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**TEACHER DEVELOPMENT AND EMOTIONS: AN ICT-BASED REFLECTIVE/
COLLABORATIVE APPROACH**

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ABSTRACT

This thesis aims, first, to examine Greek primary school EFL teachers' views regarding a number of issues related to more effective approaches to in-service teacher training and, second strives to explore an alternative approach which could overcome some of the weaknesses spotted in the existing in-service teacher training system as these are described in literature. More specifically, it aims to explore whether teachers can enhance their reflective skills and develop professionally when they work in collaboration with a small number of colleagues in distance mode and exchange electronic diaries describing their lessons. In addition, it attempts to measure their professional development and investigate the role of teachers' emotions in this framework by identifying their causes and exploring the responses these emotions lead to.

Quantitative and qualitative research methods were utilised in this study so as to find answers to the research questions we posed. The data examined stemmed from a Teachers' Views Questionnaire (TVQ) and a corpus of four teachers' electronic diary entries collected through the realisation of the Collaborative Electronic Diary Exchange Project (CEDEP) over a school-year period. The data gathered from the respondents who filled in the TVQ (n=483) revealed that in-service training suffers from many of the weaknesses attested in the literature, the most important of which relate to issues arising from the theory/practice dichotomy and/or inadequate undergraduate or pre-service preparation. As a result, many teachers do not feel well-prepared for entering the school classroom although they have attended

training courses offered by private institutions and have gained work experience in private language schools. Nevertheless, EFL teachers in Greece appear highly motivated and interested in their professional development and attend in-service training regularly. Furthermore, although they are in favour of collaborating with colleagues and school advisors, instances of such collaboration are limited. EFL teachers also believe that they are reflective about their teaching without, however, practising reflection in any systematic way such as keeping diaries, observing other teachers or being observed. The conclusions drawn from the analysis of the TVQ informed the design of the second research instrument, CEDEP.

The data collected from CEDEP (a corpus of 37,042 words) shed new light on the field of teacher development by highlighting the role of teachers' emotions and exploring how they can be used to measure practitioners' professional development. More analytically, our proposed model of teacher development stresses the importance of peer collaboration as it can help EFL teachers realise that they face similar problems with other members of the teaching community. Moreover, the sharing of electronic diaries where teachers describe their teaching experiences and reflect on them seems to operate as a psychological cushion which absorbs negative

emotions and nurtures positive ones, promotes lifelong learning and facilitates professional development.

KEY WORDS: teacher development, emotions, EFL teachers, in-service training, reflection, diary, collaboration, ICT