

# Development of a Professional Development Scale for EFL Teachers

## “Lessons Learned”

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- Anybody here developed a scale before?



## Rationale for the project

- EFL teachers (particularly the ones who work in the state schools) do not “invest” (Norton, 1995) much once they graduate from college
- “Teaching English in Turkish” is still very common
- EFL teachers are language learners themselves, too:  
Their initiatives for their own language learning process
- Turkey is the 52<sup>nd</sup> out of 70 countries in the English Proficiency Index prepared by EF

# What is this “English Proficiency Index”?

- Education First → Testing adult English proficiency across countries since 2010
- 2012 → Turkey 32<sup>nd</sup> among 54 countries, low proficiency
- 2016 → Turkey 50<sup>th</sup> among 70 countries, 26/27 in Europe, very low proficiency (score: 47,62/100)
- Highest: Sweden, score: 70.94, 1/27 in Europe
- Lowest: Libya, score: 37, 86 13/13 in Middle East
- Netherlands?

# Very High Proficiency Countries

- 01 [Sweden](#)
- 02 [Netherlands](#) (70, 58)
- 03 [Denmark](#)
- 04 [Norway](#)
- 05 [Finland](#)
- 06 [Slovenia](#)
- 07 [Estonia](#)
- 08 [Luxembourg](#)
- 09 [Poland](#)

# High Proficiency

- 10 [Austria](#)
- 11 [Germany](#)
- 12 [Singapore](#)
- 13 [Portugal](#)
- 14 [Malaysia](#)
- 15 [Argentina](#)
- 16 [Romania](#)
- 17 [Belgium](#)
- 18 [Czech Republic](#)
- 19 [Switzerland](#)
- 20 [India](#)
- 21 [Hungary](#)

# Moderate Proficiency

- 22 [Latvia](#)
- 23 [Spain](#)
- 24 [Dominican Republic](#)
- 25 [Slovakia](#)
- 26 [Lithuania](#)
- 27 [South Korea](#)
- 28 [Italy](#)
- 29 [Vietnam](#)
- 30 [Japan](#)
- 31 [Taiwan](#)
- 32 [Indonesia](#)
- 33 [Hong Kong](#)
- 34 [Ukraine](#)

# Low Proficiency

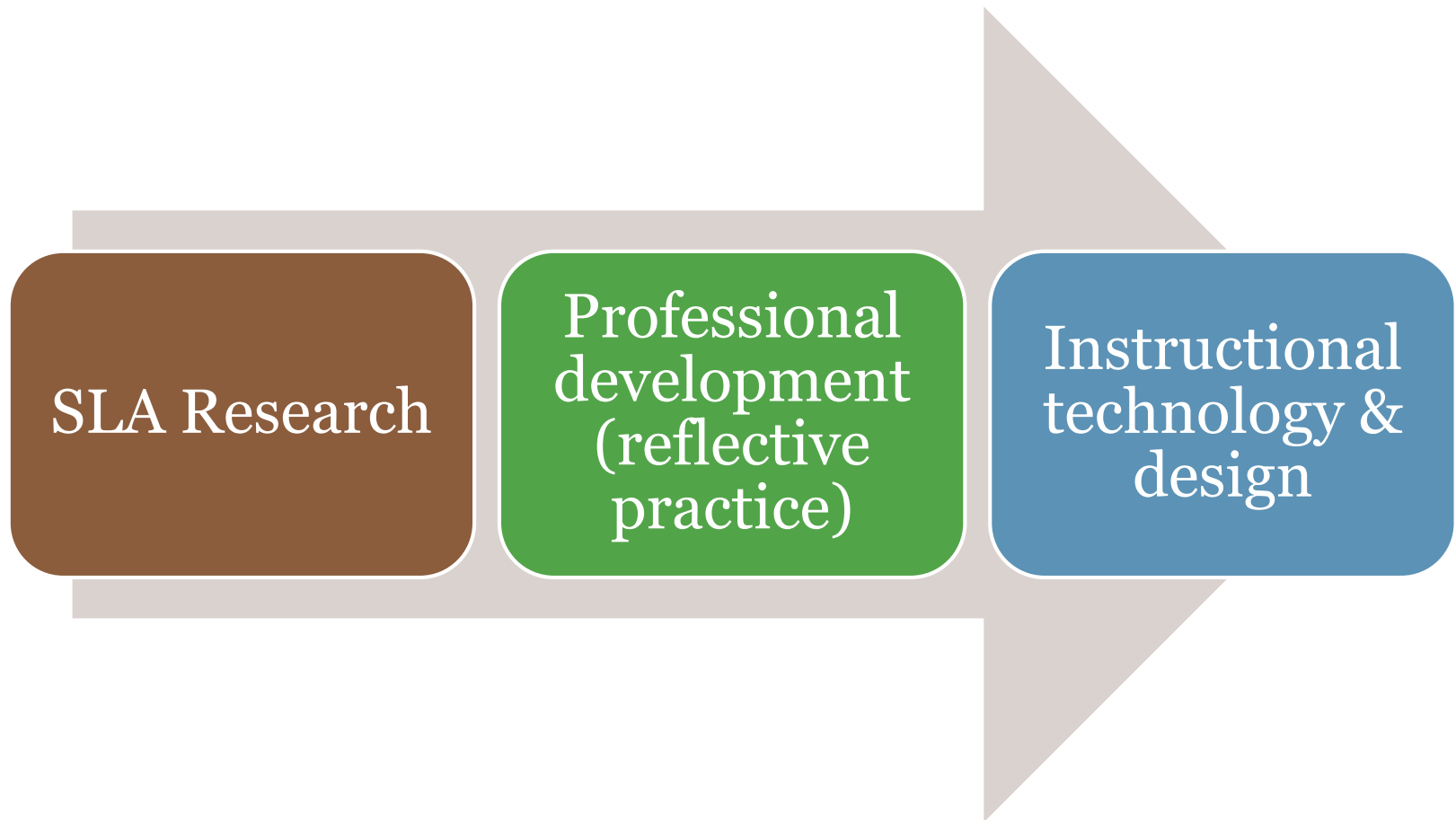
- 35 [Peru](#)
- 36 [Chile](#)
- 37 [France](#)
- 38 [Ecuador](#)
- 39 [Russia](#)
- 40 [Mexico](#)
- 41 [Brazil](#)
- 42 [U.A.E.](#)
- 43 [Costa Rica](#)
- 44 [Uruguay](#)
- 45 [Pakistan](#)
- 46 [Guatemala](#)
- 47 [China](#)
- 48 [Panama](#)



# Very Low Proficiency

- 49 [Sri Lanka](#)
- 50 [Turkey](#)
- 51 [Yemen](#)
- 52 [Morocco](#)
- 53 [Jordan](#)
- 54 [Kazakhstan](#)
- 55 [Egypt](#)
- 56 [Iran](#)
- 57 [Colombia](#)
- 58 [Oman](#)
- 59 [Venezuela](#)
- 60 [Azerbaijan](#)
- 61 [El Salvador](#)
- 62 [Thailand](#)
- 63 [Qatar](#)
- 64 [Mongolia](#)
- 65 [Kuwait](#)
- 66 [Iraq](#)
- 67 [Algeria](#)
- 68 [Saudi Arabia](#)
- 69 [Cambodia](#)
- 70 [Libya](#)

An interdisciplinary approach...



# Project Objectives

- **Objective 1: Investigating foreign language teachers' professional development activities in Turkey in order to identify any needs for new professional development programs**
- **individually guided activities**
- **transcendence**

# Project Objectives

- **Objective 2:** Analyzing the current professional development practices in two European countries: possibly Sweden, Netherlands (Very high Proficiency) and Italy, Spain (moderate proficiency) in order to benefit from best practices and learn from weaknesses
- **Belgium (High proficiency)**
- **Czech Republic (High Proficiency)**

<http://www.ef.com.tr/epi/>

# Project Objectives

- **Objective 3 and 4: Resource and program development in light of state-of-the-art technologies (webinars, website, videos) and dissemination of these**

# Theoretical Background

- Extending the definition of professional development for language teachers
- Guskey (2000) “process and activities designed to enhance the professional knowledge, skills, and attitude of educators so that they might, in turn, improve the learning of students.” (p.16)

## Theoretical Background-2

- Vygotsky (1978) – role model as the more capable adult
- Karaata (2010) - pressing need for increasing the availability of PD programs in Turkey
- Trancendence (Ozkose-Biyik, 2010) - “Extending experience beyond now” theme
- For the internalization of the language features, new language needs to be “re-used” (Donato, 1994)

# Methodology

- Creswell (2007) suggests developing questionnaires based on preliminary descriptive data
- 26 interviews with EFL teachers
- The selection criteria
- Creswell (2003) “sequential exploratory strategy” -> moving from qualitative to quantitative



# Methodology-2

- Questionnaire
  - Section 1- demographics (16 questions)
  - Section 2 – individually-guided & institutional PD activities (61 questions)
  - Section 3 –open-ended questions (4) to elicit needs for PD and innovative resources they use
- reviewed by field experts; piloted with seven EFL teachers
- test-retest reliability with 31 teachers: the correlation coefficient  $\rightarrow$  .86

# Methodology-3

- 820 teachers in Turkey
- Both paper-based (600) and online (220) using limesurvey

# Participants

- Gender

Female	668	81
Male	152	19
	820	

# Participants

## Age

	Frequency	Percentage
1953-1960	15	2
1961-1970	122	15
1971-1975	118	14
1976-1980	216	26
1981-1985	257	31
1986-1993	88	11
	816	

# Participants

## Department Graduated

	Frequency	Percentage
TEFL	526	64
English Language and Lit	151	18
American Culture and Lit	49	6
Interpreting	27	3
English Philology	20	2
Others	47	6
	820	100

# Participants

## Where they work at

	Frequency	Percentage
Public School	702	86
Private School	45	6
Public University	63	8
Private University	8	1
	818	

# Participants

- Cities
- Izmir (717)
- Eskisehir (27), Istanbul (14), Denizli (9), Manisa (8), Ankara (5), Nigde (4), Sakarya (4), Zonguldak (2), Bursa (1), Balikesir (3), Mugla (2), Canakkale (2), Agri (2), Bilecik (2), Ordu (1), Antalya (1), Malatya (1), Gaziantep (1), Edirne (1)

# Participants

<b>Which one do you own? /820</b>		
Laptop Computer	Yes	747
	No	73
Desktop Computer	Yes	281
	No	539
Tablet Computer	Yes	449
	No	371
Smart Phone	Yes	756
	No	64
Internet access at school	Yes	624
	No	196
Internet access at home	Yes	743
	No	77



# Participants

## Internet Use

<b>How often do you use the Internet?</b>			
	More than 3 hours a day	23	3
		196	24
	1 or 2 hours a day	423	52
	Less than 1 hour a day	123	15
	A few hours a week	40	5
	Other	14	2

# Likert Scale

## Adverbs of Frequency

Always

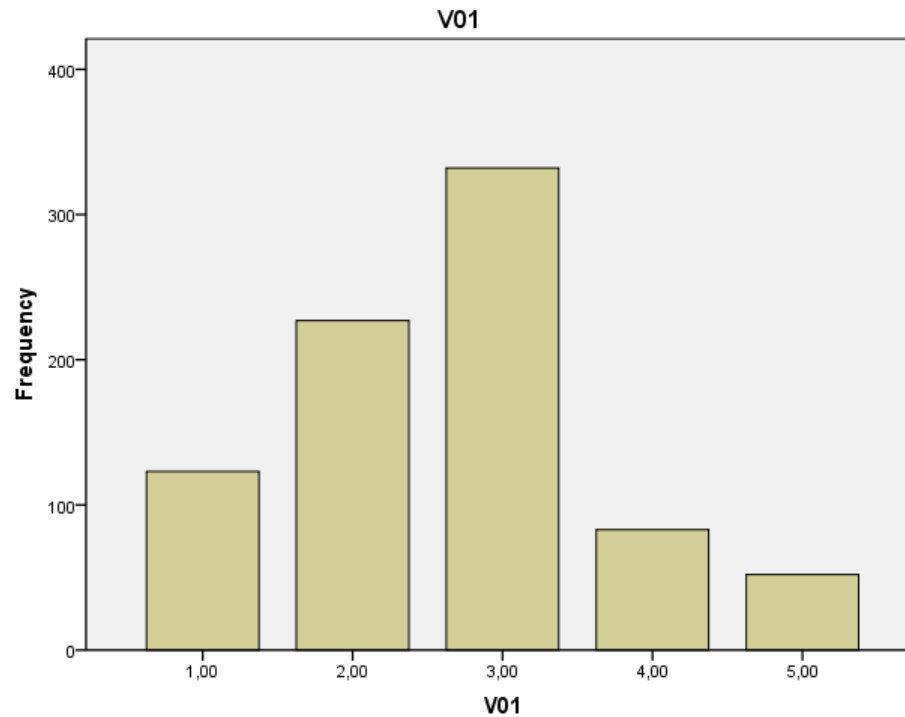
Often

Sometimes

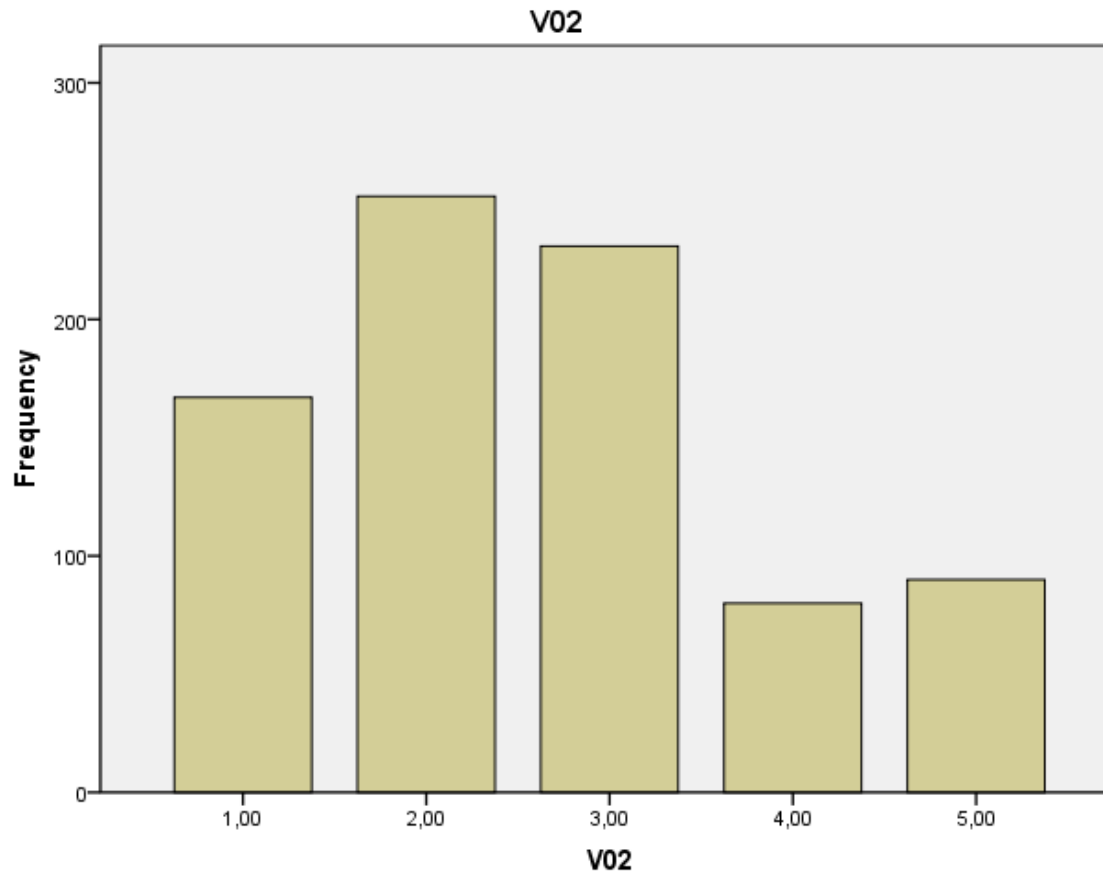
Rarely

Never

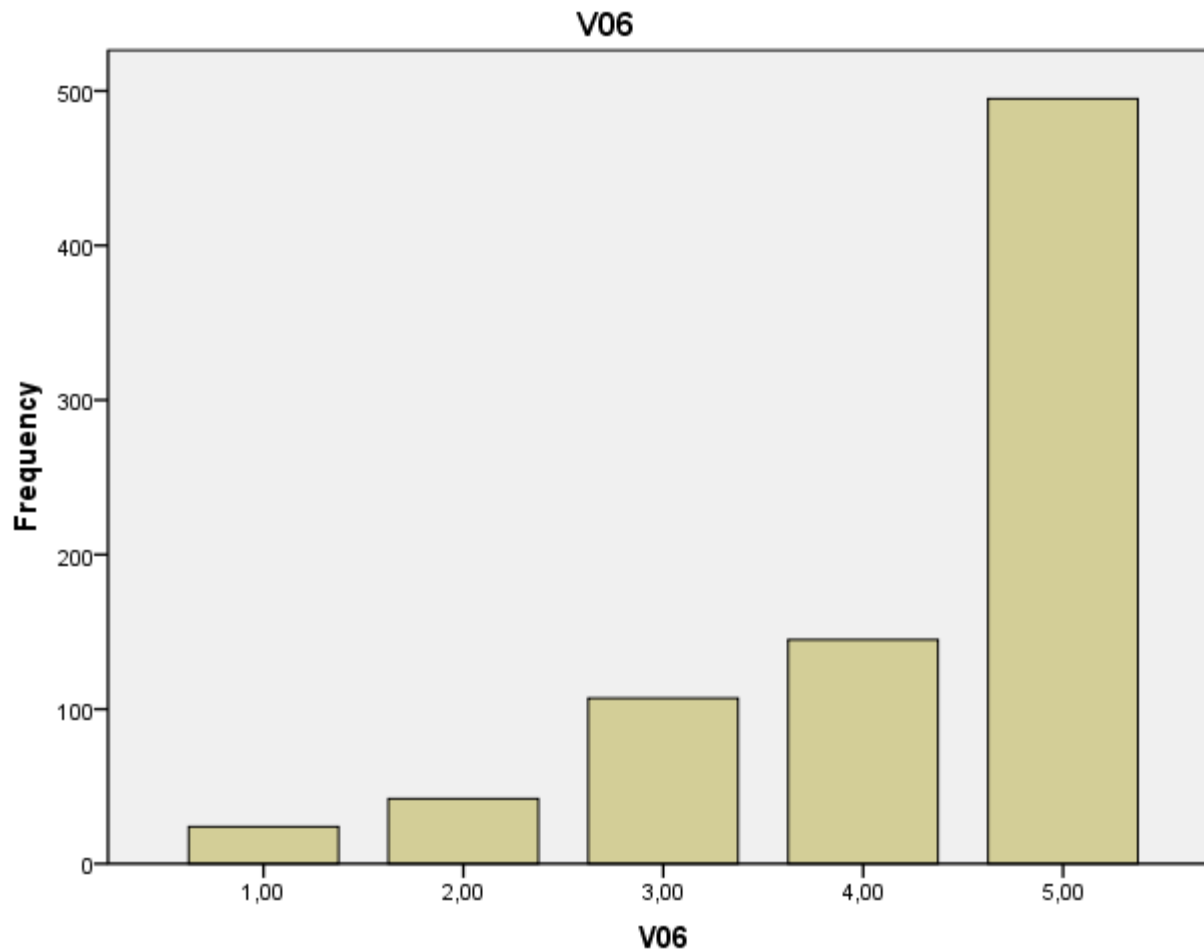
I use English when using search engines such as Google, Yandex, etc.



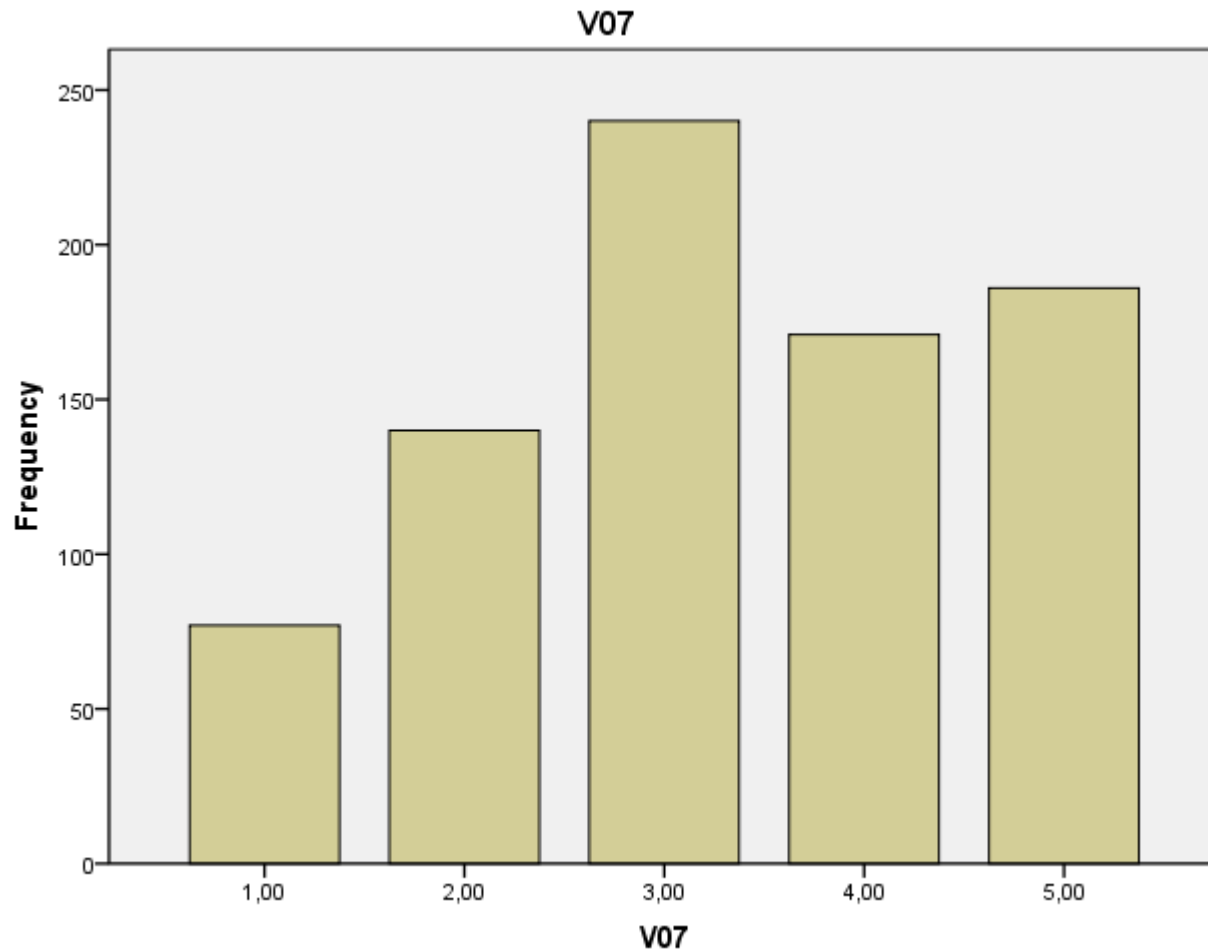
I use smart phone applications that have content in English.



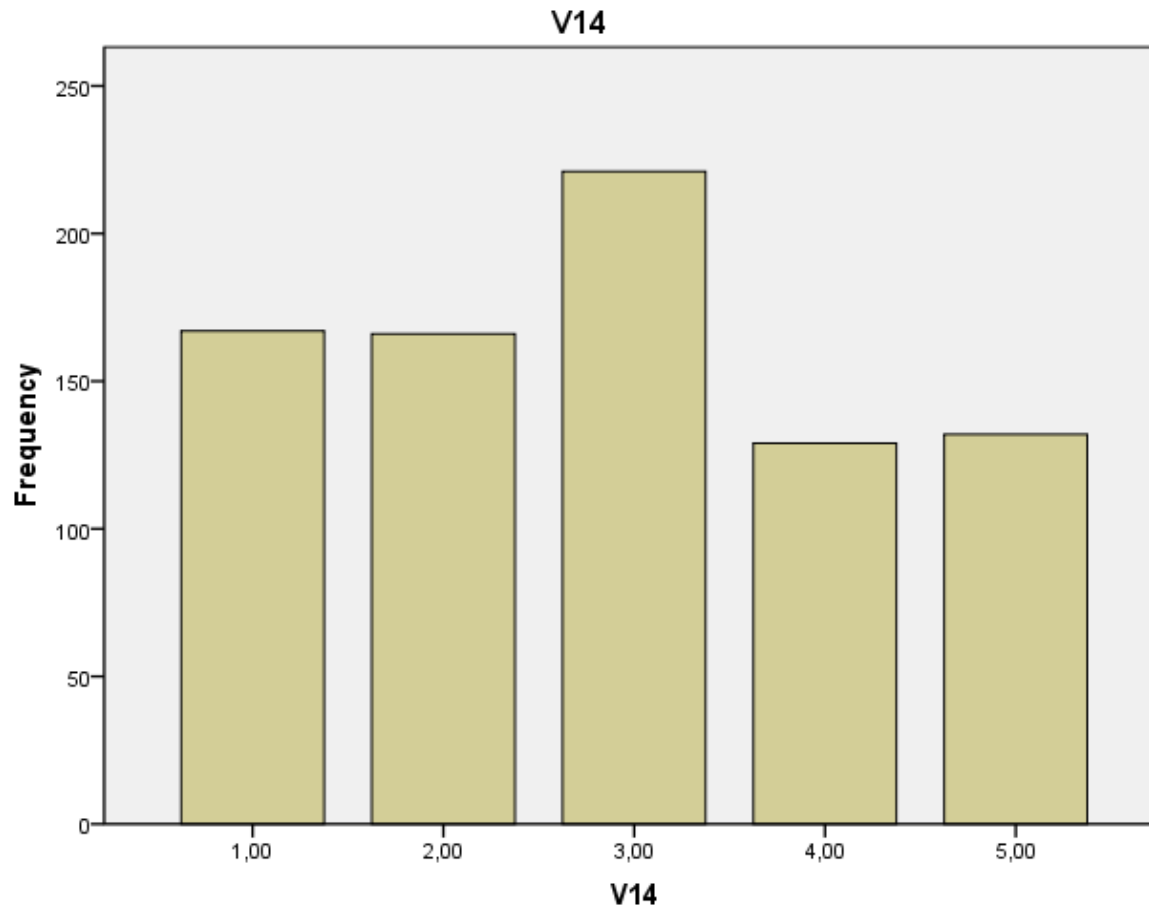
# I keep a blog in English.



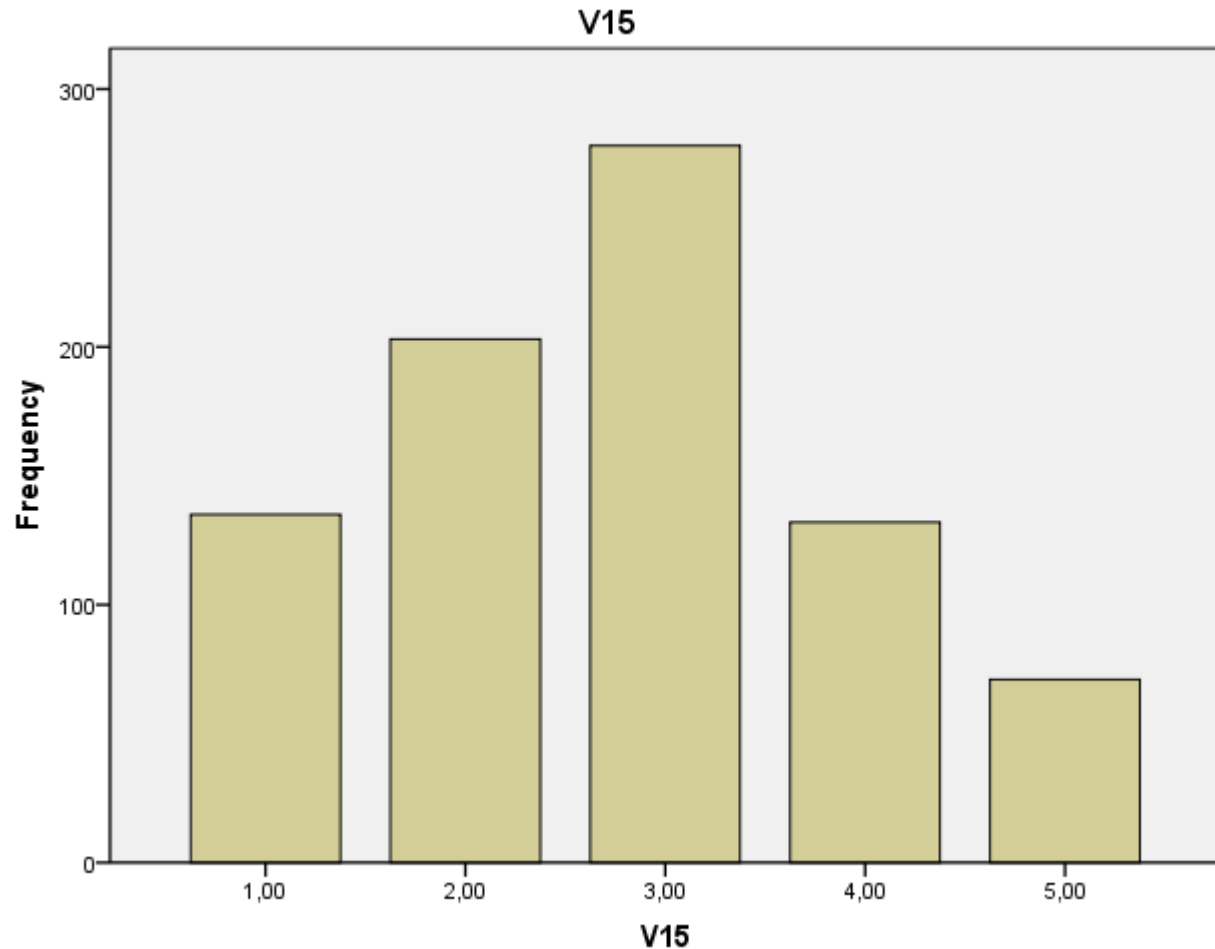
# I read wikis in English.



# I share posts in English on social media (Facebook, Twitter, etc.).

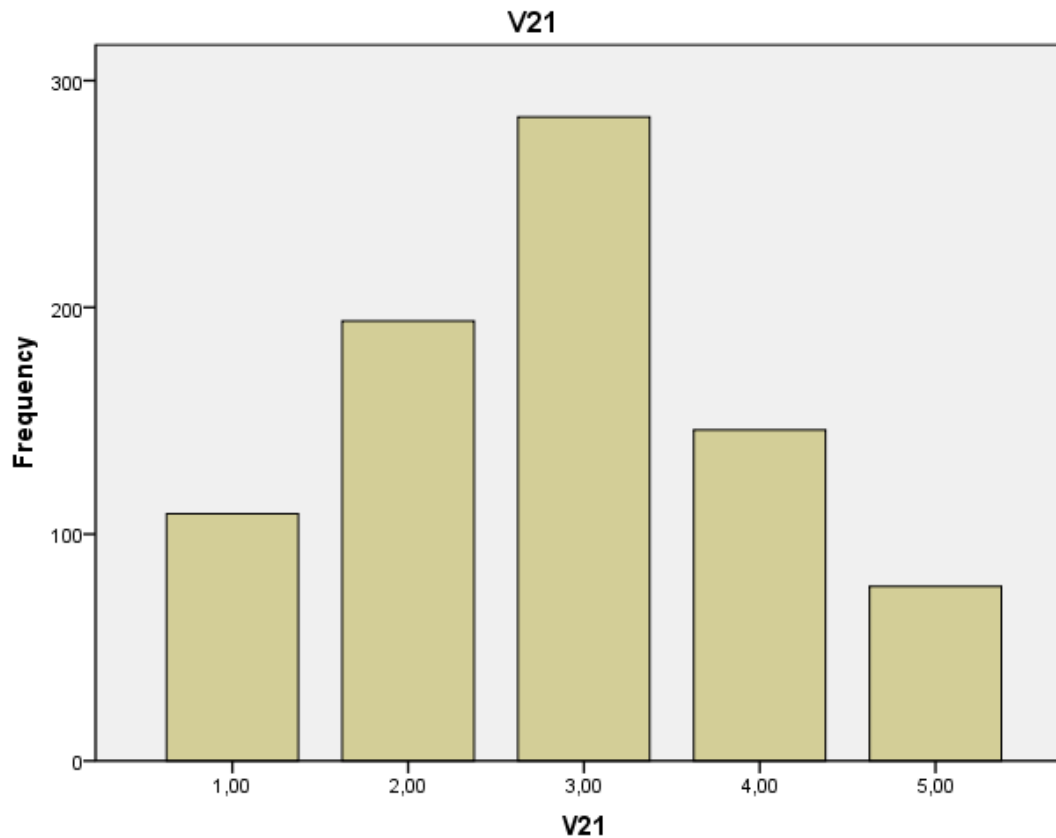


I read e-book, e-magazines, etc. in English.

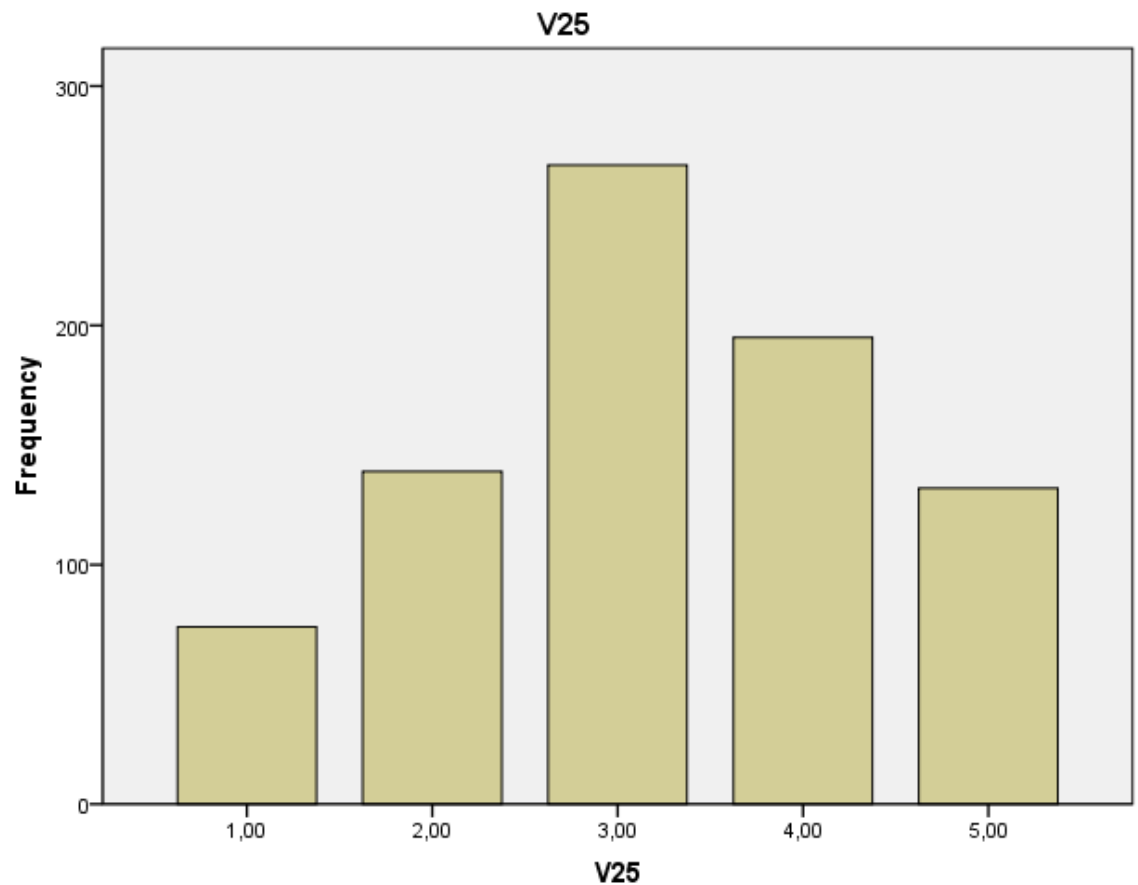




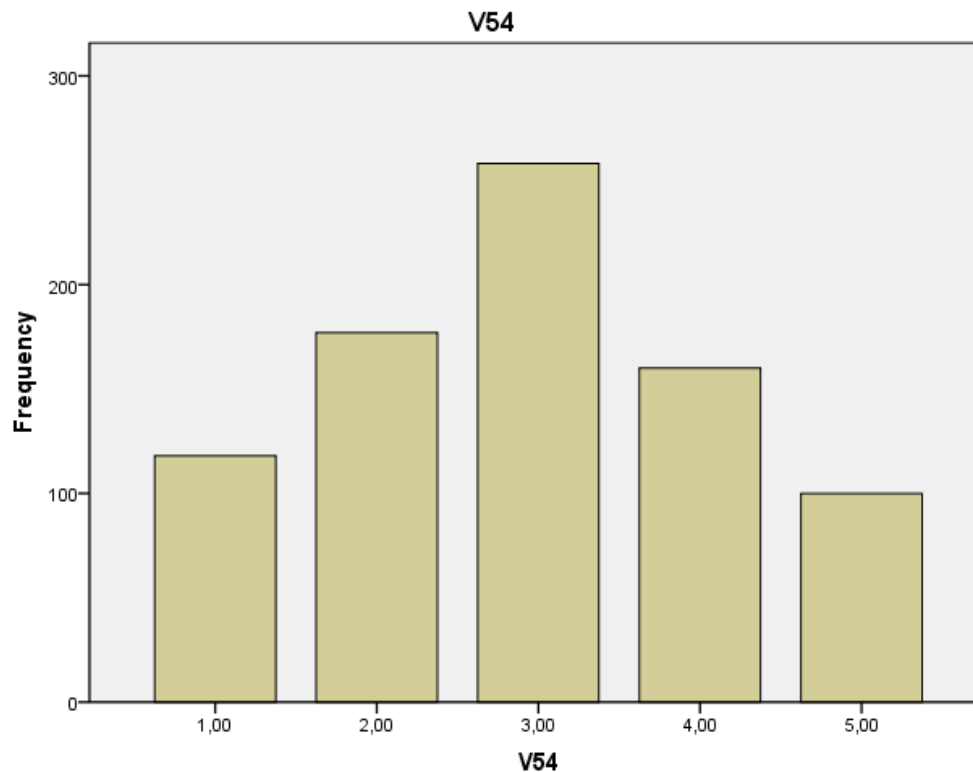
I watch videos/TV series/movies etc.  
in English with Turkish subtitles.



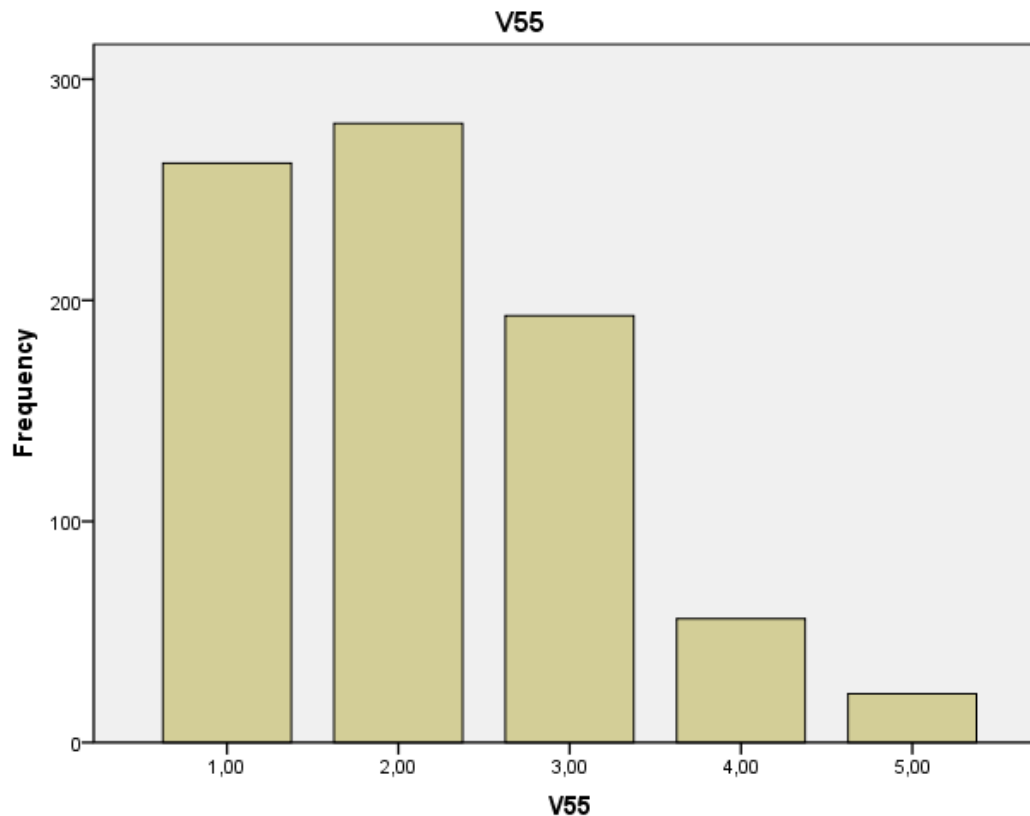
I get feedback towards my professional development through class observations.



Observing other teachers who work at my institution would contribute to my professional development.



It is necessary for me to attend professional development programs about using technology in education.



# Food for thought:

- Do you think we can devise “a professional development scale” for teachers?

# Factor Analysis: First Round

- The model → principal component analysis (PCA)
- Restricted the analysis to five factors
- 49% of the total variance accounted for the principal components
- an oblimin rotation procedure preferred → the factors are correlated with one another
- 7 items were removed (loadings less than .40), so 54 items remained in the scale

# Factor Analysis: Final Round

- 29 items/3 items were removed (items 21 and 22 for not loading at all; item 27 for not making a meaningful connection with the rest of the items under factor 3)
- Restricted the analysis to three factors
- 51% of the total variance accounted for the principal components
- Range between the loadings is .36 and .79
- Cronbach's Alpha for factor 1 is .93, for factor 2 is .84 and for factor 3 is .83. So, factors are sufficiently reliable ([Leech, Barrett, & Borgan, 2005](#)).

# Concluding Remarks

- Sufficient literature review beforehand for possible factors is crucial!
- Measuring EVERYTHING in a professional development scale is not possible!
- Scale development is not as easy as it seems and takes A LOT OF time!
- Backing up your factors with literature review is crucial!



Any questions?

Project website: [Eflteachers.net](http://Eflteachers.net)

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