



Research Papers in Language Teaching and Learning

Vol. 10, No. 1, February 2019, 369-409

ISSN: 1792-1244

Available online at <http://rpltl.eap.gr>

This article is issued under the [Creative Commons License Deed. Attribution 3.0 Unported \(CC BY 3.0\)](#)

The effect of the written assignments on teaching practice: The case of the Hellenic Open University's M.Ed. in TESOL

Effrosyni KATAROPOULOU

The present study focuses on the teaching practices of students at the Hellenic Open University (HOU) M.Ed. in TESOL and investigates the extent to which the written assignments have an effect on these practices. It employs quantitative methodology, in order to examine the degree to which the reflective nature of the course has informed or transformed the classroom reality of the student teachers, in terms of their methodological choices, their attitudes towards learners and learner progress, as well as their own self-perception and roles as trainees. 177 teachers have participated in the research by completing a questionnaire and useful conclusions as to their beliefs and attitudes towards their teaching practices are drawn. Overall, a positive attitude towards the assignments is exhibited in terms of their innovative nature, relevance and applicability to actual teaching contexts. Nonetheless, a number of factors appear to affect sustained integration and regular implementation of new knowledge in classroom situations. Therefore, based on the research findings, as well as relevant literature, suggestions for further research into the links between teacher education coursework and teaching practice are made at the end of the study.

Keywords: teacher development, teaching practice, distance learning, written assignments

1. Introduction

In the broader English Language Teaching (ELT) field we can observe growing uncertainty about what teachers are called upon to accomplish in their classrooms, since in our postmodern era of globalisation the modernist clear-cut definitions of correct language use and appropriate teaching methods towards achieving native-speaker competence in the target language, are no longer effective (Canagarajah, 2016; Kramsch, 2014). Teachers nowadays are required to constantly advance their theoretical knowledge concerning English as a foreign language (EFL) teaching, while at the same time develop reflective and interpretive abilities enabling them to make informed decisions about what constitutes the best option in their own teaching contexts (Cvetek, 2008; Freeman & Richards, 1993; Prabhu, 1990; 1992; Widdowson, 1984). What is more,

increased attention is currently being given to the notion of teaching as a combination of easily observable "public activity", with less apparent "private, mental work" (Burns, et al., 2015, p. 585).

This concept of EFL teaching as a multi-faceted, non-linear and context-dependent procedure places great demands on teacher education programmes, which have to develop teaching expertise, enhance autonomous, ongoing learning and researching skills and promote creative engagement with innovative ideas and teaching practices (Hagger & McIntyre, 2006; Mann, 2005). Meanwhile, practitioners and scholars are rethinking previously held maxims concerning effective language teaching, taking into account the diversity and inconstancy of teaching and learning contexts and the significance of the role of the teaching context per se (Akbari, 2008; Akbari & Tavasoli, 2014; Kumaravadivelu, 2006).

In the absence of long-term, school-based teacher education programmes¹ that address the changes in ELT mentioned so far, a growing number of EFL teachers in Greece, representing a wide range of teaching situations, opt for enrolling in the Hellenic Open University (HOU) M.Ed. in TESOL², in order to not only obtain an important teaching qualification, but also to develop as competent and reflective EFL practitioners. The written assignments they are required to complete in the course of their studies constitute a significant part of this developmental process, since they encourage student-teachers to relate theoretical knowledge to their own diverse teaching situations and to implement newly acquired knowledge in actual learning contexts (Σηφάκης, 2006). The present study attempts to investigate the effect of these written assignments on student-teachers' current classroom practices and in doing so fill in a gap in the existing literature.

2. Teacher Development

2.1. Main Principles and Aims

Teacher development is an evolutionary process of teacher education, promoting a whole person approach and the improvement of teachers' repertoire of skills, abilities and personal qualities (Freeman, 1989; Wright, 1992; Zeichner & Liston, 1996). It has broader aims than training and views teacher learning as encompassing a wide range of socio-cultural aspects (Fraser, et al., 2007), rather than implementing a set of recipes and trainable skills (Richards, 1990; Wallace, 1991). In developmental teacher education courses student-teachers are able to draw on their own insights about teaching and critically select effective classroom practices (Fraser, et al., 2007; Kennedy, 2005), which entails greater freedom and autonomy for participants, but also added responsibilities (Beaumont, 2005). Furthermore, since development by definition implies continuity, teacher development represents an ongoing learning process, expected to have positive effects on learners, as educators become better prepared to respond to diverse teaching contexts and individual learner needs (Manolopoulou–Sergi, 2005).

Central to teacher development is the interaction between theory and practice, which does not prioritise either form of knowledge, but, instead, promotes the development of "praxis", defined as "forms of practice that are based on theory and which are used to develop theory" (Crookes, 2013, p. 94). Another key concept pertaining to teacher development is the significance of the trainees' prior experience as a contributing factor to their learning (Auerbach, 1995), as well as the value of experiencing new teaching practices and engaging in effective reinterpretations of those experiences through the process of critical reflection (Mezirow, 1991; 1998; Tse, 2007).

Reflection is, undoubtedly, a key element in teacher development, since it links together abstract theoretical knowledge and experience gained from practical implementation (Gyftopoulou, 2010; Korthagen, 2001; 2010). It can be defined as a form of critical thinking allowing educators to question their practices and beliefs and adapt them according to their working environment (Canagarajah, 2005; Korthagen, 1993; Mann, 2005). Operating on every level of the teaching process, reflective thinking considerably enhances teachers' awareness of the problematic or dysfunctional aspects of their teaching and assists them to review and modify not only their practices (Loughran, 2002; Manolopoulou–Sergi, 2005; Van der Veen, 2006), but also their overall teacher identity (Moore, 2007; Beauchamp & Thomas, 2009; Day, et al., 2006; Moé, et al., 2010). This type of critical thinking need not be limited to private, individual work, but should optimally be a social activity (Brandt, 2008; Johnson, 2009), manifested in collaborative teacher development procedures (Long & Nguyen, 2010; Musanti & Pence, 2010; Stillwell, 2008).

2.2. Teacher Development, Change and Innovation

Teacher development as a process of ongoing learning and growth is often seen as synonymous with change (Guskey, 2002; Hiep, 2001; Pennington, 1990; Wright, 1992). However, the relationship between developmental teacher education approaches and change is not always as clear-cut as one might think. There are a number of factors which inhibit practitioners in modifying their practices (Bailey, 1992; Lamb 1995), even in cases of meticulously designed teacher education courses (Kubanyiiova, 2012). The very notion of change often bears a sense of threat for teachers who react to it with fear and scepticism (Karavas, 2004). Meanwhile, the degree, or the levels on which changes occur in each individual participant of such programmes are inherently difficult to be accurately determined or measured (Allen & Negueruela–Azarola, 2010; Britzman, 2007) and sustaining the positive effects of teacher development courses also appears to be a thorny issue (Bastedo, 2007; Guskey, 2002).

When pedagogical changes are deliberately organised with a clear intent of ameliorating specific features of teaching practice, then they are usually referred to as innovations (Karavas, 2004), which can be any concepts, materials or practices that are considered to be new to the teachers or situations to which they are addressed (Markee, 1992; Nicholls, 1983; White et al., 1991). Innovations are even harder than changes to implement and sustain. Attitudes, beliefs and personal values that teachers hold, can seriously impede changes or innovations in educational practice (Beaumont, et al., 2005; Johnston, 2003; Pajares, 1992; Raths, 2001; Rivalland, 2007); therefore, they must be adequately addressed in teacher education programmes, so that they are judged by practitioners as directly relevant to their students' educational needs, as feasible within their given context (Griva, 2006; Prabhu, 1990; Rogers, 1995; Tillema, 1995) and as encouraging autonomous action, on the results of which they can obtain clear performance feedback (Anderson, 1997; Dörnyei & Ushioda, 2011). Given the unpredictable and non-linear nature of classroom practice (Farell, 2008) and the large number of inhibiting factors to the implementation of educational changes (Gaies & Bowers, 1990; Manolopoulou–Sergi, 2001; Nunan & Lamb, 1996), it is essential for teacher development courses to instil attitudes of resilience in the face of obstacles and enhance educators' autonomy (Graves, 2008; Rivers, 2011), self-efficacy (Sisson, 2016; Slavin, 2007) and ability to creatively overcome constraints.

3. The HOU Written Assignments as Opportunities for Teacher Development

The foundation of the HOU covered a long-standing gap in Greek tertiary education (Karalis & Vergidis, 2004; Κύρμα, 2015). The M.Ed. in TESOL, which was the first postgraduate course in operation from as early on as 1998, addressed a real need that teachers had for continuous

development and improvement of their practices (Παπαευθυμίου–Λύτρα & Σηφάκις, 2011). Operating in the context of distance education, its design and methodology enables student-teachers from diverse backgrounds and teaching contexts to access expert knowledge on the field of ELT and evolve as reflective practitioners, without leaving their working environment (Λαϊνά, 2011; Σηφάκις, 2006).

In the course of their studies for the M.Ed. in TESOL, HOU students are expected to complete four modules (two compulsory and two electives³) and submit sixteen written assignments, the majority of which focus not simply on an analysis of the relevant theoretical issues involved in each module, but mainly on the outcomes of the practical implementation of new ideas, theories, methods or techniques in the students' unique and diverse teaching contexts. Additionally, they are required to submit a dissertation of 12,000 to 15,000 words to complete the Master's degree (Σηφάκις & Χιλλ, 2007)⁴. The written assignments of the course are considered to be a very significant part of the student- teachers' work in each of the four modules, despite the fact that they carry relatively small weight in relation to their overall mark⁵. They can be regarded as “rehearsals” of desirable teaching practices and, though they obviously differ in content and aims, they all share common foci and underlying theoretical principles.

To be precise, assignments such as designing, teaching and critically analysing task-based lessons, conducting needs analysis in actual classroom settings, evaluating teaching and testing materials and innovating them⁶, invite students to critically interact with a variety of theoretical issues and adjust them according to their classroom demands. They enable student-teachers to “formalise their intuitive strategies” (Ramani, 1987, p.9), and become theorists themselves (Widdowson, 1984), by informing the above described practices with their own perspectives, resulting from their teaching experience. The assignments' rationale is therefore consistent with the current pedagogy of “particularity” and “practicality”, whereby theoretical knowledge is essentially context-sensitive, “enabling teachers themselves to theorise from their practice and practise what they theorise” (Kumaravadivelu, 2001, p. 541).

Furthermore, the written assignments adopt the latest, postmodern approach to literacy as a combination of “multilingual, poly-semiotic and multimodal features” (Canagarajah, 2016). Student-teachers are, accordingly, required to design and implement tasks that engage learners in interaction with a variety of texts, acknowledging that this interaction is a non-linear, complex meaning-making process (Mallows, 2002). Most importantly, though, the assignments signify a challenging role for student-teachers, by inviting them to act as reflective, autonomous action researchers, as they first identify areas that need improvement in their actual teaching situation, then design appropriate practices and finally they critically evaluate the whole process (Παπαναούμ, 2014). Teaching, in this respect, is perceived as involving primarily “problem–setting”, instead of “problem-solving” procedures (Schön, 1983, p. 42) and teaching practice is regarded as a process of specifying needs and relevant approaches to attend to them, rather than applying theoretical principles to a uniform classroom (Koziori, 2011; Ur, 1996).

Evidently, the distance and adult learning context, within which the written assignments of the HOU M.Ed. in TESOL are carried out, pose extra challenges to the effective implementation of their aims. Distance between teachers and learners refers, of course, to the spatial and temporal separation between them (Keegan, 1990; 1993), which renders an essentially solitary cognitive process, such as the completion of a written assignment, even more remote (Φαναρίτη & Σπανακά, 2010). More importantly, though, distance pertains to the difficulty students face in establishing relations between the course content and their own experiences (Marsden, 1996; Moore, 1993). Mediating this type of distance, referred to as “transactional distance” (Moore,

1993, p.22), is regarded as a particularly demanding task for both teacher educators and student-teachers (Hall & Knox, 2009), both cognitively and emotionally (Forrester et al., 2005). Meanwhile, the context of adult education places greater emphasis on learners' needs and characteristics compared to conventional educational modes (Kóκκος, 2005) and the students' adult status implies that they bring along firmly established beliefs and values about teaching (Knowles, 1990; Korthagen & Vasalos, 2005; Rogers, 1999), which are difficult to be modified. Adult learners require challenging, flexible learning experiences, which they can accommodate to their actual practice (Jarvis, 1993; Hunzicker, 2011), without compromising their autonomy as experienced professionals (Bates & Townsend, 2007).

To that end, the course written assignments act as mediating educational tools, exhibiting the degree to which the course content has been internalised, despite the complexities that the distance and the adult education context involves. They have the potential to enhance not only participants' professionalisation (that is their status as qualified professionals), but also their professionalism, or the *actual* quality of their practice (Hargreaves, 2010).

4. Research Questions, Methodology and Participants

The present study investigates the impact of the HOU student-teachers' coursework on their classroom practices and addresses the following research questions:

- To what extent do student-teachers perceive the aims of the HOU written assignments as relevant to and important for their teaching practice?
- To what extent do the assignments have an impact on the participants' teaching practices, their attitudes towards learners and their own self-perception?
- What are the perceived obstacles to the implementation of the teaching practices promoted in the written assignments?
- Does integration of new practices, encouraged through the written assignments, fade with time? If so, why?

On the basis of these questions, an extensive, structured questionnaire (Appendix II) was constructed consisting of four Likert scales providing answers to the first two questions and a checklist of potential inhibiting factors in answer to the third topic. The final research question was answered by correlating data to the respondents' student status, that is whether they are current students, recent graduates or earlier graduates of the course.

Therefore, a quantitative approach was preferred as more suitable for measuring attitudes, beliefs and behaviours (Bell, 2005; Mackey & Gass, 2015; Wyse, 2011), in accordance with a number of recent articles on teachers' or learners' attitudes and beliefs employing the same methodology (Athanasseli, 2014; Karkoulia, 2016; Lykoudi, 2014; Tzanni, 2014). Moreover, quantitative approaches are more appropriate for gathering large samples, so that findings can be generalised without compromising reliability and validity (Agresti & Finlay, 2014; Dörnyei & Csizèr, 2012; Kumar, 2014). In effect, the structured questionnaire implemented was selected on the grounds of practicality, anonymity and clarity (Dörnyei & Taguchi, 2009; Mitchell & Jolley, 2012; Schofield, 2006) and for overall project originality, as there was an absence of a similar quantitative study in recent literature.

The accumulated data was analysed through the statistical package IBM-SPSS 24, allowing for both descriptive and correlational processing (Pallant, 2014). Specific procedures were carried out, namely the estimation of the Cronbach alpha coefficient, which revealed very strong internal

consistency (Appendix III), the calculation of means and standard deviations, the creation of bar-charts for each of the sixty-three questionnaire items, as well as ANOVA and t-tests⁷, to depict statistically significant relations between variables.

A total of 177 respondents participated in the research and as their percentage reaches 12,1% of the target population⁸, the survey can be considered a representative one, allowing for generalisation of its findings. The majority of the respondents were current students of the M.Ed. course, however a substantial 42,4% were graduates. More specifically, 22,6% were recent graduates, having completed their studies within the last five years (2012-2016), while 19,8% were earlier graduates, who finished their studies between 2002 and 2011.

The sample in question demonstrates a broad representation in terms of gender, age, teaching experience and teaching qualifications of its participants (Appendix IV). The respondents were mostly female in accordance with the Greek EFL teaching context, where female teachers are the norm (Karavas, 2010) and almost half of them were Master degree holders. There was also a balance in the sample as far as teaching experience and context was concerned with 52,5% of the respondents being employed in state schools and 47,5% working in the private sector, mainly at private language institutes. Furthermore, all respondents had studied the first obligatory module of the course, that is AGG52 (Language Learning Skills and Materials), while the majority had also completed the second obligatory module AGG53 (Course Design and Evaluation)⁹.

Nearly one third of the sample has submitted all sixteen assignments, which are required for the completion of the M.Ed. coursework¹⁰. The average number of the respondents' completed assignments is twelve, which means that, overall, the participants in the study have accumulated significant theoretical knowledge and practical experience on the implementation of new teaching practices through their assignments. This is further enhanced by the fact that 85,3% of the assignments were rated as "Very good", or "Excellent" by HOU tutors, suggesting more than satisfactory acquisition of new knowledge.

The participants also ranked their completed modules in terms of their perceived usefulness, by selecting AGG52 "Language Learning Skills and Materials", as the most useful module¹¹) followed by AGG66 "Educational Technology in ELT". This confirms Papaefthymiou-Lytra & Sifakis' (2011) findings and attests to the student-teachers' preference for more practically oriented modules.

5. Presentation and Analysis of the Findings

5.1. Attitudes towards the Written Assignments

The results reveal quite positive views on the assignments' overall effect as the average mean score for the relevant questionnaire scale is 2,54¹². Nonetheless, a closer analysis of the results allows for interesting observations on specific groups of items:

Item Indicators	Item No.	General Opinions on the HOU Written Assignments	Mean	Std. Deviation
Relevance	11a	The assignments provided me with relevant theoretical background for my work.	1,82	,905
	11f	The assignments were better suited for state school teachers.	3,14	1,181
	11g	My primary concern in preparing assignments was fulfilling my academic obligations.	3,32	1,161
Applicability	11b	The assignments were not applicable to my teaching situation.	2,37	,924
	11e	I continue to implement in my classes the work I prepared for my written assignments.	2,54	1,103
	11c	The practices required in the assignments cannot be implemented on a regular basis.	3,21	1,150
Teacher Development	11d	The assignments were a great opportunity for teacher development.	1,85	1,193
	11h	The assignments encouraged innovative teaching practices.	2,02	1,005
	11i	The assignments did not significantly change my teaching practice.	2,56	1,167
	11j	I did not find the assignments professionally challenging.	3,71	1,072
Tutors	11o	My tutors were generally supporting and understanding.	1,9	1,048
	11m	My tutor provided relevant feedback.	2,12	,956
	11l	My tutors generally encouraged creativity and originality.	2,17	,961
	11n	My tutors' feedback was mostly theoretical.	3,1	1,050
Rubrics	11k	The assignment rubrics were too complicated.	2,43	,886
	11p	I could easily understand what I was expected to do in most assignments.	2,41	,991

Table 1: Attitudes towards the HOU Written Assignments

In particular, it seems that the most positive attitudes are exhibited towards the tutors, who are considered encouraging, supporting and providing relevant feedback. The assignments' rubrics are, likewise, positively evaluated, since the majority regard them as comprehensible and feasible. What is noteworthy, though, is that in all domains, apart from "Rubrics", the respondents favour more general evaluative statements such as 11a, which received a very high agreement percentage (85,3%), but adopt a less positive stance towards statements referring more specifically to teaching practices. This is particularly evident in the "Applicability" domain, where student-teachers endorse applicability of the assignments' practices to their teaching contexts (11b, $m=2,37$), but appear less inclined to actually apply these practices (11e, $m=2,54$) and much less committed to regular implementation (11c, $m=3,21$). Similarly, in the "Teacher Development" domain, assignments are perceived as providing opportunities for teacher development and innovation, and as triggering changes in participants' teaching practice; however, these changes are not considered professionally challenging (11j, $m=3,71$).

Item No.	The Effect of the Written Assignments on Teaching Methodology	Mean	Std. Deviation
12 p	My choice of methodology depends on the teaching context.	2,05	,903
12e	I usually integrate the four skills in my lessons.	2,07	,875
12b	I use more communicatively - oriented activities than form – focused ones.	2,15	1,011
12o	I have increased the use of the target language in my classroom.	2,28	,936
12d	I encourage the use of higher order thinking skills (eg. analysing, evaluating, creating).	2,29	,939
12a	I plan my lessons more carefully.	2,31	1,093
12j	I present new lexical and grammatical forms in context.	2,36	1,083
12k	I use more pair work activities than before.	2,38	1,101
12l	I use more group-work activities than before.	2,38	1,178
12g	I have increased the time I spend on speaking activities.	2,5	,967
12h	The use of ICT is fully integrated in my classroom.	2,62	1,071
12f	I have given more attention to the teaching of the listening skill.	2,65	1,142
12c	My lessons usually have a task – based design.	2,76	1,187
12h	I implement more process writing activities in class.	2,79	1,210
12m	I implement a considerable number of mediation activities.	3,1	1,011
12i	I have introduced extensive reading activities in my classes.	3,1	,937

Table 2: The Effect of the HOU Written Assignments on Teaching Methodology

These findings are in accordance with relevant literature on the mismatch between teachers' espoused beliefs and their respective practices (Amobi, 2003; Fang, 1996; Feng, 1990; Hos & Kekec, 2014; Larrivee, 2000; Owens, 2015; Roothoof, 2014) and suggest that student-teachers face difficulties in radically altering their established practices, especially on a long-term basis.

5.2. The Effect of the Written Assignments on Teaching Practice

5.2.1. Effect on Teaching Methods

On average, student-teachers have been positively affected by their written assignments in the teaching methods they employ, since the average mean of the relevant scale is 2,49¹³. As the table below illustrates, the respondents' practice was most profoundly affected in making methodology adjustments according to their contexts. This is a particularly significant finding, which asserts that a chief aim of the course assignments (i.e. the link between theory and actual classroom settings) has been internalised by student-teachers. The same holds true for skills integration and communicatively-oriented activities, which constitute significant assignment requirements to be applied in students' model lessons. Participants additionally report considerable effect of the HOU coursework on increased use of the target language in class and on using more contextualised activities, involving pair or group-work and higher-order thinking skills. Furthermore, greater care seems to be given to lesson planning and to practising the oracy skills. Such findings attest to the effective internalisation of the assignments' aims and verify existing research on the positive effects of postgraduate studies on teaching methodology (Μπιρμπίλη & Παπακουκόμου, 2016).

Item No.	The Effect of the Written Assignments on Attitudes towards Learners and Learner Progress	Mean	Std. Deviation
13j	I treat my learners' errors as an essential step in their learning.	2,14	,888
13a	I plan my lessons according to my learners' needs.	2,15	,978
13i	I focus more on what my learners can do in English than on grammatical accuracy.	2,21	,934
13c	In planning my lessons I consider my students' differences in learning ability.	2,28	1,187
13b	I plan my lessons so as to cover a wider range of learning styles.	2,29	1,022
13e	I try to include learning – how – to – learn experiences in my classes.	2,31	1,045
13k	I am more aware of the importance of the learners' L1.	2,5	1,026
13h	My learners are encouraged to bring relevant material to class.	2,8	1,130
13d	I often use alternative assessment procedures (e.g., portfolios, projects)	2,93	,929
13f	My learners make a lot of decisions about the content of the lessons.	3,16	,944
13g	My learners often decide on the type of activities they do in their lessons.	3,3	1,018

Table 3: The Effect of the HOU Written Assignments on Attitudes towards Learners and Learner Progress

However, as was observed in the previous scale, the respondents seem to give a higher rank to more general statements on teaching methodology, such as skills integration and communicative language teaching, and lower their score for more specific practices, like extensive reading, mediation and process writing. What is more, the low rating given to the effect of assignments on task-based lesson design supports evidence from research revealing that despite teacher training, the theoretical principles of task-based language teaching do not easily materialise into teaching practice (Carless, 2007; Karavas-Doukas, 1996; Ogilvie & Dunn, 2010; Richards, et al., 2001).

5.2.2. Effect on Attitudes towards Learners and their Progress

Communicative teaching practices, which are extensively implemented by student-teachers for their written assignments, place learner needs at the focus of the teaching process and encourage differentiation, learner initiative, emphasis on learning strategies and a developmental approach towards errors (Fairclough, 2014; Nunan, 1988; 1992; Richards, 2006). Nevertheless, the average mean for the relevant section in the research questionnaire was 2,55, revealing only moderate coursework effect on learner-centred practices.

The means for each scale item, indicate that the respondents' coursework has positively affected their views about learners' errors and grammatical accuracy in favour of more developmental, communicative and fluency-driven approaches. In addition, student-teachers report increased awareness towards learners' needs, abilities and learning styles, as well as towards the learners' first language, whose judicious use in class is acknowledged as a substantial source of knowledge and positive self-identity (Auerbach, 2016).

However, the course assignments have had a much lower effect on practices involving more initiative and decision-making opportunities to learners. Alternative assessment procedures, are not widely implemented by student-teachers, even though they were practised by a substantial

number of student-teachers who attended the “Assessment in ELT” module¹⁴. Such findings confirm the acknowledged difficulties and responsibilities that learner-centred practices entail for teachers, as they need to adapt to a multi-dimensional concept of learner identity (Ahmadi & Maftoon, 2015) and to more facilitating, rather than decision-making roles in class (Li, 1998; Nishino, 2012; Thomson, 1996; Tudor, 1993; Yoshida, 2003).

5.2.3. Effect on Teachers' Self-perception and Role

The effect of the HOU M.Ed. in TESOL assignments on student-teachers' self-perception and role as ELT professionals is measured in the subsequent Likert scale, whose mean score averages 2,47 (see Table 4). Most items on this scale score above 2,5, thus revealing substantial effect of the assignments on the formulation of a positive teacher identity. The respondents feel that their coursework has positively affected their ability to account for their classroom practices, and meet the demands of current work settings and curricular guidelines (Buchanan, 2015; Stillman & Anderson, 2015).

Item No.	The Effect of the Written Assignments on Teachers' Self-perception and Role	Mean	Std. Deviation
14j	I can provide solid argumentation to justify my choices in the classroom.	1,76	,998
14h	I am more confident in what I do .	1,86	1,234
14k	I feel more responsible towards my learners.	1,97	1,288
14o	I feel confused and find it difficult to make decisions about my teaching practices.	1,99	1,215
14r	I feel more confident about my linguistic competence in English.	2,03	1,273
14l	I often think about my lessons after I have taught them.	2,05	1,267
14a	I create more teaching materials of my own.	2,1	1,391
14u	I often re-examine my teaching practices.	2,11	,944
14m	I feel motivated to work harder.	2,14	1,043
14p	I am more aware of my strengths and weaknesses.	2,16	,776
14i	I take more risks than I used to.	2,19	,965
14s	I am not very optimistic about the effect my teaching has.	2,24	1,007
14t	I believe my work can make a difference.	2,33	1,089
14b	I design my own tests.	2,38	1,089
14n	I manage unexpected events in the classroom more effectively.	2,41	1,063
14q	I manage my classroom time better.	2,49	1,010
14w	I am interested in pursuing further studies in ELT.	2,5	1,124
14c	I attend more teacher development seminars / courses.	2,79	1,011
14v	I often conduct my own classroom-based research.	2,93	1,197
14e	I collaborate more with colleagues.	2,93	1,091
14f	I get involved in observation procedures / mentoring schemes.	3,59	,949
14g	I get involved in student exchange programmes / e-twinning etc.	3,71	1,279
14d	I design teacher training seminars / events.	4,11	1,310

Table 4: The Effect of the HOU Written Assignments on Participants' Self-perception and Role

Likewise, student-teachers report increased confidence in their chosen practices and decisions, heightened self-awareness and growing feelings of self-efficacy, optimism and motivation, in agreement with recent research affirming the positive effect of further studies on teachers' efficacy beliefs and resilience (Χαλικόπουλος, 2017). Considering the fact that in the postmodern era teacher identity is perceived as a multi-faceted concept, apparently shaped by a wide range of frequently contradictory cognitive and affective factors (Kano & Stuart, 2011; Mockler, 2011; Sachs, 2001; Zembylas, 2003a; 2003b), student-teachers of the present study appear to have formulated a considerably strong self-perception as teaching professionals. This positive sense of professional self is manifested in enhanced reflective thinking and more concrete teaching practices, such as materials and test design and improved classroom management.

Nonetheless, it seems that the effect of the assignments on student-teachers' sustained pursuit of knowledge is rather weak, since it has had only minimal to moderate effect on their involvement in further teacher development schemes, collaborative endeavours, or classroom research. It appears, then, that the improvement of student-teachers' professional identity is largely confined to their specific classroom domain; granted that commitment to lifelong learning, and collaboration with colleagues are, along with teaching skills and willingness to take risks, essential for the development of teachers as change agents (Day, et. al., 2005; Van der Heijden, et al., 2015), the respondents' renewed teaching practices seem to have had mainly short-term effects.

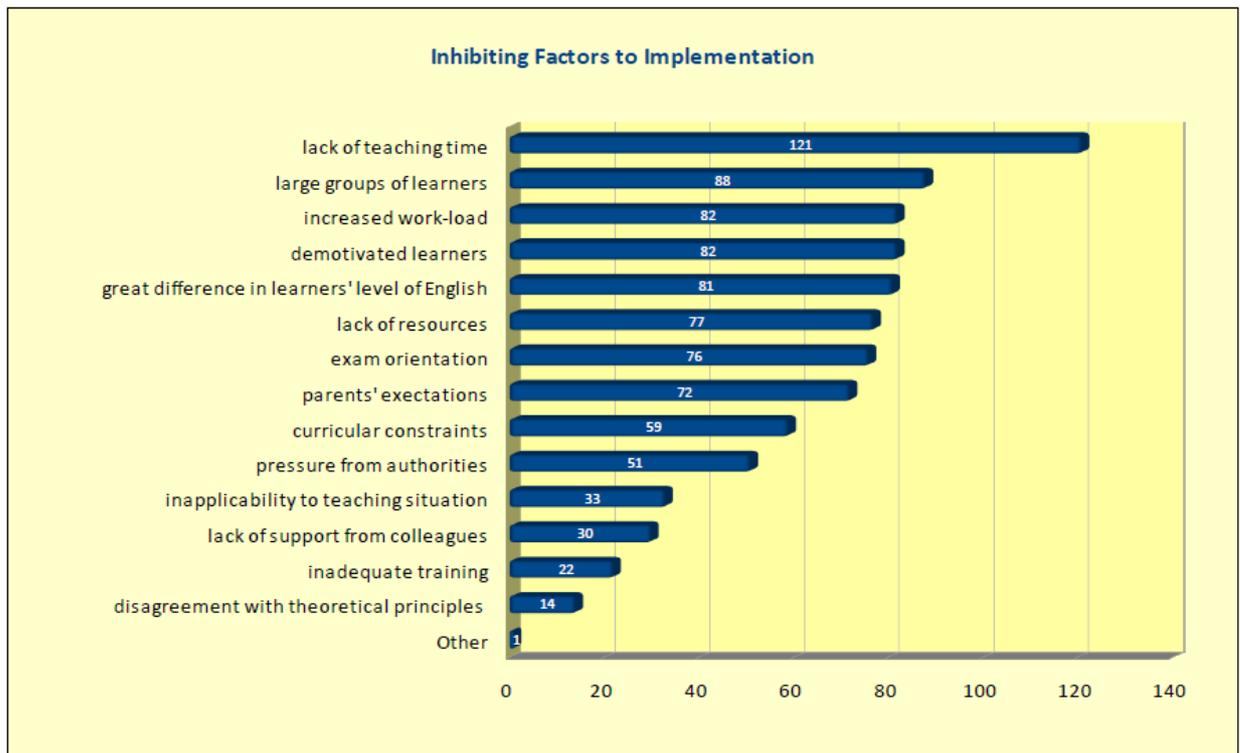
5.3. Factors Affecting the Implementation of the Written Assignments' Main Principles

5.3.1. The Participants' Perceived Constraints

Student-teachers perceive a number of constraints to the implementation of the written assignments' principles, reporting, on average, five inhibiting factors to the implementation of the knowledge they acquired during their studies, the nature of which varies depending on their teaching contexts.

Although lack of teaching time is reported as the most significant inhibiting factor in all teaching contexts, it can be observed that those working in the state sector are mostly inhibited by learner-related features, pertaining to their large numbers and their differences in level and motivation, while lack of resources and increased work-load are also significant constraining factors. A considerable number of state-employed teachers additionally report the negative impact of non-supportive collegial networks and inadequate training. On the other hand, teachers working in the private sector are mostly inhibited by external factors, such as the exam orientation¹⁵ of their curricula, parental expectations and work-load, which they perceive as considerably greater compared to their state-school colleagues. Notably, more than one third of the respondents employed in private language institutes regard learner demotivation as an implementation constraint and more than 20% include large groups and level differences, thus refuting widely held perceptions that the above constraints involve primarily state-school settings (Athanasseli, 2015; Μπιρμπίλη & Παπαοικονόμου, 2016; Lykoudi, 2016; Παρλαπάνη, 2017).

Finally, a greater percentage of private-sector teachers compared to state-employed ones, mention inapplicability to their teaching context and disagreement with the theoretical principles of assignments as implementation inhibitors. This finding, combined with the respondents' affirmation that assignments are more suitable for state school contexts (questionnaire item 11f, m=3,14), means that private institutes are perceived as settings where integration of HOU-proposed teaching methods entails more difficulties for the EFL practitioner.



Graph 1: Inhibiting Factors to Implementation

5.3.2. Gender

Although the group samples for male and female respondents are significantly disproportionate (Appendix IV), a comparison of their means almost consistently reveals that male student-teachers display a more positive attitude towards their written assignments (Appendix VI); they also report higher impact of their coursework on teaching methodology, learner-centred views and self-identity and fewer constraints to implementation of the assignments' principles,¹⁶ though not at a statistically significant level (Kataropoulou, 2017)¹⁷.

5.3.3. Age and Teaching Experience

The respondents are differentiated in their perceptions of the assignments' effects, depending on their age. It appears that younger age groups display a more positive attitude towards assignments and report greater effect of the assignments on implementation of new knowledge (Appendix VI). The one-way Anova conducted reveals that the differentiation in teaching practices between age groups is statistically significant, concerning the participants' methodology and learner-centred attitudes (Kataropoulou, 2017). Such findings confirm the widely acknowledged growing dissatisfaction and demotivation of teachers as their career progresses, (Day, et al., 2007; Dingham & Scott, 2000; Rogers, 1999), as well as the difficulties older teachers appear to have in altering their established routines (Grossman, 1992; Nuthall, 2005; Rogers, 1999; Yinger, 1979).

In congruence to the age factor, teaching experience was correlated to the assignments' effect (Appendix VI) and again more experienced student-teachers reported lower levels of effect compared to novices (Kataropoulou, 2017). This can be attributed to a more conservative orientation towards conventional teaching practices, which is often observed in experienced educators (Day, 2003; Fessler & Christensen, 1992; Huberman, 1995; Sikes, et al., 1985), but it

could also suggest that teachers with more classroom experience had encountered the novel ideas and practices required by their HOU assignments and incorporated them into their teaching prior to their M.Ed. studies.

5.3.4. Teaching Context

Anova processing of the data did not show significant differentiation between teachers working in public or private professional settings (Kataropoulou, 2017). Therefore, we can assume that despite the widely maintained belief that contextual factors shape implementation rate (Borg, 2006; Freeman, 1994; Haneda & Sherman, 2016; Hedgcock, 2002), in the sample under discussion contextual parameters do not seriously affect integration of new assignment-induced practices, though, obviously, they play a role on the selection of *particular* methodological options. This suggests that constraining factors to the implementation of practices encouraged through the HOU coursework, reside not in the participants' broader teaching context (i.e. the *type* of educational institution they work for), but in the particularities of each respondent's unique teaching situation (Appendix VI).

5.3.5. Achievement in Written Assignments

The participants' achievement in assignments was correlated to their effect on teaching, yielding statistically significant results in respect to all the variables measured in the four Likert scales of the present questionnaire (Appendix VI). Apparently, the respondents with a reported high achievement rate in written assignments exhibit a more positive attitude towards them and perceive their effect on their practices as much stronger compared to those with lower rates (Kataropoulou, 2017), suggesting that student-teachers who have received positive feedback on their coursework probably feel more motivated and better prepared to implement the related practices in their contexts.

5.3.6. Student Status

A very significant factor affecting the participants' views and respective performance in class is their student status at the HOU (whether they are current students, recent, or earlier graduates of the course). The relevant Anova carried out reveals that earlier graduates of the course (2002–2011) consistently report statistically significant lower levels of implementation and more negative attitudes towards the relevance of their assignments to their classroom reality. By contrast, recent graduates (2012–2016) and current students show greater integration rates and more favourable attitudes towards their assignment work (Kataropoulou, 2017; Appendix VI).

It appears, then, that the temporal distance between the respondents' coursework and their current teaching has had a profound effect on their selected practices, as student-teachers possibly regress to the routines and classroom procedures they had established prior to their studies at the HOU. This tendency for the benefits of teacher education to gradually become disconnected from actual teaching practice is well-documented in relevant literature, more so with respect to short training programmes (Karavas-Doukas, 1995; Lamb, 1995; Sahin & Yildirim, 2016; Tomlinson, 1988), but also in relation to longer courses, such as the HOU M.Ed. under discussion (Hargreaves, 2010; Kubanyiova, 2012; Wolter, 2000).

5.4. Overview of the Findings

It can be concluded that the coursework aims are generally perceived as related to most EFL contexts, though student-teachers endorse more general theoretical statements, as opposed to specific teaching actions. They seem to have internalised the main, broader aims of the M.Ed. coursework, but still appear to lack confidence in specific teaching practices, particularly those involving more central learner roles. In addition, student-teachers appear hesitant to engage in further developmental, collaborative or action research activities, despite their reported increased feelings of self-efficacy. Though most respondents *believe* in the value and relevance of the M.Ed. coursework to their work, they do not seem to actually *act* upon those beliefs in equal numbers, thereby confirming the incongruence between teachers' perceptions and their teaching behaviour in specific contexts of practice (Devine, et al., 2013; Fives & Buehl, 2011; Senge, et al., 1994; Walkington, 2010), while also pointing towards a concept of teaching as a complex, dynamic activity, guided by private, individual decisions and the demands of unique teaching settings (Kagan, 2010; Schoenfeld, 2002).

A number of constraining factors have been reported in answer to the third research question on perceived obstacles to implementation, the main ones being lack of teaching time, large groups, learner demotivation and increased work-load. Apart from these constraints, implementation is affected by the participants' gender, age, experience and assignment achievement rate, while the effect of the broader teaching context is less significant. What is more, temporal distance between assignment work and current practice strongly affects implementation of new elements in student-teachers' teaching routines, therefore the answer to the fourth research topic is that integration does, indeed, fade after the first five years following graduation. Apparently, the complexities of each teaching situation and individual affective factors contribute to teachers' gradual reluctance to act upon the knowledge they gained through their HOU course, as is often the case with adult education programmes (Duff, 2012; Edwards & Burns, 2016; Trent, 2012).

6. Implications of the Study

The findings of the present study have far-reaching implications concerning the HOU M.Ed. in TESOL and teacher development programmes in general, which should aim for up-to-date content knowledge, relevant to the participants' needs and applicable in their teaching contexts (Ball, 2000; Bax, 1997; Freeman, 2002; Mann, 2005). The reduced sustainability of integration levels reported herein highlights the need for ongoing teacher development and for more research into teacher education that acknowledges the complex relationship between learning and implementing. (Mann, 2016; Rabbidge, 2017; Willet & Jeanot, 1993). Moreover, the relatively low rates reported on the implementation of specific communicative, learner-centred teaching practices, such as task-based activities, or alternative assessment and on developmental classroom procedures, such as observation and action research projects, suggest that these areas should be given more attention in the design of relevant courses.

What is even more significant though, is for teacher education programmes to develop their attendees' capacity to evolve from superficial, general assumptions about their teaching to more in-depth evaluations of their own practices (Gebhard & Oprandy, 1999; Kubanyiova & Feryok, 2015; Richards & Farrell, 2005) and the practices of their colleagues (Blue & Grundy, 1996; Cosh, 1999; Κωτσιομούτη, 2010; Psalla, 2013). This entails a shift from individualistic teacher education courses (Gebhart, 2005; Hargreaves, 2010) to collaborative development, where reflection on teaching is a *social* activity (Brandt, 2008; Leshem & Bar-Hama, 2008; Long & Nguyen, 2010; Stilwell, 2008; Tsui, 2003). Despite the obstacle of distance, peer-observation and evaluation

practices ought to be further explored in the HOU M.Ed. with the aim to enhance teaching awareness and sustained development (Diaz-Maggioli, 2003; Fanselow, 1988).

Such practices should also inform in-service courses, promoting collaborative learning to optimum levels, rather than the low rates reported in the present study. To that end, school-based educational courses need to be encouraged through policymaking and teacher participation, so that the school unit provides an environment where innovation in teaching is upheld by a mutually supporting collegial network (Connell, 2009; Λιακοπούλου, 2014; Vacilotto & Cummings, 2007; Tzotzou, 2014). The large number of constraining factors mentioned by the research subjects, combined with the well-documented low status of EFL teachers, chiefly in the the state sector,¹⁸ render the creation of school-based collaborative training courses an imperative development that will, hopefully, reverse the low motivation demonstrated in the current study for further pursuit of knowledge and action research (Edwards & Burns, 2015; Kershner, et al., 2013). In addition, taking into account the decreasing sustainability of new practices revealed in this survey, the need for follow-up courses on the M.Ed. in question, as well as on all teacher education programmes is also evident (Darling-Hammond, 2008; Waters, 2006).

7. Limitations and Suggestions for Further Research

Being purely quantitative, the nature of the present study is mainly exploratory and descriptive, since the methodology used does not enable more in-depth analysis of the phenomena it depicts. It can be regarded as an essential first step towards formulating a general framework of the complex effects of the HOU M.Ed. in TESOL coursework on student-teachers' practices. The questionnaire's high reliability index and the large representative sample collected provide a substantially accurate and valid picture of the HOU students' teaching practice, but there is always room for speculation on whether the results of the survey are reproducible, or interpretable in a similar way by a different researcher.

Therefore, supplementary, qualitative methods are needed in order to gain better insight into the constantly evolving teacher identity and actions, as these are shaped through developmental courses (Leavy, 2015). Evidently, any research into teaching practice ought to be validated through actual classroom observation data or teachers' detailed accounts of their practices (Bartels, 2005). Longitudinal research is also suggested, so that the long-term effects of teacher education are captured (Watzke, 2007) and student-teachers' individual differences in beliefs and attitudes are highlighted (Faez & Valeo, 2012). Most importantly, in the light of the assignments' moderate effects on teaching practice, as these were reported previously, in-depth research into the factors contributing to this mismatch is invaluable, since it can assist us to seek out constructive, sustainable teacher development experiences (Johnson, 2006; 2009; Kubanyiova, 2012).

It can finally be maintained that the study under discussion has provided a thorough evaluation of a well-attended, distance M.Ed. in TESOL, in terms of its links to classroom procedures. Its strengths lie in the large sample collected and in its extensive nature, which covered a broad range of issues pertaining to teaching practice, thereby allowing a number of significant conclusions to be drawn. Its limitations highlight the pressing need for ongoing research into the complex, dynamic worlds of EFL classrooms, with the aim of further exploring the multi-dimensional relationship between teacher development and effective teaching practice.

Endnotes

- ¹ Papaefthymiou-Lytra & Sifakis (2011) note the existence of this gap in the Greek EFL teachers' postgraduate education, which, until the inauguration of the HOU M.Ed. in TESOL in 1998, was limited to rare, short-term seminars.
- ² As of the academic year 2016 – 2017, the name of the course has changed from M.Ed. in TESOL to M.Ed. in Teaching English as an International/Foreign Language. The initial name is retained in the present study, since it corresponds to how the majority of the research participants referred to the programme.
- ³ The compulsory modules are "Language Learning Skills and Materials" and "Course Design and Evaluation". The elective ones are "Assessment in ELT", "Educational Technology for ELT", Teaching English to Young Learners", Teaching English for Specific Purposes", "Teacher Education in ELT" and "Intercultural Approaches to ELT".
- ⁴ Prior to 2004 students completed six modules and did not have to sit a final exam.
- ⁵ For each module students' written assignments constitute 30% of their overall mark, while the remaining 70% is derived from a final exam at the end of the academic year.
- ⁶ An indicative example of a written assignment is provided in appendix I and concerns the first compulsory module of the course, which all students complete. In the appendix the developmental procedures described here are highlighted. A similar rationale is followed in the assignments of the elective modules.
- ⁷ ANOVA is used to determine if the relation between the different groups of respondents is statistically significant while t-tests establish statistically significant differences in the means of two variables.
- ⁸ According to the HOU Admission's Office a total of 1468 students enrolled in the M.Ed. in TESOL from its inauguration in 1998 until 2017.
- ⁹ The codes used to refer to the HOU M.Ed. in TESOL vary depending on the academic year, however the title, content and learning aims of the modules remain the same. In the present study the codes which apply to the majority of students and graduates have been used.
- ¹⁰ It should be noted that students who entered the M.Ed. prior to the academic year 2002 – 2003 have attended a total of six modules and were required to submit approximately 20 written assignments with smaller word limits. Nevertheless, the small percentage of respondents who belong to this group of graduates answered that they had completed all assignments required, therefore, for statistical convenience the number of sixteen assignments was retained as an indicator of total completion of course requirements prior to the dissertation.
- ¹¹ 118 respondents answered that they had completed all the required modules. For reasons of validity, the answers of respondents who had not completed all four modules were not taken into account here.
- ¹² On a scale from 1-5 where the closer to five the more positive the attitude measured.
- ¹³ This refers to the 1 – 5 Likert scale used in question 12, where 1 stands for "Great effect" and 5 for "No effect at all". Most answers' means fall between 3, standing for "Moderate effect" and 2, representing "Considerable effect".
- ¹⁴ 18,6% (n = 33) of the sample attended AGG65 "Assessment in ELT" and the mean for the questionnaire item on alternative assessment implementation was $m = 3,09$.
- ¹⁵ On the exam orientation for certification purposes in the Greek EFL context and its consequences see Karavas, 2010; Papaefthymiou-Lytra, 2012; Papafilippou, 2012; Prodromou, 1992; Tziava, 2003.
- ¹⁶ In a survey conducted among state school educators in Greece, female teachers were shown to have higher occupational stress levels (Antoniou, et al., 2006), which could account for the gender-related findings of the current study.
- ¹⁷ For analytic presentation of the statistical procedures carried out, as well as graphs on all questionnaire scales, see Kataropoulou, 2017.
- ¹⁸ Gemelou (2010), Gheralis-Roussos (2003), Sifakis & Fay (2011) and Lykoudi (2016) attest to the inferior status of English teachers in Greek state schools. Private language institute teachers seemingly enjoy a higher status, but their autonomy is considerably limited by the exam-orientation of their curricula (Angouri, et al., 2010; Papaefthymiou-Lytra, 2012).

References

- Agresti, A. & Finlay, B. (2014). *Statistical Methods For The Social Sciences (4th ed.)*. New Jersey, Pearson Education Ltd.

- Ahmadi, A. & Maftoon, P. (2015). "Rethinking the language learner in the postmethod era: the question of identity". *Procedia Social and Behavioural Sciences*, 192: 267–274.
- Akbari, R. (2008). "Postmethod discourse and practice". *TESOL Quarterly*, 42/4: 641-652.
- Akbari, R. & Tavassoli, K. (2014). "Developing an ELT context – specific teacher efficacy instrument". *RELC Journal*, 45/1: 27–50.
- Allen, I. & Negueruela – Azarola, E. (2010). "The professional development of future professors of foreign languages: looking back, looking forward". *The Modern Language Journal*, 94/3: 377–395.
- Amobi, F.A. (2003). "Finding and speaking their own voices: using an online survey to elicit pre-service teachers' reflectivity about educational beliefs". *Reflective Practice*, 4/3: 345-360.
- Anderson, S.E. (1997). "Understanding teacher change: revisiting the concerns based adoption model". *Curriculum Inquiry*, 27/3: 331–367.
- Angouri, J., Mattheoudakis, M. & Zigraka, M. (2010). "Then how will they get the 'much-wanted paper'? A multi-faceted study of English as a foreign language". *Advances in Research on Language Acquisition and Teaching Selected Papers*: 179–194.
- Antoniou, A.S., Polychroni, F. & Vlachakis, A.N. (2006). "Gender and age differences in occupational stress and professional burnout between primary and high-school teachers in Greece". *Journal of Managerial Psychology*, 21/7: 682–690.
- Athanasseli, D. (2015). "Exploring demotivation in learning English in a Greek state senior high school". Unpublished M.Ed. dissertation. Hellenic Open University.
- Auerbach, E. (1995). "The politics of the ESL classroom". In J. Tollefson (Ed.), *Power and inequality in language education*. Cambridge: Cambridge University Press, 9–33.
- Auerbach, E.R. (2016). "Reflections on Auerbach (1993), 'Reexamining English only in the ESL classroom'". *TESOL Quarterly*, 50/4: 936-939.
- Bailey, K. (1992). "The process of innovation in language teacher development: What, why and how teachers change". In J. Flowerdew, M. Brock, & S. Hsia (Eds.), *Perspectives on language teacher education*. Hong Kong: City Polytechnic of Hong Kong, 253–282.
- Ball, D.L. (2000). "Bridging practices intertwining content and pedagogy in teaching and learning to teach". *Journal of teacher education*, 51/3: 241–247.
- Bartels, N. (2005). "Researching applied linguistics in language teacher education: Introduction". In N. Bartels (Ed.), *Researching applied linguistics in language teacher education*. New York: Springer, 1–26.
- Bastedo, M.N. (2007). "Bringing the state back in: Promoting and sustaining innovation in public higher education". *Higher Education Quarterly*, 61/2: 155–170.
- Bates, R. & Townsend, T. (2007). "The future of teacher education: challenges and opportunities". In T. Townsend & R. Bates (Eds.), 727–736.
- Bax, S. (1997). "Roles for a teacher educator in context – sensitive teacher education". *ELT Journal*, 51/3: 232–241.
- Beauchamp, C. & Thomas, L. (2009). "Understanding teacher identity: an overview of issues in the literature and implications for teacher education". *Cambridge Journal of Education*, 39/2: 175–189.
- Beaumont, M. (2005). *Key Concepts and Approaches to Teacher Training and Education Vol. 1*. Patras: Hellenic Open University.
- Beaumont, M., Manolopoulou – Sergi, E. & Ayakli, C. (2005). *Teacher education in ELT Vol. 2*. Patras: Hellenic Open University.
- Bell, J. (2005). *Doing your research project: a guide for first time researchers in education and social science*. Buckingham: Open University Press.
- Blue, G & Grundy, P. (1996). "Team evaluation of language teaching and language courses". *ELT Journal*, 50/3: 244–253.
- Borg, S. (2006). *Teacher cognition and language education*. London: Continuum.

- Brandt, C. (2008). "Integrating feedback and reflection in teacher preparation". *ELT Journal* 62/1, 37–46.
- Britzman, D.P. (2007). "Teacher education as uneven development: toward a psychology of uncertainty". *International Journal of Leadership in Education*, 10/1: 1–12.
- Buchanan, R. (2015). "Teacher identity and agency in an era of accountability". *Teachers and teaching*, 21/6: 700–719.
- Burns, A., Edwards, E. & Freeman, D. (2015). "Theorising and studying the language teaching mind: mapping research on language teacher cognition". *The Modern Language Journal*, 99/3: 585–601.
- Canagarajah, S. (2005). *Reclaiming the local in language policy and practice*. London: Routledge.
- Canagarajah, S. (2016). "TESOL as a professional community: a half-century of pedagogy, research, and theory". *TESOL Quarterly*, 50/1: 7–41.
- Carless, D. (2007). "The suitability of task-based approaches for secondary schools: perspectives from Hong Kong". *System*, 35/4: 595–608.
- Connell, R. (2009). "Good teachers on dangerous ground: towards a new view of teacher quality and professionalism". *Critical Studies in Education*, 50/3: 213–229.
- Cosh, J. (1999). "Peer observation: a reflective model". *ELT Journal*, 53/1: 22–27.
- Crookes, G.V. (2013). *Critical ELT in action*. New York: Routledge.
- Cvetek, S. (2008). "Applying chaos theory to lesson planning and delivery". *European Journal of Teacher Education* 31/3, 247–256.
- Darling-Hammond, L. (2008). "Teacher learning that supports student learning". In B. Presseisen, (Ed.), *Teaching for intelligence*. Thousand Oaks, CA: Corwin Press, 91–100.
- Day, C. (2003). *Η εξέλιξη των εκπαιδευτικών: οι προκλήσεις της δια βίου μάθησης*. (Μετ. Α. Βακάκη). Αθήνα: Τυπωθήτω – Γ. Δάρδανος.
- Day, C., Elliot, B., & Kington, A. (2005). "Reform, standards and teacher identity: challenges of sustaining commitment". *Teaching and Teacher Education*, 21/5: 563-577.
- Day, C., Kington, A., Stobart, G. & Sammons, P. (2006). "The personal and professional selves of teachers: stable and unstable identities". *British Educational Research Journal*, 32/4: 601–616.
- Day, C., Sammons, P., Stobart, G., Kington, A., & Gu, Q. (2007). *Teachers Matter: Connecting Lives, Work And Effectiveness*. Berkshire: Open University Press.
- Devine, D., Fahie, D. & McGillicuddy, M. (2013). "What is 'good' teaching? Teacher beliefs and practices about their teaching". *Irish Educational Studies*, 32/1: 83-108.
- Diaz-Maggioli, G. (2003). "Fulfilling the promise of professional development". *IATEFL Issues*, 3: 4–5.
- Dingham, S. & Scott, C. (2000). "Moving into the third, outer domain of teacher satisfaction". *Journal of educational administration*, 38/4, 379-396.
- Dörnyei, Z. & Csizèr, K. (2012). "How to design and analyse surveys in SLA research". In A. Mackey & S. Gass (Eds.), *Research methods in second language acquisition: a practical guide*. Malden, MA: Willey Blackwell, 74–94.
- Dörnyei, Z. & Taguchi, T. (2009). *Questionnaires in second language research: construction, administration and processing*. London: Routledge.
- Dörnyei, Z. & Ushioda, E. (2011). *Teaching and researching motivation*. Harlow: Longman.
- Duff, P.A. (2012). "Identity, agency and second language acquisition". In A. Mackey & S.M. Gass (Eds.), *Handbook of second language acquisition*. London, Routledge, 410-426.
- Edwards, E. & Burns, A. (2015). "Language teacher action research: achieving sustainability". *ELT Journal*, 70/1: 6–15.
- Edwards, E. & Burns, A. (2016). "Language teacher - researcher identity" *TESOL Quarterly*, 50/3: 735-745.
- Faez, F. & Valeo, A. (2012). "TESOL teacher education: novice teachers' perceptions of their preparedness and efficacy in the classroom". *TESOL Quarterly*, 46/3: 450–471.

- Fairclough, N. (2014). *Critical language awareness*. London: Routledge.
- Fang, Z. (1996). "A review of research on teacher beliefs and practices". *Educational Research*, 38/1: 47–65.
- Fanselow, J.F. (1988). "Let's see': Contrasting conversations about teaching". *TESOL Quarterly*, 22/1: 113-30.
- Farrell, T.S.C. (2008). "Critical incidents in ELT initial teacher training". *ELT Journal*, 62/1: 3–10.
- Feng, J. (1990). "Match or mismatch: the relationship between teachers' beliefs about reading and their reading instructional practices", at <http://files.eric.ed.gov/fulltext/ED341966.pdf>, accessed 10 April 2017.
- Fessler, R. & Christensen, J. (1992). *The teacher career cycle: understanding and guiding the professional development of teachers*. Boston: Allyn and Bacon.
- Fives, H. & Buehl, M.M. (2011). "Spring cleaning for the 'messy' construct of teachers' beliefs: what can they tell us?" In K.R. Harvis, S. Graham, T. Urdan, J.M. Royer & M. Zeidner (Eds.), *APA Educational Psychology Handbook, Vol. 2: Individual differences and cultural and contextual factors*. Washington, D.C.: American Psychological Association, 471-499.
- Forrester, G., Motteram, G., Parkinson, G. & Slaouti, D. (2005). "Going the distance: students' experiences of induction to distance learning in higher education". *Journal of Further and Higher Education*, 29/4: 293–306.
- 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.
- Freeman, D. (1989). "Teacher training, development and decision-making: a model of teaching and related strategies for teacher education". *TESOL Quarterly*, 23/1: 27–45.
- Freeman, D. (1994). "Knowing into doing: teacher education and the problem of transfer". In D. Li, D. Mahoney, & J. Richards (Eds.), *Exploring second language teacher development*. Hong Kong: City Polytechnic of Hong Kong, 1-20.
- Freeman, D. (2002). "The hidden side of the work: teacher knowledge and learning to teach". *Language Teaching*, 35/1: 1–13.
- Freeman, D. & Richards, J.C. (1993). "Conceptions of teaching and the education of second language teachers". *TESOL Quarterly*, 27/2: 193–216.
- Gaies, S. & Bowers, R. (1990). "Clinical supervision of language teaching: the supervisor as trainer and educator. In J. Richards & D. Nunan (Eds.), *Second Language Teacher Education*. New York: Cambridge University Press, 167–181.
- Gebhard, J.G. (2005). "Teacher development through exploration: principles, ways and examples" *TESL – EJ*, 9/2: 1–15, at <http://files.eric.ed.gov/fulltext/EJ1065842.pdf>, accessed 13 April 2017.
- Gebhard, J.G., & Oprandy, R. (1999). *Language teaching awareness: a guide to exploring beliefs and practices*. Cambridge: Cambridge University Press.
- Gemelou, D.S. (2010). "Exploring EFL teachers' motivation in Greek state primary and secondary schools". *Research Papers in Language Teaching and Learning*, 1/1:101–116.
- Gheralis-Roussos, E. (2003). "The motivation of English language teachers in Greek secondary schools". Unpublished PhD thesis, University of Nottingham.
- Graves, K. (2008). "The language curriculum: a social contextual perspective". *Language Teaching*, 41/2, 147–181.
- Griva, E. (2006). "The issue of primary education E.L.T. teacher in service training: empirical research of training parameters and institutional structures". Unpublished PhD thesis, University of Western Macedonia, Department of Elementary Education, at <http://phdtheses.ekt.gr/eadd/handle/10442/14297>, accessed 15 January 2017.
- Grossman, P. L. (1992). "Why models matter: an alternate view on professional growth in teaching". *Review of Educational Research*, 62/2: 171–179.

- Guskey, T.R. (2002). "Does it make a difference? Evaluating professional development". *Educational Leadership*, 59/6: 45–51, at <http://www.ascd.org/publications/educational-leadership/mar02/vol59/num06/Does-It-Make-a-Difference%C2%A2-Evaluating-Professional-Development.aspx>, accessed 4 March 2017.
- Gyftopoulou, Z. (2010). "Integration of theory and practice in Greek State In-Service EFL teacher education programmes". *Research Papers in Language Teaching and Learning*, 1/1: 242–257.
- Hagger, H. & McIntyre, D. (2006). *Learning teaching from teachers: realising the potential of school-based teacher education*. Maidenhead, Berkshire: Open University Press.
- Hall, D. & Knox, J. (2009). "Issues in the education of TESOL teachers by distance education". *Distance Education*, 30/1: 63–85.
- Haneda, M. & Sherman, B. (2016). "A job-crafting perspective on teacher agentive action" *TESOL Quarterly*, 50/3, 745-754.
- Hargreaves, A. (2010). "Four ages of professionalism and professional learning". *Teachers and Teaching*, 6/2: 151–182.
- Hedgcock, J.S. (2002). "Toward a socioliterate approach to second language teacher education". *The Modern Language Journal*, 86/3: 299–317.
- Hiep, P.H. (2001). "Teacher development: a real need for English departments in Vietnam". *English Teaching Forum*, 39/4: 3-34.
- Hos, R. & Kecec, M. (2014). "The mismatch between non-native English as a foreign language (EFL) teachers' grammar beliefs and classroom practices". *Journal of Language Teaching and Research*, 5/1: 80–87.
- Huberman, M. (1995). "Professional careers and professional development and some intersections". In T. Guskey & M. Huberman (Eds.), *Professional development in education: New perspectives*. New York: Teachers College Press, 193-224.
- Hunzicker, J. (2011). "Effective professional development for teachers: a checklist". *Professional development in Education*, 37/2: 177–179.
- Jarvis, P. (1993). "The education of adults and distance education in late modernity". In D. Keegan, (Ed.), *Theoretical principles of distance education*. London: Routledge, 165-174.
- Johnson, K.E. (2006). "The sociocultural turn and its challenges for second language teacher education". *TESOL Quarterly*, 40/1, 235–257.
- Johnson, K.E. (2009). *Second language teacher education: a sociocultural perspective*. New York: Routledge.
- Johnston, B. (2003). *Values in English language teaching*. London: Routledge.
- Kagan, D.M. (2010). "Implications of research on teacher belief". *Educational Psychologist*, 27/1: 65-90.
- Kano, Y. & Stuart, C. (2011). "Learning to become a second language teacher: identities in practice". *The Modern Language Journal*, 95/2: 236–252.
- Karalis, T. & Vergidis, D. (2004). "Lifelong Education in Greece: recent developments and current trends". *International Journal of Lifelong Education*, 23/2: 179–189.
- Karavas, K. (2004). "The implementation of educational innovations" In K. Karavas & E. Manolopoulou – Sergi, (Eds.), *Course design and evaluation: evaluation, innovation and implementation, Vol. III*. Patras: Hellenic Open university, 217-267.
- Karavas, E. (2010). "How satisfied are Greek EFL teachers with their work? Investigating the motivation and job satisfaction levels of Greek EFL teachers" *Porta Linguarum*, 14: 59–78.
- Karavas - Doukas, E. (1995). "Teacher identified factors affecting the implementation of an EFL innovation in Greek public secondary schools". *Language, Culture and Curriculum*, 8/3: 53–68.
- Karavas-Doukas, E. (1996). "Using attitude scales to investigate teachers' attitudes to the communicative approach". *ELT Journal*, 50, 187–198.
- Karkoulia, C. K. (2016). "Teachers' attitudes towards the integration of Web 2.0 tools in EFL teaching". *Research Papers in Language Teaching and Learning*, 7/1: 46-74.

- Kataropoulou, E. (2017). "The effect of the Hellenic Open University M.Ed. in TESOL written assignments on teaching practice". Unpublished M.Ed. Dissertation, Hellenic Open University at <https://apothesis.eap.gr/handle/repo/35086>, accessed, 13 December 2017.
- Keegan, D. (1990). *Foundations of distance education*. London: Routledge.
- Keegan, D. (Ed.) (1993). *Theoretical principles of distance education*. London: Routledge.
- Kennedy, A. (2005). "Models of continuing professional development: a framework for analysis". *Journal of In-service Education*, 31/2: 235–250.
- Kershner, R., Pedder, D. & Doddington, C. (2013). "Professional learning during a schools-university partnership master of education course: teachers' perspectives of their learning experiences". *Teachers and Teaching: theory and Practice*, 19/1: 33–49.
- Knowles, M.S. (1990). *The adult learner: a neglected species*. Houston, TX: Gulf.
- Κόκκος, Α. (2005). *Εκπαίδευση Ενηλίκων: Ανιχνεύοντας το πεδίο*. Αθήνα: Μεταίχμιο.
- Korthagen, F.A.J. (1993). "Two modes of reflection". *Teaching and Teacher Education*, 9/3: 317–325.
- Korthagen, F.A.J. (2001). *Linking practice and theory: the pedagogy of realistic teacher education*. Mahwah, N.J.: Lawrence Erlbaum Associates.
- Korthagen, F.A.J. (2010). "The relationship between theory and practice in teacher education" *International Encyclopedia for Education*, 3: 669–675.
- Korthagen, F., & Vasalos, A. (2005). "Levels in reflection: core reflection as a means to enhance professional growth". *Teachers and Teaching: Theory and Practice*, 11/1: 47-71.
- Koziori, B. (2011). "The Hellenic Open University: providing opportunities for personal and professional development". *Research Papers in Language Teaching and Learning*, 2/1: 145–154.
- Kramsch, C. (2014). "Teaching foreign languages in an era of globalization: Introduction". *The Modern Language Journal*, 98/1: 296–311.
- Kubanyiova, M. (2012). *Teacher development in action: understanding language teachers' conceptual change*. Basingstoke, Hampshire: Palgrave Macmillan.
- Kubanyiova, M., & Feryok, A. (2015). "Language teacher cognition in applied linguistics research: revisiting the territory, redrawing the boundaries, reclaiming the relevance". *The Modern Language Journal*, 99/3: 435–449.
- Kumar, R. (2014). *Research methodology: a step by step guide for beginners (4th ed.)*. London: Sage Publications.
- Kumaravadivelu, B. (2001). "Toward a postmethod pedagogy" *TESOL Quarterly*, 35/4: 537–560.
- Kumaravadivelu, B. (2006). *Understanding language teaching: from method to postmethod*. Mahwah, N.J.: Lawrence Erlbaum Associates, Inc.
- Κύρμα, Α. (2015). "Εξ αποστάσεως εκπαίδευση: πανάκεια ή τροχοπέδη για τη συμβατική τριτοβάθμια εκπαίδευση;" *Open Education*, 11/1: 20–37.
- Κωτσιομούτη, Μ. (2010). «Η παρατήρηση της διδακτικής πράξης ως εργαλείο ανάπτυξης των εκπαιδευτικών Αγγλικής των Ελληνικών Δημοσίων σχολείων». *Research Papers in Language Teaching and Learning*, 1/1: 258-277.
- Λαϊνά, Μ. (2011). "Η εξ αποστάσεως ειδικευση καθηγητών ξένων γλωσσών στο ΕΑΠ: απόψεις και συμπεράσματα". *Research Papers in Language Teaching and Learning*, 2/1: 158 – 162.
- Lamb, M. (1995). "The consequences of INSET". *ELT Journal*, 49/1: 72–80.
- Larrivee, B. (2000). "Transforming teaching practice: becoming the critically reflective teacher". *Reflective Practice*, 1/3: 293 – 307.
- Leavy, P. (2015). *Method meets art: arts-based research practice*. New York and London: Guilford Publications.
- Leshem, S. & Bar-Hama, R. (2008). "Evaluating teaching practice" *ELT Journal*, 62/3: 257–265.
- Li, D. (1998). "'It's always more difficult than you plan and imagine': Teachers' perceived difficulties in introducing the communicative approach in South Korea". *TESOL Quarterly*,

- 32/4: 677–703.
- Λιακοπούλου, Μ. (2014). “Η σχολική μονάδα ως εστία επαγγελματικής μάθησης των εκπαιδευτικών”. Στο *Υποστηρίζοντας την επαγγελματική ανάπτυξη των εκπαιδευτικών* (Επιμ.), Ζ. Παπαναούμ & Μ. Λιακοπούλου. Αθήνα: Υ.ΠΑΙ.Θ., 36-60.
- Long, T.V. & Nguyen, H.T.M. (2010). “Critical friends group for EFL teacher professional development” *ELT Journal*, 64/2: 205–213.
- Loughran, J. (2002). “Effective reflective practice: in search of meaning in learning about teaching”. *Journal of Teacher Education*, 53/1: 33–43.
- Lykoudi, P. (2016). “EFL teachers’ status in state schools versus private language institutes in Greece”. *Research Papers in Language Teaching and Learning*, 7/1 : 27–45.
- Mackey, A. & Gass, S. (2015). *Research methods in second language acquisition: a practical guide* (1st ed.). Malden, MA: Wiley Blackwell.
- Mallows, D. (2002). “Non – linearity and the observed lesson”. *ELT Journal*, 56/1: 3– 10.
- Mann, S. (2005). “The language teacher’s development”. *Language Teaching*, 38/3: 103–118.
- Mann, S. (2016). *The research interview: Reflective practice and reflexivity in research processes*. New York, NY: Palgrave Macmillan.
- Manolopoulou – Sergi, E. (2001). “Motivation and attitudes in foreign language learning (FLL) with specific reference to the EFL classrooms in Greek State Junior High Schools”. Unpublished PhD Dissertation. University of Athens. Faculty of English Studies.
- Manolopoulou – Sergi, E. (2005). “Presentations” In M. Beaumont, E. Manolopoulou – Sergi & C. Ayiakli (Eds.), *Teacher Education in ELT: designing teacher education courses: from teacher training to teacher development*, Vol. II Patras: Hellenic Open University, 132-185.
- Markee, N. (1992). “The diffusion of innovation in language teaching”. *Annual Review of Applied Linguistics*, 13: 229–243.
- Marsden, R. (1996). “Time, space and distance education”. *Distance Education*, 17/2: 222–246.
- Mezirow, J. (1991). *Transformative Dimensions of Adult Learning*. San Francisco: Jossey Bass.
- Mezirow, J. (1998). “On critical reflection”. *Adult Education Quarterly*, 48/3: 185–191.
- Mitchell, M. L., & Jolley, J. M. (2012). *Research design explained* (8th ed.). Belmont, CA: Cengage Learning.
- Mockler, N. (2011). “Beyond ‘what works’: understanding teacher identity as a practical and political tool”. *Teachers and Teaching*, 17/5: 517–528.
- Moè, A., Pazzaglia, F. & Ronconi, L. (2010). “When being able is not enough: the combined value of positive affect and self – efficacy for job satisfaction in teaching”. *Teaching and Teacher Education*, 26/5: 1145–1153.
- Moore, M.G. (1993). “Theory of transactional distance”. In D. Keegan, (Ed.) *Theoretical principles of distance education*. London: Routledge, 22-38.
- Moore, A. (2007). “Understanding the social self: the role and importance of reflexivity in schoolteachers' professional learning”. In T. Townsend & R. Bates (Eds.), *Handbook of Teacher Education: Globalization, Standards and Professionalism in Times of Change*, 571-584.
- Μπιρμπίλη, Μ. & Παπαοικονόμου, Α. (2016). “Η επίδραση της επαγγελματικής ανάπτυξης στις διδακτικές πρακτικές των διδασκόντων Αγγλικής γλώσσας”. *Επιστημονική Επετηρίδα Παιδαγωγικού Τμήματος Νηπιαγωγών Πανεπιστημίου Ιωαννίνων*, 9/2: 45 – 78.
- Musanti, S.I. & Pence, L. (2010). “Collaboration and teacher development: unpacking resistance, constructing knowledge and navigating identities”. *Teacher Education Quarterly*, 37/1: 73–89.
- Nicholls, A. (1983). *Managing educational innovations*. London: Allen & Unwin.
- Nishino, T. (2012). “Modeling teacher beliefs and practices in context: a multi-methods approach”. *The Modern Language Journal*, 96/3: 380–399.
- Nunan, D. (1988). *The learner – centred curriculum: a study in second language teaching*. Cambridge: Cambridge University Press.
- Nunan, D. (1992). *Collaborative language learning and teaching*. Cambridge: Cambridge

- University Press.
- Nunan, D., & Lamb, C. (1996). *The self-directed teacher: managing the learning process*. Cambridge: Cambridge University Press.
- Nuthall, G. (2005). "The cultural myths and realities of classroom teaching and learning: a personal journey". *Teachers College Record*, 107/5: 895-934.
- Ogilvie, G. & Dunn, W. (2010). "Taking teacher education to task: exploring the role of teacher education in promoting the utilisation of task-based language teaching". *Language Teaching Research*, 14/2: 161-181.
- Owens, T. (2015). "Practising what they preach? An investigation into the pedagogical beliefs and online teaching practices of National Teaching Fellows". *International Journal for Academic Development*, 20/1: 76-92.
- Pajares, M.F. (1992). "Teachers' beliefs and educational research: cleaning up a messy construct". *Journal of Educational Research*, 62/3: 307-332.
- Pallant, J. (2013). *SPSS Survival Manual: a step by step guide to data analysis using IBM SPSS*. Maidenhead, Berkshire: McGraw Hill Education.
- Papaefthymiou – Lytra, S. (2012). "Foreign language testing and assessment in Greece: an overview and appraisal". *Research Papers in Language Teaching and Learning*, 3/1: 22-32.
- Παπαεθυμίου – Λύτρα, Σ. & Σηφάκης, Ν. (2011). "Η ανατομία μιας πορείας από τη σκοπιά των φοιτητών/τριών μας: η περίπτωση του Μεταπτυχιακού προγράμματος ειδίκευσης καθηγητών αγγλικής του ΕΑΠ". *Research Papers in Language Teaching and Learning*, 2/1: 13 – 28.
- Παραφιλιππου, V. (2012). "Bullets in their (heads) CV: the construction of the 'subject' by English language examination boards and Greek private language schools" *Research Papers in Language Teaching and Learning*, 3/1: 33-50.
- Παπαναούμ, Ζ. (2014) "Υποστηρίζοντας την επαγγελματική ανάπτυξη των εκπαιδευτικών: Αρχές και πρακτικές της επιμόρφωσης". Στο Ζ. Παπαναούμ, & Μ. Λιακοπούλου (Επιμ.), *Υποστηρίζοντας την επαγγελματική ανάπτυξη των εκπαιδευτικών*. Αθήνα: Υ.ΠΑΙ.Θ., 13-20.
- Παρλαπάνη, Σ. (2017). "Συμβολή στην αποτίμηση της διδασκαλίας της αγγλικής γλώσσας στην ελληνική υποχρεωτική δευτεροβάθμια εκπαίδευση". Ερευνητική Μεταπτυχιακή Εργασία, Ανώτατο Εκπαιδευτικό Ίδρυμα Πειραιά, Τεχνολογικός Τομέας, Σχολή Διοίκησης και Οικονομίας, τμήμα Διοίκησης Επιχειρήσεων, ΜΠΣ "Διοίκηση Εκπαιδευτικών Μονάδων".
- Pennington, M. C. (1990). "A professional development focus for the language teaching practicum". In J.C. Richards & D. Nunan (Eds.), *Second Language Teacher Education*. Cambridge: Cambridge University Press, 132-151.
- Prabhu, N.S. (1990). "There is no best method – Why?" *TESOL Quarterly* 24, 161 – 176.
- Prabhu, N. S. (1992). "The dynamics of the language lesson". *TESOL Quarterly*, 26/2: 225-241.
- Prodromou, L. (1992). "What culture? Which culture? Cross-cultural factors in language learning." *ELT Journal*, 46/1: 39-50.
- Psalla, I. (2013). "Towards English teacher's professional development: Can self – and – peer observation help improve the quality of our teaching?" *Research Papers in Language Teaching and Learning*, 4/1: 25-43.
- Rabidge, M. (2017). "Embracing reflexivity: the importance of not hiding the mess". *TESOL Quarterly*, 51/3: 1-11.
- Ramani, E. (1987). "Theorizing from the classroom". *ELT Journal*, 41/1: 3-11.
- Raths, J. (2001). "Teachers' beliefs and teaching beliefs". *Early Childhood Research and Practice*, 3/1: 2-10.
- Richards, J. (1990) "The dilemma of teacher education in second language teaching". In J. Richards & D. Nunan (Eds.), *Second Language teacher education*. Cambridge: Cambridge University Press, 3-15.
- Richards, J.C. (2006). *Communicative Language Teaching Today*. Cambridge: Cambridge University Press.

- Richards, J.C. & Farrell, T.S. (2005). *Professional development for language teachers: Strategies for teacher learning*. Cambridge: Cambridge University Press.
- Richards, J.C., Gallo, P.B. & Renandya, W.A. (2001). "Exploring teachers' beliefs and the processes of change". *PAC Journal*, 1/1: 41–58.
- Rivalland, C.M.P. (2007). "When are beliefs just 'the tip of the iceberg'? Exploring early childhood professionals' beliefs and practices about teaching and learning". *Australian Journal of Early Childhood*, 32/1: 30-37.
- Rivers, D. J. (2011). "Strategies and struggles in the ELT classroom: language policy, learner autonomy, and innovative practice". *Language Awareness*, 20/1: 31–43.
- Rogers, E.M. (1995). *Diffusion of Innovations*. New York: The Free Press.
- Rogers, E.M. (1999). *Η εκπαίδευση ενηλίκων*. (Μετ. Μ.Κ. Παπαδοπούλου & Μ. Τόμπρου). Αθήνα: Μεταίχμιο.
- Roothoof, H. (2014). "The relationship between adult EFL teachers' oral feedback practices and their beliefs". *System*, 46: 65–79.
- Sachs, J. (2001). "Teacher professional identity: competing discourses, competing outcomes". *Journal of Education Policy*, 16/2: 149–161.
- Sahin, I. & Yildirim, A. (2016). "Transforming professional learning into practice". *ELT Journal*, 70/3: 241–252.
- Schoenfeld, A.H. (2002). "How can we examine the connection between teachers' worldviews and their educational practices?" *Issues in Education*, 8/2: 217-227.
- Schofield, W. (2006). "Survey sampling". In R. Sapford & V. Jupp (Eds.), *Data collection and analysis (2nd ed.)*. London: Sage Publications, 26-56.
- Schön, D. A. (1983). *The reflective practitioner: how Professionals think in action*. New York: Basic Books.
- Senge, P.M., Kleiner, A. Roberts, C. , Ross, R.B. & Smith, B.J. (1994). *The Fifth Discipline Fieldbook*. New York: Currency Doubleday.
- Σηφάκις, Ν.Κ. (2006). "Το ΕΑΠ ως φορέας μεταπτυχιακής ειδίκευσης των καθηγητών ξένων γλωσσών: Η περίπτωση του ΜΠΕ στη διδασκαλία της Αγγλικής Γλώσσας". *Πρακτικά Συνεδρίου για την Ξενογλωσση Εκπαίδευση: Οι ξένες γλώσσες στη δημόσια υποχρεωτική εκπαίδευση*. Αθήνα: ΥΠΕΠΘ, Παιδαγωγικό Ινστιτούτο & ΕΚΠΑ.
- Σηφάκις, Ν. & Χίλλ, Μ. (2007). "Η εξ αποστάσεως εκπαίδευση ως μετασχηματιστική μάθηση – η περίπτωση του ΜΠΣ 'Μεταπτυχιακή Ειδίκευση Καθηγητών Αγγλικής Γλώσσας του ΕΑΠ". Στο Α. Λιοναράκης (Επιμ.), *Πρακτικά εισηγήσεων 4ου Διεθνούς Συνεδρίου για την ανοικτή και εξ αποστάσεως εκπαίδευση, τόμος Β'*. Αθήνα: Προπομπός.
- Sifakis, N., & Fay, R. (2011). "Integrating an ELF pedagogy in a changing world: the case of Greek state schooling. In A. Archibald, A. Cogo, A. & J. Jenkins (Eds.), *Latest trends in ELF research*. Newcastle upon Tyne: Cambridge Scholars Publishing, 285-298.
- Sikes, P.J., Measor, L. & Woods, P. (1985). *Teacher careers: crises and continuities*. London: Falmer Press.
- Sisson, J.H. (2016). "The significance of critical incidents and voice to identity and agency". *Teachers and Teaching: Theory and Practice*, 22/6: 670-682.
- Slavin, E.R. (2007). *Εκπαιδευτική Ψυχολογία: Θεωρία Και Πράξη*. (Επιμ. Κ.Μ. Κόκκινος, Μετ. Ε. Εκκεκάκη). Αθήνα: Μεταίχμιο.
- Stillman, J. & Anderson, L. (2015). "From accommodation to appropriation: teaching, identity, and authorship in a tightly coupled policy context". *Teachers and Teaching: Theory and Practice*, 21/6: 720–744.
- Stillwell, C. (2008). "The collaborative development of teacher training skills". *ELT Journal* , 63/4: 353–362.
- Thompson, G. (1996). "Some misconceptions about communicative language teaching". *ELT Journal*, 50/1: 9–15.

- Tillema, H.H. (1995). "Changing the professional knowledge and beliefs of teachers: a training study". *Learning and Instruction*, 5/4: 291–318.
- Tomlinson, B. (1988). "In-service TEFL: Is it worth the risk?" *The Teacher Trainer*, 2/2: 3–6, at: https://www.tttjournal.co.uk/uploads/File/back_articles/In-Service_TEFL.pdf, accessed 11 April 2017.
- Townsend, T. & Bates. R. (Eds.) (2007). *Handbook of teacher education*. The Netherlands: Springer.
- Trent, J. (2012). "Teacher professional development through a school-university partnership: What role does teacher identity play?" *Australian Journal of Teacher Education*, 37/7, 1-22.
- Tse, H. (2007). "Professional development through transformation: linking two assessment models of teachers' reflective thinking and practice". In T. Townsend & R. Bates (Eds.), *Handbook of Teacher Education: Globalization, Standards and Professionalism In Times of Change*. Dordrecht, the Netherlands: Springer. 495-506.
- Tsui, B. M. (2003). *Understanding expertise in teaching: case studies of second language teachers*. Cambridge: Cambridge University Press.
- Tudor, I. (1993). "Teacher roles in the learner – centred classroom" *ELT journal*, 47/1: 22–31.
- Tzanni, V. (2014). "Exploring differentiated instruction in TESOL: the teachers' beliefs and practices in Greece". Unpublished M.Ed. dissertation, Hellenic Open University.
- Tziava, K. (2003). "Factors that motivate and demotivate Greek EFL teachers". Unpublished M.Ed. dissertation, The University of Edinburgh, Moray House School of Education.
- Tzotzou, M.D. (2014). "Designing a set of procedures for the conduct of peer observation in the EFL classroom: a collaborative training model towards teacher development". *Multilingual Academic Journal of Education and Social Studies*, 2/2: 15–27, at <http://blogs.sch.gr/mtzotzou/files/2015/02/MY-MAJESS-ARTICLE-SOS.pdf>, accessed 17 March 2017.
- Φαναρίτη, Μ. & Σπανακά, Α. (2010). "Μεταγνώση και μαθησιακή αυτονομία κατά την εκπόνηση γραπτών εργασιών". *Open Education*, 6/1: 138–151.
- Ur, P. (1996). *A course in language teaching: practice and theory*. Cambridge: Cambridge University Press.
- Vacilotto, S. & Cummings, R. (2007). "Peer coaching in TEFL / TESL programmes". *ELT Journal*, 61/2: 153–160.
- Van der Heijden, H.R.M.A., Geldens, J.J.M. Beijaard, D. & Popeijus, H.S. (2015). "Characteristics of teachers as change agents". *Teachers and Teaching: Theory and Practice*, 21/6: 681–699.
- Van der Veen (2006). "Communication and creativity: methodological shifts in adult education". *International Journal of Lifelong Education*, 25/3: 231–240.
- Walkington, J. (2010). "Becoming a teacher: encouraging development of teacher identity through reflective practice". *Asia-Pacific Journal of Teacher Education*, 33/1: 53-64.
- Wallace, M. (1991). *Training foreign language teachers: a reflective approach*. Cambridge: Cambridge University Press.
- Waters, A. (2006). "Facilitating follow-up in ELT INSET". *Language Teaching Research*, 10/1, 32–52.
- Watzke, J. L. (2007). "Foreign language pedagogical knowledge: toward a developmental theory of beginning teacher practices". *The Modern Language Journal*, 91/1: 63-82.
- White, R.V., Martin, M. Stimson, M. & Hodge, R. (1991). *Management in English Language Teaching*. Cambridge: Cambridge University Press.
- Widdowson, H. (1984). "The incentive value of theory in teacher education". *ELT Journal* 38/2, 86–90.
- Willett, J., & Jeannot, M. (1993). "Resistance to taking a critical stance". *TESOL Quarterly*, 27/3: 477-495.
- Wolter, B. (2000). "A participant-centred approach to INSET course design". *ELT Journal*, 54/4:

311–318.

- Wright, T. (1992). "Classroom research and L2 teacher education: towards a collaborative approach". In J. Flowerdew, M. Brook & S. Hsia (Eds.), *Perspectives on Second Language Teacher Education*. Hong Kong: City Polytechnic of Hong Kong, 187-209.
- Wyse, S.E. (2011). "What is the difference between qualitative research and quantitative research", at <https://www.snapsurveys.com/blog/what-is-the-difference-between-qualitative-research-and-quantitative-research/>, accessed 9 February 2017.
- Χαλικόπουλος, Α. (2017). "Άγχος και ψυχική ανθεκτικότητα στους εκπαιδευτικούς". Ερευνητική Μεταπτυχιακή Εργασία, ΠΜΣ Προαγωγή Ψυχικής Υγείας –Πρόληψη Ψυχιατρικών Διαταραχών. ΕΚΠΑ, Ιατρική Σχολή.
- Yinger, R. (1979). "Routines in teacher planning". *Theory in Practice*, 18/3: 163–169.
- Yoshida, K. (2003). "Language education policy in Japan: the problem of espoused objectives versus practice". *Modern Language Journal*, 87/2: 290–292.
- Zeichner, K.M. & Liston, D.P. (1996). *Reflective teaching: an introduction*. Mahwah, New Jersey: Lawrence Erlbaum Associates.
- Zembylas, M. (2003a). "Emotions and Teacher Identity: a poststructural perspective". *Teachers and Teaching: theory and practice*, 9/3: 213–238.
- Zembylas, M. (2003b). "Interrogating teacher identity: emotion, resistance, and self-formation". *Educational Theory*, 53/1: 107–127.

Appendix I

AGG 52: “LANGUAGE LEARNING SKILLS AND MATERIALS”: FIRST ASSIGNMENT*
ΕΛΛΗΝΙΚΟ ΑΝΟΙΚΤΟ ΠΑΝΕΠΙΣΤΗΜΙΟ ΣΧΟΛΗ ΑΝΘΡΩΠΙΣΤΙΚΩΝ ΣΠΟΥΔΩΝ
Μεταπτυχιακό Δίπλωμα Ειδίκευσης στη Διδασκαλία της Αγγλικής Γλώσσας
ΑΓΓ 52 – Language Learning Skills and Materials (Oracy & Literacy)

Assignment 1

The purpose of the first assignment is to help you practice and reflect on the theory and application of criteria for the teaching of the listening skill. To that end, you are first required to describe your teaching situation with regard to the teaching of listening. Then, you are required to prepare and teach an original teaching unit, with a focus on listening, lasting for approx. one teaching hour.

More specifically, this assignment is divided into two parts. In Part One, and in about 1000 words:

- Describe your teaching situation (e.g., student profile, curriculum and coursebook situation, etc).
- Describe and evaluate the teaching of listening in your current teaching situation; in doing so:
 - o Refer to specific examples from the coursebook and other material implemented (photocopies of which should be appended);
 - o Use the criteria arising from the module;
 - o Recommend ways in which the current approach to the teaching of listening could be improved to meet these criteria.

Then, in Part Two, and in about 1500 words:

- Create an original lesson (lasting for approximately one teaching hour) that concentrates on the teaching of listening. In particular:
 - o Produce one authentic-in-nature listening input, either a monologue or a dialogue, using the criteria that arise from the module (i.e., Burgess’ “ideational frameworks”). Use the above monologue or dialogue as the listening input of the lesson – feel free to also integrate, apart from these forms of input, any additional (listening/reading) input that you deem appropriate.
 - o Please remember that you are required to teach the lesson.
 - o Also remember to incorporate the actual tape-recording of your original listening input with your assignment.
- Describe the steps of the lesson, justify your choices and evaluate the teaching outcome with reference to the relevant theoretical criteria. In the appendix, provide a detailed lesson plan of the entire lesson.

The framework for teaching listening should be relevant for a particular class or group in your current teaching situation and should be accounted for with reference to the relevant criteria that arise from the module. It is important that all the criteria are adequately defined.

In the appendix, please be sure to incorporate the examples from courseware/other material, the transcript of the original monologue or dialogue and the lesson plans and tasksheets of your original lesson.

In this assignment, you are expected to portray:

- the ability to critically reflect on your own teaching situation;
- an understanding of the various criteria for creating authentic-in-nature listening inputs;
- the ability to comprehensively describe and justify a framework for teaching listening;
- the ability to create comprehensive lesson plans;
- the ability to discuss all these issues in a coherent and academically appropriate manner.

* In the same vein, Assignments 2,3 and 4 focus on the Speaking, Reading and Writing Skill respectively.

Appendix II
The Research Questionnaire

I. PERSONAL INFORMATION

1. Gender: Male Female

2. Age: 21 – 30 31 – 40 41 – 50 51 – 60 61+

3. Teaching Qualifications:

University degree Master's degree Master's degree in progress,
Ph. D. , Ph. D in progress, Other, please specify

4. Teaching experience:

1 – 5 years 6 – 10 years 11 – 15 years 16 – 20 years
21 – 25 years 26 - 30 years 30+ years

5. Current employment:

State school teacher (Primary level)	<input type="checkbox"/>	Private school teacher (Secondary level)	<input type="checkbox"/>
State school teacher (Secondary level)	<input type="checkbox"/>	Private Language Institute teacher	<input type="checkbox"/>
Private school teacher (Primary level)	<input type="checkbox"/>	Other, please specify	<input type="checkbox"/>

II. STUDIES AT THE HELLENIC OPEN UNIVERSITY M.ED. IN TESOL

6. Student status at the Hellenic Open University M. Ed in TESOL course

I am currently a student in the M. Ed in TESOL course.
I have graduated from the course in (*year of graduation*)
I have dropped out of the course.

7. Which modules have you completed in the M. Ed. in TESOL course?

AGG 52 Language Learning Skills & Materials <input type="checkbox"/>	AGG 67 Teaching English to Young Learners <input type="checkbox"/>
AGG 53 Course Design & Evaluation <input type="checkbox"/>	AGG 68 Teaching ESP <input type="checkbox"/>
AGG 65 Assessment in ELT <input type="checkbox"/>	AGG 69 Teacher Education in ELT <input type="checkbox"/>
AGG 66 Educational Technology for ELT <input type="checkbox"/>	AGG 70 Intercultural Approaches to ELT <input type="checkbox"/>

8. How many written assignments have you completed for the course?

.....

9. How were most of your completed written assignments rated by tutors?

Excellent Very good Good Average

10. Which modules were the most useful for your teaching situation? Please rank them, starting from the most useful module, using the relevant code (eg. AGG 52)

1..... 2..... 3..... 4.

III. ATTITUDES TOWARDS THE HOU M.ED. IN TESOL WRITTEN ASSIGNMENTS

11. What is your general opinion about the majority of the written assignments you have completed at the HOU? Please tick the appropriate box.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
a. The assignments provided me with relevant theoretical background for my work.	q ₁	q ₂	q ₃	q ₄	q ₅
*b. The assignments were not applicable to my teaching situation.	q ₁	q ₂	q ₃	q ₄	q ₅
*c. The practices required in the assignments cannot be implemented on a regular basis.	q ₁	q ₂	q ₃	q ₄	q ₅
d. The assignments were a great opportunity for teacher development.	q ₁	q ₂	q ₃	q ₄	q ₅
e. I continue to implement in my classes the work I prepared for my written assignments.	q ₁	q ₂	q ₃	q ₄	q ₅
*f. The assignments were better suited for state school teachers.	q ₁	q ₂	q ₃	q ₄	q ₅
*g. My primary concern in preparing assignments was fulfilling my academic obligations.	q ₁	q ₂	q ₃	q ₄	q ₅
h. The assignments encouraged innovative teaching practices.	q ₁	q ₂	q ₃	q ₄	q ₅
*i. The assignments did not significantly change my teaching practice.	q ₁	q ₂	q ₃	q ₄	q ₅
*j. I did not find the assignments professionally challenging.	q ₁	q ₂	q ₃	q ₄	q ₅
*k. The assignment rubrics were too complicated.	q ₁	q ₂	q ₃	q ₄	q ₅
l. My tutors generally encouraged creativity and originality.	q ₁	q ₂	q ₃	q ₄	q ₅
m. My tutors provided relevant feedback.	q ₁	q ₂	q ₃	q ₄	q ₅
*n. My tutor's feedback was mostly theoretical.	q ₁	q ₂	q ₃	q ₄	q ₅
o. My tutors were generally supportive and understanding.	q ₁	q ₂	q ₃	q ₄	q ₅
p. I could easily understand what I was expected to do in most assignments.	q ₁	q ₂	q ₃	q ₄	q ₅

IV. THE EFFECT OF THE WRITTEN ASSIGNMENTS ON TEACHING PRACTICE

12. To what extent have the written assignments you completed during your studies at the HOU affected your teaching methodology? Please tick the appropriate box.

	Great effect	Considerable effect	Moderate effect	Minimal effect	No effect at all
a. I plan my lessons more carefully.	q ₁	q ₂	q ₃	q ₄	q ₅
b. I use more communicatively - oriented activities than form – focused ones.	q ₁	q ₂	q ₃	q ₄	q ₅
c. My lessons usually have a task – based design.	q ₁	q ₂	q ₃	q ₄	q ₅
d. I encourage the use of higher order thinking skills (Eg. analysing, evaluating, creating).	q ₁	q ₂	q ₃	q ₄	q ₅
e. I usually integrate the four skills in my lessons.	q ₁	q ₂	q ₃	q ₄	q ₅
f. I have given more attention to the teaching of the listening skill.	q ₁	q ₂	q ₃	q ₄	q ₅
g. I have increased the time I spend on speaking activities.	q ₁	q ₂	q ₃	q ₄	q ₅
h. I implement more process writing activities in class.	q ₁	q ₂	q ₃	q ₄	q ₅
i. I have introduced extensive reading activities in my classes.	q ₁	q ₂	q ₃	q ₄	q ₅
j. I present new lexical and grammatical forms in context.	q ₁	q ₂	q ₃	q ₄	q ₅
k. I use more pair work activities than before.	q ₁	q ₂	q ₃	q ₄	q ₅
l. I use more group-work activities than before.	q ₁	q ₂	q ₃	q ₄	q ₅
m. I implement a considerable number of mediation activities.	q ₁	q ₂	q ₃	q ₄	q ₅
n. The use of ICT is fully integrated in my classroom.	q ₁	q ₂	q ₃	q ₄	q ₅
o. I have increased the use of the target language in my classroom.	q ₁	q ₂	q ₃	q ₄	q ₅
p. My choice of methodology depends on the teaching context.	q ₁	q ₂	q ₃	q ₄	q ₅

13. To what extent has the work you did for the HOU written assignments affected your attitude towards learners and learner progress?

	Great effect	Considerable effect	Moderate effect	Minimal effect	No effect at all
a. I plan my lessons according to my learners' needs.	q ₁	q ₂	q ₃	q ₄	q ₅
b. I plan my lessons so as to cover a wider range of learning styles.	q ₁	q ₂	q ₃	q ₄	q ₅
c. In planning my lessons I consider my students' differences in learning ability.	q ₁	q ₂	q ₃	q ₄	q ₅
d. I often use alternative assessment procedures (e.g., portfolios, projects)	q ₁	q ₂	q ₃	q ₄	q ₅
e. I try to include learning – how – to – learn experiences in my classes.	q ₁	q ₂	q ₃	q ₄	q ₅
f. My learners make a lot of decisions about the content of the lessons.	q ₁	q ₂	q ₃	q ₄	q ₅
g. My learners often decide on the type of activities they do in their lessons.	q ₁	q ₂	q ₃	q ₄	q ₅
h. My learners are encouraged to bring relevant material to class.	q ₁	q ₂	q ₃	q ₄	q ₅
i. I focus more on what my learners can do in English than on	q ₁	q ₂	q ₃	q ₄	q ₅

grammatical accuracy.					
j. I treat my learners' errors as an essential step in their learning.	q ₁	q ₂	q ₃	q ₄	q ₅
k. I am more aware of the importance of the learners' L1.	q ₁	q ₂	q ₃	q ₄	q ₅

14. To what extent has your work for the HOU written assignments influenced your own self – perception and role as a teacher?

	Great effect	Considerable effect	Moderate effect	Minimal effect	No effect at all
a. I create more teaching materials of my own.	q ₁	q ₂	q ₃	q ₄	q ₅
b. I design my own tests.	q ₁	q ₂	q ₃	q ₄	q ₅
c. I attend more teacher development seminars / courses.	q ₁	q ₂	q ₃	q ₄	q ₅
d. I design teacher training seminars / events.	q ₁	q ₂	q ₃	q ₄	q ₅
e. I collaborate more with colleagues.	q ₁	q ₂	q ₃	q ₄	q ₅
f. I get involved in observation procedures / mentoring schemes.	q ₁	q ₂	q ₃	q ₄	q ₅
g. I get involved in student exchange programmes / e-twinning etc.	q ₁	q ₂	q ₃	q ₄	q ₅
h. I am more confident in what I do .	q ₁	q ₂	q ₃	q ₄	q ₅
i. I take more risks than I used to.	q ₁	q ₂	q ₃	q ₄	q ₅
j. I can provide solid argumentation to justify my choices in the classroom.	q ₁	q ₂	q ₃	q ₄	q ₅
k. I feel more responsible towards my learners.	q ₁	q ₂	q ₃	q ₄	q ₅
l. I often think about my lessons after I have taught them.	q ₁	q ₂	q ₃	q ₄	q ₅
m. I feel motivated to work harder.	q ₁	q ₂	q ₃	q ₄	q ₅
n. I manage unexpected events in the classroom more effectively.	q ₁	q ₂	q ₃	q ₄	q ₅
*o. I feel confused and find it difficult to make decisions about my teaching practices.	q ₁	q ₂	q ₃	q ₄	q ₅
p. I am more aware of my strengths and weaknesses.	q ₁	q ₂	q ₃	q ₄	q ₅
q. I manage my classroom time better.	q ₁	q ₂	q ₃	q ₄	q ₅
r. I feel more confident about my linguistic competence in English.	q ₁	q ₂	q ₃	q ₄	q ₅
*s. I am not very optimistic about the effect my teaching has.	q ₁	q ₂	q ₃	q ₄	q ₅
t. I believe my work can make a difference.	q ₁	q ₂	q ₃	q ₄	q ₅
u. I often re-examine my teaching practices.	q ₁	q ₂	q ₃	q ₄	q ₅
v. I often conduct my own classroom-based research.	q ₁	q ₂	q ₃	q ₄	q ₅
w. I am interested in pursuing further studies in ELT.	q ₁	q ₂	q ₃	q ₄	q ₅

V. INHIBITING FACTORS TO IMPEMENTATION

15. What factors do you feel inhibit the implementation in your classes of the knowledge you have acquired at the HOU? Please tick the appropriate boxes.

a. large groups of learners	q
b. great difference in learners' level of English	q
c. demotivated learners	q
d. lack of teaching time	q

e. lack of resources	q
f. exam orientation	q
g. parents' expectations	q
h. pressure from authorities (administrators, managers, etc)	q
i. curricular constraints	q
j. inadequate training	q
k. lack of support from colleagues	q
l. increased work-load	q
m. disagreement with the theoretical principles of the assignments	q
n. inapplicability to my teaching situation	q
Other, please specify	q

THANK YOU FOR YOUR TIME!

Appendix III
The Reliability of the Questionnaire's Likert Scales

Reliability Statistics Scale 1 (Question 11)

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,880	,884	16

Cronbach's Alpha is 0,880 = 88%, therefore the scale reliability is **very high**.

Reliability Statistics Scale 2 (Question 12)

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,928	,931	16

Cronbach's Alpha is 0,928 = 92,8%, therefore the scale reliability is **very high**.

Reliability Statistics Scale 3 (Question 13)

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,921	,922	11

Cronbach's Alpha is 0,921 = 92,1%, therefore the scale reliability is **very high**.

Reliability Statistics Scale 14 (Question 14)

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,930	,933	23

Cronbach's coefficient alpha is 0,930 = 93%, therefore the scale reliability is **very high**.

Note: For analytic data on the reliability of the questionnaire scales, see Kataropoulou, 2017.

Appendix IV

Demographic Data & Student Status at the HOU

1. Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	11	6,2	6,2	6,2
	Female	166	93,8	93,8	100,0
	Total	177	100,0	100,0	

2. Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	21 - 30	19	10,7	10,7	10,7
	31 - 40	92	52,0	52,0	62,7
	41 - 50	50	28,2	28,2	91,0
	51 - 60	14	7,9	7,9	98,9
	61+	2	1,1	1,1	100,0
	Total	177	100,0	100,0	

3. Teaching Qualifications

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Master's degree in progress	94	53,1	53,1	53,1
	Master's degree	82	46,3	46,3	99,4
	Ph.D in progress	1	,6	,6	100,0
	Total	177	100,0	100,0	

4. Teaching Experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 - 5 years	6	3,4	3,4	3,4
	6 - 10 years	41	23,2	23,2	26,6
	11 - 15 years	60	33,9	33,9	60,5
	16 -20 years	29	16,4	16,4	76,8
	21 - 25 years	26	14,7	14,7	91,5
	26 - 30 years	12	6,8	6,8	98,3
	30+ years	3	1,7	1,7	100,0
	Total	177	100,0	100,0	

5a. Participants' Teaching Context

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	State school teacher (primary)	47	26,6	26,6	26,6
	State school teacher (secondary)	43	24,3	24,3	50,8
	Private school teacher (primary)	3	1,7	1,7	52,5
	Private school teacher (secondary)	8	4,5	4,5	57,1
	Private language institute teacher	65	36,7	36,7	93,8
	Private tutor	7	4,0	4,0	97,7
	Substitute teacher	2	1,1	1,1	98,9
	Publishing company	1	,6	,6	99,4
	EFL consultant	1	,6	,6	100,0
	Total	177	100,0	100,0	

5b. Participants' Broader Teaching Context

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	State-employed	93	52,5	52,5	52,5
	Private schools	11	6,2	6,2	58,8
	Private institutes & Private lessons	73	41,2	41,2	100,0
	Total	177	100,0	100,0	

6a. Participants' Student Status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Current students	102	57,6	57,6	57,6
	Recent graduates	40	22,6	22,6	80,2
	Earlier graduates	35	19,8	19,8	100,0
	Total	177	100,0	100,0	

6b. Participants' Year of Graduation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2004	1	,6	1,3	1,3
	2005	1	,6	1,3	2,7
	2006	1	,6	1,3	4,0
	2007	5	2,8	6,7	10,7
	2008	3	1,7	4,0	14,7
	2009	9	5,1	12,0	26,7

2010	9	5,1	12,0	38,7
2011	6	3,4	8,0	46,7
2012	4	2,3	5,3	52,0
2013	2	1,1	2,7	54,7
2014	7	4,0	9,3	64,0
2015	8	4,5	10,7	74,7
2016	19	10,7	25,3	100,0
Total	75	42,4	100,0	
Missing System	102	57,6		
Total	177	100,0		

7. Participants' Completed Modules

Modules	Frequency f	Percent %
AGG 52 (Language Learning Skills and Materials)	177	100,0
AGG 53 (Course Design and Evaluation)	166	93,8
AGG 65 (Assessment in ELT)	33	18,6
AGG 66 (Educational Technology in ELT)	94	63,1
AGG 67 (Teaching English to Young Learners)	49	27,6
AGG 68 (Teaching ESP)	5	2,8
AGG 69 (Teacher Education in ELT)	65	36,7
AGG 70 (Intercultural Approaches to ELT)	11	6,21
Total	177	

8. Number of Participants' Completed Assignments

Number of assignments	Frequency f	Percent %	Valid Percent	Cumulative Percent
4	11	6,2	6,2	6,2
6	13	7,3	7,3	13,6
7	3	1,7	1,7	15,3
8	15	8,5	8,5	23,7
9	4	2,3	2,3	26,0
10	4	2,3	2,3	28,2
11	3	1,7	1,7	29,9
12	25	14,1	14,1	44,1
13	7	4,0	4,0	48,0
14	14	7,9	7,9	55,9
15	20	11,3	11,3	67,2
16	58	32,8	32,8	100,0
Total	177	100,0	100,0	

9. Assignments' Ratings

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	57	32,2	32,2	32,2
	Very good	94	53,1	53,1	85,3
	Good	24	13,6	13,6	98,9
	Average	2	1,1	1,1	100,0
	Total	177	100,0	100,0	

10. Ranking of the M.Ed. in TESOL Modules according to Usefulness

Modules	Rank 1		Rank 2		Rank 3		Rank 4	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
AGG 52 (Language Learning Skills and Materials)	63	53,4	31	26,3	16	13,6	8	6,8
AGG 53 (Course Design and Evaluation)	6	5,1	10	8,5	24	20,3	78	66,1
AGG 65 (Assessment in ELT)			12	10,2	12	10,2	4	3,4
AGG 66 (Educational Technology in ELT)	24	20,3	32	27,1	23	19,5	6	5,1
AGG 67 (Teaching English to Young Learners)	15	12,7	18	15,3	12	10,2	2	1,7
AGG 68 (Teaching ESP)	1	,8	1	,8	1	,8	1	,8
AGG 69 (Teacher Education in ELT)	9	7,6	12	10,2	24	20,3	17	14,4
AGG 70 (Intercultural Approaches to ELT)			2	1,7	6	5,1	2	1,7
Total	118	100,0	118	100,0	118	100,0	118	100,0

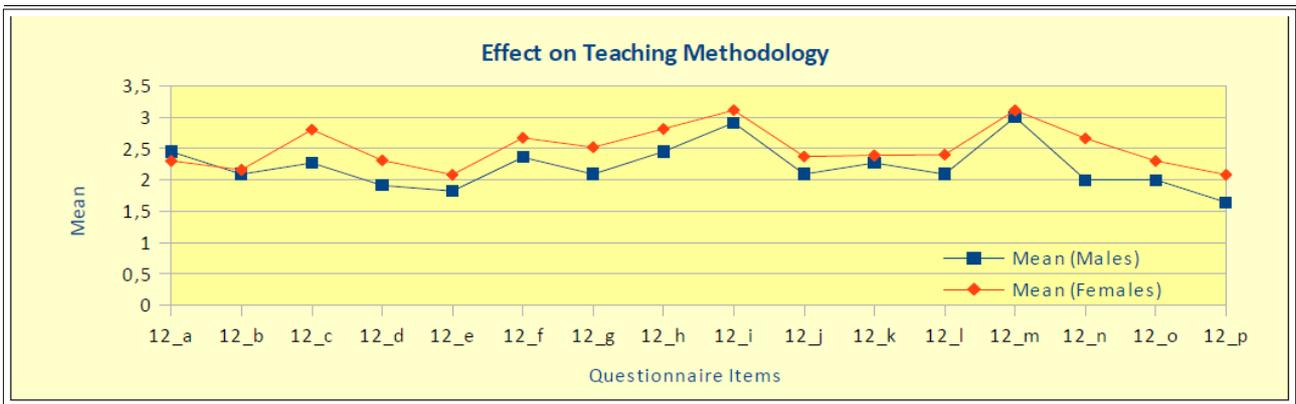
Appendix V

Crosstabulation of Inhibiting Factors by Teaching Context

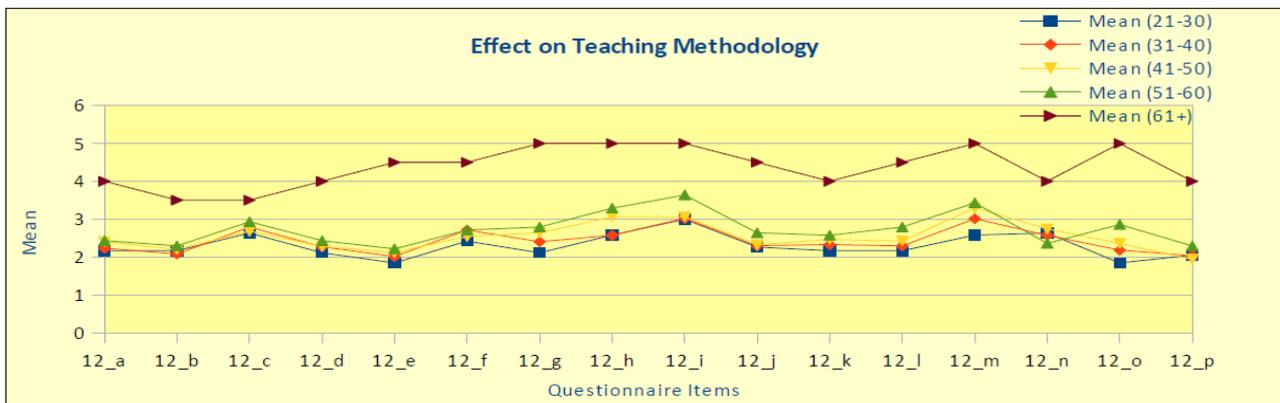
Inhibiting Factors	State (Primary) n = 47	State (Secondary) n = 43	State (Substitute Teacher) n = 2	EFL Consultant n = 1	Private (Primary) n = 3	Private (Secondary) n = 8	Private Lang Institute n = 65	Private Tutor n = 7	Publishing Company n = 1
Large groups of learners	35 (74,46%)	33 (76,74%)	1 (50%)	0	0	4 (50%)	13 (20%)	2 (28,57%)	0
Great difference in learners' level of English	33 (70,21%)	24 (55,81%)	1 (50%)	0	2 (66,67%)	1 (12,5%)	17 (26,15)	2 (28,57%)	1 (100%)
Demotivated learners	28 (59,57%)	23 (53,48%)	1 (50%)	0	1 (33,33%)	3 (37,5%)	24 (36,92)	2 (28,57%)	0
Lack of teaching time	28 (59,57%)	31 (72,09%)	0	0	2 (66,67%)	5 (62,5%)	48 (73,84%)	5 (7,69%)	0
Lack of resources	26 (55,31%)	25 (58,1%)	1 (50%)	0	2 (66,67%)	1 (12,5%)	20 (30,76%)	1 (14,28%)	1 (100%)
Exam orientation	9 (19,14%)	5 (11,62%)	2 (100%)	0	1 (33,33%)	2 (25%)	50 (76,92%)	6 (85,71%)	1 (100%)
Parent's expectations	17 (36,17%)	4 (9,3%)	1 (50%)	0	1 (33,33%)	3 (37,5%)	40 (61,53)	5 (71,42%)	1 (100%)
Pressure from authorities	8 (17,02%)	2 (4,65%)	1 (50%)	0	0	4 (50%)	34 (52,30%)	1 (14,28%)	1 (100%)
Curricular constraints	15 (31,91%)	14 (32,56%)	0	0	0	2 (25%)	23 (35,38%)	4 (57,14%)	1 (100%)
Inadequate training	12 (25,53%)	4 (9,3%)	0	0	0	0	6 (9,23%)	0	0
Lack of support from colleagues	12 (25,53%)	4 (9,3%)	1 (50%)	0	0	1 (12,5%)	11 (16,92%)	0	1 (100%)
Increased work-load	15 (31,91%)	18 (41,86%)	1 (50%)	0	1 (33,33%)	4 (50%)	38 (58,46%)	4 (57,14%)	1 (100%)
Disagreement with the theoretical principles of assignments	2 (4,25%)	1 (2,32%)	0	0	0	0	10 (1,53%)	1 (14,28%)	0
Inapplicability to my teaching situation	6 (12,77%)	8 (18,6)	0	0	0	1 (12,5%)	17 (26,1%)	1 (14,28%)	0
Other ("small groups of learners")	0	0	1 (50%)	0	0	0	0	0	0

Appendix VI

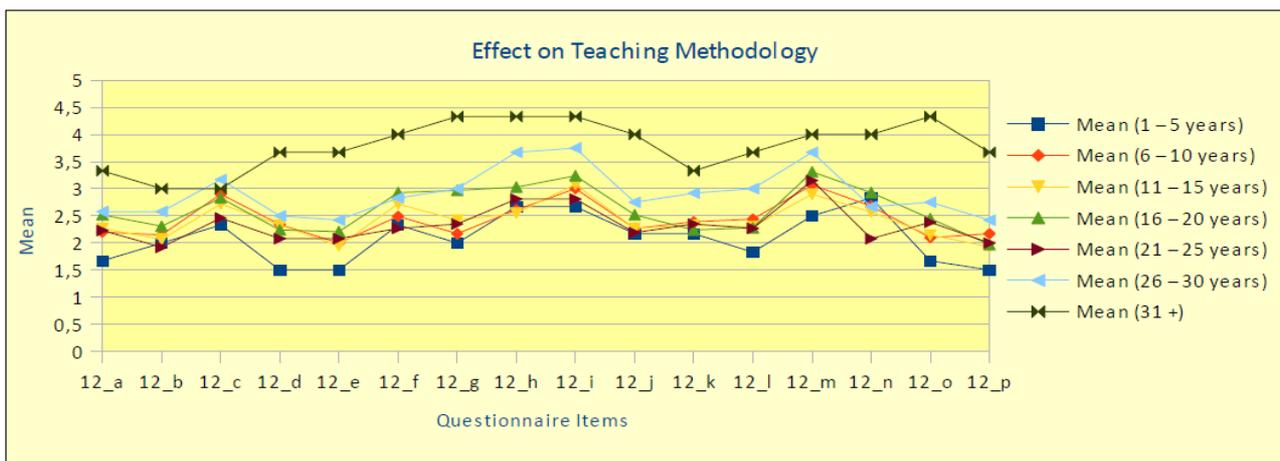
A. The assignments' effect on teaching methodology according to gender



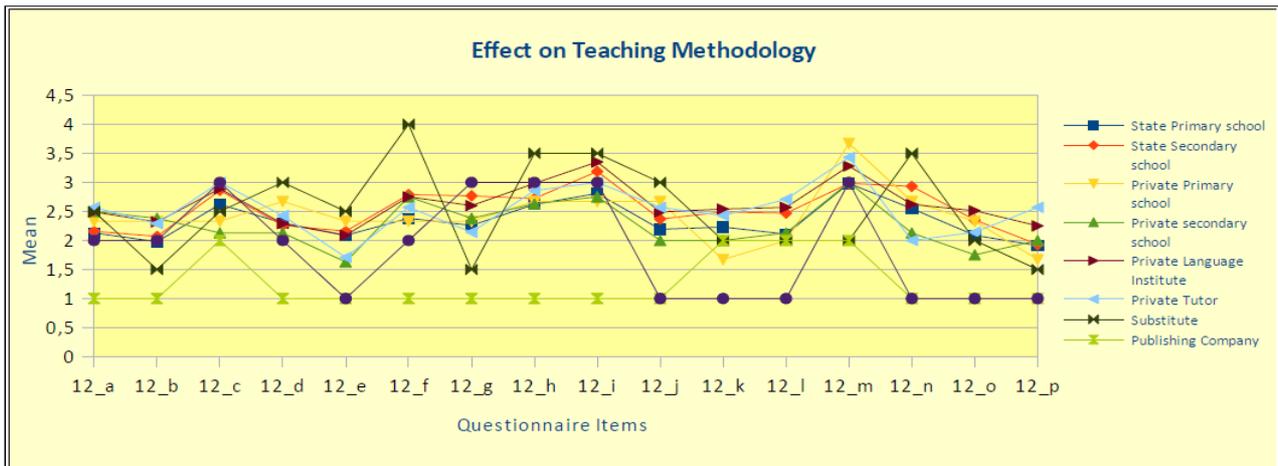
B. The assignments' effect on teaching methodology according to age



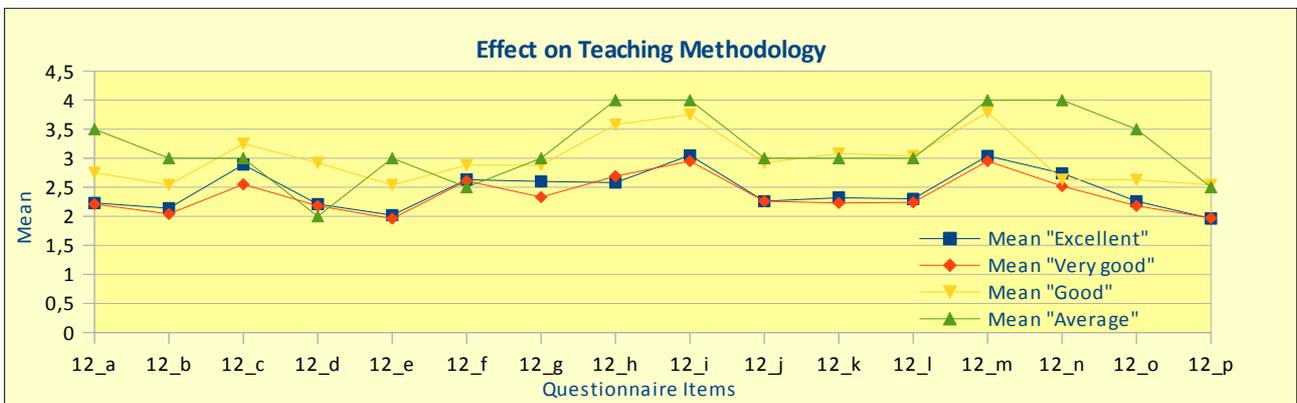
C. The assignments' effect on teaching methodology according to teaching experience



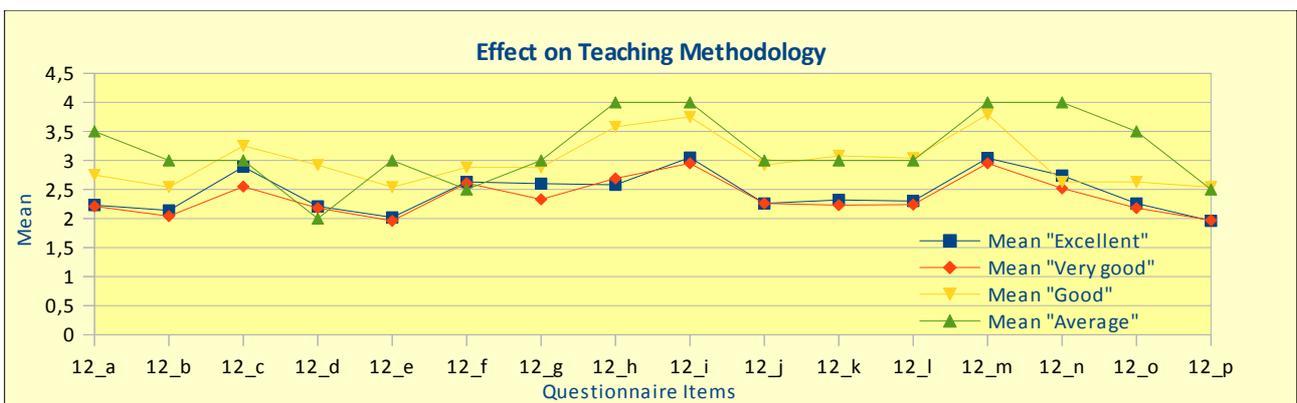
D. The assignments' effect on teaching methodology according to teaching context



E. The assignments' effect on teaching methodology according to achievement



F. The assignments' effect on teaching methodology according to student status



Effrosyni Kataropoulou (ekatar75@yahoo.gr) has been teaching English in Greek secondary education for 20 years. She holds an M.A. in American Literature from the University of Essex and a M.Ed. in TESOL from the Hellenic Open University. Her research interests focus on teacher education and alternative assessment.
