Teacher Notes

Teachers' Professional Development in ELT

Halis Bereket | BEREKET ELT Archive

This guide contains the discussion story, activity instructions and reusable forms for the seminar. The activities help teachers choose a focused question and a manageable way to learn from classroom practice.

Facilitator preparation

Allow 60 minutes. Prepare the slides, copies of the story and planning sheet, and a short reading if you intend to run the book sharing activity. Participants may instead use a text they already know. Work in pairs or small groups. Keep personal reflections voluntary and support different levels of confidence. Present the background illustration as an illustration, not a photograph of an actual seminar.

Daniel's Story

A fictional discussion case developed from the Mualla teacher activity in Halis Bereket's archive. The characters and events below are fictional. The case examines workload and support rather than judging a real teacher.

Daniel had wanted to become a teacher since he was a student. When he began teaching English at a busy school, he arrived with enthusiasm and a notebook full of ideas. His classes were larger than he had expected, and learners needed different kinds of support. He prepared late into the evening, read about teaching and asked experienced colleagues for advice.

During his first year, Daniel tried several ways of teaching listening and speaking. Some activities worked well. Others needed clearer instructions or more preparation time. He began to understand that a lesson plan was a starting point and that learners' responses could help him improve it.

As the years passed, his responsibilities increased. There were lessons, marking, meetings and family commitments. At home, he shared the care of his children and later helped an older relative. He still cared deeply about his students, but finding time to read or discuss teaching became difficult. Familiar materials helped him manage the workload, so he used them more often.

One afternoon, a colleague invited him to a short discussion about classroom participation. Daniel almost declined because he had papers to mark. He joined for twenty minutes and mentioned that some learners rarely spoke during pair work. His colleague asked a simple question: did they have enough time to prepare before speaking?

The question stayed with him. In his next lesson, Daniel gave learners a minute to think and write a few words before speaking with a partner. He observed the pairs and asked what had helped them. Some learners said the preparation made it easier to begin. Others wanted a model of the first exchange. Daniel noted both responses.

He decided to make a small plan. Twice a week, he would spend ten minutes reading or reviewing a lesson. Once a month, he and a colleague would exchange one useful idea. The school agreed to provide a short meeting slot for teachers who wanted to share classroom trials. Daniel could sometimes take part and sometimes needed to attend to other responsibilities.

Over the following weeks, he adjusted the task and reviewed his observations. Not every change helped every learner, but he had a clearer reason for his decisions. He kept useful familiar activities and improved others. His experience still mattered, and he was learning how to examine it.

Daniel did not suddenly find unlimited time. He found a manageable way to continue learning, with support from people around him.

Story discussion

1. What did Daniel learn during his first year?

2. What later limited his opportunities to learn?

3. What helped him take a first manageable step?

4. What evidence did he gather, and what did it leave uncertain?

5. What could his school or colleagues do to support him?

6. Which part of his plan could work in your situation?

Facilitation: allow four minutes for reading and four minutes for discussion across slides 5 and 6. Accept several workable solutions. Do not imply that caregiving or long experience makes a teacher ineffective. Ask groups to name an individual action and a form of organisational support.

Learning together through reading

Choose a short accessible text relevant to a teaching question. Before the meeting, ask everyone to read it and bring one classroom connection. In the meeting, clarify the author's idea, discuss its evidence and suitability, and choose an application. At a later meeting, share observations from the trial. A cooperative version lets every teacher contribute without scores or prizes.

The archive example: in the 2002 school book evaluation meeting, teachers had read Hasan Yilmaz's book. Halis Bereket used twelve questions and an interactive competition. Colleagues added ideas beyond the slides, and eleven teachers received books across the first three places. Use this account as a documented example, not as a measured demonstration of improved student outcomes.

A short reflection record

Lesson or task: _____

What I observed: _____

What learners said or showed: _____

Possible explanations: _____

One change to try: _____

When I will review it: _____

A supportive colleague conversation

Before the lesson, agree on one focus such as how learners begin a pair task. Observe a short agreed section. Record events rather than ratings. Afterward, let the teaching colleague describe the lesson first. Compare observations and consider possible explanations. Agree on one next step. Keep the record private unless both colleagues agree otherwise, and separate the activity from formal appraisal.

Student feedback form

Purpose: help the teacher understand the learning experience. This is a locally designed classroom feedback form, not a validated teacher rating scale. Do not request names. Explain that participation is voluntary, answers will not affect marks, and learners may skip items. Adapt the language for age and proficiency.

Response options for each statement: Never / Sometimes / Often / Always / Not applicable. Circle or write one option.

1. The instructions help me know what to do.
My answer: _____

2. The pace helps me follow the lesson.
My answer: _____

3. I have opportunities to take part.
My answer: _____

4. The activities help me practise what we are learning.
My answer: _____

5. I feel comfortable asking for help.
My answer: _____

6. Feedback helps me understand my next step.
My answer: _____

One thing that helps me learn: _____
_____

One thing that could help me learn better: _____
_____

Teacher follow-up: consider patterns alongside observations and learner work. Do not add the responses into a single teacher score. Explain one action you will take and revisit the question after several lessons. Use the original archived form as an example of reflective practice, while using neutral, single-focus items for a new class.

My teaching toolkit

Optional reflection activity inspired by the archive car metaphor. Ask participants to choose one strength, one area needing attention and one source of support. Avoid car-brand rankings. Sharing is optional.

Technology reflection

Ask: what learning need will the tool address? What must I learn to use it well? Can learners access it? What simpler alternative is available? How will I judge usefulness? Discuss support needs without labelling colleagues as resistant or inferior.

Four week development plan

My class or context: _____

My focused teaching question: _____

_____

Week 1 What I will observe now: _____

Week 2 What I will read or discuss: _____

Week 3 My small classroom trial: _____

The observations or feedback I will collect: _____

_____

Who or what can support me: _____

Week 4 My review date: _____

What would suggest the trial is useful: _____

After review Continue / Adapt / Stop and reconsider

My next decision and reason: _____

_____

An example plan

Question: how can quieter learners contribute more in pair speaking tasks? Week 1: note how pairs begin and which need help. Week 2: discuss preparation time and task modelling with a colleague. Week 3: offer a minute of preparation and model the first exchange. Observe several tasks and invite learner comments. Week 4: compare the observations, consider task differences and decide whether to continue or adjust. Participation records can inform a decision without proving that the trial caused all changes.

Source selection

The academic PDFs offer background reading. Several study future teachers, so their findings should not automatically be generalised to experienced ELT teachers. Files 3 and 8 duplicate the same text. File 7 contains an entire journal issue. The package does not reproduce these academic PDFs or the original book discussion slides. Old percentages and fixed minute rules are not presented as general teaching laws.

References and source notes

Bereket, H. (2002). Book evaluation presentation on Hasan Yilmaz's Ogretmenim, Lutfen Bu Kitabi Okur musun. Unpublished school presentation, 8 February 2002. Source: Lutfen_bu_kitabi_okurmusun.pptx.

Bereket, H. (2005). Teacher self-development seminar extract. Unpublished teaching archive. Source: teachers self development_seminerden.pptx.

Bereket, H. (2001–2002). Student feedback form and accompanying classroom feedback examples. Unpublished teaching archive. Sources: T Evaluat form 2.pdf and book evaluation slides 25–28.

Machekhina, O. N. Teachers' Self-Improvement as a Development Resource for Modern Schools, pp. 522–524. Supplied PDF 3.pdf, also duplicated as 8.pdf. Publication year and containing volume are not established in the supplied excerpt.

Ivaniuk, H., Venhlovska, O., Antypin, Y., & Vovchok, Y. (2020). Self-Development as a Factor in the Professional Growth of Future Teachers. Journal of History Culture and Art Research, 9(4), 77–86. https://doi.org/10.7596/taksad.v9i4.2873