



**DO SESSIONS INSPIRE
DELTA PARTICIPANTS?
WE ASKED THEM TO
TELL...**

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+ AIMS

- Give a brief background of the context and the courses
- Summarise the research design briefly
- Report on the results
- Answer any questions and invite comments.





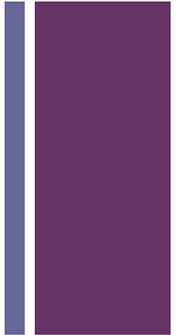
OUR CONTEXT



- Bilkent University School of English Language
- Intensive Preparatory Programme (Pre-sessional courses)
- CELTA + ICELT + Delta Modules
- Before Delta – complete ICELT or CELTA + 2 years teaching experience
- Delta courses since 1998 (prior to that DOTE + DTEFLA)
- Modular Delta since 2008



OUR RESEARCH QUESTIONS



- During input sessions, what kind of techniques and procedures do *Delta course participants* perceive as useful?
- During input sessions, what kind of techniques and procedures do *Delta tutors* perceive as useful?
- Is there *any difference between the participants' and tutors' perceptions* regarding the usefulness of the techniques and procedures used during input sessions? If so, what are these?



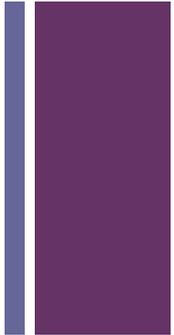
+ DATA COLLECTION & ANALYSIS

- Designed 2 questionnaires – with parallel questions (mostly likert scale items & a few open ended items)
- Most of the closed items came from Daniel Pell’s article in IATEFL TTED SIG Newsletter 2010-2. Excellent list....
- 4 Delta tutors (100% response rate)
- 29 ex- / current Delta course participants (37% response rate) sent out 79 questionnaires 29 came back... (during summer period???)
- Analysed data quantitatively using descriptive statistics.
- Qualitative analysis conducted using coding - theme analysis and then merging themes – checking with a peer.





Results: 4 Main Sections



- Ways of giving input
- Ways of stimulating discussion
- Ways of sharing ideas and information between participants
- Ways of getting ideas back from the participants
- The scale is:

1	2	3	4	5
Not useful at all	Slightly useful	Moderately useful	Very useful	Extremely useful



Ways of Giving Input	TEACHERS	TRAINERS
Tutors' Lectures	3.82	4
Using Power Point slides during the session	3.83	3.75
Participants doing reading tasks before the session (pre-reading tasks)	3.51	4.5
Dictation activities	2.88	4.25
Tutors' demonstrating classroom activities and procedures	4.06	5
Tutors' using loop input	4.28	4.75
Workshops (getting participants do things in the sessions)	3.64	4.75



Comments on Ways of Giving Input

■ Teachers:

- “Modeling activities after presenting theoretical input was very useful. I managed to use a number of the activities directly in classes and they generally were well received.”
- Loop input is ... meaningful as the content is relevant to us, which helps us feel like students more (good for empathy reasons) and teach us the content at the same time.

■ Tutors:

- [Tutors' demonstrating classroom activities and procedures] definitely needed, always!
- Signalling [loop input]/eliciting its use are important.
- I benefitted from [workshops] as a tutee, so I believe they're useful.
- To me, when participants are 'active', they learn more and enjoy the session more. In sessions where participants are asked to demo activities/procedures, ... exchange classroom experiences, I have witnessed that they become more motivated and confident.



<i>Ways of stimulating discussion</i>	TEACHERS	TRAINERS
Watching a video	3.57	4.25
Reading a lesson plan or transcript of a lesson	3.77	3.75
Activities completed in groups (ranking, ordering, categorizing, matching)	3.69	4.5
Using pictures	3.23	3.75
Using pre-reading tasks	3.69	4.5
Using reflection on teaching	3.9	4.5



Comments on Ways of Stimulating discussion



■ Teachers:

- “Groupwork for me is very dependent on the make-up/dynamic of the group. Sometimes I find it interesting/useful, but it can be quite frustrating.”
- “When group discussions are not concluded with tutor’s own vision and view, they don’t seem to be very useful.”

■ Tutors:

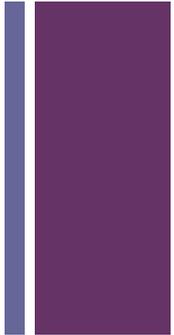
- “participants react more (and thus a longer discussion is stimulated) when they are exposed to the ‘strong comm belonging to scholars or to lesson plans, tasks and activ of a rather ‘unfamiliar’ sort.”



<i>Ways of sharing ideas and information between participants</i>	TEACHERS	TRAINERS
Buzz-groups	3.07	3.75
Small group discussion	3.64	4.25
Pair discussion	3.5	4.25
Whole group (plenary discussion)	3.64	4.25
Mingling activities	2.6	3.75
“Pass the paper”	2.76	3.75



Comments on sharing ideas and information



■ Teachers:

- I personally don't like moving during sessions. I like to discuss things with the people sitting next to me – the ones I choose in other words. I know that this isn't very professional, but I don't like it.
- Mingling: chaos!

■ Tutors:

- [Small group discussion and pair discussion] are often dependent on the disposition of the participants.
- Not surprisingly, participants tend to sit together with their close friends and they might be hesitant when they are requested to change their places to share opinions. On the other hand, it is more beneficial when they interact with different participants each time as they can broaden their knowledge.





<i>Ways of getting ideas back from the participants</i>	TEACHERS	TRAINERS
Asking questions / direct elicitation from whole group	3.71	4.25
Writing on the WB	3.82	4
Making posters and hang on walls	2.59	3.25
Participants give individual or group presentations	3	4





Comments on Ways of Getting Ideas Back from the Participants



■ Teachers:

- Posters are not my thing. I believe they take too much time as well.
- It's good to talk about and sometimes see our ideas on the WB.

■ Tutors:

- Participants sometimes find poster making childish/too touchy-feely ELT stuff.



+ OPEN ENDED ITEMS

- **5 open ended items**
 - **Popular activities**
 - **Unpopular activities**
 - **Wishes for more**
 - **Wishes for less**
 - **Additional comments**





I learn best when an input session has / does the following:

TEACHERS

- clear input with relevant links to teaching (theory and practice together) . Practical ideas (10)
- Demonstrations – loop input (9)
- Has enough time for discussions. (7)
- Involves me actively. I learn best by doing. Hands on work (7)
- Trainer lectures and gives the input directly (5)
- Use of PP slides (4)

TRAINERS

- *relates to their classroom experience.*
- *'Models' these can be either 'good' or 'bad' models of teaching.*
- *'Hot discussions' – they like to express their ideas and convince each other.*
- *Like in good lessons/teaching there should be a variety or not too heavy a reliance on one type of session delivery mode.*





I do not like it when an input session has / does the following:

TEACHERS

- Has poster making activities. (6)
- Too much lecturing (4)
- Mingling activity (3)
- Pair work activities / lots of pair discussion (3)
- Too many handouts which are not discussed (often I look back at them and cannot remember why I have them) Is too hectic to follow especially with lots of separate papers. (3)

TRAINERS

- *One way interaction – long lecture-like sessions seem to bore participants.*
- *Remains in a static input mode*
- *Does not signal the relevance of the input to their teaching.*
- *Preparing posters*





During Delta sessions, I would like to have *more* of the following

TEACHERS

- Classroom implications. More links to daily teaching... Practical input/ ideas / “how to”s (11)
- Discussions (8)
- Sample lessons /activities / Loop input (8)
- Direct lecturing when necessary (3)
- Reflection tasks – uses reflection on teaching as basis for ideas (3)
- Delta exam like tasks especially in Module 2 sessions. (2)

TRAINERS

- *Concrete links to their own classrooms*
- *They’d like session leader to teach/guide/show*
- *Hands on tasks*
- *Workshop-based activities*
- *Opportunity to discuss/share ideas/see models of teaching that relate to their context.*





During Delta sessions, I would like to have *less* of the following....

TEACHERS

- Kinesthetic / mingling activities (4)
- Small group activities (3)
- Drawing/making posters (2)
- PP slides (2)
- Lecturing (2)
- Reading during the sessions (2)

TRAINERS

- *Changing seats rather frequently*
- *Lengthy readings in the sessions.*
- *Power Point presentations that are unnecessarily long*





CONCLUSION

- Often teachers and tutors seem to agree on teachers' preferences. That's good!
- We need to be aware of the amount of each mode, type of activity, feedback procedure etc, so that we can ensure variety.
- *“As with general teaching methods, most methods and modes of delivery have a place and can be effective if used appropriately and in a principled/balanced way. Also engagement and relevance underpin successful input sessions.”*



