DEVELOPING EFL TEACHERS' ACTIONAL COMPETENCE THROUGH LANGUAGE FUNCTIONS: A SUGGESTED REFLECTIVE MODEL FOR CPD

Hande Çetin

DOCTORAL DISSERTATION

ENGLISH LANGUAGE TEACHING PROGRAM

GAZİ UNIVERSITY

GRADUATE SCHOOL OF EDUCATIONAL SCIENCES

SEPTEMBER 2021

TELİF HAKKI VE TEZ FOTOKOPİ İZİN FORMU

YAZARIN

Adı   : Hande

Soyadı   : ÇETİN

Bölümü   : Yabancı Diller Eğitimi, İngiliz Dili Eğitimi

İmza   :

Teslim tarihi :

TEZİN

Türkçe Adı : İngilizceyi Yabancı Dil Olarak Öğreten Öğretmenlerin Eylemsel Yeterliklerinin Dil Fonksiyonları Yoluyla Geliştirilmesi: Sürekli Mesleki Gelişim için Önerilen bir Yansıtıcı Model

İngilizce Adı : Developing EFL Teachers' Actional Competence through Language Functions: A Suggested Reflective Model for CPD

ETİK İLKELERE UYGUNLUK BEYANI

Tez yazma sürecinde bilimsel ve etik ilkelere uyduğumu, yararlandığım tüm kaynakları kaynak gösterme ilkelerine uygun olarak kaynakçada belirttiğimi ve bu bölümler dışındaki tüm ifadelerin şahsıma ait olduğunu beyan ederim.

Yazar Adı Soyadı   : Hande ÇETİN

İmza   :

JÜRİ ONAY SAYFASI

Hande ÇETİN tarafından hazırlanan "Developing EFL Teachers' Actional Competence through Language Functions: A Suggested Reflective Model for CPD" adlı tez çalışması aşağıdaki jüri tarafından oy birliği / oy çokluğu ile Gazi Üniversitesi Yabancı Diller Eğitimi Anabilim Dalı'nda Doktora tezi olarak kabul edilmiştir.

Danışman: Doç. Dr. Cemal ÇAKIR

İngiliz Dili Eğitimi Anabilim Dalı, Gazi Üniversitesi ………………………

Başkan: Prof. Dr. Gülsev PAKKAN

İngiliz Dili ve Edebiyatı Anabilim Dalı, Selçuk Üniversitesi ………………………

Üye: Prof. Dr. Paşa Tevfik CEPHE

İngiliz Dili Eğitimi Anabilim Dalı, Gazi Üniversitesi ………………………

Üye: Doç. Dr. Hale Işık Güler

İngiliz Dili Eğitimi Anabilim Dalı, ODTÜ ………………………

Üye: Doç. Dr. Zekiye Müge Tavil

İngiliz Dili Eğitimi Anabilim Dalı, Gazi Üniversitesi ………………………

Tez Savunma Tarihi: 16.08.2021

Bu tezin Yabancı Diller Eğitimi Anabilim Dalı'nda Doktora tezi olması için şartları yerine getirdiğini onaylıyorum.

………………………

Eğitim Bilimleri Enstitüsü Müdürü

Prof. Dr. Yücel Gelişli

To my dear Vincent,

ACKNOWLEDGEMENTS

It is not the result but the process that matters. The process of writing this dissertation taught me a lot. I would like to thank this PhD process itself to teach me how challenging it could be and how joyful the result could be when you never give up. Thanks to this research, I have realized what I really want to achieve and how I can manage to reach it.

I would like to thank everyone who supported me in this long and challenging process, but I should name some of them as I feel indepted for their help and support at some point of the process and for some supporting me throughout the process. Firstly, I would like to thank my supervisor Assoc. Prof. Dr. Cemal Çakır who supported the project starting when it was just an idea till we defend our research. I would like to thank many people from the Ministry of National Education without whose support this research couldn't be taken into action. I would like to thank Vise-Minister of National Education Prof. Dr. Mustafa Safran for his support for and belief in this project. I would like to thank General Director of Teacher Training and Development Prof. Dr. Adnan Boyacı, Department Head of Projects İlkay Aydın for giving me a chance to reach the English language teachers and to carry out trainings with them. I would like to thank the participant teachers for their contributions and for being great teachers who always look for ways to to better for their students.

I would like to thank TÜBİTAK, 2228B-PhD Scholarship for Graduate Students for supporting financially for four years.

Lastly, I would like to thank my friend, colleague, sister Betül Kınık for her support throughout this project. I feel blessed to have you in my life. I would like to thank Gökçen Ayva and Sami Pektaş for their support in the analysis process. I would like to thank my mother and father for giving me the reason to do all these. I count myself lucky to have you. I would like to thank my sisters Canan Issı and Nida Hemdoğru who witnessed every stage of this challenging process. And my dear Vincent, I would like to thank you for the best company one could have during the pandemic and ever.

İNGİLİZCEYİ YABANCI DİL OLARAK ÖĞRETEN ÖĞRETMENLERİN EYLEMSEL YETERLİKLERİNİN DİL FONKSİYONLARI YOLUYLA GELİŞTİRİLMESİ: SÜREKLİ MESLEKİ GELİŞİM İÇİN ÖNERİLEN BİR YANSITICI MODEL

Doktora Tezi

Hande Çetin

GAZİ ÜNİVERSİTESİ

EĞİTİM BİLİMLERİ ENSTİTÜSÜ

Eylül, 2021

ÖZ

Bu çalışmanın amacı, İngilizce öğretmenlerinin eylemsel yeterlik açısından mevcut durumlarını ve eylemsel yeterlik konusunda bir Sürekli Mesleki Gelişim (SMG) eğitimine olan ihtiyaçlarını incelemek ve yansıtıcı bir SMG eğitiminde iletişimsel dil işlevleri (söz edimleri) aracılığıyla eylemsel yeterliklerini geliştirmektir. Bu çalışmada, alanyazında yoğunca çalışılmış oldukları için dört söz edimine odaklanılmıştır: özür dileme, rica etme, önerme ve reddetme. Mevcut çalışmada, araştırma yöntemi olarak karma yöntemi ve araştırma deseni olarak eşdeğer zaman serisi deseni benimsenmiştir. Araştırma, hem betimsel hem de deneysel istatistikleri sunmayı amaçladığından, Türkiye'nin farklı illerindeki devlet okullarında farklı seviyelerde (ilkokul, ortaokul, lise) görev yapan 190 İngilizce öğretmeninden veri toplanmıştır. Ayrıca, Ankara'daki devlet okullarında farklı seviyelerde (ilkokul, ortaokul, lise) ders veren 32 İngilizce öğretmeninden de veri toplanmıştır. 190 İngilizce öğretmeninden oluşan birinci örneklem grubundan elde edilen veriler, eylemsel yeterlik açısından mevcut durumu ortaya koymak için araştırmanın betimsel bölümü için kullanılmıştır. Araştırmanın deneysel bölümü olan ikinci kısım için, yansıtıcı SMG eğitiminin etkisini bulmak için, 32 İngilizce öğretmeninden oluşan ikinci

örneklem grubundan toplanan verileri kullanılmıştır. Veriler birden fazla veri toplama aracıyla toplanmıştır. Ana veri toplama aracı altı farklı bölümden oluşmaktadır: Bölüm 1: BioData, Bölüm 2: Eylemsel yeterliliğin öz değerlendirmesi, Bölüm 3: Farkındalık anketi, Bölüm 4: Aktivite değerlendirmesi, Bölüm 5: Söylem tamamlama testi ve Bölüm 6: Öz-yansıtma. Bu veri toplama aracı, betimsel istatistikler için 190 İngilizce öğretmeninden oluşan pilot gruba uygulanmışştır. Pilot uygulama grubundan elde edilen veriler ortalama, standart sapma, minimum ve maksimum değerler üzerinden betimsel olarak analiz edilmiş ve güvenirlik analizi için kullanılmıştır. Araştırmanın deneysel kısmında, müdahalenin etkisini görmek için aynı veri toplama aracı, 32 İngilizce öğretmeninden oluşan deney grubuna ön test ve son test olarak uygulanmıştır. Ek olarak, eğitimin her oturumundan sonra yazılı bir protokol uygulanmıştır. Yazılı protokol üç bölümden oluşmaktadır: Bölüm 1: Yansıtma üzerine altı ifadeden oluşan yazılı protokol yansıtması, Bölüm 2: Katılımcıların eğitimde izlenen her adım üzerine derinlemesine düşündükleri müdahale adımlarına ilişkin yansıtma ve Bölüm 3: katılımcıların genel olarak eğitim gününü genel olarak değerlendirdikleri, eğitimin etkili buldukları noktalarını ve eğitimin daha etkili olması için neler yapılabileceği hakkındaki yorumlarını paylaştıkları günün kazancı bölümü. Ana veri toplama aracı altı bölümden oluştuğu için her bölümün analizi ayrı ayrı yürütülmüştür. Ana veri toplama aracının tüm bölümlerinin bulguları son test lehine anlamlı bir farklılık göstermiştir. Ancak, yazılı protokol yansıtmasını Friedman Testi ile analiz ettiğimizde, üç ölçüm arasında önemli bir fark bulunmamıştır ve bunun nedeni olarak ölçümler arasındaki sınırlı zaman aralığı sonucuna varılmıştır. Nitel veriler, içerik analizi ile çözümlenmiş ve örnekler sunulmuştur. Bulgular, tüm eğitim oturumlarında katılımcılarla sınıf içinde ve dışında yapılan etkileşimler, tartışmalar sırasında tutulan araştırmacı günlüğü aracılığıyla toplanan verilerle desteklenmiştir. Özetle; sonuçların, önerilen yansıtıcı modelin İngilizce öğretmenlerinin eylemsel yeterlik hakkındaki görüşleri, farkındalıkları, bilgileri ve belirli söz edimlerini üretmeleri üzerinde önemli bir olumlu etkiye sahip olduğunu göstermiştir. Ayrıca, yansıtıcı SMG modelinin oluşturulmasını sağlayan eğitimin yansıtıcı aşamaları sayesinde, yansıtıcı SMG eğitiminin İngilizce öğretmenlerinin yansıtma becerileri üzerinde de önemli derecede olumlu bir etki gösterdiği görülmüştür.

DEVELOPING EFL TEACHERS' ACTIONAL COMPETENCE THROUGH LANGUAGE FUNCTIONS: A SUGGESTED REFLECTIVE MODEL FOR CPD

PhD Dissertation

Hande Çetin

GAZİ UNIVERSITY

GRADUATE SCHOOL OF EDUCATIONAL SCIENCES

September, 2021

ABSTRACT

This study was conducted to examine the EFL teachers' current situation in terms of their actional competence and their need for a Continuing Professional Development (CPD) training on actional competence and to improve their actional competence through the communicative language functions (speech acts) in a reflective CPD training. We focused on four particular speech acts as they have been well studied in the literature: the speech apology, request, suggestion, and refusal. The current mixed methods research has an equivalent time series design. As the study aims to present both descriptive and experimental statistics, we collected the data from 190 EFL teachers working at public schools in different cities of Turkey teaching at different levels (primary school, secondary school, high school). Also, we gathered data from 32 EFL teachers teaching at different levels (primary school, secondary school, high school) at public schools in Ankara. The data gathered from the first sampling group of 190 EFL teachers were used for the descriptive part of the study to present the current situation in terms of actional competence. For the second part, which is the experimental part of the study, we used the data collected from the second sampling group of 32 EFL teachers to find out the effect of the reflective CPD training. We collected the data through multiple data collection tools.

The main data collection tool consists of six different parts: Part 1: Biodata, Part 2: Self-assessment of actional competence, Part 3: Awareness questionnaire, Part 4: Acitivity assessment, Part 5: Discourse completion task, and Part 6: Self-reflection. We administered this data collection tool to the piloting group of 190 EFL teachers for descriptive statistics. The data gathered from the piloting group were analyzed descriptively through mean, standart deviation, minimum and maximum values, and were used for the realiability analysis. For the experimental part of the study, we administered the same data collection tool to the experiment group of 32 EFL teachers as pre-test and the post-test to see the effect of the intervention. Additionally, we administered a written protocol after each session of the training. The written protocol consists of three parts: Part 1: Written protocol reflection consisting of six statements on reflection, Part 2: Reflection on the steps of the intervention, where the participants reflect on each step followed in the training, and Part 3: Today's gain, where the participants reflect on the day of the training generally, commenting on the effective parts and on what can be done for the training to be more effective. As the data main collection tool has six parts, the analysis of each part was made separately. The findings of all parts of the main data collection tool showed a significant difference in favor of the post-test. However, when we analyzed the written protocol reflection through Friedman Test, we could not find a significant difference between the three measurements most probably due to the limited time interval between the measurements. The qualitative data were analyzed through content analysis and samples were presented. The findings were supported with the data gathered through the researcher journal which was kept during the interactions and discussions with the participants in and out of the classroom in all the training sessions. To sum up, the results indicated that the suggested reflective model has a significant effect on the EFL teachers' opinions, awareness, knowledge about the actional competence, and their production of the particular speech acts. Additionally, it can be said that the reflective CPD training had a significant effect on the EFL teachers' reflections with the help of the reflective stages of the training which forms the suggested reflective CPD model.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

LIST OF SYMBOLS AND ABBREVIATIONS

CLF	Communicative Language Function
CPD	Continuing Professional Development
DCT	Discourse Completion Task
EFL	English as a Foreign Language
FTAs	Face Threatening Acts
INSET	In-Service Education and Training
SAs	Speech Acts
SAT	Speech Act Theory
MoNE	Ministry of National Education
WP	Written Protocol

CHAPTER 1

INTRODUCTION

1.1. Introduction

This part gives the background information of the study and states the problem which led to the research. After providing the aim and the importance of the study, assumptions and limitations are presented. The final part comprises the definitions which are crucial for the study.

1.2. Background to the Study

The quality of teaching force is a prerequisite for the quality of education (Tang & Choi, 2009). As language teaching is a profession, it can be said that as any other occupation aspiring to the title of profession it should claim at least some of these qualities: "a basis of scientific knowledge, a period of rigorous study which is formally assessed, a sense of public service, high standards of professional conduct, the ability to perform some specified demanding and socially useful tasks in a demonstrably competent manner" (Wallace, 1991, p. 5). As it is a profession, teacher education follows the models of professional education as the other professions. There are three major models of professional education: the craft model, the applied science model, and the reflective model.

In the craft model, how professional education is conducted is that the expert conveys the knowledge to the students. This is the model which was adopted in teaching practice until 1940s (Stones & Morris, 1972). With the idea that learning requires reflection and some sort of autonomy and it is an ongoing process, one may conclude that it cannot be confined

to the received knowledge only. In the applied science model, there is a division between the thinkers and the doers. In other words, in applied science model, the findings of scientific knowledge and experimentation are transferred to the doers, namely the teachers. As this process is a one-way process, it does not receive feedback from the other end of the transmission. If put simply, one can say that the researchers are far away from the teachers practicing teaching in the classroom and the other way round. Still, in this model we can see that there is a periodic up-dating (in-service) in order to gain professional competence. In the reflective model, unlike the gap between the research and the practice in the applied science model, the teachers are researchers, in a sense that they reflect on their practices. Experiential knowledge which is derived from the two phenomena of knowing-in-action and reflection (Schön, 1983, in Wallace, 1991) is the core concept of the reflective model. In this professional education model, the teachers have the opportunity to combine received knowledge and the experiential knowledge and constantly reflect on their practices which leads to the professional competence. In the light of this, we may suggest that the reflective model gives the teachers the opportunity for life-long learning and continuing professional development (CPD). Collin, Van der Heijden, and Lewis (2012) state that

> life-long learning or CPD is the means by which people maintain the knowledge and the skills related to their professional lives. CPD can manifest itself in various forms from formal education courses to learning through every day work practices. In its most easily recognized form CPD is perhaps the updating of professional knowledge by means of formal, short courses by occupational groups such as, for instance, doctors, lawyers and teachers.

Professional learning experiences may vary depending on various aspects and they can be categorized as personal, social, occupational, formal, informal, planned or informal. Additionally, their focus can be transmission, transition, or transformation.

Reid's quadrants of teacher learning categorize teacher learning as planned/incidental and formal/informal (Fraser, Kennedy, Reid & Mckinney, 2007). Formal planned teacher learning can be in the form of chartered teacher module classes, education authority courses, in-school courses, school development meetings, and action research projects. Formal incidental ones may take place through sharing professional experiences at assessment moderation meetings and they may be incidental conversations at teacher network meetings. Planned informal teacher learning contexts can be web-based networks.

And lastly, incidental informal teacher learning opportunities can be staffroom chats, corridor culture and photocopier conversations.

Kennedy's framework for analysis of CPD models suggests that CPD models can be located on a continuum which can be transmissive, transitional, or transformative. The CPD models which "rely on teacher development through externally delivered, 'expert' tuition (Sprinthall et al., 1996, in Fraser et al., 2007, p. 159), focusing on technical aspects of the job rather than issues relating to values, beliefs and attitudes" can be categorized as transmissive. This kind of CPD models cannot be said to promote teacher autonomy. Transitional models of CPD can be used either as transmissive or transformative, such as coaching/mentoring. Lastly, transformative CPD models "suggest strong links between theory and practice (Sprinthall et al., 1996, in Fraser, Kennedy, Reid & Mckinney, 2007, p. 159), internalization of concepts, reflection, construction of new knowledge and its application in different situations, and an awareness of the professional and political context". This type of CPD models tends to support professional autonomy and our study is based on this type of CPD.

1.3. Statement of the Problem

When we examine the context of Turkey, we see in-service education programs for teachers as ongoing professional development opportunities. Although in-service education programs may support the educational reforms, newly adopted teaching philosophies, studies in Turkey show that despite in-service education programs, "teachers still follow grammar-based transmission oriented language teaching practices" (Kırkgöz, 2007, in Uysal, 2012, p.16). Additionally, in-service education programs follow a top-down structure of the courses which consist topics and concepts selected and imposed by others who are not professional staff as there is a "lack of professional staff for planning and conducting in-service training activities in Turkish National Education System" (Bayrakçı, 2009, p.19).

Considering that there are EFL teachers still actively teaching in the context of Turkey who graduated from other faculties and departments other than English Language Teaching Departments, the need for CPD becomes more crucial as "the quality of teaching force is crucial to the quality of education" (Tang & Choi, 2009, p.1). In this study, we aim to examine the thoughts, awareness, knowledge and teaching practices of the teachers of

English as a Foreign Language in terms of actional competence through communicative language functions (speech acts) in the National English Curriculum. "The new 9th-12th Grades English Curriculum was designed to take all aspects of communicative competence into consideration in English classes by addressing functions and four skills of language in an integrated way and focusing on 'How' and 'Why' in language rather than merely on 'What'" (MEB, Ortaöğretim İngilizce Dersi Öğretim Programı, 2017, p. 4) and to raise their awareness and knowledge about actional competence through communicative language functions and their possible implementation practices in their classes through a transformative, reflective CPD model.

1.4. Aim of the Study (Research Questions)

The current study aims to find out the answers of the following research questions:

1. Do the teachers of English as a foreign language need a CPD training on actional competence?

   1.1. What are the opinions of the teachers of English as a foreign language about actional competence?

   1.2. Do the teachers of English as a foreign language have awareness about actional competence?

   1.3. Do the teachers of English as a foreign language have knowledge of speech acts?

   1.4. To what extent do the teachers of English as a foreign language produce acceptable speech acts?

2. Does the suggested CPD model make a difference between the pre-test and the post-test in terms of actional competence?

   2.1. Does the suggested CPD model make a difference between the pre-test and the post-test in terms of the teachers' opinions about a CPD training on actional competence?

   2.2. Does the suggested CPD model make a difference between the pre-test and the post-test in terms of the teachers' awareness?

   2.3. Does the suggested CPD model make a difference between the pre-test and the post-test in terms of the teachers' knowledge of speech acts?

2.4. Does the suggested CPD model make a difference between the pre-test and the post-test in terms of the teacher's production of the speech acts?

3. What is the effect of the suggested CPD model to help the teachers to become reflective?

1.5. Importance of the Study

The ultimate goal of language learning and language teaching is communication. When this is the case, teaching/learning the language just through some words, grammar rules, and strictly following the course books seems to be not enough for this end. Communication requires some degree of communicative competence along with the structural parts of the language. Integrating pragmatics in CPD trainings, improving EFL teachers actional competence or pragmatic competence is a crucial action which should be taken by the authorities as these trainings would improve the in-class implementations by improving the way of teaching and the way of learning. Apart from the need for CPD trainings to improve EFL teachers' actional competence or pragmatic competence, the way to implement these trainings is important issue. A CPD training which is designed through reflective steps would allow the participants to have a say and share their ideas, practices and creates a room for discussion. Instead of lecture type CPD trainings, teachers state their preferences in line with our model where they can have awareness, learn, share, discuss, participate, actively work on the issue on focus and get some practical insights (Çimer, Çakır, & Çimer, 2010) and provides opportunity to be autonomous through the practices of reflection. The importance of the study lies in filling the gap of actional competence in ELT and suggesting a reflective model which can be adapted to other subjects and areas.

1.6. Assumptions of the Study

This study aims to present the EFL teachers' current situation in terms of actional competence and to improve their actional competence through communicative language funtions in a reflective CPD training. As actional competence is defined by Celce-Murcia (2008, p. 42) as "the ability to comprehend and produce all significant speech acts and speech act sets", we included the speech acts which are mostly studied in the literature and included in English Language Program of the Ministry of National Education (MoNE) in

this study: the speech acts of apology, the speech act of request, the speech act of suggestion and the speech act of refusal. We assume that these four speech acts are comprehensive enough to conduct a study on actional competence.

1.7. Limitations of the Study

This study is limited to the four speech acts of apologizing, requesting, suggesting, and refusing in terms of actional competence. The data of descriptive part of the study is limited to the subject group of 190 EFL teachers who work in different cities of different regions of Turkey. In the experimental part of the study, 32 EFL teachers who work in Ankara participated in the CPD training sessions and the findings are limited to this subject group.

1.8. Definitions

Actional Competence: "The ability to comprehend and produce all significant speech acts and speech act sets" (Celce-Murcia, 2008, p. 42).

Pragmatic Competence: the competence to carry out "a set of internalized rules of how to use language in socio-culturally appropriate ways, taking into account the participants in a communicative interaction and features of the context within which the interaction takes place" (Celce-Murcia & Olshtain, 2000, p. 19).

Communicative Competence: a combination of other competences affecting and being affected by each other: sociocultural competence, linguistic competence, actional competence, discourse competence and strategic competence (Celce-Murcia, Dörnyei & Thurrell, 1995).

Continuing Professional Development: "the process by which, alone and with others, teachers review, renew and extend their commitment as change agents to the moral purpose of teaching; and by which they acquire and develop critically the knowledge, skills and emotional intelligence essential to good professional thinking, planning and practice with children, young people and colleagues throughout each phase of their teaching lives" (Day, 1999, p. 4).

In-Service Education and Training (INSET): "Decontextualized, fragmented courses or work-shops, focusing on the individual teacher. … The whole range of activities, training programs or methods used to help teachers develop professionally" (Kelchtermans, 2004, p. 218).

CHAPTER 2

LITERATURE REVIEW

2.1. Introduction

In this section, a theoretical framework will be presented. Firstly, we will present and elaborate the concept of Continuing Professional Development, In-service Education and Training, and present the research conducted in Turkey on this topic. Following the CPD, we will provide a chronological process of competence from linguistic competence to communicative competence and so the focus of the current research, which is actional competence. Following the theoretical part on pragmatics, theory of politeness, cooperative principle, and concept of face, we will present the research carried out in Turkish context on pragmatics, and pragmatic competence underlying the need for the current study.

2.2. Continuing Professional Development

When the literature regarding teachers' professional development is reviewed, it is realized that the term continuing professional development (CPD) is a recent one. Yet, the teachers' professional development has always been crucial. Teaching is a profession that requires lifelong learning due to educational reforms or the social, psychological, and technological changes. Even though there are different shareholders in the learning and teaching process, teachers are the leading implementors of all the changes (Villegas-Reimers, 2003). Furthermore, teachers are found at the center of the educational process (OECD, 2012)

As Craft (1996) states, professional development covers different activities and starts after the initial teacher education to provide further learning. CPD is not a concept in which the teachers are seen as only the receivers of the knowledge; on the contrary, teachers are considered knowledge generators (Borg, 2015).

'In-service trainings' (INSETs) or 'staff development' was the term popping into people's minds for the professional development of the teachers. However, these types of trainings were generally organized by the local administrators, and they were planned for a short period (Villegas-Reimers, 2003). Additionally, most of the time, INSETs were seen as a waste of time by the teachers because the trainings were generally considered irrelevant to their contexts of teaching practices (Borg, 2015). Unlike INSETs, CPD seems to cover a wide range of activities. The definition of CPD by Day (1999) presents its inclusiveness:

> Professional development consists of all natural learning experiences and those conscious and planned activities which are intended to be of direct benefit to the individual, group or school and which contribute, through these, to the quality of education in the classroom. It is the process by which, alone and with others, teachers review, renew and extend their commitment as change agents to the moral purposes of teaching; and by which they acquire and develop critically the knowledge, skills and emotional intelligence essential to good professional thinking, planning and practice with children, young people and colleagues through each phase of their teaching lives (p. 4).

Day (1999) indicates all learning activities carried out by the teachers contribute to their learning. It also presents the constant and meaningful development of teachers, learners, and schools because of the dynamic nature of the CPD. The meaningful interaction of CPD is highlighted by Kelchtermans (2004), as well. Kelchtermans (2004) states that CPD activities should engage the teachers, which means the activities should be within the interest of the teachers. Engaging activities will increase the relevance, and the teachers will be more active before, during, and after the activities.

2.2.1. The Need for CPD

The need for CPD comes from teachers' being the primary agents of the instructional activities (Villegas-Reimers, 2003). Luneta (2012) claims that teachers' professional development is beneficial not only for the teacher quality but also for the learner and learning quality. Teachers' work on effective instructional strategies will increase the learners' learning. De Vries, van de Grift, and Jansen (2014) support the same argument by adding one more area to be developed: the improved quality of the schools.

It is known that teachers cannot learn everything during their initial teacher education because of its context (Knight, 2002) and the nature of the social world (Luneta, 2012). Initial teacher education takes place in a limited time and a structured form. Even though

the teacher education programs are planned meticulously, it is not possible to prepare the student teachers for all the variables they will meet during their teaching experiences. The contexts they will be teaching determine what kinds of CPD activities they will need. Apart from the micro factors, constant changes in the social and educational world make teachers need CPD activities. Teachers need to update themselves to catch up with the educational reforms or any other changes happening in the world to enhance the learning of themselves and the learners. The success of the implementation of any innovation or change is dependent upon the teachers as "at the end of the day, it is these teachers who will determine whether innovations that have been adopted through top-down measures will eventually be carried out inside the classroom" (Goh, 1999, p. 18; cited by Odabaşı-Cimer, Çakır & Çimer, 2010, p. 32).

It can be understood from the CPD literature that CPD aims to increase the quality of education. This can only be achieved via effective CPD activities. Although it is accepted that contextual factors affect the success of CPD, there are some common views on what makes CPD activities effective for the teachers. Borg (2015) lists some characteristics:

> • relevance to the needs of teachers and their students
>
> • teacher involvement in decisions about content and process
>
> • teacher collaboration
>
> • support from the school leadership
>
> • exploration and reflection with attention to both practices and beliefs
>
> • internal and/or external support for teachers (e.g. through mentoring)
>
> • job-embeddedness (i.e. CPD is situated in schools and classrooms)
>
> • contextual alignment (with reference to the institutional, educational, social and cultural milieu)
>
> • critical engagement with received knowledge
>
> • a valuing of teachers' experience and knowledge (p. 6).

The characteristics show that CPD is about collaboration and cooperation. Teachers are engaged in knowledge creation and reflection. They are not forced to listen to the trainings which the teachers consider irrelevant to their teaching. Seeing these activities crucial increases the motivation of the teachers and increases the effectiveness of the CPD.

The criterion for a CPD to be effective have been examined in different ways by other scholars like Adey (2004), Joyce and Showers (1988), Harland and Kinder (1997), and Day (1999). Adey (2004) makes a list of 14 factors which are necessary for a CPD to be effective and makes the list in four categories:

1. The innovation
   a. has an adequate theory-base
   b. introduces methods for which there is evidence of effectiveness
   c. is supported with appropriate high quality materials
2. The PD programme
   a. is of sufficient length and intensity
   b. uses methods which reflect the teaching methods being introduced
   c. includes provision for in-school coaching
3. Senior management in the school(s)
   a. are committed to the innovation
   b. share their vision with the implementing department leaders
   c. institute necessary structural change to ensure maintenance
4. The teachers
   a. work in a group to share experiences
   b. communicate effectively amongst themselves about the innovation
   c. are given an opportunity to develop a sense of ownership of the innovation
   d. are supported in questioning their beliefs about teaching and learning
   e. have plenty of opportunity for practice and reflection (p. 194).

Day (1999) comes up with seven factors affecting the success of a CPD based on the finding of another study and lists them as follows: "inspiration (sharing visions), exposition (new content and ideas), discussion (and other activities to advance conceptual understanding), opportunities for cross-reference of standards (judging one's own position in relation to others), training in new skills, opportunities to experiment, and coaching (from advisory teachers and/or colleagues) (cited by Lydon & King, 2009, p.64). Additionally, Day (1999) defines an effective CPD from the perspective of teacher needs through multiple need factors: targeting needs (if the CPD is relevant), content needs (if it increases knowledge and awareness), utilization needs (if being of direct benefit in the classroom practice), leadership/modelling needs (if the teaching and learning process models good classroom practice, and time and energy needs (if it gives the opportunity for

development away from the pressures of the classroom). Lastly, Joyce and Showers (1988) define the effective CPD from the perspective of outcomes and expect these four training outcomes after an effective CPD training: knowledge or awareness, changes in attitude, development of skill, transfer of training, and executive control.

Guskey (2000) proposes a framework which can be used in the evaluation of he effectiveness of a CPD through five levels of outcome: participant reactions, participant learning (cognitive goals: knowledge and understanding; psychomotor goals: skills and behaviors; affective goals: attitudes and beliefs), organizational support and change, participants' use of new knowledge ans skills, and stusent learning outcomes. As for the barriers blocking the effectiveness of the CPD trainings, the factor of time comes first in most of the studies. For instance, Robinson and Sebba (2004) report the time as the most commonly reported blocking factor for the effectiveness of a CPD and time to carry out the changes that come with the CPD. They also indicate that the school management team and colleagues are other major factors in control of implementation of any change caused by the CPD.

As we can see from the literature, CPD is both a crucial and a complex concept from different perspectives. There are different factors which should be taken into account while planning and designing a CPD for it to be effective, and different barriers which should be eliminated in the process for the sake of the effectiveness of the CPD and to create a room for the changes which are aimed to be achieved through the CPD. In our study, we have taken into account the findings from the literature, and included some of factors proposed for an effective CPD in the design and the planning of our CPD training.

2.2.2. In-service Education and Training

In-service education was the term defining the activities done to develop the teachers' classroom practices before CPD has been widely used in the literature. Even though the aims of the INSETs and CPD activities may be seen as similar, there are differences between these two concepts. Conventional INSETs are generally designed as short-term courses, and the teachers were not included in the process. However, the CPD is associated with lifelong learning, and the teachers are engaged with the whole process. Most importantly, they are invited to reflect on their learning. Furthermore, the teachers have a chance to choose about which they want to improve themselves.

In the Turkish context for CPD, we can say that implementation of CPD should be supported for EFL teachers according to the field specific competencies for English language teachers by MoNE (2017). In the document, one of the competency areas is continuing professional development. The field specific competencies for English language teachers (MoNE, 2017) are presented in the table with competency areas and their scopes and the competencies not including the indicators below as translated into English by Kahraman-Özkurt (2019). The full version of the field specific competencies for English language teachers can be reached through the link given under the table.

Table 1

Field Specific Competencies for English Language Teachers

Competency area and its scope	Competency
1. Planning and organization of the English language teaching processes Scope: This area includes planning English language learning and teaching processes, creating environments appropriate for teaching, developing materials and making use of the materials.	1. Doing planning appropriate for English language teaching
	2. Organizing learning environments suitable for English language teaching
	3. Using materials and resources for English language teaching processes
	4. Using methods and techniques suitable for English language teaching
	5. Using technological tools in English language teaching
2. Developing students' language skills Scope: This area includes English language teachers' designing activities to develop students' language skills by using language learning/teaching theories, approaches and techniques, using English efficiently and appropriately and paying attention to the needs of the students.	1. Helping students develop effective language learning strategies
	2. Ensuring students' use of English in an accurate and intelligible way
	3. Developing students' listening/watching skills
	4. Developing students' speaking skills
	5. Developing students' reading skills
	6. Developing students' writing skills
	7. Doing practices considering the needs of the students who needs special education
3. Following and evaluating language development Scope: This area includes determining, following and evaluating students' development in English language teaching.	1. Determining the aims of the practices of assessment and evaluation regarding teaching English
	2. Using assessment and evaluation tools and methods in English language teaching
	3. Interpreting the assessment results and giving feedbacks to determine the language development levels of students
	4. Reflecting the assessment and evaluation results regarding the language development levels of students on his/her practices
4. Cooperating with the school, families and the society Scope: This area includes cooperation with families, social leadership, making school a culture and learning center, practices for ceremonies and organizations in the school in support of the English teaching process.	1. Cooperating with families for the development students' language skills
	2. Cooperating with the relevant bodies, organizations and people to make students understand the importance of knowing a foreign language
	3. Ensuring students understand the importance and meaning of the national festivals and celebrations and actively participate in them
	4. Managing and organizing national festivals and celebrations
	5. Cooperating with the society to make the school a center for culture and education
	6. Being a social leader
5. Continuing professional development Scope: This area includes teachers' practices for professional development to support English language teaching process.	1. Identifying professional competencies
	2. Ensuring his/her personal and professional development for teaching
	3. Using scientific research methods and techniques for professional development
	4. Reflecting his/her research of professional development on his/her practices

MoNE (2017). Field Specific Competencies for English Language Teachers. Retrieved from https:// oygm.meb.gov.tr/meb_iys_dosyalar/ 2017_11/ 06160113_ 2YYretmen_Yeterlikleri_KitabY_ ingilizce _ YYretmeni_ Yzel_ alan_yeterlikleri_ilkYYretim_parYa_5.pdf.

2.2.3. Continuing Professional Development in Turkey

There are various research studies analyzing Continuing Professional Development of teachers in Turkey (Can, 2019; Erdaş, 2015; Kaplan, 2019); however, only the evaluation studies and the studies investigating the CPD activities of English language teachers in Turkey are reviewed in this section.

Daloglu (2004) discusses the results of an in-service training focusing on materials design at a private primary school. The findings show that the training increased the knowledge and skills of the teachers. In addition to that, the teachers have a positive attitude towards in-service trainings. Realizing the deficiencies in the CPD activities organized in Turkey, Atay (2004) conducted a study to assess the efficiency of an in-service training followed by collaborative dialogue between the student teachers and the cooperative teachers. The results show that teachers' being active in the process and reflecting on their practices have a positive impact on their professional development.

Bayrakçı (2009) compared the INSET policies of Japan and Turkey by following a qualitative research design. The study reveals that collaboration and feedback are missing in the trainings in Turkey. Furthermore, the results show that Turkey needs an organized INSET model. In another study, the motive of Uysal (2012) was to evaluate a one-week INSET organized by MoNE considering the problems stated in the INSET literature. Various data collection instruments, such as document analysis, interviews, and a questionnaire were used to present the situation. The results show that the teachers have a positive attitude towards the training. Still, the training has some problems in the phases of planning and evaluation, which impacts the teachers' practices.

Korkmazgil (2015) explored the English language teachers' needs, practices, and challenges regarding their professional needs. The data collected via semi-structured interviews reveal that teachers need training to improve their English language proficiency, especially speaking skills. They also need trainings for teaching methodology, integrating technology, and developing and adapting materials. Even though they state these needs, the teachers are not willing to attend the activities. The challenges based on the findings are defined under five categories: teacher-related problems, student-related difficulties, contextual factors, challenges related to the educational system, and the social status of the teaching profession. In line with the effective CPD practices, it is suggested that teachers'

contextual needs should be considered. The CPD activities should be designed based on these needs.

Koç (2016) approached the in-service teacher training from a critical perspective via an evaluation form. The findings indicate the dissatisfaction of the teachers from the trainings. A distant in-service teacher training model is offered in the study, as well. Koç (2017) aimed to reveal the perceived effects of an in-service teacher training prepared based on Language Learning Strategies (LLS) for English language teachers working at lower secondary schools. Additionally, the study looked at the effects of the training on the development of the students of the participant teachers. The findings reveal that the training is successful in terms of teacher awareness, teacher's activity development based on LLS, and the English proficiency development of the students.

Erol-Güçlü (2018) tracked the perceptions of English preparatory school teachers' toward CPD activities regarding different variables, i.e., age, experience, having a Master's degree, or studying a CELTA or Delta course. The results of the online survey reveal that age or experience does not cause a significant difference. However, the degree or certificates have a positive effect on the teachers' perceptions. Yılmaz (2018) analyzed the motivation levels of in-service English teachers working in state and private schools regarding the trainings they take in Turkey and abroad. The results show that the teachers are motivated to attend the trainings regarding teaching methods. Yet, the teachers are in need of more peer to peer, and trainer and instructor interaction. Furthermore, the teachers state their desire to improve their proficiency in English via the trainings.

Kahraman-Özkurt (2019) developed three questionnaires to shed light on the 'evaluations', 'preferences' and 'needs' of English language teachers for INSETs organized by the MoNE. She set out to describe the situation in Turkey; that's why each region is represented with nearly the same number of participants. The findings of The English Language Teachers' Evaluations of In-Service Trainings Questionnaire show that the INSETs carried out by the MoNE do not satisfy most teachers. The teachers expect the features of an effective INSET defined in the literature, such as relevant content and suitable room for the training. The findings of the questionnaire reveal that the teachers have a significant number of needs in terms of English language proficiency, teaching methods and institutional issues. The study suggests that the MoNE should work in cooperation with the faculties of education for the INSETs. The needs analysis should be

the starting point for the content of the trainings, and the trainings should be designed based on the teachers' subject field and contexts.

Kılınç (2019) aimed to reveal the professional needs of English language teachers working in various cities in Turkey. The researcher adapted The Questionnaire of the In-service English Language Teachers' Needs, developed by Gökmenoğlu (2012). The data collected from the abovementioned questionnaire show that the teachers need trainings especially for three areas: counseling and special education knowledge, English language teaching knowledge, and professional teaching knowledge.

Ayar (2019) conducted a research study to find out the needs, practices, and challenges of English language instructors working in state and foundation universities in Turkey. Adopting a mixed-methods design, the researcher collected the data via semi-structured interviews and questionnaires. The findings indicate differences in terms of the motivation of the instructors and effectiveness and challenges of CPD activities between the foundation and state universities. Yet the study uncovers the similarities between the content of the activities and the instructors' expectations. A novel professional development is suggested based on the findings of the study.

2.3. From Linguistic Competence to Communicative Competence

The concept of competence has been a popular and the early research of language learning has taken different shapes and focal points through time from the linguistic competence to communicative competence. Actional competence is "the ability to comprehend and produce all significant speech acts and speech act sets" (Celce-Murcia, 2008, p.42), but having a look at the brief summary of the process from the linguistic competence to communicative competence would allow us to fully understand the concept of actional competence and to appreciate its importance in the process of language learning and teaching, and so to make it clear why we have chosen this concept as the core of the current study.
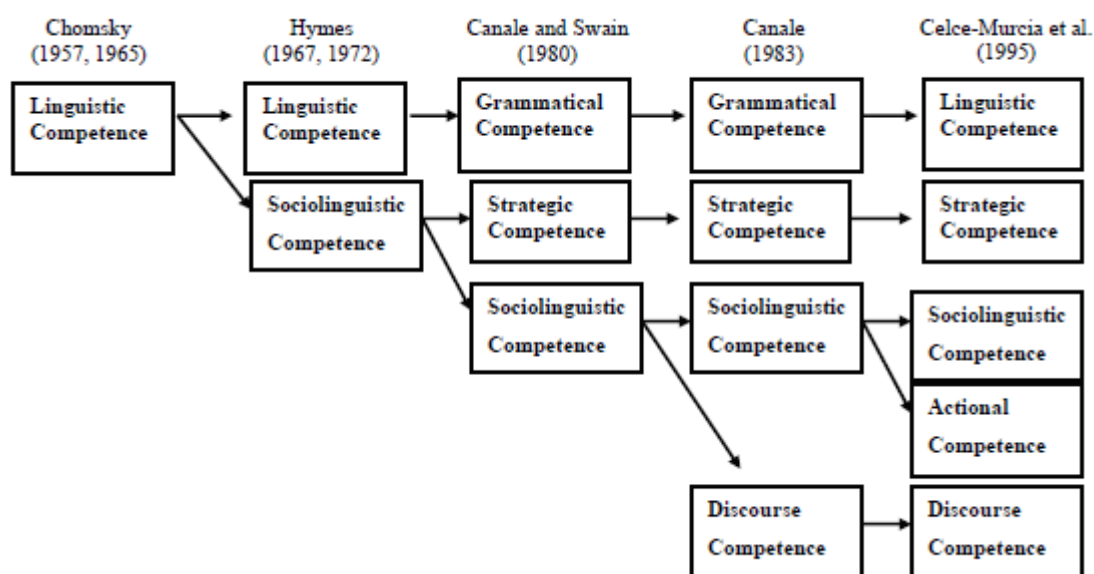
Figure 1. Chronological evolution of communicative competence. Celce-Murcia, M. (2008). *Rethinking the role of communicative competence in language teaching. In* Intercultural language use and language learning (p. 41-57). Springer, Dordrecht.

As Figure 1 illustrates in detail, the concept of competence emerged as lingusitic competence by Chomsky (1957). Chomsky, who is a formal linguist, "focused on linguistic competence and claimed that any consideration of social factors was outside the domain of linguistics" (Celce-Murcia, 2008, p. 42). Dell Hymes (1967) put forward the term "communicative competence" in response to Chomsky's proposal, and Hymes (1972) stated that "in addition to linguistic competence (the rules for decribing sound systems and for combining sounds into morphemes and morphemes into sentences), one also needed notions of sociolinguistic competence (the rules for using language appropriately in context) to account for language acquisition and language use" (Celce-Murcia, 2008, p. 42). A few years later, Canale and Swain (1980) elaborated on the concept of communicative competence and added strategic competence to the grammatical competence and the sociolinguistic competence. The strategic competence can be defined as "the ability to compensate for problems or deficits in communication and do various types of planning" (Celce-Murcia, 2008, p. 42) in this model. A few years later, Canale (1983) added another competence, which is discourse competence, to the model that they developed with Swain. Discourse competence can be defined as "the ability to produce and interpret language beyond the sentence level" (Celce-Murcia, 2008, p. 42) in this model. Following this, Celce-Murcia, Dörnyei and Thurrell (1995) proposed that actional

17

competence should also be part of communicative competence. When we have a deeper insight of actional competence, we can better appreciate its importance for the language learning process. It is reported that "much foreign language instruction is still done with word lists to be memorized and sentence patters to be practiced using meaningless exercises and drills" (Celce-Murcia, 2008, p. 51), we know from the literature that the same case is valid for Turkish context as well. Celce-Murcia and Olshtain (2000) argue that language instructors should use materials that are well contextualized and meaningful to learners. As the ultimate goal of language learning/teaching should be for learners "to interpret and produce meaningful discourse yet also to practice the phonological features, words, formulas, and grammatical structures that are salient in the discourse providing the content" (Celce-Murcia, 2008, p. 51). In light of these arguments, when we examine the definition of actional competence as "the ability to comprehend and produce all significant speech acts and speech act sets", we can conclude that actional competence has some degree of other competences of communicative competence in itself, responding to the ultimate goal of language learning and teaching.

Despite its significance, it is surprising to see that the concept of actional competence has not been well appreciated and studied in the literature of language learning and teaching. Besides the voluminous studies for communicative competence and a fair amount of pragmatic competence, and pragmatics research in our context, we see that actional competence has not been studied in the Turkish context. Along with its significance, it is more measureable than communicative competence and pragmatic competence as the factors can be more easily defined for actional competence while the factors are more vague for communicative and pragmatic competence. In the process of determining the factors of actional competence, we have made use of the noticing hypothesis. As the definition of actional competence proposes "to comprehend …", it requires awareness first. And noticing is hypothesized to be the first level of awareness, which is independent of a second level, "understanding," in which a learner recognizes "a general principle, rule, or pattern" (p. 26). Put another way, the "noticing hypothesis" states that "what learners notice in input is what becomes intake for learning" (Schmidt, 1995a, p. 20, in Bardovi-Harlig & Dörnyei, 1998, p. 235). As a result, we designed and planned the data collection instruments and the content for the CPD training in line with the suggestions of literature: opinions of teachers as the CPD literature suggests for effective CPD, awareness of teachers as corresponding to noticing, knowledge of the teachers as the second step

following understanding, and the production of the teachers as the definition suggests "to produce …".
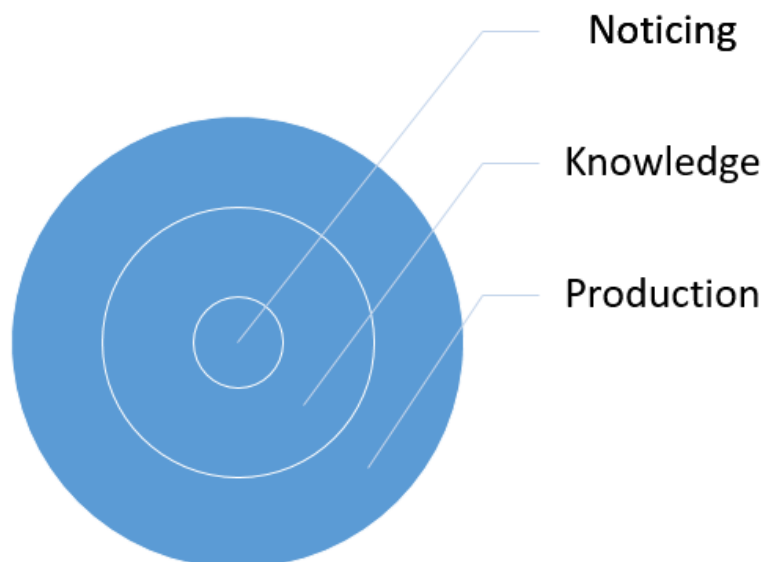
Figure 2. The basis of the evaluation factors developed from the noticing hypothesis

2.4. Pragmatics and Teaching Pragmatics

In this section, we present the theoretical background of the concepts which were included in the CPD training sessions, which are Grice's cooperatice principles, Goffman's concept of face, and lastly Brown and Levinson's theory of politeness. As these concepts were used for teaching pracmatics with the aim of developing actional competence in the current study, they can be applied for teaching pragmatics in other contexts as well.

2.4.1. Grice's Cooperative Principles

Communication is a complex concept which requires certain principles to maintain the harmony of it and not to lead to misunderstanding and misinterpretations. The distinction between the sentence and the utterance makes this case clear. In some situations, it may be easy to interpret the implicatures; however, it may not be so easy to interpret the conversational implicatures which are bound to the specific context. In order not to give way to such violations of communication, Grice (1975) proposes some features which should be followed in a conversation, and calls this as cooperative principle. In Grice's

Cooperative Principle, there are four categories, including their own maxims, which should be applied:

1. The category of quality and its maxims:

- Do not say what you believe to be false.

- Do not say that for which you lack adequate evidence. (Grice, 1975, p.46)

2. The category and the maxim of relevance:

- Be relevant (Grice, 1975, p.46)

3. The category of quantity and its maxims:

- Make your contribution as informative as is required.

- Do not make your contribution more informative than is required. (Grice, 1975, p.45)

4. The category of manner and its maxims:

- Avoid obscurity of expression.

- Avoid ambiguity.

- Be brief.

- Be orderly. (Grice, 1975, p.46)

2.4.2. Brown and Levinson's Theory of Politeness

Departing from Grice's cooperative principles and Goffman's concept of face, Brown and Levinson (1987) come up with the theory of politeness. In his work, Grice (1975, p.45) states that conversations are "characteristically, to some degree at least, cooperative efforts; and each participant recognizes in them, to some extent, a common purpose or set of purposes, or at least a mutually accepted direction". Following this, he proposes that people should be cooperative in conversations for the sake of the conversation to be maximally efficient. Another significant concept for the politeness research is the concept of face which was initially addressed by Goffman (1967). "Drawing on the work of Durkheim (1915), Goffman echoes the Gricean notion that conversation is essentially co-operative in nature" (cited by O'Keeffe, Clancy & Adolphs, 2011, p. 63). Goffman

developed a concept of face which is bound to the expressions and which can be lost through embarressement or humiliation and should be saved to "prevent damage to one's reputation or the loss of people's respect for the speaker" (O'Keeffe, Clancy & Adolphs, 2011, p. 63). Goffman (1967) defines the face as "the positive social value a person effectively claims for himself/herself" (p. 5), in an earlier work of his Goffman (1955, p. 319) it is stated that "the term face may be defined as the positive social value a person effectively claims for himself by the line others assume he has taken during a particular contact" and the term of line refers "to a pattern of behavior which expresses the individual's view of the situation and evaluation of himself" (cited by, Chapman, 2011, p. 135). Additionally, he states that to maintain the positive self-image, a process of face-work is required to save the face.

Following Goffman, Brown and Levinson (1987) elaborates on his concept of face as positive face and negative face. They define the positive face as "the need for enhancement of a positive self-image", and they define the negative face as "the need for freesom of action and freedom from imposition" (O'Keeffe, Clancy & Adolphs, 2011, p. 63). They argue that the face should be saved and the individual's face needs should be respected. However, individuals may engage in some speech actions which may threaten one of both of these faces. These are called face threatening acts (FTAs). When we refer to an FTA, we refer to "a communicative act performed by the speaker that does not respect either the hearer's need for space (negative face) or their desire for their self-image to be upheld (positive face) or both (O'Keeffe, Clancy & Adolphs, 2011, p. 64). Brown and Levinson (1987) proposes strategies for performing FTAs for that aim. The politeness strategies are scaled from positive politeness to negative politeness in terms of informality/formality. From informal to formal (from direct to indirect), the strategies can be listed as: bald-on record, positive politeness, negative politeness, off-record politeness, and avoiding doing the FTSs at all.

- Negative face and negative politeness strategies

    o Strategy 1: Be conventionally indirect

    o Strategy 2: Question, hedge

    o Strategy 3: Be pessimistic

    o Strategy 4: Minimize the imposition

- Strategy 5: Give deference

- Strategy 6: Apologize

- Strategy 7: Impersonalize speaker and hearer

- Strategy 8: State the FTA as a general rule

- Strategy 9: Nominalize

- Strategy 10: Go on-record as incurring a debt, or as not indebting the hearer

- Positive face and positive politeness strategies

  - Strategy 1: Notice, attend the hearer

  - Strategy 2: Exaggerate

  - Strategy 3: Intensify interest to the hearer

  - Strategy 4: Use in-group identity markers

  - Strategy 5: Seek agreement

  - Strategy 6: Avoid disagreement

  - Strategy 7: Presuppose, raise, assert common ground

  - Strategy 8: Joke

  - Strategy 9: Assert or presuppose speaker's knowledge of and concern for the hearer's wants

  - Strategy 10: Offer, promise

  - Strategy 11: Be optimistic

  - Strategy 12: Include both the speaker and the hearer in the activity

  - Strategy 13: Give or ask for reason

  - Strategy 14: Assume or assert resiprocity

  - Strategy 15: Give gifts to the hearer

- Off-record politeness and off-record politeness strategies

  - Strategy 1: Give hints

  - Strategy 2: Give association clues

- o Strategy 3: Presuppose

- o Strategy 4: Understate

- o Strategy 5: Overstate

- o Strategy 6: Use tautologies

- o Strategy 7: Use contradictions

- o Strategy 8: Be ironic

- o Strategy 9: Use metaphors

- o Strategy 10: Use rhetorical questions

- o Strategy 11: Be ambiguous

- o Strategy 12: Be vague

- o Strategy 13: Over-generalize

- o Strategy 14: Displace the hearer

- o Strategy 15: Be incomplete, use ellipsis (Brown & Levinson, 1987)

We can see the flow from the direct to indirect when we examine the strategies. Our decision to apply negative or positive politeness in a conversation is bound to many factors. What is the speech act? What is the act of the speech: locutionary act of speech, illocutionary act of speech, or perlocutionary act of speech? Who is the interlocutor? What is the power relation between the interactants? What is the relationship of the interactants? What is the weight of imposition of the speech act? What kind of a face work should the context require? Whose face is at risk? What can the face threatened be saved? All these questions decide the fate of the communication/interaction. These are not just some items defined by Brown and Levinson, but they are the core of the communication. Following a grammatical, structural method for language teaching unfortunately will skip all these crucial elements. Without knowing politeness, face, cooperative principles, and so on, we cannot create a context for language learning and thus we leave it in the darks of structural methods.

CHAPTER 3

METHODOLOGY

3.1. Introduction

In this section, the research design of the study and the research questions are presented. The study group and the sampling strategy are given in detail including the age, gender, level of school they teach at, total year of experience, department of graduation, taking a course on pragmatics and learning pragmatics as part of a course. Data collection, the data collection tools, data collection procedure, the pilot study, implementation of CPD sessions are presented in detail. Under the heading of development and implementation of the reflective CPD model, all the process is explained clearly. The data analysis processes are explained and presented for each data collection instrument with validity/reliability explanations. The sessions/workshops carried out for the experimental part of the study are provided as they were used in the training. The sessions are explained and the steps followed are presented in detail for them to be able to be used by others.

3.2. Research Design

This research is a mixed methods research, which is "the research approach in which quantitative and qualitative data or techniques are combined or mixed in a single research study" (Christensen, Johnson & Turner, 2015). "Proponents of mixed methods research typically adhere to a compatibility thesis and follow the philosophy of pragmatism. In this context, the compatibility thesis is the idea that quantitative and qualitative methods are complementary and can be used effectively together in a single research study" (Christensen, Johnson & Turner, 2015).

The form of mixed methods design is the embedded design as in the embedded design, quantitative and qualitative data are collected simultaneously or sequentially for triangulation (Creswell, 2012).

The research design adopted in this study is time series design, which is an experimental approach to use "when an experimental researcher has access to only one group and can study them over a period… with multiple pretest and posttest measures or observations made by the researcher" (Creswell, 2012, p. 314). The variation of time series design adopted in this study is equivalent time series design as there are more than one measurement and observation between interventions.

Table 2

Equivalent Time Series Design

Select Participants for Group	Measure or Observation	Intervention	Measure or Observation	Intervention	Measure or Observation

Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative*. Pearson Education.

3.3. Research Questions

The current study aims to find out the answers of the following research questions:

1. Do the teachers of English as a foreign language need a CPD training on actional competence?

    1.1. What are the opinions of the teachers of English as a foreign language about actional competence?

    1.2. Do the teachers of English as a foreign language have awareness about actional competence?

    1.3. Do the teachers of English as a foreign language have knowledge of speech acts?

    1.4. To what extent do the teachers of English as a foreign language produce acceptable speech acts?

2. Does the suggested CPD model make a difference between the pre-test and the post-test in terms of actional competence?

2.1. Does the suggested CPD model make a difference between the pre-test and the post-test in terms of the teachers' opinions about a CPD training on actional competence?

2.2. Does the suggested CPD model make a difference between the pre-test and the post-test in terms of the teachers' awareness?

2.3. Does the suggested CPD model make a difference between the pre-test and the post-test in terms of the teachers' knowledge of speech acts?

2.4. Does the suggested CPD model make a difference between the pre-test and the post-test in terms of the teacher's production of the speech acts?

3. What is the effect of the suggested CPD model to help the teachers to become reflective?

3.4. Study Group and Sampling Strategy

The study group of this research is EFL teachers working at public schools in Turkey. For the pilot study, we collected data from 190 EFL teachers who teach at different levels (primary school, secondary school, high school) at public schools. The data gathered from this sampling group were used for the pilot study and the descriptive statistics to show the current status of the EFL teachers in terms of actional competence. We used convenience sampling as the sampling strategy to reach these 190 teachers. This strategy may be the least desirable sampling strategy, but "one redeeming feature of this sampling strategy is that it usually results in willing participants, which is a prerequisite to having a rich dataset" (Dörnyei, 2007, p.129). As for the experiment group, apart from these 190 participants, 32 English language teachers who were teaching at public schools (primary school, secondary school, high school) in Ankara, Turkey participated in the CPD sessions. The subject group who attended the CPD sessions was formed on the voluntary basis. The Directorate-General for Teacher Training and Development of the MoNE opened a training course for this study and announced it on their official website. English language teachers who work at primary, secondary or high schools in Ankara could apply for this training course. 32 EFL teachers were randomly selected among the ones who applied for the training course and comprised the experiment group of the current study.

As our research design is equivalent time series design, which is a time series experimental design, and it was conducted to examine the change in a single group, "this design does not

require access to large numbers of participants and it requires only one group for the study" (Creswell, 2012, p. 314).

The demographic information gathered from the piloting group of 190 EFL teachers was analyzed and presented in the pilot study section. The demographic information of the experiment group is as follows:

Table 3

Frequency Analysis of the EFL Teachers' Gender

		f	%
Gender	Female	27	84.4
	Male	5	15.6
	Total	32	100

The participant teachers were mostly females (84.4%). Out of 32 participants, 27 of them were female teachers (n_{Female}=27) and 5 of them were male teachers (n_{Male}=5).

Table 4

Frequency Analysis of the EFL Teachers' Age

		f	%
Age	Between 20-29	2	6.3
	Between 30-39	22	68.8
	Between 40-49	6	18.8
	50 and above	2	6.3
	Total	32	100

In terms of age, we see that the participants at the age range of 30-39 dominate the subject group (68.8%). Following the dominant age range, we see that six of the participants were between the age of 40-49. There were only two participants whose ages were 50 and above. Similarly, there were two participants who were between the ages of 20 and 29. We can say that the age range of the subject group is wide including participants from the age of 20 to +50.

Table 5

Frequency Analysis of the EFL Teachers' Total Year of Experience in Teaching

		f	%
Total Year of Experience	1-5 years	3	9.4
	6-10 years	10	31.3
	11-15 years	10	31.3
	16-20 years	6	18.8
	21-25 years	1	3.1
	26-30 years	2	6.3
	Total	32	100

When we look at the total year of experience of the participants, we see that we had participants from each group of total year of experience. More than the half of the group had between 6 and 15 years of experience in teaching (62,6%). We also had participants who have between 1 to 5 years of experience while there were participants who had between 26 and 30 years of experience. Although the most of the participants had 6-15 years of experience in teaching, we can say that the sampling is varied in terms of total year of experience showing that the group is homogeneous in terms of experience in teaching.

Table 6

Frequency Analysis of the Level of School the EFL Teachers Teach at

		F	%
Level of school	High School	17	53.1
	Secondary School	9	28.1
	Primary School	6	18.8
	Total	32	100

The participant teachers who formed the subject group of the experiment were teaching at different levels. The majority of the participants were teaching English at high schools (53.1%). 9 of the participants were teaching at secondary schools (28.1%) and 6 of them were teaching at primary schools (18.8%) in Ankara. As the number of the participants in the experiment group is relevantly small and the number of the participants teaching at different levels was not even, we could not make comparisons between these levels and also it was not one of the research questions which we wanted to find answers to in the scope of the current study.

Table 7

Frequency Analysis of the EFL Teachers' Department of Graduation

		F	%
Department of Graduation	ELT	26	81.3
	English Language and Literature	4	12.5
	English Linguistics	1	3.1
	Translation and Interpreting	1	3.1
	Total	32	100

This table shows gives us important clues about the need for this study. As it can be seen in the table above, although the majority of the participants were graduated from ELT departments (81.3%), there were also participants whose department of graduation was some other department than ELT. For a small group of participants, 12.5% is an important

percentage and 12.5% of the participants were graduated from the department of English Language and Literature.

Table 8

Frequency Analysis of the EFL Teachers' Taking Pragmatics Course

		f	%
Taking Pragmatics	Yes	5	15.6
Course	No	27	84.4
	Total	32	100

Like the department of graduation, this part in demographic information section of the data collection tools informs us about the need for a CPD on actional competence or pragmatic competence. To the question of "Have you taken a course on pargmatics?", almost all of the participants answered "No" (84.4%). Only 5 of the participants answered "Yes" to this question which forms only the 15.6% of the whole group.

Table 9

Frequency Analysis of the EFL Teachers' Learning Pragmatics as Part of a Course

		F	%
Learning Pragmatics	Yes	19	59.4
as Part of a Course	No	13	40.6
	Total	32	100

Considering the possibility of learning pragmatics not as a separate course but as part of a course (most probably as part of linguistics course), we asked this question, "Have you learned pragmatics as part of a course?", and the results were higher than as it was in the previous question. Slightly more than the half of the participants answered "Yes" to the question (59.4%) and still an important percent of the participants said "No" to the question (40.6) showing us that pragmatics training/education is not appreciated enough in in-service education and so there is a crucial need for such a training with the help of CPDs.

3.5. Data Collection

In this section, we present in detail the data collection instruments, data collection procedures which were followed, the process of the developing the training content and the steps.

3.5.1. Data Collection Instruments

Multiple data collection instruments were used as the design of the study requires gathering multiple measures. The first data collection instrument is a questionnaire which is formed around four basic communicative language functions (speech acts) –apology, request, suggestion, refusal- in order to examine participants' opinions, knowledge and awareness about these speech acts, namely actional competence, and to what degree they apply them in their teaching (production). The rationale behind choosing these speech acts is that these speech acts have been studied reasonably well in the literature (Bradovi-Harlig & Dörnyei, 1998). The questionnaire was administered as the pre-test and the post-test.

As we conducted our research during the COVID 19 pandemic, it was almost impossible to carry out interviews with the teachers noting that even administering the questionnaire was more than challenging in the pandemic. Because of the pandemic reality, we tried to collect the data through questionnaire. In the first part of the questionnaire, we asked for demographic information and asked two important questions with the aim of having in insight about the background of the teachers. This first part is called Part 1: BioData. The second part of the questionnaire was firstly designed as semi-structured interview questions to deeply understand the EFL teachers' opinions about the actional competence and to what degree they need a training on actional competence. Because of the pandemic, as we could not carry out interviews with more than 190 teachers, we turned these semi-structured interview questions into structured questionnaire items using a likert scale of yes/neutral/no. And this part formed the Part 2: Self-Assessment of Actional Competence including six questions about the teachers' opinions about the actional competence and their need of a training on actional competence.

Part 3 of the data collection instrument is Awareness Questionnaire by Bardovi-Harlig & Dörnyei (1998). For this awareness questionnaire, we asked for permission from the researchers of the original study and conducted reliability for the current research. This part consists of 20 scenarios and askes the participants to recognize the pragmatic or grammatical errors and to rate these errors using a scale of not bad at all to very bad. The aim of using this questionnaire is to figure out to what degree the participant teachers recognize pragmatic errors and how bad they think these pragmatic errors are compared to the grammatical ones. We assume that the findings from this questionnaire show us the

awareness of the participants about actional competence through recognition of pragmatic errors.

Part 4 of the data collection instrument consists of four different activities taken from the course books for each of the speech act in focus of this study: the activity for the speech act of request, the activity for the speech acts of apology, the activity for the speech act of suggestion and refusal, respectively. We analyzed the course books which were accredited by the MoNe and chose the relevant activities from them. We asked the participant teachers if these activities comprehensive enough to teach the specific speech act, each for the four speech acts. We used a scale from 1 to 5 indicating not very comprehensive to very comprehensive. Additionally, we asked them if they choose not very comprehensive to state briefly what is missing and what could be added. The rationale behind this activity assessment section is to find out to what degree the teachers can evaluate the activities in terms of actional competence (the speech acts) and their knowledge through their responses in the open ended part as these activities are not comprehensive enough to teach the particular speech acts and they are rather mechanical, structural than meaningful and contextual.

Part 5 of the data collection tool is a discourse completion task which was formed by the researcher consisting two situations for each speech act. The situations vary in term of distance, power and weight of imposition to get a rich data set for the production of the speech acts in focus. The last part of the data collection tool is a part where the participants evaluate their self-reflection using a likert scale of 1 to 5. Like the Part 2: Self-assessment of actional competence, this self-reflection part was planned as semi-structured interview questions but because of the pandemic, we had to turn these interview questions into structured questionnaire items of eight statements about self-reflection.

This data collection tool was administered to the pilot group of 190 EFL teachers to demonstrate the current situation for the need of a training on actional competence and administered to the experiment group of 32 EFL teachers as pre-test and post-test to see the effect of the intervention.

After each session of intervention, we administered a written protocol which consists of three parts: Written Protocol Reflection, Reflection on the Steps of the Intervention, and Today's Gain part. The rationale behind this written protocol is to examine the opinions of the participants about the effectiveness and applicability of the intervention. Besides the

31

data collection questionnaires and the written protocols, the researcher kept a journal during the intervention process to deeply understand what teachers think, know, or want. The researcher journal was used to elaborate the quantitative findings and to provide explanation and discussion.

3.5.2. Data Collection Procedure

The data were collected through multiple data collection tools. The main data collection tool comprised six parts: BioData, Self-Assessment of Actional Competence, Awareness Questionnaire, Activity Assessment, Discourse Completion Task and Self-Reflection. It was administered to the first group of 190 EFL teachers for the pilot study. The data gathered from this was used for descriptive statistics and reliability/validity. We administered the main data collection tool to 190 EFL teachers teaching at different levels (primary school, secondary school, high school) in different cities in Turkey through hard-copies, e-mails, google forms.

The same main data collection tool was administered to the experiment group as the pre-test and the post-test after the intervention. The intervention was carried out with 32 EFL teachers teaching at different levels in Ankara. The intervention was first planned as a national intervention including EFL teachers from different cities but because of the pandemic, we could only manage to carry out the training with EFL teachers in Ankara. The intervention was carried out as a course by the Directorate-General for Teacher Training and Development of the MoNe, for the purposes of this study only. The first time the training was announced by the MoNE, all the face-to-face courses were cancelled because of the pandemic including ours. Some months later, we managed to open the course for face-to-face training. Due to the pandemic, only 10 EFL teachers attended the face-to-face training on 1-4 December 2020. The following week, the training was carried out online with 22 EFL teachers using the same training materials by the same instructor (the researcher) on 8-11 December 2020. The intervention took 20 hours of training, lasting for four days (five hours each day including the data collection processes). All the materials of the training were planned and prepared by the researcher. It is important to note that the first training which was face-to-face was the only face-to-face training in Turkey at the time because of the pandemic to understand how challenging the data collection and the intervention processes were. After each session of the intervention,

written protocol was administered and through the intervention sessions the researcher journal was kept. At the end of the intervention sessions, the main data collection tool was administered to the participant teachers as the post-test to see the effectiveness of the intervention.

3.5.3. Implementation Processes of CPD Sessions

In cooperation with the Directorate-General for Teacher Training and Development of the MoNE, a course with the name of "İngilizcenin Söz Eylemlerinin Bağlam Temelli Öğretimi" was held for the purpose of only this study. The course was opened for EFL teachers working in Ankara at a voluntary basis. Two courses were announced by the MoNE, one for face-to-face and one for online training. The first training was held with 10 EFL teachers face-to-face in Ankara at Gazi University, Gazi Faculty of Education, on 1-4 December 2020. The number of the participants was less in the face-to-face training because of the Covid19 pandemic. As a result of this small number of participants, a second training was announced by the MoNE, this time as online training. The second training was carried out online the following week with 22 EFL teachers working in Ankara. The materials used in the training were the same in both of the trainings and the training was provided by the same instructor (the researcher). The training was planned and carried out as 20 hours of training. It lasted for four days, five hours each day.

3.5.4. Pilot Study

For the pilot study, we collected data from 190 EFL teachers who were teaching at different levels (primary school, secondary school, high school) at public schools from different cities in Turkey (Ankara, Amasya, Muğla, Kahramanmaraş, Isparta, İstanbul mostly). The data gathered from this sampling group were used for the pilot study and the descriptive statistics to show the current status of the EFL teachers in terms of actional competence. We used convenience sampling as the sampling strategy to reach these 190 teachers. This strategy may be the least desirable sampling strategy, but "one redeeming feature of this sampling strategy is that it usually results in willing participants, which is a prerequisite to having a rich dataset" (Dörnyei, 2007, p.129). Additionally, we used the data gathered from the pilot study for the reliability of the Awareness Questionnaire (taken from Bardovi-Harlig & Dörnyei, 1998), which is one of the data collection tools in this

study. The reliability of the awareness questionnaire was calculated through Cronbach's Alpha Reliability Coefficient and the reliability results were quite reliable. The reliability study was explained in detail in the data analysis section in detail.

Table 10

Frequency Analysis of the EFL Teachers' Gender

		f	%
Gender	Female	154	81.1
	Male	36	18.9
	Total	190	100

As can be seen in Table 10, 81.1% (n_{Female}=154) of the participants were females and 18.9% (n_{Male}=36) of them were males. We can see that female participants outnumbered the male participants.

Table 11

Frequency Analysis of the EFL Teachers' Age

		f	%
Age	between 20-29	30	15.8
	between 30-39	114	60.0
	between 40-49	39	20.5
	50 and over	7	3.7
	Total	190	100

According to the table above, 15.8% of the teachers who participated in the study were aged 20 to 29; 60% 30 to 39; 39% 40 to 49, and 7% of them were at the age of 50 and above. The age range of the participants piled between the ages of 30 and 39.

Table 12

Frequency Analysis of the EFL Teachers' Total Year of Experience in Teaching

		f	%
Total Year of Experience in Teaching	1-5 years	24	12.6
	6-10 years	70	36.8
	11-15 years	40	21.1
	16-20 years	35	18.4
	21-25 years	14	7.4
	26-30 years	5	2.6
	31 years and above	2	1.1
	Total	190	100

When the duration of the teachers' experience in teaching is reviewed, it is seen that 12.6% of teachers have one to five years of experience and 36.8% of them have six to ten years of professional experience. While 21.1% of the teachers' experiences range from 11 to 15

years, 18.4% of them have 16 to 20 years of experience. The table shows that 7.4 of the teachers have 21years of teaching experience, but only 2.6% of the teachers have 26-30 years and 1.1% of them have 31 and above years of experience in teaching.

When the duration of the teachers' professional experiences is examined, it is realized that most of them have six to ten years of experience. This ratio is followed with 11 to 15 and 16 to 29 years, respectively.

Table 13

Frequency Analysis of the EFL Teachers' Department of Graduation

		F	%
Department of Graduation	ELT	144	75.8
	English Language and Literature	31	16.3
	American Culture and Literature	6	3.2
	English Linguistics	4	2.1
	Archaeology and History of Art	1	0.5
	Engineering Faculty	1	0.5
	Faculty of Arts and Sciences	1	0.5
	Physics	1	0.5
	Tourism and Hotel Management	1	0.5
	Total	190	100

When the table is examined, it is seen that almost three quarters of teachers are the graduates of English Language Teaching program while 16.3% of them have graduated from English Language and Literature program. These are followed by the programs of American Culture and Literature and English Linguistics with 3.2% and 2.1%, respectively. Furthermore, the table presents that 3% of the teachers are the graduates of other faculties/programs, i.e., Archaeology and History of Art, Engineering Faculty, Faculty of Arts and Sciences, Physics, Tourism, and Hotel Management.

Table 14

Frequency Analysis of the EFL Teachers' Taking Pragmatics Course

		f	%
Taking Pragmatics Course	Yes	65	34.2
	No	125	65.8
	Total	190	100

The table reveals that 34.2% (n_{Yes}=65) of the teachers took pragmatics course previously; however, 65.8% (n_{No}=125) did not take pragmatics course before.

Table 15

Frequency Analysis of the EFL Teachers' Learning Pragmatics as Part of a Course

		f	%
Learning Pragmatics	Yes	105	55.3
as Part of a Course	No	85	44.7
	Total	190	100

The table presents that 55.3% (n_{Yes}=105) of the teachers taking part in the study learned pragmatics as part of a course, but 44.7% (n_{No}=85) of the teachers did not learn pragmatics as part of a course.

3.6. Data Analysis

The data collected from the EFL teachers were processed into the SPSS program and analyzed. After the examination of the data, it was seen that there is no data showing the extreme value problem. In the process of examination of extreme values, very high and very low values are interpreted as extreme values by examining the stem leaf graph and boxplot graphs (Tan, 2016, p.100). In order to analyze the demographic information of the participant teachers, seven demographic items were formed. For the analysis of the demographic part, frequency analysis was conducted. For the analysis of Part 2: Self-assessment of actional competence which aims to find out the opinions of EFL teachers on actional competence, the data gathered from 190 EFL teachers were analyzed through frequency analysis. For the same data collection instrument, the data gathered from the experiment group of 32 EFL teachers both in the pre-test and the post-test were analyzed through frequencies. The data gathered from the pre-test and the-post test were compared to see if there is a significant difference between them. Before the comparison, it was examined whether the differences between two measurements (the pre-test and the post-test) were normally distributed with the Shapiro-Wilk test and it was determined the scores were not normally distributed (p<.05). For that reason, Wilcoxon Signed Ranks Test was applied to determine whether the pre-test and the post-test scores show a significant difference. In the Wilcoxon Signed Ranks Test, the effect size id calculated with the following formula (Field, 2009):

$$r = \frac{Z}{\sqrt{n}}$$

The criteria used in the interpretation of the effect size are: "r=0.1, low impact", "r=0.3, medium impact", and "r=0.5, high impact" (Cohen, 1988).

For the analysis Part 3: Awareness questionnaire, the data gathered from 190 participants and the gathered from 32 participants in the pre-test and the post-test were analyzed through frequency analysis. Frequency distributions and item averages related to the recognition of pragmatic errors and grammatical errors are presented. As this data collection instrument was developed in another study, Cronbach's alpha reliability coefficient was calculated for the data gathered through this questionnaire. Cronbach's alpha reliability coefficient of the awareness questionnaire was calculated and the Cronbach's alpha values are presented in the table below.

Table 16

Cronbach's Alpha Reliability Coefficient of the Awareness Questionnaire

Participants' Recognition of Errors	Cronbach's Alpha Value
Pragmatic Errors	0.65
Grammatical Errors	0.76

When we examine the table above, it is seen that the Cronbach's alpha coefficient of the recognition of pragmatic errors is calculated as 0.65 and the Cronbach's alpha coefficient of the recognition of grammatical errors is as 0.76. Cronbach's alpha reliability coefficient values in the range of $0.60 \leq \alpha < 0.80$ indicate that the measurements are "highly reliable" (Özdamar, 1999). As a result, it can be said that the measurements obtained from both for the recognition of pragmatic errors and the recognition of grammatical errors are quite reliable.

An analysis was conducted to see whether there is a significant difference between the pragmatic, grammatical and control items. Before the analysis, it was checked whether the distribution is normal for each group with the Kolmogorov-Smirnov test. As a result of this test, it was determined that the pragmatic scores showed a normal distribution (p>.05) while the grammar and the control item scores did not show a normal distribution (p<.05). For that reason, the Friedman test was applied. Pairwise comparisons were made with Wilcoxon Signed Ranks Test to determine which measurements showed significant difference. The effect size (effect size - η^2) values were calculated for the Wilcoxon Signed Test.

The effect size (effect size - η^2) values for the Wilcoxon Signed Test were calculated with the formula below (Field, 2009).

$$\eta^2 = \frac{Z}{\sqrt{n}}$$

As for the interpretation of the effect size, the criteria below were applied:

Table 17

Effect Size

Effect size	η^2
Low	0.1
Medium	0.3
High	0.5

(Cohen, 1988)

For the comparison of the pre-test and the post-test results of awareness questionnaire, firstly it was checked for normal distribution with the Shapiro-Wilk test and the it was determined that they showed normal distribution (p>.05). T-test was applied for dependent samples to see if there is a significant difference between the two measurements (the pre-test and the post-test). Additionally, the effect size (η^2) was calculated and interpreted. The effect size (η^2) for the t-test calculated for dependent samples was calculated with the following formula (Gravetter ve Wallnau, 2007):

$$\eta^2 = \frac{t^2}{t^2 + (n-1)}$$

The criteria used in the interpretation of the effect size are: "r=0.01, low impact", "r=0.06, medium impact", and "r=0.138, high impact" (Cohen, 1988).

For the analysis of Part 4: Activity assessment, the data gathered from190 participants were analyzed through frequency analysis. The data gathered from the experiment group of 32 participants in the pre-test and the post-test were analyzed through frequency analysis, too. The comparison of the pre-test and the post-test results was made for each activity and for this comparison, Wilcoxon Signed Raw Test was applied. Additionally, the effect size (r) was calculated and interpreted.

For the analysis of Part 5: Discourse completion task which consists of eight situations (two situations for each speech act), formed by the researcher on the basis of the literature on speech acts was analyzed with content analysis technique. The situations were analyzed with the criteria of "power, distance, weight of imposition, execution of the speech act required" using a 3-point scale for determining the degree of acceptability of the speech act realization:

1: Not acceptable

2: More or less acceptable

3: Acceptable

The situations were rated by the researcher and another expert from the field using the criteria and the scale above. The second rater was informed and trained about the criteria and how to rate the situations as the ambiguity over the definitions or different interpretations of the concepts which are analyzed between the raters may threaten the reliability (Kılıç, 2009, cited in Ada, 2015). After the rating process by two different experts, Intra-Class Correlation Coefficient was calculated for the reliability between the ratings. Intra-class correlation analysis is one of the methods to determine the inter-rater reliability (Shrout & Fleiss, 1979) and intra-class correlation analysis is expressed as the ratio of the variance of an observation and the variability of the actual scoring among the observed elements (Everitt, 1996). The calculations of intra-class correlation coefficient showed that the inter-rater reliability value was reliable and presented in the table below.

Table 18

Intra-class Correlation Coefficient Results of The Two Raters

DCT Items		r	F	df1	df2	p
Item 1	Single Measures Average Measures	.93(b) .96(c)	27.87	189	189	.000*
Item 2	Single Measures Average Measures	.88(b) .94(c)	17.17	189	189	.000*
Item 3	Single Measures Average Measures	.90(b) .95(c)	18.09	189	189	.000*
Item 4	Single Measures Average Measures	.92(b) .96(c)	25.35	189	189	.000*
Item 5	Single Measures Average Measures	.93(b) .96(c)	26.74	189	189	.000*
Item 6	Single Measures Average Measures	.89(b) .94(c)	18.45	189	189	.000*
Item 7	Single Measures Average Measures	.89(b) .94(c)	17.42	189	189	.000*
Item 8	Single Measures Average Measures	.90(b) .95(c)	19.16	189	189	.000*

Table 17 shows that the reliability coefficient for a single measurement of each item among the evaluation scores of the raters has a high level of reliability. The result of the intra-class correlation coefficient used to measure the reliability between the raters shows that the reliability coefficient for the average measurement of each item has a high level of

reliability. It is seen that F values depending on reliability levels are also significant in all items. In general, it was concluded that rater reliability was ensured in all items and the independent evaluations of each rater were reliable. After the inter-rater reliability, the data gathered from 190 EFL teachers were analyzed descriptively through mean, standard deviation, minimum value, and the maximum value.

For the comparison of the data gathered from the experiment group of 32 EFL teachers in the pre-test and the post-test with DCT, the normality analysis of the distributions was examined with the Shapiro-Wilk test and it was determined that the difference scores were not normally distributed ($p<.05$). For that reason, Wilcoxon Signed Ranks test was used to determine whether there was a statistically significant difference in the comparison of the pre-test and the post-test scores.

For the analysis of Part 6: Self-reflection, the data gathered from the pilot group and the experiment group (both in the pre-test and the post-test) were analyzed through frequency analysis. For the comparison of the pre-test and the post-test results, Wilcoxon Signed Ranks Test was applied. Additionally, the effect size (r) was calculated and interpreted.

After each session of the intervention, written protocol was administered. The first part of the written reflection is written protocol reflection and for the comparison of three measurements, Friedman test was administered.

3.7. Development and Implementation of the Reflective CPD Model

In this section, we explain the developmental stages of the reflective CPD model which we suggest for actional competence training for EFL teachers.

3.7.1. Developmental Stages of Reflective CPD Model

Life-long learning or CPD offers individuals the opportunities to maintain the knowledge and the skills which are required in their professional lives. CPD can be organized in many different ways such as formal education courses or learning through every day work practices. By and large, CPD is a kind of training which leads the way for the individuals to construct the lacking knowledge that their profession requires and updating of professional knowledge through various forms like formal, short courses by occupational groups such as, for instance, doctors, lawyers and teachers (Collin et al., 2012).

Transformative CPD models which is one of the models for CPD and has been adopted in the current study "suggest strong links between theory and practice (Sprinthall et al., 1996, in Fraser, Kennedy, Reid & Mckinney, 2007, p. 159), internalization of concepts, reflection, construction of new knowledge and its application in different situations, and an awareness of the professional and political context". This type of CPD models tends to support professional autonomy.

In the reflective model, unlike the gap between the research and the practice in the applied science model, or the deficiencies of the craft model, teachers are researchers, in a sense that they reflect on their practices. They combine the received knowledge and experiential knowledge which is derived from the two phenomena of knowing-in-action and reflection (Schön, 1983, in Wallace, 1991). The core of this model of professional education provides us with what is needed for a CPD model which is a lifelong version of professional education. In this professional education model, the teachers have the opportunity to combine the received knowledge and the experiential knowledge and constantly reflect on their practices which leads to the professional competence and supports professional autonomy. In the light of this, we may suggest that the reflective model gives the teachers the opportunity for life-long learning and continuing professional development (CPD).

In the current study which focuses on the communicative language functions, in the process of content development, a perspective which combines the elements of transformative CPD models and the cores of reflective model of professional education has been adopted. The stages of CPD sessions in the current study have been constructed in a way which supports the links between theory and practice, helps the individuals to internalize the concepts, provides a space for reflection, allows the individuals to construct new knowledge and to apply it in different situations as transformative CPD models aim to do (Sprinthall et al., 1996, in Fraser, Kennedy, Reid & Mckinney, 2007) and in a way where the individuals can combine received knowledge and experiential knowledge, namely the combination of knowing-in-action and constant reflection as the reflective model requires for professional education. In the light of this, we have come up with "a reflective CPD model" which is assumed to be effective for CPD and to lead to professional autonomy. In order to carry into effect the abovementioned elements of transformative models and reflective model, we have constructed a model which is composed of the following stages:

Stages of the Suggested Reflective Model for CPD

1. Reflection on the material

2. Reflection on the related existing knowledge

3. Reflection on their own related (teaching) practices

4. Intervention

5. Reflection on the intervention

6. Written protocol / Written reflection

3.7.2. Evaluation of the Curriculum

For the first stage of the model, we examined the major philosophy, general objectives and the content (functions and useful language) of the 9th-12th Grades English Curriculum (MEB, 2018) in terms of the integration of communicative language functions.

When we examine the major philosophy of the curriculum, we see that it takes its roots from and has been designed according to the communicative needs that today's individuals need mostly where there are no literal and figurative boundaries for communication.

> Communicative competence has four main aspects: a) grammatical competence, b) discourse competence, c) sociolinguistic competence, and d) strategic competence. (Canale & Swain, 1980). It has been over four decades since Dell Hymes (1972) coined the term "Communicative Competence" and more than three decades since Canale and Swain (1980) elaborated it. Nevertheless, lack of effective communicative competence has remained to be the problem of many learners in English language classes in Turkey. It is often stated that in Turkish EFL education context, priority has been given to grammatical competence with too much focus on teaching and assessing grammatical structures in English. To take a step in overcoming this problem, the new 9th-12th Grades English Curriculum was designed to take all aspects of communicative competence into consideration in English classes by addressing functions and four skills of language in an integrated way and focusing on "How" and "Why?" in language rather than merely on "What?" (MoNE, 2018)

> Adolescents go through significant physical, cognitive, and emotional change and they are in pursuit of forming their own identities (Brown, 2000) as well as independence. Crawford (2007) also states that "young adolescents crave for exploration, peer interaction, and personal autonomy" (p.17). Therefore, fostering learner autonomy is an important principle adopted in the new 9th-12th grades English curriculum. As Powell (2010) points out "a*lone* is not synonymous with *autonomous*" (p. 105). In the curriculum students of English are intended to get support and guidance from their teachers, peers, learning materials, and learning tasks so that there is a gradual increase in learner autonomy through collaboration,

interaction, and communication in a safe learning environment. In addition, learners are encouraged to be reflective in their own learning by recognizing and assessing their own needs, strengths, weaknesses as effective managers of their own learning (Penaflorida, 2002). Another way to increase autonomy among learners is to include them in the decision making process, especially in providing supplementary language learning materials, which can also increase learner motivation in the classroom (McCrath, 2013). Throughout the 9th-12th grades English curriculum students are encouraged to be involved in **task-based**, collaborative, and **project-based** language activities that would empower learners by increasing their self-esteem, autonomy, and language skills (Stoller, 2002) (cited by MoNE, 2018)

The curriculum examination we carried out left us with such questions: "Are the teachers themselves autonomous enough to be able to guide their learners along the way to become autonomous learners?", "Do the teachers reflect on their teaching and practice reflective learning themselves?"

When we examined the integration of the four speech acts in focus of the current study (the speech act of request, apology, suggestion, and refusal) into the functions of the English curriculum, we came with the table below:

Table 19

Communicative Language Function Analysis of the 9th Grade English Curriculum

Themes	Functions
Theme 1: Studying Abroad	X
Theme 2: My Environment	X
Theme 3: Movies	Inviting and refusing/accepting an invitation
Theme 4: Human in Nature	x
Theme 5: Inspirational People	X
Theme 6: Bridging Cultures	X
Theme 7: World Heritage	X
Theme 8: Emergency and Health Problems	X
Theme 9: Invitations and Celebrations	Asking for and giving suggestions Making requests
Theme 10: Television and Social Media	x

Table 20

Communicative Language Function Analysis of the 10th Grade English Curriculum

Themes	Functions
Theme 1: School Life	X
Theme 2: Plans	X
Theme 3: Legendary Figure	X
Theme 4: Traditions	X
Theme 5: Travel	X
Theme 6: Helpful Tips	X
Theme 7: Food and Festivals	X
Theme 8: Digital Era	X
Theme 9: Modern Heroes and Heroines	X
Theme 10: Shopping	X

Table 21

Communicative Language Function Analysis of the 11th Grade English Curriculum

Themes	Functions
Theme 1: Future Jobs	X
Theme 2: Hobbies and Skills	X
Theme 3: Hard Times	X
Theme 4: What a Life	X
Theme 5: Back to the Past	X
Theme 6: Open Your Heart	X
Theme 7: Facts about Turkey	X
Theme 8: Sports	X
Theme 9: My Friends	X
Theme 10: Values and Norms	X

Table 22

Communicative Language Function Analysis of the 12th Grade English Curriculum

Themes	Functions
Theme 1: Music	x
Theme 2: Friendship	X
Theme 3: Human Rights	Making suggestions
Theme 4: Coming Soon	X
Theme 5: Psychology	Making suggestions to change negative mood
Theme 6: Favors	Making requests Accepting and declining requests (refusals)
Theme 7: News Stories	X
Theme 8: Alternative Energy	Offering solutions (suggestions)
Theme 9: Technology	x
Theme 10: Manners	Apologizing

When we examine the 9th Grade, the 10th Grade, the 11th Garde, and the 12th Grade English Curriculum in terms of communicative language functions, more specificly for the speech acts of apology, request, suggestion, and refusal, which are the basis of the current study, we see that some of the speech acts studied in this research are included in the 9th Grade and the 12th Grade English Curriculum, but none of the speech acts studied are included in the 10th Grade and the 11th Grade English Curriculum.

3.7.3. Evaluation of the Course Books

The following table shows the books which have been chosen for English language courses of secondary education schools by Ministry of Education for the 2019-2020 Education Year and approved by the MoNE.

Table 23

Grade-Course Book Distribution

Grades	Course Book(s)
9th Grade	Teen Wise (MEB)
	Relearn (Pasific Yayınları)
	Progress (Preparatory class) (MEB)
10th Grade	İngilizce 10 (Gizem Yayıncılık)
11th Grade	Silver Lining (MEB)
	Sunshine English (Cem Web Ofset Sanayi ve Ticaret Anonim Şirketi)
12th Grade	Count Me In (MEB)

The course books given in the table were analyzed in terms of the existence of the functions stated in the 9th-12th Grades English Curriculum with the specific focus on the four speech acts: speech act of request, apology, suggestion, and refusal. The results of the course book analysis showed us that the books given in the table above (both student books and work books) followed the curriculum and included the speech acts (communicative language functions) stated in the relevant grade curriculum. However, the analysis showed that the most of the activities given in the books for these specific four speech acts are not comprehensive or sufficient. It was seen that they are mostly structural and mechanical lacking the context which is the core of the speech acts and crucial for teaching the speech acts. In the light of the curriculum and the course book analysis, we argue that a training on actional competence, how to teach speech acts, how to adopt the activities given in the course books in a contextual way, and how to develop activities to teach speech acts are

needed and such a training should be provided to the EFL teachers in a reflective way to ensure that the training's effect would be longlasting.

3.7.4. Sessions/Workshops of the Reflective CPD Training

In this section, we present the sessions of the intervention through all the steps including the activities used in the training.

Session/Workshop 1

Each session of the training is designed around a specific communicative language function, which is the speech act, and all the reflective steps focus on this specific speech act. The focus of the first session is the speech act of apology.

1. Reflection on the material

Figure 3. Activity assessment: Apology (Count Me In, Workbook, 12th Grade). Ministry of National Education (2020). *Count Me In 12. sınıf İngilizce ders kitabı (students book). Ankara: MEB.*

- Group discussion on the comprehensiveness/effectiveness/appropriateness of the activity to teach the communicative language function in focus (the

speech act of apology). Discussion continues with the brainstorming on how to make the activity better to teach the speech act of apology.

2. Reflection on the related existing knowledge

- Group discussion on the participants' knowledge about the communicative language function in focus (the speech act of apology). It's important to create an atmosphere where the participants feel safe and not judged, so they can share without an emotional block.

3. Reflection on the related teaching practices

- Discussion and sharing on how they handled the communicative language function in focus (the speech act of apology) in their previous lessons. In this part, the following questions can be used to guide the brainstorming/discussion:
  - What kind of activities did you use for this communicative language function in your own lessons?
  - Were there any parts in your practice that you find insufficient?
  - Would you add or change any part of your previous practices of this specific communicative language function?

4. Intervention

- In this part, some activities are carried out, lectures are given, discussions are handled about the communicative language function in focus (the speech act of apology) following both deductive and inductive methods.

Activity I

Aims:

- To create awareness about different levels of offense and different apology strategies
- To help students identify the level of offense considering the situation and match it to the apology strategy being used
  - Pair work, group discussion

47

- A reasoning-gap activity

- 6 situations

- Handout #1 is given to the participants

- This activity is adapted from Çetin (2014)

Table 24

Handout #1

Situation 1
A: I'm so sorry.
B: It's OK.
Situation 2
A: Oh, sorry.
B: Oh! Sorry.
Situation 3
A: Oh, I'm terribly sorry. Let me get that for you.
B: Thanks. That's OK.
Situation 4
A: Oh, I'm so sorry. Let me help you.
B: Thanks.
Situation 5
A: Oh! I'm so very sorry. Are you OK?
B: Yeah, I think so, but I'm not sure about these … .
Situation 6
A: Oh my gosh! I'm so sorry. Are you all right?
B: Yeah, thanks.

Activity I: Steps

- In pairs first, then the group discussion

- On a piece of paper an apologetic expression and a response to it (one of the situations in handout 1) is given to each participant

- Participants create a situation for the apologetic expression and the response

- Participants can perform their situations in front of the class

- Participants ask their pair for the reason of their choice in terms of the situation they created

- Relevant strategies are introduced at the end of the activity

- These activities can be used in class with their own students

Activity II

Aims:

- o To create awareness about the semantic formulas of apology

- o To get the previous knowledge of apologetic expressions from the learners

- o To help them match them with the native patterns of apologetic expressions by finding the appropriate strategy

  - o Group discussion

  - o Both information-gap and reasoning-gap activity

  - o Handout #2 is given to the participants

  - o This activity is adapted from Çetin (2014)

Table 25

Handout #2

Strategy	Example
1. An expression of an apology (APOL)	
a) Expression of regret (REGR)	a)
b) An offer of apology (OFFE)	b)
c) A request for forgiveness (FORGI)	c)
2. An explanation or account of the situation (EXPL)	a)
3. An acknowledgement of responsibility (RESP)	
a) Accepting the blame (BLAM)	a)
b) Expressing self-deficiency	b)
c) Recognizing the other person as deserving apology (DESE)	c)
d) Expressing lack of intent (INTE)	d)
4. An offer of repair (REPR)	a)
5. A promise of forbearance (FORB)	a)

Activity II: Steps

- The table for the semantic formulas of apology is given to the participants (Handout#2).

- Each participant is given one of these strategies on a piece of paper.

- Participants are asked to produce an example for the strategy written on their paper

- Participants come to the board one by one and write their sentence on the board next to the strategy.

- A group discussed is held about the appropriateness of the sentences to the strategies.

- The example utterances from the native version are given. (Handout#3). Each participant is given an utterance on a card and they are asked to stick it next to the appropriate strategy.

- The participants see their own sentences on one side, native versions on the other side and discuss the appropriateness of their own choices compared to the native patterns.

- These activities can be used in class with their own students.

Table 26

Handout #3

Strategy	Example (Native Version)
1. An expression of an apology	
a) Expression of regret	a) I'm sorry.
b) An offer of apology	b) I apologize.
c) A request for forgiveness	c) Excuse me.
2. An explanation or account of the situation	a) The bus was late.
3. An acknowledgement of responsibility	
a) Accepting the blame	a) It's my fault.
b) Expressing self-deficiency	b) I wasn't thinking.
c) Recognizing the other person as deserving apology	c) You are right.
d) Expressing lack of intent	
	d) I didn't mean to.
4. An offer of repair	a) I'll pay for the broken vase.
5. A promise of forbearance	a) It won't happen again.

Activity III

Aims:

- To implement apology strategies and to be able to reflect on the others' responses

50

- To create awareness about apology and apology strategy use

- To create awareness about the roles of interlocutors

    - Pair work, group discussion

    - Both information-gap and reasoning-gap activity

    - 4 situations

    - Handout #4 is given to the participants

    - This activity is adapted from Çetin (2014)

Table 27

Handout #4

Situation 1: A close friend of yours invited you to his/her birthday party. You forgot the date of the party, so you couldn't attend it. You see your friend a few days later, and you say: You: …	1= Not acceptable 2= More or less acceptable 3= Acceptable
Situation 2: You have missed an important meeting at work due to the heavy traffic. You see your boss after the meeting is over, and you say: You: …	1= Not acceptable 2= More or less acceptable 3= Acceptable
Situation 3: You promised that you would help your sister with her exam, but at the same day, you arranged a date with a friend, and totally forgot your sister. The other day you see your sister sad and realize what you have done, and you say: You: …	1= Not acceptable 2= More or less acceptable 3= Acceptable
Situation 4: You borrowed your friend's car, and accidentally broke its window. You meet your friend to give the car back, and you say: You: …	1= Not acceptable 2= More or less acceptable 3= Acceptable

Activity III: Steps

- Each pair is given a card on which a situation is written

- First, one of the partners responds to the Situation 1 and then his/her partner scores the appropriateness of his/her partner's response using the scale below.

    - 1= not acceptable

    - 2= more or less acceptable

- o 3= acceptable

- The other partner writes a response to the Situation 2 and his/her partner scores the appropriateness of his/her response.

- Group discussion follows after each turn.

- By changing the roles, responder-scorer, pairs discuss all four situations.

- When the activity is over, a group discussion is held on the appropriateness of the responses and their reasons to find them appropriate or not.

- These activities can be used in class with their own students.

Activity IV

Aims:

- o To relate apology to real life and to show its importance providing a real life apology situation

- o By using an information-gap activity, to create some curiosity and to provide the participants an opportunity where they can elicit the situation by using their former knowledge in a reasoning-gap activity

    - o Group discussion

    - o A reasoning-gap activity

    - o This activity is adapted from Çetin (2014)

Activity IV: Steps

- A dialogue from the movie "Never Back Down" is written on the board.

  "A: I lied, the first class. I had every intention of fighting outside the gym.

   B: Is this your apology?"

- The participants try to guess the situation, the relationship between the interlocutors, the status of these people and such.

- The snapshot of this scene is shown and the participants continue eliciting.

- After the discussions, the video of the scene is played. The participants compare their guesses with the real situation.

- The participants are asked to imagine that they were the one apologizes in this situation and are asked to produce an apology which would be acceptable by the hearer.

- These activities can be used in class with their own students.

After the activities which are created by the researcher are practiced, the participant teachers try to create their own activities which can be used in class with their students while dealing with the speech act of apology.

5. Reflection on the intervention

- In this part, the participants reflect on the intervention sharing which parts they have found useful, practical or what could be added, what they have learned, what they did different before and what they will do different after this training, the effect of the training on their awareness, and the possible effect on their in-class practices and their students.

6. Written reflection / Written protocol

- In this part, the participants are given the written protocol which is comprised of these parts: Part 1 where they self-reflect on the effect of the training on their reflectiveness, Part 2 where they write down their opinions about the effectiveness of each reflective step, Part 3 where they make a holistic evaluation on the training session with the motto of "Today's gain". This written reflection part is important as some participants may be shy to share their opinions during verbal reflection or they may avoid making comments in class. As the participants use a nickname filling out all the forms during the training including the written reflections, they feel free to make comments and find enough space to reflect on the training. (The written protocol can be found in the appendices section).

Session/Workshop 2.

Each session of the training is designed around a specific communicative language function, that is the speech act, and all the reflective steps focus on this specific speech act. The focus of the second session is the speech act of request.

1. Reflection on the material

Figure 4. *Activity assessment: Request (Teenwise, 9th Grade).* Ministry of National Education (2020). *Teenwise 9. sınıf İngilizce ders kitabı (students book).* Ankara: MEB.

- Group discussion on the comprehensiveness/effectiveness/appropriateness of the activity to teach the communicative language function in focus (the speech act of request). Discussion continues with the brainstorming on how to make the activity better to teach the speech act of request.

2. Reflection on the related existing knowledge

- Group discussion on the participants' knowledge about the communicative language function in focus (the speech act of request). It's important to create an atmosphere where the participants feel safe and not judged, so they can share without an emotional block.

  o "The traditional ways such as showing only formal and informal types of requests cannot be sufficient for students to learn politeness

54

and appropriateness in requests in order to teach speech act of requests." (Gazioğlu & Çiftçi, 2017, p. 145)

3. Reflection on the related teaching practices

- Discussion and sharing on how they handled the communicative language function in focus (the speech act of request) in their previous lessons. In this part, the following questions can be used to guide the brainstorming/discussion:
    - What kind of activities did you use for this communicative language function in your own lessons?
    - Were there any parts in your practice that you find insufficient?
    - Would you add or change any part of your previous practices of this specific communicative language function?

4. Intervention

- In this part, some activities are carried out, lectures are given, discussions are handled about the communicative language function in focus (the speech act of request) following both deductive and inductive methods.

Activity I

Aims:

- To create awareness about the speech act of request
- To introduce the types of requesting strategies
- To analyze the request strategy types
- To create awareness about directness/indirectness
    - Individual work and group discussion
    - A reasoning-gap and an opinion-gap activity

Activity I: Steps

- Handout#5 is given to the participants without the tokens part.

- The participants are given enough time to read and examine the strategy types and their definitions.

- After this individual work, the participants are asked to guess the tokens for each strategy type.

- After the guessing part, the tokens from the original work are given and the participants compare their own guesses to them.

- With the help of these strategy types the concept of "directness/indirectness" is introduced.

Table 28

Handout#5

Strategy types	Definitions	Tokens
Mood Derivable	Imperative utterances that show the grammatical mood of the verb with its illocutionary force.	Pass it to me. Stay inside.
Performatives	Utterances where illocutionary force is explicitly stated.	I am asking you not to leave your stuff here.
Hedged Performatives	Utterances where illocutionary force is modified by hedging expressions.	I would like to ask you to attend the meeting today.
Obligation Statements	Utterances indicating the obligation of the hearer to do the act.	You will have to finish your paper.
Want Statements	Utterances that represent the speaker's desire such as *I want…, I really wish…,* etc.	I'd really wish you'd stop doing that to me.
Suggestory Formula	Utterances that include a suggestion of speaker for the hearer.	How about having lunch together?
Query Preparatory	Utterances that refer to preparatory conditions like ability, willingness as conventionalized for any specific language.	Could you open the window? Would you mind moving your chair?
Strong Hints	Utterances that include reference to one of the requested action.	You have left the kitchen in a right mess.
Mild Hints	Utterances that have no reference to the request head act but they are predictable from the context.	I'm a nun (in response to a persistent hassler).

Request Strategy Types, Definitions and Tokens by Blum-Kulka, S., House, J., & Kasper, G. (1989). Investigating cross-cultural pragmatics: An introductory overview. *Cross-cultural pragmatics: Requests and apologies*, *31*, 1-34.

Directness/Indirectness Scale

The most direct strategies ↔ The least direct strategies

- Why do we need directness/indirectness in communication?

- One main distinction in speech acts is the directness and indirectness.

- Directness in speech acts refers to the speech acts in which the speaker says the thing he/she intends.

- Indirect speech acts refer to the ones where the meaning is beyond what he/she says.

- "There is no faceless communication." (Scollon et al., 2011, p.48)

- We need politeness systems.

- There are three main factors which create such politeness systems: power, distance, and the weight of imposition. (Gazioğlu & Çiftçi, 2017)

  o "Power indicates to the vertical disparity in a hierarchical structure."

  o "Distance is more about the closeness in the participants' relationships."

  o "Weight of imposition is concerned with the importance of the topic of discussion." (Gazioğlu & Çiftçi, 2017, p. 143)

- It is argued that "such systems may differ significantly across cultures and even within a single language." (Seollon & Seollon, 2014, p. 168)

Activity II: The Game "Who am I?"

Aims:

o To create awareness about directness/indirectness

o To create awareness about the factors affecting the communication like power, distance, and the weight of imposition.

  o Group discussion

  o Personal reasoning

Activity II: Steps

- The participants are given some situations that require the speech act of request.

- They are asked to produce utterances that would fit the felicity conditions of the specific speech act.

- They do not know who their interlocutor is, so they try to utter as many different forms pf request as they can to find out "the person" they request something from.

- For example, the teacher gives that instruction:

  o "You want to reach the bottle of water. You do not know where we are. You do not know who I am. If you produce the speech act of request appropriately according to who I am, you will get the water."

- These activities can be used in class with their own students.

After the activities which are created by the researcher are practiced, the participant teachers try to create their own activities which can be used in class with their students while dealing with the speech act of apology.

- After the implicit session through the activities above, the participant teachers are provided with explicit instruction on the concepts of face, politeness, negative face, positive face, negative politeness, positive politeness, off-record politeness.

- Face is one's public self-image.

- "The positive self-value a person effectively claims for himself." (Goffman, 1967, p.5)

- "Every individual's feeling of self-worth or self-image." (Thomas, 1995, p.169)

- Politeness strategies for different levels of imposition

  o Bald-on record

  o Positive politeness

  o Negative politeness

  o Off-record politeness

  o Avoid doing the FTS at all

  o Less serious imposition ↔ More serious imposition

- Negative face and negative politeness strategies (detailed version can be found in the literature section)

  - Strategy 1: Be conventionally indirect

  - Strategy 2: Question, hedge

  - Strategy 3: Be pessimistic

  - Strategy 4: Minimize the imposition

  - Strategy 5: Give deference

  - Strategy 6: Apologize

  - Strategy 7: Impersonalize speaker and hearer

  - Strategy 8: State the FTA as a general rule

  - Strategy 9: Nominalize

  - Strategy 10: Go on-record as incurring a debt, or as not indebting the hearer (Brown & Levinson, 1987)

- Positive face and positive politeness strategies (detailed version can be found in the literature section)

  - Strategy 1: Notice, attend the hearer

  - Strategy 2: Exaggerate

  - Strategy 3: Intensify interest to the hearer

  - Strategy 4: Use in-group identity markers

  - Strategy 5: Seek agreement

  - Strategy 6: Avoid disagreement

  - Strategy 7: Presuppose, raise, assert common ground

  - Strategy 8: Joke

  - Strategy 9: Assert or presuppose speaker's knowledge of and concern for the hearer's wants

  - Strategy 10: Offer, promise

  - Strategy 11: Be optimistic

- Strategy 12: Include both the speaker and the hearer in the activity

- Strategy 13: Give or ask for reason

- Strategy 14: Assume or assert resiprocity

- Strategy 15: Give gifts to the hearer (Brown & Levinson, 1987)

- Off-record politeness and off-record politeness strategies (detailed version can be found in the literature section)

    - Strategy 1: Give hints

    - Strategy 2: Give association clues

    - Strategy 3: Presuppose

    - Strategy 4: Understate

    - Strategy 5: Overstate

    - Strategy 6: Use tautologies

    - Strategy 7: Use contradictions

    - Strategy 8: Be ironic

    - Strategy 9: Use metaphors

    - Strategy 10: Use rhetorical questions

    - Strategy 11: Be ambiguous

    - Strategy 12: Be vague

    - Strategy 13: Over-generalize

    - Strategy 14: Displace the hearer

    - Strategy 15: Be incomplete, use ellipsis (Brown & Levinson, 1987)

5. Reflection on the intervention

- In this part, the participants reflect on the intervention sharing which parts they have found useful, practical or what could be added, what they have learned, what they did different before and what they will do different after this training, the effect of the training on their awareness, and the possible effect on their in-class practices and their students.

6. Written reflection / Written protocol

- In this part, the participants are given the written protocol which is comprised of these parts: Part 1 where they self-reflect on the effect of the training on their reflectiveness, Part 2 where they write down their opinions about the effectiveness of each reflective step, Part 3 where they make a holistic evaluation on the training session with the motto of "Today's gain". This written reflection part is important as some participants may be shy to share their opinions during verbal reflection or they may avoid making comments in class. As the participants use a nickname filling out all the forms during the training including the written reflections, they feel free to make comments and find enough space to reflect on the training. (The written protocol can be found in the appendices section).

Session/Workshop 3.

Each session of the training is designed around a specific communicative language function, that is the speech act, and all the reflective steps focus on this specific speech act. But in this session, as it would be easier to handle them together, the focus is the speech acts of suggestion and refusal.

1. Reflection on the material

C. Here are some of the common complaints and problems on campus. Mrs. Merits asks you to make suggestions for the solutions to these problems. What would your suggestions be?

Problems:
1. There are not enough bulletin boards for human rights club.
2. There are no halal food cafeterias or restaurants on campus.
3. Some faculty buildings need more wheelchair ramps.
4. More rooms should be constructed for nursing mothers.
5. Some dormitories still use shared toilets&bathrooms.
6. Stalls for the festivals are paid.

Suggestions:
E.g.
1. How about launching a campaign?
2. Why don't we invite chain restaurants to open a new branch?

Figure 5. *Activity assessment: Suggestion (Count Me In, 12th Grade).* Ministry of National Education (2020). *Count Me In 12. sınıf İngilizce ders kitabı (students book).* Ankara: MEB.

- Group discussion on the comprehensiveness/effectiveness/appropriateness of the activity to teach the communicative language function in focus (the speech acts of suggestion and refusal). Discussion continues with the brainstorming on how to make the activity better to teach the speech acts of suggestion and refusal.

1. You want to invite your friend somewhere.	
2. You accept an invitation.	
3. You refuse an invitation.	
4. You want to say your opinions.	

a. Would you like to come …?	
b. I believe …	
c. That sounds great!	
d. Are you in the mood for a … tonight?	
e. I'd love to, but I have other plans.	
f. I think …	
g. How about coming with me?	
h. I guess …	
i. I'd love to do that.	
j. I'm afraid I can't …	

5. Listen to the dialogue again. Read the situations in the first table. Choose suitable sentences for each of them in the second table and write.

Figure 6. *Activity assessment: Refusal (Relearn, 9th Grade).* Ministry of National Education (2020). *Relearn 9. sınıf İngilizce ders kitabı (students book).* Pasific Yayınları.

- Group discussion on the comprehensiveness/effectiveness/appropriateness of the activity to teach the communicative language function in focus (the speech acts of suggestion and refusal). Discussion continues with the brainstorming on how to make the activity better to teach the speech acts of suggestion and refusal.

2. Reflection on the related existing knowledge

- Group discussion on the participants' knowledge about the communicative language function in focus (the speech acts of suggestion and refusal). It's important to create an atmosphere where the participants feel safe and not judged, so they can share without a psychological block.

3. Reflection on the related teaching practices

- Discussion and sharing on how they handled the communicative language function in focus (the speech acts of suggestion and refusal) in their

previous lessons. In this part, the following questions can be used to guide the brainstorming/discussion:

- o What kind of activities did you use for this communicative language function in your own lessons?

- o Were there any parts in your practice that you find insufficient?

- o Would you add or change any part of your previous practices of this specific communicative language function?

4. Intervention

- In this part, some activities are carried out, lectures are given, discussions are handled about the communicative language function in focus (the speech acts of suggestion and refusal) following both deductive and inductive methods.

Table 29

Taxonomy of Suggestion Linguistic Realization Strategies

Type	Strategy	Examples
Direct	Performative Verb	I suggest that you…
		I advise you to…
		I recommend that you…
	Noun of Suggestions	My suggestion would be…
	Imperative	Try using…
	Negative Imperative	Don't try to…
Conventionalized Forms	Specific Formulae (Interrogative Form)	Why don't you…?
		How about…?
		What about…?
		Have you thought about…?
	Possibility/Probability	You can…
		You could…
		You may…
		You might…
	Should	You should…
	Need	You need to…
	Conditional	If I were you, I would…
Indirect	Impersonal	One thing (that you can do) would be…
		Here's one possibility…
		There are a number of options that you…
		It would be helpful if you…
		It might be better to…
		A good idea would be….
		It would be nice if…
	Hints	I've heard that…

Martínez Flor, A. (2005). A theoretical review of the speech act of suggesting: Towards a taxonomy for its use in FLT. *Revista alicantina de estudios ingleses, No. 18 (Nov. 2005); pp. 167-187.*

- The participant teachers are given the taxonomy above and they are given enough time to examine all the types and the strategies with their examples.

- After this individual work, a group discussion is held on directness/indirectness of these strategies and how to choose the appropriate strategy for a situation brainstorming about the factors affecting this decision (power, distance, weight of imposition, etc.)

- "Refusal is a face-threatening act to the listener/requestor/inviter because it contradicts his or her expectations, and is often realized through indirect strategies. Thus, it requires a high level of pragmatic competence." (Chen, 1996, cited by Tanck, 2002, p. 2)

  - Expression of regret, excuse, and offering alternative are the strategies which are mostly used in refusals.

Activity I

Aims:

- To create awareness about the importance of context

- To help the learners identify the effect of the context on the communicative meaning

- To be aware of the difference between "sentence" and "utterance"

  - Individual work

  - Group discussion

Activity I: Steps

- The sentence below is written on the board:

  - "Can you take the trash out?"

- The participant teachers are asked to think of different situations/contexts where this sentence can be uttered.

- This activity can be carried out as a group activity where two groups compete to produce the highest number of situations.

- Relevant different meanings in different contexts are introduced at the end.

   o The possible answers are:

   1. A regular request

   2. Doctor asking your ability

   3. Telling this to your sibling to make her leave

   4. Telling this to your friend implying that your sister as trash

   5. …

- We cannot talk about what an utterance of a sentence means without knowing about the context in which it was uttered. "The evaluation of an utterance of a sentence depends on its context." (Gauker, 1998, p. 149)

- These activities can be used in class with their own students.

Activity II

Aims:

   o To create awareness about the importance of maxims

   o To create awareness about the possible dangers of the violations of the conversational maxims

      o Individual work

      o Group discussion

Activity II: Steps

- The conversation below is written on the board:

   o Alana: Is Jamie dating anyone these days?

   Sam: Well, she goes to Cleveland every weekend.

- The participant teachers are asked to imagine the context and the outcome of this conversation.

- After the discussion, the participant teachers are told that Alana thinks that Jamie is dating someone in Cleveland, but in reality she is not.

- Another discussion follows on what went wrong in the conversation and lead such a misunderstanding.

- The relevant conversational maxim is provided at the end of the activity. (The maxim of relevance)

- These activities can be used in class with their own students.

After the activities which are created by the researcher are practiced, the participant teachers try to create their own activities which can be used in class with their students while dealing with the speech acts suggestion and refusal.

- After the implicit part, an explicit training session follows on the conversational maxims.

- Grice's Maxims
  - The maxims of quality
    - Do not say what you believe to be false.
    - Do not say that for which you lack adequate evidence. (Grice, 1975, p.46)
  - The maxim of relevance
    - Be relevant (Grice, 1975, p.46)
  - The maxims of quantity
    - Make your contribution as informative as is required.
    - Do not make your contribution more informative than is required. (Grice, 1975, p.45)
  - The maxims of manner
    - Avoid obscurity of expression.
    - Avoid ambiguity.

- Be brief.

- Be orderly. (Grice, 1975, p.46)

5. Reflection on the intervention

- In this part, the participants reflect on the intervention sharing which parts they have found useful, practical or what could be added, what they have learned, what they did different before and what they will do different after this training, the effect of the training on their awareness, and the possible effect on their in-class practices and their students.

6. Written reflection / written protocol

- In this part, the participants are given the written protocol which is comprised of these parts: Part 1 where they self-reflect on the effect of the training on their reflectiveness, Part 2 where they write down their opinions about the effectiveness of each reflective step, Part 3 where they make a holistic evaluation on the training session with the motto of "Today's gain". This written reflection part is important as some participants may be shy to share their opinions during verbal reflection or they may avoid making comments in class. As the participants use a nickname filling out all the forms during the training including the written reflections, they feel free to make comments and find enough space to reflect on the training. (The written protocol can be found in the appendices section).

CHAPTER 4

FINDINGS AND DISCUSSION

4.1. Introduction

In this part, the findings of the current study are presented in two sections: descriptive statistics and experimental statistics. In the descriptive statistics part, the findings of the data gathered from the pilot group of 190 EFL teachers are presented to show the current status. In the experimental statistics part, the findings from the data gathered from the experiment group of 32 EFL teachers are presented to show the effect of the training. Lastly, statistics on the reflection are provided. The findings are presented and discussed in line with the research questions.

4.2. Descriptive Statistics

This section presents the findings for Research Question 1, "Do the teachers of English as a foreign language need a CPD training on actional competence?" through its sub-research questions to provide an insight about the current situation about the actional competence. For the analysis of this part, the data gathered from 190 EFL teachers were used.

4.2.1. The Results of Part 2: Self-Assessment of Actional Competence

This part presents the findings for the Sub-Research Question 1.1., "What are the opinions of the teachers of English as a foreign language about actional competence?" The data for the part were gathered through the Part 2, which consists of six structured items on actional competence and the need for a training on actional competence from 190 EFL teachers.

Table 30

The EFL Teachers' Opinions on Actional Competence

Opinions	Yes	Neutral	No	Total
	f (%)	f (%)	f (%)	f (%)
1. Do you think that actional competence is important?	178 (93.7)	12 (6.3)	0 (0.0)	190 (100)
2. Do you think actional competence should be given importance in English language teaching?	175 (92.1)	15 (7.9)	0 (0.0)	190 (100)
3. Do you spare some part of your lessons to develop your students' actional competence?	135 (71.1)	47 (24.7)	8 (4.2)	190 (100)
4. Do you feel confident to teach speech acts in your lessons to develop your students' actional competence?	118 (62.1)	65 (34.2)	7 (3.7)	190 (100)
5. Do you adapt your course materials to develop actional competence of your students when you find the material insufficient for developing actional competence?	110 (57.9)	58 (30.5)	22 (11.6)	190 (100)
6. Do you think that you need a training on actional competence?	98 (51.6)	61 (32.1)	31 (16.3)	190 (100)

The table presents the results of the EFL teachers' opinions on the actional competence and a need for a training on actional competence. Almost all of the teachers think that the actional competence is important. Again, almost of the teachers think that actional competence should be given importance in English language teaching. Slightly less than three quarters of the teachers state that they spare some part of their lessons to develop their students' actional competence. The results get lower with each question and more than three-fifths of the teachers state that they feel confident to teach speech acts in their lessons to develop their students' actional competence. Almost three-fifths of the teachers state that they adapt their course materials to develop actional competence of their students when they find the material insufficient for developing actional competence. Only 16.3 percent of the teachers answered "No" to the last question while almost half of the teachers state that they need a training on actional competence. It is surprising to see that while almost three-fifths percent of the teachers state that they feel confident to teach speech acts, only almost half of the teachers state that they need a training on actional competence.

Still, we can see that the teachers value the importance of actional competence and they want to a training on actional competence.

4.2.2. The Results of Part 3: Awareness Questionnaire

This part presents the findings for Sub-Research Question 1.2., "Do the teachers of English as a foreign language have awareness about actional competence?" The data for this part were gathered through the Part 3, which was developed originaly by Bardovi-Harlig and Dörnyei (1998) and consists of 20 scenarios, from 190 EFL teachers.

Table 31

The EFL Teachers' Recognition of Errors

Pragmatic Errors				Grammatical Errors		
	Yes	No			Yes	No
Items	f (%)	f (%)	Items		f (%)	f (%)
Item 1	28 (14.7)	162 (85.3)	Item 2		95 (50)	95 (50)
Item 3	41 (21.6)	149 (78.4)	Item 5		75 (39.5)	115 (60.5)
Item 7	82 (43.2)	108 (56.8)	Item 8		93 (48.9)	97 (51.1)
Item 10	53 (27.9)	137 (72.1)	Item 9		73 (38.4)	117 (61.6)
Item 11	36 (18.9)	154 (81.1)	Item 12		117 (61.6)	73 (38.4)
Item 13	67 (35.3)	123 (64.7)	Item 14		83 (43.7)	107 (56.3)
Item 16	81 (42.6)	109 (57.4)	Item 18		97 (51.1)	93 (48.9)
Item 20	51 (26.8)	139 (73.2)	Item 19		55 (28.9)	135 (71.1)

The table presents the frequency distribution of EFL teachers' recognition of pragmatic error and grammatical errors. When the frequency distribution of the eight items containing pragmatic errors (1, 3, 7, 10, 11, 13, 16, and 20) is examined, the participants' ability to correctly recognize the faulty items takes values ranging from 56.8% to 85.3%. When the frequency distribution of the eight items containing grammatical errors (2, 5, 8, 9, 12, 14, 18, and 19) is examined, the participants' ability to correctly recognize the faulty items takes values ranging from 38.4% to 71.1%. It is surprising to see that the percent of

the recognition of grammatical errors is lower than the percent of the recognition of pragmatic items.

Table 32

The EFL Teachers' Recognition of Errors by Item Types

Item Type	N	Mean %
Recognition of Pragmatic Errors	190	71.13
Recognition of Grammatical Errors	190	54.74

The table shows the average of the percentages of the eight items for the recognition of pragmatic items and the other eight items for the recognition of the grammatical errors. It is seen that almost seven out of ten participants recognized the pragmatic erros while the average of slightly more than half of the participants recognized the grammatical errors. When we compare the results to figure out the reason behind this, we find an explanation for these results. In their study, Bradovi-Harlig and Dörnyei (1998) administered the same data collection tool to Hungarian and American students and teachers, they came up with such findings: Hungarian students' recognition of pragmatic errors is 61.9% while American students' recognition of pragmatic errors is 84.6%. When we compare our results to the Hungarian students, we may say that it is higher while it is lower than American ones. We can say that the results show similarity with their study. The important difference between our study and Bardovi-Harlig and Dörnyei's is that the percentage of the recognition of grammatical errors is 82.4% for Hungarian students while the percentage of our participants' recognition of grammatical errors is 54.7%. We may conclude that the fact that our participants' recognition of pragmatic errors is not high, but the percent of recognition of grammatical errors is lower than expected and should be.

Table 33

The EFL Teachers' Error Ratings of Pragmatic Errors

Items	Yes	No						$\overline{X}$
		1	2	3	4	5	Total	
	f (%)	f (%)	f (%)	f (%)	f (%)	f (%)	f (%)	
Item 1	28 (14.7)	22 (11.6)	31 (16.3)	55 (28.9)	30 (15.8)	24 (12.6)	190 (100)	2.57
Item 3	41 (21.6)	15 (7.9)	27 (14.2)	34 (17.9)	44 (23.2)	29 (15.3)	190 (100)	2.59
Item 7	82 (43.2)	14 (7.4)	15 (7.9)	25 (13.2)	37 (19.5)	17 (8.9)	190 (100)	1.85
Item 10	53 (27.9)	20 (10.5)	26 (13.7)	28 (14.7)	27 (14.2)	36 (18.9)	190 (100)	2.34
Item 11	36 (18.9)	17 (8.9)	23 (12.1)	36 (18.9)	32 (16.8)	46 (24.2)	190 (100)	2.78
Item 13	67 (35.3)	22 (11.6)	22 (11.6)	30 (15.8)	26 (13.7)	23 (12.1)	190 (100)	1.97
Item 16	81 (42.6)	14 (7.4)	23 (12.1)	34 (17.9)	26 (13.7)	12 (6.3)	190 (100)	1.72
Item 20	51 (26.8)	18 (9.5)	20 (10.5)	51 (26.8)	26 (13.7)	24 (12.6)	190 (100)	2.29
Mean (%)	28.88	9.35	12.31	19.26	16.33	13.86	100	2.26

The table above presents frequency distributions of the participants' error ratings (how bad the error is) for the items containing pragmatic errors. We used a scale from 1 (not bad at all) to 5 (very bad) for the rating of the errors. When we examine the table, we see that they rate the pragmatic errors from 1.72 to 2.78 meaning that they don't see the pragmatic errors as very bad or important.

Table 34

The EFL Teachers' Error Ratings of Grammatical Errors

	Yes			No				
		1	2	3	4	5	Total	
Items	f (%)	f (%)	f (%)	f (%)	f (%)	f (%)	f (%)	$\overline{X}$
Item 2	95 (50)	35 (18.4)	21 (11.1)	23 (12.1)	9 (4.7)	7 (3.7)	190 (100)	1.14
Item 5	75 (39.5)	40 (21.1)	28 (14.7)	36 (18.9)	6 (3.2)	5 (2.6)	190 (100)	1.33
Item 8	93 (48.9)	31 (16.3)	23 (12.1)	22 (11.6)	14 (7.4)	7 (3.7)	190 (100)	1.23
Item 9	73 (38.4)	23 (12.1)	30 (15.8)	23 (12.1)	21 (11.1)	20 (10.5)	190 (100)	1.77
Item 12	117 (61.6)	13 (6.8)	18 (9.5)	19 (10)	11 (5.8)	12 (6.3)	190 (100)	1.11
Item 14	83 (43.7)	28 (14.7)	30 (15.8)	24 (12.6)	12 (6.3)	13 (6.8)	190 (100)	1.44
Item 18	97 (51.1)	39 (20.5)	24 (12.6)	15 (7.9)	11 (5.8)	4 (2.1)	190 (100)	1.03
Item 19	55 (28.9)	24 (12.6)	35 (18.4)	34 (17.9)	23 (12.1)	19 (10)	190 (100)	2.02
Mean (%)	45.26	15.31	13.75	12.89	7.05	5.71	100	1.38

The table above presents frequency distributions of the participants' error ratings (how bad the error is) for the items containing grammatical errors. We used a scale from 1 (not bad at all) to 5 (very bad) for the rating of the errors. When we examine the table, we see that they rate the grammatical errors from 1.03 to 2.02 meaning that they do not see the grammatical errors as very bad or important similar with the results of pragmatic errors.

Table 35

Comparison of the EFL Teachers' Pragmatic, Grammatical and Control Item Points (Friedman Test)

Item Type	N	$\overline{X}$	Std. D.	Mean Rank	χ^2	df	p	Significant difference	η^2
Pragmatic	190	2.264	0.955	2.62	150.669	2	.000	Pragmatic and Grammatical	-0.6
Grammatical	190	1.383	0.944	1.98				Pragmatic and Control	-0.8
Control	190	0.938	0.765	1.39				Grammatical and Control	-0.4

To see if there is a statistically significant difference the items containing pragmatic errors, the items containing grammatical errros and the control items, we applied Friedman test. The Friedman test results showed that there is a statistically significant difference between the pragmatic item points, the grammatical item points and the control item points ($\chi^2_{(2)}$=150.669; p<0.05). In other words, the measurements of these three different item types are different from each other. And the results of the comparison indicate that there is a statistically significant difference between these three measurements. According to the Wilcoxon Signed Ranks test results, there is a statistically significant difference between the pragmatic item scores and the grammatical item scores of the participants (T=2773.50; z= - 7.806; p<0.05). The participants' pragmatic scores ($\overline{X}$ = 2.264) are significantly higher than grammatical scores ($\overline{X}$ = 1.383) (η^2=0.6). There is a statistically significant difference between the pragmatic item and the control item scores of the participants (T=400.50; z= - 11.140; p<0.05). The participants' pragmatic item scores ($\overline{X}$ = 2.264) are significantly higher than the control item scores ($\overline{X}$ = 0.938) (η^2=0.8). There is no statistically significant difference between the grammatical item scores and the control item scores (T=3337; z= - 6.121; p<0.05). The participants' grammatical item scores ($\overline{X}$ = 1.383) are significantly moderate compared to the control item scores ($\overline{X}$ = 0.938) (η^2=0.4).

4.2.3. The Results of Part 4: Activity Assessment

This part presents the findings for Sub-Research Question 1.3., "Do the teachers of English as a foreign language have knowledge of speech acts?" The data for this part were gathered through the Part 4, which consists of four different activities taken from the course books and asks the participants to rate these activities for being comprehensive enough to teach the particular speech act and also if they find the activity not comprehensive enough, asks them to write briefly what is missing and can be added, from 190 EFL teachers.

Table 36

The Analysis of the EFL Teachers' Activity Assessment

Activity	1 f (%)	2 f (%)	3 f (%)	4 f (%)	5 f (%)	Total f (%)	$\overline{X}$
Activity-1	15 (7.9)	29 (15.3)	55 (28.9)	56 (29.5)	35 (18.4)	190 (100)	3.35
Activity-2	13 (6.8)	22 (11.6)	30 (15.8)	60 (31.6)	65 (34.2)	190 (100)	3.75
Activity-3	19 (10.0)	34 (17.9)	54 (28.4)	47 (24.7)	36 (18.9)	190 (100)	3.25
Activity-4	20 (10.5)	24 (12.6)	42 (22.1)	48 (25.3)	56 (29.5)	190 (100)	3.51

"1: not very comprehensive"; "5: very comprehensive"

The table illustrates the results of the participants' assessments for the activities. The first activity is about the speech act of request; the second activity is about the speech act of apology; the third activity is about the speech act of suggestion; and the third activity is about the speech act of refusal. When we examine the results, we can see that almost one-fifth of the participants state that the activity for the speech act of apology is very comprehensive while 7.9% of the participants state that it is not comprehensive enough. The average score of the participants' assessment of the activity is 3.35 in the scale of 1 to 5. For the second activity, we can see that slightly more than one-third of the participants state that the activity for the speech act of request is very comprehensive while 6.8% of the participants state that it is not comprehensive enough. The average score of the participants' assessment of the activity is 3.75 in the scale of 1 to 5. As for the third activity, it can be seen that almost one-fifth of the participants state that the activity for the speech act of suggestion is very comprehensive while one out of ten participants state that it is not comprehensive enough. The average score of the participants' assessment of the activity is 3.25 in the scale of 1 to 5. When we examine the results of the last activity, 29.5% of the participants state that the activity for the speech act of refusal is very comprehensive while 10.5% of the participants state that it is not comprehensive enough. The average score of the participants' assessment of the activity is 3.51 in the scale of 1 to 5. It is important to note that none of these activities are comprehensive enough to teach the particular speech acts and they are structural, meachanical lacking the context which is crucial to teach/learn the speech acts.

Table 37

The Analysis of the EFL Teachers' Expressing an Opinion on the Activity Assessment

| Activity | Not Very Comprehensive | | Very Comprehensive | Total |
| | Expressing an Opinion | Not Expressing an Opinion | | |
	f (%)	f (%)	f (%)	f (%)
Activity-1	98 (51.6)	57 (30)	35 (18.4)	190 (100)
Activity-2	94 (49.5)	31 (16.3)	65 (34.2)	190 (100)
Activity-3	105 (55.3)	49 (25.8)	36 (18.9)	190 (100)
Activity-4	96 (50.5)	38 (20)	56 (29.5)	190 (100)

For the second part of the activity assessment, the particiapnts were asked to state what is missing or can be added if they think the activity is not comprehensive enough to teach the particular speech act. The table presents the frequency distribution of expressing an opinion when rated other than 5. For the first activity, almost one-fifth of the participants think that the first activity is very comprehensive. Therefore, four-fifths of the participants choose a score other than 5 for the activity. Despite this, slightly more than half of the participants could not make any explanations about the activity. When the results of the second activity are examined, a similar case is noticed. Almost one-third of the participants think that the activity is very comprehensive. Therefore, two-thirds of the participants scores the comprehensiveness of the activity other than 5. Despite this, half of the participants could not make any explanation regarding the activity. As for the third activity, almost one-fifth of the participants think that the activity is very comprehensive. Therefore, slightly more than four-fifths of the participants score the activity other than 5 in terms of comprehensiveness. Despite this, 55.3% of the participants could not make any explanation. When we examine the results for the last activity, it is seen that 29.5% of the participants think the activity is very comprehensive. And thus, seven out of ten participants scores the activity other than 5 for comprehensiveness. Still, half of the participants could not make any explanation. In light of these findings, we may conclude that they may be aware of the fact that the activity is not comprehensive enough to teach the particular speech act but lacking the knowledge of what and how to improve it.

4.2.4. The Results of Part 5: Discourse Completion Task

This part presents the findings for Sub-Research Question 1.4., "To what extent do the teachers of English as a foreign language produce acceptable speech acts?" The data for this part were gathered through the responses to the Part 5, which consists of eight situations designed and developed by the researcher, of 190 EFL teachers. The responses to the situations in the DCT were analyzed through content analysis. The responses were rated using a scale of 1 (not acceptable), 2 (more or less acceptable), and 3 (acceptable) by two separate raters. The reliability results of these ratings are presented in detail in the data analysis section.

Table 38

Descriptive Statistics of the Discourse Completion Task Situations

	N	Minimum	Maximum	$\overline{X}$ (Mean)	Std. Deviation	Evaluation
Situation 1	190	1.00	3.00	1.45	0.70	Not Acceptable
Situation 2	190	1.00	3.00	1.57	0.67	Not Acceptable
Situation 3	190	1.00	3.00	1.95	0.64	More or Less Acceptable
Situation 4	190	1.00	3.00	1.89	0.68	More or Less Acceptable
Situation 5	190	1.00	3.00	1.68	0.63	More or Less Acceptable
Situation 6	190	1.00	3.00	1.65	0.61	Not Acceptable
Situation 7	190	1.00	3.00	1.92	0.50	More or Less Acceptable
Situation 8	190	1.00	3.00	1.78	0.69	More or Less Acceptable

Increase amount range (3-1)/3=0.67 Criteria: 1.00-1.67=Not Acceptable; 1.68-2.35= More or Less Acceptable; 2.36-3.00=Acceptable

The table illustrates the descriptive statistics regarding the distribution of the situations that form the DCT. When the table is examined, it is seen that the averages of responses given to the Situation 1, Situation 2, and the Situation 6 are rated as unacceptable. When we examine the results of the situations other than 1, 2, and 6, we see that the responses given to the rest of the situations are rated as more or less acceptable. None of the situations has the rating for acceptable.

4.2.5. The Results of Part 6: Self-reflection

The data for this part were gathered through the Part 6, which consists of eight structured statements and asks the participants to choose from a likert scale of 1 (strongly disagree) to 5 (strongly agree) in terms of self-reflection, from 190 EFL teachers.

Table 39

Frequencies of the EFL Teachers' Responses to Self-Reflection Items

Items	1 f (%)	2 f (%)	3 f (%)	4 f (%)	5 f (%)	Total f (%)	$\overline{X}$
1. I reflect on the course materials.	4 (2.1)	5 (2.6)	49 (25.8)	67 (35.3)	65 (34.2)	190 (100)	3.97
2. I reflect on the curriculum.	3 (1.6)	10 (5.3)	35 (18.4)	67 (35.3)	75 (39.5)	190 (100)	4.06
3. I reflect on my existing knowledge related to the topic I'm teaching.	1 (0.5)	14 (7.4)	23 (12.1)	41 (21.6)	111 (58.4)	190 (100)	4.30
4. I reflect on my teaching practices.	2 (1.1)	6 (3.2)	17 (8.9)	54 (28.4)	111 (58.4)	190 (100)	4.40
5. I reflect on my students' reactions to the activities.	3 (1.6)	2 (1.1)	23 (12.1)	59 (31.1)	103 (54.2)	190 (100)	4.35
6. I reflect on my students' reactions to the way I teach.	5 (2.6)	6 (3.2)	21 (11.1)	61 (32.1)	97 (51.1)	190 (100)	4.26
7. I reflect on the way my students learn.	2 (1.1)	8 (4.2)	19 (10)	53 (27.9)	108 (56.8)	190 (100)	4.35
8. I reflect on my own learning.	4 (2.1)	14 (7.4)	20 (10.5)	54 (28.4)	98 (51.6)	190 (100)	4.20
Mean %	1.57	4.30	13.61	30.01	50.51	100	

The table provides the frequency distributions of the answers given by the participants for self-reflection. According to the results presented in the table, the participants rated the items related to the self-reflection with average scores ranging from 3.97 to 4.40 showing that they mostly agree with all the statements.

4.3. Experimental Statistics

This section presents the findings for Research Question 2, "Does the suggested CPD model make a difference between the pre-test and the post-test in terms of actional competence?" through its sub-research questions to find out the effect of the intervention (the reflective CPD training on the actional competence) on the experiment group of 32

EFL teachers. For the analysis of this part, the data gathered from the pre-test and the-post test of the experiment group of 32 EFL teachers were used.

4.3.1. The Results of Part 2: Self-Assessment of Actional Competence

This part presents the findings for Sub-Research Question 2.1., "Does the suggested CPD model make a difference between the pre-test and the post-test in terms of the teachers' opinions about a CPD training on actional competence?" The data for this part were gathered through the Part 2, which consists of six structured items on actional competence and the need for a training on actional competence, in the pre-test and the post-test from the experiment group of 32 EFL teachers.

Table 40

The Pre-Test Results of the EFL Teachers' Opinions on Actional Competence

	Yes	Neutral	No	Total
Opinions	f	f	f	f
	(%)	(%)	(%)	(%)
1. Do you think that actional competence is important?	31 (96.9)	1 (3.1)	0 (0)	32 (100)
2. Do you think actional competence should be given importance in English language teaching?	31 (96.9)	1 (3.1)	0 (0)	32 (100)
3. Do you spare some part of your lessons to develop your students' actional competence?	20 (62.5)	12 (37.5)	0 (0)	32 (100)
4. Do you feel confident to teach speech acts in your lessons to develop your students' actional competence?	16 (50)	15 (46.9)	1 (3.1)	32 (100)
5. Do you adapt your course materials to develop actional competence of your students when you find the material insufficient for developing actional competence?	17 (53.1)	15 (46.9)	0 (0)	32 (100)
6. Do you think that you need a training on actional competence?	24 (75)	8 (25)	0 (0)	32 (100)

The table presents the pre-test results of the Part 2: Self-assessment of actional competence of the experiment group. The findings are discussed in detail in the comparison part of the pre-test and the post-test results.

Table 41

The Post-Test Results of the EFL Teachers' Opinions on Actional Competence

Opinions	Yes f (%)	Neutral f (%)	No f (%)	Total f (%)
1. Do you think that actional competence is important?	31 (96.9)	1 (3.1)	0 (0)	32 (100)
2. Do you think actional competence should be given importance in English language teaching?	31 (96.9)	1 (3.1)	0 (0)	32 (100)
3. Do you spare some part of your lessons to develop your students' actional competence?	24 (75)	8 (25)	0 (0)	32 (100)
4. Do you feel confident to teach speech acts in your lessons to develop your students' actional competence?	26 (81.3)	6 (18.8)	0 (0)	32 (100)
5. Do you adapt your course materials to develop actional competence of your students when you find the material insufficient for developing actional competence?	24 (75)	7 (21.9)	1 (3.1)	32 (100)
6. Do you think that you need a training on actional competence?	23 (71.9)	9 (28.1)	0 (0)	32 (100)

The table presents the post-test results of the Part 2: Self-assessment of actional competence of the experiment group. The findings are discussed in detail in the comparison part of the pre-test and the post-test results.

Table 42

The Comparison of the Pre-Test and the Post-Test Results of the EFL Teachers' Opinions on Actional Competence

PostTest-PreTest	N	Mean Rank	Sum of Ranks	Z	p	r
Negative Ranks	7	8.14	57	-2.536	.011	0.45
Positive Ranks	16	13.69	219			
Ties	9					
Total	32					

It was compared whether there was a significant difference between the scores obtained from the data collection tool of self-assessment of actional competence in the pre-test and the post-test. Before the comparison, we applied the Shapiro-Wilk test to ensure whether the differences between the two measurements were normally distributed and it was determined that the difference scores were not normally distributed ($p<.05$). In this

direction, the Wilcoxon Signed Ranks test was applied to determine if there is a significant difference between the pre-test and the post-test scores. In addition, the effect size (r) was calculated and interpreted. When the significance level of the Z value was examined, a significant difference was found between the pre-test and the post-test scores (Z=-2.536; p<.05, r=0.45). Therefore, a significant difference was found between the pre-test scores administered before the CPD training and the post-test scores administered after the CPD training. Accordingly, the post-test measurements (median=18) are higher than the pre-test measurements (median=14). In other words, the CPD training has a significant impact on the self-assessment of actional competence.

4.3.2. The Results of Part 3: Awareness Questionnaire

This part presents the findings for Sub-Research Question 2.2., "Does the suggested CPD model make a difference between the pre-test and the post-test in terms of the teachers' awareness?" The data for this part were gathered through the Part 3, which was developed originaly by Bardovi-Harlig and Dörnyei (1998) and consists of 20 scenarios, from the experiment group of 32 EFL teachers.

Table 43

The Pre-Test Results of the EFL Teachers' Recognition of Errors

	Pragmatic Errors			Grammatical Errors	
	Yes	No		Yes	No
Items	f (%)	f (%)	Items	f (%)	f (%)
Item 1	7 (21.9)	25 (78.1)	Item 2	21 (65.6)	11 (34.4)
Item 3	10 (31.3)	22 (68.8)	Item 5	18 (56.3)	14 (43.8)
Item 7	13 (40.6)	19 (59.4)	Item 8	21 (65.6)	11 (34.4)
Item 10	11 (34.4)	21 (65.6)	Item 9	17 (53.1)	15 (46.9)
Item 11	7 (21.9)	25 (78.1)	Item 12	26 (81.3)	6 (18.8)
Item 13	16 (50)	16 (50)	Item 14	19 (59.4)	13 (40.6)
Item 16	14 (43.8)	18 (56.3)	Item 18	23 (71.9)	9 (28.1)
Item 20	9 (28.1)	23 (71.9)	Item 19	11 (34.4)	21 (65.6)

The table presents the pre-test results of the EFL teachers' recognition of errors. The findings are discussed in detail in the comparison part of the pre-test and the post-test results.

Table 44

The Post-Test Results of the EFL Teachers' Recognition of Errors

	Pragmatic Errors				Grammatical Errors	
	Yes	No			Yes	No
Items	f (%)	f (%)		Items	f (%)	f (%)
Item 1	6 (18.8)	26 (81.3)		Item 2	23 (71.9)	9 (28.1)
Item 3	8 (25)	24 (75)		Item 5	22 (68.8)	10 (31.3)
Item 7	9 (28.1)	23 (71.9)		Item 8	28 (87.5)	4 (12.5)
Item 10	7 (21.9)	25 (78.1)		Item 9	21 (65.6)	11 (34.4)
Item 11	4 (12.5)	28 (87.5)		Item 12	26 (81.3)	6 (18.8)
Item 13	10 (31.3)	22 (68.8)		Item 14	28 (87.5)	4 (12.5)
Item 16	14 (43.8)	18 (56.3)		Item 18	28 (87.5)	4 (12.5)
Item 20	10 (31.3)	22 (68.8)		Item 19	19 (59.4)	13 (40.6)

The table presents the post-test results of the EFL teachers' recognition of errors. The findings are discussed in detail in the comparison part of the pre-test and the post-test results.

Table 45

The EFL Teachers' Recognition of Errors by Item Types (Pre-Test/Post-Test)

Item Type	Pre-Test		Post-Test	
	N	Mean (%)	N	Mean (%)
Recognition of Pragmatic Errors	32	66.02	32	73.46
Recognition of Grammatical Errors	32	39.01	32	23.84

Table 46

The Pre-Test Results of the EFL Teachers' Error Ratings of Pragmatic Errors

Items	Yes	No						$\overline{X}$
		1	2	3	4	5	Total	
	f (%)	f (%)	f (%)	f (%)	f (%)	f (%)	f (%)	
Item 1	7 (21.9)	4 (12.5)	5 (15.6)	8 (25)	6 (18.8)	2 (6.3)	32 (100)	2.25
Item 3	10 (31.3)	3 (9.4)	3 (9.4)	6 (18.8)	4 (12.5)	6 (18.8)	32 (100)	2.28
Item 7	13 (40.6)	4 (12.5)	4 (12.5)	4 (12.5)	4 (12.5)	3 (9.4)	32 (100)	1.72
Item 10	11 (34.4)	2 (6.3)	1 (3.1)	6 (18.8)	3 (9.4)	9 (28.1)	32 (100)	2.47
Item 11	7 (21.9)	2 (6.3)	1 (3.1)	5 (15.6)	8 (25)	9 (28.1)	32 (100)	3
Item 13	16 (50)	3 (9.4)	2 (6.3)	4 (12.5)	4 (12.5)	3 (9.4)	32 (100)	1.56
Item 16	14 (43.8)	2 (6.3)	5 (15.6)	3 (9.4)	5 (15.6)	3 (9.4)	32 (100)	1.75
Item 20	9 (28.1)	6 (18.8)	8 (25)	6 (18.8)	1 (3.1)	2 (6.3)	32 (100)	1.69
Mean (%)	34	10.15	11.33	16.41	13.66	14.45	100	

The table presents the pre-test results of the EFL teachers' erros ratings of pragmatic errors. The findings are discussed in detail in the comparison part of the pre-test and the post-test results.

Table 47

The Post-Test Results of the EFL Teachers' Error Ratings of Pragmatic Errors

Items	Yes	No						$\overline{X}$
		1	2	3	4	5	Total	
	f (%)	f (%)	f (%)	f (%)	f (%)	f (%)	f (%)	
Item 1	3 (9.4)	5 (15.6)	1 (3.1)	5 (15.6)	9 (28.1)	9 (28.1)	32 (100)	3.22
Item 3	8 (25)	2 (6.3)	5 (15.6)	6 (18.8)	3 (9.4)	8 (25)	32 (100)	2.56
Item 7	9 (28.1)	1 (3.1)	0 (0)	4 (12.5)	8 (25)	10 (31.3)	32 (100)	2.97
Item 10	7 (21.9)	3 (9.4)	4 (12.5)	3 (9.4)	6 (18.8)	9 (28.1)	32 (100)	2.78
Item 11	4 (12.5)	0 (0)	1 (3.1)	6 (18.8)	5 (15.6)	16 (50)	32 (100)	3.72
Item 13	10 (31.3)	2 (6.3)	5 (15.6)	4 (12.5)	6 (18.8)	5 (15.6)	32 (100)	2.28
Item 16	14 (43.8)	3 (9.4)	4 (12.5)	2 (6.3)	5 (15.6)	4 (12.5)	32 (100)	1.78
Item 20	10 (31.3)	6 (18.8)	1 (3.1)	8 (25)	2 (6.3)	5 (15.6)	32 (100)	2.03
Mean (%)	24.41	8.61	8.19	14.87	17.2	25.78	100	

The table presents the post-test results of the EFL teachers' erros ratings of pragmatic errors. The findings are discussed in detail in the comparison part of the pre-test and the post-test results.

Table 48

The Pre-Test Results of the EFL Teachers' Error Ratings of Grammatical Errors

	Yes	No						
		1	2	3	4	5	Total	
Items	f (%)	f (%)	f (%)	f (%)	f (%)	f (%)	f (%)	$\overline{X}$
Item 2	21 (65.6)	5 (15.6)	2 (6.3)	2 (6.3)	1 (3.1)	1 (3.1)	32 (100)	0.75
Item 5	18 (56.3)	6 (18.8)	4 (12.5)	2 (6.3)	1 (3.1)	1 (3.1)	32 (100)	0.91
Item 8	21 (65.6)	3 (9.4)	2 (6.3)	3 (9.4)	2 (6.3)	1 (3.1)	32 (100)	0.91
Item 9	17 (53.1)	3 (9.4)	1 (3.1)	5 (15.6)	5 (15.6)	1 (3.1)	32 (100)	1.41
Item 12	26 (81.3)	1 (3.1)	2 (6.3)	1 (3.1)	1 (3.1)	1 (3.1)	32 (100)	0.53
Item 14	19 (59.4)	3 (9.4)	4 (12.5)	4 (12.5)	1 (3.1)	1 (3.1)	32 (100)	1.00
Item 18	23 (71.9)	5 (15.6)	2 (6.3)	1 (3.1)	1 (3.1)	0 (0)	32 (100)	0.50
Item 19	11 (34.4)	5 (15.6)	5 (15.6)	6 (18.8)	2 (6.3)	3 (9.4)	32 (100)	1.75
Mean (%)	60.94	12.11	8.59	9.38	5.46	3.52	100	

The table presents the pre-test results of the EFL teachers' erros ratings of grammatical errors. The findings are discussed in detail in the comparison part of the pre-test and the post-test results.

Table 49

The Post-Test Results of the EFL Teachers' Error Ratings of Grammatical Errors

	Yes	No						
		1	2	3	4	5	Total	
Items	f (%)	f (%)	f (%)	f (%)	f (%)	f (%)	f (%)	$\overline{X}$
Item 2	23 (71.9)	4 (12.5)	2 (6.3)	2 (6.3)	1 (3.1)	0 (0)	32 (100)	0.56
Item 5	22 (68.8)	2 (6.3)	1 (3.1)	3 (9.4)	3 (9.4)	1 (3.1)	32 (100)	0.94
Item 8	28 (87.5)	0 (0)	3 (9.4)	0 (0)	1 (3.1)	0 (0)	32 (100)	0.31
Item 9	21 (65.6)	2 (6.3)	5 (15.6)	3 (9.4)	1 (3.1)	0 (0)	32 (100)	0.78
Item 12	26 (81.3)	4 (12.5)	1 (3.1)	0 (0)	0 (0)	1 (3.1)	32 (100)	0.34
Item 14	28 (87.5)	3 (9.4)	1 (3.1)	0 (0)	0 (0)	0 (0)	32 (100)	0.16
Item 18	28 (87.5)	2 (6.3)	1 (3.1)	0 (0)	1 (3.1)	0 (0)	32 (100)	0.25
Item 19	19 (59.4)	6 (18.8)	3 (9.4)	1 (3.1)	2 (6.3)	1 (3.1)	32 (100)	0.88
Mean (%)	76.18	9.01	6.63	3.52	3.51	1.16	100	

The table presents the post-test results of the EFL teachers' erros ratings of grammatical errors. The findings are discussed in detail in the comparison part of the pre-test and the post-test results. We compared if there was a significant difference between the scores obtained from the awareness questionnaire. Before the comparison, we examined if the two measurements were normally distributed with the Shapiro-Wilk test and we see that the difference scores were normally distributed (p>.05). Therefore, we applied t-test for dependent samples to determine if the pre-test and the post-test scores show a significant difference. In addition, the effect size (η^2) was calculated and interpreted.

Table 50

The Comparison of the Pre-Test and the Post-Test Results of the EFL Teachers' Error Ratings

		N	$\overline{X}$	SD	df	t-value	p	η^2
Pragmatic	Pretest	32	16.72	7.772	31	-3.120	.004	0.239
	Posttest	32	21.34	7.631				
Grammatical	Pretest	32	7.750	6.989	31	2.654	.012	0.185
	Posttest	32	4.218	3.308				

Not: η^2:Effect size

According to the findings in the table, the mean score of the pre-test regarding the pragmatic error ratings of the participants is 16.72 (SD=7.772); the post-test mean score is 21.34 (SD=7.631). When the significance level of the t-test regarding the pragmatic error ratings of the participants was examined, a significant difference was found between the pre-test and the post-test scores (t=-3.120; p<.05). Therefore, the results obtained after the intervention show that the CPD training was effective. In addition, it was determined that the CPD training had a high effect on the participants' pragmatic error ratings (η^2=0,239).

According to the findings in the table above, the pre-test score average of the participants' grammatical error ratings is 7.750 (SD=6.989); the post-test mean score is 4.218 (SD=3.308). When the significance level of the t-test reagrading the grammatical error ratings of the participants was examined, a significant difference was found between the pre-test and the post-test scores (t=2.654; p<.05). Therefore, the results obtained after the intervention show that the CPD training was effective. In addition, it was determined that the CPD training had a high effect on the participants' grammatical error ratings (η^2=0.185).

4.3.3. The Results of Part 4: Activity Assessment

This part presents the findings for Sub-Research Question 2.3., "Does the suggested CPD model make a difference between the pre-test and the post-test in terms of the teachers' knowledge of speech acts?". The data for this part were gathered through the Part 4, which consists of four activities taken from the course books and asks the participants to assess these activities in terms of the degree of being comprehensive to teach the particular speech acts and when found not comprehensive asks the participants to explain the reason of it, in the pre-test and the post-test from the experiment group of 32 EFL teachers.

Table 51

The Pre-Test Results of the EFL Teachers' Activity Assessment

Activity	1 f (%)	2 f (%)	3 F (%)	4 f (%)	5 f (%)	Total f (%)	$\overline{X}$
Activity-1	1 (3.1)	11 (34.4)	7 (21.9)	9 (28.1)	4 (12.5)	32 (100)	3.13
Activity-2	3 (9.4)	4 (12.5)	7 (21.9)	10 (31.3)	8 (25)	32 (100)	3.50
Activity-3	2 (6.3)	7 (21.9)	13 (40.6)	5 (15.6)	5 (15.6)	32 (100)	3.13
Activity-4	1 (3.1)	5 (15.6)	4 (12.5)	10 (31.3)	12 (37.5)	32 (100)	3.84

"1: not very comprehensive"; "5: very comprehensive"

The table presents the pre-test results of the EFL teachers' activity assessment for each of the four activities. The findings are discussed in detail in the comparison part of the pre-test and the post-test results.

Table 52

The Post-Test Results of the EFL Teachers' Activity Assessment

Activity	1 f (%)	2 f (%)	3 f (%)	4 f (%)	5 f (%)	Total f (%)	$\overline{X}$
Activity-1	12 (37.5)	11 (34.4)	6 (18.8)	0 (0)	3 (9.4)	32 (100)	2.09
Activity-2	9 (28.1)	11 (34.4)	7 (21.9)	3 (9.4)	2 (6.3)	32 (100)	2.31
Activity-3	13 (40.6)	8 (25)	4 (12.5)	4 (12.5)	3 (9.4)	32 (100)	2.25
Activity-4	4 (12.5)	11 (34.4)	4 (12.5)	9 (28.1)	4 (12.5)	32 (100)	2.94

"1: not very comprehensive"; "5: very comprehensive"

The table presents the post-test results of the EFL teachers' activity assessment for each of the four activities. The findings are discussed in detail in the comparison part of the pre-test and the post-test results.

Table 53

The Pre-Test Results of the EFL Teachers' Expressing an Opinion on the Activity Assessment

| Activity | Not Very Comprehensive | | Very Comprehensive | Total |
| | Not Expressing an Opinion | Expressing an Opinion | | |
	f (%)	f (%)	f (%)	f (%)
Activity-1	12 (37.5)	16 (50)	4 (12.5)	32 (100)
Activity-2	14 (43.8)	10 (31.3)	8 (25)	32 (100)
Activity-3	19 (59.4)	8 (25)	5 (15.6)	32 (100)
Activity-4	13 (40.6)	7 (21.9)	12 (37.5)	32 (100)

The table presents the pre-test results of the EFL teachers' expressing an opinion on the activity assessment for each of the four activities. The findings are discussed in detail in the comparison part of the pre-test and the post-test results.

Table 54

The Post-Test Results of the EFL Teachers' Expressing an Opinion on the Activity Assessment

| Activity | Not Very Comprehensive | | Very Comprehensive | Total |
| | Not Expressing an Opinion | Expressing an Opinion | | |
	f (%)	f (%)	f (%)	f (%)
Activity-1	2 (6.3)	28 (87.5)	2 (6.3)	32 (100)
Activity-2	5 (15.6)	25 (78.1)	2 (6.3)	32 (100)
Activity-3	3 (9.4)	26 (81.3)	3 (9.4)	32 (100)
Activity-4	8 (25)	20 (62.5)	4 (12.5)	32 (100)

The table presents the pre-test results of the EFL teachers' expressing an opinion on the activity assessment for each of the four activities. The findings are discussed in detail in the comparison part of the pre-test and the post-test results.

It was compared if there was a significant difference between the scores obtained from the activity assessment administered before and after the CPD training. For that aim, the

Wilcoxon Signed Ranks test was applied to determine if the pre-test and the post-test results for each item showed a significant difference. In addition, the effect size (r) was calculated and interpreted. The results are presented in the table below.

Table 55

The Comparison of the Pre-Test and the Post-Test Results of the EFL Teachers' Activity Assessment

Items	Posttest-pretest	N	Mean Rank	Sum of Ranks	Z	p	r
Activity-1	Negative Ranks	23	13.63	313.50	-3.629	0.000	0.21
	Positive Ranks	3	12.50	37.50			
	Ties	6					
	Total	32					
Activity-2	Negative Ranks	21	13.12	275.50	-3.640	0.000	0.21
	Positive Ranks	3	8.17	24.50			
	Ties	8					
	Total	32					
Activity-3	Negative Ranks	19	14.18	269.50	-2.948	0.003	0.17
	Positive Ranks	6	9.25	55.50			
	Ties	7					
	Total	32					
Activity-4	Negative Ranks	18	12.33	222	-2.590	0.010	0.15
	Positive Ranks	5	10.80	54			
	Ties	9					
	Total	32					

Note: r: Effect size

According to the findings in the table above, when the significance levels of the Z value were examined, a significant difference was found between the pre-test and the post-test results (Z_1=-3.629, p<.05; Z_2=-3.640, p<.05; Z_3=-2.948, p<.05; Z_4=-2.590, p<.05). Therefore, there is a significant difference between the pre-test scores applied before the CPD training and the post-test scores applied after the CPD training. In addition, it is seen that all of the post-test scores obtained from the four items are lower than the pre-test scores. This finding indicates that the participants think that the acitivities are not comprehensive enough after the CPD training. The results obtained show us that the CPD training was effective in terms of activity assessment. When the effect sizes were examined, it was determined that the effect of the CPD training used on the participants' activity assessments was low (r_1=0.2; r_2=0.21; r_3=0.17; r_4=0.15).

4.3.4. The Results of Part 5: Discourse Completion Task

This part presents the findings for Sub-Research Question 2.4., "Does the suggested CPD model make a difference between the pre-test and the post-test in terms of the teacher's production of the speech acts?" The data for this part were gathered through the Part 5, which consists of eight situations, in the pre-test and the post-test from the experiment group of 32 EFL teachers.

Table 56

Wilcoxon Signed Ranks Test Results regarding the difference between the Pre-test and the Post-test Scores for the Situations in the DCT

	Test	N	$\overline{X}$	S	Rank Average	Rank Sum	Z	p
Situation 1	Pre test	32	1.38	0.66	4.50	18.00	-1.71	.087
	Post test	32	1.63	0.87	7.50	60.00		
Situation 2	Pre test	32	1.84	0.85	8.83	26.50	-2.47	.014*
	Post test	32	2.31	0.90	9.04	126.50		
Situation 3	Pre test	20	2.31	0.69	6.00	12.00	-2.86	.004*
	Post test	20	2.78	0.49	8.31	108.00		
Situation 4	Pre test	20	2.28	0.81	4.50	4.50	-2.96	.003*
	Post test	20	2.78	0.49	7.21	86.50		
Situation 5	Pre test	20	2.00	0.80	10.17	61.00	-1.75	.080
	Post test	20	2.31	0.69	10.64	149.00		
Situation 6	Pre test	20	2.09	0.69	6.00	18.00	-2.30	.022*
	Post test	20	2.44	0.56	7.91	87.00		
Situation 7	Pre test	20	2.50	0.72	8.00	16.00	-1.90	.058
	Post test	20	2.78	0.55	6.20	62.00		
Situation 8	Pre test	20	2.00	0.62	8.00	32.00	-2.30	.022*
	Post test	20	2.34	0.65	9.31	121.00		

*p<,05

The table shows the Wilcoxon Signed Ranks test results regarding the difference between the pre-test and the post-tes scres for the situations in the DCT. We examined if there is a significant difference between the pre-test and the post-test scores obtained from the situations in the DCT. As a result of the comparison of the mean rank of the pre-test and the post-test score in Situation 1, Situation 5, and Situation 7, when the Z scores were examined, it was seen that the scrores increased after the CPD training, but there is no statistically significant difference. For the other items, when the Z scores were examined in the comparisonof the pre-test and the post-test scores obtained after the CPD training increased and there is a significant difference in favor of the post-test.

4.3.5. The Results of Part 6: Self-reflection

This part presents the findings of the data gathered from the Part 6 of self-reflection, which consists of eight structured statements on self-reflection related to the actional competence in the pre-test and the post-test from the experiment group of 32 EFL teachers.

Table 57

The Pre-Test Results of the EFL Teachers' Self-Reflection

Items	1 f (%)	2 f (%)	3 f (%)	4 f (%)	5 f (%)	Total f (%)	X̄
1. I reflect on the course materials.	2 (6.3)	1 (3.1)	8 (25)	14 (43.8)	7 (21.9)	32 (100)	3.72
2. I reflect on the curriculum.	1 (3.1)	0 (0)	11 (34.4)	11 (34.4)	9 (28.1)	32 (100)	3.84
3. I reflect on my existing knowledge related to the topic I'm teaching.	0 (0)	0 (0)	7 (21.9)	12 (37.5)	13 (40.6)	32 (100)	4.19
4. I reflect on my teaching practices.	0 (0)	0 (0)	7 (21.9)	12 (37.5)	13 (40.6)	32 (100)	4.19
5. I reflect on my students' reactions to the activities.	1 (3.1)	1 (3.1)	7 (21.9)	13 (40.6)	10 (31.1)	32 (100)	3.94
6. I reflect on my students' reactions to the way I teach.	0 (0)	0 (0)	9 (28.1)	13 (40.6)	10 (31.3)	32 (100)	4.03
7. I reflect on the way my students learn.	0 (0)	0 (0)	6 (18.8)	15 (46.9)	11 (34.4)	32 (100)	4.16
8. I reflect on my own learning.	0 (0)	0 (0)	6 (18.8)	10 (31.3)	16 (50)	32 (100)	4.31
Mean %	1.56	0.77	23.85	39.07	34.75	100	

The table presents the pre-test results of the EFL teachers' self-reflection through eight statements. The findings are discussed in detail in the comparison part of the pre-test and the post-test results.

Table 58

The Post-Test Results of the EFL Teachers' Self-Reflection

Items	1 f (%)	2 f (%)	3 f (%)	4 f (%)	5 f (%)	Total f (%)	$\overline{X}$
1. I reflect on the course materials.	0 (0)	0 (0)	2 (6.3)	10 (31.3)	20 (62.5)	32 (100)	4.56
2. I reflect on the curriculum.	0 (0)	0 (0)	5 (15.6)	10 (31.3)	17 (53.1)	32 (100)	4.38
3. I reflect on my existing knowledge related to the topic I'm teaching.	0 (0)	0 (0)	1 (3.1)	10 (31.3)	21 (65.6)	32 (100)	4.63
4. I reflect on my teaching practices.	0 (0)	0 (0)	2 (6.3)	10 (31.3)	20 (62.5)	32 (100)	4.56
5. I reflect on my students' reactions to the activities.	0 (0)	0 (0)	2 (6.3)	9 (28.1)	21 (65.6)	32 (100)	4.59
6. I reflect on my students' reactions to the way I teach.	1 (3.1)	0 (0)	1 (3.1)	12 (37.5)	18 (56.3)	32 (100)	4.44
7. I reflect on the way my students learn.	0 (0)	0 (0)	1 (3.1)	10 (31.3)	21 (65.6)	32 (100)	4.63
8. I reflect on my own learning.	0 (0)	0 (0)	2 (6.3)	7 (21.9)	23 (71.9)	32 (100)	4.66
Mean %	0.38	0	6.25	30.5	62.87	100	

The table presents the post-test results of the EFL teachers' self-reflection through eight statements. The findings are discussed in detail in the comparison part of the pre-test and the post-test results.

It was examined if there was a significant difference between the scores obtained from the self-reflection questionnaire applied before and after the CPD training. With this aim, the Wilcoxon Signed Ranks test was applied to determine if the pre-test and the post-test scores for each item show a significant difference. In addition, the effect size (r) was calculated and interpreted. The results obtained are presented in the table below.

Table 59

The Comparison of the Pre-Test and the Post-Test Results of the EFL Teachers' Self-Reflection

Items	Posttest-pretest	N	Mean Rank	Sum of Ranks	Z	p	r
Item 1	Negative Ranks	1	7	7	-3.684	0.000	0.65
	Positive Ranks	18	10.17	183			
	Ties	13					
	Total	32					
Item 2	Negative Ranks	2	4	8	-2.684	0.007	0.47
	Positive Ranks	11	7.55	83			
	Ties	19					
	Total	32					
Item 3	Negative Ranks	1	4.50	4.50	-2.810	0.005	0.50
	Positive Ranks	11	6.68	73.50			
	Ties	20					
	Total	32					
Item 4	Negative Ranks	3	6.50	19.50	-2.448	0.014	0.43
	Positive Ranks	12	8.38	100.50			
	Ties	17					
	Total	32					
Item 5	Negative Ranks	2	7	14	-3.260	0.001	0.58
	Positive Ranks	16	9.81	157			
	Ties	14					
	Total	32					
Item 6	Negative Ranks	4	9.38	37.5	-2.171	0.030	0.38
	Positive Ranks	14	9.54	133.5			
	Ties	14					
	Total	32					
Item 7	Negative Ranks	3	7	21	-2.777	0.005	0.49
	Positive Ranks	14	9.43	132			
	Ties	15					
	Total	32					
Item 8	Negative Ranks	2	7	14	-2.668	0.008	0.47
	Positive Ranks	12	7.58	91			
	Ties	18					
	Total	32					

According to the table, when we examine the significance levels of the Z value, a significant difference was found between the pre-test and the post-test scores (Z_1=-3.684, p<.05; Z_2=-2.684, p<.05; Z_3=-2.810, p<.05; Z_4=-2.448, p<.05; Z_5=-3.260, p<.05; Z_6=-2.171, p<.05; Z_7=-2.777, p<.05; Z_8=-2.668, p<.05). As a result, there is a significant difference between the pre-test scores applied before the CPD training and the post-test scores applied after the CPD training. In addition, it is seen that post-test scores obtained from the eight items are higher than the pre-test scores of all. Therefore, it was determined

that the post-test measurements of the eight items were higher than the pre-test measurments. When the effect sizes were examined, it was determined that the CPD training used had a great effect on the participants' self-reflection ratings ($r_1=0.65$; $r_2=0.47$; $r_3=0.50$; $r_4=0.43$; $r_5=0.58$; $r_6=0.38$; $r_7=0.49$; $r_8=0.47$)

4.4. Statistics on Reflection

This part presents the findings for Research Question 3, "What is the effect of the suggested CPD model to help the teachers to become reflective?" The data for this part were gathered through the Written Protocol Reflection from the experiment group of 32 EFL teachers. Written Protocol Reflection was administered to the experiment group after each day of the intervention (three measurmeents). To see if the items show difference between the measurements, Friedman test was applied and the results are presented.

Table 60

The Analysis of the Measurements of the Written Protocol Reflection (Friedman Test)

Items	Item Type	N	$\overline{X}$	Std. D.	Mean Rank	χ^2	df	p
Item 1	Measurement 1	32	3.78	1.408	1.89	4.900	2	0.086
	Measurement 2	32	3.72	1.611	1.89			
	Measurement 3	32	4	1.646	2.22			
Item 2	Measurement 1	32	3.72	1.508	1.86	3.250	2	0.197
	Measurement 2	32	3.78	1.560	1.98			
	Measurement 3	32	3.94	1.625	2.16			
Item 3	Measurement 1	32	3.63	1.314	1.89	1.942	2	0.379
	Measurement 2	32	3.69	1.533	1.97			
	Measurement 3	32	3.81	1.595	2.14			
Item 4	Measurement 1	32	3.78	1.475	2.11	1.607	2	0.448
	Measurement 2	32	3.66	1.558	1.89			
	Measurement 3	32	3.75	1.626	2.00			
Item 5	Measurement 1	32	3.69	1.424	1.94	0.444	2	0.801
	Measurement 2	32	3.81	1.554	2.00			
	Measurement 3	32	3.88	1.519	2.06			
Item 6	Measurement 1	32	4.75	0.984	1.95	2.000	2	0.368
	Measurement 2	32	5.00	0.000	2.05			
	Measurement 3	32	4.88	0.707	2.00			

When we examine the table above, we see that for each item there is no statistically significant difference between the three measurements. (χ^2 values of the items respectively sırasıyla: $\chi^2_{(2)}$=4.900, p<0.05; : $\chi^2_{(2)}$=3.250, p<0.05; : $\chi^2_{(2)}$=1.942, p<0.05; : $\chi^2_{(2)}$=1.607, p<0.05; : $\chi^2_{(2)}$=0.444, p<0.05; : $\chi^2_{(2)}$=2.000, p<0.05). As we know that there was a significant difference in the analysis of the "Self-reflection" part, where we compared the results of the pre-test and the post-test, we may argue that there was only one day between the three measurements and that may be the reason of no statistical difference.

We can discuss the findings of the current study from two perspectives: one is its effect on the actional competence and the second is the effectiveness of the CPD training in line with the literature. When we have a look at the demographic information of the piloting group of 190 EFL teachers, we see that almost one quarter of the participant teachers graduated from a department other than the department of English Language Teaching. We may think that the majority of the teachers graduated from ELT departments; however, this does not guarantee that they have received any kind of pragmatics lesson or learned pragmatics as part of a course. When we analyzed the responses of the teachers to the question "Have you taken a course on pragmatics?", we see that almost two-thirds of the teachers responded "No" to this question. This is a significant finding in terms of the need for the integration of pragmatics and pragmatics teaching in CPD trainings. One cannot expect from an EFL teacher who has not learned pragmatics himself/herself to integrate it into his/her lessons with his/her students. That would not be a realistic expectation. With the question of "Have you learnd pragmatics as part of a course?", we questioned if they learned pragmatics not as a whole course but maybe as part of another course (probably as part of linguistics course). Again, slightly less than the half of the participants responded that they had never learned pragmatics as part of a course. In terms of contextual teaching and learning, this is a serious problem which should be solved through its integration into in-service trainings, the CPDs. We carried out the current research to find out the effect of a CPD which adopts reflection at each step on the actional competence of EFL teachers. At the level of opinion, we found a significant difference in favor of the CPD training. In one of the training sessions, a participant stated that *she was not even aware of politeness strategies that she uses in her daily converstaions in her mother tongue* (from the Researcher's Journal). Through such CPD trainings, we can create awareness as well as the findings of the study showed a significant difference in favor of the training.

97

Today I have learned how can I express my apology strategies. I'm trying to find new strategies for my teaching skills (Nile, from WP1, Today's Gain).

The intention and the culture are very important when you express yourself. I learned how to teach some structures in different ways. Apologising words can be changed in different situations (Participant, from WP1, Today's Gain).

Social differences, facts help us create context according to our situations (Speaky, from WP2, Today's Gain).

I realized social status, directness-indirectness of scpeech acts and context is very important while teaching speech acts. Teachers should focus on them in their classes. (Skywalker, from WP2, Today's Gain).

Besides creating awareness and providing explicit and implicit instruction, we can work on the production skills of the teachers. As our study revealed, there is a significant difference in terms of speech act production in favor of the CPD training.

Today I have found out that we are unaware of ourselves and the people around us. I have discovered my personality. Now I can have more opinion about the others. To be able to see the picture & faces, we need to learn the strategies at first. Then use it in an appropriate way. To build bridges not borders, everybody should pay attention to the language & behaviors. Now I have learned them & try to teach these strategies to my studnets (Naz, from WP3, Today's Gain).

In today's lesson I learned 2 important points positive and negative politeness. I was using negative politeness in my speech and at my lessons. This caused a handicap in relation with my students to continue the speech and I realized I should use positive one. Beside negative and positive politeness I also realized other strategies like offrecord politeness and FTAs. These are richness of communication and all of them helped me so much to overcome my limited speaking activities at lessons (Akifcan, from WP3, Today's Gain).

The results may show that the reflective CPD training was effective in terms of developing actional competence of EFL teachers, and it is better to discuss it from the perspective of the effectiveness of the CPD from the literature. According to Guskey (2000), one of the indicators of an effective CPD is "participant reactions". Through our study, we adopted an interactive method through discussions with the participants, asking for their opinions and comments. In this sense, we can say that the participant reactions were taken into serious

consideration and the participant reactions showed that they found the CPD effective and useful. We also see that the current study is in line with the second indicator of Guskey's effective CPD: participant learning. We had the chance to observe the participant learning with the help of the comparison of the pre-test and the post-test results and theough in-class observations.

We learnt Grice's maxims and talked about materials, existing knowledge and our teaching sessions. We created new activites which I can use later in my courses. Thank you so much what you have brought me in (Black Eagle, from WP3, Today's Gain).

Guskey's other indicators of organization support and change are in a place where we do not have control, and thus we cannot relate any finding to this indicator. Additionally, as it was out of the scope of this study, we cannot relate to the other indicator of Guskey's, student learning outcomes. However, we can argue that the CPD training of the current research was in favor of Guskey's indicator of participants' use of new knowledge and skills. We can argue that we administered hands-on activities about the theoretical concepts through the training and by looking at the reflections of the participant teachers:

We learnt Grice's maxims and talked about materials, existing knowledge and our teaching sessions. We created new activites which I can use later in my courses. Thank you so much what you have brought me in (Black Eagle, from WP3, Today's Gain).

Today like other days my level of awareness reached up. My quality of teaching practices in terms of maxims got meaningful. I can present or I can find easily what I do need. Thank you a lot (Nile, from WP3, Today's Gain).

Borg (2015) lists the characteristics of effective CPD and we can see that our findings show that the reflective CPD applied answers to most of Borg's charactersitics of effective CPD: relevance to the needs of teachrs and their stduents as we ask for their needs and they volunteered in the trainings; teacher collaboration as this was one of the key points that we tried to support during and after the trainings; exploration and reflection with attention to both practices and beliefs as we asked them to reflect at every of the intervention and tried to help them internalize the reflection and create such a habit; critical engagement with received knowledge as unlike the traditional in-service education, we did not conduct the training as plain lectures, on the contrary, we created a learning atmosphere where they can explore, discuss, share, elicit, and contract the knowledge themselves; a valuing of

teachers' experience and knowledge as we have specific stages for them where they reflect on their previous practices and knowledge.

At the end of the CPD training, we expected the teachers to:

- acquire the intended knowledge, skills and attitudes
- incorporate them into practice
- influence the students' learning and achievement
- possibly influence other teachers in their school in the bringing about of change just as defined by Day (1999) as the characteristics of an effective CPD training.

Ayas et al. (2007) lists five main characteristics of effective INSET courses as:

- careful planning of the courses based on accurate needs assessment
- time and duration of the courses
- teaching methods, facilities, course instructor quality
- end of course evaluation
- sustained support

In the current study, in the planning and designing process of the trainings all these factors were taken into account to be able to provide an effective CPD training from all perspectives.

Lastly, we can discuss the question, "Should the pragmatics education be given in pre-service or in-service or in both?" In the first day of the training, we discussed the importance of the pragmatics courses in pre-service. Almost all of the participant teachers stated that the course is important and the ones who took pragmatics course stated thst they benefited from it (from the Researcher's Journal). At the end of the training, we had another discussion on the same topic. Almost all the participants stated that they couldn't appreciate the importance of pragmatics course in the pre-service education, and it can only be appreciated in-service where they can apply the theory into practice (from the Researcher's Journal). They also stated that pragmatics course should be given in pre-service but it has to be provided in the in-service as well (from the Researcher's Journal).

CHAPTER 5

CONCLUSION AND IMPLICATIONS

5.1. Introduction

In this part, a brief summary of the current research is presented. After the summary of the research, in light of the findings of the study, implications are made in light of the findings of the study.

5.2. Summary of the Study

This study aims to present the EFL teachers' current situation in terms of actional competence and to improve their actional competence through communicative language funtions in a reflective CPD training and aims to find out the answers to three main research questions and eight sub-research questions. In order to find out the answers to the research questions, we gathered data from 190 EFL teachers for the pilot study and for the descriptive part of the study. For the experimental part of the study, we gathered data from 32 EFL teachers. The data collected from the EFL teachers were processed into the SPSS program and analyzed.

Research Question 1 aimed to find out if teachers of English as a foreign language need a CPD training on actional competence. For this purpose, we administered a data collection tool which consists of six parts to 190 EFL teachers. The first part of the data collection tool is Part 1: BioData provided us background information about the piloting group. For the analysis of the demographic part, frequency analysis was conducted. To answer Sub-Research Question 1.1, which elicits the opinions of the teachers of English as a foreign language about actional competence, we used the data gathered from self-assessment of actional competence part, which aims to find out the opinions of EFL teachers on actional

competence through six structured items. For the analysis of this part, the data gathered from 190 EFL teachers were analyzed through frequency analysis. To find out answers to Sub-Research Question 1.2. of "Do the teachers of English as a foreign language have awareness about actional competence?", we used the data gathered from Part 3: Awareness Questionnaire by Bardovi-Harlig and Dörnyei (1998), which consists of 20 scenarios. Firstly, as this data collection instrument was developed in another study, Cronbach's alpha reliability coefficient was calculated for the data gathered through this questionnaire. Cronbach's alpha reliability coefficient of the awareness questionnaire was calculated and concluded that measurements are quite reliable.

For Sub-Research Question 1.3., "Do the teachers of English as a foreign language have knowledge of speech acts?", we used the data gathered from Part 4: Activity Assessment, which gives four activities and asks the teachers to rate how comprehensive these activities are to teach the particular speech act. For its analysis, the data gathered from 190 participants were analyzed through frequency analysis. For the last Sub-Research Question, "To what extent do the teachers of English as a foreign language produce acceptable speech acts?", we used the data from Part 5: Discourse Completion Task, which consists of eight situations (two situations for each speech act), formed by the researcher on the basis of the literature on speech acts was analyzed with content analysis technique. The situations were analyzed with the criteria of "power, distance, weight of imposition, execution of the speech act required" using a 3-point scale for determining the degree of acceptability of the speech act realization from 1 to 3 (not acceptable, more or less acceptable, acceptable). The situations were rated by the researcher and another expert from the field using the same criteria and the scale. The second rater was informed and trained about the criteria and how to rate the situations as the ambiguity over the definitions or different interpretations of the concepts which are analyzed between the raters may threaten the reliability. After the rating process by two different experts, Intra-Class Correlation Coefficient was calculated for the reliability between the ratings. The calculations of intra-class correlation coefficient showed that the inter-rater reliability value was reliable. After the inter-rater reliability, the data gathered from 190 EFL teachers were analyzed descriptively through mean, standard deviation, minimum value, and the maximum value. The answers to the second main research question formed the experimental part of the study.

Research Question 2 was formed to elicit if the suggested CPD model makes a difference between the pre-test and the post-test in terms of actional competence. In cooperation with MoNE, we carried out a training on actional competence which lasted for 20 hours in four days. The training was designed and developed by the researcher as a reflective CPD training where the participant teachers reflect on every stage of the training. The stages were developed as: reflection on the material, reflection on the related existing knowledge, reflection on their own related teaching practices, intervention, reflection on the intervention, written protocol/written reflection. 32 EFL teachers attended the training and the data gathered from the pre-test and the-pest test of this group were used to answer the second main research question and its sub-research questions.

To find out whether or not the suggested CPD model makes a difference between the pre-test and the post-test in terms of the teachers' opinions about a CPD training on actional competence? (Sub-Research Question 2.1.), the data gathered through Part 2: Self-Assessment of Actional Competence from the experiment group of 32 EFL teachers both in the pre-test and the post-test were analyzed through frequencies. The data gathered from the pre-test and the-post test were compared to see if there is a significant difference between them. Before the comparison, it was examined whether the differences between two measurements (the pre-test and the post-test) were normally distributed with the Shapiro-Wilk test and it was determined the scores were not normally distributed ($p < .05$). For that reason, Wilcoxon Signed Ranks Test was applied to determine whether the pre-test and the post-test scores show a significant difference. And the results showed there is a significant difference between the pre-test and the post-test in favor of the suggested reflective CPD model in terms of the EFL teachers' opinions. For Sub-Research Question 2.2. "Does the suggested CPD model make a difference between the pre-test and the post-test in terms of the teachers' awareness?", the data gathered through Part 3: Awareness Questionnaire from 32 participants in the pre-test and the post-test were analyzed through frequency analysis. Frequency distributions and item averages related to the recognition of pragmatic errors and grammatical errors are presented. For the comparison of the pre-test and the post-test results of awareness questionnaire, firstly it was checked for normal distribution with the Shapiro-Wilk test and the it was determined that they showed normal distribution ($p > .05$). T-test was applied for dependent samples to see if there is a significant difference between the two measurements (the pre-test and the post-test). Additionally, the effect size (η^2) was calculated and interpreted. The results showed a

significant difference between the two measurements in favor of the training in terms of the teachers' awareness through a significant difference between the two measurements in terms of both pragmatic error ratings and pragmatic error recognition.

Sub-Research Question 2.3 sought to identify if the suggested CPD model makes a difference between the pre-test and the post-test in terms of the teachers' knowledge of speech acts, and the data gathered through Part 4: Activity Assessment from the experiment group of 32 participants in the pre-test and the post-test were analyzed through frequency analysis. The comparison of the pre-test and the post-test results was made for each activity and for this comparison, Wilcoxon Signed Test was applied. Additionally, the effect size (r) was calculated and interpreted. The findings were in favor of the training in terms of the teachers' knowledge of the speech acts. We found a statistically significant difference between the two measurments in all the four activities. As for the last Sub-Research Question, Sub-Research Question 2.4. of "Does the suggested CPD model make a difference between the pre-test and the post-test in terms of the teacher's production of the speech acts?", the responses of the 32 EFL teachers to the DCT, which is Part 5, were analyzed through content analysis. For the reliability, intra-class correlation coefficient was calculated. The results showed a high lievel of reliability between the ratings. For the comparison of the data gathered from the experiment group in the pre-test and the post-test with DCT, the normality analysis of the distributions was examined with the Shapiro-Wilk test and it was determined that the difference scores were not normally distributed (p<.05). For that reason, Wilcoxon Signed Ranks test was used to determine whether there was a statistically significant difference in the comparison of the pre-test and the post-test scores. The findings indicated that there is a significant difference in most of the items. Although a significant difference was found in five situations out of eight situations, there is a difference in all the eight items in favor of the post-test.

Lastly, for the Research Question 3 "What is the effect of the suggested CPD model to help the teachers to become reflective?", firstly we analyzed the data gathered through Part 6: Self-reflection, which has eight statements about reflection, from the piloting group to see the current situation. After that, the data gathered from the experiment group (both in the pre-test and the post-test) were analyzed through frequency analysis. For the comparison of the pre-test and the post-test results, Wilcoxon Signed Test was applied. Additionally, the effect size (r) was calculated and interpreted. The findings were in favor of the training in terms of self-reflection. We found a statistically significant difference for

all the eight statements between the pre-test and the post-test. Additionally, after each session of the intervention, a written protocol was administered. The first part of the written reflection is written protocol reflection and for the comparison of three measurements, Friedman test was administered. The results of the Friedman test did not show a significant difference between the three measurements.

5.3. Implications

In this section, implications are presented under two different headings. Implications have been made both for further research and for English language teachers and MoNE.

5.3.1. Implications for English Language Teachers and MoNE

With the shift from the linguistic competence to communicative competence, we started to appreciate the significance of such concepts like communication, interaction, context, speaker's meaning, and so on. Although actional competence is listed among the other competences which form together the communicative competence, the concept itself has the cores of communicative competence and pragmatic competence. To look deeper, when we examine the definition of actional competence, "the ability to comprehend and produce all significant speech acts and speech act sets", we can draw such conclusions:

- One should have some degree of linguistic competence to comprehend and produce speech acts.
- One should have some degree of strategic competence to maintain the harmony of the conversation (to comprehend and produce appropriate speech acts).
- One should have some degree of sociolinguislic competence to comprehend and produce appropriate speech acts the social context requires (to comprehend and produce appropriate speech acts).
- One should have some degree of discourse competence to comprehend and produce speech acts appropriate to the discourse.

By looking at these conclusions, we may say that actional competence embodies the communicative competence by containing the competences which constitute the communicative competence itself. It is surprising that such a significant concept has not

105

been appreciated well enough and not studied widely in the literature. The current study indicated the importance of the actional competence from the perspective of EFL teachers. Additionally, the study proposes that the actional competence can be developed or improved through a CPD training. The literature on CPD illustrates its importance for improvement of the quality of the education through improving the teaching force. The suggested reflective model for CPD has been found effective by EFL teachers and has shown a significant difference in terms of the EFL teachers' opinions, awareness, knowledge and production of the speech acts. Additionally, the features of the applied reflective CPD model have presented similarities with the most of the factors which were listed for the effective CPD training. The steps of the suggested reflective model can easily be adapted for another school subject or another course, and can be easily used for any CPD with teachers. Incorporation of pragmatics through speech acts as we did in the current study into in-service education can improve the quality of teaching force, the quality of teaching and it can provide the language learners a contextual learning atmosphere. By looking at the participant teachers' opinions, language teachers can benefit from such a training through CPD more than they would in pre-service education, and thus we humbly suggest that this should be incorporated into in-service education.

5.3.2. Implications for Further Research

For the further research, two important factors affecting the effectiveness of CPD can be studied to make the current research more comprehensive in terms of the factors of successful CPD. One is "participants' use of new knowledge and skills", and the other one is "student learning outcomes". As the ultimate aim of CPD is seen as the development and improvement in students' learning, it can be examined to what degree the teachers can implement the new knowledge and skills in the teaching context, and also the hindering factors for the implementation of the new knowledge and skills gained through the CPD. Because of the COVID 19 pandemic, we could not make in-class observations or follow-up interviews with the participant teachers to observe this factor, but such a research can give us significant insights for CPD and how to carry out effective CPD. A further research can be conducted to see the effect of the CPD on the students.

REFERENCES

Ada, S. (2015). *Klasik test kuramına göre sayısal ve sözel alanlar için puanlama güvenirliğinin kayıp veri kapsamında incelenmesi.* Yüksek Lisans Tezi, Retrieved from https://tez.yok.gov.tr/UlusalTezMerkezi/

Adey, P. (2004). *The professional development of teachers: Practice and theory.* London: Springer Science & Business Media.

Atay, D. (2004). Collaborative dialogue with student teachers as a follow-up to teacher in-service education and training. *Language Teaching Research*, *8*(2), 143-162.

Ayar, Z. (2019). *Expectations and practices for continuing professional development at Turkish state and foundation universities: A suggested model.* Doctoral Dissertation, Gazi University, Ankara.

Bardovi-Harlig, K., & Dörnyei, Z. (1998). Do language learners recognize pragmatic violations? Pragmatic versus grammatical awareness in instructed L2 learning. *Tesol Quarterly*, *32*(2), 233-259.

Bayrakci, M. (2009). In-service teacher training in Japan and Turkey: A comparative analysis of institutions and practices. *Australian Journal of Teacher Education*, *34*(1), 10-22.

Blum-Kulka, S., House, J., & Kasper, G. (1989). Investigating cross-cultural pragmatics: An introductory overview. *Cross-cultural pragmatics: Requests and apologies*, *31*, 1-34.

Borg, S. (2015). Overview – Beyond the workshop: CPD for English language teachers. In S. Borg (Ed.), *Professional development for English language teachers: perspectives from higher education in Turkey* (pp. 5-13). Ankara: British Council.

Brown, P., Levinson, S. C., & Levinson, S. C. (1987). *Politeness: Some universals in language usage* (Vol. 4). London: Cambridge University.

Can, T. (2019). *Continuing professional development needs of teachers and individual professional development plan proposal*. Master's Thesis, Ondokuz Mayıs University, Samsun.

Canale, M. (1983). From communicative to communicative language pedagogy. In Richards, J. & Schmidt, R. (eds) *Language and communication* (pp. 2-27) London: Routledge.

Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied linguistics*, *1*(1), 1-47.

Celce-Murcia, M. (2008). Rethinking the role of communicative competence in language teaching. In *Intercultural language use and language learning* (pp. 41-57). Springer, Dordrecht.

Celce-Murcia, M., Dörnyei, Z., & Thurrell, S. (1995). Communicative competence: A pedagogically motivated model with content specifications. *Issues in Applied linguistics*, *6*(2), 5-35.

Celce-Murcia, M. & Olshtain, E. (2000). *Discourse and context in language teaching.* United State of America: The University of Cambridge.

Chapman, S. (2011). *Pragmatics.* Hampshire: Palgrave Modern Linguistics.

Christensen, L. B., Johnson, R. B., & Turner, L. A. (2015). *Research methods design and analysis.* Boston, MA: Pearson.

Cohen, J. (1988). Statistical power analysis Jbr the behavioral. *Sciences. Hillsdale (NJ): Lawrence Erlbaum Associates*, 2, 18-74.

Collin, K., Van der Heijden, B., & Lewis, P. (2012). Continuing professional development. *International Journal of Training and Development*, *16*(3), 155-163.

Craft, A. (1996). *Continuing professional development: A practical guide for teachers and schools.* London: Routledge.

Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative*. Boston: Pearson Education.

Çetin, H. (2014). *A comparison of pragmatic competence between Turkish and Portuguese EFL learners via speech act set of apologies: A task-based perspective*. Master's Thesis. Retrieved from https://tez.yok.gov.tr/UlusalTezMerkezi/

Çimer, S. O., Çakır, İ., & Çimer, A. (2010). Teachers' views on the effectiveness of in-service courses on the new curriculum in Turkey. *European Journal of Teacher Education*, *33*(1), 31-41.

Cohen, J. (2007). *Statistical power analysis for the behavioral sciences.* 2rd Edition. New York: Academic.

Daloğlu, A. (2004). A professional development program for primary school English language teachers in Turkey: Designing a materials bank. *International Journal of Educational Development*, *24*, 677-690.

Day, C. (1999). *Developing teachers: The challenges of lifelong learning.* London: Falmer.

De Vries, S., van de Grift, W. J., & Jansen, E. P. (2014). How teachers' beliefs about learning and teaching relate to their continuing professional development. *Teachers and Teaching*, *20*(3), 338-357.

Dörnyei, Z. (2007). *Research methods in applied linguistics.* London: Oxford University.

Erdaş, E. (2015). *Supporting the teachers' professional developments though the process about teaching NOS: A continuing professional development program model*. Doctoral Dissertation, Abant İzzet Baysal University, Bolu.

Erol-Güçlü, B. (2018). *Turkish EFL teachers' perceptions towards continuing professional development activities*. Master's Thesis, İhsan Doğramacı Bilkent University, Ankara.

Everitt, B. S. (1996). *Making sense of statistics in psychology: A second-level course*. London: Oxford University.

Field, A. (2009) *Discovering Statistics Using SPSS*. 3rd Edition, London: Sage.

Fraser, C., Kennedy, A., Reid, L., & Mckinney, S. (2007). Teachers' continuing professional development: Contested concepts, understandings and models. *Journal of in-service education*, *33*(2), 153-169.

Gauker, C. (1998). What is a context of utterance?. *Philosophical Studies: An International Journal for Philosophy in the Analytic Tradition*, *91*(2), 149-172.

Gazioğlu, T., & Çiftçi H. (2017). Developing Pragmatic Competence through Teaching Requests in English Classrooms. *Uludağ Üniversitesi Eğitim Fakültesi Dergisi, 30* (1), 139-165.1

Goffman, E. (1967). On face-work. *Interaction ritual*. Edited by Goffman, E. 5-45. New York: Doubleday Anchor.

Gravetter, F. J., & Wallnau, L. B. (2007). *Statistics for the behavioral sciences* (7th ed.). Pasific Grove, CA: Thomson Wadsworth.

Grice, H. P. (1975). Logic and conversation. In *Speech acts* (pp. 41-58). University of Berkeley, California, Berkeley: Brill.

Guskey, T. R. (2000). *Evaluating professional development*. Thousand Oaks, CA: Corwin.

Harland, J., & Kinder, K. (1997). Teachers' continuing professional development: framing a model of outcomes. *British journal of in-service education*, *23*(1), 71-84.

Joyce, B. & Showers, B. (1988). *Student achievement through staff development.* New York: Longman.

Kahraman-Özkurt, S. (2019). *Listening to English language teachers in Turkey: A survey of their evaluations, preferences and needs regarding in-service training*. Doctoral Dissertation, Gazi University, Ankara.

Kaplan, İ. (2019). *Supervision model supporting the continuous professional development of teachers*. Doctoral Dissertation, Gazi University, Ankara.

Kelchtermans, G. (2004). CPD for professional renewal: Moving beyond knowledge for practice. *International handbook on the continuing professional development of teachers*, 217-237.

Kılınç, A. N. (2019). *An investigation of perceived professional needs of Turkish English language teachers*. Master's Thesis, Karabük University, Karabük.

Knight, P. (2002). A systemic approach to professional development: Learning as practice. *Teaching and Teacher Education*, *18*, 229-241.

Koç, E. M. (2016). A general investigation of the in-service training of english language teachers at elementary schools in turkey, *International Electronic Journal of Elementary Education*, *8*(3), 455-466.

Koç, H. K. (2017). *A suggested in-service teacher training program for ELT teachers on the use of language learning strategies for the 6th graders*. Doctoral Dissertation, Gazi University, Ankara.

Korkmazgil, S. (2015). *An investigation into Turkish English language teachers' perceived professional development needs, practices and challenges*. Doctoral Dissertation, Middle Eastern Technical University.

Luneta, K. (2012). Designing professional development courses for teachers: a literature review. *Africa Education Review*, *9*(2), 360-379.

Lydon, S., & King, C. (2009). Can a single, short continuing professional development workshop cause change in the classroom? *Professional development in education*, *35*(1), 63-82.

Martínez Flor, A. (2005). A theoretical review of the speech act of suggesting: Towards a taxonomy for its use in FLT. *Revista alicantina de estudios ingleses, No. 18 (Nov. 2005); pp. 167-187*.

Ministry of National Education (2017) *Field Specific Competencies for English Language Teachers*. Retrieved from https:// oygm.meb.gov.tr/meb_iys_dosyalar/ 2017_11/ 06160113_2YYretmen_Yeterlikleri_KitabY_ingilizce_YYretmeni_Yzel_alan_yete rlikleri_ilkYYretim_parYa_5.pdf.

Ministry of National Education (2018) *Ortaöğretim İngilizce Dersi Öğretim Programı.* Retrieved from https://mufredat.meb.gov.tr/ProgramDetay.aspx?PID=342

Ministry of National Education (2019). *Stundent's book 9. sınıf İngilizce ders kitabı (students book).* Ankara: Pasifik.

Ministry of National Education (2020). *Count Me In 10. sınıf İngilizce ders kitabı (students book).* Ankara: Gizem.

Ministry of National Education (2020). *Count Me In 12. sınıf İngilizce ders kitabı (students book).* Ankara: MEB.

Ministry of National Education (2020). *Teenwise 9. sınıf İngilizce ders kitabı (students book).* Ankara: MEB.

Ministry of National Education (2020). *Relearn 9. sınıf İngilizce ders kitabı (students book).* Ankara: Pasifik.

Ministry of National Education (2020). *Silver Lining 11. sınıf İngilizce ders kitabı (students book).* Ankara: Cem Web.

OECD (2012). *Equity and quality in education. Supporting disadvantaged students and schools.* Paris. Retrieved January 2, 2021 from http://www.oecd.org/education/school/49603597.pdf.

O'Keeffe, A., Clancy, B. & Adolphs, S. (2011). *Introducing Pragmatics in Use.* New York: Routledge.

Özdamar, K. (1999). *Paket programlar ile istatistiksel veri analizi.* Eskişehir: Kaan.

Pallant, J. (2007). S*PSS survival manual: A step by step guide to data analysis using SPSS for Windows* (3. Baskı). Berkshire: Open University.

Robinson, C., & Sebba, J. (2004). *A review of research and evaluation to inform the development of the new postgraduate professional development programme.* Sussex: TTA/University of Sussex.

Scollon, R., Scollon, S. W., & Jones, R. H. (2011). *Intercultural communication: A discourse approach*. John Wiley & Sons.

Seollon, R., & Seollon, S. B. (2014). *Face in interethnic communication* (pp. 168-202). London: Routledge.

Shrout, P. E., & Fleiss, J. L. (1979). Intraclass correlations: Uses in assessing rater reliability. *Psychological Bulletin, 86*(2), 420.

Tan, Ş. (2016). *SPSS ve excel uygulamalı temel istatistik-1*. Ankara: Pegem.

Tanck, S. (2002). Speech act sets of refusal and complaint: A comparison of native and non-native English speakers' production. *Studies in Second Language Acquisition*, *13*(1), 65-81.

Tang, S. Y. F., & Choi, P. L. (2009). Teachers' professional lives and continuing professional development in changing times. *Educational Review*, *61*(1), 1-18.

Tavşancıl, E. (2006). *Tutumların ölçülmesi ve SPSS ile veri analizi*. Ankara: Nobel. (4.baskı)

Thomas, J. (1995). *Meaning in interaction: An introduction to pragmatics*. London: Routledge.

Uysal, H. H. (2012). Evaluation of an in-service training program for primary-school language teachers in Turkey. *Australian Journal of Teacher Education*, *37*(7), 14-29.

Villegas-Reimers, E. (2003). *Teacher professional development: An international review of the literature*. Paris: International Institute for Educational Planning.

Wallace, M. J. (1991). *Training foreign language teachers: A reflective approach*. London: Cambridge University.

Yılmaz, H. (2018). *Motivation levels of in-service English teachers: From tradition to change.* Master's Thesis, Balıkesir University, Balıkesir.

APPENDICES

Appendix 1. Data Collection Tools

Dear Participant,

The purpose of this study is to examine and raise awareness and quality of the teaching practices of EFL teachers in terms of communicative language functions. The following language functions, within an actional competence perspective on speech acts, will be specifically focused on: requesting, apologizing, suggesting, and refusing. This study is being conducted as a part of doctorate study through the cooperation of Gazi University and the Turkish Ministry of National Education, Directorate-General for Teacher Training and Development. This questionnaire consists of these parts: Biodata, Self-Assessment of Actional Competence, Awareness Questionnaire, Activity Evaluation, Discourse Completion Task, and Self-Reflection. It is important that all the parts of the questionnaire be completely filled in. Your responses will be kept confidential. Your responses will never be linked to you personally and will never be used for other purposes other than academic ones. Your participation in this study is voluntary. Thank you for your cooperation.

<div align="center">

Researcher

Research Assistant Hande ÇETİN

Gazi University

</div>

Supervisor

Assoc. Prof. Dr. Cemal ÇAKIR

Gazi University

Appendix 2. PART 1: BioData

Please choose the appropriate option and fill in the information for requested.

1. Gender: Male   Female

2. Level of school you teach at: Primary School   Secondary School   High School

3. Please write your school name:

4. Please write your age:

5. Please write the total years of your experience in teaching:

6. Please write the department that you graduated from:

7. Have you taken a separate course on pragmatics?   Yes   No

8. Have you studied pragmatics as a unit of a linguistics course?   Yes   No

Appendix 3. PART 2: Self-Assessment of Actional Competence

Celce-Murcia (2007) defines actional competence as "the ability to comprehend and produce all significant speech acts and speech act sets" (p.42) and proposes that it needs to be part of communicative competence and be developed. Speech acts refer to the communicative language functions such as requesting, apologizing, suggesting, and refusing. Please reflect on yourself in terms of your need for a training on actional competence as defined above by Celce-Murcia (2007).

Please assess yourself in terms of your need for a training on actional competence.

	YES	NEUTRAL	NO
1. Do you think that actional competence is important?			
2. Do you think actional competence should be given importance in English language teaching?			
3. Do you spare some part of your lessons to develop your students' actional competence?			
4. Do you feel confident to teach speech acts in your lessons to develop your students' actional competence?			
5. Do you adapt your course materials to develop actional competence of your students when you find the material insufficient for developing actional competence?			
6. Do you think that you need a training on actional competence?			

Appendix 4. PART 3: Awareness Questionnaire

Instruction: Thank you for helping us with our research. You will read some scenarios about Anna and Peter talking to classmates and teachers. Their English will sometimes be correct but sometimes there will be a problem. We ask you to decide how well Anna and Peter use English in different conversations. Please read the conversations and decide whether you think there is a mistake or not in the underlined part of the conversations and mark your answer sheet.

Here is an example for you:

John: Good morning, Anna.

Anna: <u>Good night, John.</u>

Is the underlined part appropriate/correct?   Yes   No

If there is a problem, how bad do you think it is?

Not bad at all   _____ : _____ : _____ : _____ : _____   Very bad

Anna's answer is obviously not good. So in the example circle the answer *No.* After this, you decide how big the mistake is. Choose between 1 (not bad at all) and 5 (very bad) depending on the seriousness of the mistake. For a small mistake choose 1; for a serious mistake choose 5. And please remember that this is not a test; we are interested in what you think.

Please read each scenario below and say 'Yes' or 'No' to the question "Is the underlined part appropriate/correct?". If you choose the 'No' answer to the question, for each scenario please rate how bad you think the problem is. If you choose the 'Yes' answer to the question, you don't need to rate the problem.

Scenarios

1. The teacher asks Peter to help with the plans for the class trip.

    T: OK, so we'll go by bus. Who lives near the bus station? Peter, could you check the bus times for us on the way home tonight?

    P: <u>No, I can't tonight. Sorry.</u>

    Is the underlined part appropriate/correct?   Yes   No

If there is a problem, how bad do you think it is?

Not bad at all _____ : _____ : _____ : _____ : _____ Very bad

2. Peter and George are classmates. George invites Peter to his house, but Peter cannot come.

    G: Peter, would you like to come over to my house tonight?

    P: I'm sorry, I just can't. I'm very tired. I couldn't sleep on last night.

    Is the underlined part appropriate/correct?   Yes   No

    If there is a problem, how bad do you think it is?

    Not bad at all _____ : _____ : _____ : _____ : _____ Very bad

3. Peter goes to the snack bar to get something to eat before class.

    F: May I help you?

    P: Would you be so kind as to give me a sandwich and a yoghurt please?

    Is the underlined part appropriate/correct?   Yes   No

    If there is a problem, how bad do you think it is?

    Not bad at all _____ : _____ : _____ : _____ : _____ Very bad

4. George is going to the library. Peter asks him to return a library book.

    G: Well, I'll see you later. I've got to go to the library to return my books.

    P: Oh, if you are going to the library, can you please return my book too?

    Is the underlined part appropriate/correct?   Yes   No

    If there is a problem, how bad do you think it is?

    Not bad at all _____ : _____ : _____ : _____ : _____ Very bad

5. Peter is talking to his teacher. The conversation is almost finished.

    T: Well, I think that's all I can help you with at the moment.

    P: That's great. Thank you so much for all the informations.

    Is the underlined part appropriate/correct?   Yes   No

    If there is a problem, how bad do you think it is?

    Not bad at all _____ : _____ : _____ : _____ : _____ Very bad

6. Anna is talking to her teacher in his office when she knocks over some books.

    A: (knocks over some books) <u>Oh no! I'm really sorry! Let me help you pick them up.</u>

    Is the underlined part appropriate/correct?   Yes   No

    If there is a problem, how bad do you think it is?

    Not bad at all   _____ : _____ : _____ : _____ : _____   Very bad

7. It is Anna's day to give her talk in class, but she is not ready.

    T: Thank you Steven, that was very interesting. Anna, it's your turn to give your talk.

    A: <u>I can't do it today but I will do it next week.</u>

    Is the underlined part appropriate/correct?   Yes   No

    If there is a problem, how bad do you think it is?

    Not bad at all   _____ : _____ : _____ : _____ : _____   Very bad

8. Anna goes to the snack bar to get something to eat before class.

    F: May I help you?
    A: A cup of coffee please.
    F: Would you like some cream in it?
    A: <u>Yes, I would like.</u>

    Is the underlined part appropriate/correct?   Yes   No

    If there is a problem, how bad do you think it is?

    Not bad at all   _____ : _____ : _____ : _____ : _____   Very bad

9. Anna has borrowed a book from a classmate, Maria. Maria needs it back, but Anna has forgotten to return it.

    M: Anna, do you have the book I gave you last week?
    A: <u>Oh, I'm really sorry but I was in a rush this morning and I didn't brought it today.</u>

    Is the underlined part appropriate/correct?   Yes   No

    If there is a problem, how bad do you think it is?

    Not bad at all   _____ : _____ : _____ : _____ : _____   Very bad

10. Anna needs directions to the library. She asks another student.

A: Hi.

S: Hi.

A: <u>Tell me how to get to the library.</u>

Is the underlined part appropriate/correct?   Yes   No

If there is a problem, how bad do you think it is?

Not bad at all   _____ : _____ : _____ : _____ : _____   Very bad

11. Peter is going to George's house. He is quite late.

P: Hi George.

G: Hi Peter. I've been waiting for over half an hour for you. Weren't we supposed to meet at 4?

P: <u>I couldn't come earlier. And anyway, we don't have to hurry anywhere.</u>

Is the underlined part appropriate/correct?   Yes   No

If there is a problem, how bad do you think it is?

Not bad at all   _____ : _____ : _____ : _____ : _____   Very bad

12. Peter and George meet before class. They want to do something before class starts.

G: Hey, we've got 15 minutes before the next class. What shall we do?

P: <u>Let's to go to the snack bar.</u>

Is the underlined part appropriate/correct?   Yes   No

If there is a problem, how bad do you think it is?

Not bad at all   _____ : _____ : _____ : _____ : _____   Very bad

13. Peter goes to see his teacher at his office. When he arrives, his teacher is busy.

P: (knocks on the door)

T: Yes, come in.

P: Hello, Mr. Gordon. Are you busy?

T: Erm… I'm afraid so. Could you come back later?

P: <u>OK, I'll be here tomorrow morning at 8.</u>

Is the underlined part appropriate/correct?   Yes   No

If there is a problem, how bad do you think it is?

121

Not bad at all   ____ : ____ : ____ : ____ : ____   Very bad

14. Peter asks his teacher for a book.

    P: Mr. Gordon?

    T: Yes?

    P: <u>Could I possibly borrow this book for the weekend if you not need it?</u>

    Is the underlined part appropriate/correct?   Yes   No

    If there is a problem, how bad do you think it is?

    Not bad at all   ____ : ____ : ____ : ____ : ____   Very bad

15. Peter's teacher wants to talk to Peter about the class party. Peter makes arrangements to come back.

    T: Peter, we need to talk about the class party soon.

    P: <u>Yeah, if tomorrow is good for you, I could come any time you say.</u>

    Is the underlined part appropriate/correct?   Yes   No

    If there is a problem, how bad do you think it is?

    Not bad at all   ____ : ____ : ____ : ____ : ____   Very bad

16. Anna goes to ask her teacher to fill in a questionnaire. She knocks on the office door.

    A: (knocks on the door)

    T: Yes, come in.

    A: <u>Hello. My name is Anna Kovacs. If you don't mind, I would like you to fill this in for me.</u>

    Is the underlined part appropriate/correct?   Yes   No

    If there is a problem, how bad do you think it is?

    Not bad at all   ____ : ____ : ____ : ____ : ____   Very bad

17. Maria invites Anna to her house but Anna cannot come.

    M: Anna, would you like to come over this afternoon?

    A: <u>I'm sorry, I'd really like to come but I have a difficult history test tomorrow.</u>

    Is the underlined part appropriate/correct?   Yes   No

    If there is a problem, how bad do you think it is?

    Not bad at all   ____ : ____ : ____ : ____ : ____   Very bad

18. Anna needs directions to the library. She asks another student.

A: <u>Excuse me, could you tell me where is the library.</u>

Is the underlined part appropriate/correct?　　　　Yes　　　　No

If there is a problem, how bad do you think it is?

Not bad at all　　_____ : _____ : _____ : _____ : _____　Very bad

19. Anna has borrowed a book from her teacher. Her teacher needs it back, but Anna has forgotten to return it.

T: Anna, have you brought back the book I gave you yesterday?

A: <u>Oh, I'm very sorry, I completely forgot. Could I giving it to you tomorrow?</u>

Is the underlined part appropriate/correct?　　　　Yes　　　　No

If there is a problem, how bad do you think it is?

Not bad at all　　_____ : _____ : _____ : _____ : _____　Very bad

20. Anna meets her classmate, Maria, after school. They want to go somewhere.

A: Maria, are you doing anything this afternoon?

M: No, I've already prepared for tomorrow's classes.

A: <u>Then I say we go to the cinema. OK?</u>

Is the underlined part appropriate/correct?　　　　Yes　　　　No

If there is a problem, how bad do you think it is?

Not bad at all　　_____ : _____ : _____ : _____ : _____　Very bad

Appendix 5. PART 4: Activity Evaluation

In this part, some sample activities from the course books approved by the Turkish Ministry of National Education are given. You will read and evaluate them in terms of the speech acts of requesting, apologizing, suggesting, and refusing respectively.

Please look at the activity below and evaluate it in terms of the speech act of request.

(Teenwise, 9th Grade)

Do you think that the activity above is sufficient enough to teach the speech act of request? Please put an X somewhere on the scale from 1 (not very sufficient) to 5 (very sufficient).

1 _____ : _____ : _____ : _____ : _____ 5

If not, what is missing and what can be added? Please state briefly.

Please look at the activity below and evaluate it in terms of the speech act of apology.

2	A. Listen to the dialogue between Robert and Jason. Then, tick the phrases you hear in each category. Tapescript 10.1

Phrases for wishes	Phrases for regrets	Phrases for apologies
☐ I wish that Judy had told…	☐ I shouldn't have behaved…	☐ I just want to apologize for…
☐ Something I've always wanted is…	☐ She should have told…	☐ It was my fault…
☐ I wish Judy would…	☐ If only I hadn't been…	☐ Excuse me for…
☐ If only Judy…	☐ I didn't mean to hurt…	☐ I'm terribly sorry…
☐ What I'd like more than anything else…	☐ It wasn't my intention…	☐ Please accept my apology…

(Count Me In, 12th Grade)

Do you think that the activity above is sufficient enough to teach the speech act of apology? Please put an X somewhere on the scale from 1 (not very sufficient) to 5 (very sufficient).

1 _____ : _____ : _____ : _____ : _____ 5

If not, what is missing and what can be added? Please state briefly.

Please look at the activity below and evaluate it in terms of the speech act of suggestion.

C. Here are some of the common complaints and problems on campus. Mrs. Merits asks you to make suggestions for the solutions to these problems. What would your suggestions be?

Problems:
1. There are not enough bulletin boards for human rights club.
2. There are no halal food cafeterias or restaurants on campus.
3. Some faculty buildings need more wheelchair ramps.
4. More rooms should be constructed for nursing mothers.
5. Some dormitories still use shared toilets&bathrooms.
6. Stalls for the festivals are paid.

Suggestions:
E.g.
1. How about launching a campaign?
2. Why don't we invite chain restaurants to open a new branch?

(Count Me In, 12th Grade)

Do you think that the activity above is sufficient enough to teach the speech act of suggestion? Please put an X somewhere on the scale from 1 (not very sufficient) to 5 (very sufficient).

1 _____ : _____ : _____ : _____ : _____ 5

If not, what is missing and what can be added? Please state briefly.

Please look at the activity below and evaluate it in terms of the speech act of refusal.

5. Listen to the dialogue again. Read the situations in the first table. Choose suitable sentences for each of them in the second table and write.

1. You want to invite your friend somewhere.	
2. You accept an invitation.	
3. You refuse an invitation.	
4. You want to say your opinions.	

a. Would you like to come …?	
b. I believe …	
c. That sounds great!	
d. Are you in the mood for a … tonight?	
e. I'd love to, but I have other plans.	
f. I think …	
g. How about coming with me?	
h. I guess …	
i. I'd love to do that.	
j. I'm afraid I can't …	

(Relearn, 9th Grade)

Do you think that the activity above is sufficient enough to teach the speech act of refusal? Please put an X somewhere on the scale from 1 (not very sufficient) to 5 (very sufficient).

1 _____ : _____ : _____ : _____ : _____ 5

If not, what is missing and what can be added? Please state briefly.

Appendix 6. PART 5: Discourse Completion Task

Please read the situations below and write what you would say in each situation.

1. You are a teacher at a high school. You ask a student to do his/her planned presentation a week earlier. You say:

2. You are taking Master's Degree courses at a university. You won't be attending the next week's course and won't be able to hand in your research paper. You ask the professor for an extension for the research paper. You say:

3. You are a teacher at a school. You have missed a very important meeting with the school principal. You arrive at the school 2 hours later than the meeting and see the school principal. You say:

4. You are at a coffee shop taking your morning coffee. You don't notice the person standing right behind you and when you turn, you step on his/her foot and spill your coffee on his/her coat. You say:

5. You are at the teachers' room discussing about a project work for your students. You think that the project they offer does not suit for your class and you suggest another project. You say:

6. You are having a coffee with your best friend. He/she is not happy about his/her job and having the same problems all the time. You think that he/she should find a new job. You say:

7. A new teacher at your school invites you to have dinner tonight. You don't feel like having dinner out with him/her and you say:

8. A close friend of yours suggests meeting today. You have other plans for today and you refuse his/her offer. You say:

Appendix 6. PART 6: Self-Reflection

Please read the statements about your reflection practices and indicate if you agree or disagree with each reflection statement using the scale from 1 (strongly disagree) to 5 (strongly agree).

	1	2	3	4	5
I reflect on the course materials.					
I reflect on the curriculum.					
I reflect on my existing knowledge related to the topic I'm teaching.					
I reflect on my teaching practices.					
I reflect on my students' reactions to the activities.					
I reflect on my students' reactions to the way I teach.					
I reflect on the way my students learn.					
I reflect on my own learning.					

Appendix 7. Written Protocol

Part 1: Written Protocol Reflection

Please read the statements about how reflective you think you are after the CPD training. Please indicate how strongly you agree or disagree with each statement to evaluate the effect of the CPD training to help you become reflective. (Please put a ✓.)

After the CPD training,	Strongly Agree	Agree	Undecided (Neutral)	Disagree	Strongly Disagree
I have become more reflective. It has helped me to become reflective in terms of the course materials.					
I have become more reflective. It has helped me to become reflective in terms of my related existing knowledge.					
I have become more reflective. It has helped me to become reflective in terms of my own related teaching practices.					
I have become more reflective because I reflected (discussed/ shared ideas/ evaluated) in action constantly during the intervention/workshops.					
I have become more reflective because I reflected (discussed/ shared ideas/ evaluated verbally) on what we did during the intervention/workshops after we completed them.					
I have become more reflective because I reflected (discussed/ shared ideas/ evaluated) on what we did during the intervention through written protocol/ written reflection.					

Part 2: Reflection on the Steps of the Intervention

Please share your comments about each stage of the CPD training concerning its effect on you to become reflective.

    a) Reflection on the material

    b) Reflection on the related existing knowledge

    c) Reflection on your own related teaching practices
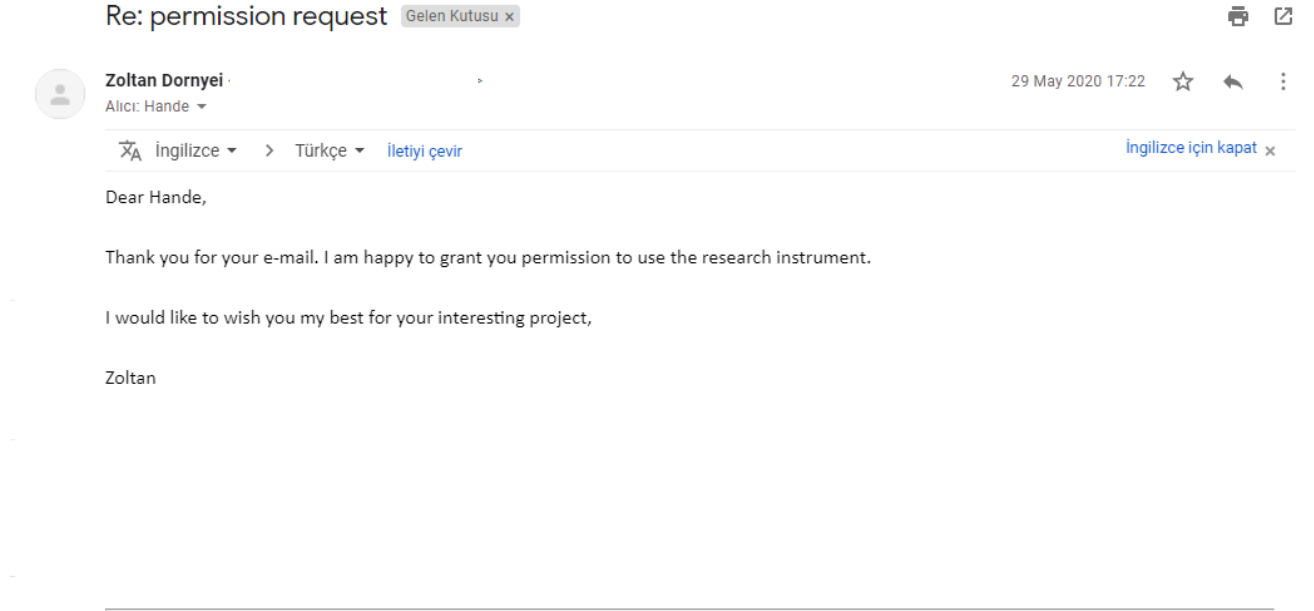
    d) Intervention

    e) Reflection on the intervention

    f) Written protocol / Written reflection

Part 3: Today's Gain

Appendix 7. Permission 1

Re: permission request   Gelen Kutusu ×

Zoltan Dornyei ·   29 May 2020 17:22
Alıcı: Hande ▾

文A İngilizce ▾   >   Türkçe ▾   İletiyi çevir   İngilizce için kapat ×

Dear Hande,

Thank you for your e-mail. I am happy to grant you permission to use the research instrument.

I would like to wish you my best for your interesting project,

Zoltan

From: Hande ÇETİN
Sent: Friday, May 29, 2020 3:09 PM
To: Zoltan Dornyei ·
Subject: permission request

Dear Professor,

I'm working as a reseach assistant at Gazi University (Ankara/Turkey), Education Faculty, English Language Teaching Department. For my PhD dissertation, I'm doing a needs analysis of EFL teachers' actional competence (pragmatic competence). I'm writing to you in reference to your data collection instrument (20 scenarios) in the article cited below. I would like to use it as one of my data collection tools. I wonder if you could give me the permission to use it.

Related article: Bardovi-Harlig, K., & Dörnyei, Z. (1998). Do language learners recognize pragmatic violations? Pragmatic versus grammatical awareness in instructed L2 learning. *Tesol Quarterly*, *32*(2), 233-259.

Best regards,

133

Appendix 8. Permission 2

Re: permission request Gelen Kutusu ×

Bardovi-Harlig, Kathleen
Alıcı: Hande ▾

29 May 2020 Cum 18:45

İngilizce ▾   >   Türkçe ▾   İletiyi çevir   İngilizce için kapat ×

It's online at IRIS! Everyone can use it, please just cite us as the source. (Type "IRIS repository" in your search)

From: Hande ÇETİN
Sent: Friday, May 29, 2020 10:06 AM
To: Bardovi-Harlig, Kathleen
Subject: permission request

Dear Professor,

I'm working as a reseach assistant at Gazi University (Ankara/Turkey), Education Faculty, English Language Teaching Department. For my PhD dissertation, I'm doing a needs analysis of EFL teachers' actional competence (pragmatic competence). I'm writing to you in reference to your data collection instrument (20 scenarios) in the article cited below. I would like to use it as one of my data collection tools. I wonder if you could give me the permission to use it.

Related article: Bardovi-Harlig, K., & Dörnyei, Z. (1998). Do language learners recognize pragmatic violations? Pragmatic versus grammatical awareness in instructed L2 learning. *Tesol Quarterly*, *32*(2), 233-259.

Best regards,

134

Appendix 9. Permission 3

T.C.
MİLLİ EĞİTİM BAKANLIĞI
Öğretmen Yetiştirme ve Geliştirme Genel Müdürlüğü

Sayı : E-38772063-774.01.08-24213071   14.04.2021
Konu : Arş. Gör. Hande Çetin'in
        Eğitim Verilerini Kullanması Onayı

Sayın: Arş. Gör. Hande ÇETİN
Gazi Üniversitesi
Gazi Eğitim Fakültesi

İlgi   : 08/04/2021 tarihli ve 23861447 sayılı dilekçe.

Gazi Üniversitesi, Gazi Eğitim Fakültesi, Yabancı Diller Eğitimi Bilim Dalı, İngiliz Dili Eğitimi Anabilim Dalında yürütmekte olduğunuz "Developing EFL Teachers' Actional Competence through Language Functions: A Suggested Reflective Model for CPD- İngilizceyi Yabancı Dil Olarak Öğreten Öğretmenlerin Eylemsel Yeterliklerinin Dil Fonksiyonları Yoluyla Geliştirilmesi: Sürekli Mesleki Gelişim için Önerilen bir 'Yansıtıcı Model" başlıklı doktora tez çalışmanızda, 13/01/2020 tarihinde yaptığınız başvuru ile Genel Müdürlüğümüz bünyesinde açılmış olan İngilizce öğretmenlerine edimbilim, söz eylemleri ve dilin bağlam içerisinde öğretilmesi amacıyla 01-04 / 08-11 Aralık 2020 tarihlerinde "İngilizcenin Söz Eylemlerinin Bağlam Temelli Öğretimi Kursları"nda elde edilen verileri kullanmak için gerekli izinlerin verilmesinin talep edildiği ilgi dilekçe incelenmiştir.

Bu bağlamda, eğitmenliğini yapmış olduğunuz söz konusu kurslarda kullanılan ölçme araçları ve bu ölçme araçları vasıtasıyla elde edilen verilerin katılımcıların kişisel bilgilerine yer vermeden doktora tezinizde kullanmanız Genel Müdürlüğümüzce uygun görülmektedir.

Bilgilerinizi rica ederim.

Adnan BOYACI
Genel Müdür

Appendix 10. Permission 4

T.C.
GAZİ ÜNİVERSİTESİ
Etik Komisyonu

Sayı : E-77082166-302.08.01-85646   06.05.2021
Konu : Bilimsel ve Eğitim Amaçlı

EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi :   05.04.2021 tarihli ve 80287700-302.08.01- 67403 sayılı yazı.

İlgi yazınız ile göndermiş olduğunuz, Enstitümüz Yabancı Diller Eğitimi Anabilim Dalı, İngiliz Dili Eğitimi Bilim Dalı **Doktora Öğrencisi Hande ÇETİN'in**, **Doç.Dr.Cemal ÇAKIR'ın** danışmanlığında yürüttüğü *"Devoloping EFL Teacher's Actional Competence through Language Functions: A Suggested Reflective Model for CPD"* adlı tez çalışması ile ilgili konu Komisyonumuzun 20.04.2021 tarih ve 07 sayılı toplantısında görüşülmüş olup,

İlgilinin çalışmasının, yapılması planlanan yerlerden izin alınması koşuluyla yapılmasında etik açıdan bir sakınca bulunmadığına oybirliği ile karar verilmiş ve karara ilişkin imza listesi ekte gönderilmiştir.

Bilgilerinizi ve gereğini rica ederim.

Araştırma Kod No: 2021 - 521

Prof. Dr. Ismail KARAKAYA
Komisyon Başkanı

Ek:1 Liste

GAZİLİ OLMAK AYRICALIKTIR...