadır. Hizmet içi eğitim faaliyetlerinden yabancı dil yüksekokullarındaki ofisler veya birimler sorumludur. Bu bağlamda öğretim elemanları, yayınevlerinin sunduğu eğitimlerden veya birim ve ofislerin yürüttüğü küçük ölçekli çalışmalardan yararlanmaktadır. Ancak bu eğitimler uygulayıcıların ihtiyaçlarına göre şekillendirilmemekle birlikte eğitim sayıları yetersiz kalmaktada ve yabancı diller yüksekokulları hakkında bilgi sahibi olan eğitmenler tarafından verilmemektedir.

Türk üniversitelerindeki yabancı dil yüksekokullarında yapılan çalışmalar; bu kurumlarda yabancı dil öğrenen öğrencilerin ve öğretim elemanlarının sıklıkla öğretmen odaklı, yönetim odaklı, program odaklı veya öğrenci odaklı duyuşsal sorunlar yaşadıklarını göstermektedir (Collins, 2010; Koçyiğit & Erdem, 2018; Erdoğan & Mede, 2021). Ancak kapsamlı bir literatür taraması uygulayıcıların bu alanda yaşayabilecekleri sorunları önlemek veya çözmek için bugüne kadar ne eğitim fakültelerinde bir dersin ne de herhangi bir eğitimin sunulmadığını göstermiştir. Ayrıca DAP uygulayıcılarının duyuşsal problemlerle başa çıkmalarına yardımcı olacak bir hizmet içi eğitim programı mevcut değildir. Bu nedenle uygulayıcıların bu problemlerin üstesinden gelmelerine yardımcı olacak eğitimlere artan bir ihtiyaç ortaya çıkmıştır. Uysal (2019), yukarıda belirtilen bir eğitim programına duyulan ihtiyaçtan yola çıkarak Türkiye yüksek öğretim düzeyi hazırlık programlarında çalışan ve duyuşsal sorunlarla karşılaşan yabancı dil öğretim elemanları için bir hizmet içi eğitim programı tasarlamıştır. Taslak program, Eskişehir'deki bir yabancıdiller yüksek okulunda gerçekleştirilen kapsamlı bir ihtiyaç değerlendirme araştırmasının (NAR) ardından UbD modeline dayalı olarak geliştirilmiştir. Bu program geliştirme çalışmasının ardından bu araştırma, taslak programın katılımcı değerlendirme modeline dayalı olarak uygulanmasını ve değerlendirilmesini amaçlamaktadır.

Yöntem

Bu çalışmada, yerel bağlama duyarlı bir değerlendirme modeli kullanılmak istendiğinden taslak programı değerlendirmek için katılımcı değerlendirme modeli (Cousins & Earl, 1992) kullanılmıştır. Bu modele göre program değerlendirme planlama, uygulama, gözlem ve yansıtma olmak üzere dört aşamada gerçekleştirilir. Planlama aşamasında katılımcılar gönüllülük esasına göre seçilmiştir. Ayrıca programı değerlendirmede kullanılacak ölçme değerlendirme araçları geliştirilmiştir. Ardından taslak program Antalya ilinde görev yapan altı yabancı dil öğretim elemanı ile uygulanmıştır. Taslak programın değerlendirilmesi için veriler şu ölçme araçları ile toplanmıştır: anket, açık uçlu sorulardan oluşan test, odak grup görüşmesi ve bireysel görüşme, katılımcı gözlemcinin alan notları, eğitimcinin alan notları ve katılımcıların yansıtma günlükleri. Nicel verilerin analizinde betimsel istatistikler kullanılırken nitel verilerin analizinde tematik içerik analizi (Braun & Clarke, 2006) kullanılmıştır. Elde edilen veriler programın güçlü ve geliştirilmesi gereken yönleri göz önüne alınarak analiz edilmiştir.

Bulgular

Programın Güçlü Yönleri

Ulaşılabilir Program Hedefleri

Hem nicel hem de nitel veriler programın öğretim görevlilerinin duyuşsal sorunlar hakkında farkındalık kazanmalarına, bunlara karşı önlem almalarına ve bunları aşmalarına yardımcı olduğunu göstermiştir.

İçerik

Dil ve edebiyat ya da tercümanlık diplomasına sahip öğretim elemanları, duyuşsal problemlerle ilgili terminolojiye ve literatüre aşina olduklarını belirtmişlerdir.

Öğrenme Deneyimleri ve Materyalleri

Hem nicel hem de nitel veriler, öğretim programındaki öğrenme deneyimlerinin ve materyallerinin programın amaçlarına ulaşmada etkili olduğuna dair kanıt sağlamıştır. Programın öğrenme yaşantıları ve materyallerinin güçlü yönleri aşağıdaki gibidir.

- ✓ Deneyimleri, en iyi uygulamaları ve bilgileri paylaşma fırsatı bulma
- ✓ Bilgi ve deneyim paylaşımına dayalı grup çalışmasının, dil ve edebiyat mezunu öğretim görevlilerinin duyuşsal alandaki literatüre aşina olmalarına yardımcı olması.
- ✓ Sınıf içi uygulamaları eleştirme ve yansıtma fırsatı bulma
- ✓ Dil sınıfları için çok sayıda etkili uygulama
- ✓ Dil derslerinde öğrenci merkezli bir yaklaşım sergilemeyi engelleyen faktörler hakkında bilgi paylaşımı
- ✓ Eğitim sırasında tümevarımcı bir yaklaşım benimsenmesi
- ✓ Etkileşimli, destekleyici ve pozitif öğrenme ortamı

Değerlendirme Süreçleri

Programın değerlendirme tekniklerinin programın amaçlarına ulaşmada oldukça etkili olduğunu kanıtlanmıştır. Tanılayıcı öz-yansıtma teknikleri, katılımcıların ön bilgilerini harekete geçirme ve oturum konusuna hazırlık sağlama açısından etkili bulunmuştur. Ayrıca öğretim

görevlileri yansıtıcı günlüklerin sınıf içi uygulamaları değerlendirmelerine olanak sağladığını belirtmişlerdir. Son olarak biçimlendirici değerlendirme teknikleri öz-eleştiriyi ve öz-değerlendirmeyi teşvik etmede ve duyuşsal problemlerin sebep ve sonuçlarını ortaya çıkarmada etkili bulunmuştur.

Programın Geliştirilmesi Gereken Yönleri

Otantik Görevler

Otantik görevlerin ödev olarak verilmesi yerine eğitim oturumlarına dahil edilmesi konusunda geri bildirimler alınmıştır.

Sözlük

Sonuçlar, dil ve edebiyat ve çeviri diplomasına sahip öğretim görevlilerinin duyuşsal alan terminolojisine aşina olmadıklarını ortaya koydu. Hedef terminoloji ve hedef teorinin tanımlarını içeren bir sözlük oluşturmaya karar verildi.

Faaliyetlerin Yapılandırılması

Eğitimcinin ve katılımcı gözlemcinin alan notları, bazı etkinliklerin daha iyi yapılandırılması gerektiğini gösterdi. Çünkü tartışmalar sırasında katılımcıların konudan uzaklaşıp ve ilgisiz konuları tartıştıkları görüldü.

Anonimlik

Eğitimcinin alan notları, katılımcıların diğer katılımcılar önünde kendilerini ifşa etme konusunda isteksiz olduklarını bu nedenle bazı teknikleri kullanırken anonimliğin sağlanmasına ihtiyaç duyulduğunu göstermiştir.

Video Kaydına Alınan Dersler

Katılımcılar, yapılan görüşmelerde eğitimde kullanılan videoların sayısının artırılması gerektiğini ve ders videolarının duyuşsal engeller açısından hem uygun hem de uygun olmayan dersleri örneklendirmesi gerektiğini belirtmişlerdir.

Bilgilendirici Rehber

Programın amaçlarını, prosedürlerini ve beklenen öğrenme çıktılarını açıklayan bilgilendirici bir rehber hazırlanmasına karar verilmiştir.

Eğitimcinin Eğitimi

Programı uygulayacak uzmanların yetiştirilmesi amacıyla uygulayıcıların yetiştirilmesine yönelik bir rehber hazırlanmasına karar verilmiştir.

Tartışma, Sonuç ve Öneriler

Çalışma sonucunda kurumsal bağlama ilişkin önemli bir pratik sonuca ulaşılmıştır. Programın en belirgin güçlü yönleri; sürekli öz-yansıtma ve öz-değerlendirmeye, uygulamalı bilgiye, bilgi ve deneyim alışverişine dayalı öğrenmeye ve değerlendirme süreçlerine dayanmasıdır. Yabancı dil yüksekokullarında görev yapan öğretim görevlileri, eğitim kurslarından kolaylıkla elde edilemeyen bilgiyi işe başladıktan kısa bir süre sonra edinmek durumunda kalmaktadırlar. İhtiyaç duyulan bilgi öğrenmenin gerçekleştiği işyerinde oluşturulur. Bu nedenle istikrarlı ve

öngörülebilir değildir. Öğretilebilir de değildir (Sharpling, 2002). Bu durum önceki eğitimlerin yabancı dil yüksekokullarında karşılaşılan duyuşsal sorunları ele almada neden etkisiz olduğunu açıklamaktadır. YDYO bağlamı ele alındığında, kesin kanıtlar ve ispatlar yoluyla gerçeğin tanınması yerine, gerçeğe entelektüel sorgulama yoluyla ulaşılması gerekmektedir. Sonuç olarak kurumun hizmet içi eğitim politikasında bir değişikliğe ihtiyaç duyulması çalışmanın önemli bir pratik sonucudur.

Appendix

Example Lesson Plan (Uysal, 2019)

COVER PAGE	
Name of the module	Instructional methods and techniques
Unit title	Instructional methods and techniques that cause affective barriers in EFL learning.
Target group	ELT Instructors that teach at tertiary level
Time frame	8 sessions (45*8)
Brief summary of unit	In this unit, trainees will learn about the relationship between instructional methods and techniques teacher uses and affective barriers students erect in EFL Learning process.
	The training will start with group discussions that aim to find out answers to the pre-training questions trainees have noted down in their reflection diaries. Also, trainees will go through a number of experiences to understand the topic throughout the sessions.
	Regarding the formative assessment, first, trainees will be expected to complete one-minute essays in order to respond to reflective questions of trainer. Also, trainees will be expected to write their unanswered questions on a small paper and stick them on the board so that the questions will be discussed at the end of the session (question board).
	At the conclusion of the training, trainees will be required to do an authentic performance task and write a self-assessment postscript. The task aims to reveal and assess trainees' understanding and the postscript aims to provide trainees with the chance to self-assess their progress.
Stage 1- Desired Results	
Established goals	Established goals: 1,2,3,5,6,8,9,16,17,19
What essential questions will be considered?	Essential questions: 1,2
What understandings are desired?	Understandings 1,2,3,4
What key knowledge will students acquire as a result of unit?	Key knowledge 1

What key skills will students acquire as a result of unit?	Key skills 1

Stage 2 –Acceptable Evidence	
Authentic performance task	-Imagine that you are a researcher who conducts a study to find out solutions to affective problems students develop in EFL learning process. **For details:** 2. Determine acceptable evidence, example authentic performance task for "module 1: instructional methods and techniques"
Other evidence to be gathered in the light of stage 1- desired results	Worksheet tables and oral presentations of trainees about the reading text
Student self-assessment and reflection	Pre-training reflection question (Write two questions about the relationship between instructional methods and techniques and affective barriers in EFL learning process.) Speak out activity One-minute essay question (Write two things you have learnt in this training session and you want to use in your classroom. Explain why?) self-assessment postscript **For details:** 2. Determine acceptable evidence, instructions for example self-assessment postscript for "module 1: instructional methods and techniques":

Stage 3- Plan Learning Experiences
1.Inform students about established goals, requirements, assessment procedures of the unit (**W = **Inform students about **W**here the unit is going and **W**hat is expected?)   2.Work in groups of 4/5 to discuss and find out answers to pre-training reflective questions (**W = **Inform students about **W**here the unit is going and **W**hat is expected?)   3. Write "traditional language teaching" on the board and encourage trainees to brainstorm about it. Get the answers and make a mind map by using key words coming from the trainees. Then ask the essential question 2 (Which aspects of traditional and teacher-centered classes may be related to affective barriers students build in EFL learning process?) and encourage trainees to comment (**H = H**ook all students and **H**old their interest).   4. Deliver the reading text-1 and the worksheet. First, trainees do the activity individually, then in pairs and then in groups of 4 to share their ideas with one another (**E = E**quip students, help

them **E**xperience the key ideas and **E**xplore the issues, **T =** Be **T**ailored (personalized) to the different needs, interests, and abilities of learners?).

5. The groups prepare 10-minute oral presentations and share their ideas with the whole class and trainer encourages whole-class discussion after presentations (**E =** Allow students to **E**valuate their work and its implications?).

6. Start a whole class discussion about the reasons of using traditional language teaching methods and techniques. Follow up probes to direct the discussions:
   ✓ Why is direct instruction method preferred at lessons?
   ✓ Wat are the reasons of overdependence on course book?
   ✓ What are the downsides of repetitive content?
   ✓ Why do teachers/instructors ignore student needs and interests at lessons?
   ✓ Why do they avoid communicative activities?
   ✓ Why would they rather grammar-focused lessons? (**R =** Provide opportunities to **R**ethink and **R**evise their understandings and work?)

7. Speak out activity. Give a change to each trainee to evaluate instructional techniques and methods he prefers considering affective barriers students build in EFL learning (**E =** Allow students to **E**valuate their work and its implications? **T =** Be **T**ailored (personalized) to the different needs, interests, and abilities of learners?).

8. Question board: trainees write their unanswered questions on a small paper and stick them on the board. After, the questions are discussed in groups of 4 (**E =** Allow students to **E**valuate their work and its implications? **T =** Be **T**ailored (personalized) to the different needs, interests, and abilities of learners?).

Reading Text-1 and worksheet

You will read dialogues EFL students have about instructional methods and techniques used at foreign languages department of a state university.
Please complete the chart after reading the dialogue.

*The dialogues were taken from interviews done with EFL students so they reflect their real ideas. Real names were not used in the dialogues, instead, nicknames were assigned.
Case-1
Adam: In fact, Beril teacher makes effort to teach us something, I can't listen to her. Maybe, she can't adapt to new techniques and methods because she is too old and she thinks this is the best way to teach. She not students-centered enough. Although we give the correct answer she repeats it over and over, or she doesn't accept our answer.
Barny: ......
Adam:.......

Case-2

Adam: I was taught by three language teachers in primary school. The first one was a really good teacher and used stories to teach English. Recently, Cagan teacher came to the classroom. We watched a film and talked about it in English. It was really interesting......

Carlos: Most of teachers don't make enough effort to go beyond the course book. They want to instruct and go out ......

Case-3

Barny: In English lessons, teachers always focus on grammar. They teach us formulas and they don't focus on communication......

Dewey: I wonder how many words we can learn at a lesson. I must be max 10, 20 or 30. Our teachers try to teach 80 words at a time. It is...

Adam: There is a course book there and teacher has to complete it. The goal is to complete the book not to teach English...

* Only some excerpts were quoted. The whole dialogue was not provided.

Worksheet		
Case-1		
Negative feelings of students	Reasons of negative feelings	Results of negative feelings
Case-2		
Negative feelings of students	Reasons of negative feelings	Results of negative feelings
Case-3		
Negative feelings of students	Reasons of negative feelings	Results of negative feelings